




Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	389	385	366
7	416	395	391
8	399	408	409
Ungraded	8	14	15
Total	1212	1202	1181

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	16%	15%	16%
Students with Disabilities	13%	13%	14%
English Learners	0%	0%	0%
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	82.0%
Hispanic	8.6%
Black or African American	5.2%
Asian	3.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
Two or More Races	0.3%

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	97.5%
Spanish	1.5%
Other	1.2%



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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	1115	98.1	65.60	54.80	54.90	65.6	64.2	Met Target
White	924	98.0	66.40	57.20	63.90	66.4	64.6	Met Target
Hispanic	93	98.1	53.80	38.30	39.80	53.8	58.6	Met Target†
Black or African American	55	96.8	60.00	42.30	35.20	60	46.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	84.60	74.30	80.70	84.6	80	Met Goal
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	527	98.0	75.40	63.30	62.20	75.4		
Male	588	98.1	56.80	47.00	48.10	56.8		
Economically Disadvantaged Students	169	95.8	50.30	36.60	36.20	50.3	48.9	Met Target
Non-Economically Disadvantaged Students	946	98.5	68.30	60.10	65.80	68.3		
Students with Disabilities	148	95.1	20.20	19.60	20.50	20.2	23.3	Met Target†
Students without Disabilities	967	98.5	72.50	61.20	61.90	72.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	360	756	753	752	3%	11%	28%	45%	13%	58%	54%
White	303	756	755	758	*	*	28%	44%	14%	58%	63%
Hispanic	31	746	743	740	*	*	45%	36%	*	39%	38%
Black or African American	13	761	743	736	*	*	*	*	*	62%	32%
Asian, Native Hawaiian, or Pacific Islander	13	777	765	776	0%	0%	*	77%	*	92%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	166	761	759	758	*	*	27%	48%	*	64%	61%
Male	194	752	747	746	*	*	29%	42%	*	53%	46%
Economically Disadvantaged Students	51	744	742	737	*	*	41%	28%	*	35%	34%
Non-Economically Disadvantaged Students	309	758	756	761	*	*	26%	48%	*	62%	65%
Students with Disabilities	48	719	722	722	*	*	*	*	*	*	17%
Students without Disabilities	312	762	758	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	360	756	*	753	3%	11%	28%	45%	13%	58%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	378	765	762	756	4%	5%	19%	47%	25%	72%	59%
White	301	766	764	764	3%	4%	20%	48%	26%	73%	69%
Hispanic	34	755	749	742	*	*	*	50%	*	65%	44%
Black or African American	20	743	745	737	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	20	782	776	784	0%	0%	*	*	*	90%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	185	774	771	764	*	*	14%	49%	34%	83%	68%
Male	193	756	753	749	*	*	23%	45%	17%	62%	51%
Economically Disadvantaged Students	55	745	747	739	*	*	20%	46%	*	53%	40%
Non-Economically Disadvantaged Students	323	768	766	766	*	*	18%	47%	*	76%	70%
Students with Disabilities	40	724	725	719	*	*	28%	*	*	23%	19%
Students without Disabilities	338	770	767	763	*	*	18%	*	*	78%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	378	765	*	758	4%	5%	19%	47%	25%	72%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	402	763	761	757	5%	10%	19%	47%	19%	66%	59%
White	330	765	764	764	4%	9%	19%	47%	21%	69%	68%
Hispanic	34	744	741	742	*	*	29%	32%	*	41%	44%
Black or African American	27	754	746	738	*	*	*	56%	*	67%	39%
Asian, Native Hawaiian, or Pacific Islander	10	772	773	786	0%	0%	*	*	*	70%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	187	772	770	766	*	*	12%	51%	26%	77%	68%
Male	215	755	752	749	*	*	25%	43%	14%	56%	50%
Economically Disadvantaged Students	57	747	745	739	*	*	*	47%	*	56%	40%
Non-Economically Disadvantaged Students	345	765	764	766	*	*	*	46%	*	68%	69%
Students with Disabilities	47	719	722	718	*	*	32%	*	*	13%	18%
Students without Disabilities	355	768	767	764	*	*	18%	*	*	73%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	402	763	*	759	5%	10%	19%	47%	19%	66%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

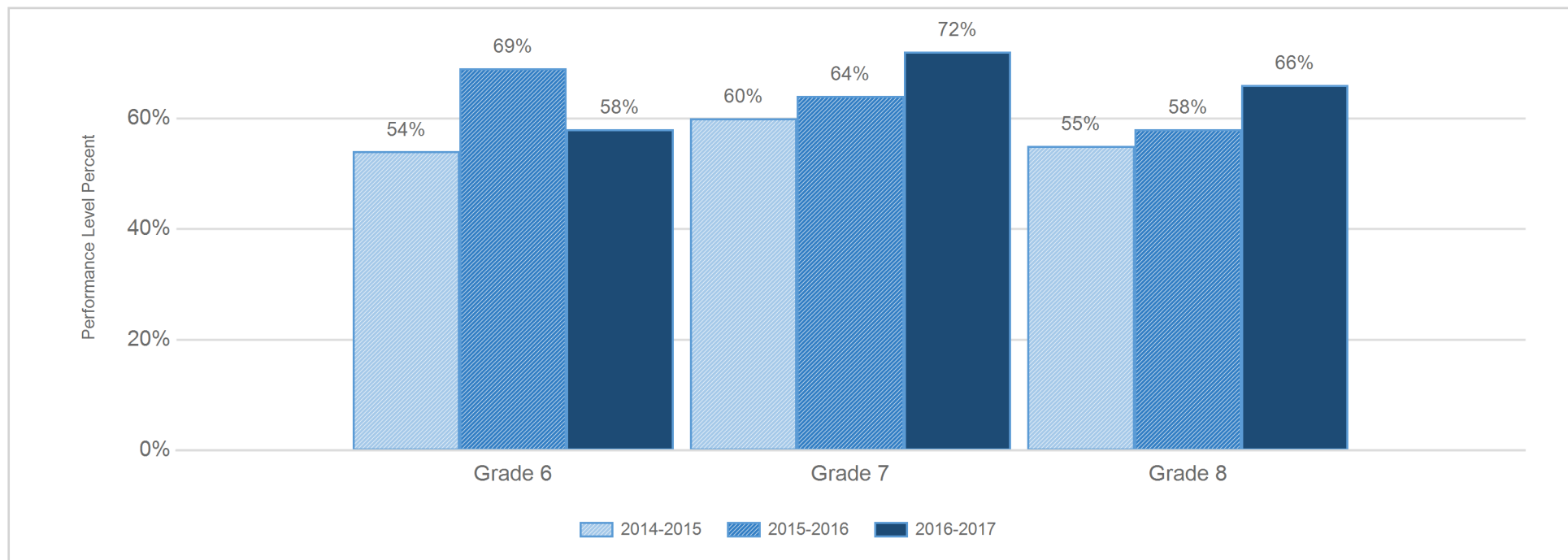


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1110	97.9	55.00	48.60	43.50	55	55.5	Met Target†
White	921	97.9	57.20	51.40	52.40	57.2	56.3	Met Target
Hispanic	93	98.1	32.30	31.90	27.60	32.3	39.6	Met Target†
Black or African American	53	95.1	39.60	28.80	21.70	39.6	40.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	82.10	71.90	75.60	82.1	80	Met Goal
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	525	97.8	56.00	50.50	44.10	56		
Male	585	97.9	54.00	46.80	42.90	54		
Economically Disadvantaged Students	167	95.8	34.10	32.00	25.10	34.1	37.7	Met Target†
Non-Economically Disadvantaged Students	943	98.3	58.70	53.40	54.30	58.7		
Students with Disabilities	145	95.1	17.20	*	16.50	17.2	22.6	Not Met
Students without Disabilities	965	98.3	60.60	*	48.80	60.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 6**

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

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	359	754	749	743	4%	13%	26%	44%	13%	57%	44%
White	303	755	752	751	4%	12%	25%	46%	14%	59%	54%
Hispanic	31	736	735	731	*	*	39%	*	*	29%	27%
Black or African American	12	746	733	724	*	*	*	*	*	50%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	166	754	750	745	*	*	28%	43%	*	56%	45%
Male	193	754	747	742	*	*	24%	45%	*	58%	43%
Economically Disadvantaged Students	51	740	737	728	*	22%	37%	26%	*	33%	24%
Non-Economically Disadvantaged Students	308	756	752	752	*	11%	24%	47%	*	61%	56%
Students with Disabilities	49	719	725	717	*	*	25%	*	*	12%	13%
Students without Disabilities	310	759	753	748	*	*	27%	*	*	64%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	359	754	*	745	4%	13%	26%	44%	13%	57%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	340	747	745	741	*	11%	37%	47%	*	49%	40%
White	273	749	747	748	*	10%	37%	50%	*	52%	49%
Hispanic	32	734	732	730	*	*	34%	*	*	28%	23%
Black or African American	19	738	733	726	*	*	*	*	0%	32%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	170	749	746	743	*	10%	36%	49%	*	52%	41%
Male	170	746	743	740	*	12%	38%	45%	*	46%	38%
Economically Disadvantaged Students	53	734	734	729	*	25%	36%	25%	*	28%	22%
Non-Economically Disadvantaged Students	287	750	748	749	*	9%	37%	51%	*	53%	50%
Students with Disabilities	39	720	720	716	*	33%	*	*	*	21%	11%
Students without Disabilities	301	751	749	746	*	8%	*	*	*	53%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	340	747	*	742	*	11%	37%	47%	*	49%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	263	735	733	728	10%	28%	30%	32%	0%	32%	28%
White	209	737	736	736	9%	25%	30%	35%	0%	35%	35%
Hispanic	30	729	*	721	*	37%	33%	*	0%	20%	21%
Black or African American	21	726	720	715	*	*	*	*	0%	24%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	123	737	735	730	10%	28%	25%	37%	0%	37%	30%
Male	140	734	731	725	11%	28%	34%	28%	0%	28%	26%
Economically Disadvantaged Students	51	734	726	719	*	26%	29%	31%	*	31%	19%
Non-Economically Disadvantaged Students	212	736	735	734	*	28%	30%	33%	*	33%	34%
Students with Disabilities	45	715	711	705	*	*	*	*	*	*	*
Students without Disabilities	218	739	738	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	263	735	*	729	10%	28%	30%	32%	0%	32%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	781	746	743	0%	*	*	92%	*	97%	42%
White	113	780	749	751	0%	*	*	92%	*	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	788	775	774	*	*	*	87%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	64	782	749	744	0%	*	*	94%	*	98%	43%
Male	74	781	744	741	0%	*	*	91%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	138	781	*	745	0%	*	*	92%	*	97%	*
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	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Carl W. Goetz Middle School
2016-2017

Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

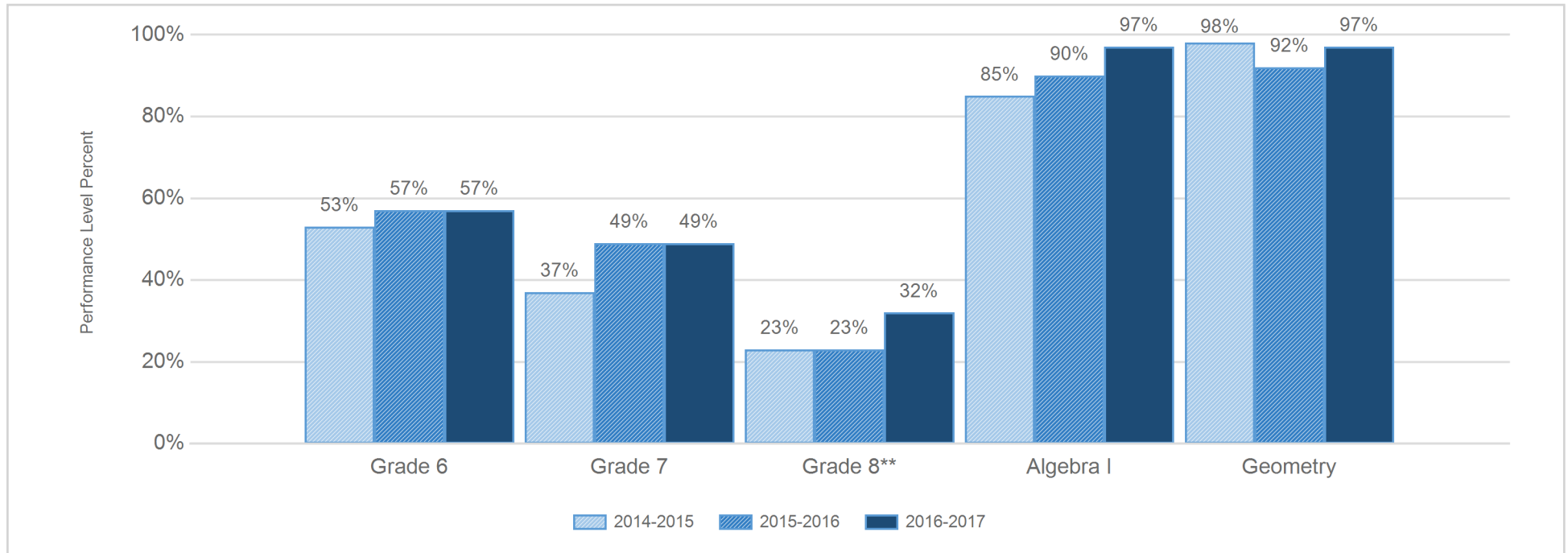
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	772	737	734	0%	0%	*	75%	*	97%	30%
White	34	772	738	740	0%	0%	*	77%	*	97%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	14	770	*	735	*	*	*	79%	*	93%	31%
Male	22	774	*	733	*	*	*	73%	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	36	772	*	740	0%	0%	*	75%	*	97%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	36	772	741	738	0%	0%	*	75%	*	97%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	36	772	737	735	0%	0%	*	75%	*	97%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

Mathematics Assessment – Performance Trends

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



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



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
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835 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	13	12
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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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.

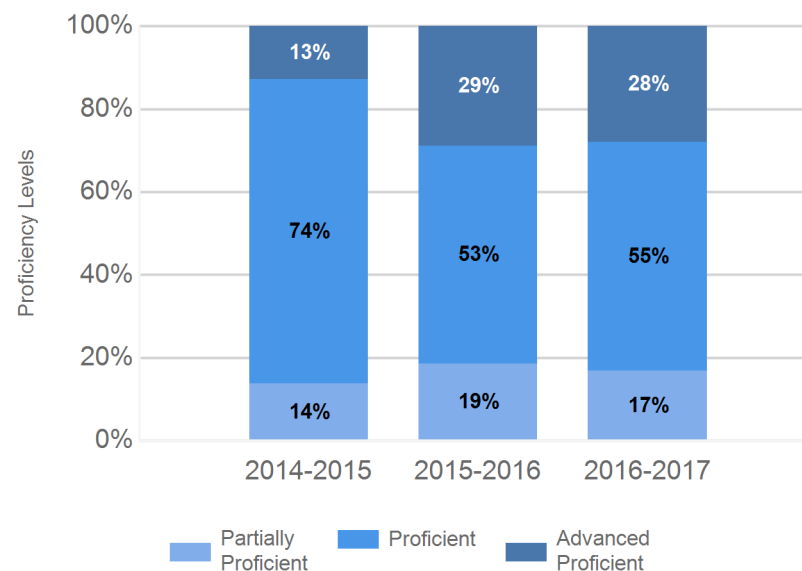
NJASK Science Assessment Performance: Grade 8

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	28%	55%	17%
White	31%	54%	16%
Hispanic	9%	70%	21%
Black or African American	15%	59%	26%
Asian, Native Hawaiian, or Pacific Islander	30%	60%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	23%	57%	21%
Students with Disabilities	7%	40%	53%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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	54	53	50	Met Target	62	63	50	Exceeds Target
White	55	53	50	Met Target	64	64	52	Exceeds Target
Hispanic	44.5	*	49	Met Target	45	*	47	Met Target
Black or African American	40	52	45	Met Target	52.5	59	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	60	60	Exceeds Target	*	72.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	42	46	47	Met Target	55	56	46	Met Target
Students with Disabilities	38	42	41	Not Met	44.5	49	43	Met Target
English Learners	*	53	53	**	*	67	51	**

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



Carl W. Goetz Middle School
2016-2017

Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

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:

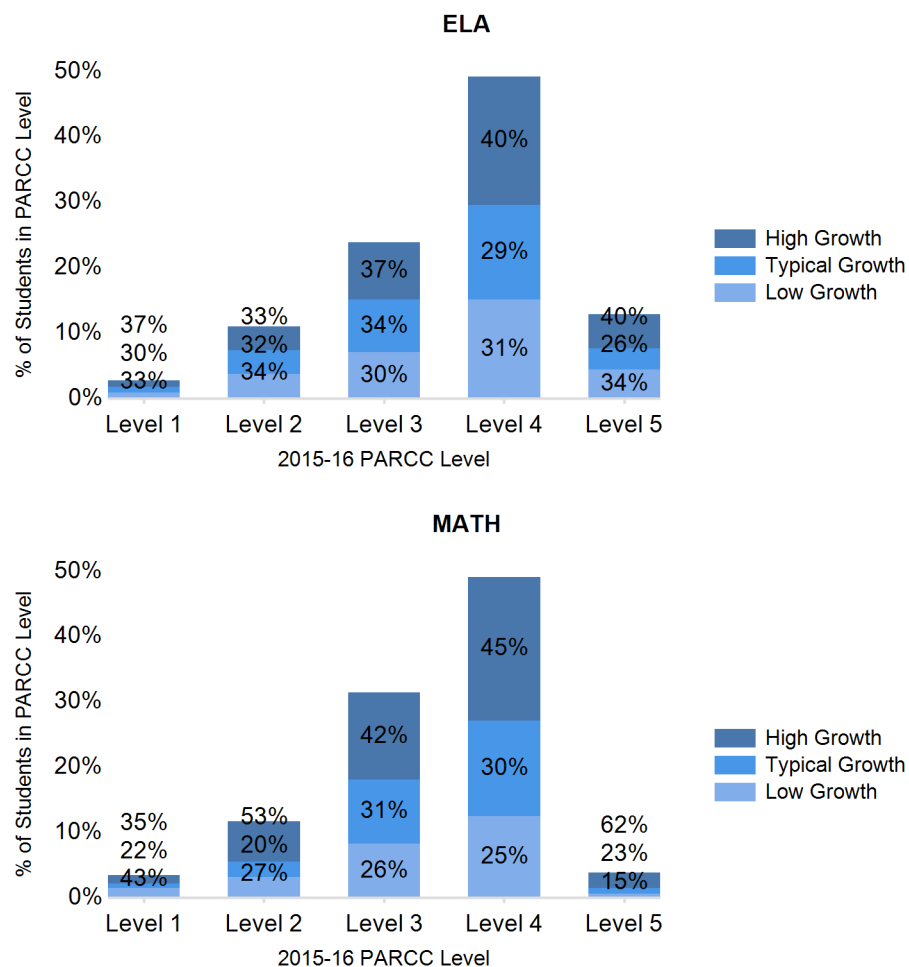
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

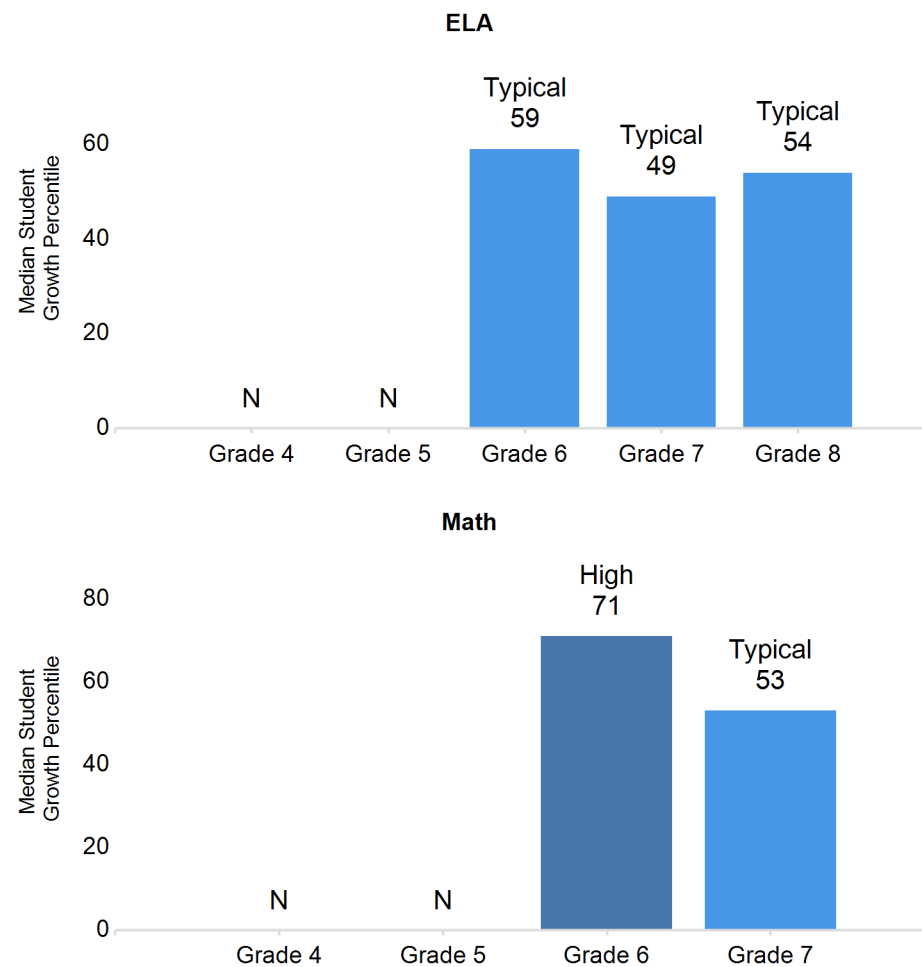
Student Growth by Performance Level

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.





Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	326
7	37	0	367
8	102	36	279
Schoolwide	139	36	972

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	372
7	0	0	0	0	0	0	397
8	50	0	0	0	0	0	360
Schoolwide	50	0	0	0	0	0	1129
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Carl W. Goetz Middle School
2016-2017

Grade Span 06-08

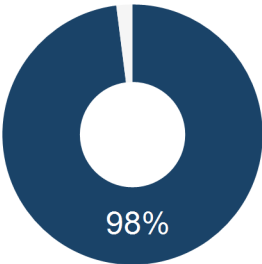
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Visual and Performing Arts – Course Participation

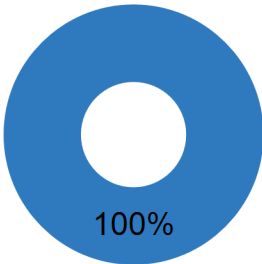
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

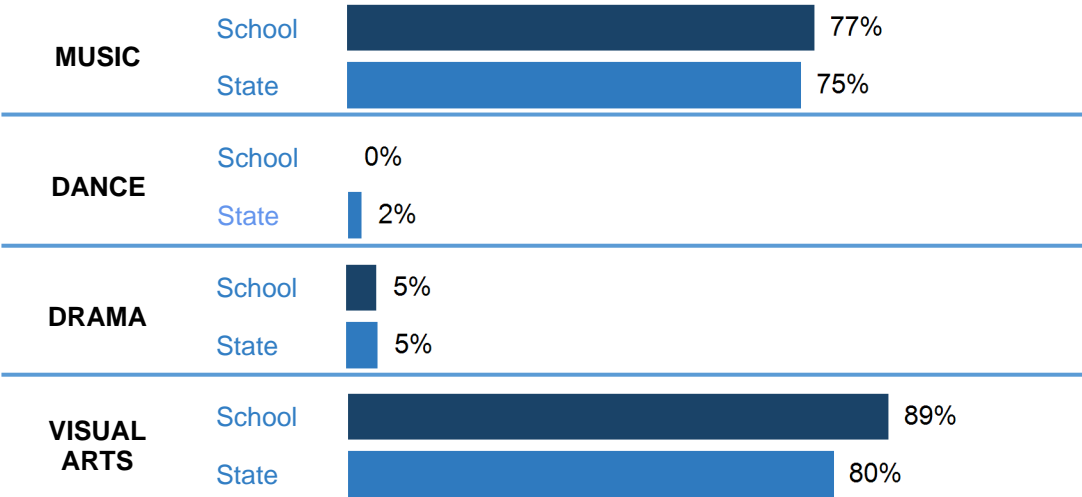


School



State

Students enrolled in one or more classes by discipline:





Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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

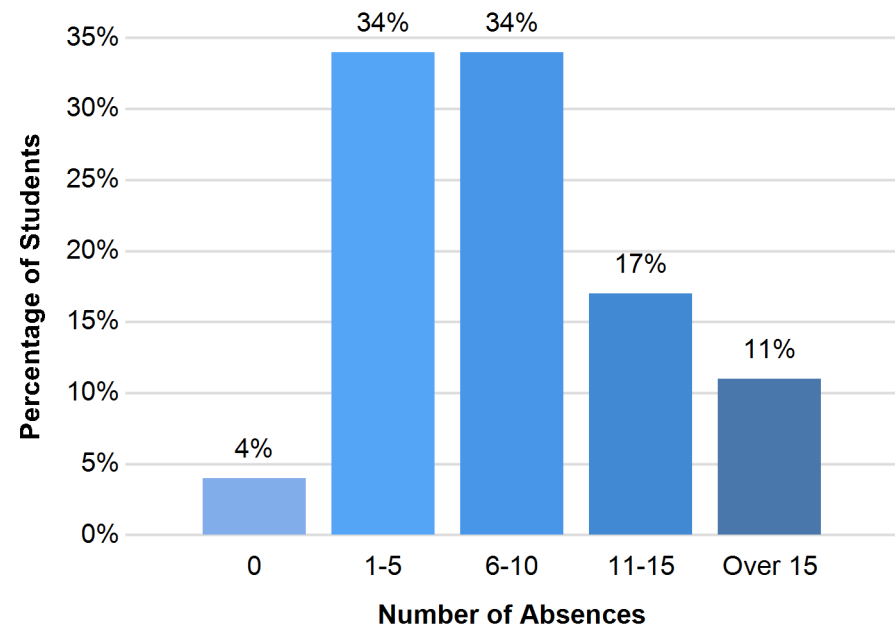
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	8.70	Met Target
White	6.80	8.70	Met Target
Hispanic	7.90	8.70	Met Target
Black or African American	6.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	16.10	8.70	Not Met
Students with Disabilities	10.20	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.



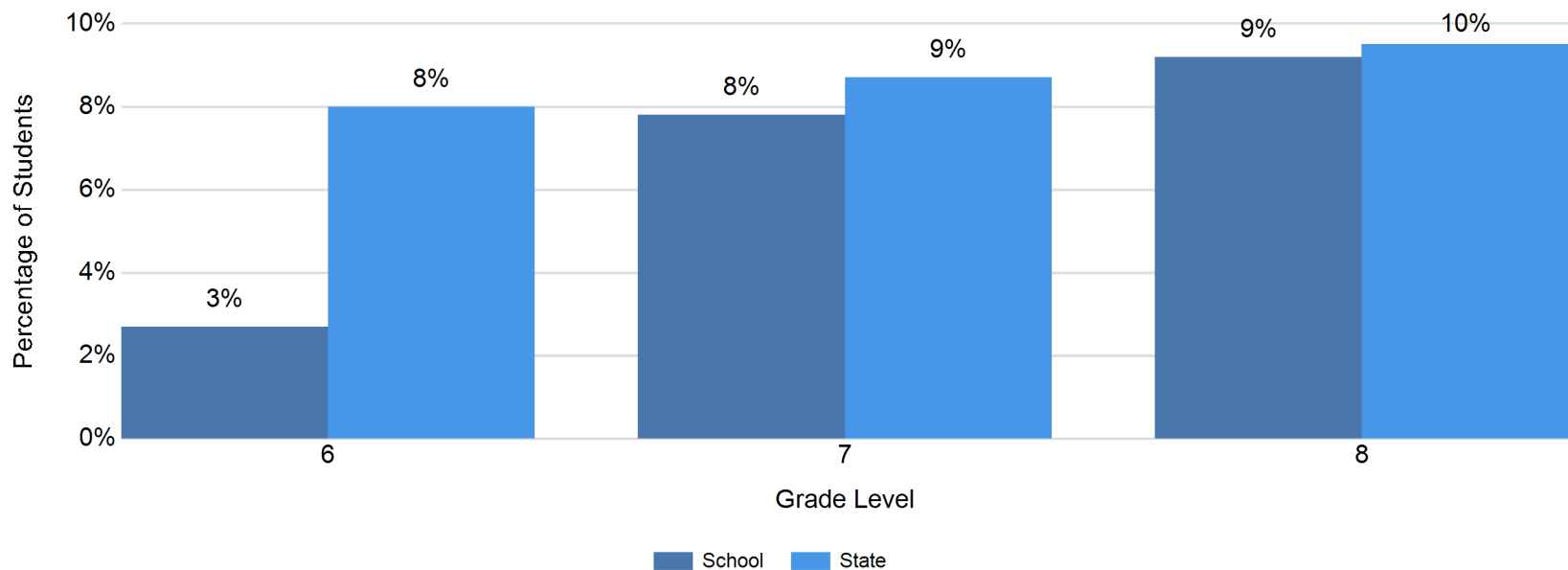


Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
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JACKSON, NJ 08527-3497

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.





Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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. 30 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.59

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	1.6%
Out-of-School Suspensions	1.4%
Any Suspension	2.7%

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



Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
 OCEAN
 JACKSON TWP
 835 PATTERSON ROAD
 JACKSON, NJ 08527-3497

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	92	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	11.7	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	394:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

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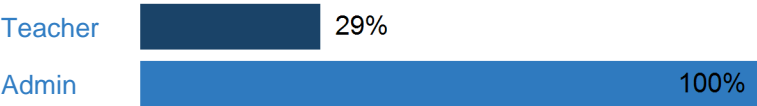
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	94%



Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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	65.8	17.5%
Mathematics Proficiency	59.2	17.5%
English Language Arts Growth	52.5	25.0%
Mathematics Growth	79.7	25.0%
Chronic Absenteeism	53.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.9
Summative Rating: Percentile rank of Summative Score		70.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Carl W. Goetz Middle School

2016-2017

Grade Span 06-08

29-2360-055

OCEAN

JACKSON TWP

835 PATTERSON ROAD

JACKSON, NJ 08527-3497

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	62.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	61.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	49.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	70.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	69.5	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	50.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08




29-2360-055
 OCEAN
 JACKSON TWP
 835 PATTERSON ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mr. Perino	Email Address:	cjperino@jacksonsd.org
Address:	835 PATTERSON ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/14
Phone:	(732)833-4610		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Goetz Middle School hosts the prestigious Academic Bowl each year. • Goetz Middle School traditionally competes for Division Championships in all 13 of our sports teams. • Goetz Band and Chorus students are recognized annually at the county and state level for their performances.
 Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
 Awards, Recognition, Accomplishments:	<p>The Goetz community achieves excellence academically, athletically and in our extracurricular offerings. Our Math League ranked second in Ocean County and our Video Productions team won several awards for their submissions. Wrestling, Girl's Track and Girl's Softball won division Championships while members of our Baseball Team made national news in the Little League World Series. Our Outstanding music department produced several students selected to All State Chorus and All-Shore Band.</p>







Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
 OCEAN
 JACKSON TWP
 835 PATTERSON ROAD
 JACKSON, NJ 08527-3497

School Narrative

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

 Courses, Curriculum, Instruction:	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative. Annually, over two thousand high school students in the Jackson School District participated in twenty-eight interscholastic sports played at the Varsity, Junior Varsity, and Freshman levels.</p>
 Clubs and Activities:	<p>There are numerous Clubs and activities in the Goetz community that meet the needs of our diverse population. These clubs include: Anime Club, Arts and Crafts Club, Book Club, Builders Club, Captains Club, Chess Club, Dare to Write, FBLA, Goetz Gazette, Goetz Live, Honors Choir, I.M.P.A.C.T, Ski Club, Math League, National Junior Art Honor Society, National Junior Honor Society (NJHS), R.A.C.E.R., Robotics, Spirit Band, STEM Club, Yearbook Club</p>
 Before and After School Programs:	<p>The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>







Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

School Narrative

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 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
OCEAN
JACKSON TWP
835 PATTERSON ROAD
JACKSON, NJ 08527-3497

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Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.



Carl W. Goetz Middle School
2016-2017
Grade Span 06-08

29-2360-055
 OCEAN
 JACKSON TWP
 835 PATTERSON ROAD
 JACKSON, NJ 08527-3497

School Narrative

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Other Information:

The Carl W. Goetz Middle School believes in educating the whole child and provides each student with diverse experiences enabling them to build character, gain knowledge, and become well-rounded members of society. We continue our commitment in creating a safe learning environment for our students and remain vigilant in preventing bullying, harassment and intimidation. Our Literacy programs are closely aligned to the Core Content State Standards. We are committed to reinforcing these standards through various Literacy initiatives such as P.V.L.E.G.S, a formalized presentation strategy that has been infused into the curriculum. These initiatives are vital to the student's ability to focus on reading and gain higher level thinking skills. Our Math programs provide students with the most current strategies and skills necessary for the increased attention in the mathematics standards. Our initiatives balance the conceptual understanding with procedural fluency which promotes a greater understanding of how mathematical concepts are connected to each other and to real-life. In addition to academic initiatives, students are able to strengthen character development through our R.A.C.E.R. program. This program infuses positive traits into classroom lessons as well as celebrating good citizenship through a character recognition program. They also are afforded the opportunity to participate in numerous clubs and activities and are encouraged to take advantage of these opportunities which may launch future prospects in life. Our education community believes that all students can learn and succeed. The educators of Goetz accept the responsibility of educating each child to his or her maximum potential. Our school will continue to offer formalized programs to assist students in reaching success in the classroom and prepare them for life beyond school.




Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	258	320	291
7	319	267	308
8	310	304	263
Ungraded	15	18	17
Total	902	909	879

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	30%	28%	31%
Students with Disabilities	16%	16%	17%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	71.1%
Hispanic	14.4%
Black or African American	8.6%
Asian	4.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.8%

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	6.5%
Arabic	1.1%
Other	1.5%



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	810	96.9	57.70	54.80	54.90	57.7	54.5	Met Target
White	591	96.5	62.60	57.20	63.90	62.6	56.3	Met Target
Hispanic	98	97.6	41.90	38.30	39.80	41.9	49.6	Met Target†
Black or African American	72	98.7	33.40	42.30	35.20	33.4	38.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	43	97.8	67.40	74.30	80.70	67.4	63.8	Met Target
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	391	97.2	69.00	63.30	62.20	69		
Male	419	96.7	47.00	47.00	48.10	47		
Economically Disadvantaged Students	234	96.3	44.90	36.60	36.20	44.9	39.9	Met Target
Non-Economically Disadvantaged Students	576	97.2	62.80	60.10	65.80	62.8		
Students with Disabilities	143	96.3	21.00	19.60	20.50	21	20.9	Met Target
Students without Disabilities	667	97.1	65.50	61.20	61.90	65.5		
English Learners	30	97.1	26.70	17.50	25.20	26.7	N	N
Non-English Learners	780	96.9	58.80	55.50	57.40	58.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	749	753	752	4%	18%	31%	39%	8%	47%	54%
White	194	753	755	758	*	13%	33%	41%	*	52%	63%
Hispanic	49	741	743	740	*	27%	37%	29%	*	33%	38%
Black or African American	20	732	743	736	*	*	*	*	0%	25%	32%
Asian, Native Hawaiian, or Pacific Islander	13	754	765	776	0%	*	*	*	*	62%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	139	757	759	758	*	13%	28%	47%	*	59%	61%
Male	141	740	747	746	*	23%	35%	31%	*	35%	46%
Economically Disadvantaged Students	89	741	742	737	*	25%	33%	33%	*	36%	34%
Non-Economically Disadvantaged Students	191	752	756	761	*	15%	31%	41%	*	52%	65%
Students with Disabilities	48	725	722	722	*	35%	35%	*	*	15%	17%
Students without Disabilities	232	754	758	758	*	14%	31%	*	*	53%	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	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	300	758	762	756	5%	10%	22%	40%	22%	62%	59%
White	217	762	764	764	*	*	22%	42%	25%	67%	69%
Hispanic	42	744	749	742	*	*	*	38%	*	50%	44%
Black or African American	27	747	745	737	*	*	37%	*	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	12	766	776	784	*	*	0%	*	*	75%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	151	766	771	764	*	*	19%	43%	29%	72%	68%
Male	149	750	753	749	*	*	26%	37%	15%	52%	51%
Economically Disadvantaged Students	88	748	747	739	*	*	25%	36%	*	50%	40%
Non-Economically Disadvantaged Students	212	762	766	766	*	*	21%	42%	*	68%	70%
Students with Disabilities	48	726	725	719	*	*	35%	*	*	17%	19%
Students without Disabilities	252	764	767	763	*	*	20%	*	*	71%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	758	761	757	7%	9%	21%	48%	16%	63%	59%
White	188	762	764	764	5%	7%	18%	52%	18%	70%	68%
Hispanic	30	738	741	742	*	*	40%	*	*	33%	44%
Black or African American	27	738	746	738	*	*	*	44%	0%	44%	39%
Asian, Native Hawaiian, or Pacific Islander	19	773	773	786	0%	*	*	*	*	68%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	130	769	770	766	*	*	19%	51%	23%	74%	68%
Male	135	747	752	749	*	*	24%	44%	8%	53%	50%
Economically Disadvantaged Students	71	744	745	739	*	18%	25%	35%	*	45%	40%
Non-Economically Disadvantaged Students	194	763	764	766	*	6%	20%	52%	*	70%	69%
Students with Disabilities	47	725	722	718	*	*	34%	21%	*	23%	18%
Students without Disabilities	218	765	767	764	*	*	18%	53%	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

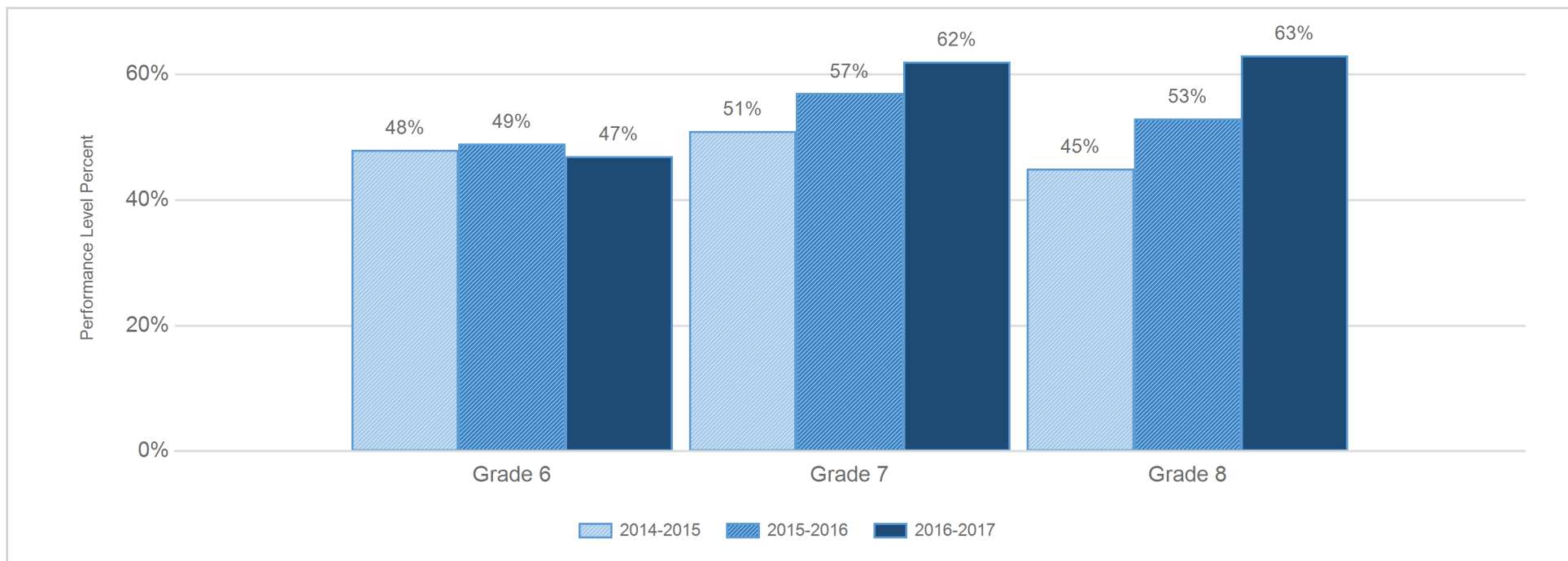


Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

English Language Arts/Literacy Assessment - Performance Trends

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





Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	805	96.6	45.10	48.60	43.50	45.1	45.5	Met Target†
White	587	95.9	50.10	51.40	52.40	50.1	47.5	Met Target
Hispanic	98	98.4	33.60	31.90	27.60	33.6	38.2	Met Target†
Black or African American	71	98.7	15.50	28.80	21.70	15.5	24	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	97.8	55.90	71.90	75.60	55.9	67.4	Met Target†
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	388	97.0	50.00	50.50	44.10	50		
Male	417	96.2	40.60	46.80	42.90	40.6		
Economically Disadvantaged Students	232	96.3	33.60	32.00	25.10	33.6	32.5	Met Target
Non-Economically Disadvantaged Students	573	96.7	49.80	53.40	54.30	49.8		
Students with Disabilities	142	95.6	13.40	*	16.50	13.4	14.6	Met Target†
Students without Disabilities	663	96.8	51.90	*	48.80	51.9		
English Learners	30	100.0	26.70	23.10	23.30	26.7	N	N
Non-English Learners	775	96.5	45.80	49.00	45.20	45.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	280	742	749	743	6%	21%	36%	32%	5%	37%	44%
White	194	746	752	751	*	18%	36%	37%	*	42%	54%
Hispanic	49	734	735	731	*	39%	29%	22%	*	27%	27%
Black or African American	20	725	733	724	*	*	*	*	0%	20%	20%
Asian, Native Hawaiian, or Pacific Islander	13	747	*	771	*	0%	*	*	*	39%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	139	746	750	745	*	15%	37%	37%	*	42%	45%
Male	141	738	747	742	*	28%	34%	28%	*	32%	43%
Economically Disadvantaged Students	89	735	737	728	*	30%	34%	26%	*	28%	24%
Non-Economically Disadvantaged Students	191	745	752	752	*	17%	37%	35%	*	41%	56%
Students with Disabilities	48	730	725	717	*	31%	46%	*	0%	13%	13%
Students without Disabilities	232	744	753	748	*	19%	34%	*	6%	42%	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	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

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	282	742	745	741	*	20%	29%	43%	*	44%	40%
White	201	745	747	748	*	16%	30%	48%	*	48%	49%
Hispanic	42	730	732	730	*	*	26%	33%	0%	33%	23%
Black or African American	27	729	733	726	*	48%	*	*	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	10	755	*	764	0%	*	*	*	0%	60%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	144	743	746	743	*	19%	25%	47%	*	48%	41%
Male	138	740	743	740	*	20%	33%	38%	*	39%	38%
Economically Disadvantaged Students	87	734	734	729	*	24%	26%	36%	*	36%	22%
Non-Economically Disadvantaged Students	195	745	748	749	*	18%	30%	46%	*	47%	50%
Students with Disabilities	47	720	720	716	*	40%	28%	*	*	11%	11%
Students without Disabilities	235	746	749	746	*	16%	29%	*	*	50%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	729	733	728	19%	26%	27%	29%	0%	29%	28%
White	127	734	736	736	13%	24%	28%	35%	0%	35%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	27	715	720	715	*	*	*	*	0%	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	89	733	735	730	14%	26%	34%	27%	0%	27%	30%
Male	100	726	731	725	24%	26%	20%	30%	0%	30%	26%
Economically Disadvantaged Students	60	720	726	719	32%	23%	30%	*	*	15%	19%
Non-Economically Disadvantaged Students	129	734	735	734	13%	27%	25%	*	*	35%	34%
Students with Disabilities	47	708	711	705	*	*	*	*	*	*	*
Students without Disabilities	142	736	738	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.



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	788	746	743	*	*	*	82%	14%	96%	42%
White	57	791	749	751	0%	0%	*	83%	*	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	10	775	775	774	0%	0%	*	*	*	80%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	35	789	749	744	*	*	*	86%	*	100%	43%
Male	36	787	744	741	*	*	*	78%	*	92%	40%
Economically Disadvantaged Students	11	790	*	727	*	*	*	91%	*	100%	23%
Non-Economically Disadvantaged Students	60	788	*	751	*	*	*	80%	*	95%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	71	788	*	747	*	*	*	82%	14%	96%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	71	788	*	745	*	*	*	82%	14%	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

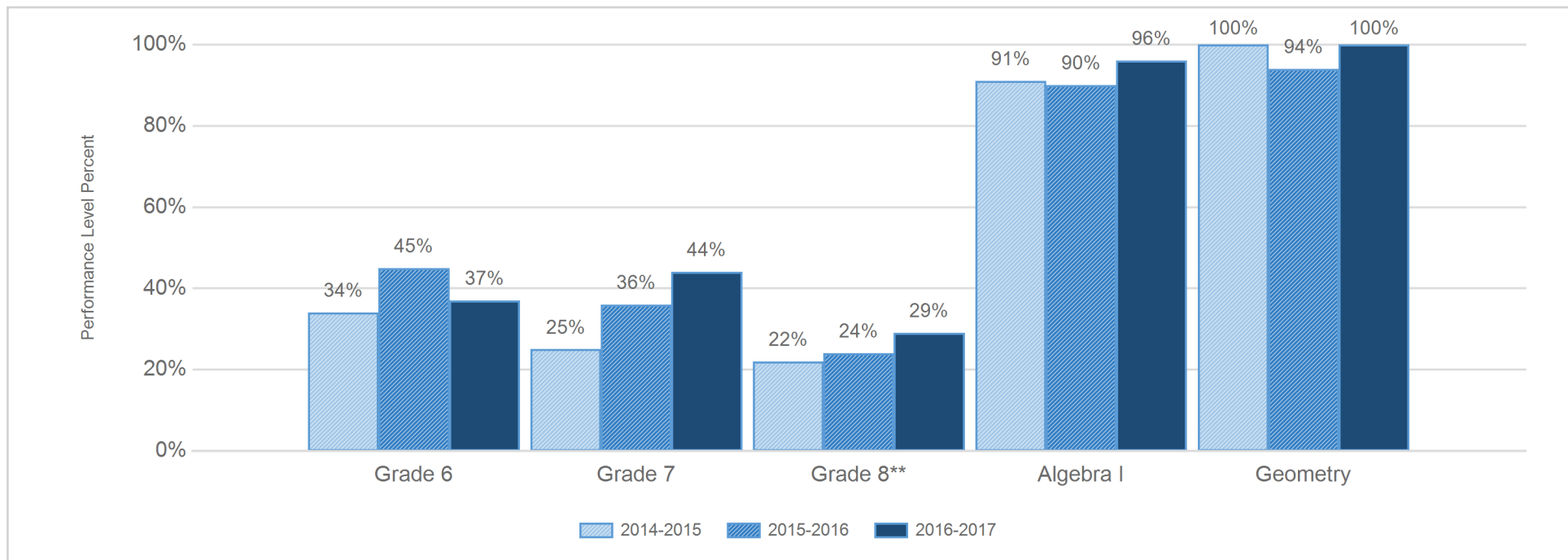
Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	776	737	734	*	*	*	84%	*	100%	30%
White	15	776	738	740	*	*	*	87%	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	19	776	741	738	*	*	*	84%	*	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	19	776	737	735	*	*	*	84%	*	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	*

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.



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.

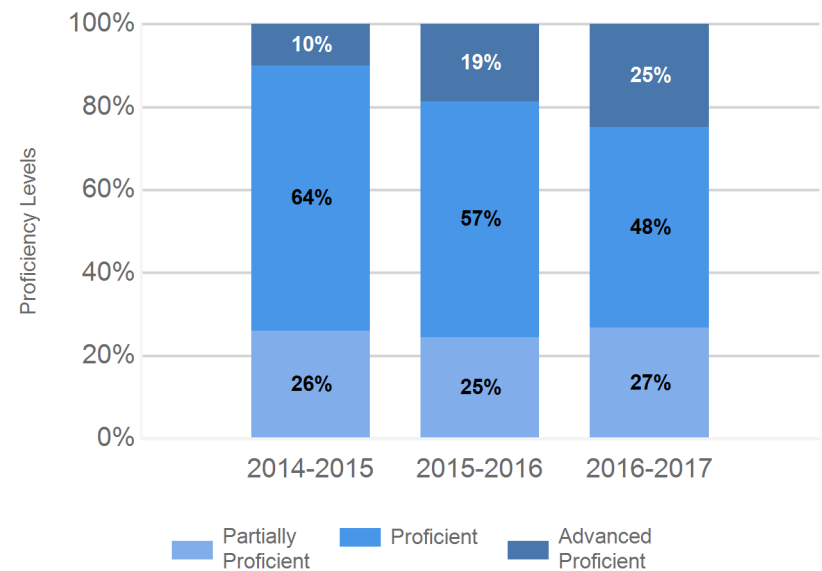
NJASK Science Assessment Performance: Grade 8

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	25%	48%	27%
White	29%	50%	21%
Hispanic	10%	40%	50%
Black or African American	4%	41%	56%
Asian, Native Hawaiian, or Pacific Islander	37%	*	11%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	14%	40%	46%
Students with Disabilities	2%	29%	68%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	53	50	Met Target	59	63	50	Met Target
White	58	53	50	Met Target	61	64	52	Exceeds Target
Hispanic	57	*	49	Met Target	54.5	*	47	Met Target
Black or African American	53	52	45	Met Target	49	59	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	60	60	Met Target	*	72.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	57	46	47	Met Target	58	56	46	Met Target
Students with Disabilities	54.5	42	41	Met Target	50	49	43	Met Target
English Learners	49	53	53	Met Target	66	67	51	Exceeds Target

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



Christa McAuliffe Middle School

2016-2017

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

Grade Span 06-08

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:

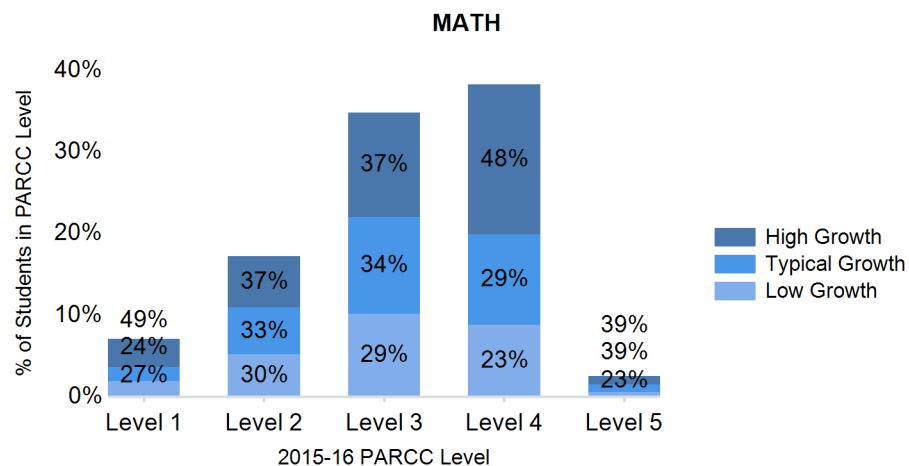
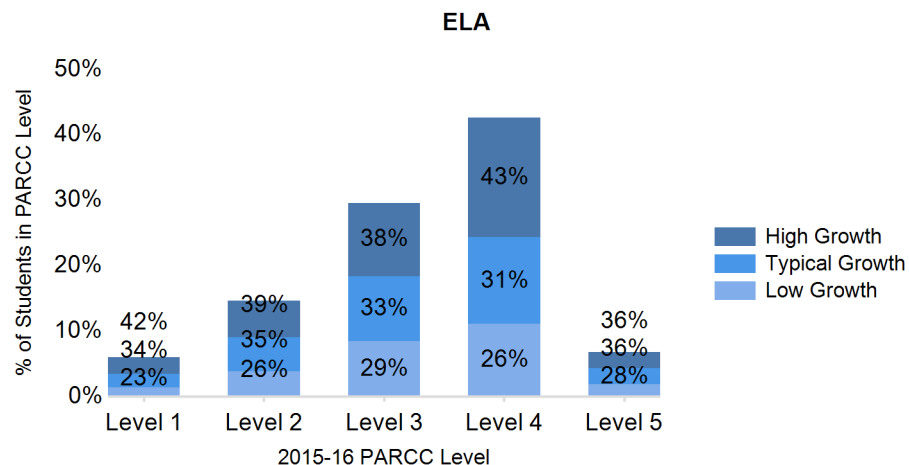
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

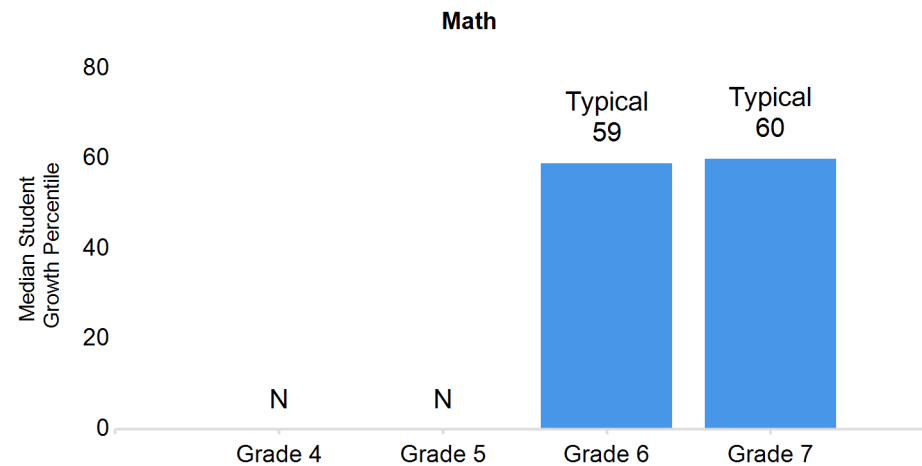
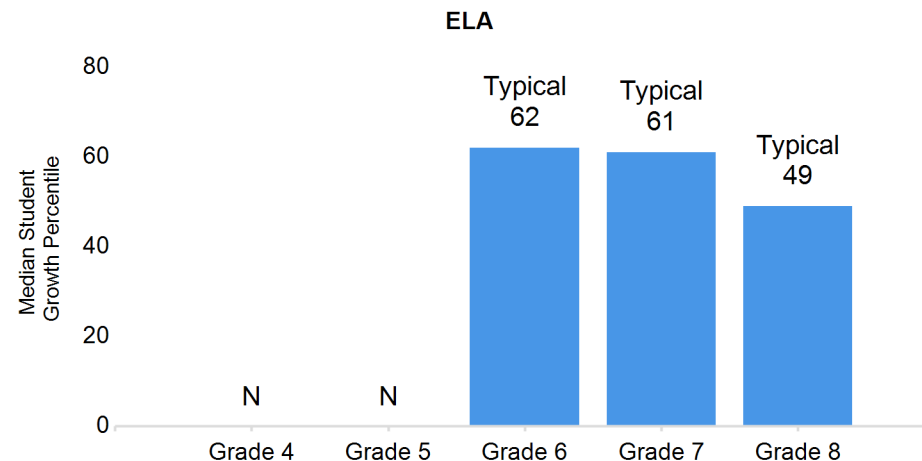
Student Growth by Performance Level

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.





Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	306
7	16	0	310
8	56	19	203
Schoolwide	72	19	819

World Languages - Course Participation

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

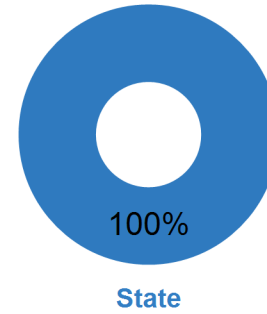
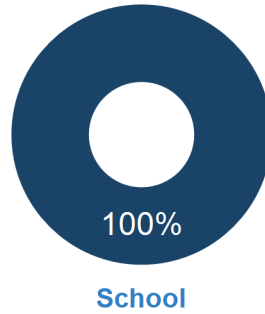
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	292
7	0	0	0	0	0	0	312
8	60	0	0	0	0	0	209
Schoolwide	60	0	0	0	0	0	813
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

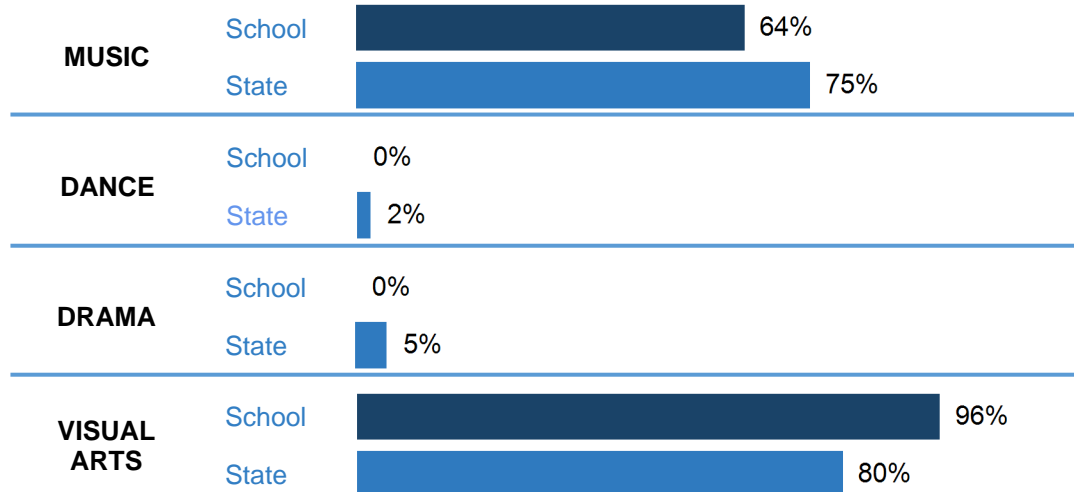
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

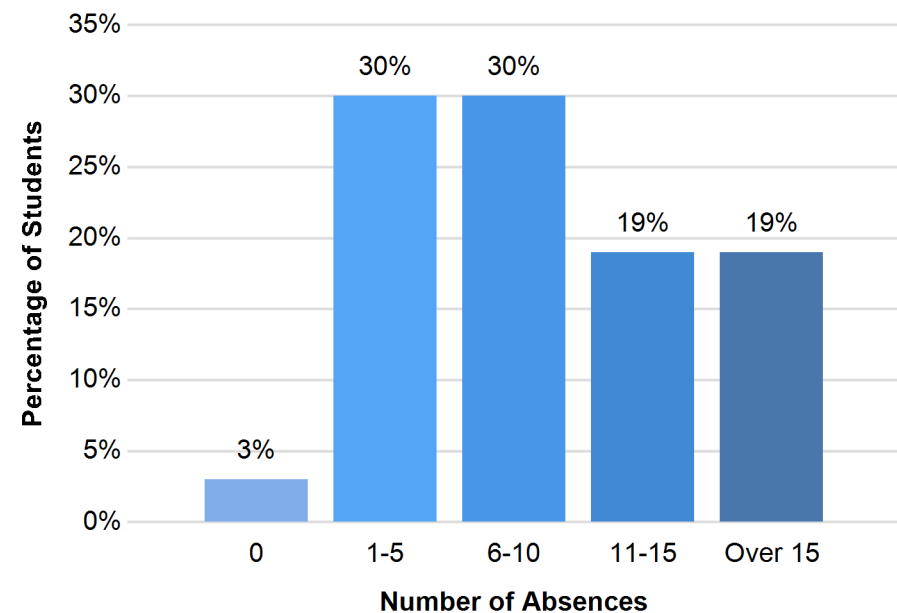
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.30	8.70	Not Met
White	16.00	8.70	Not Met
Hispanic	14.70	8.70	Not Met
Black or African American	14.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	11.40	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.30	8.70	Not Met
Students with Disabilities	19.10	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.



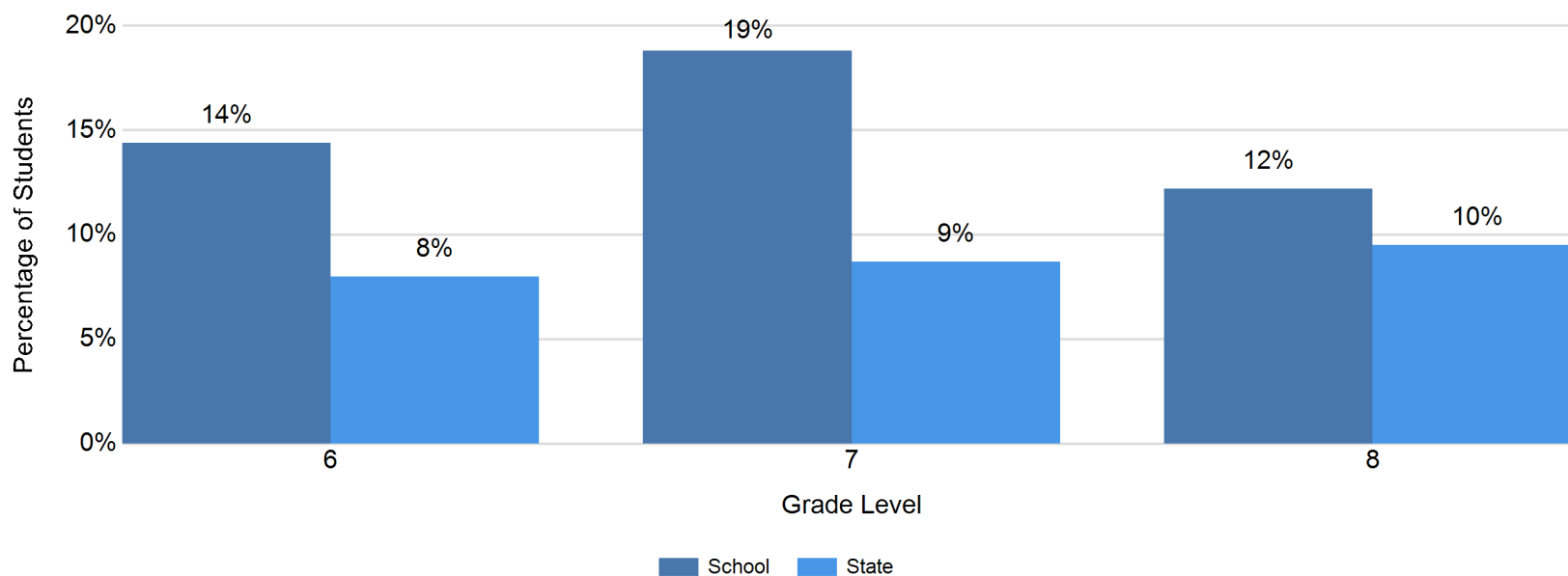


Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.





Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

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. 30 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Vandalism	8
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.93

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	4.4%
Out-of-School Suspensions	3.4%
Any Suspension	7.7%

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



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	81	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	9.6	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	440:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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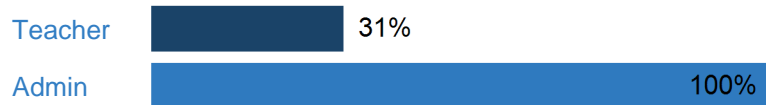
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	93%



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	43.9	17.5%
Mathematics Proficiency	38.7	17.5%
English Language Arts Growth	73.6	25.0%
Mathematics Growth	76.8	25.0%
Chronic Absenteeism	8.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.4
Summative Rating: Percentile rank of Summative Score		54.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	53.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	51.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	58.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	55.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	23.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	58.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	60.7	11.9	No	N	N	**	Met Target	Exceeds Target	No

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† Target was met within a confidence interval.



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08




29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mrs. Phillips	Email Address:	dphillips@jacksonsd.org
Address:	35 SOUTH HOPE CHAPEL ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/15
Phone:	(732)833-4701		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Technology is infused in all classroom experiences using smartboards and chromebooks. • Social Emotional Learning strategies are a focal point to enhance student engagement and develop school connectedness. • There are over 13 athletic teams and 20 extracurricular activities available to our students grades 6 -8.
 Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
 Awards, Recognition, Accomplishments:	<p>We embraced a recycling goal by participating in Sustainable NJ for Schools where we attained a Bronze level achievement along with a \$1,000 grant. A Student School Safety Team was established to obtain valuable student feedback on our anti-bullying and character education programs as well as suggestions on how to improve in these areas. Our Student Council worked to establish a Volleyball Tournament donating proceeds to Oceans of Love, a non-profit facility helping children with cancer.</p>







Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

School Narrative

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 Courses, Curriculum, Instruction:	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative. During 2015-2016, over two thousand high school students in the Jackson School District participated in twenty-eight interscholastic sports played at the Varsity, Junior Varsity, and Freshman levels.</p>
 Clubs and Activities:	<p>Our school offers 13 team sports and more than 20 student clubs, including honor societies, recreational activities, academic competitions and philanthropic causes. The school organizes a community Run for Vets event with over 400 participants which includes a Veteran breakfast, assembly programs and fun run. We continuously strive to develop programs whereby students can feel connected and make a difference in their school and the community.</p>
 Before and After School Programs:	<p>The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>







Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
 OCEAN
 JACKSON TWP
 35 SOUTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

School Narrative

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 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



Christa McAuliffe Middle School

2016-2017

Grade Span 06-08

29-2360-048

OCEAN

JACKSON TWP

35 SOUTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.



Christa McAuliffe Middle School
2016-2017
Grade Span 06-08

29-2360-048
OCEAN
JACKSON TWP
35 SOUTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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Other Information:

The McAuliffe School runs on a modified block where students have the opportunity to participate in course electives outside of the traditional academic requirements. This has helped us provide elective classes, especially in the science and technology realms, to better prepare our students for real world applications. The school initiatives have always included technology goals by providing smartboards in most classroom settings, increasing the number of individual computers for student access, developing basic and advanced computer literacy, and increasing student engagement. Professional development is provided to staff to further our annual school initiatives in the areas of technology, character education, social emotional learning, and student engagement strategies in cross-curricular areas. The district curricula is evaluated on a five-year cycle where we work to meet the needs of all learners in all disciplines and develop programs and practices where students can be challenged and yet set realistic, attainable goals and expectations. Through the use of surveys, Coffee with the Principal meetings, School and Home Association meetings and student organizations, parents, students, and staff are encouraged to provide feedback to a wide array of programs and practices to ensure that we are always moving in a direction that promotes emotional, social and academic growth, expands our current programs and keeps us in the forefront of innovative educational strategies. Analyzing this data allows us to continue to develop counseling programs, improve our character education initiatives and meet the needs of our students as identified by these stakeholders. It has always been the mission of this school to inspire students, to assist students in realizing a strong sense of community, and to instill a sense of personal pride, school pride and community pride in all our students.



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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.



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
 OCEAN
 JACKSON TWP
 1025 LARSEN ROAD
 JACKSON, NJ 08527-3497

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	90	111	87
1	130	97	108
2	127	132	102
3	126	125	125
4	151	115	113
5	143	136	113
Ungraded	16	22	28
Total	783	738	676

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	49%
Male	51%	53%	51%
Economically Disadvantaged Students	32%	29%	30%
Students with Disabilities	15%	18%	17%
English Learners	5%	8%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	70.4%
Hispanic	15.4%
Black or African American	8.4%
Asian	2.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	87	0	0
KG - Full Day	1	111	87

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	88.3%
Spanish	6.1%
Arabic	1.3%
Russian	1.0%
Other	2.7%



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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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	361	99.2	53.20	54.80	54.90	53.2	47.9	Met Target
White	280	98.9	56.50	57.20	63.90	56.5	52.2	Met Target
Hispanic	38	100.0	26.40	38.30	39.80	26.4	29.5	Met Target†
Black or African American	27	100.0	44.40	42.30	35.20	44.4	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.00	74.30	80.70	75	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	174	98.9	59.80	63.30	62.20	59.8		
Male	187	99.5	47.00	47.00	48.10	47		
Economically Disadvantaged Students	89	98.9	31.40	36.60	36.20	31.4	28	Met Target
Non-Economically Disadvantaged Students	272	99.3	60.30	60.10	65.80	60.3		
Students with Disabilities	63	98.4	27.00	19.60	20.50	27	22	Met Target
Students without Disabilities	298	99.3	58.70	61.20	61.90	58.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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	128	742	745	749	*	14%	34%	41%	*	41%	50%
White	97	744	747	759	*	14%	35%	43%	*	43%	61%
Hispanic	15	726	733	734	*	*	*	*	0%	13%	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	56	749	748	754	*	*	23%	54%	*	54%	55%
Male	72	737	741	745	*	*	43%	31%	*	32%	46%
Economically Disadvantaged Students	31	730	*	731	*	*	48%	*	*	19%	31%
Non-Economically Disadvantaged Students	97	746	*	762	*	*	30%	*	*	49%	63%
Students with Disabilities	18	722	*	720	*	*	*	*	*	11%	24%
Students without Disabilities	110	745	*	755	*	*	*	*	*	46%	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	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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JACKSON TWP
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JACKSON, NJ 08527-3497

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	114	756	752	753	*	*	26%	47%	12%	59%	56%
White	90	757	753	762	*	*	24%	51%	11%	62%	67%
Hispanic	10	760	742	740	0%	*	*	*	*	50%	40%
Black or African American	11	735	738	737	*	*	*	*	0%	36%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	53	759	757	758	*	*	30%	45%	*	60%	61%
Male	61	752	747	749	*	*	23%	48%	*	57%	51%
Economically Disadvantaged Students	32	746	741	737	*	*	*	*	*	44%	36%
Non-Economically Disadvantaged Students	82	759	755	764	*	*	*	*	*	65%	69%
Students with Disabilities	20	727	*	725	*	*	*	*	0%	20%	25%
Students without Disabilities	94	762	*	759	*	*	*	*	15%	67%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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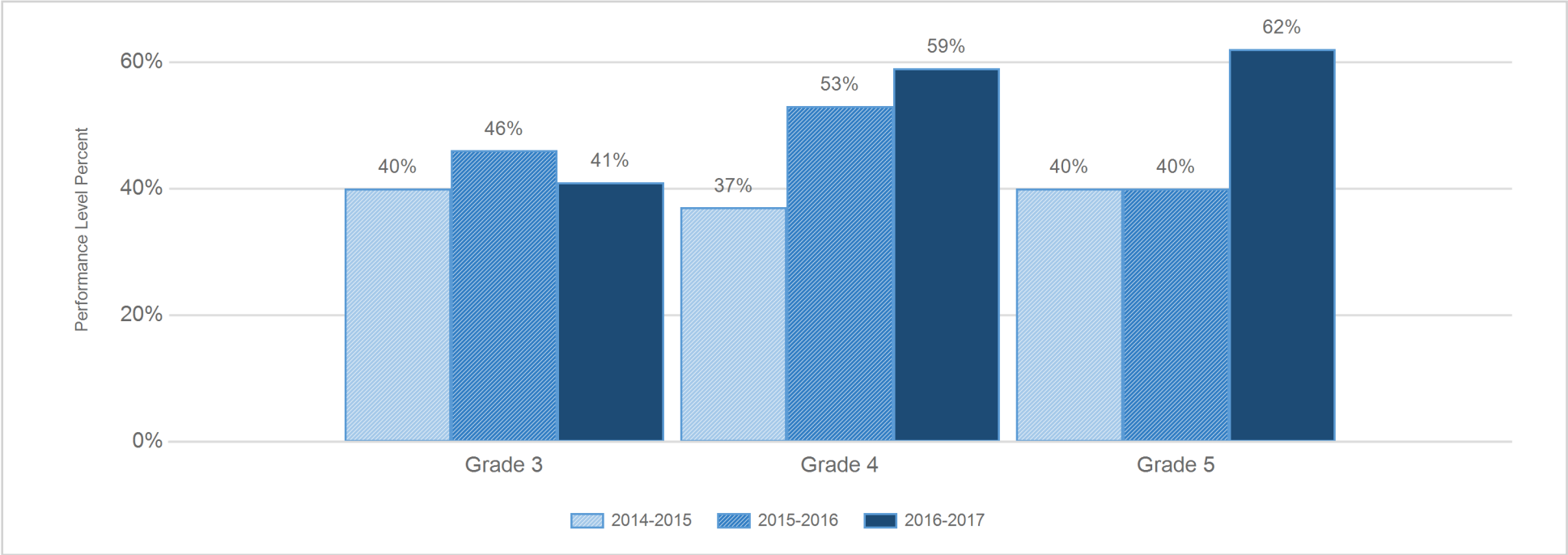
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	113	758	756	756	*	*	27%	55%	*	62%	59%
White	90	761	758	763	*	*	24%	58%	*	66%	69%
Hispanic	12	737	734	743	*	0%	*	*	0%	25%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	63	765	761	761	*	*	25%	54%	*	67%	66%
Male	50	751	751	750	*	*	30%	56%	*	56%	53%
Economically Disadvantaged Students	21	742	*	740	*	*	52%	*	*	33%	40%
Non-Economically Disadvantaged Students	92	762	*	765	*	*	22%	*	*	69%	71%
Students with Disabilities	19	746	*	725	*	*	*	*	*	47%	22%
Students without Disabilities	94	761	*	762	*	*	*	*	*	65%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	113	758	756	757	*	*	27%	55%	*	62%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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.





Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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JACKSON, NJ 08527-3497

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	363	99.2	54.30	48.60	43.50	54.3	48.5	Met Target
White	280	98.9	57.90	51.40	52.40	57.9	52.9	Met Target
Hispanic	38	100.0	34.20	31.90	27.60	34.2	34.1	Met Target
Black or African American	28	100.0	35.70	28.80	21.70	35.7	21	Met Target
Asian, Native Hawaiian, or Pacific Islander	13	100.0	84.60	71.90	75.60	84.6	**	**
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	174	98.9	55.80	50.50	44.10	55.8		
Male	189	99.5	52.90	46.80	42.90	52.9		
Economically Disadvantaged Students	89	98.9	37.10	32.00	25.10	37.1	33.3	Met Target
Non-Economically Disadvantaged Students	274	99.3	59.80	53.40	54.30	59.8		
Students with Disabilities	63	98.4	34.90	*	16.50	34.9	26.2	Met Target
Students without Disabilities	300	99.3	58.30	*	48.80	58.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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JACKSON TWP
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JACKSON, NJ 08527-3497

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	128	748	754	751	9%	*	31%	48%	*	52%	53%
White	97	750	756	759	*	*	32%	47%	*	54%	63%
Hispanic	15	737	744	738	*	0%	*	*	0%	40%	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	56	752	754	751	*	*	27%	50%	*	59%	52%
Male	72	746	754	751	*	*	35%	46%	*	47%	53%
Economically Disadvantaged Students	31	735	*	736	*	*	32%	39%	*	39%	34%
Non-Economically Disadvantaged Students	97	753	*	761	*	*	31%	51%	*	57%	65%
Students with Disabilities	18	734	*	729	*	*	*	*	*	22%	29%
Students without Disabilities	110	751	*	755	*	*	*	*	*	57%	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	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	748	752	747	*	12%	30%	52%	*	52%	47%
White	90	750	753	755	*	*	29%	57%	0%	57%	59%
Hispanic	10	750	743	734	0%	*	*	*	0%	40%	30%
Black or African American	12	731	736	729	*	*	*	*	0%	25%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	750	753	747	*	*	26%	55%	0%	55%	47%
Male	62	747	751	747	*	*	34%	50%	0%	50%	48%
Economically Disadvantaged Students	32	743	741	732	*	*	38%	34%	0%	34%	27%
Non-Economically Disadvantaged Students	83	751	755	757	*	*	28%	59%	0%	59%	61%
Students with Disabilities	20	728	*	724	*	*	*	*	0%	15%	22%
Students without Disabilities	95	753	*	751	*	*	*	*	0%	60%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
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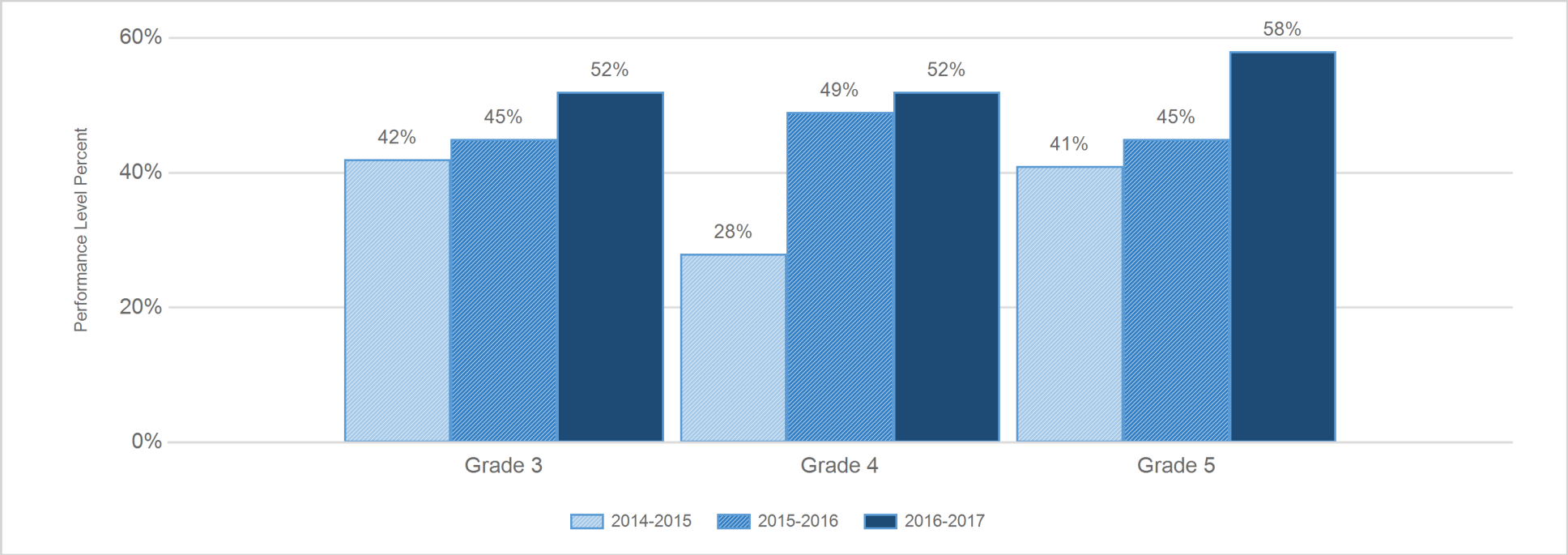
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	756	754	747	*	12%	28%	52%	*	58%	46%
White	90	757	756	754	*	*	27%	59%	*	63%	57%
Hispanic	12	734	734	735	*	*	*	*	0%	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	63	755	753	747	*	*	30%	46%	*	52%	47%
Male	51	756	755	746	*	*	26%	59%	*	65%	46%
Economically Disadvantaged Students	21	744	*	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	93	758	*	756	*	*	*	*	*	63%	59%
Students with Disabilities	19	749	*	725	*	*	*	58%	*	58%	19%
Students without Disabilities	95	757	*	751	*	*	*	51%	*	58%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
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JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	84.2%	15.8%
2	15	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
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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.

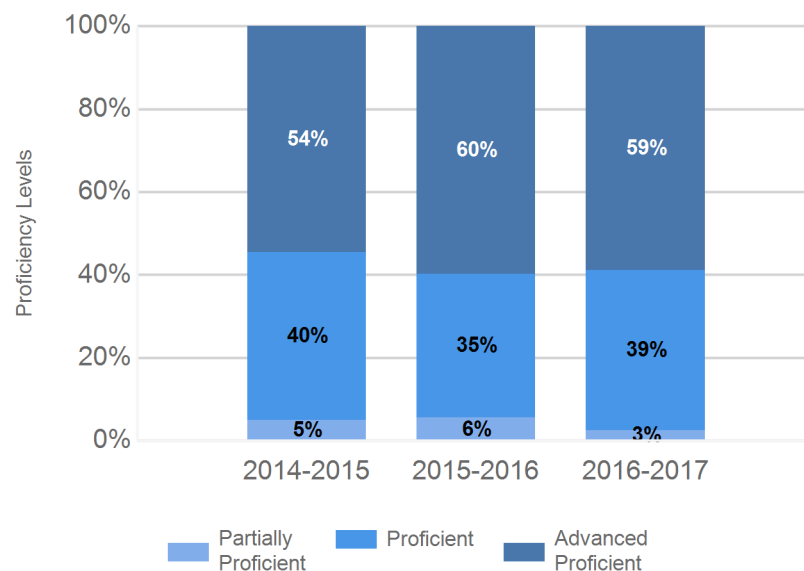
NJASK Science Assessment Performance: Grade 4

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	59%	39%	3%
White	60%	39%	1%
Hispanic	*	*	N
Black or African American	46%	*	18%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	52%	42%	6%
Students with Disabilities	48%	52%	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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	52	53	50	Met Target	62	63	50	Exceeds Target
White	52.5	53	50	Met Target	63.5	64	52	Exceeds Target
Hispanic	42.5	*	49	Met Target	46.5	*	47	Met Target
Black or African American	62	52	45	**	64	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	46	47	Met Target	57.5	56	46	Met Target
Students with Disabilities	47	42	41	Met Target	56	49	43	Met Target
English Learners	*	53	53	**	*	67	51	**

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



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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:

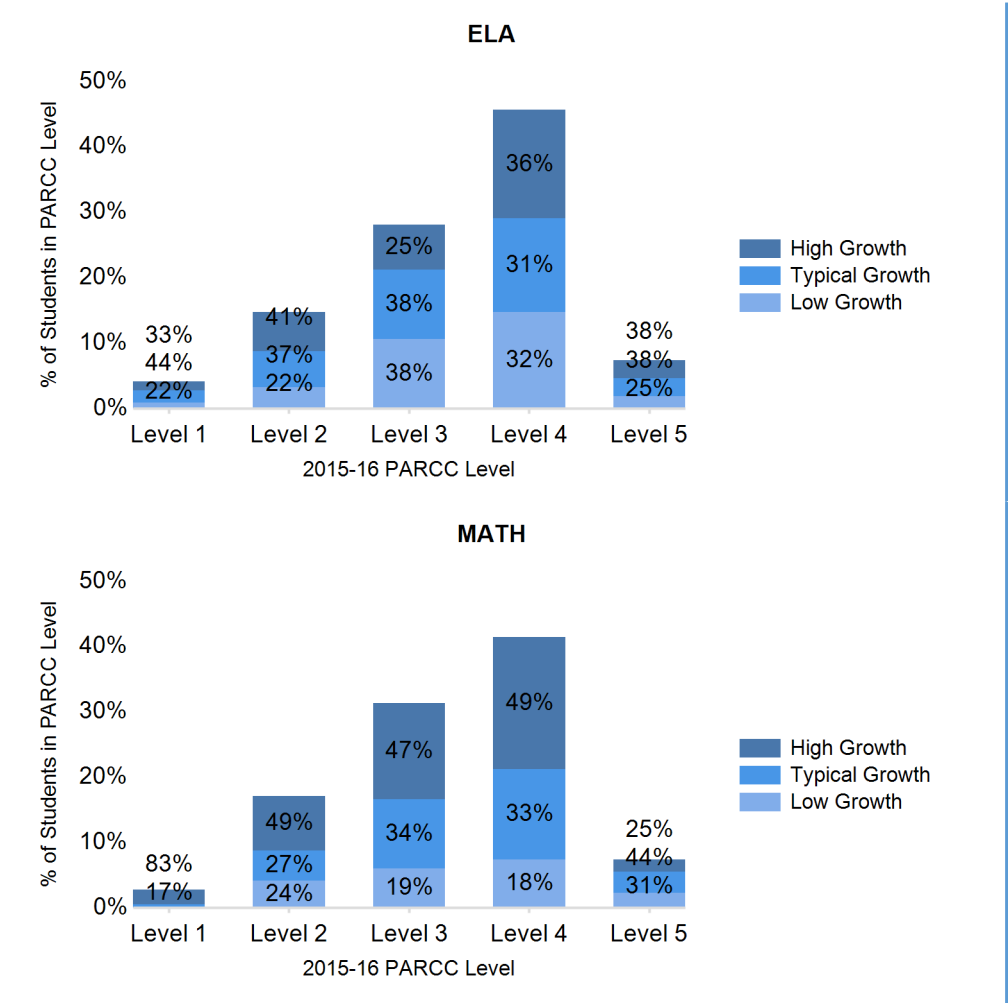
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

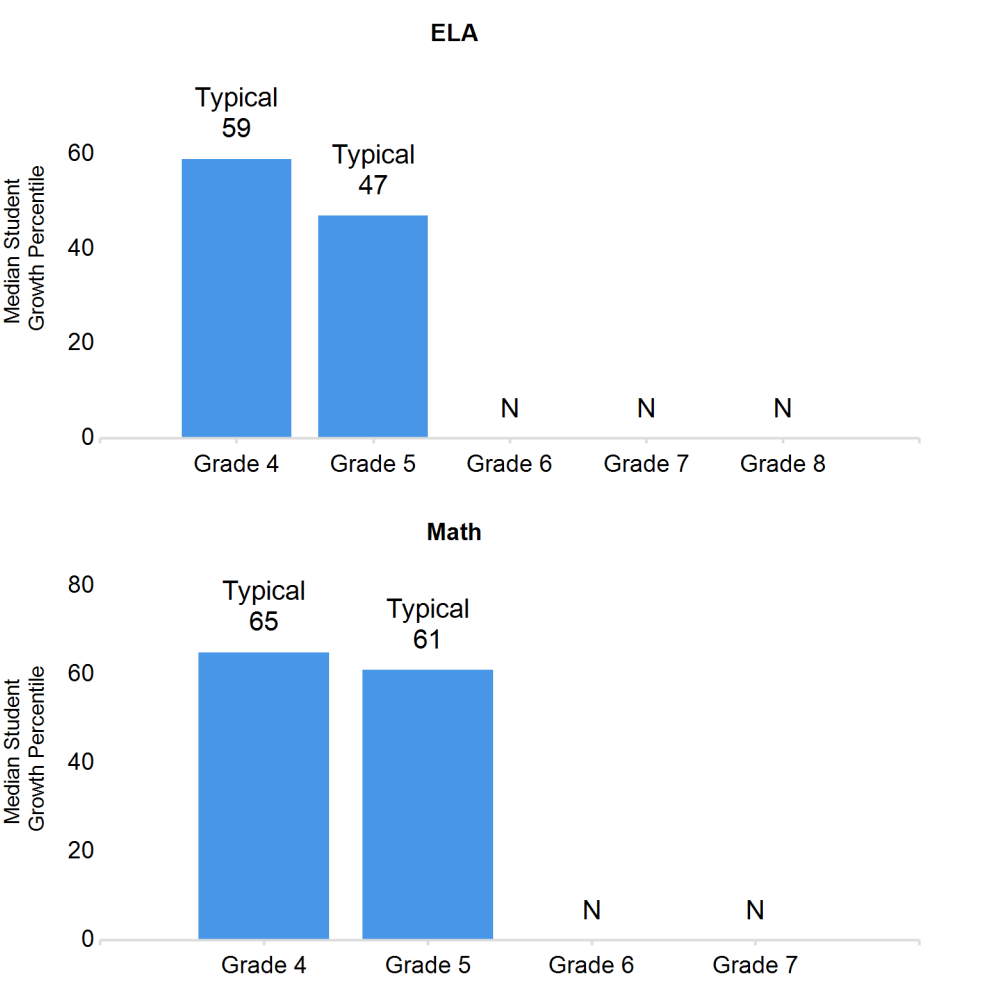
Student Growth by Performance Level

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.





Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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

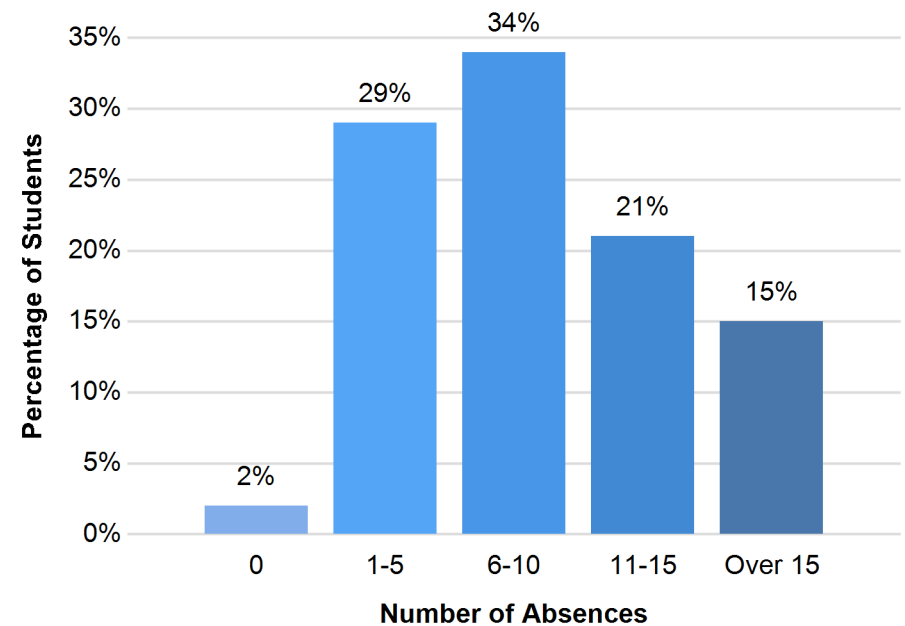
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.30	8.40	Not Met
White	10.50	8.40	Not Met
Hispanic	15.40	8.40	Not Met
Black or African American	6.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	23.80	8.40	Not Met
Economically Disadvantaged Students	16.70	8.40	Not Met
Students with Disabilities	15.30	8.40	Not Met
English Learners	13.20	8.40	Not Met

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

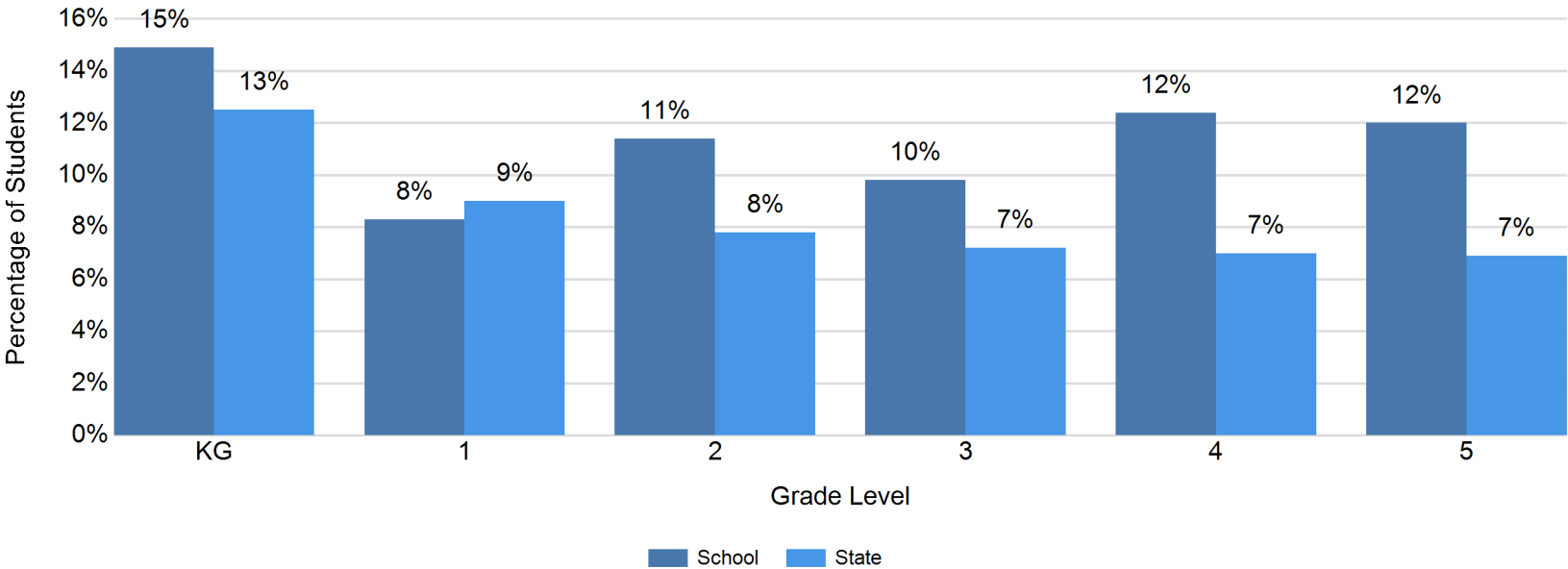
Days Absent

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



Chronic Absenteeism by Grade

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





Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.74

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.0%
Any Suspension	0.6%

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



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
 OCEAN
 JACKSON TWP
 1025 LARSEN ROAD
 JACKSON, NJ 08527-3497

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	1.4:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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	62	120,724
Average years experience in public schools	15.4	11.8
Average years experience in district	11.7	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	338:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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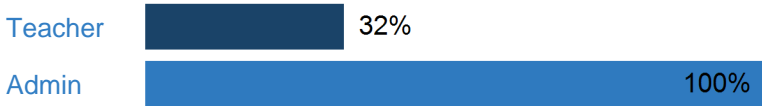
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	92%



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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	38.1	17.5%
Mathematics Proficiency	63.2	17.5%
English Language Arts Growth	50.2	25.0%
Mathematics Growth	81.2	25.0%
Chronic Absenteeism	17.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.2
Summative Rating: Percentile rank of Summative Score		54.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Crawford-Rodriguez Elementary School
2016-2017

Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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	53.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
White	51.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	34.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	51.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	69.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
 OCEAN
 JACKSON TWP
 1025 LARSEN ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mrs. Jean-Denis	Email Address:	aldenis@jacksonsd.org
Address:	1025 LARSEN ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/8
Phone:	(732)833-4690		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Our curriculum includes a Balanced Literacy approach to ELA instruction. • Students are challenged to problem-solve with hands-on activities during math instruction. • Project-based learning is emphasized in the areas of Science and Social Studies instruction.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>At the Crawford-Rodriguez Elementary School we focus on the development of the whole child. Students are recognized for their contributions to creating a positive school environment through bi-monthly "Crawford-Rodriguez Has Character" Awards Ceremony.</p>






Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

School Narrative

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 Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
 Clubs and Activities:	Throughout the school year, students participate in service learning projects, including working closely with local food banks and charitable organizations.
 Before and After School Programs:	The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities,homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.







Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
 OCEAN
 JACKSON TWP
 1025 LARSEN ROAD
 JACKSON, NJ 08527-3497

School Narrative

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

 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>





Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

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>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
<div>Facilities:</div>	<p>Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>




Crawford-Rodriguez Elementary School
2016-2017
Grade Span KG-05

29-2360-030
OCEAN
JACKSON TWP
1025 LARSEN ROAD
JACKSON, NJ 08527-3497

School Narrative

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

<div>Other Information:</div>	<p>Students are encouraged to go beyond the regular school curriculum and to broaden their educational experiences by participating in many extra-curricular activities. Use of technology is integrated into the curriculum in all subjects. Our students have been recognized for their achievements in the following areas: National Spelling Bee, Young Authors Club and various community and state poster contests.</p>
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Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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.



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	46	37	60
KG	67	84	74
1	96	80	81
2	79	97	87
3	96	86	103
4	100	97	93
5	130	102	103
Ungraded	111	139	106
Total	725	722	707

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	43%	40%	41%
Male	57%	60%	59%
Economically Disadvantaged Students	14%	12%	11%
Students with Disabilities	23%	29%	27%
English Learners	0%	0%	0%
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	86.1%
Hispanic	6.5%
Black or African American	3.1%
Asian	2.7%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	58	36	46
PK - Full Day	1	1	14
KG - Half Day	68	0	0
KG - Full Day	0	84	74

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	97.0%
Spanish	1.7%
Other	1.2%



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
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 JACKSON TWP
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 JACKSON, NJ 08527-3497

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	295	96.7	63.40	54.80	54.90	63.4	56.8	Met Target
White	244	96.1	61.90	57.20	63.90	61.9	57.9	Met Target
Hispanic	23	100.0	60.80	38.30	39.80	60.8	48.4	Met Target
Black or African American	12	100.0	91.60	42.30	35.20	91.6	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.20	74.30	80.70	69.2	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	136	97.1	68.40	63.30	62.20	68.4		
Male	159	96.4	59.20	47.00	48.10	59.2		
Economically Disadvantaged Students	24	92.3	29.20	36.60	36.20	28.3	43.6	Not Met
Non-Economically Disadvantaged Students	271	97.1	66.40	60.10	65.80	66.4		
Students with Disabilities	41	91.1	31.70	19.60	20.50	30.4	20.6	Met Target
Students without Disabilities	254	97.7	68.50	61.20	61.90	68.5		
English Learners	N	N	N	17.50	25.20	N	**	**
Non-English Learners	295	96.7	63.40	55.50	57.40	63.4		
Homeless Students	N	N	N	15.40	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	57.20	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
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780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	100	752	745	749	*	14%	28%	49%	*	52%	50%
White	84	752	747	759	*	13%	30%	48%	*	51%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	754	748	754	*	*	29%	49%	*	53%	55%
Male	51	749	741	745	*	*	28%	49%	*	51%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	730	*	720	*	*	*	*	*	31%	24%
Students without Disabilities	87	755	*	755	*	*	*	*	*	55%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	100	752	746	752	*	14%	28%	49%	*	52%	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%



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	91	759	752	753	*	*	29%	53%	11%	64%	56%
White	76	758	753	762	*	*	29%	53%	*	63%	67%
Hispanic	12	758	742	740	0%	*	*	*	0%	67%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	41	767	757	758	*	*	*	63%	*	76%	61%
Male	50	753	747	749	*	*	*	44%	*	54%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	15	732	*	725	*	*	*	*	0%	27%	25%
Students without Disabilities	76	764	*	759	*	*	*	*	13%	71%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	91	759	752	755	*	*	29%	53%	11%	64%	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%



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

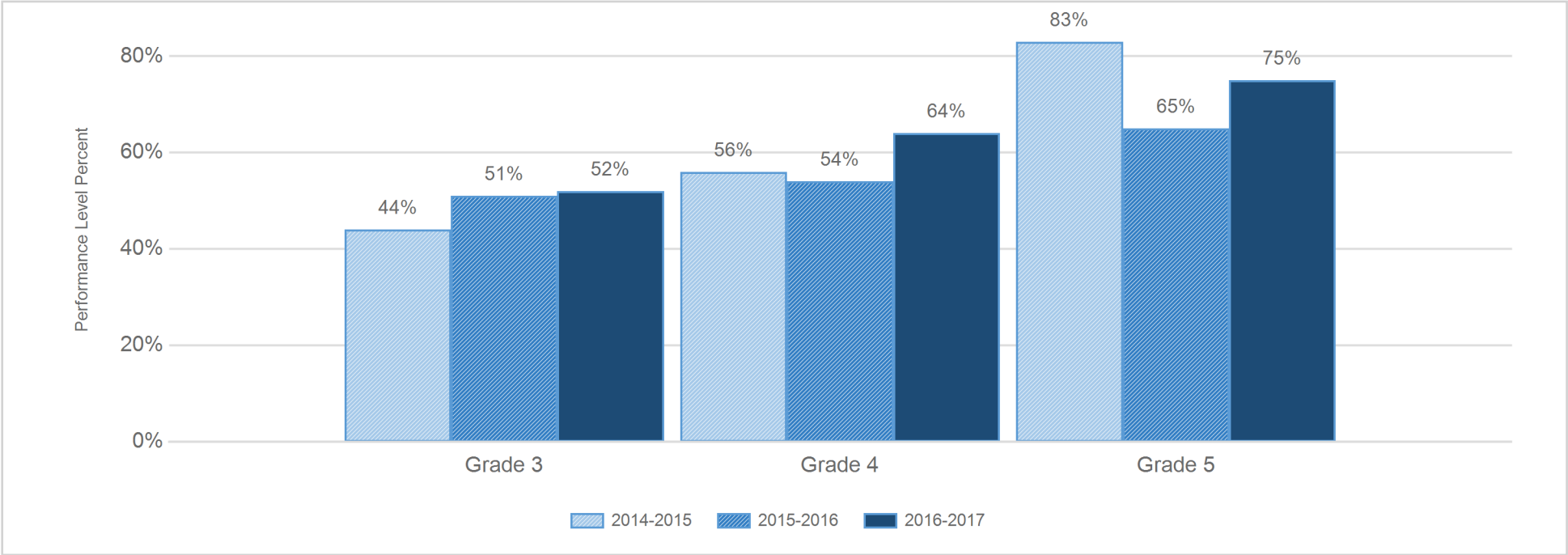
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	100	767	756	756	*	*	21%	65%	10%	75%	59%
White	80	767	758	763	0%	*	24%	63%	*	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	771	761	761	*	*	*	63%	*	78%	66%
Male	54	765	751	750	*	*	*	67%	*	72%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	100	767	756	757	*	*	21%	65%	10%	75%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
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JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	295	96.7	66.10	48.60	43.50	66.1	67	Met Target†
White	244	96.1	66.40	51.40	52.40	66.4	69.1	Met Target†
Hispanic	23	100.0	56.50	31.90	27.60	56.5	57.9	Met Target†
Black or African American	12	100.0	75.00	28.80	21.70	75	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.20	71.90	75.60	69.2	**	**
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	136	97.1	66.90	50.50	44.10	66.9		
Male	159	96.4	65.40	46.80	42.90	65.4		
Economically Disadvantaged Students	24	92.3	33.30	32.00	25.10	32.4	45.3	Met Target†
Non-Economically Disadvantaged Students	271	97.1	69.00	53.40	54.30	69		
Students with Disabilities	41	91.1	29.20	*	16.50	28	37.3	Met Target†
Students without Disabilities	254	97.7	72.10	*	48.80	72.1		
English Learners	N	N	N	23.10	23.30	N	**	**
Non-English Learners	295	96.7	66.10	49.00	45.20	66.1		
Homeless Students	N	N	N	30.80	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	57.10	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	100	758	754	751	*	*	29%	49%	12%	61%	53%
White	84	758	756	759	*	*	26%	52%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	756	754	751	*	*	35%	43%	*	55%	52%
Male	51	760	754	751	*	*	24%	55%	*	67%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	746	*	729	*	*	*	*	0%	39%	29%
Students without Disabilities	87	760	*	755	*	*	*	*	14%	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	100	758	755	753	*	*	29%	49%	12%	61%	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%



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	757	752	747	*	*	30%	53%	*	60%	47%
White	77	758	753	755	*	*	33%	53%	*	60%	59%
Hispanic	12	751	743	734	0%	*	*	*	*	58%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	41	762	753	747	*	*	*	66%	*	73%	47%
Male	51	753	751	747	*	*	*	43%	*	49%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	16	733	*	724	*	*	*	*	*	19%	22%
Students without Disabilities	76	762	*	751	*	*	*	*	*	68%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	92	757	752	749	*	*	30%	53%	*	60%	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%



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
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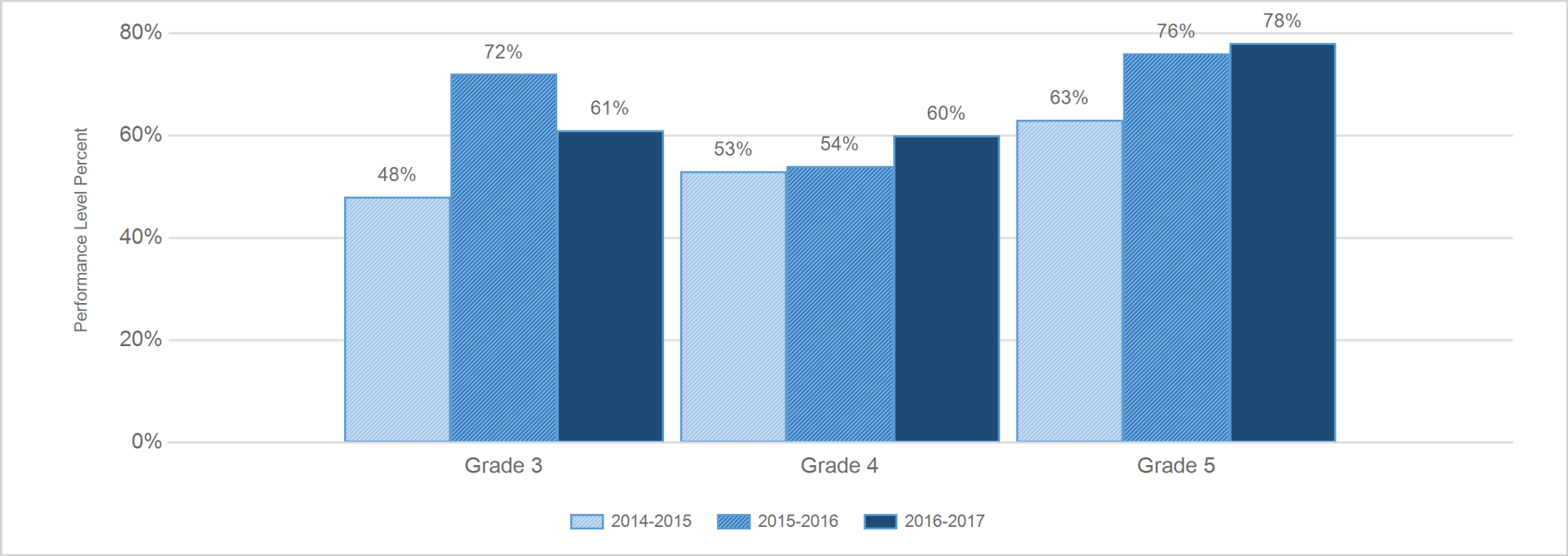
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	768	754	747	*	*	18%	58%	20%	78%	46%
White	80	769	756	754	*	*	19%	58%	20%	78%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	763	753	747	*	*	*	61%	*	74%	47%
Male	54	773	755	746	*	*	*	56%	*	82%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	100	768	755	748	*	*	18%	58%	20%	78%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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

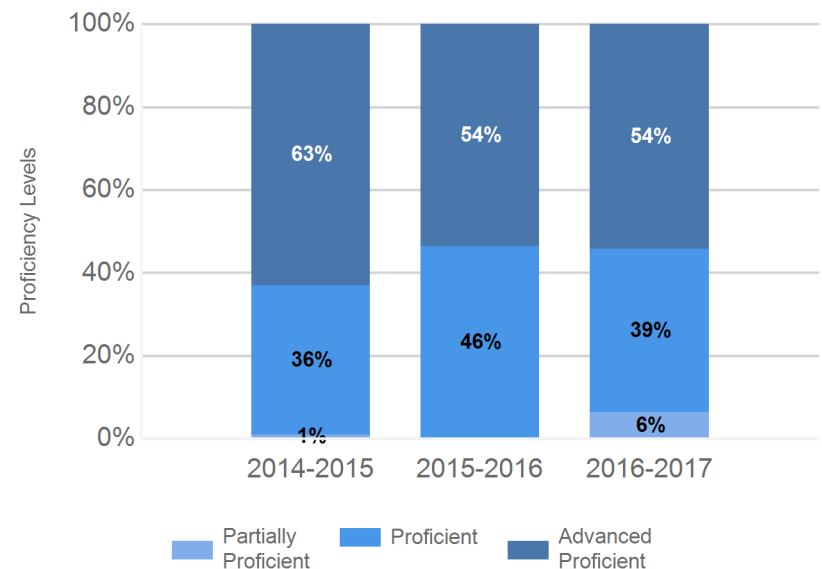
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	39%	6%
White	55%	39%	*
Hispanic	50%	*	N
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	29%	57%	14%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	53	50	Met Target	77	63	50	Exceeds Target
White	54.5	53	50	Met Target	77	64	52	Exceeds Target
Hispanic	58	*	49	**	33	*	47	**
Black or African American	80	52	45	**	88.5	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	38.5	46	47	**	62.5	56	46	**
Students with Disabilities	43	42	41	Met Target	48.5	49	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

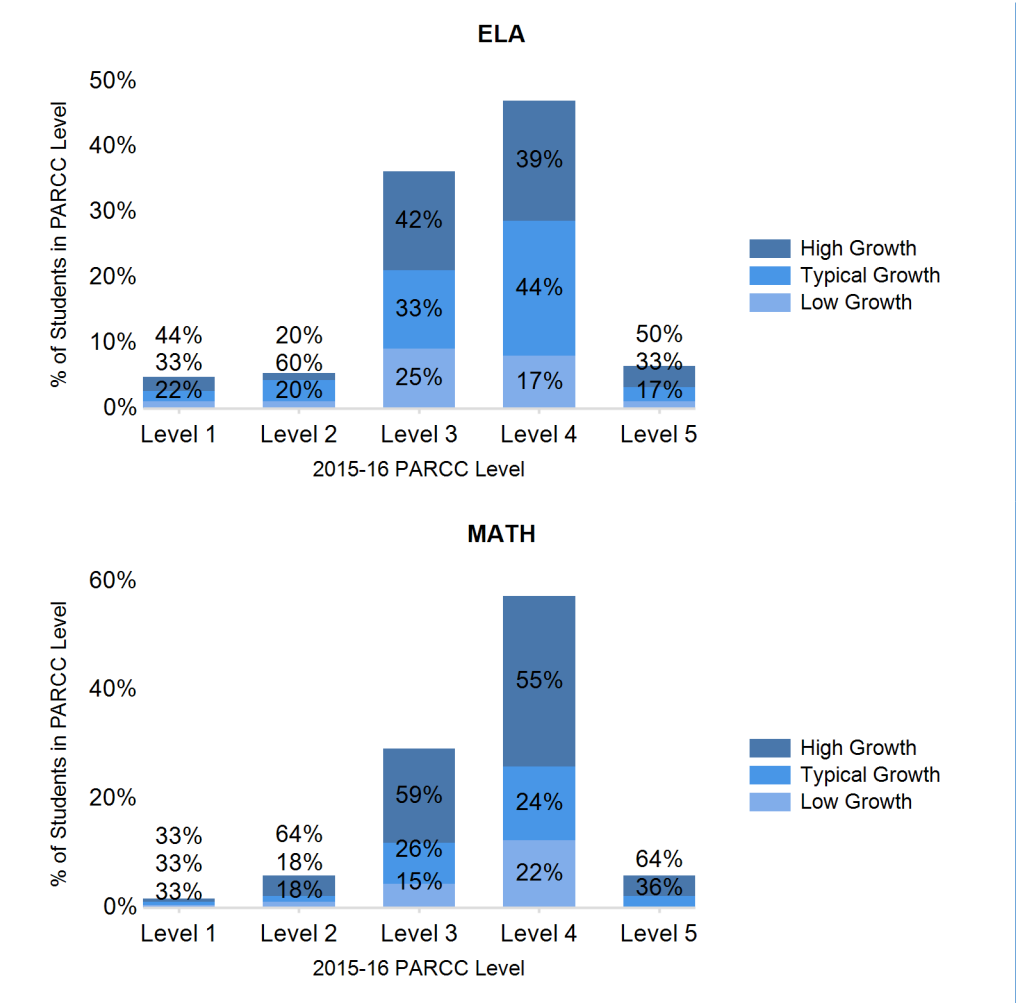
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

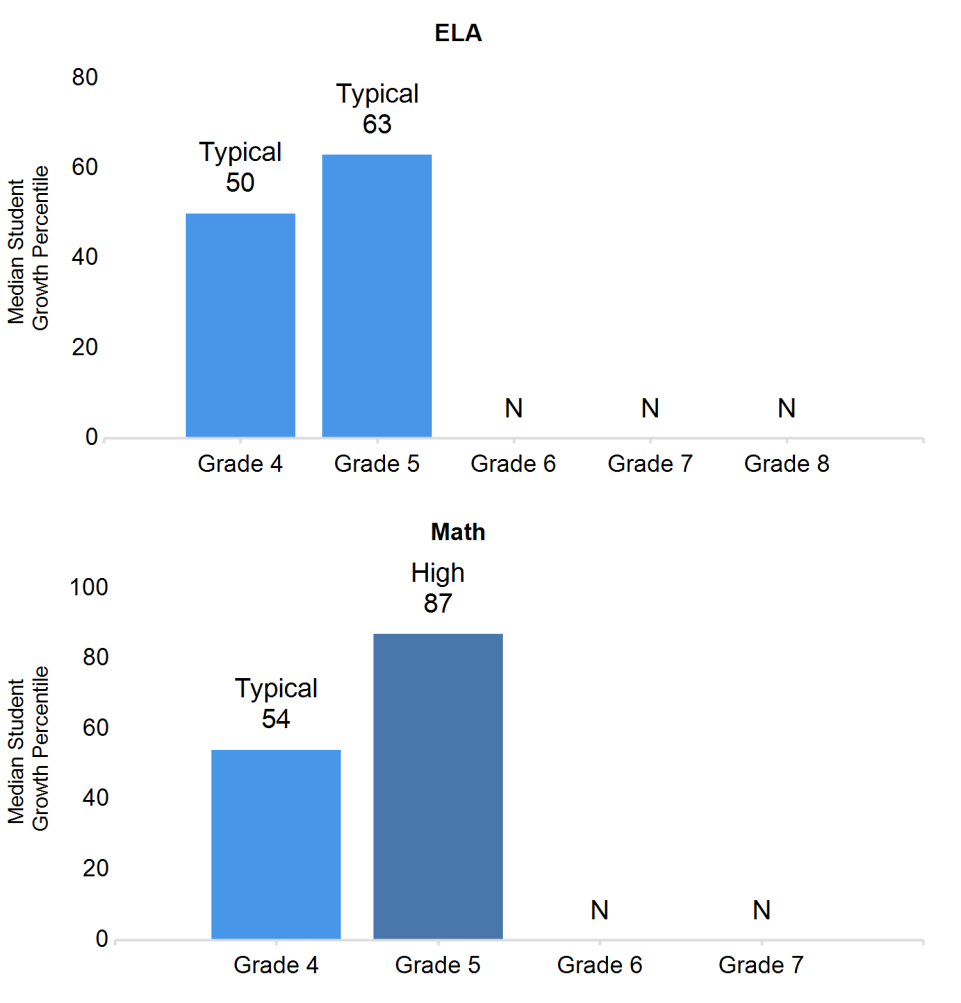
Student Growth by Performance Level

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.





Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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

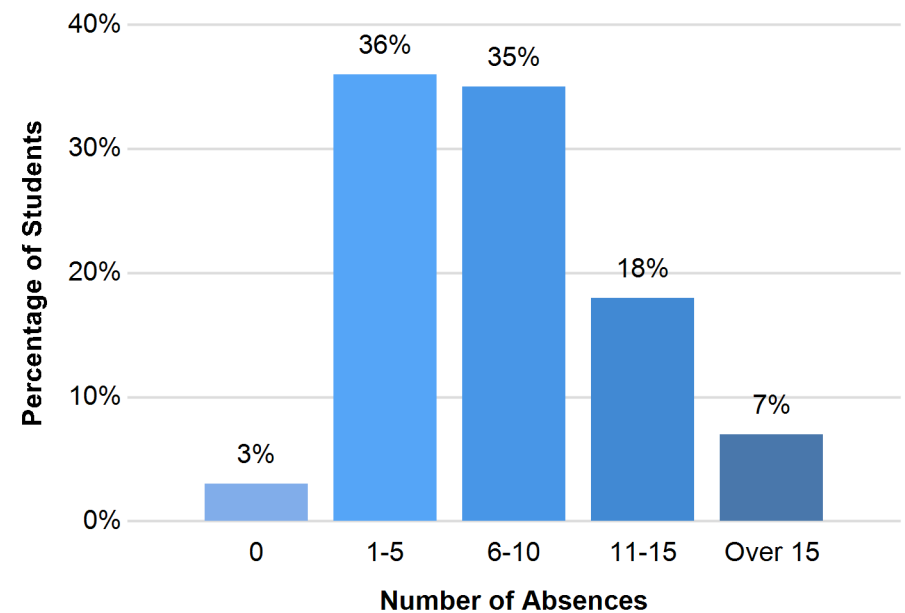
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.40	Met Target
White	4.10	8.40	Met Target
Hispanic	10.30	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.80	8.40	Not Met
Students with Disabilities	6.50	8.40	Met Target
English Learners	N	**	**

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

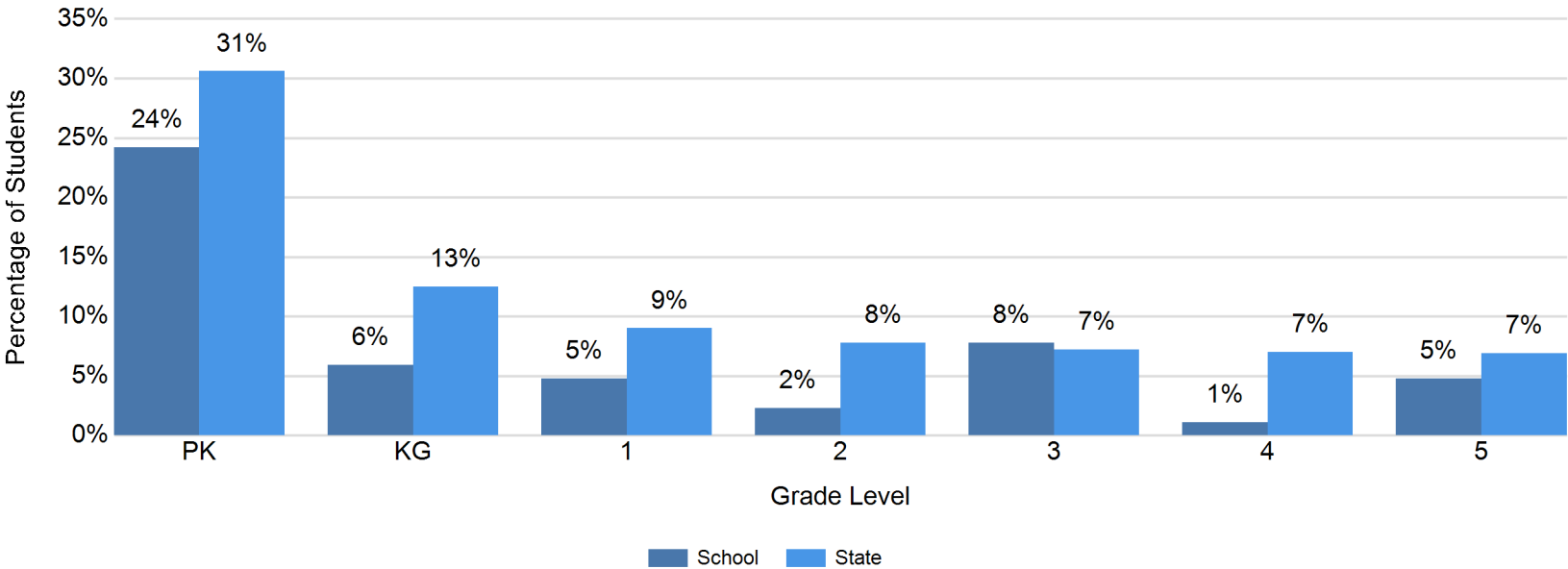
Days Absent

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.





Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	9:05AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
 OCEAN
 JACKSON TWP
 780 PATTERSON ROAD
 JACKSON, NJ 08527-3497

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	1.4:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	52	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.0	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	14:1	12:1
Administrators	354:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	93%



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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	54.9	17.5%
Mathematics Proficiency	77.5	17.5%
English Language Arts Growth	67.3	25.0%
Mathematics Growth	96.6	25.0%
Chronic Absenteeism	70.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.7
Summative Rating: Percentile rank of Summative Score		84.8
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.



Elms Elementary School
2016-2017

Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
White	70.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Met Target†	Not Met	**	**	No
Students with Disabilities	67.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
 OCEAN
 JACKSON TWP
 780 PATTERSON ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mr. Burgos	Email Address:	mburgos@jacksonsd.org
Address:	780 PATTERSON ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/9
Phone:	(732)833-4680		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • High academic achievement and character education are foundational expectations at Elms Elementary. • Technology integration and active student engagement are a part of each school day. • Elms has been successful and continues to pursue grant opportunities to enhance students' educational experiences.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>Elms is a two-time recipient of Ocean First Grants [\$20,000] for Digital Literacy, project-based learning and S.T.E.M. instruction. This year, Elms was awarded the PSE&G Sustainable New Jersey \$2,000 grant and Bronze Award designed to provide agricultural and STEM instruction and for all students. PTN sponsored grants are awarded annually to teachers and staff to foster innovative practices and positive school climate.</p>






Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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 Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
 Clubs and Activities:	Elms teachers volunteer their time to facilitate after-school clubs including Robotics, Drama, Service Learning, S.T.E.M., Physical Fitness, Chorus, Gardening and more.
 Before and After School Programs:	The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities,homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.







Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
 OCEAN
 JACKSON TWP
 780 PATTERSON ROAD
 JACKSON, NJ 08527-3497

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 <p>Staff and Professional Learning:</p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 <p>Student Supports and Services:</p>	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p>Student Health and Wellness:</p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>





Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
 <div>Facilities:</div>	<p>Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>




Elms Elementary School
2016-2017
Grade Span PK-05

29-2360-035
OCEAN
JACKSON TWP
780 PATTERSON ROAD
JACKSON, NJ 08527-3497

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<div>Other Information:</div>	<p>We at Elms Elementary take great pride in the positive and nurturing environment that characterizes our school. By teaching our children to think and dream, we continue to create life-long learners and prepare our children with the college and career readiness skills needed for success in any area they desire to pursue. Elms Elementary is committed to helping students maximize their learning by integrating relevant technology into instruction and academic content. Elms is eager to provide our learners access to the most effective methods in the teaching-learning process. One of our primary goals at Elms Elementary is to bolster students' competency in the domain of Digital Literacy fostering a learning environment that is extremely engaging to learners and relevant to today's digital world. Elms Elementary is fortunate to have a very active Parent Teacher Network (PTN). The PTN provides age-appropriate family activities, enriching cultural arts experiences, and support to our school in many ways. It is not unusual to walk our halls and see community members assisting our school staff or running a special activity. This strong partnership among students, parents and staff is foundational to Elms' success.</p>
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Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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.



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	1
KG	43	48	64
1	55	50	53
2	68	61	46
3	87	74	70
4	97	86	79
5	87	96	91
Ungraded	42	50	63
Total	479	465	467

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	47%
Male	54%	56%	53%
Economically Disadvantaged Students	13%	13%	15%
Students with Disabilities	21%	22%	28%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.8%
Hispanic	8.6%
Asian	4.3%
Black or African American	4.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	1
KG - Half Day	42	0	0
KG - Full Day	1	48	64

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	94.9%
Spanish	2.1%
Other	2.8%



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
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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	236	97.1	56.70	54.80	54.90	56.7	60.3	Met Target†
White	197	96.6	58.40	57.20	63.90	58.4	59.9	Met Target†
Hispanic	17	100.0	35.30	38.30	39.80	35.3	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.70	74.30	80.70	66.7	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	109	99.1	63.30	63.30	62.20	63.3		
Male	127	95.5	51.20	47.00	48.10	51.2		
Economically Disadvantaged Students	35	100.0	31.40	36.60	36.20	31.4	60.3	Not Met
Non-Economically Disadvantaged Students	201	96.6	61.20	60.10	65.80	61.2		
Students with Disabilities	46	97.9	19.50	19.60	20.50	19.5	39.1	Not Met
Students without Disabilities	190	96.9	65.80	61.20	61.90	65.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	15.40	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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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	72	747	745	749	*	17%	22%	46%	*	50%	50%
White	57	748	747	759	*	18%	23%	47%	*	51%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	34	751	748	754	*	*	*	38%	*	44%	55%
Male	38	744	741	745	*	*	*	53%	*	55%	46%
Economically Disadvantaged Students	16	718	*	731	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	56	756	*	762	*	*	*	*	*	61%	63%
Students with Disabilities	15	717	*	720	*	*	*	*	*	13%	24%
Students without Disabilities	57	755	*	755	*	*	*	*	*	60%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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JACKSON, NJ 08527-3497

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	77	755	752	753	*	*	26%	51%	*	60%	56%
White	61	754	753	762	*	*	26%	53%	*	59%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	38	765	757	758	*	*	*	61%	*	76%	61%
Male	39	745	747	749	*	*	*	41%	*	44%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	14	722	*	725	*	*	*	*	*	*	25%
Students without Disabilities	63	762	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	77	755	752	755	*	*	26%	51%	*	60%	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%



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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JACKSON, NJ 08527-3497

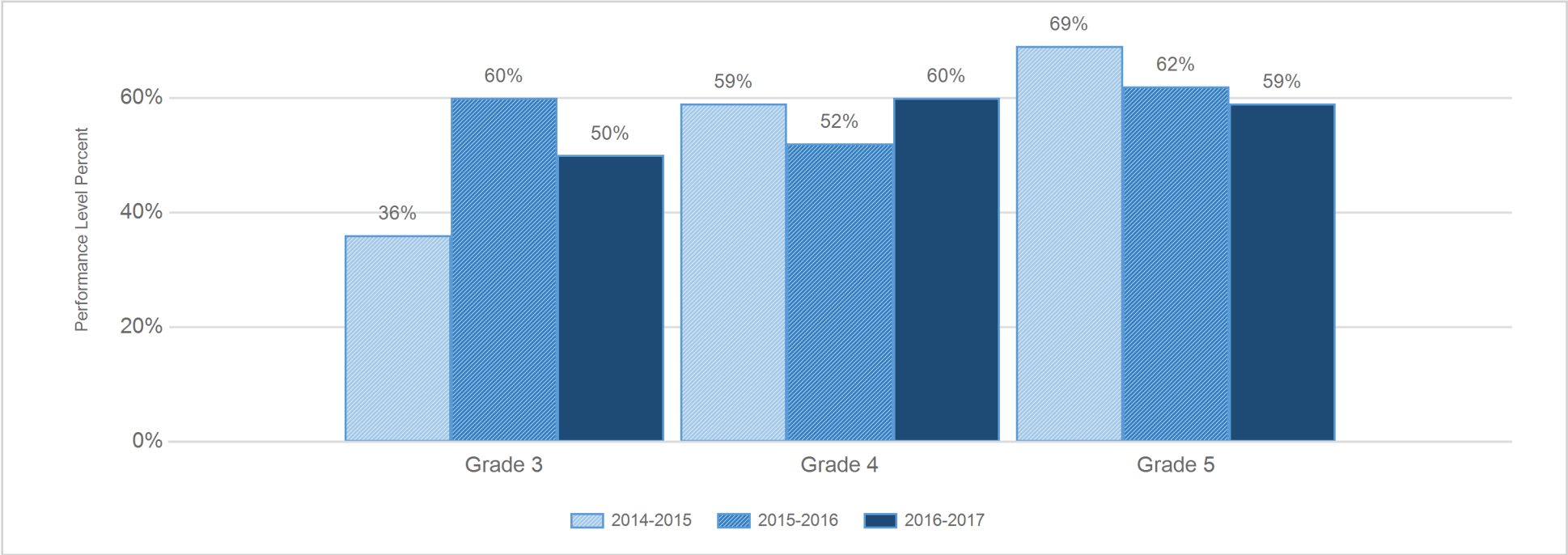
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	85	754	756	756	*	12%	25%	55%	*	59%	59%
White	77	756	758	763	*	*	22%	58%	*	62%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	37	759	761	761	*	*	*	68%	*	68%	66%
Male	48	750	751	750	*	*	*	46%	*	52%	53%
Economically Disadvantaged Students	10	734	*	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	75	756	*	765	*	*	*	*	*	63%	71%
Students with Disabilities	15	727	*	725	*	*	*	*	*	27%	22%
Students without Disabilities	70	759	*	762	*	*	*	*	*	66%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	85	754	756	757	*	12%	25%	55%	*	59%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	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.





Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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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	236	97.1	66.50	48.60	43.50	66.5	56.7	Met Target
White	197	96.6	67.50	51.40	52.40	67.5	57	Met Target
Hispanic	17	100.0	41.20	31.90	27.60	41.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	100.00	71.90	75.60	100	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	109	99.1	66.00	50.50	44.10	66		
Male	127	95.5	66.90	46.80	42.90	66.9		
Economically Disadvantaged Students	35	100.0	40.00	32.00	25.10	40	67.4	Not Met
Non-Economically Disadvantaged Students	201	96.6	71.20	53.40	54.30	71.2		
Students with Disabilities	46	97.9	30.40	*	16.50	30.4	39.1	Met Target†
Students without Disabilities	190	96.9	75.20	*	48.80	75.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	30.80	16.40	N		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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	72	759	754	751	*	*	19%	49%	17%	65%	53%
White	57	761	756	759	*	*	19%	51%	18%	68%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	34	757	754	751	*	*	*	44%	*	62%	52%
Male	38	760	754	751	*	*	*	53%	*	68%	53%
Economically Disadvantaged Students	16	733	*	736	*	*	*	*	0%	25%	34%
Non-Economically Disadvantaged Students	56	766	*	761	*	*	*	*	21%	77%	65%
Students with Disabilities	15	721	*	729	*	*	*	*	*	13%	29%
Students without Disabilities	57	769	*	755	*	*	*	*	*	79%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	758	752	747	*	*	13%	66%	*	73%	47%
White	61	756	753	755	*	*	*	69%	*	72%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	760	753	747	*	*	*	71%	*	76%	47%
Male	39	755	751	747	*	*	*	62%	*	69%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	14	729	*	724	*	*	0%	*	*	43%	22%
Students without Disabilities	63	764	*	751	*	*	16%	*	*	79%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	77	758	752	749	*	*	13%	66%	*	73%	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%



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
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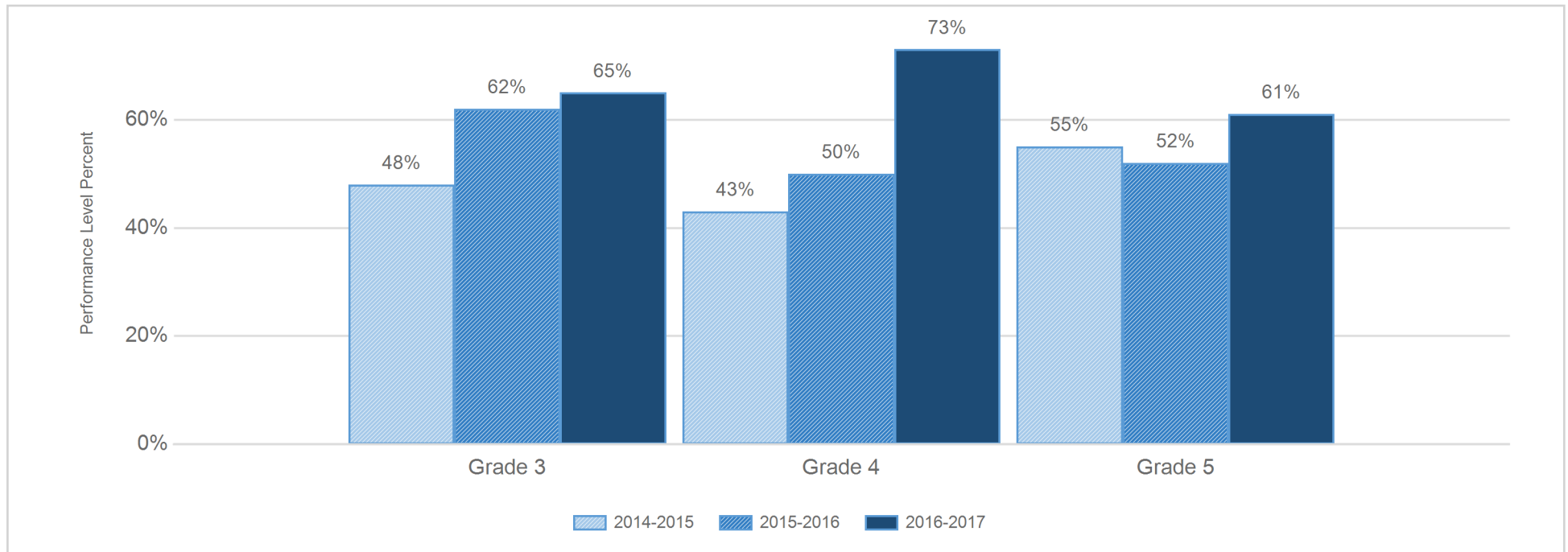
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	751	754	747	*	*	24%	55%	*	61%	46%
White	77	752	756	754	*	*	22%	56%	*	62%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	37	748	753	747	*	*	*	60%	*	60%	47%
Male	48	754	755	746	*	*	*	52%	*	63%	46%
Economically Disadvantaged Students	10	740	*	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	75	753	*	756	*	*	*	*	*	64%	59%
Students with Disabilities	15	718	*	725	*	*	*	*	*	27%	19%
Students without Disabilities	70	758	*	751	*	*	*	*	*	69%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	85	751	755	748	*	*	24%	55%	*	61%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

Alternate Assessments - Participation

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

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

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	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
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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.

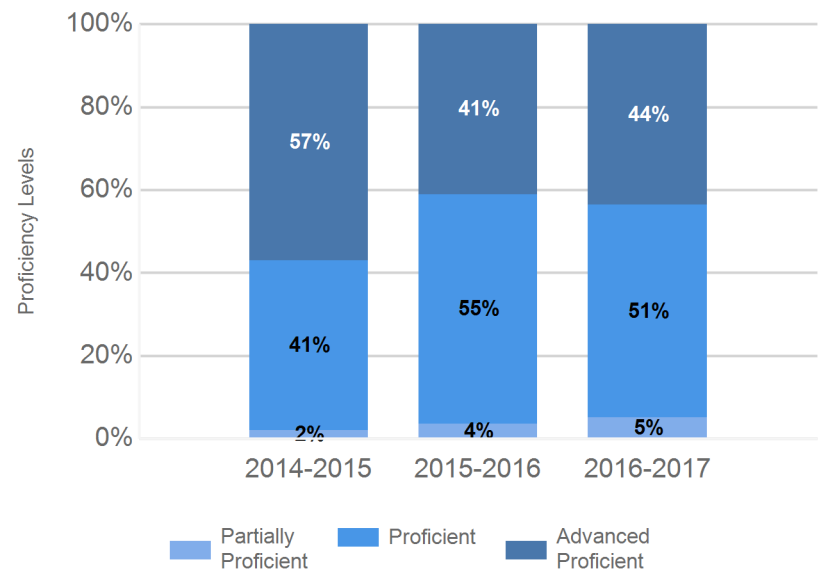
NJASK Science Assessment Performance: Grade 4

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	44%	51%	5%
White	43%	54%	*
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	20%	67%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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	48.5	53	50	Met Target	64	63	50	Exceeds Target
White	48	53	50	Met Target	63.5	64	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	52	45	**	*	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	59	46	47	**	66.5	56	46	**
Students with Disabilities	32.5	42	41	Not Met	51	49	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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:

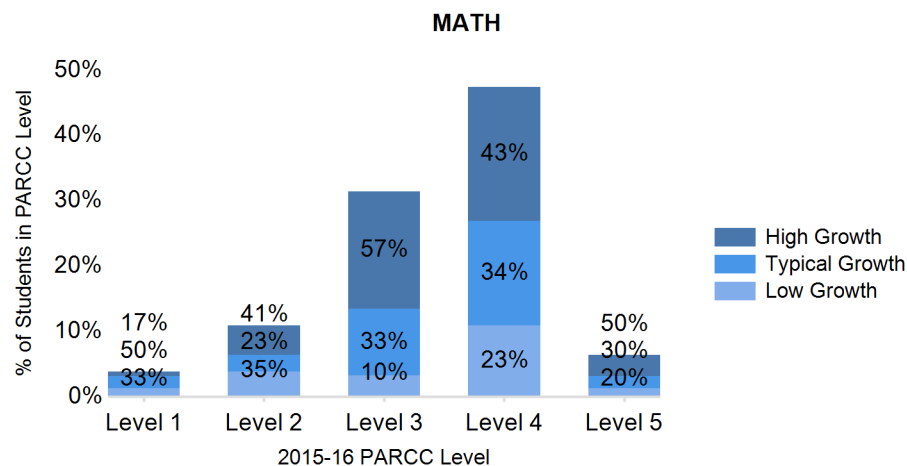
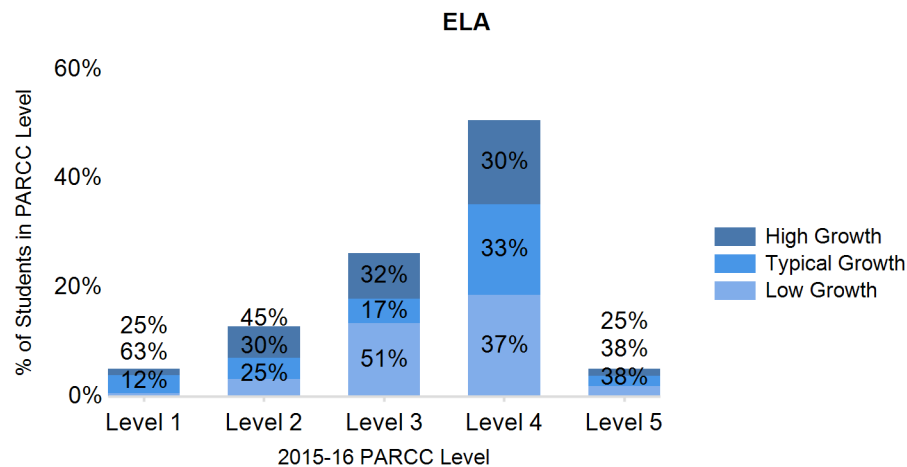
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

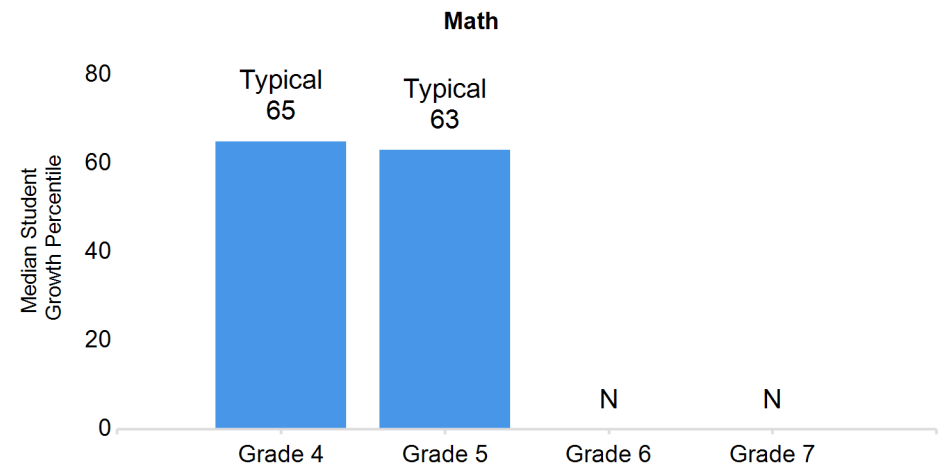
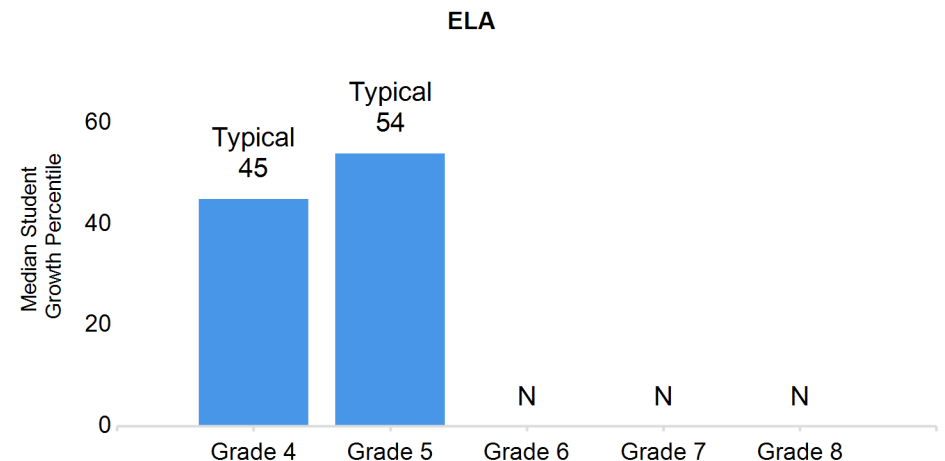
Student Growth by Performance Level

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.





Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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

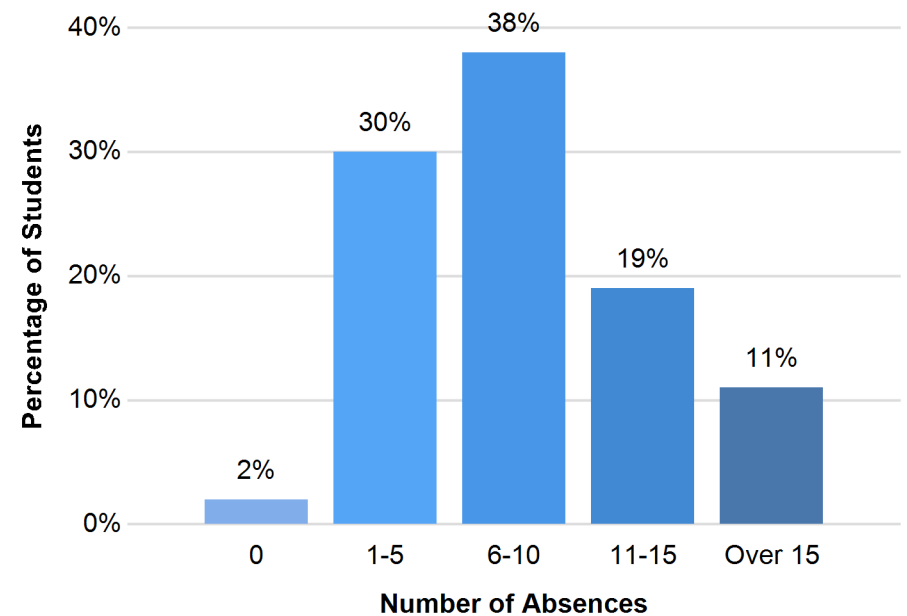
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	8.40	Met Target
White	7.30	8.40	Met Target
Hispanic	5.00	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	14.30	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.40	Met Target
Students with Disabilities	12.30	8.40	Not Met
English Learners	N	**	**

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

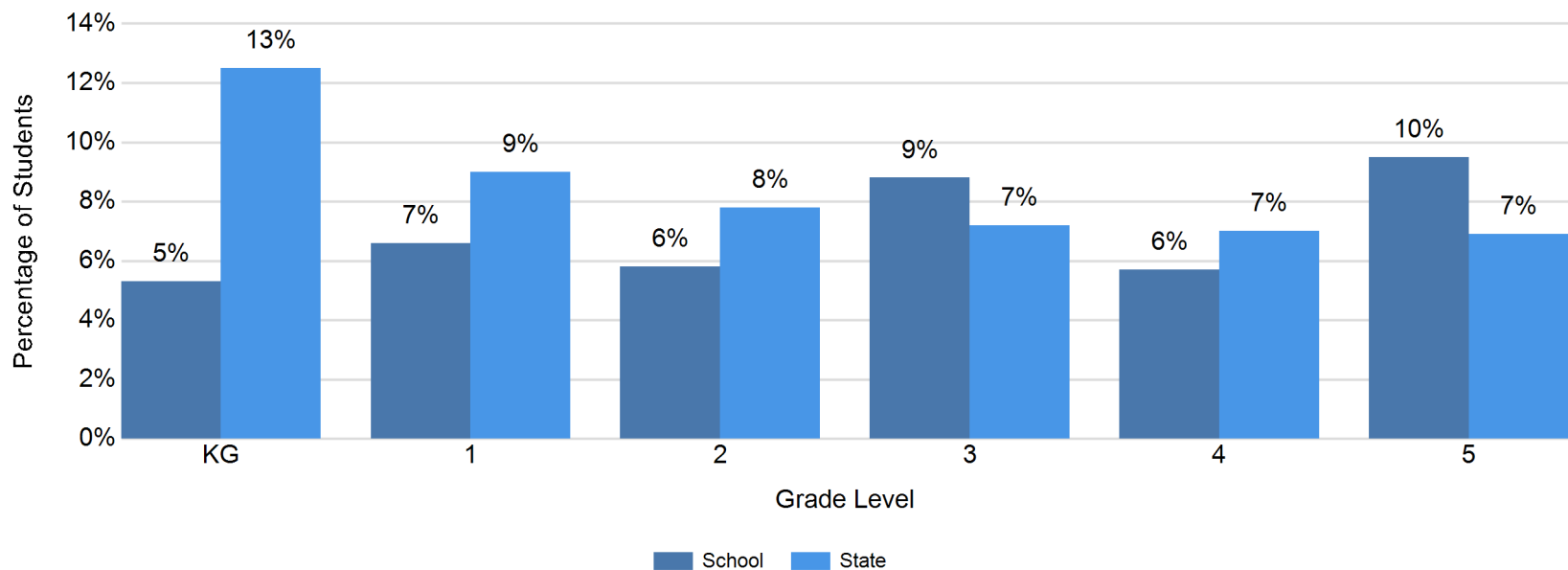
Days Absent

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



Chronic Absenteeism by Grade

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





Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

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



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
 OCEAN
 JACKSON TWP
 1021 LARSEN ROAD
 JACKSON, NJ 08527-3497

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	1.5:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	11.1	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	234:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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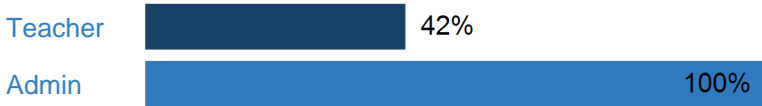
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	93%



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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	39.8	17.5%
Mathematics Proficiency	78.4	17.5%
English Language Arts Growth	32.5	25.0%
Mathematics Growth	84.3	25.0%
Chronic Absenteeism	34.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.0
Summative Rating: Percentile rank of Summative Score		57.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Howard C. Johnson Elementary School
2016-2017

Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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	55.0	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
White	54.8	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Not Met	Met Target	**	**	No
Students with Disabilities	52.8	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
 OCEAN
 JACKSON TWP
 1021 LARSEN ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Dr. Raymond	Email Address:	mraymond@jacksonsd.org
Address:	1021 LARSEN ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/11
Phone:	(732)833-4640		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Developed a makerspace wall for the student to engineer and develop ideas. • Implemented "What I Need" periods to support student learning from interventions to enrichment. • Built an Aquaponics garden for students to participate in problem-based learning opportunities.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>Johnson students consistently place well in the District Spelling Bee and frequently send students to represent the district in county-wide competitions. Students participate in art shows and poster contests throughout the county and frequently have artwork displayed in local libraries and county posters and calendars. Johnson Elementary school students are annually recognized for their work with charitable organizations such as The Jackson Food Pantry and the Susan G. Komen Foundation.</p>






Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

School Narrative

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 Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
 Clubs and Activities:	The Johnson School annually participates in competitions such as the District Spelling Bee, New Jersey Geography Bee and the Ocean County Math League. Students from the Johnson School frequently have their artwork on display at the Jackson Branch of the Ocean County Library. Throughout the school year students participate in numerous food drives, clothing drives, holiday gift collections to support needy families in Jackson.
 Before and After School Programs:	The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.







Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
 OCEAN
 JACKSON TWP
 1021 LARSEN ROAD
 JACKSON, NJ 08527-3497

School Narrative

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

 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

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.



Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.



Howard C. Johnson Elementary School
2016-2017
Grade Span KG-05

29-2360-044
OCEAN
JACKSON TWP
1021 LARSEN ROAD
JACKSON, NJ 08527-3497

School Narrative

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



Other Information:

A Johnson Elementary School day consists of nine periods. Students receive 120 minutes of Readers and Writers Workshop as well as 60 minutes of Envision math instruction. Student have alternating units of Social Studies and Science instruction daily. Fine Arts instruction consists of PE, Art, Music, Technology, Media and World Language. The daily (WIN) What I Need period is used to provide student with specialized instruction to help support interventions and enrichment opportunities. Johnson Elementary School has more than 327 Chromebooks for the students to utilize daily. Flat panel interactive technology was installed in each classroom. The building's wireless capability has been upgraded to support the ever-increasing amount of technology devices. Parents are able to keep up with the latest happenings at the Johnson School by viewing the school website. Teachers also maintain classroom websites for more detailed information about what is going on in the room. Parents can track student attendance and report cards through the parent portal. Teachers communicate to parents using their school e-mail accounts as well as through PTO supplied planners. The Johnson School's students and staff are particularly proud of the Problem-Based Learning opportunities that have come from the creation of the aquaponics garden in the media center. Students plant vegetables that will complement the raising of tilapia. Nutrients from the tilapia help feed the plants and, in turn, the plants filter the water clean for the tilapia. Students study problems such as temperature issues, slow growth rates, browning vegetation etc. Crops and fish are grown with the intent of sharing them with local food pantries to help the needy.




Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
 OCEAN
 JACKSON TWP
 125 NORTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

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



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.



Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
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125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	317	326	284
10	341	328	319
11	326	308	309
12	302	308	325
Ungraded	13	9	8
Total	1297	1279	1245

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	27%	25%	27%
Students with Disabilities	14%	14%	13%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	76.5%
Hispanic	12.9%
Black or African American	7.5%
Asian	2.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.4%

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	1206
Shared Time Students	78
Full Time Equivalent	1245

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	95.1%
Spanish	3.4%
Other	1.5%



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	596	98.0	46.00	54.80	54.90	46	46.6	Met Target†
White	456	97.9	48.90	57.20	63.90	48.9	47.9	Met Target
Hispanic	77	100.0	31.20	38.30	39.80	31.2	36.1	Met Target†
Black or African American	44	97.8	31.80	42.30	35.20	31.8	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.00	74.30	80.70	75	**	**
American Indian or Alaska Native	*	*	*	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	296	98.0	54.40	63.30	62.20	54.4		
Male	300	98.0	37.70	47.00	48.10	37.7		
Economically Disadvantaged Students	184	97.9	31.00	36.60	36.20	31	35.8	Met Target†
Non-Economically Disadvantaged Students	412	98.1	52.60	60.10	65.80	52.6		
Students with Disabilities	78	92.9	11.50	19.60	20.50	11.3	14.9	Met Target†
Students without Disabilities	518	98.9	51.20	61.20	61.90	51.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
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JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	742	746	749	11%	20%	28%	32%	10%	41%	52%
White	211	746	748	757	8%	18%	28%	35%	11%	46%	62%
Hispanic	40	734	738	733	*	*	25%	25%	*	33%	35%
Black or African American	24	722	728	730	*	42%	*	*	0%	13%	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	134	749	757	756	*	19%	24%	34%	*	48%	60%
Male	148	737	738	741	*	21%	32%	30%	*	35%	43%
Economically Disadvantaged Students	94	729	729	731	*	25%	31%	20%	*	26%	32%
Non-Economically Disadvantaged Students	188	749	751	758	*	18%	27%	37%	*	49%	62%
Students with Disabilities	29	711	706	714	*	*	*	*	*	*	13%
Students without Disabilities	253	746	752	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
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125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	311	747	743	743	13%	15%	23%	39%	12%	50%	46%
White	243	749	744	749	11%	12%	26%	40%	12%	51%	52%
Hispanic	36	725	730	728	*	28%	*	28%	*	31%	34%
Black or African American	20	744	739	725	*	*	*	*	*	55%	31%
Asian, Native Hawaiian, or Pacific Islander	11	781	770	774	0%	*	0%	*	*	82%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	162	753	751	752	7%	11%	23%	50%	10%	60%	54%
Male	149	740	735	734	19%	19%	23%	26%	13%	40%	39%
Economically Disadvantaged Students	87	735	732	726	*	*	25%	29%	*	36%	32%
Non-Economically Disadvantaged Students	224	751	746	751	*	*	22%	42%	*	56%	54%
Students with Disabilities	46	717	713	704	35%	26%	26%	*	*	13%	12%
Students without Disabilities	265	752	748	749	9%	13%	22%	*	*	57%	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	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
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JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	730	724	736	28%	23%	14%	26%	9%	35%	38%
White	219	732	724	738	27%	22%	15%	26%	10%	36%	40%
Hispanic	37	724	719	731	30%	32%	*	*	*	30%	34%
Black or African American	17	717	718	728	*	*	*	*	0%	29%	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	141	735	731	744	23%	26%	13%	28%	10%	38%	46%
Male	142	726	718	729	33%	20%	15%	25%	8%	32%	31%
Economically Disadvantaged Students	72	723	720	729	35%	24%	*	29%	*	33%	32%
Non-Economically Disadvantaged Students	211	733	725	740	26%	23%	*	25%	*	36%	42%
Students with Disabilities	49	703	704	709	*	*	*	*	*	*	12%
Students without Disabilities	234	736	728	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

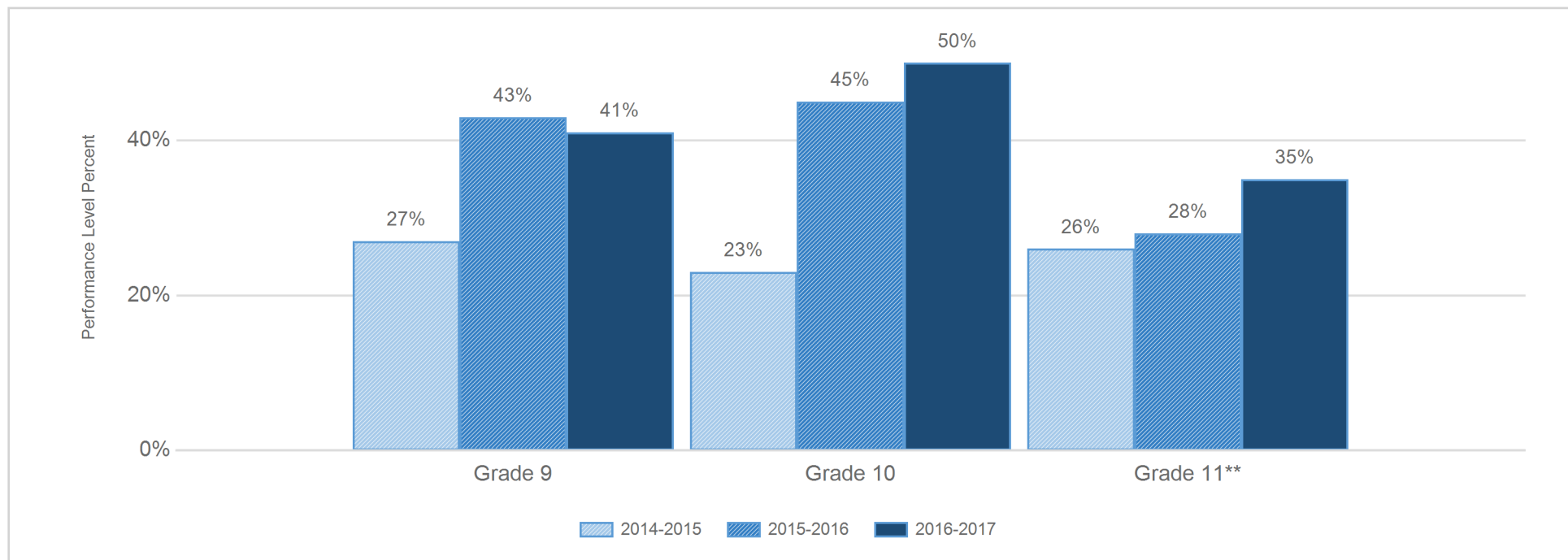


Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
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JACKSON, NJ 08527-3497

English Language Arts/Literacy Assessment - Performance Trends

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



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



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
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JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	566	98.6	21.80	48.60	43.50	21.8	28.2	Not Met
White	431	98.4	24.10	51.40	52.40	24.1	29.9	Not Met
Hispanic	76	98.7	10.50	31.90	27.60	10.5	16.6	Not Met
Black or African American	42	100.0	*	28.80	21.70	*	17.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	53.90	71.90	75.60	53.9	**	**
American Indian or Alaska Native	*	*	*	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	282	97.6	21.60	50.50	44.10	21.6		
Male	284	99.7	21.80	46.80	42.90	21.8		
Economically Disadvantaged Students	174	98.9	13.20	32.00	25.10	13.2	21.1	Not Met
Non-Economically Disadvantaged Students	392	98.5	25.50	53.40	54.30	25.5		
Students with Disabilities	79	98.7	*	*	16.50	*	7	Met Target†
Students without Disabilities	487	98.6	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	726	746	743	11%	39%	35%	15%	0%	15%	42%
White	164	728	749	751	9%	37%	36%	18%	0%	18%	52%
Hispanic	40	721	730	728	*	45%	25%	*	0%	13%	24%
Black or African American	28	719	*	724	*	*	*	*	*	*	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	108	727	749	744	10%	37%	35%	18%	0%	18%	43%
Male	130	725	744	741	12%	40%	35%	13%	0%	13%	40%
Economically Disadvantaged Students	97	723	*	727	12%	38%	37%	12%	0%	12%	23%
Non-Economically Disadvantaged Students	141	727	*	751	10%	39%	34%	17%	0%	17%	52%
Students with Disabilities	34	712	*	714	*	*	*	*	*	*	10%
Students without Disabilities	204	728	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	295	729	737	734	*	33%	43%	16%	*	16%	30%
White	232	730	738	740	5%	32%	45%	17%	0%	17%	38%
Hispanic	38	719	*	722	*	*	*	*	*	*	14%
Black or African American	16	725	*	719	*	*	*	*	0%	13%	*
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	*	*	*	733	*	*	*	*	*	*	32%
Female	156	728	*	735	*	31%	45%	17%	*	17%	31%
Male	139	729	*	733	*	35%	42%	15%	*	16%	30%
Economically Disadvantaged Students	78	724	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	217	730	*	740	*	*	*	*	*	*	39%
Students with Disabilities	55	713	716	711	*	*	*	*	*	*	*
Students without Disabilities	240	732	741	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	*



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
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JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	230	719	726	725	35%	24%	*	23%	*	23%	28%
White	176	722	727	731	31%	23%	21%	26%	0%	26%	33%
Hispanic	30	707	715	710	53%	*	*	*	0%	13%	14%
Black or African American	16	699	708	703	*	*	*	*	*	*	*
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	115	721	728	725	30%	27%	*	21%	*	21%	27%
Male	115	718	724	725	40%	21%	*	24%	*	25%	29%
Economically Disadvantaged Students	57	712	717	708	39%	28%	*	*	*	16%	13%
Non-Economically Disadvantaged Students	173	722	727	733	34%	23%	*	*	*	25%	35%
Students with Disabilities	35	691	694	692	*	*	*	*	*	*	*
Students without Disabilities	195	724	730	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

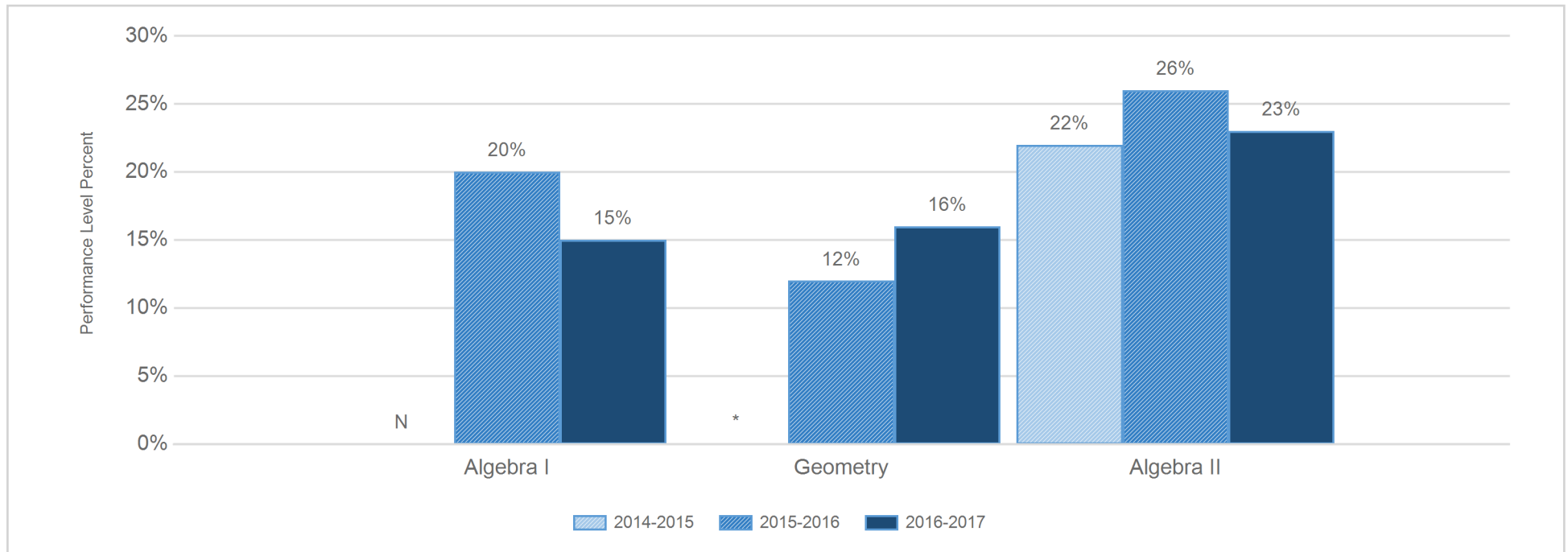


Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
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JACKSON, NJ 08527-3497

Mathematics Assessment – Performance Trends

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





Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

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125 NORTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	12	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.

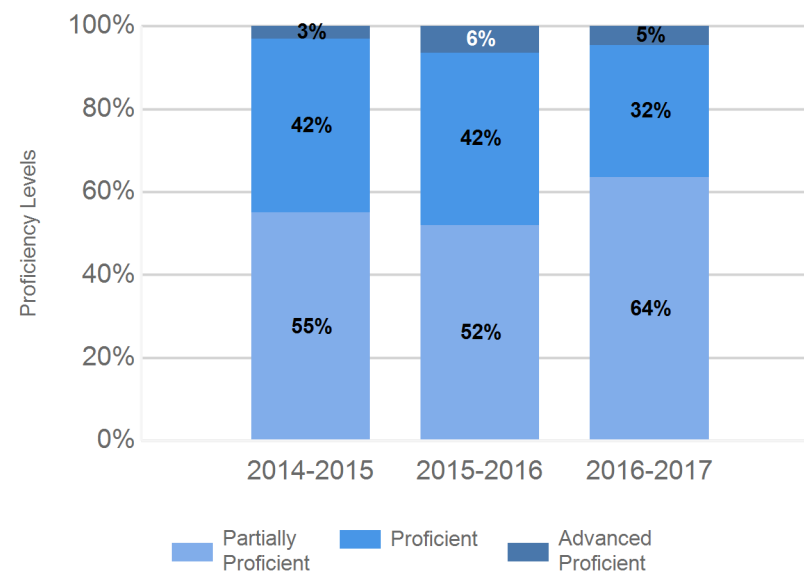
Biology Assessment - Performance

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	5%	32%	64%
White	3%	36%	61%
Hispanic	6%	22%	72%
Black or African American	N	*	72%
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	3%	24%	73%
Students with Disabilities	N	*	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	97.1%	89.4%
Percentage of students taking the SAT	85.5%	70.0%
Percentage of students taking the ACT	7.7%	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	483	481	Varies By Grade	69%	67%
PSAT - Math	480	483	Varies By Grade	44%	49%
SAT - Reading and Writing	559	551	480	87%	77%
SAT - Math	550	552	530	62%	58%
ACT - Reading	20	24	22	36%	65%
ACT - English	20	24	18	64%	79%
ACT - Math	21	24	22	40%	65%
ACT - Science	20	23	23	24%	54%



Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

OCEAN

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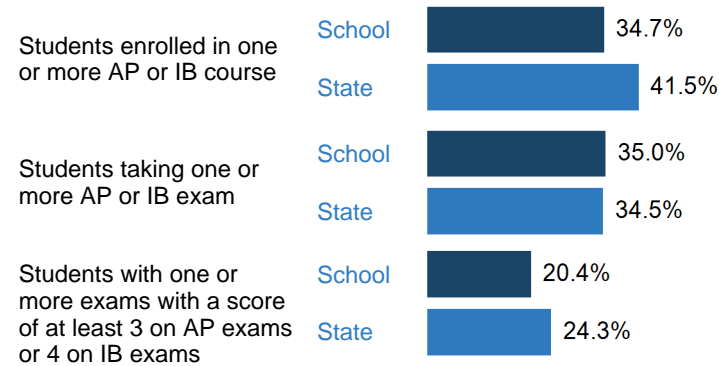
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

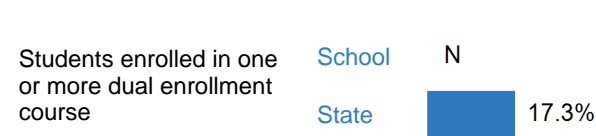
AP/IB Coursework – Participation and Performance

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	35	33
AP Calculus AB	44	40
AP Calculus BC	5	5
AP Chemistry	49	47
AP Computer Science A	10	11
AP English Language and Composition	16	13
AP English Literature and Composition	19	19
AP Environmental Science	0	9
AP French Language and Culture	6	5
AP Macroeconomics	7	7
AP Music Theory	5	4
AP Physics 1	0	68
AP Physics C	77	0
AP Physics C: Mechanics	0	7
AP Psychology	0	46
AP Spanish Language	3	3
AP Statistics	34	26
AP Studio Art—Drawing Portfolio	16	10
AP Studio Art—Two-Dimensional	0	5
AP U.S. Government and Politics	46	46



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	10	8
Total Exams Taken		412
Exams with scores of at least 3 on AP exams or 4 on IB exams		196



Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

OCEAN

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125 NORTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

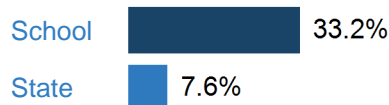
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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.

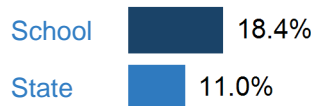
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

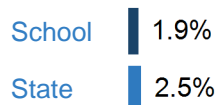
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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**	19	
Total number of credentials earned in all clusters		19

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



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
 OCEAN
 JACKSON TWP
 125 NORTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

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	211	55	25	0	0	0	11
10	29	214	51	33	0	0	3
11	8	24	191	56	51	3	14
12	5	7	46	17	26	79	42
Schoolwide	253	300	313	106	77	82	70
Enrolled in AP/IB Course					49	34	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	286	0	0	0	0	0
10	23	269	11	1	1	5
11	55	49	10	42	167	50
12	87	56	5	17	40	76
Schoolwide	451	374	26	60	208	131
Enrolled in AP/IB Course	35	49		0	77	0



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	268	1	0	0	0	0
10	19	232	1	0	6	3
11	2	273	2	1	24	9
12	3	72	4	99	51	81
Schoolwide	292	578	7	100	81	93
Enrolled in AP/IB Course	0	10	7	0	0	46

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	166	11	69	0	0	0	0
10	251	22	27	0	0	0	0
11	128	28	5	0	0	0	0
12	37	13	4	0	0	0	0
Schoolwide	582	74	105	0	0	0	0
Enrolled in AP/IB Course	3	6	0	0	0	0	0
Enrolled in Level 3 or Higher	120	14	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Jackson Liberty High School
2016-2017

Grade Span 09-12

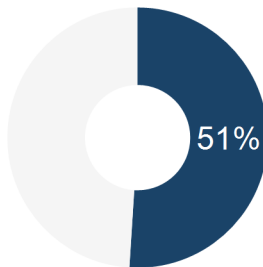
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JACKSON, NJ 08527-3497

Visual and Performing Arts – Course Participation

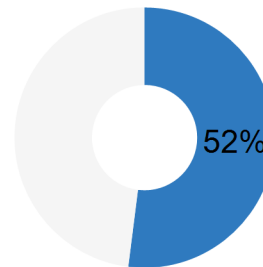
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

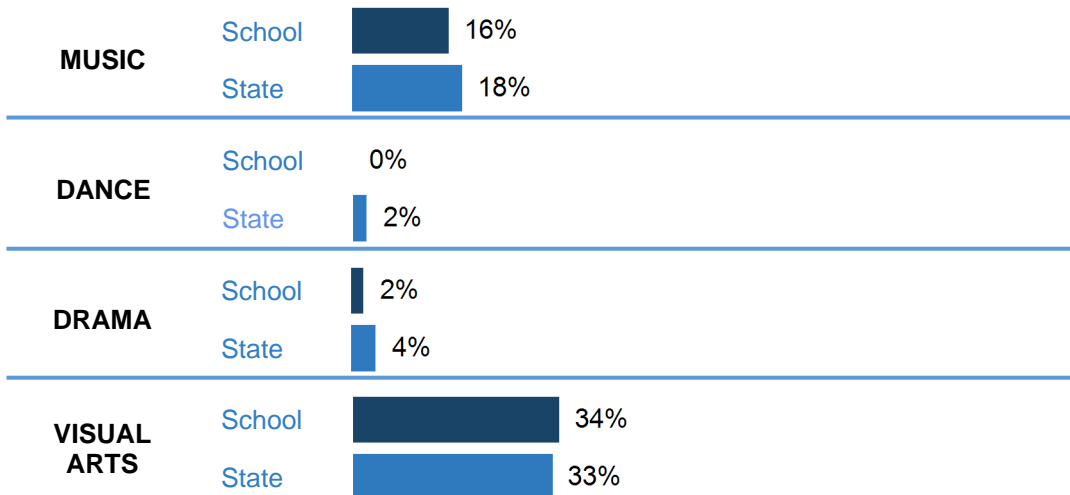


School



State

Students enrolled in one or more classes by discipline:





Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	94.0%	90.5%	90.4%	91.8%	89.7%	92.3%	Not Met	92.5%	93.8%	Not Met
White	95.8%	94.5%	91.0%	95.1%	90.4%	91.9%	Not Met	91.6%	93.9%	Not Met
Hispanic	86.3%	84.3%	93.9%	86.3%	87.9%	95.0%	Not Met	97.4%	N	Met Goal
Black or African American	96.4%	83.4%	82.8%	85.3%	86.2%	N	N	89.5%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	86.7%	97.5%	87.5%	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	N	93.7%	N	**	**	*	**	**
Economically Disadvantaged Students	91.1%	83.9%	88.1%	85.6%	88.1%	89.8%	Not Met	87.8%	89.0%	Not Met
Students with Disabilities	83.8%	78.8%	73.9%	82.1%	74.6%	81.4%	Not Met	85.5%	93.6%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	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	94.0%	-
2016	89.7%	90.4%
2015	92.2%	92.5%

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	0.4%	1.1%
2015-2016	1.3%	1.1%
2014-2015	1.1%	1.1%

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



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	65.2%	48.7%	51.3%
White	67.4%	47.8%	52.2%
Hispanic	48.7%	55.6%	44.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	62.3%	68.4%	31.6%
Students with Disabilities	37.9%	72.7%	27.3%
English Learners	0%	0%	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	72.6%	48.4%	51.6%	81.4%	18.6%	73%	27%
White	72.1%	46.8%	53.2%	81.5%	18.5%	71.7%	28.3%
Hispanic	84.2%	56.3%	43.8%	68.8%	31.3%	75%	25%
Black or African American	72.7%	62.5%	37.5%	87.5%	12.5%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	66.7%	40%	60%	90%	10%	90%	10%
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	53.1%	55.9%	44.1%	76.5%	23.5%	82.4%	17.7%
Students with Disabilities	54.1%	85%	15%	90%	10%	95%	5%
English Learners	*	*	*	*	*	*	*



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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

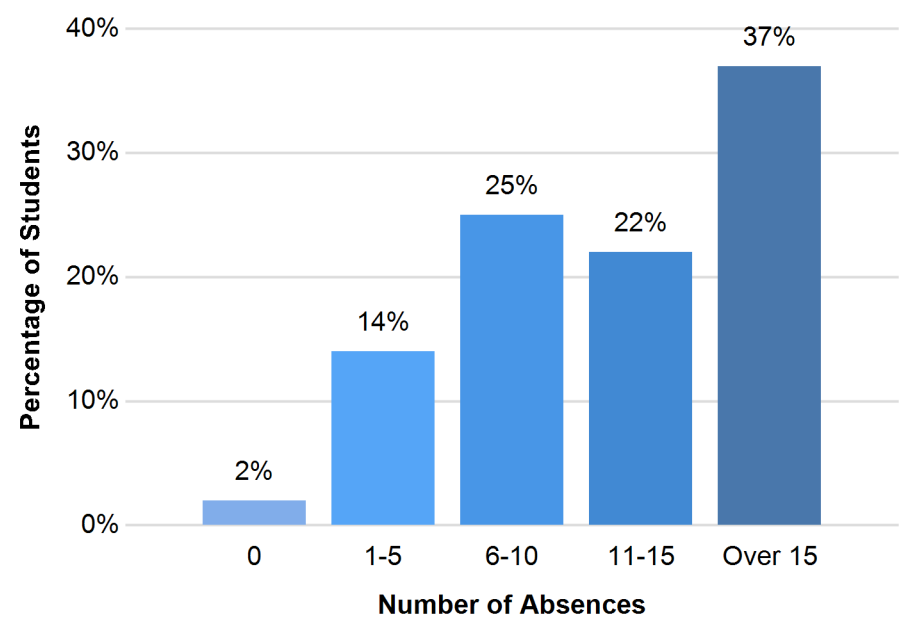
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	29.00	14.30	Not Met
White	29.20	14.30	Not Met
Hispanic	32.50	14.30	Not Met
Black or African American	25.80	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	17.10	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	35.40	14.30	Not Met
Students with Disabilities	37.80	14.30	Not Met
English Learners	19.00	14.30	Not Met

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

Days Absent

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



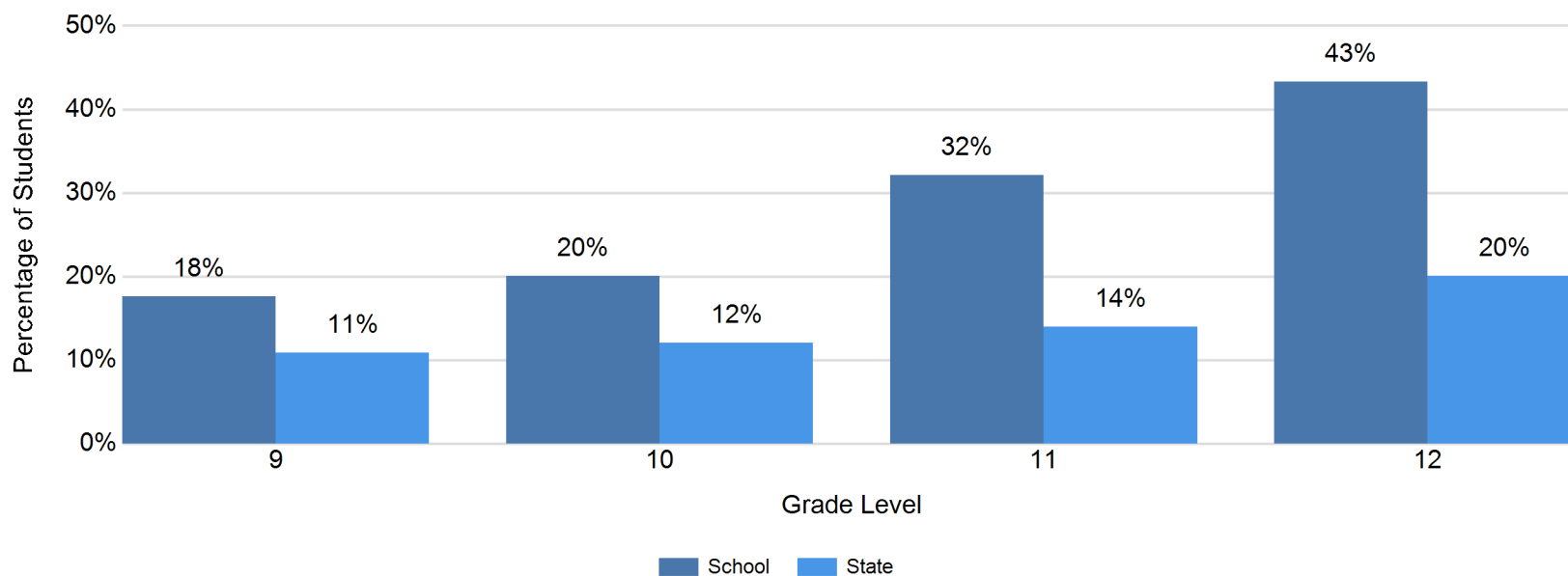


Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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.





Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	7:15AM
Typical End Time	1:40PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	7
Vandalism	1
Weapons	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.69

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	9.3%
Out-of-School Suspensions	7.0%
Any Suspension	16.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Jackson Liberty High School
2016-2017

Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
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JACKSON, NJ 08527-3497

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	102	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	73%	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	138:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

OCEAN

JACKSON TWP

125 NORTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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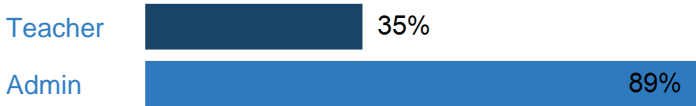
Teachers and Administrators - Level of Education

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.

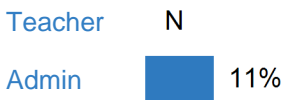
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	94%



Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

OCEAN

JACKSON TWP

125 NORTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	44.5	17.5%
Mathematics Proficiency	31.8	17.5%
Graduation - 4-Year	31.3	25.0%
Graduation - 5-Year	39.3	25.0%
Chronic Absenteeism	8.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		32.2
Summative Rating: Percentile rank of Summative Score		26.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Jackson Liberty High School

2016-2017

Grade Span 09-12

29-2360-025

OCEAN

JACKSON TWP

125 NORTH HOPE CHAPEL ROAD

JACKSON, NJ 08527-3497

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	32.2	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
White	20.2	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Hispanic	46.6	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Goal	No
Black or African American	44.1	6.2	No	Met Target†	Not Met	Not Met	N	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.7	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	36.3	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



Jackson Liberty High School
2016-2017
Grade Span 09-12




29-2360-025
 OCEAN
 JACKSON TWP
 125 NORTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Ms. Butler	Email Address:	mbutler@jacksonsd.org
Address:	125 NORTH HOPE CHAPEL ROAD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/liberty
Phone:	(732)833-4700		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Four high school career academy programs offered: Digital Media, STEM, Business, and Visual and Performing Arts. • Offers 27 varsity sports with more than 75 volunteer clubs. • Twenty-three advanced placement courses offered.
 Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
 Awards, Recognition, Accomplishments:	<p>JLHS Band won the New Jersey State Championship and Metropolitan Regional Championship; Our Jazz Band placed Best Overall in major statewide competitions; Our school earned the Bronze Level Certification by the Sustainable Jersey for Schools Program for our conservation efforts; our Student Television Network earned a national First Place Award at the Student Television Network Competition; Our students placed First in the Teen Arts Festival for Video Production.</p>






Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
 OCEAN
 JACKSON TWP
 125 NORTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative. During 2015-2016, over two thousand high school students in the Jackson School District participated in twenty-eight interscholastic sports played at the Varsity, Junior Varsity, and Freshman levels.</p>
 <p>Clubs and Activities:</p>	<p>The Jackson School District boasts a wide range of co-curricular offerings, such as Science League, Math League, Percussion Advisor, Class Advisors, Color Guard, School Music Director, Woodwind Choir, World Language Club, Yearbook, Student Council, Drama Club, Band, Jazz Ensemble, FBLA, Multicultural Club, Lighthouse Club and Voices.</p>








Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
 OCEAN
 JACKSON TWP
 125 NORTH HOPE CHAPEL ROAD
 JACKSON, NJ 08527-3497

School Narrative

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

 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Postsecondary Information:	<p>Programs to assist students in applying for college include sponsoring PSAT testing for each student, identifying students who may need fee waivers, evening SAT preparation courses at a nominal fee, and offering the SAT at a district school. Of the 349 full-time seniors, 97.1% graduated in 2017. Of those graduates, 37.5% planned to attend a 4-year college and 45.4% planned to attend a 2-year college. The class of 2017 received a total of \$63,900 in local scholarship awards.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.



Jackson Liberty High School
2016-2017
Grade Span 09-12

29-2360-025
OCEAN
JACKSON TWP
125 NORTH HOPE CHAPEL ROAD
JACKSON, NJ 08527-3497

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:

We pride ourselves in providing a multitude of course offerings that enable our students to achieve academically and to develop their personal interests, strengths, and talents. There are numerous Honors and AP courses, a variety of electives, on-line course offerings, and the availability to partake in the vocational courses offered through the Ocean County Vocational Technical schools. Our classrooms are equipped with state-of-the-art technology that teachers use on a daily basis to vary their instruction, provide interactive lessons, and supply current and relevant information through streaming videos and the internet. Almost every classroom in the building has a Chromebook cart and the teachers use them to support new learning approaches in education. In addition to providing an outstanding educational experience which meets the needs of our students, our enthusiastic staff instills such values as high achievement, responsibility, and appropriate decision-making skills. Our teachers now utilize Google Classroom to assist in the management and monitoring of our students' assignments and learning. Our school district provides our staff with numerous in-service programs and exceptional instructional and curricular resources so that they are well informed of the current trends in education.




Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
 OCEAN
 JACKSON TWP
 101 DON CONNOR BLVD
 JACKSON, NJ 08527-3497

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



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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.



Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	374	374	413
10	396	373	378
11	399	349	370
12	384	385	373
Ungraded	35	21	27
Total	1587	1502	1561

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	46%
Male	53%	51%	54%
Economically Disadvantaged Students	14%	12%	12%
Students with Disabilities	16%	14%	15%
English Learners	0%	0%	0%
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	84.2%
Hispanic	6.8%
Black or African American	5.5%
Asian	2.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.4%

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	1526
Shared Time Students	69
Full Time Equivalent	1561

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	98.6%
Other	1.6%



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	793	98.0	47.40	54.80	54.90	47.4	50.4	Not Met
White	663	98.2	47.80	57.20	63.90	47.8	50.6	Met Target†
Hispanic	52	98.1	44.20	38.30	39.80	44.2	45.6	Met Target†
Black or African American	45	97.8	31.10	42.30	35.20	31.1	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	96.7	72.40	74.30	80.70	72.4	75.2	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	361	97.1	59.60	63.30	62.20	59.6		
Male	432	98.9	37.30	47.00	48.10	37.3		
Economically Disadvantaged Students	106	95.5	28.30	36.60	36.20	28.3	38.4	Not Met
Non-Economically Disadvantaged Students	687	98.4	50.30	60.10	65.80	50.3		
Students with Disabilities	109	95.7	11.90	19.60	20.50	11.9	17.5	Not Met
Students without Disabilities	684	98.4	53.10	61.20	61.90	53.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	412	749	746	749	10%	14%	23%	41%	11%	52%	52%
White	345	749	748	757	9%	15%	24%	41%	12%	53%	62%
Hispanic	28	744	738	733	*	*	*	43%	*	50%	35%
Black or African American	25	734	728	730	*	*	*	*	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	14	773	*	777	0%	*	*	*	*	79%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	171	763	757	756	*	*	21%	50%	18%	68%	60%
Male	241	738	738	741	*	*	25%	34%	7%	41%	43%
Economically Disadvantaged Students	57	730	729	731	25%	*	33%	25%	*	28%	32%
Non-Economically Disadvantaged Students	355	752	751	758	8%	*	22%	43%	*	56%	62%
Students with Disabilities	59	704	706	714	*	*	*	*	*	*	13%
Students without Disabilities	353	756	752	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	412	749	*	752	10%	14%	23%	41%	11%	52%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	376	741	743	743	18%	16%	23%	31%	11%	42%	46%
White	315	741	744	749	19%	15%	24%	32%	11%	43%	52%
Hispanic	24	737	730	728	*	*	*	*	*	38%	34%
Black or African American	18	733	739	725	*	*	*	*	*	28%	31%
Asian, Native Hawaiian, or Pacific Islander	15	762	770	774	*	*	*	*	*	67%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	188	750	751	752	12%	13%	22%	40%	12%	52%	54%
Male	188	732	735	734	24%	19%	25%	23%	10%	32%	39%
Economically Disadvantaged Students	43	726	732	726	28%	23%	23%	*	*	26%	32%
Non-Economically Disadvantaged Students	333	743	746	751	17%	15%	23%	*	*	44%	54%
Students with Disabilities	45	709	713	704	44%	22%	*	*	*	13%	12%
Students without Disabilities	331	745	748	749	15%	15%	*	*	*	46%	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	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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



Jackson Memorial High School
2016-2017

Grade Span 09-12

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	338	719	724	736	33%	27%	21%	15%	4%	19%	38%
White	279	718	724	738	33%	27%	23%	14%	4%	18%	40%
Hispanic	26	713	719	731	39%	*	*	*	*	12%	34%
Black or African American	18	720	718	728	*	*	0%	*	*	33%	30%
Asian, Native Hawaiian, or Pacific Islander	14	737	*	756	*	*	*	*	*	43%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	151	727	731	744	25%	24%	26%	*	*	25%	46%
Male	187	712	718	729	39%	29%	18%	*	*	14%	31%
Economically Disadvantaged Students	40	714	720	729	38%	*	30%	*	*	13%	32%
Non-Economically Disadvantaged Students	298	719	725	740	32%	*	20%	*	*	20%	42%
Students with Disabilities	50	704	704	709	*	*	*	*	*	*	12%
Students without Disabilities	288	721	728	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



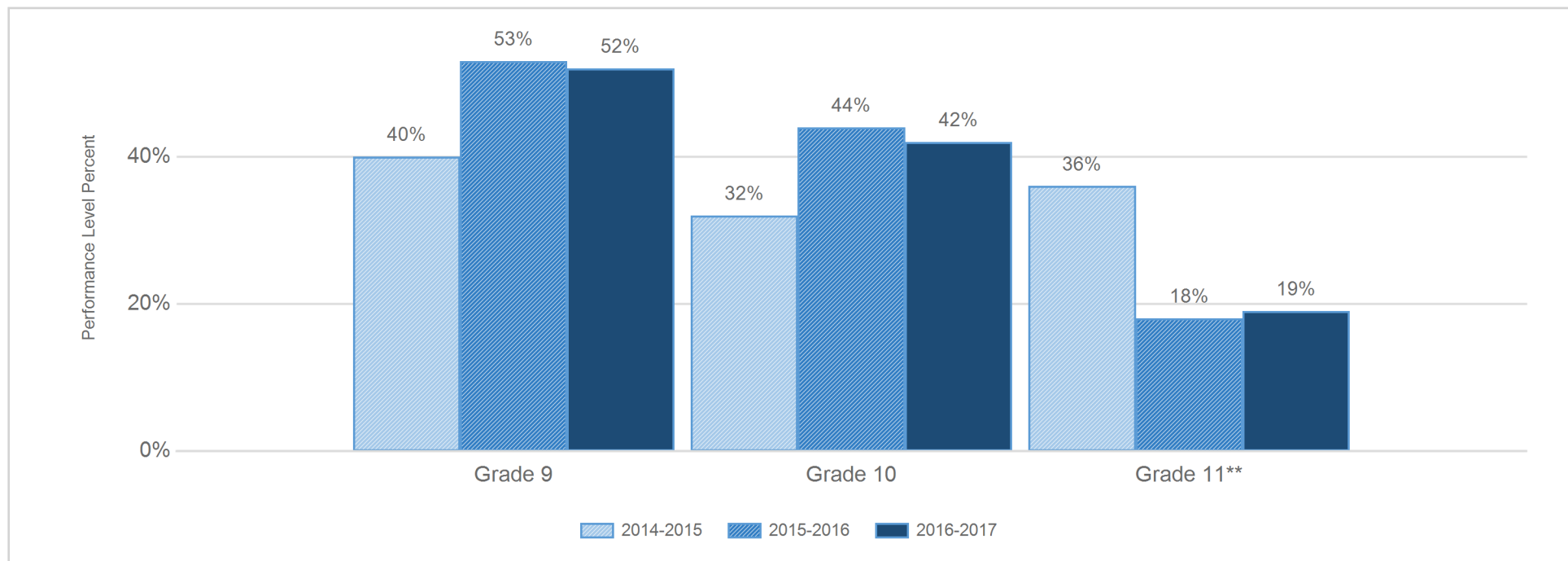
Jackson Memorial High School
2016-2017

Grade Span 09-12

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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/ELSA exam and their performance may not be reflected in the results.



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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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	730	98.7	39.40	48.60	43.50	39.4	37.3	Met Target
White	615	98.7	40.00	51.40	52.40	40	38.5	Met Target
Hispanic	47	100.0	34.00	31.90	27.60	34	21.3	Met Target
Black or African American	41	97.6	26.80	28.80	21.70	26.8	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	60.90	71.90	75.60	60.9	55.5	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	339	98.8	44.00	50.50	44.10	44		
Male	391	98.5	35.60	46.80	42.90	35.6		
Economically Disadvantaged Students	99	99.0	26.20	32.00	25.10	26.2	24.7	Met Target
Non-Economically Disadvantaged Students	631	98.6	41.50	53.40	54.30	41.5		
Students with Disabilities	102	99.0	10.80	*	16.50	10.8	13.3	Met Target†
Students without Disabilities	628	98.6	44.10	*	48.80	44.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	735	746	743	*	24%	30%	34%	*	35%	42%
White	222	737	749	751	*	24%	31%	36%	*	36%	52%
Hispanic	25	725	730	728	*	*	*	*	0%	28%	24%
Black or African American	19	720	*	724	*	*	*	*	0%	21%	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	103	739	749	744	*	18%	23%	47%	*	47%	43%
Male	169	733	744	741	*	27%	34%	27%	*	27%	40%
Economically Disadvantaged Students	45	732	*	727	*	*	33%	31%	*	31%	23%
Non-Economically Disadvantaged Students	227	736	*	751	*	*	29%	35%	*	35%	52%
Students with Disabilities	60	720	*	714	*	38%	27%	*	*	12%	10%
Students without Disabilities	212	740	*	747	*	19%	31%	*	*	41%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	272	735	*	745	*	24%	30%	34%	*	35%	*
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	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	351	738	737	734	*	21%	46%	29%	*	29%	30%
White	296	739	738	740	*	19%	48%	30%	*	30%	38%
Hispanic	21	732	*	722	*	*	*	*	0%	19%	14%
Black or African American	20	729	*	719	*	*	*	*	0%	20%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	171	739	*	735	*	21%	49%	28%	*	29%	31%
Male	180	737	*	733	*	22%	44%	29%	*	30%	30%
Economically Disadvantaged Students	47	737	*	721	*	21%	57%	*	*	19%	13%
Non-Economically Disadvantaged Students	304	739	*	740	*	21%	44%	*	*	31%	39%
Students with Disabilities	47	720	716	711	*	*	*	*	*	*	*
Students without Disabilities	304	741	741	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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	*



Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
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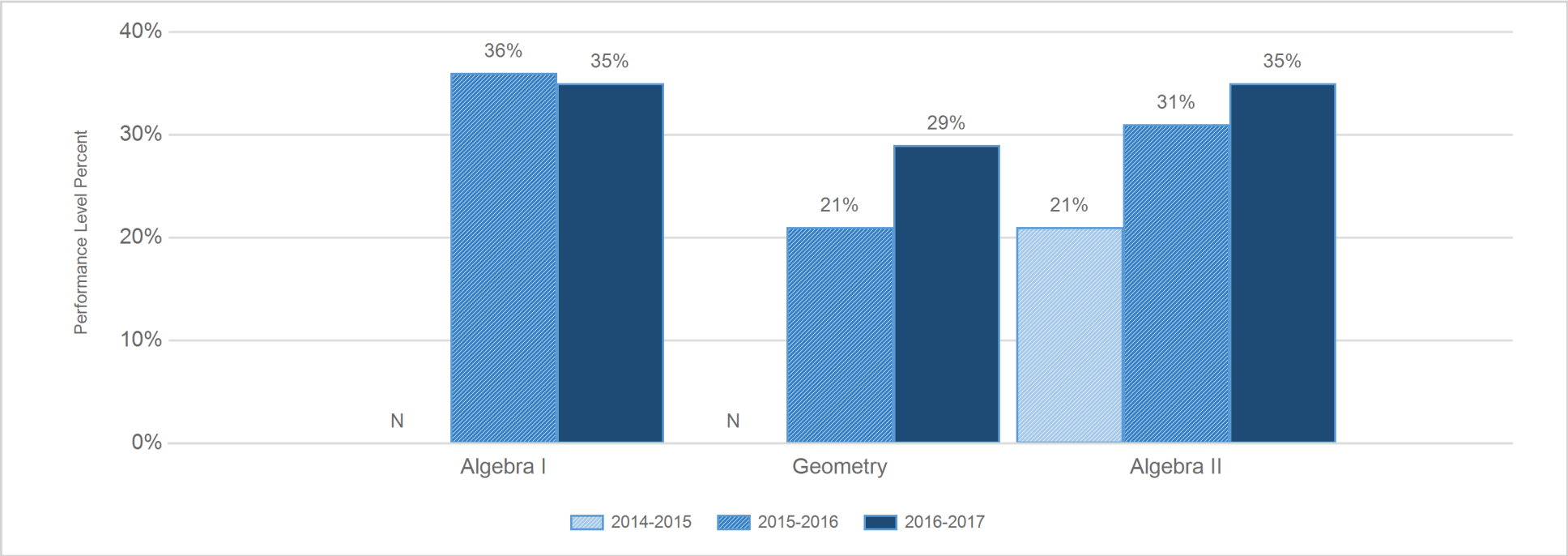
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	328	730	726	725	25%	*	21%	33%	*	35%	28%
White	274	730	727	731	25%	*	20%	34%	*	36%	33%
Hispanic	25	725	715	710	*	*	*	*	*	24%	14%
Black or African American	12	719	708	703	*	*	*	*	0%	25%	*
Asian, Native Hawaiian, or Pacific Islander	16	751	*	761	*	0%	*	*	*	50%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	167	732	728	725	26%	*	*	35%	*	37%	27%
Male	161	728	724	725	24%	*	*	31%	*	33%	29%
Economically Disadvantaged Students	39	724	717	708	28%	*	26%	*	*	23%	13%
Non-Economically Disadvantaged Students	289	731	727	733	24%	*	20%	*	*	37%	35%
Students with Disabilities	38	698	694	692	*	*	*	*	*	13%	*
Students without Disabilities	290	734	730	729	*	*	*	*	*	38%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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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.

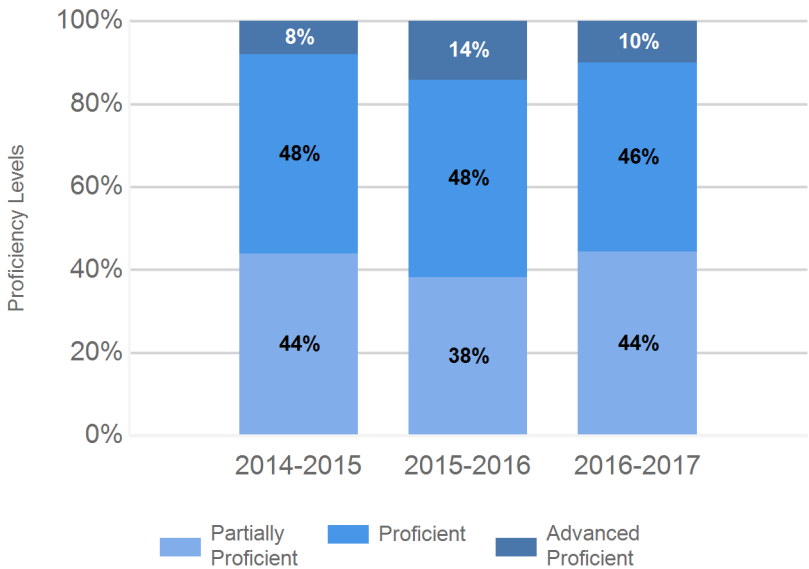
Biology Assessment - Performance

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	10%	46%	44%
White	10%	47%	43%
Hispanic	6%	41%	53%
Black or African American	4%	32%	64%
Asian, Native Hawaiian, or Pacific Islander	21%	*	21%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	3%	30%	67%
Students with Disabilities	N	17%	83%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
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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	95.7%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	17.7%	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	493	481	Varies By Grade	74%	67%
PSAT - Math	498	483	Varies By Grade	54%	49%
SAT - Reading and Writing	566	551	480	89%	77%
SAT - Math	577	552	530	72%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	23	24	18	79%	79%
ACT - Math	24	24	22	70%	65%
ACT - Science	22	23	23	41%	54%



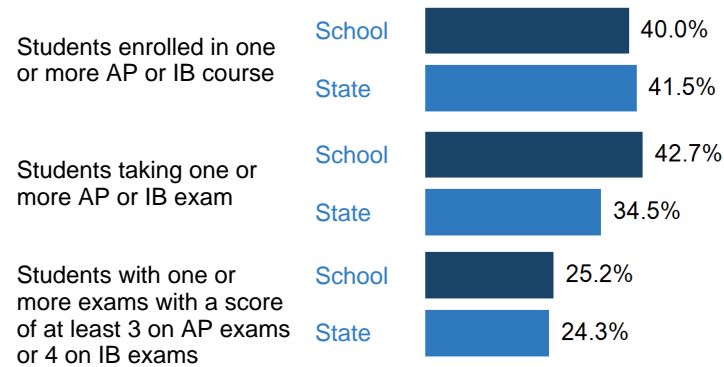
Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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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.

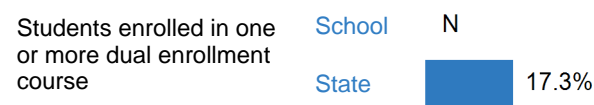
AP/IB Coursework – Participation and Performance

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 Art—History of Art	0	1
AP Biology	26	26
AP Calculus AB	51	51
AP Calculus BC	19	19
AP Chemistry	96	95
AP Chinese Language and Culture	0	1
AP Computer Science A	21	21
AP English Language and Composition	27	27
AP English Literature and Composition	10	10
AP Environmental Science	0	16
AP Macroeconomics	20	19
AP Music Theory	4	4
AP Physics 1	109	109
AP Physics C	23	0
AP Physics C: Mechanics	0	22
AP Psychology	0	82
AP Spanish Language	3	3
AP Statistics	28	28
AP Studio Art—Drawing Portfolio	8	7
AP U.S. Government and Politics	10	10



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	53	53
Total Exams Taken		604
Exams with scores of at least 3 on AP exams or 4 on IB exams		326



Jackson Memorial High School
2016-2017

Grade Span 09-12

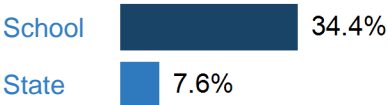
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

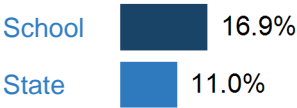
Career and Technical Education Participation

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	13	13
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	20	
Total number of credentials earned in all clusters		20

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



Jackson Memorial High School
2016-2017

Grade Span 09-12

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101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	258	102	58	1	0	0	16
10	29	244	80	53	6	0	7
11	5	24	215	72	44	20	25
12	2	4	36	37	72	130	28
Schoolwide	294	374	389	163	122	150	76
Enrolled in AP/IB Course					70	28	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	414	0	0	2	0	8
10	34	335	0	1	0	10
11	24	127	0	10	212	78
12	51	107	0	11	110	80
Schoolwide	523	569	0	24	322	176
Enrolled in AP/IB Course	26	96		0	131	0



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	413	5	0	0	0	4
10	11	342	0	1	3	14
11	4	264	12	4	41	52
12	2	15	28	92	109	99
Schoolwide	430	626	40	97	153	169
Enrolled in AP/IB Course	0	53	20	0	0	10

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.

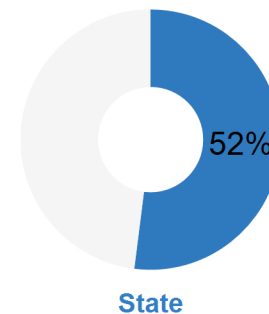
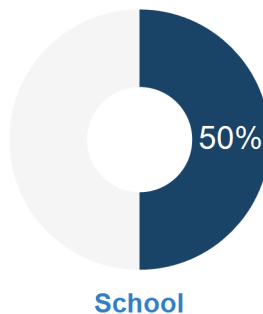
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	242	50	59	0	0	0	0
10	260	55	61	0	0	0	0
11	127	23	6	0	0	0	0
12	26	10	4	0	0	0	0
Schoolwide	655	138	130	0	0	0	0
Enrolled in AP/IB Course	3	0	0	0	0	0	0
Enrolled in Level 3 or Higher	171	29	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

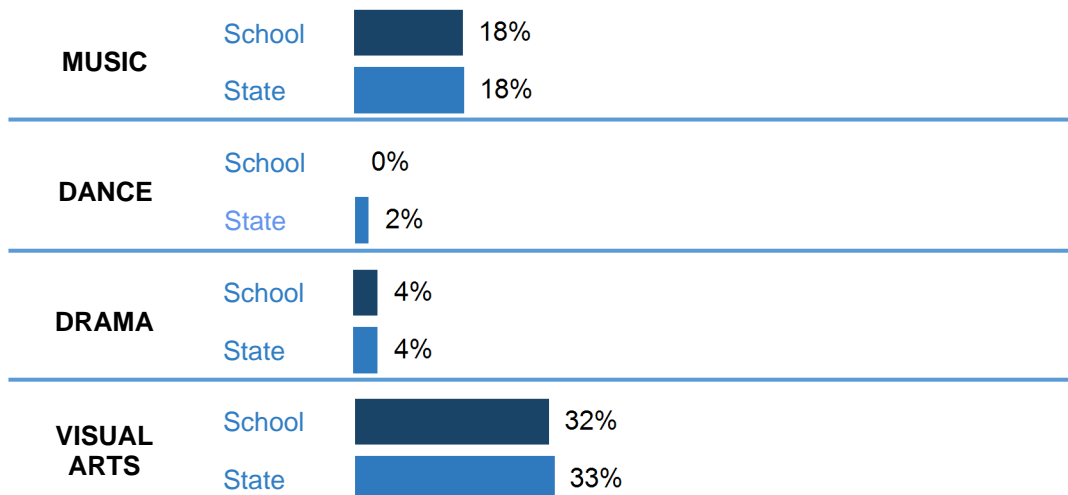
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	93.5%	90.5%	94.4%	91.8%	92.3%	94.1%	Not Met	95.3%	N	Met Goal
White	94.0%	94.5%	94.0%	95.1%	92.1%	94.1%	Not Met	95.2%	N	Met Goal
Hispanic	96.4%	84.3%	93.3%	86.3%	93.3%	**	**	92.0%	N	N
Black or African American	83.3%	83.4%	100.0%	85.3%	92.9%	95.0%	Not Met	96.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	94.1%	97.5%	94.1%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	84.9%	83.9%	89.1%	85.6%	81.8%	94.6%	Not Met	94.8%	87.2%	Met Target
Students with Disabilities	69.1%	78.8%	81.1%	82.1%	73.0%	76.9%	Not Met	83.3%	82.7%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.5%	-
2016	92.3%	94.4%
2015	94.1%	95.3%

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	0.4%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.5%	1.1%



Jackson Memorial High School
2016-2017

Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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.

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
Statewide	71.1%	29.5%	70.5%
Schoolwide	77.1%	33.5%	66.5%
White	76.5%	35.5%	64.5%
Hispanic	73.9%	35.3%	64.7%
Black or African American	93.3%	7.1%	92.9%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	51.6%	31.3%	68.8%
Students with Disabilities	54.6%	72.2%	27.8%
English Learners	N	N	N

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	84.1%	33.3%	66.7%	69.6%	30.5%	65.7%	34.3%
White	84.5%	33.7%	66.3%	71.2%	28.8%	66.7%	33.3%
Hispanic	66.7%	37.5%	62.5%	50%	50%	62.5%	37.5%
Black or African American	77.8%	42.9%	57.1%	71.4%	28.6%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	100%	12.5%	87.5%	50%	50%	50%	50%
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	81.6%	48.4%	51.6%	64.5%	35.5%	71%	29%
Students with Disabilities	82.1%	56.3%	43.8%	81.3%	18.8%	78.1%	21.9%
English Learners	N	N	N	N	N	N	N



Jackson Memorial High School

2016-2017

Grade Span 09-12

29-2360-020

OCEAN

JACKSON TWP

101 DON CONNOR BLVD

JACKSON, NJ 08527-3497

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

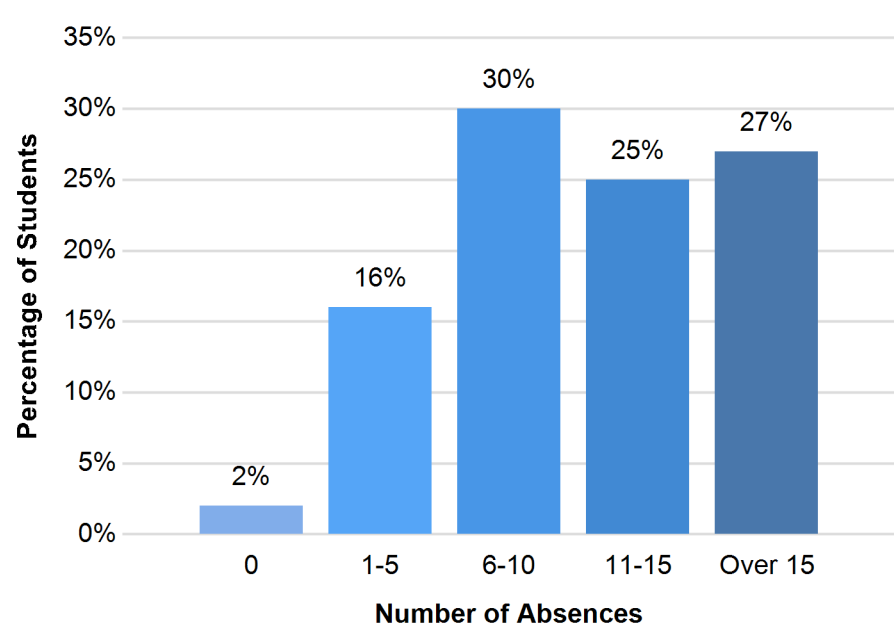
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.40	14.30	Not Met
White	19.80	14.30	Not Met
Hispanic	19.40	14.30	Not Met
Black or African American	21.80	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	34.20	14.30	Not Met
Students with Disabilities	28.50	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.



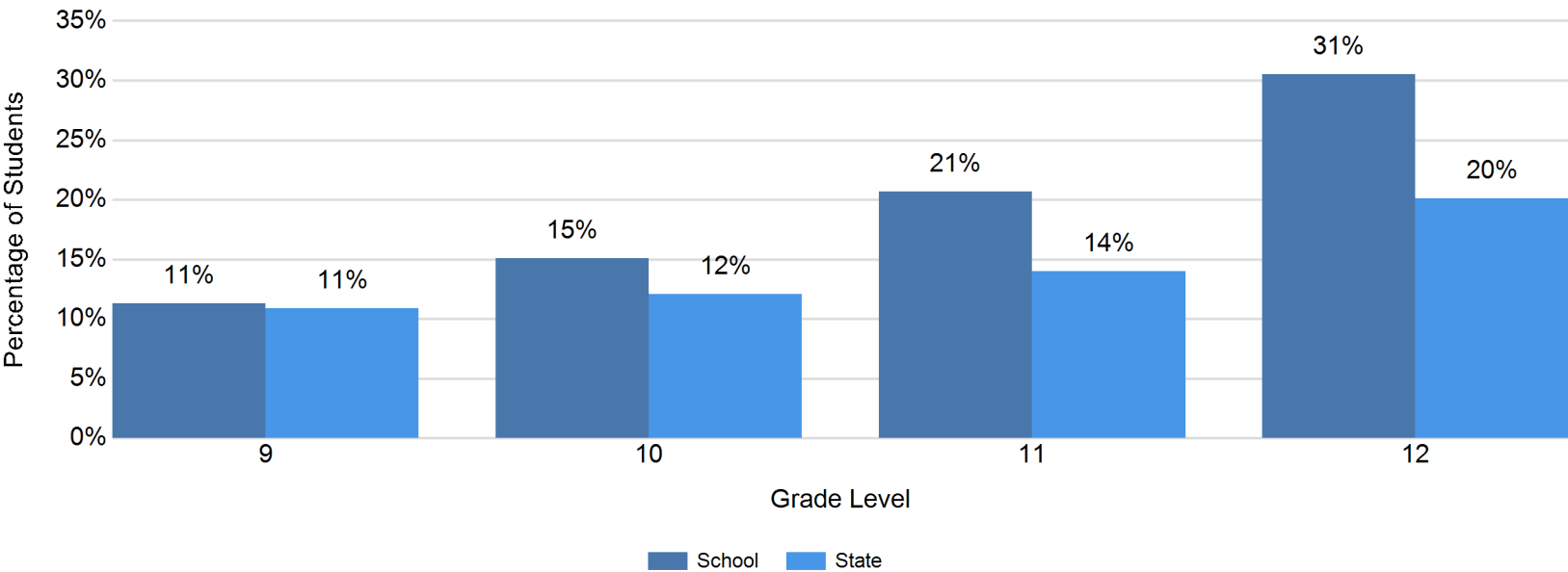


Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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.





Jackson Memorial High School

2016-2017

Grade Span 09-12

29-2360-020

OCEAN

JACKSON TWP

101 DON CONNOR BLVD

JACKSON, NJ 08527-3497

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	7:15AM
Typical End Time	1:40PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	2 Hrs. 50 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	15
Vandalism	4
Weapons	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	36
Incidents Per 100 Students Enrolled	2.31

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.9%
Out-of-School Suspensions	5.8%
Any Suspension	8.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	118	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	223:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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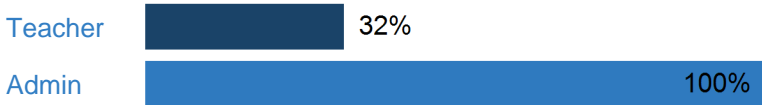
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	94%



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
101 DON CONNOR BLVD
JACKSON, NJ 08527-3497

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	48.4	17.5%
Mathematics Proficiency	75.5	17.5%
Graduation - 4-Year	35.5	25.0%
Graduation - 5-Year	60.7	25.0%
Chronic Absenteeism	25.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.6
Summative Rating: Percentile rank of Summative Score		48.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Jackson Memorial High School

2016-2017

Grade Span 09-12

29-2360-020

OCEAN

JACKSON TWP

101 DON CONNOR BLVD

JACKSON, NJ 08527-3497

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	49.6	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Goal	No
White	35.8	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	66.0	6.2	No	Met Target†	Met Target	Not Met	**	N	No
Black or African American	71.6	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	51.5	6.2	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	43.0	6.2	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	N	No

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

† Target was met within a confidence interval.



Jackson Memorial High School
2016-2017
Grade Span 09-12




29-2360-020
 OCEAN
 JACKSON TWP
 101 DON CONNOR BLVD
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mr. DiEugenio	Email Address:	kadieugenio@jacksonsd.org
Address:	101 DON CONNOR BLVD JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/memorial
Phone:	(732)833-4670		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Four high school career academy programs offered: Digital Media, STEM, Business, and Visual and Performing Arts • Offers 27 varsity sports with more than 75 volunteer clubs • Twenty-three advanced placement courses offered
 Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
 Awards, Recognition, Accomplishments:	<p>Jackson Memorial High School had five students honored as National Merit Commended Scholars and our first ever National Hispanic Merit Scholar. Honor society inductions for students included the National Honor Society, Art, Business, French, Thespian, Science, Social Studies, Kitty Hawk, Music and World Language. Our band has earned national and state distinctions. Our school earned the Bronze Level Certification by the Sustainable Jersey for Schools Program for our conservation efforts.</p>



Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
 OCEAN
 JACKSON TWP
 101 DON CONNOR BLVD
 JACKSON, NJ 08527-3497

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



Courses, Curriculum, Instruction:

Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

The Jackson School District believes athletics and extra-curricular activities are valuable to a student's collective educational experience and to creating a culture of leadership, sportsmanship and initiative. During 2015-2016, over two thousand high school students in the Jackson School District participated in twenty-eight interscholastic sports played at the Varsity, Junior Varsity, and Freshman levels.



Clubs and Activities:

The Jackson School District boasts a wide range of co-curricular offerings, such as Science League, Math League, Percussion Advisor, Class Advisors, Color Guard, School Music Director, Woodwind Choir, World Language Club, Yearbook, Student Council, Drama Club, Band, Jazz Ensemble, and FBLA. Additionally, the district proudly offers more than 75 volunteer clubs that address specific student interests.








Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
 OCEAN
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 JACKSON, NJ 08527-3497

School Narrative

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

 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Postsecondary Information:	<p>Programs to assist students in applying for college include sponsoring PSAT testing for each student, identifying students who may need fee waivers, evening SAT preparation courses at a nominal fee, and offering the SAT at a district school. Of the 349 full-time seniors, 93.8% graduated in 2017. Of those graduates, 52% planned to attend a 4-year college and 33.9% planned to attend a 2-year college. The class of 2017 received a total of \$96,500 in local scholarship awards.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



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Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.




Jackson Memorial High School
2016-2017
Grade Span 09-12

29-2360-020
OCEAN
JACKSON TWP
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JACKSON, NJ 08527-3497

School Narrative

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

<div>Other Information:</div>	<p>Our academic program prepares students to be successful in college and careers and enables them to compete with high school graduates nationwide for enrollment in the most prestigious colleges and universities. Our students have won national level band competitions, our Air Force Junior ROTC program earned the "Distinguished Unit Award" and our school has been recognized by the College Board as an Honor Roll School of Excellence. Our students have traditionally scored well on Advanced Placement tests, PARCC and other assessments and the Scholastic Achievement Test. Students are further recognized for their academic achievements as members of the National Honor Society, Kitty Hawk Air Society, World Language Honor Society, Science Honor Society, National Art Honor Society and the Tri-M Music Honor Society.</p>
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Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
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JACKSON, NJ 08527-3497

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



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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.



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	105	97	88
1	104	108	109
2	94	107	102
3	131	88	107
4	94	129	84
5	123	93	129
Ungraded	1	0	0
Total	652	622	619

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	52%
Male	53%	52%	48%
Economically Disadvantaged Students	28%	28%	36%
Students with Disabilities	15%	16%	16%
English Learners	0%	0%	8%
Homeless Students			1%
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	64.9%
Hispanic	23.6%
Black or African American	7.4%
Asian	1.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	102	0	0
KG - Full Day	0	97	88

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	84.7%
Spanish	12.4%
Other	3.2%



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	324	99.1	46.30	54.80	54.90	46.3	47.2	Met Target†
White	227	99.6	52.00	57.20	63.90	52	47.9	Met Target
Hispanic	63	98.5	22.20	38.30	39.80	22.2	32.1	Not Met
Black or African American	25	100.0	40.00	42.30	35.20	40	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	168	100.0	47.60	63.30	62.20	47.6		
Male	156	98.1	44.90	47.00	48.10	44.9		
Economically Disadvantaged Students	121	100.0	31.40	36.60	36.20	31.4	39.9	Not Met
Non-Economically Disadvantaged Students	203	98.5	55.20	60.10	65.80	55.2		
Students with Disabilities	76	100.0	26.30	19.60	20.50	26.3	21.6	Met Target
Students without Disabilities	248	98.8	52.40	61.20	61.90	52.4		
English Learners	18	100.0	*	17.50	25.20	*	**	**
Non-English Learners	306	99.0	*	55.50	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	57.20	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	104	734	745	749	15%	22%	31%	32%	0%	32%	50%
White	64	740	747	759	*	19%	33%	38%	*	38%	61%
Hispanic	26	722	733	734	*	*	*	*	0%	12%	35%
Black or African American	10	718	738	731	*	*	*	*	0%	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	735	748	754	*	*	33%	30%	*	30%	55%
Male	44	733	741	745	*	*	27%	34%	*	34%	46%
Economically Disadvantaged Students	46	724	*	731	*	26%	30%	*	*	20%	31%
Non-Economically Disadvantaged Students	58	742	*	762	*	19%	31%	*	*	41%	63%
Students with Disabilities	15	716	*	720	*	*	*	*	0%	13%	24%
Students without Disabilities	89	737	*	755	*	*	*	*	0%	35%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	80	742	752	753	*	20%	28%	35%	*	44%	56%
White	59	745	753	762	*	17%	34%	34%	*	44%	67%
Hispanic	15	721	742	740	*	*	*	*	0%	33%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	41	742	757	758	*	*	*	24%	*	37%	61%
Male	39	742	747	749	*	*	*	46%	*	51%	51%
Economically Disadvantaged Students	26	733	741	737	*	*	*	*	*	35%	36%
Non-Economically Disadvantaged Students	54	746	755	764	*	*	*	*	*	48%	69%
Students with Disabilities	21	713	*	725	*	*	*	*	*	14%	25%
Students without Disabilities	59	752	*	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
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JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	133	752	756	756	*	9%	26%	50%	*	56%	59%
White	98	758	758	763	*	*	27%	56%	*	63%	69%
Hispanic	22	727	734	743	*	*	*	*	0%	27%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	65	761	761	761	*	*	20%	60%	*	69%	66%
Male	68	743	751	750	*	*	32%	40%	*	44%	53%
Economically Disadvantaged Students	42	733	*	740	*	*	36%	26%	*	31%	40%
Non-Economically Disadvantaged Students	91	760	*	765	*	*	22%	60%	*	68%	71%
Students with Disabilities	33	723	*	725	*	*	*	*	*	24%	22%
Students without Disabilities	100	761	*	762	*	*	*	*	*	67%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

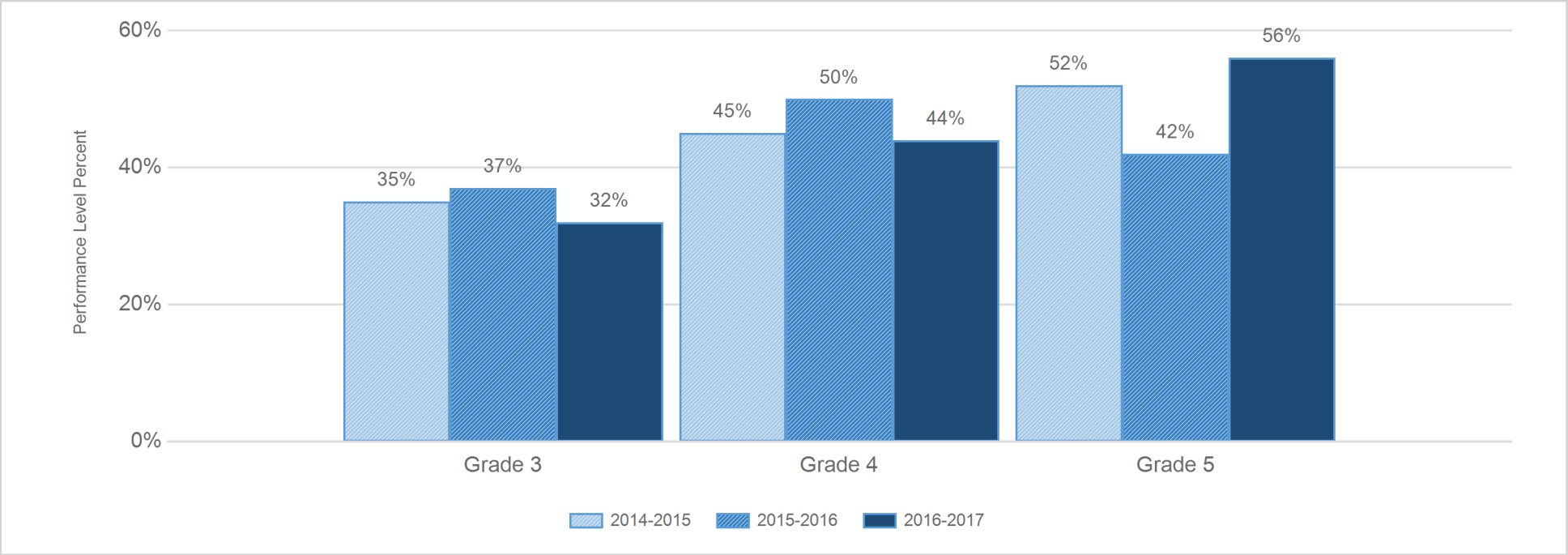


Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
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JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

English Language Arts/Literacy Assessment - Performance Trends

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





Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	324	99.1	47.20	48.60	43.50	47.2	42.1	Met Target
White	227	99.6	54.20	51.40	52.40	54.2	43.2	Met Target
Hispanic	63	98.5	20.60	31.90	27.60	20.6	24.3	Met Target†
Black or African American	25	100.0	32.00	28.80	21.70	32	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	168	100.0	44.10	50.50	44.10	44.1		
Male	156	98.1	50.70	46.80	42.90	50.7		
Economically Disadvantaged Students	121	100.0	34.80	32.00	25.10	34.8	30.6	Met Target
Non-Economically Disadvantaged Students	203	98.5	54.70	53.40	54.30	54.7		
Students with Disabilities	76	100.0	31.60	*	16.50	31.6	21.6	Met Target
Students without Disabilities	248	98.8	52.00	*	48.80	52		
English Learners	18	100.0	*	23.10	23.30	*	**	**
Non-English Learners	306	99.0	*	49.00	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	57.10	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	104	744	754	751	*	16%	34%	39%	*	43%	53%
White	64	749	756	759	*	16%	31%	45%	*	50%	63%
Hispanic	26	734	744	738	*	*	39%	*	*	27%	37%
Black or African American	10	733	741	733	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	60	743	754	751	*	*	35%	40%	*	42%	52%
Male	44	747	754	751	*	*	32%	39%	*	46%	53%
Economically Disadvantaged Students	46	735	*	736	*	*	35%	33%	*	33%	34%
Non-Economically Disadvantaged Students	58	752	*	761	*	*	33%	45%	*	52%	65%
Students with Disabilities	15	738	*	729	*	*	*	*	*	40%	29%
Students without Disabilities	89	745	*	755	*	*	*	*	*	44%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	743	752	747	*	23%	16%	48%	*	50%	47%
White	59	747	753	755	*	*	20%	54%	*	56%	59%
Hispanic	15	724	743	734	*	*	*	*	0%	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	41	740	753	747	*	*	*	34%	*	39%	47%
Male	39	746	751	747	*	*	*	62%	*	62%	48%
Economically Disadvantaged Students	26	730	741	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	54	749	755	757	*	*	*	*	*	57%	61%
Students with Disabilities	21	716	*	724	*	*	0%	*	*	19%	22%
Students without Disabilities	59	753	*	751	*	*	22%	*	*	61%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

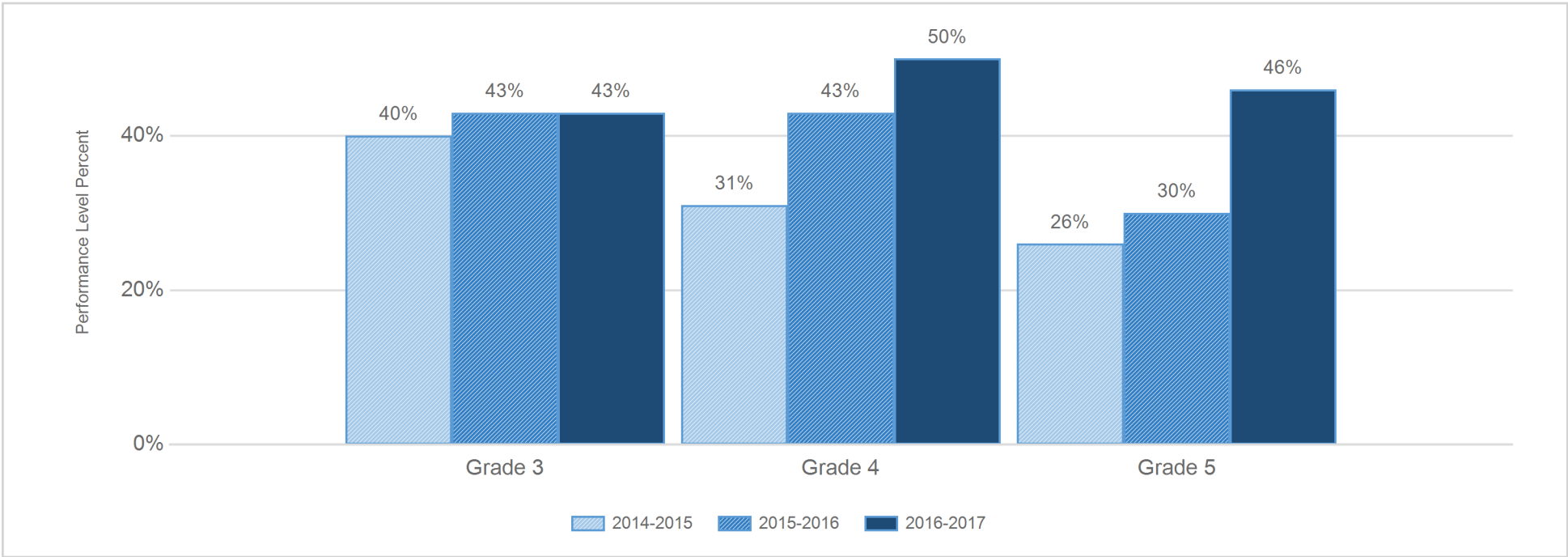
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	747	754	747	*	13%	36%	41%	*	46%	46%
White	98	752	756	754	*	*	36%	48%	*	53%	57%
Hispanic	22	731	734	735	*	*	50%	*	0%	14%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	65	749	753	747	*	*	42%	45%	*	48%	47%
Male	68	746	755	746	*	*	31%	37%	*	44%	46%
Economically Disadvantaged Students	42	731	*	732	*	*	33%	24%	*	26%	27%
Non-Economically Disadvantaged Students	91	755	*	756	*	*	37%	48%	*	55%	59%
Students with Disabilities	33	724	*	725	*	*	30%	*	*	21%	19%
Students without Disabilities	100	755	*	751	*	*	38%	*	*	54%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	29	*	*
2	14	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
 OCEAN
 JACKSON TWP
 125 MANHATTAN STREET
 JACKSON, NJ 08527-3497

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.

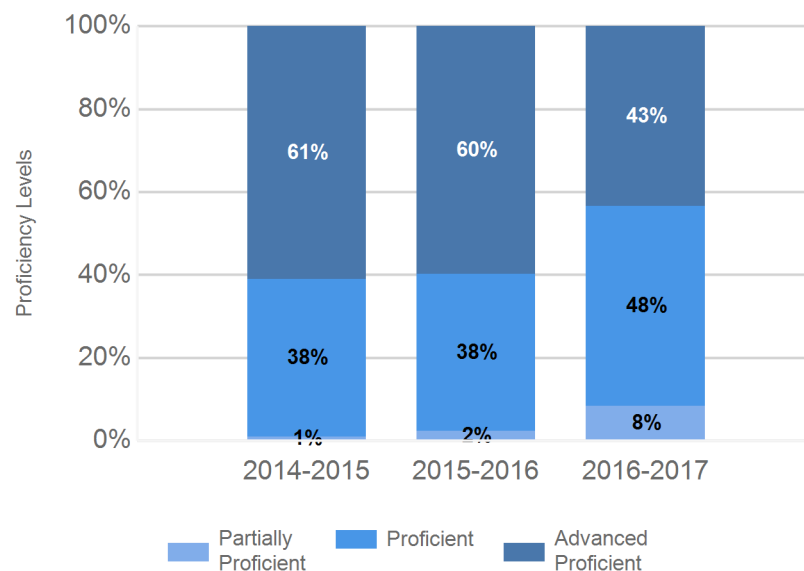
NJASK Science Assessment Performance: Grade 4

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	43%	48%	8%
White	48%	52%	N
Hispanic	18%	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	*	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	41%	41%	17%
Students with Disabilities	29%	62%	10%
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.





Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	48	53	50	Met Target	66	63	50	Exceeds Target
White	48	53	50	Met Target	65	64	52	Exceeds Target
Hispanic	45	*	49	Met Target	69	*	47	Exceeds Target
Black or African American	42.5	52	45	**	52.5	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	41	46	47	Met Target	57.5	56	46	Met Target
Students with Disabilities	37	42	41	Not Met	44	49	43	Met Target
English Learners	*	53	53	**	*	67	51	**

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



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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

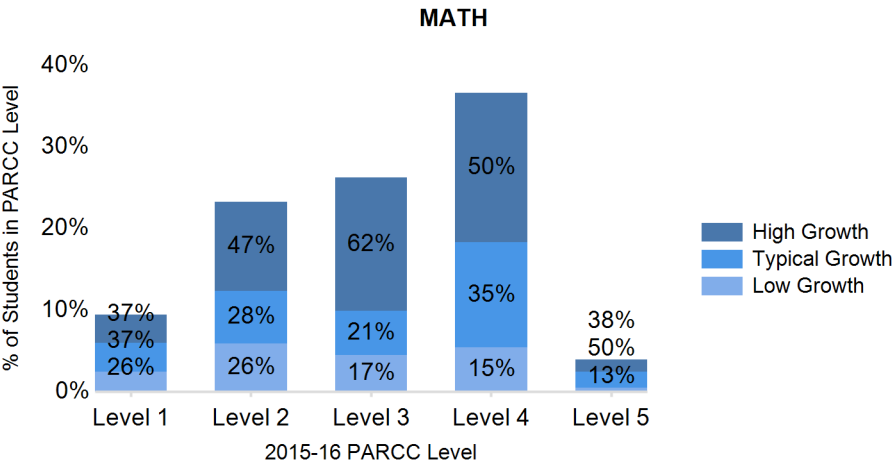
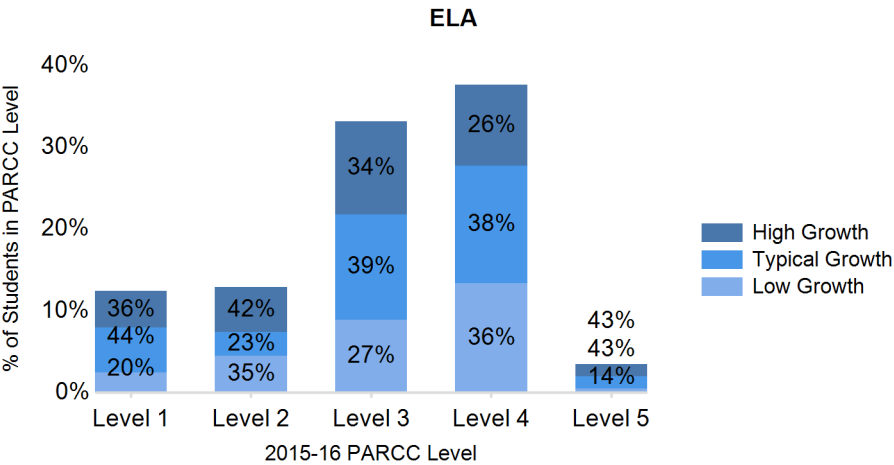
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

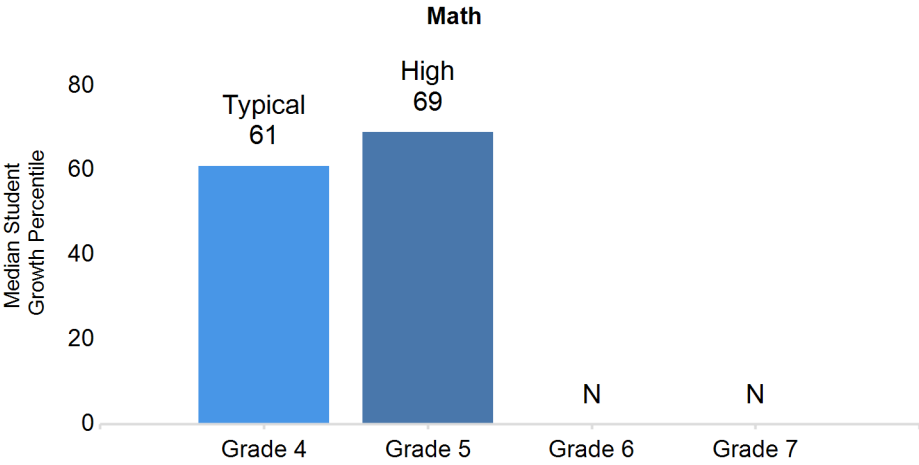
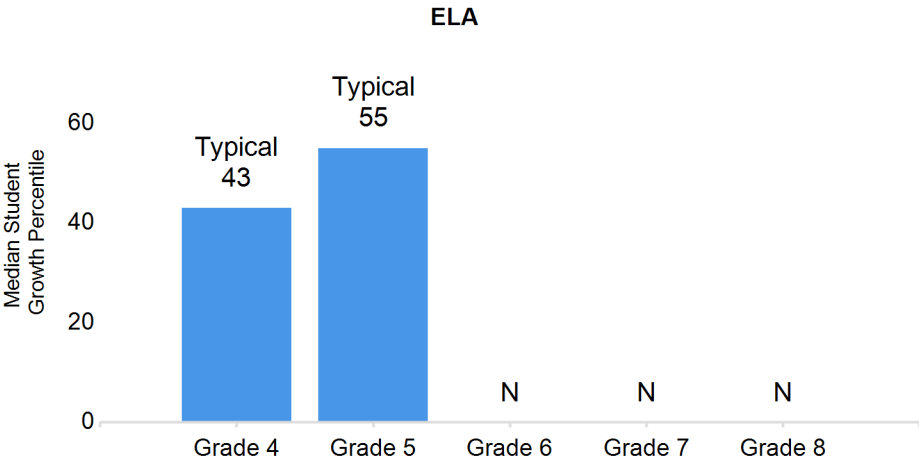
Student Growth by Performance Level

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.





Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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

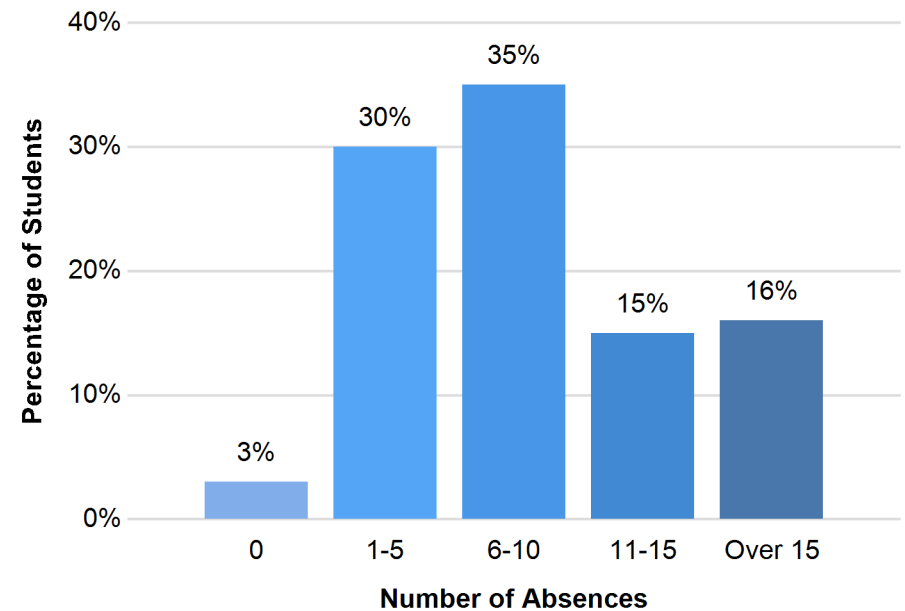
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.40	Not Met
White	11.60	8.40	Not Met
Hispanic	14.50	8.40	Not Met
Black or African American	8.70	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.50	8.40	Not Met
Students with Disabilities	18.60	8.40	Not Met
English Learners	26.00	8.40	Not Met

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

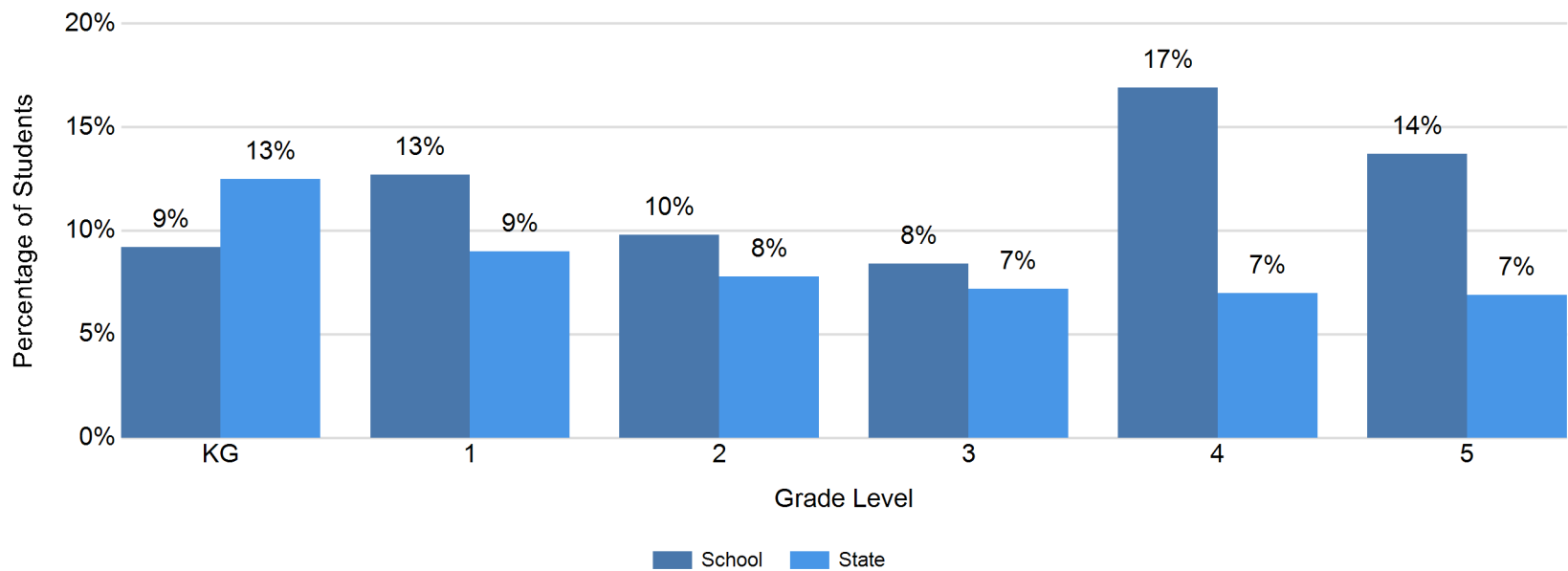
Days Absent

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



Chronic Absenteeism by Grade

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





Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	1.1%
Any Suspension	1.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
 OCEAN
 JACKSON TWP
 125 MANHATTAN STREET
 JACKSON, NJ 08527-3497

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	2.0:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	60	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	9.9	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	310:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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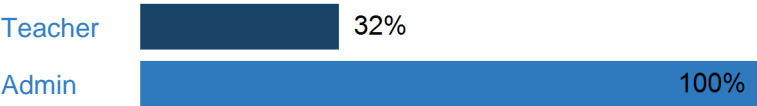
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	94%



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	27.9	17.5%
Mathematics Proficiency	50.3	17.5%
English Language Arts Growth	35.0	25.0%
Mathematics Growth	88.4	25.0%
Chronic Absenteeism	13.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.6
Summative Rating: Percentile rank of Summative Score		44.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Lucy N. Holman Elementary School
2016-2017

Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

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	46.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
White	44.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	41.3	11.9	No	Not Met	Met Target†	Not Met	Met Target	Exceeds Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	47.3	11.9	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	50.1	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497

School General Info

Principal:	Mr. Karas	Email Address:	rkaras@jacksonsd.org
Address:	125 MANHATTAN STREET JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/10
Phone:	(732)833-4620		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • At Holman Elementary, the Bucket Filling program teaches, encourages, and models character education. • Holman Elementary is the recipient of the Sustainable Jersey for Schools Bronze certification. • The new science and social studies curriculum fosters project-based learning and infuses technology with literacy.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>For the 2016–2017 academic school year, Holman recognized Mrs. Stephanie Macaluso as the Educator of the Year and Mrs. Sherry Mucia as the Educational Services Professional of the Year. Mrs. Stephanie Macaluso was also the sole recipient of the Jackson Township School District Teacher of the Year award among the ten educators nominated throughout the district. She was recognized for her skills and professionalism in education.</p>






Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
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School Narrative

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 Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
 Clubs and Activities:	Holman Elementary offers a wide range of before- and after-school programs and interventions for all diversified learners. Programs include: Words with Friends, Osmos, Math Masters, Book Clubs, and Enrichment.
 Before and After School Programs:	The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities,homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.







Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
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School Narrative

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

 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>





Lucy N. Holman Elementary School
2016-2017
Grade Span KG-05

29-2360-046
OCEAN
JACKSON TWP
125 MANHATTAN STREET
JACKSON, NJ 08527-3497


School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
<div>Facilities:</div>	<p>Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</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>  <div>Other Information:</div> </div>	<p>Every classroom at Holman Elementary has Promethean Smart-board technology, document cameras, and correlating applications in the classroom that provide teachers with very effective ways to reach students. Utilizing iPads and Chromebooks assists teachers in the implementation of technology in the classroom and also engages students in their daily lessons. The Holman School involves the community as an integral part of its educational program. An active Parent Teacher organization (HOPE - Holman Organization of Parents and Educators), coupled with strong community involvement, is a key to our success. Activities during the year include cultural assemblies, class trips, book fairs, community information programs, Senior Readers, Special Person Day, Talent Night, and more. Furthermore, Holman School remains committed to giving back to our community. Charitable activities such as Soles for Souls, Holman's Annual Thanksgiving and Giving Holiday Tree programs, the Soup-er Bowl food drive, the food drive for the Veterans Coalition of NJ, and many other activities, are evidence of this commitment. We continue to engage the community as an integral part of Holman's programs through events like our annual Science/Art Fair, family social programs, police and fire department safety programs, Ocean County Library assemblies, and active participation from both the Boy Scouts and Girl Scouts. The hallmark of the Lucy N. Holman School is the unique variety of learning experiences provided to all of our students. We take great pride in the positive and productive learning environment that characterizes our school. Conscientious students, dedicated staff members, motivated educational leaders, and supportive parents, guardians, and community members provide the foundation for our success. The administration and staff of the Lucy N. Holman School are committed to the continued growth and development of our students.</p>
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Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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.



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	111	125	120
1	107	132	134
2	132	119	133
3	152	143	118
4	159	162	151
5	143	155	163
Ungraded	2	0	2
Total	806	836	821

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%	51%
Male	50%	49%	50%
Economically Disadvantaged Students	25%	26%	26%
Students with Disabilities	10%	13%	14%
English Learners	0%	0%	0%
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	81.7%
Hispanic	10.2%
Black or African American	4.4%
Asian	1.3%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	113	0	0
KG - Full Day	0	125	120

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	97.1%
Spanish	1.6%
Other	1.1%



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	437	98.4	47.40	54.80	54.90	47.4	48.4	Met Target†
White	356	98.3	50.90	57.20	63.90	50.9	50.1	Met Target
Hispanic	41	97.6	26.80	38.30	39.80	26.8	16	Met Target
Black or African American	24	100.0	29.20	42.30	35.20	29.2	38.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	220	97.8	54.10	63.30	62.20	54.1		
Male	217	99.1	40.50	47.00	48.10	40.5		
Economically Disadvantaged Students	122	97.6	24.60	36.60	36.20	24.6	31.2	Not Met
Non-Economically Disadvantaged Students	315	98.7	56.10	60.10	65.80	56.1		
Students with Disabilities	63	98.4	15.90	19.60	20.50	15.9	16.7	Met Target†
Students without Disabilities	374	98.4	52.70	61.20	61.90	52.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	116	740	745	749	*	16%	33%	37%	*	39%	50%
White	89	743	747	759	*	19%	30%	39%	*	42%	61%
Hispanic	11	734	733	734	*	*	*	*	0%	36%	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	57	747	748	754	*	*	40%	39%	*	42%	55%
Male	59	733	741	745	*	*	25%	36%	*	36%	46%
Economically Disadvantaged Students	41	728	*	731	*	*	32%	27%	*	27%	31%
Non-Economically Disadvantaged Students	75	747	*	762	*	*	33%	43%	*	45%	63%
Students with Disabilities	18	698	*	720	*	*	*	*	*	*	24%
Students without Disabilities	98	748	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
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JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	151	747	752	753	*	14%	37%	40%	*	45%	56%
White	125	749	753	762	*	12%	36%	43%	*	48%	67%
Hispanic	10	738	742	740	*	*	*	*	0%	20%	40%
Black or African American	12	733	738	737	0%	*	*	*	0%	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	68	752	757	758	*	*	35%	49%	*	52%	61%
Male	83	743	747	749	*	*	39%	34%	*	40%	51%
Economically Disadvantaged Students	38	737	741	737	*	*	63%	*	*	16%	36%
Non-Economically Disadvantaged Students	113	751	755	764	*	*	28%	*	*	55%	69%
Students with Disabilities	16	729	*	725	*	*	*	*	*	25%	25%
Students without Disabilities	135	749	*	759	*	*	*	*	*	47%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	151	747	752	755	*	14%	37%	40%	*	45%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
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JACKSON TWP
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JACKSON, NJ 08527-3497

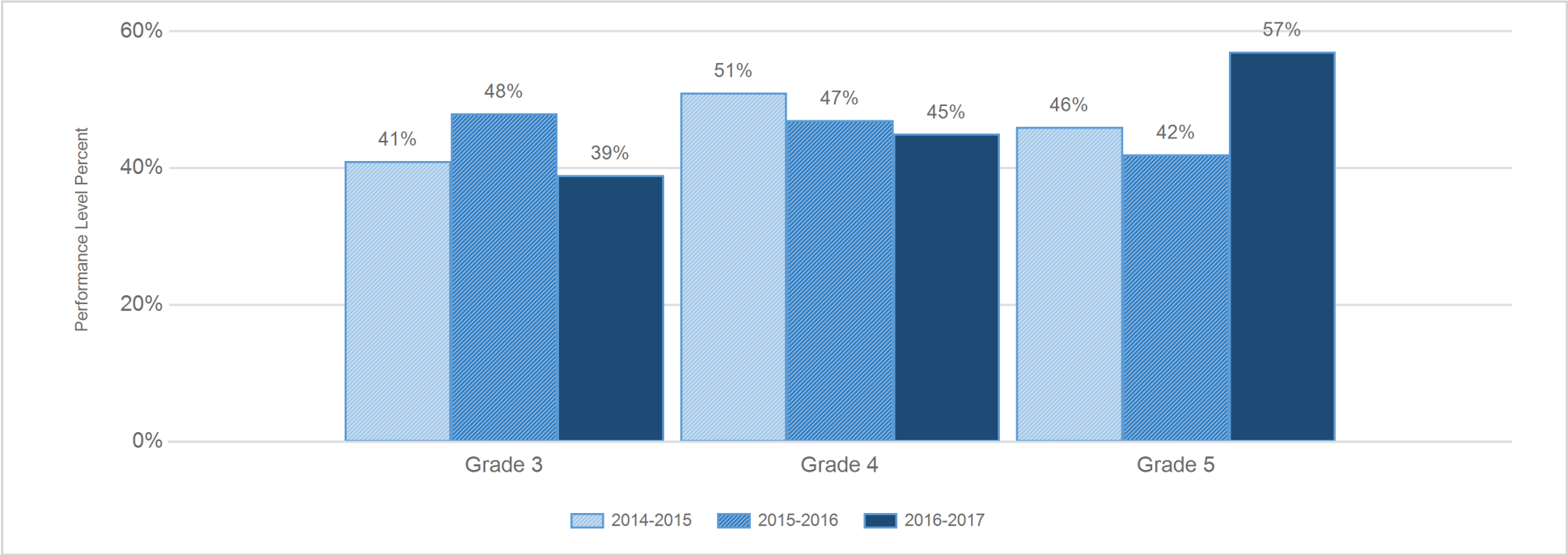
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	161	753	756	756	*	8%	31%	53%	*	57%	59%
White	136	754	758	763	*	*	30%	57%	*	60%	69%
Hispanic	19	733	734	743	*	*	*	*	0%	26%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	93	755	761	761	*	*	26%	58%	*	62%	66%
Male	68	750	751	750	*	*	38%	46%	*	49%	53%
Economically Disadvantaged Students	35	736	*	740	*	*	40%	29%	*	29%	40%
Non-Economically Disadvantaged Students	126	757	*	765	*	*	29%	60%	*	64%	71%
Students with Disabilities	20	722	*	725	*	*	*	*	*	10%	22%
Students without Disabilities	141	757	*	762	*	*	*	*	*	63%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	161	753	756	757	*	8%	31%	53%	*	57%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	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.





Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	436	98.4	55.70	48.60	43.50	55.7	47.7	Met Target
White	355	98.3	60.00	51.40	52.40	60	49.8	Met Target
Hispanic	41	97.6	26.80	31.90	27.60	26.8	12	Met Target
Black or African American	24	100.0	29.20	28.80	21.70	29.2	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	219	97.8	61.20	50.50	44.10	61.2		
Male	217	99.1	50.20	46.80	42.90	50.2		
Economically Disadvantaged Students	122	98.4	34.40	32.00	25.10	34.4	26.6	Met Target
Non-Economically Disadvantaged Students	314	98.4	64.00	53.40	54.30	64		
Students with Disabilities	63	98.4	19.10	*	16.50	19.1	20.3	Met Target†
Students without Disabilities	373	98.4	62.00	*	48.80	62		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
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JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	116	750	754	751	*	10%	27%	53%	*	57%	53%
White	89	753	756	759	*	*	28%	56%	*	60%	63%
Hispanic	11	732	744	738	*	*	*	*	*	36%	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	57	753	754	751	*	*	28%	56%	*	60%	52%
Male	59	747	754	751	*	*	25%	51%	*	54%	53%
Economically Disadvantaged Students	41	739	*	736	*	*	29%	39%	*	42%	34%
Non-Economically Disadvantaged Students	75	756	*	761	*	*	25%	61%	*	65%	65%
Students with Disabilities	18	714	*	729	*	*	*	*	*	17%	29%
Students without Disabilities	98	757	*	755	*	*	*	*	*	64%	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	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	751	752	747	*	9%	34%	50%	*	54%	47%
White	125	753	753	755	*	9%	31%	54%	*	58%	59%
Hispanic	10	747	743	734	0%	0%	*	*	0%	30%	30%
Black or African American	12	736	736	729	*	*	*	*	0%	25%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	68	752	753	747	*	*	22%	62%	*	63%	47%
Male	83	750	751	747	*	*	43%	40%	*	46%	48%
Economically Disadvantaged Students	38	741	741	732	*	*	55%	29%	*	32%	27%
Non-Economically Disadvantaged Students	113	754	755	757	*	*	27%	57%	*	61%	61%
Students with Disabilities	16	726	*	724	*	*	*	*	*	31%	22%
Students without Disabilities	135	754	*	751	*	*	*	*	*	56%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	151	751	752	749	*	9%	34%	50%	*	54%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	753	754	747	*	9%	30%	53%	*	59%	46%
White	135	756	756	754	*	*	27%	59%	*	64%	57%
Hispanic	19	736	734	735	*	*	58%	*	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	92	754	753	747	*	*	29%	54%	*	60%	47%
Male	68	753	755	746	*	*	31%	50%	*	57%	46%
Economically Disadvantaged Students	35	738	*	732	*	*	43%	31%	0%	31%	27%
Non-Economically Disadvantaged Students	125	758	*	756	*	*	26%	58%	8%	66%	59%
Students with Disabilities	20	720	*	725	*	*	*	*	0%	10%	19%
Students without Disabilities	140	758	*	751	*	*	*	*	7%	66%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	160	753	755	748	*	9%	30%	53%	*	59%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

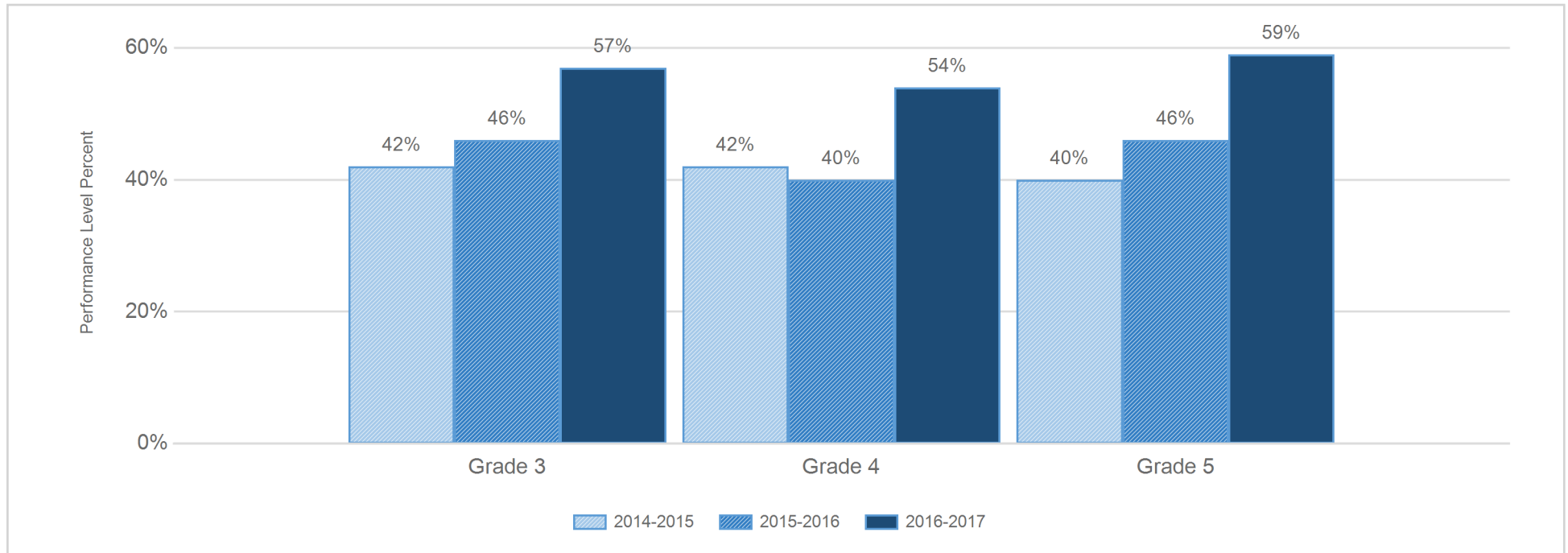


Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
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JACKSON TWP
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JACKSON, NJ 08527-3497

Mathematics Assessment – Performance Trends

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





Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
 JACKSON TWP
 75 WEST VETERANS HIGHWAY
 JACKSON, NJ 08527-3497

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.

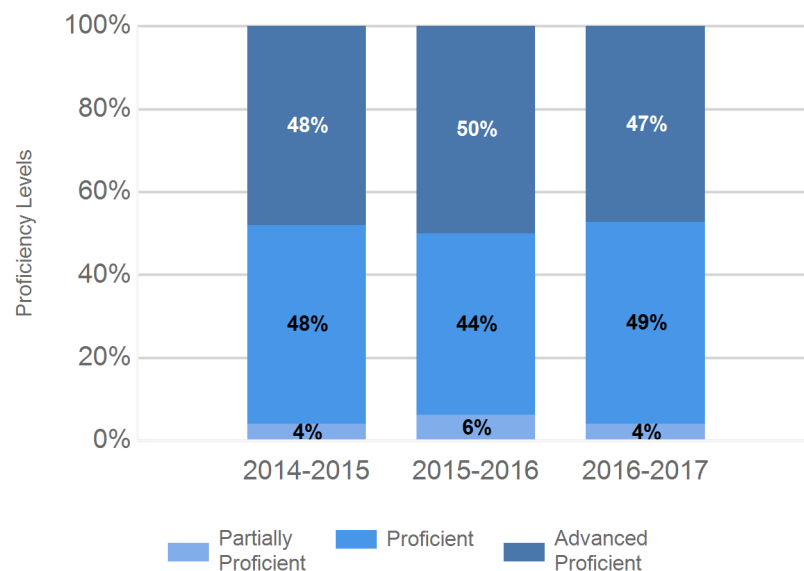
NJASK Science Assessment Performance: Grade 4

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	47%	49%	4%
White	53%	43%	4%
Hispanic	10%	*	10%
Black or African American	17%	83%	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	25%	68%	8%
Students with Disabilities	31%	56%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
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 75 WEST VETERANS HIGHWAY
 JACKSON, NJ 08527-3497

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	43	53	50	Met Target	67	63	50	Exceeds Target
White	43	53	50	Met Target	68	64	52	Exceeds Target
Hispanic	39.5	*	49	Not Met	67	*	47	Exceeds Target
Black or African American	47.5	52	45	**	37.5	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40.5	46	47	Met Target	52.5	56	46	Met Target
Students with Disabilities	33	42	41	Not Met	51	49	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

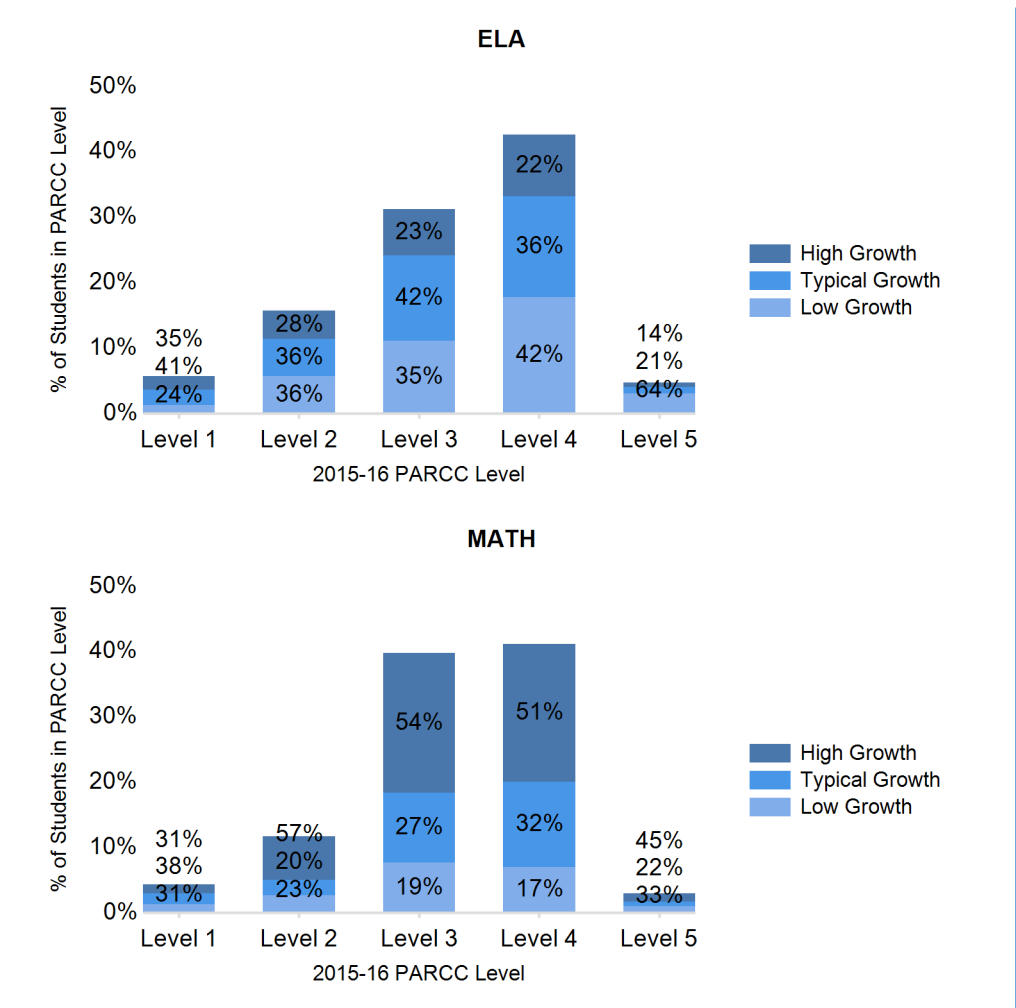
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

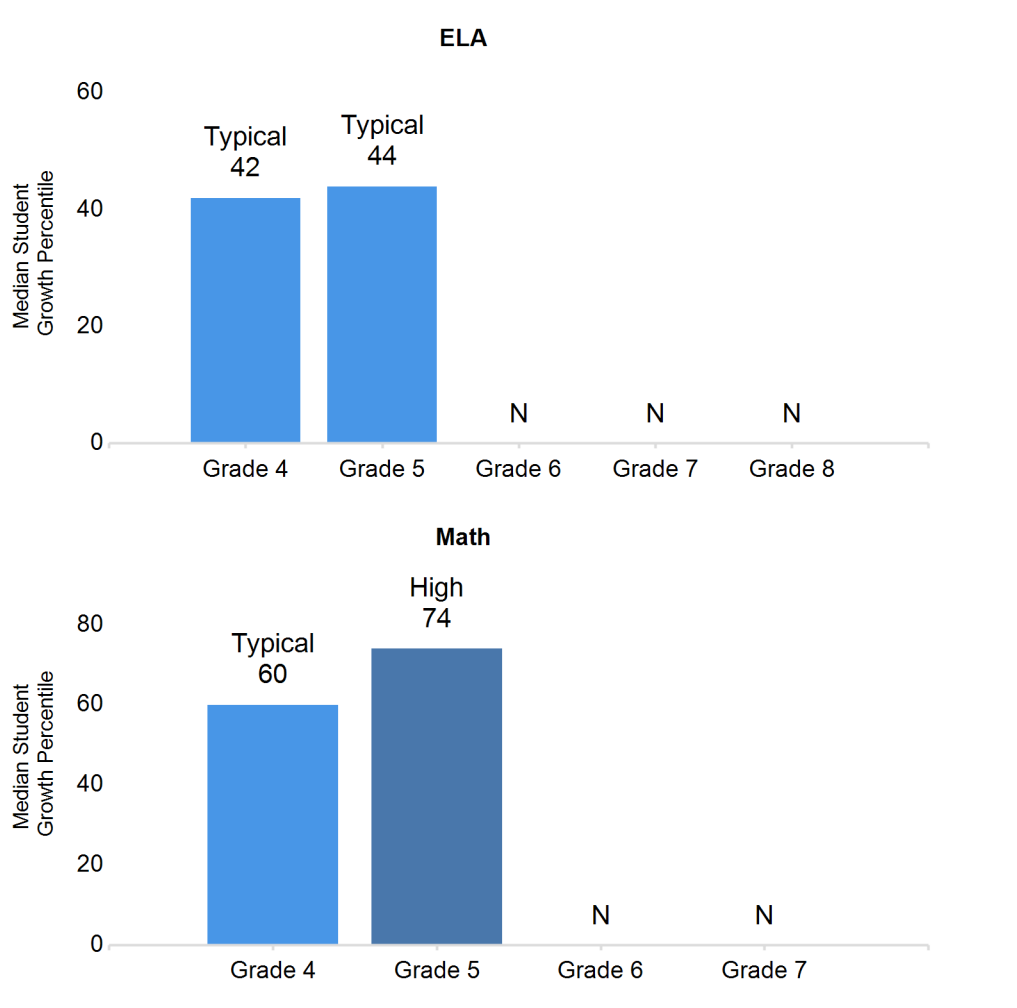
Student Growth by Performance Level

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.





Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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

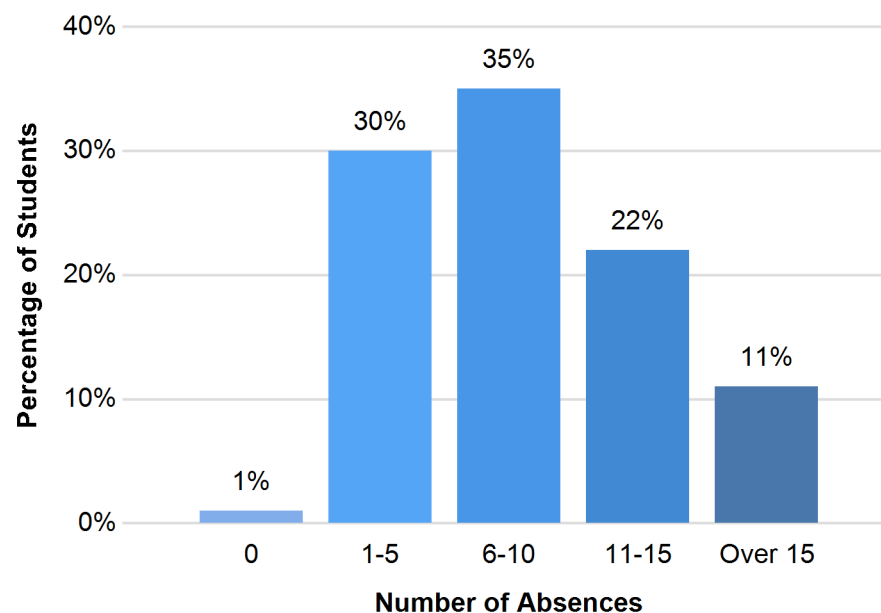
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	6.50	8.40	Met Target
Hispanic	13.10	8.40	Not Met
Black or African American	2.80	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.00	8.40	Not Met
Students with Disabilities	12.40	8.40	Not Met
English Learners	N	**	**

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

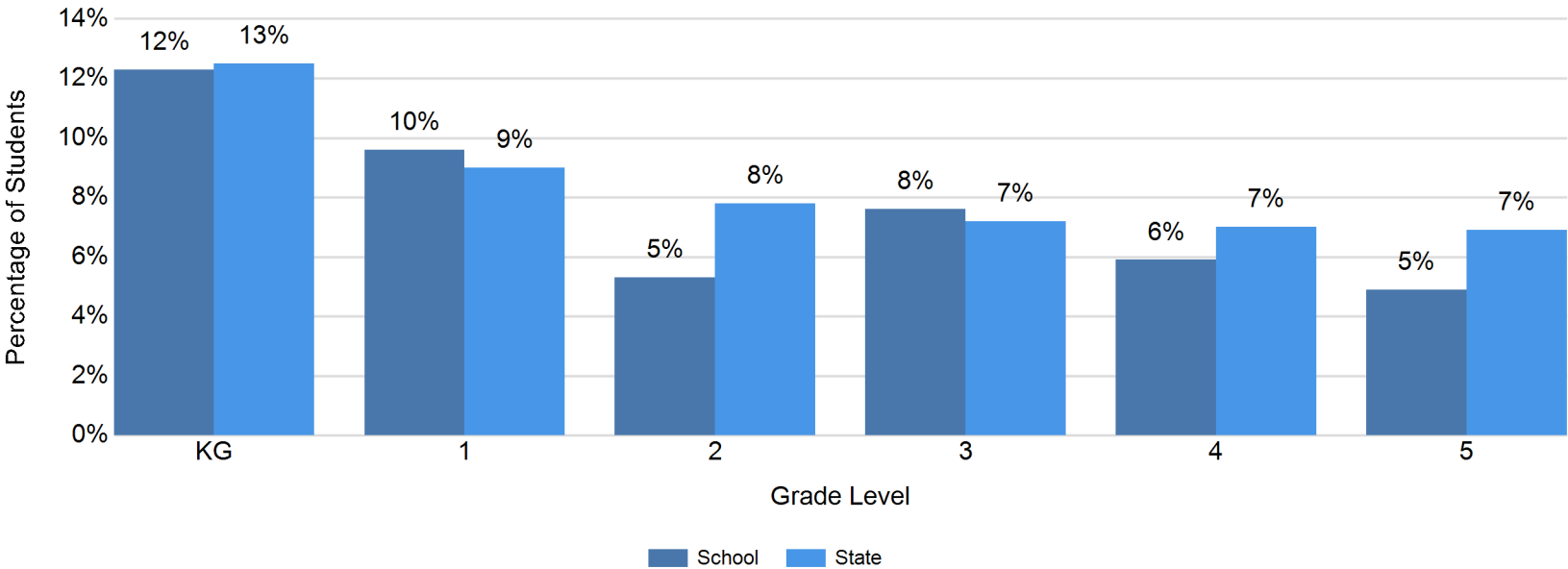
Days Absent

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



Chronic Absenteeism by Grade

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





Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
 JACKSON TWP
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 JACKSON, NJ 08527-3497

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	9:05AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.24

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	0.7%
Any Suspension	0.7%

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



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
 JACKSON TWP
 75 WEST VETERANS HIGHWAY
 JACKSON, NJ 08527-3497

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	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	64	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	88%	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	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	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	12:1
Administrators	411:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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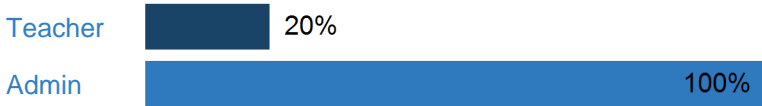
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	93%



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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	23.8	17.5%
Mathematics Proficiency	56.9	17.5%
English Language Arts Growth	19.2	25.0%
Mathematics Growth	89.9	25.0%
Chronic Absenteeism	40.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		47.4
Summative Rating: Percentile rank of Summative Score		45.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Switlik Elementary School
2016-2017

Grade Span KG-05

29-2360-050
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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	47.4	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
White	47.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	41.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	42.0	11.9	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	47.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
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 75 WEST VETERANS HIGHWAY
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mrs. McKiernan	Email Address:	kmckiernan@jacksonsd.org
Address:	75 WEST VETERANS HIGHWAY JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/13
Phone:	(732)833-4650		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • At Switlik, the Bucket Filling program teaches, encourages and models character education. • The Switlik Elementary School is the recipient of the Sustainable Jersey for Schools Bronze certification. • The new science and social studies curriculum fosters project-based learning and infuses technology and literacy.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>For the 2016- 2017 academic school year, Switlik recognized Mrs. Maris Vlahos as the Educator of the Year and Mrs. Theresa Sherman as the Educational Services Professional. In addition, Kindergarten Teacher, Ms. Christine Temple was the recipient of The 2016 Exemplary Elementary Educator Recognition Program. Ms. Temple has demonstrated her thoughtfulness, leadership skills, collaborative abilities, willingness to take risks and a genuine compassion for children and their development.</p>






Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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 Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
 Clubs and Activities:	Switlik Elementary offers a wide range of before and after school programs and interventions for all diversified learners programs include; Morning Jump Start, Math Boot Camp, Book Clubs, Revisit, Refreshed, Reawaken, Fraction Development and Enrichment.
 Before and After School Programs:	The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities,homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.







Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
 OCEAN
 JACKSON TWP
 75 WEST VETERANS HIGHWAY
 JACKSON, NJ 08527-3497

School Narrative

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 Staff and Professional Learning:	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 Student Supports and Services:	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 Student Health and Wellness:	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 Parent and Community Involvement:	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>



Switlik Elementary School
2016-2017
Grade Span KG-05

29-2360-050
OCEAN
JACKSON TWP
75 WEST VETERANS HIGHWAY
JACKSON, NJ 08527-3497

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.



Climate Surveys:

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

All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.



Facilities:

Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.

School Narrative

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



Other Information:

The hallmark of the Switlik Elementary School is the unique variety of learning experiences provided to all of our students. We take great pride in the positive and productive learning environment that characterizes our school. Conscientious students, dedicated staff members, motivated educational leaders, and supportive parents, guardians, and community members provide the foundation for our success. The administration and staff of the Switlik Elementary School are committed to the continued growth and development of our students. Switlik Elementary School embraces inclusion of special education children and the idea of accelerating learning with the highest expectations for all students. There is a full child study team available, as well as speech, occupational and physical therapists and basic skills teachers. The Intervention and Referral Services Team works regularly with teachers to develop plans that ensure improved student successes. All classrooms at Switlik Elementary have Promethean Smart-board technology, document cameras, and correlating applications in the classroom that provide teachers with very effective ways to reach students. Utilizing iPads and Chromebooks assists teachers in the implementation of technology in the classroom and also engages students in their daily lessons. The Switlik Elementary School involves the community as an integral part of its educational program. An active Parent Teacher Network (PTN) joined with strong community involvement is paramount to our school's success. Switlik School is devoted to giving back to their community. Throughout the school year, students participate in service learning projects working closely with local food banks and charitable organization. Switlik Elementary School promotes a caring and respectful environment. Our school counselor provides character development for all students. Students are regularly recognized for showing positive character through the Bucket Filling way!



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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.



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	2	30
KG	30	42	34
1	53	40	44
2	39	59	39
3	51	41	62
4	56	50	40
5	53	54	53
Ungraded	21	36	60
Total	303	324	362

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	42%	42%
Male	55%	58%	58%
Economically Disadvantaged Students	35%	36%	43%
Students with Disabilities	20%	25%	30%
English Learners	9%	10%	14%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.1%
Hispanic	25.1%
Black or African American	6.4%
Asian	1.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	1	1	19
PK - Full Day	0	1	11
KG - Half Day	32	0	0
KG - Full Day	0	42	34

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	74.3%
Spanish	17.1%
Arabic	5.2%
Other	3.6%



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	148	98.7	58.10	54.80	54.90	58.1	62.3	Met Target†
White	92	97.9	63.10	57.20	63.90	63.1	63	Met Target
Hispanic	40	100.0	37.50	38.30	39.80	37.5	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	25.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	65	100.0	61.50	63.30	62.20	61.5		
Male	83	97.6	55.40	47.00	48.10	55.4		
Economically Disadvantaged Students	63	98.4	44.50	36.60	36.20	44.5	52.5	Met Target†
Non-Economically Disadvantaged Students	85	98.8	68.20	60.10	65.80	68.2		
Students with Disabilities	22	95.7	18.20	19.60	20.50	18.2	33.5	Not Met
Students without Disabilities	126	99.2	65.00	61.20	61.90	65		
English Learners	16	100.0	31.30	17.50	25.20	31.3	**	**
Non-English Learners	132	98.5	61.40	55.50	57.40	61.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	57.20	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	54	764	745	749	0%	*	24%	61%	*	69%	50%
White	30	769	747	759	0%	*	*	67%	*	77%	61%
Hispanic	18	749	733	734	0%	*	*	*	*	44%	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	24	766	748	754	0%	*	*	67%	*	75%	55%
Male	30	762	741	745	0%	*	*	57%	*	63%	46%
Economically Disadvantaged Students	19	754	*	731	0%	*	*	53%	*	58%	31%
Non-Economically Disadvantaged Students	35	769	*	762	0%	*	*	66%	*	74%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	39	753	752	753	*	*	31%	49%	*	56%	56%
White	29	757	753	762	*	*	*	55%	*	66%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	20	758	757	758	*	*	*	*	*	65%	61%
Male	19	748	747	749	*	*	*	*	*	47%	51%
Economically Disadvantaged Students	14	747	741	737	*	*	*	*	*	43%	36%
Non-Economically Disadvantaged Students	25	756	755	764	*	*	*	*	*	64%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

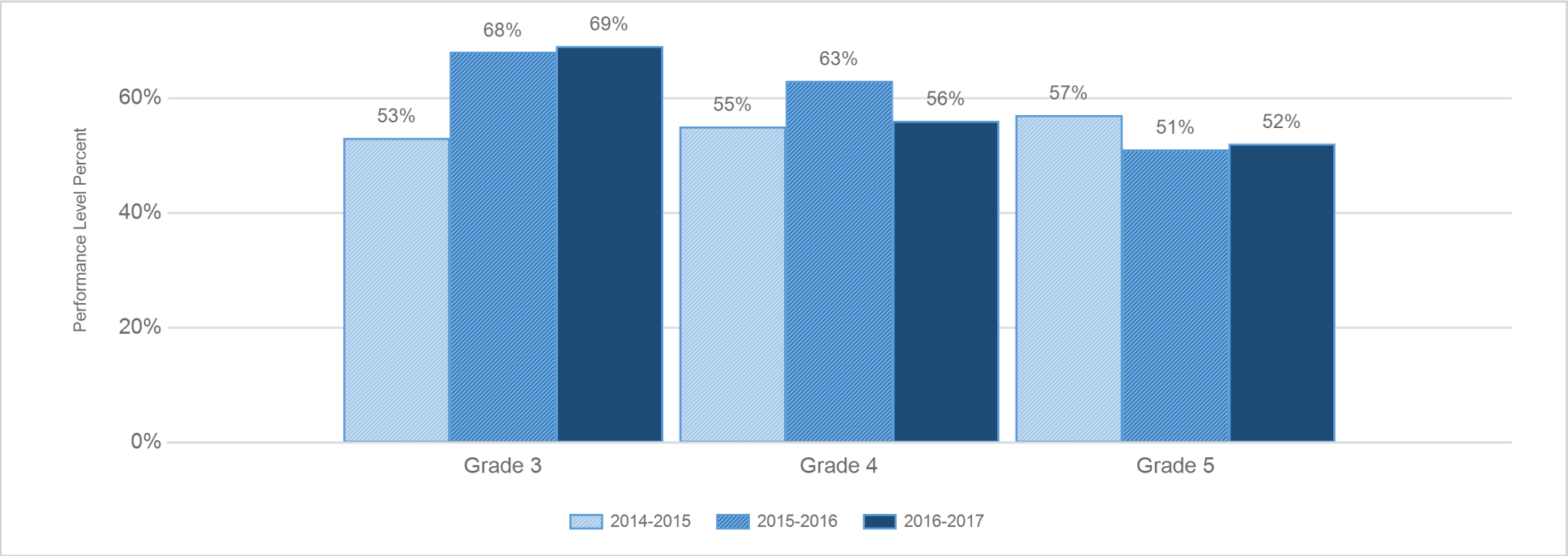
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	748	756	756	*	*	23%	44%	*	52%	59%
White	31	752	758	763	*	*	*	42%	*	52%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	21	754	761	761	*	*	*	*	*	43%	66%
Male	31	745	751	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	27	740	*	740	*	*	*	37%	*	41%	40%
Non-Economically Disadvantaged Students	25	758	*	765	*	*	*	52%	*	64%	71%
Students with Disabilities	12	730	*	725	*	*	*	*	*	17%	22%
Students without Disabilities	40	754	*	762	*	*	*	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	151	98.7	72.20	48.60	43.50	72.2	52.3	Met Target
White	94	97.9	72.30	51.40	52.40	72.3	52.9	Met Target
Hispanic	41	100.0	65.80	31.90	27.60	65.8	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	75.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	67	100.0	76.10	50.50	44.10	76.1		
Male	84	97.7	69.10	46.80	42.90	69.1		
Economically Disadvantaged Students	65	98.5	60.00	32.00	25.10	60	52.9	Met Target
Non-Economically Disadvantaged Students	86	98.9	81.40	53.40	54.30	81.4		
Students with Disabilities	22	95.7	45.50	*	16.50	45.5	34	Met Target
Students without Disabilities	129	99.2	76.80	*	48.80	76.8		
English Learners	19	100.0	57.90	23.10	23.30	57.9	N	N
Non-English Learners	132	98.5	74.20	49.00	45.20	74.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	33.30	15.10	N		
Military-Connected Students	N	N	N	57.10	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	55	778	754	751	0%	*	*	69%	26%	95%	53%
White	31	780	756	759	0%	0%	*	68%	*	97%	63%
Hispanic	18	771	744	738	0%	*	*	78%	*	89%	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	25	778	754	751	0%	*	*	60%	*	92%	52%
Male	30	778	754	751	0%	*	*	77%	*	97%	53%
Economically Disadvantaged Students	20	769	*	736	*	*	*	85%	*	90%	34%
Non-Economically Disadvantaged Students	35	783	*	761	*	*	*	60%	*	97%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	756	752	747	*	0%	30%	65%	*	68%	47%
White	30	756	753	755	*	0%	*	63%	*	67%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	21	756	753	747	*	0%	*	76%	*	76%	47%
Male	19	755	751	747	*	0%	*	53%	*	58%	48%
Economically Disadvantaged Students	15	750	741	732	*	0%	*	*	*	60%	27%
Non-Economically Disadvantaged Students	25	759	755	757	*	0%	*	*	*	72%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
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JACKSON, NJ 08527-3497

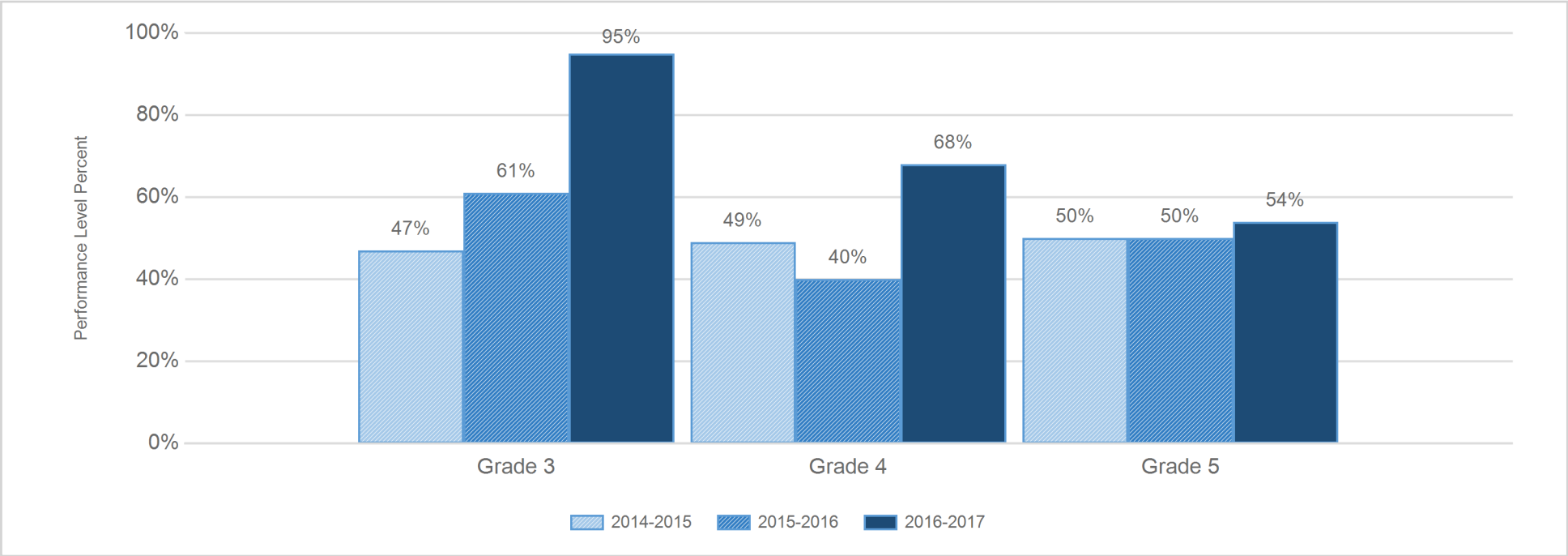
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	745	754	747	*	22%	19%	43%	*	54%	46%
White	31	749	756	754	0%	*	*	48%	*	58%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	22	743	753	747	*	*	*	*	*	55%	47%
Male	32	747	755	746	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	28	737	*	732	*	*	*	36%	*	39%	27%
Non-Economically Disadvantaged Students	26	755	*	756	*	*	*	50%	*	69%	59%
Students with Disabilities	12	741	*	725	*	*	*	*	*	33%	19%
Students without Disabilities	42	747	*	751	*	*	*	*	*	60%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

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





Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
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60 CITADEL DRIVE
JACKSON, NJ 08527-3497

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	29	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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.

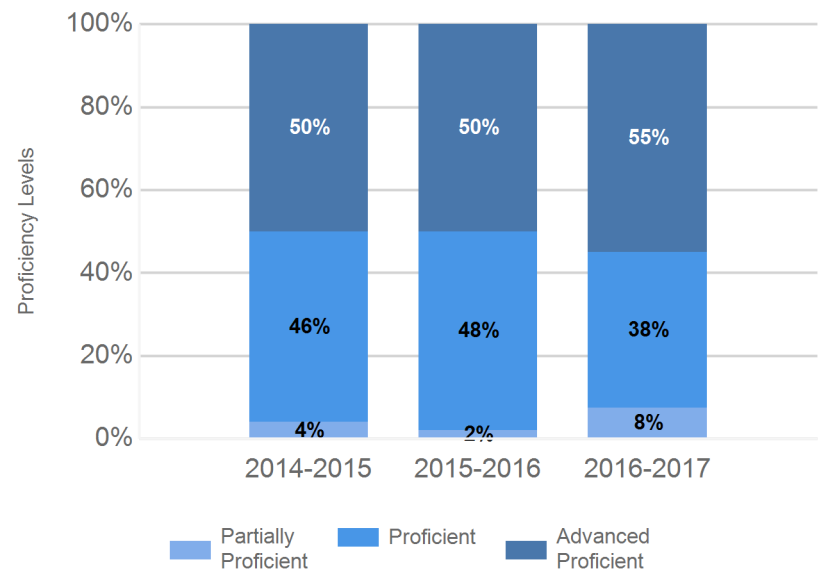
NJASK Science Assessment Performance: Grade 4

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	55%	38%	8%
White	62%	*	3%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	36%	50%	14%
Students with Disabilities	*	*	N
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	37	53	50	Not Met	65	63	50	Exceeds Target
White	32	53	50	Not Met	65	64	52	Exceeds Target
Hispanic	48	*	49	Met Target	59	*	47	Met Target
Black or African American	*	52	45	**	*	59	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	60	**	*	72.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	39.5	46	47	Not Met	59	56	46	Met Target
Students with Disabilities	23.5	42	41	**	51.5	49	43	**
English Learners	*	53	53	**	*	67	51	**

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



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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:

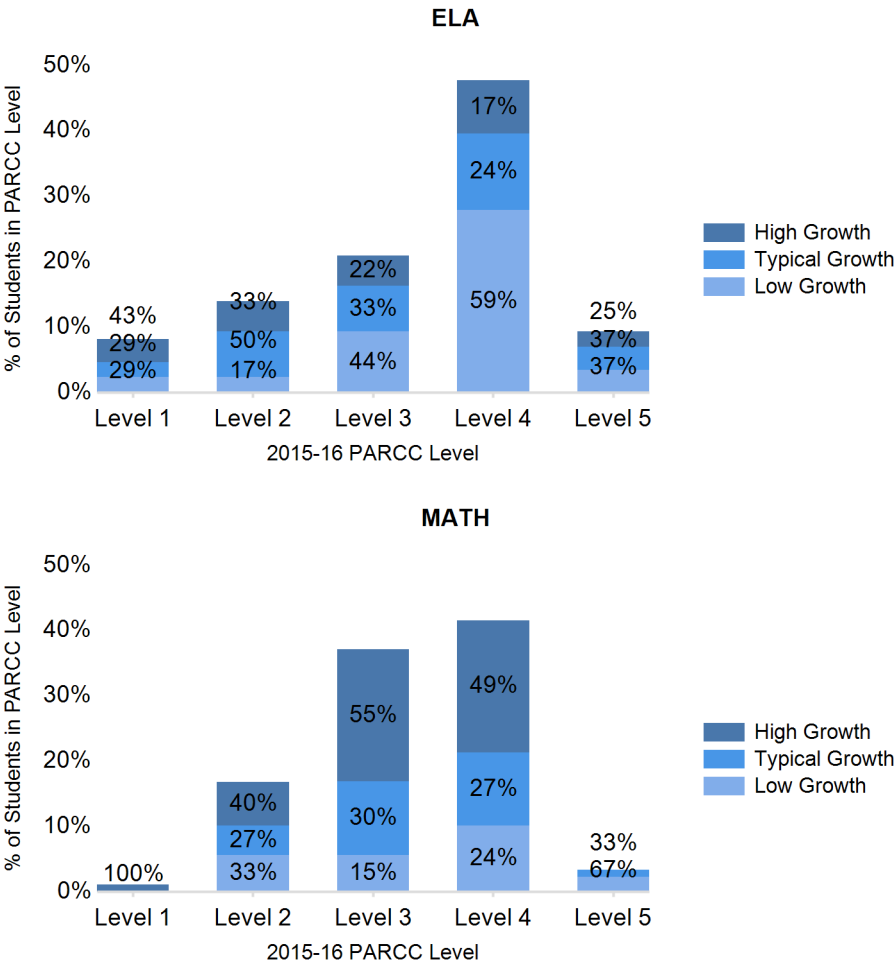
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

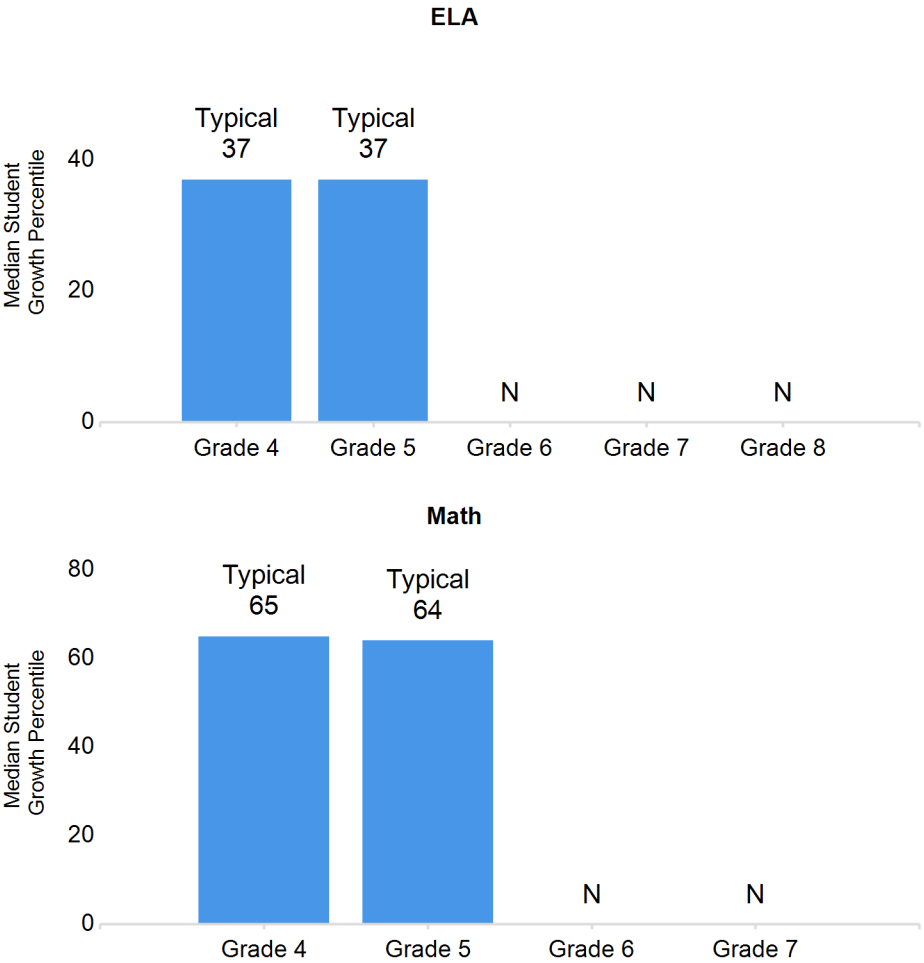
Student Growth by Performance Level

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.





Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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

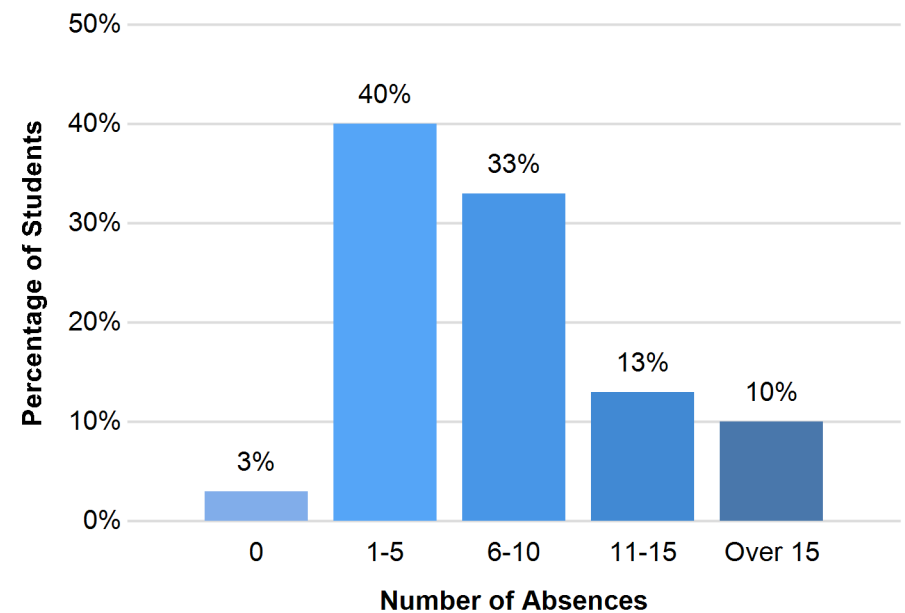
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	8.40	Met Target
White	6.20	8.40	Met Target
Hispanic	9.10	8.40	Not Met
Black or African American	9.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.90	8.40	Not Met
Students with Disabilities	9.10	8.40	Not Met
English Learners	13.30	8.40	Not Met

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

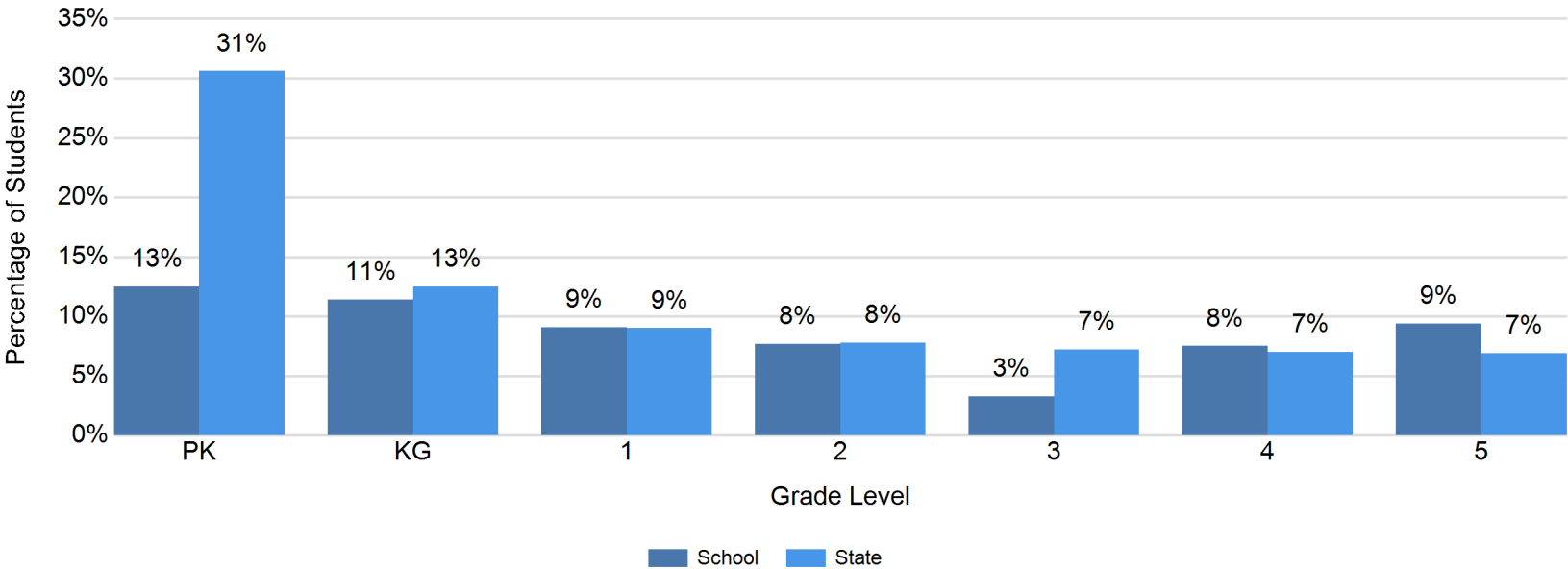
Days Absent

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



Chronic Absenteeism by Grade

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





Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	9:25AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	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	0.6%
Any Suspension	0.6%

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



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
 OCEAN
 JACKSON TWP
 60 CITADEL DRIVE
 JACKSON, NJ 08527-3497

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	1.4:1	58.7 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$370	\$13,071	\$13,441



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	40	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	65%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	11.1	11.6
Administrators in district for 4 or more years	87%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	362:1	218:1
Librarian/Media Specialists		852:1
Nurses		568:1
Counselors		355:1
Child Study Team		328:1



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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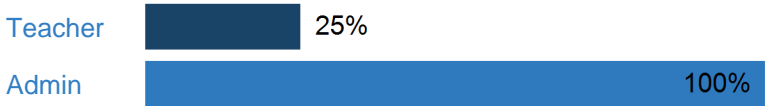
Teachers and Administrators - Level of Education

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	90%	89%
2015-16 Administrators: Same district 2016-17	98%	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	93%



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	46.3	17.5%
Mathematics Proficiency	93.9	17.5%
English Language Arts Growth	11.5	25.0%
Mathematics Growth	88.1	25.0%
Chronic Absenteeism	40.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.5
Summative Rating: Percentile rank of Summative Score		58.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Sylvia Rosenauer Elementary School
2016-2017

Grade Span PK-05

29-2360-040
OCEAN
JACKSON TWP
60 CITADEL DRIVE
JACKSON, NJ 08527-3497

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	55.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
White	51.7	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
Hispanic	63.1	11.9	No	N	N	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.4	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Not Met	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
 OCEAN
 JACKSON TWP
 60 CITADEL DRIVE
 JACKSON, NJ 08527-3497

School General Info

Principal:	Mr. Polakowski	Email Address:	rpolakowski@jacksonsd.org
Address:	60 CITADEL DRIVE JACKSON, NJ 08527-3497	Website:	https://www.jacksonsd.org/Domain/12
Phone:	(732)833-4630		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Rosenauer administers a quality balanced literacy program called Readers and Writers Workshop. • Rosenauer students enjoy a hands-on, project-based curriculum for both Science and Social Studies. • Rosenauer has touch screen technology, handheld devices and Elmo projectors in all K-5 classrooms.
Mission, Vision, Theme:	<p>The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.</p>
Awards, Recognition, Accomplishments:	<p>Rosenauer rewards its students in a number different ways throughout the year. Student of the Month rewards students who have shown growth academically each month. Lunch with the Principal rewards students monthly who show good character. We also reward students with Rosenauer stickers when a student is observed helping a peer or staff member in the hallways or common areas. Teachers are acknowledged with Teacher of the Year honors.</p>






Sylvia Rosenauer Elementary School
2016-2017
Grade Span PK-05

29-2360-040
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 <div>Courses, Curriculum, Instruction:</div>	<p>Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.</p>
 <div>Clubs and Activities:</div>	<p>At Rosenauer we offer many programs to our students and parents. Our students receive assemblies on Anti-Bullying, DARE programs that focus on Safety and educational programs such as the Lenape Indians. Our families are welcomed into the building throughout the school year to participate in Trunk or Treat, Candy Bingo, Magic Night and other events such as Holiday Gift Shop, Book Fair Nights and ESL Family Night.</p>
 <div>Before and After School Programs:</div>	<p>The Jackson Child Care Academy is a safe and nurturing program for children ranging from K-8th Grade of working parents. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm and positive caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.</p>







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 <p>Staff and Professional Learning:</p>	<p>The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff. Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.</p>
 <p>Student Supports and Services:</p>	<p>Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.</p>
 <p>Student Health and Wellness:</p>	<p>District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent involvement is actively encouraged through parent-school organizations within all ten Jackson Schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.</p>





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2016-2017
Grade Span PK-05

29-2360-040
OCEAN
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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (SciPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.</p>
<div>Facilities:</div>	<p>Jackson students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.</p>




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<div>Other Information:</div>	<p>At Rosenauer, we work very hard to help develop a well-rounded child. Our programs address Character Education by incorporating the Six Pillars of Character and Bucket Filling activities. We expand our students minds with project-based learning and STEM activities that challenge are students to problem solve and search for answers in a variety of ways. We immerse our students in a proven literacy program (Reader's Workshop) that builds a love for reading and educates at our children's "Just Write" level. We surround our students with technology designed to enhance the curriculum. Lastly, we welcome families and the PTA to help foster a community atmosphere that builds pride in the building and our students education.</p>
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