



**WASHINGTON TWP
2016-2017**


Grade Span PK-12

**15-5500
GLOUCESTER
WASHINGTON TWP
206 EAST HOLLY AVENUE
SEWELL, NJ 08080**

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 district'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](#) for this district.
- 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.state.nj.us



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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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Schools in this District

Click on a hyperlinked school name below to access the detailed school-level report for a specific school.

School Name	Grades Served
BELLS ELEMENTARY SCHOOL	01-05
BIRCHES ELEMENTARY SCHOOL	KG-05
BUNKER HILL MIDDLE SCHOOL	06-08
CHESTNUT RIDGE MIDDLE SCHOOL	06-08
GRENLOCH TERRACE EARLY CHILDHOOD CENTER	PK-KG
HURFFVILLE ELEMENTARY SCHOOL	KG-05
ORCHARD VALLEY MIDDLE SCHOOL	06-08
THOMAS JEFFERSON ELEMENTARY SCHOOL	KG-05
WASHINGTON TOWNSHIP HIGH SCHOOL	09-12
WEDGWOOD ELEMENTARY SCHOOL	01-05
WHITMAN ELEMENTARY SCHOOL	KG-05



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
PK	127	15	10
KG	381	400	481
1	515	477	488
2	491	489	482
3	551	481	514
4	526	552	507
5	631	548	561
6	607	622	566
7	593	592	644
8	623	585	601
9	584	552	544
10	615	567	541
11	578	585	557
12	598	556	579
Ungraded	15	288	260
Total	7435	7309	7335

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	50%
Male	50%	50%	50%
Economically Disadvantaged Students	23%	22%	21%
Students with Disabilities	19%	18%	17%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	80.1%
Black or African American	7.6%
Hispanic	5.2%
Asian	4.5%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.5%

PreK and K - Full Day and Half Day

Enrollment Trends by Full and Shared Time

Enrollment by Home Language

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

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.

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	2	3
PK - Full Day	2	13	7
KG - Half Day	371	383	0
KG - Full Day	4	17	481

Enrollment Status	2016-17
Full Time Students	7335
Shared Time Students	0
Full Time Equivalent	7335

Home Language	% of Students
English	98.9%
Other	1.0%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	3992	96.7	52.10	54.90	52.1	46.1	Met Target
White	3236	96.7	53.40	63.90	53.4	47.3	Met Target
Hispanic	190	95.9	40.50	39.80	40.5	40.3	Met Target
Black or African American	281	97.5	*	35.20	32	26.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	183	97.7	70.50	80.70	70.5	61.9	Met Target
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	54.90	48.6	38.9	Met Target
Female	1967	96.3	61.00	62.20	61		
Male	2025	97.1	43.30	48.10	43.3		
Economically Disadvantaged Students	749	96.2	35.30	36.20	35.3	30	Met Target
Non-Economically Disadvantaged Students	3243	96.8	55.90	65.80	55.9		
Students with Disabilities	637	94.7	*	20.50	18.1	21.7	Not Met
Students without Disabilities	3355	97.1	*	61.90	58.5		
English Learners	41	100.0	26.80	25.20	26.8	30.8	Met Target†
Non-English Learners	3951	96.6	52.30	57.40	52.3		
Homeless Students	*	*	*	26.40	*		
Students In Foster Care	14	100.0	35.70	24.80	35.7		
Military-Connected Students	N	N	N	53.50	N		
Migrant Students	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	510	747	749	10%	14%	26%	47%	3%	50%	50%
White	403	749	759	8%	14%	25%	50%	3%	53%	61%
Hispanic	38	728	734	*	*	34%	*	*	24%	35%
Black or African American	29	735	731	*	*	*	35%	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	23	753	775	*	*	*	*	*	48%	76%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	17	755	751	0%	*	*	65%	0%	65%	52%
Female	259	752	754	*	13%	25%	48%	*	54%	55%
Male	251	742	745	*	14%	27%	46%	*	46%	46%
Economically Disadvantaged Students	122	735	731	21%	*	29%	34%	*	35%	31%
Non-Economically Disadvantaged Students	388	751	762	7%	*	25%	51%	*	55%	63%
Students with Disabilities	89	*	720	38%	21%	20%	*	*	20%	24%
Students without Disabilities	421	*	755	5%	12%	27%	*	*	56%	55%
English Learners	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	501	746	753	7%	13%	32%	44%	4%	48%	56%
White	381	750	762	4%	11%	32%	48%	5%	53%	67%
Hispanic	25	734	740	*	40%	*	*	*	32%	40%
Black or African American	57	727	737	*	21%	37%	21%	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	20	741	777	*	*	50%	*	0%	35%	82%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	56%
Two or More Races	17	745	755	*	*	*	59%	*	65%	56%
Female	248	750	758	*	11%	31%	48%	*	53%	61%
Male	253	742	749	*	15%	34%	39%	*	43%	51%
Economically Disadvantaged Students	111	734	737	*	21%	33%	29%	*	32%	36%
Non-Economically Disadvantaged Students	390	749	764	*	11%	32%	48%	*	53%	69%
Students with Disabilities	93	721	725	*	28%	25%	*	*	22%	25%
Students without Disabilities	408	751	759	*	10%	34%	*	*	54%	62%
English Learners	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	562	756	756	4%	10%	26%	54%	6%	61%	59%
White	448	758	763	3%	7%	25%	57%	7%	64%	69%
Hispanic	32	751	743	*	*	31%	47%	*	50%	44%
Black or African American	47	737	740	*	28%	26%	32%	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	17	762	779	0%	*	*	65%	*	77%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	18	755	757	*	*	*	*	*	56%	60%
Female	292	762	761	*	*	22%	64%	7%	71%	66%
Male	270	749	750	*	*	30%	44%	5%	50%	53%
Economically Disadvantaged Students	107	741	740	*	17%	27%	42%	*	44%	40%
Non-Economically Disadvantaged Students	455	759	765	*	8%	25%	57%	*	65%	71%
Students with Disabilities	93	736	725	*	*	27%	28%	*	32%	22%
Students without Disabilities	469	760	762	*	*	25%	60%	*	66%	66%
English Learners	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	562	756	757	4%	10%	26%	54%	6%	61%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	731	N	N	N	N	N	N	36%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	551	753	752	3%	11%	29%	46%	10%	56%	54%
White	440	755	758	3%	10%	28%	49%	10%	59%	63%
Hispanic	37	740	740	*	*	30%	32%	*	38%	38%
Black or African American	35	*	736	*	*	40%	*	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	27	767	776	*	*	*	44%	*	70%	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	12	748	753	0%	*	*	*	0%	42%	56%
Female	250	759	758	*	*	25%	49%	15%	64%	61%
Male	301	748	746	*	*	33%	44%	5%	50%	46%
Economically Disadvantaged Students	119	742	737	*	19%	38%	29%	*	37%	34%
Non-Economically Disadvantaged Students	432	756	761	*	10%	27%	51%	*	61%	65%
Students with Disabilities	75	728	722	*	*	31%	27%	0%	27%	17%
Students without Disabilities	476	757	758	*	*	29%	49%	11%	61%	61%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	614	752	756	7%	13%	23%	42%	15%	57%	59%
White	481	754	764	6%	11%	23%	45%	15%	60%	69%
Hispanic	29	741	742	*	*	*	38%	*	45%	44%
Black or African American	58	*	737	24%	24%	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	29	775	784	0%	*	*	55%	*	86%	85%
American Indian or Alaska Native	N	N	755	N	N	N	N	N	N	59%
Two or More Races	17	745	757	*	*	*	*	*	35%	59%
Female	301	763	764	*	*	20%	48%	22%	69%	68%
Male	313	741	749	*	*	25%	37%	8%	45%	51%
Economically Disadvantaged Students	114	733	739	*	25%	28%	25%	*	32%	40%
Non-Economically Disadvantaged Students	500	756	766	*	10%	22%	46%	*	63%	70%
Students with Disabilities	78	712	719	*	*	*	*	*	*	19%
Students without Disabilities	536	757	763	*	*	*	*	*	*	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	614	752	758	7%	13%	23%	42%	15%	57%	*
Homeless Students	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	588	754	757	7%	11%	24%	47%	11%	58%	59%
White	481	754	764	6%	11%	25%	48%	10%	58%	68%
Hispanic	26	738	742	*	*	*	*	*	42%	44%
Black or African American	38	752	738	*	*	32%	55%	0%	55%	39%
Asian, Native Hawaiian, or Pacific Islander	28	773	786	*	*	*	46%	*	75%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	15	758	758	*	*	*	*	*	60%	60%
Female	297	764	766	3%	7%	20%	54%	17%	70%	68%
Male	291	744	749	11%	14%	28%	41%	6%	46%	50%
Economically Disadvantaged Students	105	740	739	*	22%	21%	43%	*	45%	40%
Non-Economically Disadvantaged Students	483	757	766	*	8%	24%	48%	*	61%	69%
Students with Disabilities	78	716	718	33%	28%	23%	*	*	15%	18%
Students without Disabilities	510	760	764	3%	8%	24%	*	*	65%	67%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	545	746	749	7%	15%	31%	41%	6%	47%	52%
White	450	746	757	6%	14%	32%	42%	5%	48%	62%
Hispanic	20	735	733	*	*	*	*	0%	40%	35%
Black or African American	43	730	730	*	33%	37%	*	*	21%	30%
Asian, Native Hawaiian, or Pacific Islander	28	769	777	0%	*	*	57%	*	79%	80%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	746	*	*	*	*	*	*	48%
Female	288	752	756	4%	10%	27%	51%	7%	58%	60%
Male	257	738	741	10%	21%	35%	30%	4%	34%	43%
Economically Disadvantaged Students	80	726	731	19%	24%	38%	20%	0%	20%	32%
Non-Economically Disadvantaged Students	465	749	758	5%	14%	30%	45%	7%	51%	62%
Students with Disabilities	81	716	714	*	*	*	*	*	*	13%
Students without Disabilities	464	751	754	*	*	*	*	*	*	58%
English Learners	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	705	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	520	732	743	25%	21%	20%	24%	10%	34%	46%
White	409	733	749	22%	22%	22%	24%	10%	34%	52%
Hispanic	26	718	728	*	*	*	*	*	23%	34%
Black or African American	41	708	725	51%	24%	*	*	*	15%	31%
Asian, Native Hawaiian, or Pacific Islander	35	755	774	*	*	*	43%	*	66%	74%
American Indian or Alaska Native	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	737	*	*	*	*	*	*	42%
Female	233	742	752	15%	19%	27%	25%	14%	39%	54%
Male	287	723	734	33%	23%	15%	23%	6%	29%	39%
Economically Disadvantaged Students	79	717	726	42%	22%	*	14%	*	24%	32%
Non-Economically Disadvantaged Students	441	734	751	22%	21%	*	25%	*	35%	54%
Students with Disabilities	76	697	704	*	*	*	*	*	*	12%
Students without Disabilities	444	737	749	*	*	*	*	*	*	52%
English Learners	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	694	N	N	N	N	N	N	*

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	261	712	736	41%	24%	21%	*	*	14%	38%
White	196	714	738	37%	25%	23%	*	*	15%	40%
Hispanic	19	703	731	63%	*	*	*	0%	11%	34%
Black or African American	29	698	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	12	718	756	*	*	*	*	0%	25%	58%
American Indian or Alaska Native	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	731	*	*	*	*	*	*	36%
Female	123	720	744	27%	29%	28%	*	*	17%	46%
Male	138	704	729	54%	20%	15%	*	*	11%	31%
Economically Disadvantaged Students	52	699	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	209	715	740	*	*	*	*	*	*	42%
Students with Disabilities	59	698	709	*	*	*	*	*	*	12%
Students without Disabilities	202	716	741	*	*	*	*	*	*	43%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	723	N	N	N	N	N	N	24%
Migrant Students	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.

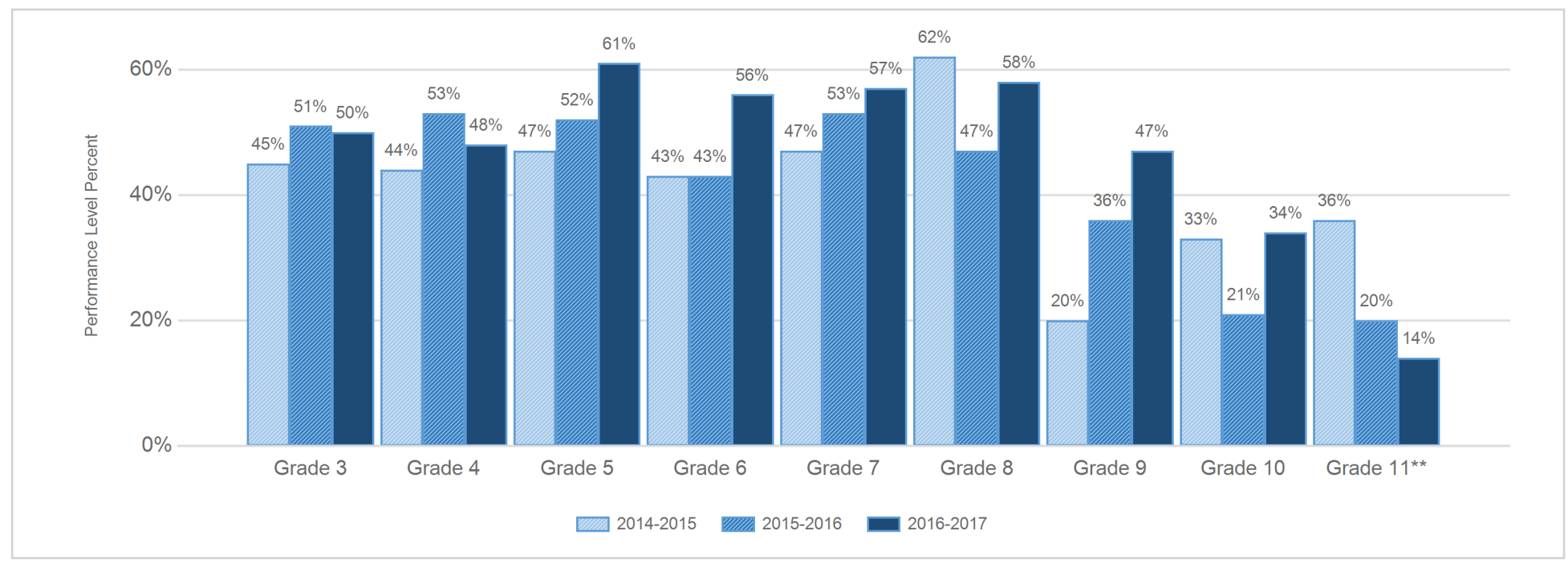


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English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	3993	96.8	39.80	43.50	39.8	40.2	Met Target†
White	3234	96.7	41.00	52.40	41	41.4	Met Target†
Hispanic	193	96.0	32.20	27.60	32.2	28.4	Met Target
Black or African American	281	97.5	19.60	21.70	19.6	19.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	183	98.1	56.80	75.60	56.8	60	Met Target†
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	44.90	43.7	39.9	Met Target
Female	1968	96.4	40.10	44.10	40.1		
Male	2025	97.1	39.70	42.90	39.7		
Economically Disadvantaged Students	751	96.1	25.40	25.10	25.4	24.4	Met Target
Non-Economically Disadvantaged Students	3242	96.9	43.30	54.30	43.3		
Students with Disabilities	638	95.0	15.30	16.50	15.3	20.2	Not Met
Students without Disabilities	3355	97.1	44.50	48.80	44.5		
English Learners	44	100.0	20.40	23.30	20.4	30.8	Not Met
Non-English Learners	3949	96.7	40.10	45.20	40.1		
Homeless Students	*	*	*	16.40	*		
Students In Foster Care	14	100.0	*	15.10	*		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	509	749	751	6%	13%	30%	42%	10%	51%	53%
White	402	752	759	5%	11%	31%	43%	11%	54%	63%
Hispanic	38	732	738	*	*	*	37%	*	40%	37%
Black or African American	29	729	733	*	38%	*	*	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	23	758	779	0%	*	*	44%	*	57%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	51%
Two or More Races	17	755	751	0%	*	*	*	*	53%	53%
Female	258	750	751	7%	13%	30%	41%	10%	50%	52%
Male	251	749	751	5%	13%	30%	43%	10%	52%	53%
Economically Disadvantaged Students	121	738	736	*	25%	28%	32%	*	37%	34%
Non-Economically Disadvantaged Students	388	753	761	*	9%	30%	45%	*	56%	65%
Students with Disabilities	89	*	729	*	24%	32%	25%	*	26%	29%
Students without Disabilities	420	*	755	*	11%	29%	45%	*	57%	57%
English Learners	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	502	746	747	6%	17%	33%	42%	3%	45%	47%
White	382	750	755	5%	14%	32%	46%	3%	50%	59%
Hispanic	25	737	734	*	*	*	*	*	36%	30%
Black or African American	57	726	729	*	30%	44%	*	0%	12%	25%
Asian, Native Hawaiian, or Pacific Islander	20	751	774	*	*	*	50%	*	55%	79%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	42%
Two or More Races	17	746	747	*	*	*	*	*	47%	48%
Female	249	745	747	*	19%	36%	36%	*	40%	47%
Male	253	747	747	*	14%	29%	47%	*	49%	48%
Economically Disadvantaged Students	112	733	732	15%	22%	37%	26%	0%	26%	27%
Non-Economically Disadvantaged Students	390	750	757	3%	15%	31%	46%	4%	50%	61%
Students with Disabilities	93	725	724	*	30%	24%	*	*	23%	22%
Students without Disabilities	409	751	751	*	14%	35%	*	*	50%	52%
English Learners	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	562	750	747	4%	12%	33%	44%	7%	51%	46%
White	448	751	754	3%	11%	34%	45%	8%	53%	57%
Hispanic	32	750	735	0%	*	38%	47%	*	50%	30%
Black or African American	47	731	729	*	28%	34%	26%	*	26%	22%
Asian, Native Hawaiian, or Pacific Islander	17	760	774	0%	*	*	*	*	71%	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	18	756	747	*	0%	*	61%	*	67%	47%
Female	292	752	747	*	9%	34%	48%	*	55%	47%
Male	270	747	746	*	15%	33%	40%	*	47%	46%
Economically Disadvantaged Students	107	738	732	*	20%	30%	36%	*	39%	27%
Non-Economically Disadvantaged Students	455	752	756	*	10%	34%	46%	*	54%	59%
Students with Disabilities	93	736	725	*	28%	30%	27%	*	32%	19%
Students without Disabilities	469	752	751	*	9%	34%	48%	*	55%	52%
English Learners	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	562	750	748	4%	12%	33%	44%	7%	51%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	551	739	743	7%	21%	37%	33%	2%	35%	44%
White	440	741	751	5%	19%	39%	35%	3%	38%	54%
Hispanic	37	724	731	*	32%	27%	*	*	19%	27%
Black or African American	35	*	724	*	43%	*	*	0%	11%	20%
Asian, Native Hawaiian, or Pacific Islander	27	752	771	*	*	41%	48%	*	52%	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	735	745	0%	*	*	*	0%	33%	46%
Female	250	738	745	*	23%	36%	33%	*	35%	45%
Male	301	739	742	*	19%	38%	33%	*	36%	43%
Economically Disadvantaged Students	119	728	728	*	35%	30%	22%	*	24%	24%
Non-Economically Disadvantaged Students	432	742	752	*	17%	39%	36%	*	38%	56%
Students with Disabilities	75	717	717	*	*	*	*	*	*	13%
Students without Disabilities	476	742	748	*	*	*	*	*	*	50%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	615	738	741	7%	19%	42%	30%	2%	32%	40%
White	481	741	748	*	17%	43%	33%	*	35%	49%
Hispanic	30	725	730	*	*	47%	*	0%	13%	23%
Black or African American	58	*	726	21%	38%	28%	*	*	14%	19%
Asian, Native Hawaiian, or Pacific Islander	29	753	764	0%	*	48%	41%	*	48%	72%
American Indian or Alaska Native	N	N	741	N	N	N	N	N	N	45%
Two or More Races	17	735	740	0%	*	*	*	*	24%	39%
Female	301	741	743	*	18%	45%	32%	*	33%	41%
Male	314	736	740	*	20%	39%	29%	*	32%	38%
Economically Disadvantaged Students	115	722	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	500	742	749	*	*	*	*	*	*	50%
Students with Disabilities	79	709	716	*	*	*	*	*	*	11%
Students without Disabilities	536	743	746	*	*	*	*	*	*	45%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	411	732	728	17%	17%	33%	33%	0%	33%	28%
White	335	733	736	16%	17%	33%	34%	0%	34%	35%
Hispanic	22	717	721	*	*	*	*	0%	23%	21%
Black or African American	35	734	715	*	*	46%	29%	0%	29%	15%
Asian, Native Hawaiian, or Pacific Islander	10	736	747	*	*	*	*	0%	30%	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	726	*	*	*	*	*	*	28%
Female	194	732	730	16%	18%	37%	30%	0%	30%	30%
Male	217	732	725	19%	17%	29%	36%	0%	36%	26%
Economically Disadvantaged Students	93	722	719	30%	18%	29%	23%	0%	23%	19%
Non-Economically Disadvantaged Students	318	735	734	14%	17%	34%	36%	0%	36%	34%
Students with Disabilities	75	700	705	*	*	*	*	*	*	*
Students without Disabilities	336	739	734	*	*	*	*	*	*	*
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	608	743	743	10%	23%	28%	37%	3%	40%	42%
White	490	*	751	9%	22%	28%	39%	2%	41%	52%
Hispanic	23	739	728	*	*	*	*	0%	39%	24%
Black or African American	55	719	724	27%	33%	29%	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	30	772	774	0%	*	*	57%	*	73%	76%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	319	743	744	*	25%	27%	39%	*	41%	43%
Male	289	742	741	*	21%	28%	35%	*	39%	40%
Economically Disadvantaged Students	96	727	727	*	33%	28%	*	*	20%	23%
Non-Economically Disadvantaged Students	512	746	751	*	21%	28%	*	*	44%	52%
Students with Disabilities	107	*	714	*	*	*	*	*	*	10%
Students without Disabilities	501	*	747	*	*	*	*	*	*	47%
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	470	731	734	12%	30%	34%	21%	3%	24%	30%
White	378	732	740	11%	27%	38%	21%	3%	24%	38%
Hispanic	20	713	722	*	50%	*	*	0%	10%	14%
Black or African American	30	708	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	33	751	758	*	*	*	52%	*	61%	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	733	*	*	*	*	*	*	32%
Female	209	732	735	*	27%	39%	21%	*	23%	31%
Male	261	730	733	*	32%	30%	21%	*	25%	30%
Economically Disadvantaged Students	72	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	398	733	740	*	*	*	*	*	*	39%
Students with Disabilities	65	706	711	*	*	*	*	*	*	*
Students without Disabilities	405	735	738	*	*	*	*	*	*	*
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	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
Districtwide	363	719	725	34%	22%	*	22%	*	24%	28%
White	281	*	731	32%	22%	*	25%	*	26%	33%
Hispanic	24	705	710	50%	*	*	*	0%	13%	14%
Black or African American	28	696	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	25	736	761	*	*	*	*	*	32%	62%
American Indian or Alaska Native	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	718	*	*	*	*	*	*	25%
Female	184	*	725	30%	23%	*	25%	*	26%	27%
Male	179	716	725	39%	21%	*	20%	*	22%	29%
Economically Disadvantaged Students	48	696	708	63%	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	315	*	733	30%	*	*	*	*	26%	35%
Students with Disabilities	44	681	692	*	*	*	*	*	*	*
Students without Disabilities	319	*	729	*	*	*	*	*	*	*
English Learners	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	702	N	N	N	N	N	N	14%

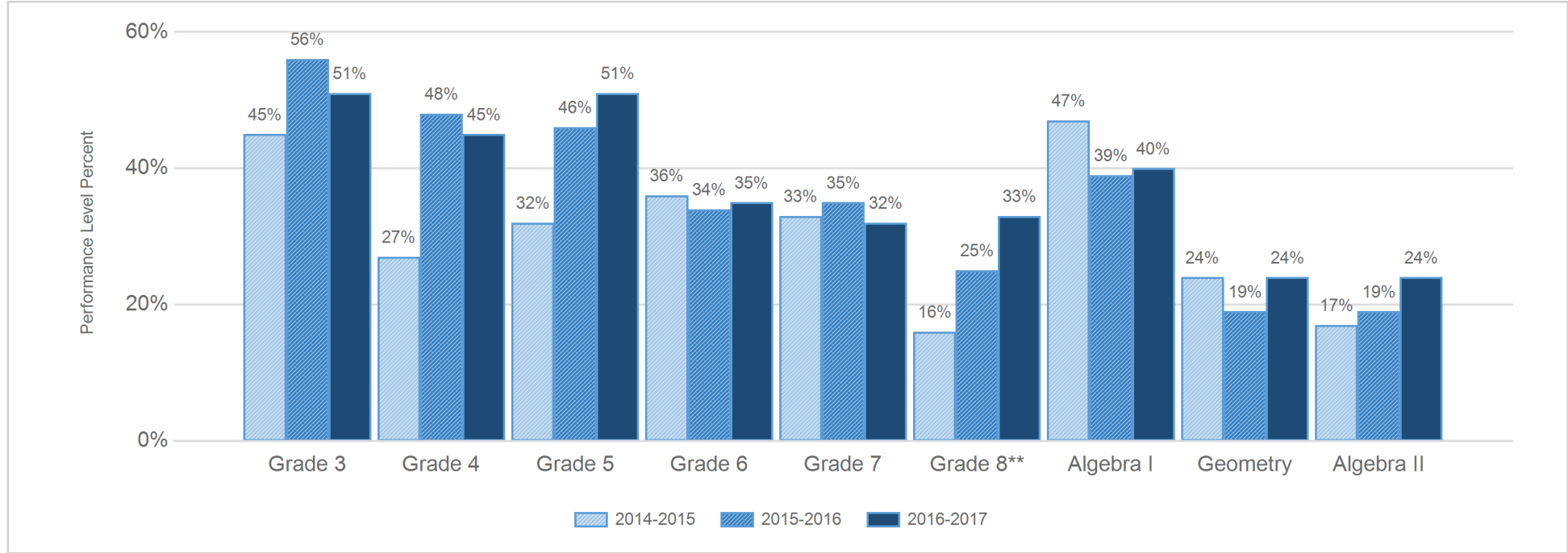


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

English Language Proficiency Test - Participation and Performance

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.

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.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	10	10
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	11	12

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	86.4%	13.6%
2	13	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

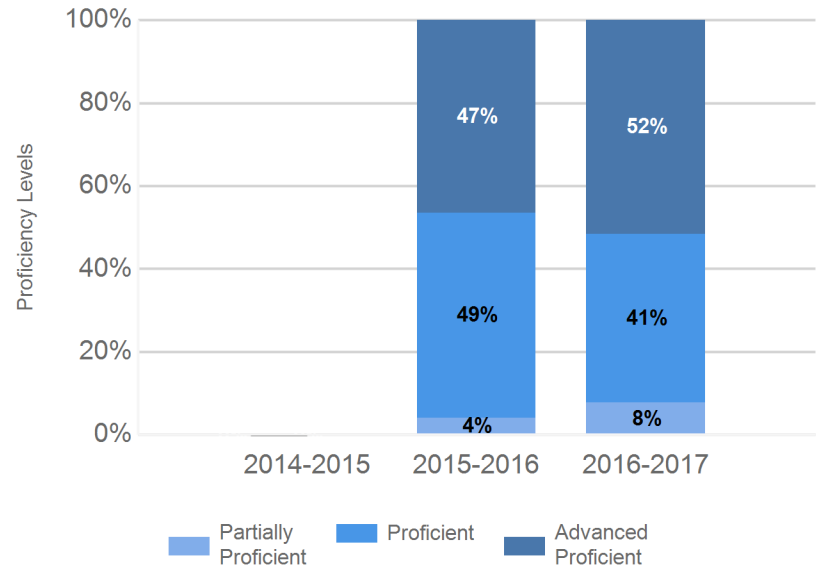
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Districtwide	52%	41%	8%
White	58%	37%	5%
Hispanic	35%	50%	15%
Black or African American	14%	63%	24%
Asian, Native Hawaiian, or Pacific Islander	55%	40%	5%
American Indian or Alaska Native	N	*	N
Two or More Races	53%	*	12%
Economically Disadvantaged Students	29%	54%	18%
Students with Disabilities	32%	49%	19%
English Learners	42%	33%	25%

NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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.

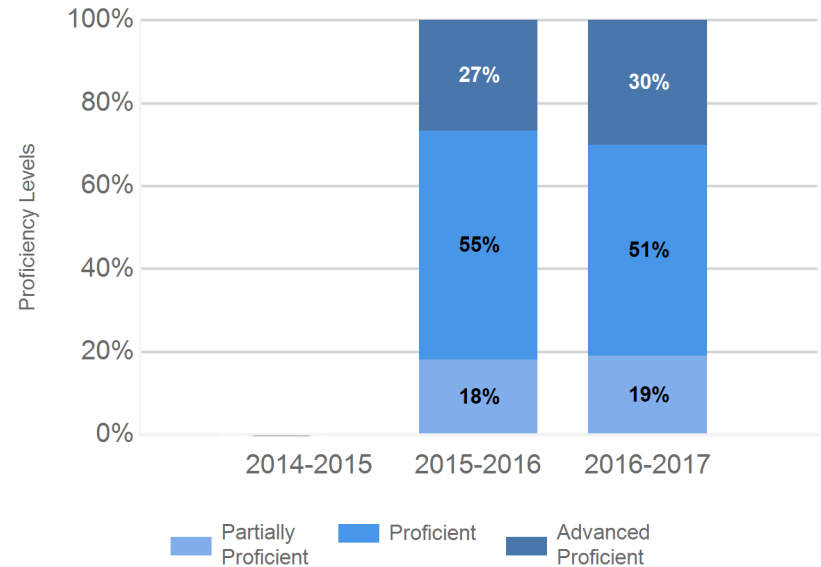
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	30%	51%	19%
White	30%	51%	19%
Hispanic	21%	39%	39%
Black or African American	16%	66%	18%
Asian, Native Hawaiian, or Pacific Islander	50%	39%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	43%	43%	14%
Economically Disadvantaged Students	16%	50%	34%
Students with Disabilities	7%	40%	53%
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.





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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.

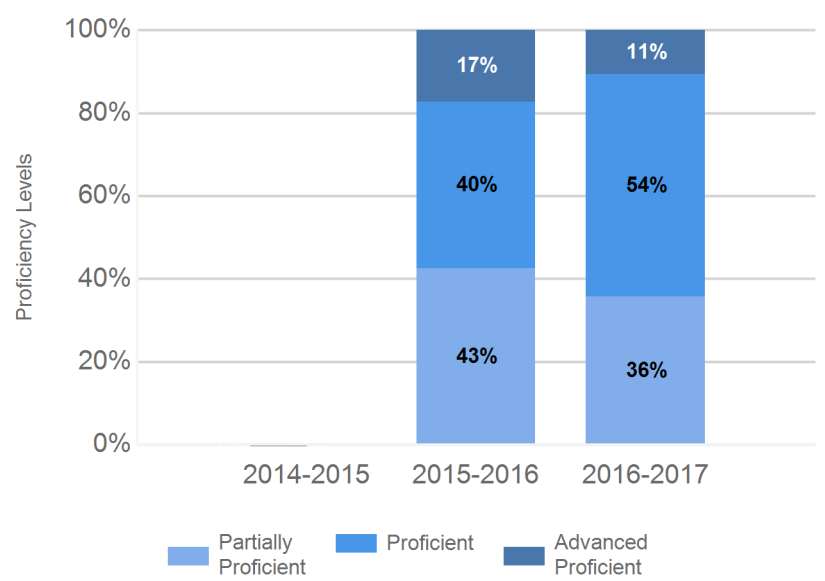
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Districtwide	11%	54%	36%
White	N	*	*
Hispanic	N	N	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	11%	*	35%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	*
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.



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



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

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

If the student growth percentiles for all students in the district 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 district and each student group with comparisons to the state. This table also shows whether the district and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	53	50	Met Target	52	50	Met Target
White	52	50	Met Target	52	52	Met Target
Hispanic	51.5	49	Met Target	51	47	Met Target
Black or African American	52	45	Met Target	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	66	60	Exceeds Target	61	59	Exceeds Target
American Indian or Alaska Native	*	51	**	*	51	**
Two or More Races	*	51	Met Target	*	52	Met Target
Economically Disadvantaged	54	47	Met Target	49	46	Met Target
Students with Disabilities	47	41	Met Target	49	43	Met Target
English Learners	69	53	Exceeds Target	46	51	Met Target

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



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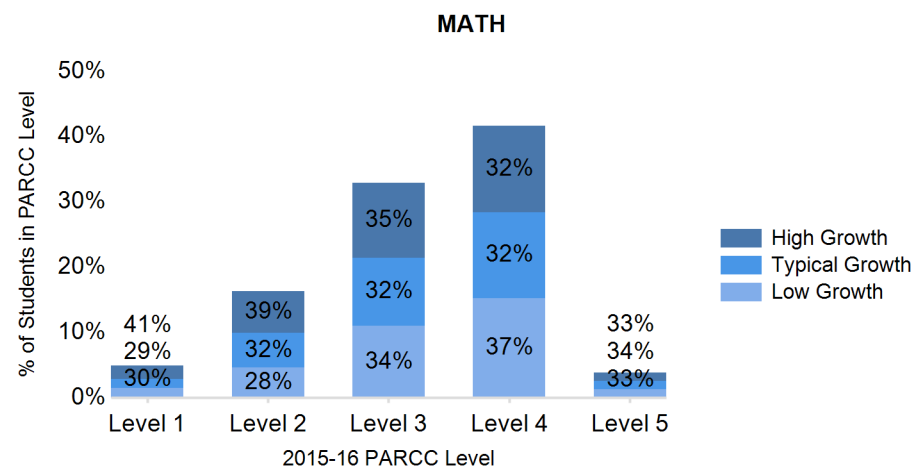
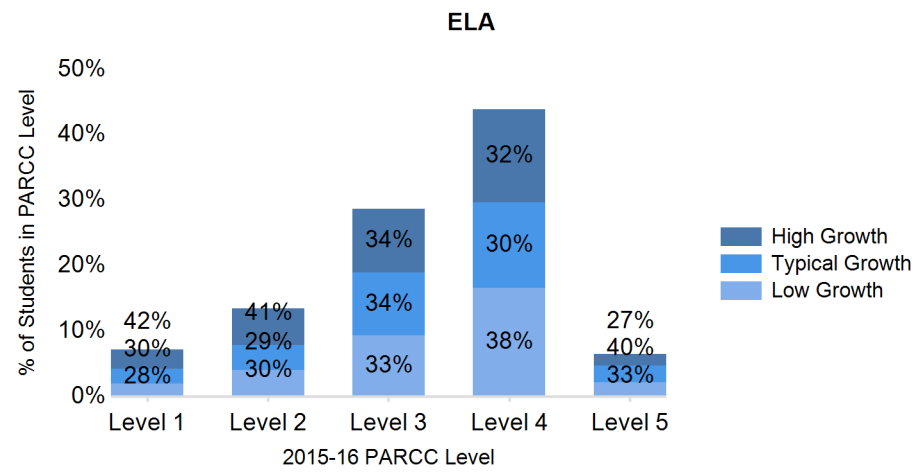
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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the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

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

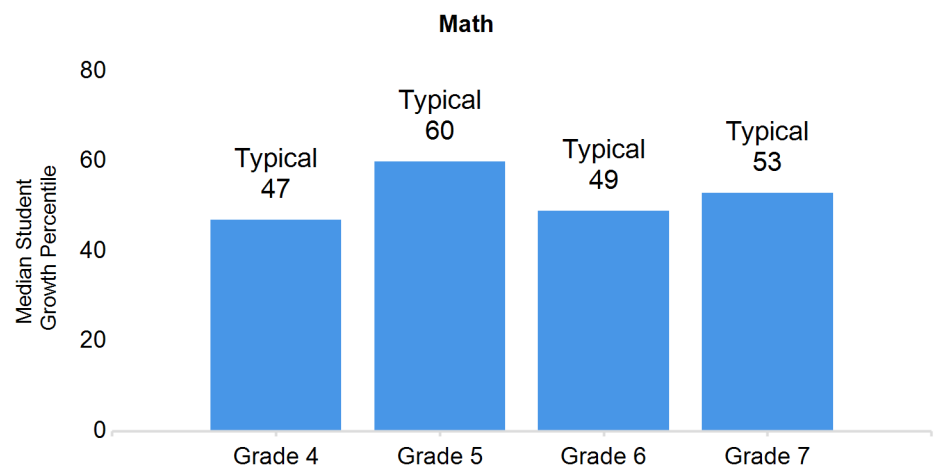
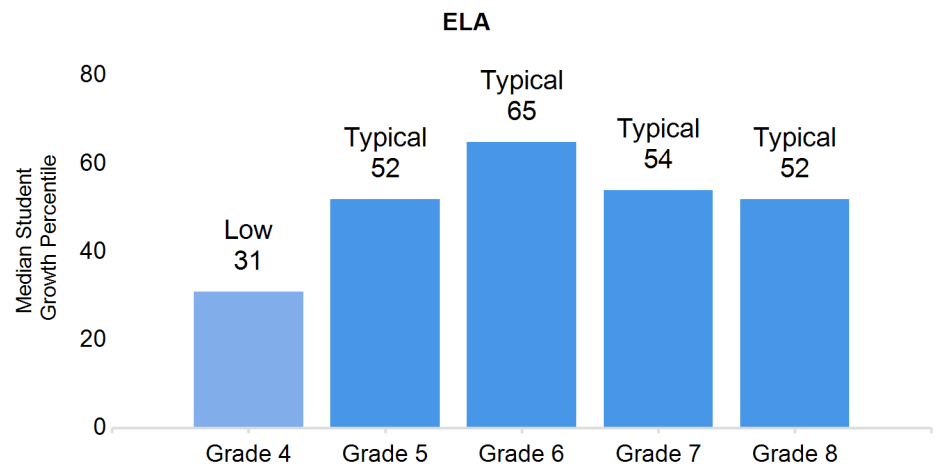
Student Growth by Performance Level

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



Student Growth by Grade

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



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This section 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 District	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	17.8%	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 district 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	District Average Score	State Average Score	College Readiness Benchmarks	District - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	484	481	Varies By Grade	67%	67%
PSAT - Math	481	483	Varies By Grade	46%	49%
SAT - Reading and Writing	559	551	480	85%	77%
SAT - Math	549	552	530	59%	58%
ACT - Reading	24	24	22	62%	65%
ACT - English	22	24	18	75%	79%
ACT - Math	23	24	22	54%	65%
ACT - Science	22	23	23	50%	54%



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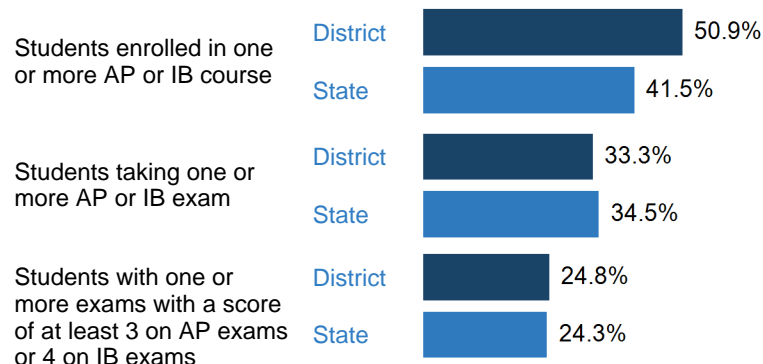
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

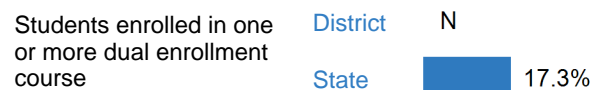
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the district 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 district 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	24	21
AP Calculus AB	47	41
AP Calculus BC	20	19
AP Chemistry	29	29
AP Computer Science A	6	5
AP English Language and Composition	65	66
AP English Literature and Composition	70	63
AP Environmental Science	8	7
AP European History	23	14
AP French Language and Culture	15	13
AP German Language and Culture	21	18
AP Macroeconomics	0	16
AP Microeconomics	35	17
AP Music Theory	8	7
AP Physics 1	0	49
AP Physics B	55	0
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	16
AP Psychology	121	101



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	25	13
AP Statistics	36	34
AP Studio Art—Drawing Portfolio	6	8
AP Studio Art—Three-Dimensional	2	2
AP Studio Art—Two-Dimensional	4	0
AP U.S. Government and Politics	32	21
AP U.S. History	277	116
AP World History	73	73
Total Exams Taken		780
Exams with scores of at least 3 on AP exams or 4 on IB exams		530



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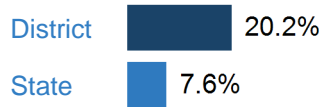
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the district 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 district and their sending district.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

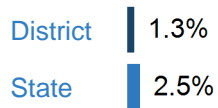
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	570
7	0	0	0	0	0	0	648
8	180	0	1	0	0	0	427
9	341	66	84	0	0	0	58
10	33	381	108	1	0	0	37
11	4	32	265	217	1	16	38
12	1	3	55	58	142	202	51
Districtwide	559	482	513	276	143	218	1829
Enrolled in AP/IB Course					67	36	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	120	0	0	0	0	429
10	318	118	0	0	0	109
11	25	345	0	5	65	126
12	44	16	0	3	92	178
Districtwide	507	479	0	8	157	842
Enrolled in AP/IB Course	24	29		8	73	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	541	3	0	0	0	5
10	8	525	0	1	0	8
11	4	550	0	53	13	6
12	3	26	66	284	97	111
Districtwide	556	1104	66	338	110	130
Enrolled in AP/IB Course	73	277	35	121	0	54



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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
6	265	102	0	0	70	0	0
7	216	152	0	0	83	0	0
8	265	109	0	0	91	0	0
9	354	104	0	0	62	11	0
10	352	89	0	0	43	6	0
11	146	52	0	0	42	13	0
12	34	19	0	0	27	6	0
Districtwide	1632	627	0	0	418	36	0
Enrolled in AP/IB Course	25	15	0	0	21	0	0
Enrolled in Level 3 or Higher	286	89	0	0	66	17	0
Earned Seal of Biliteracy	21	14	0	0	12	0	*



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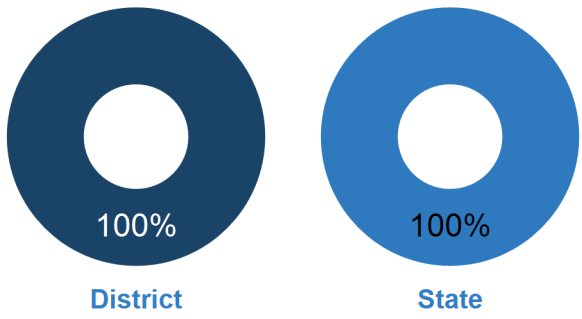
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the district and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the district and across the state that were enrolled in one or more courses within each of the four arts disciplines.

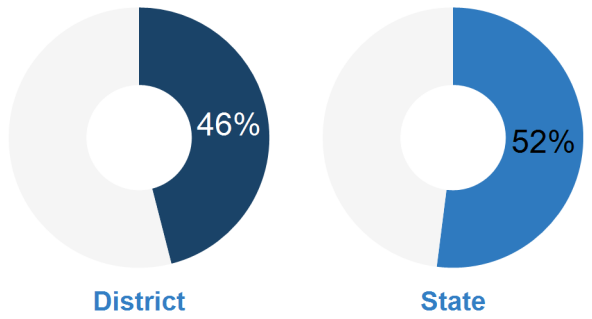
Grades 6-8:

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

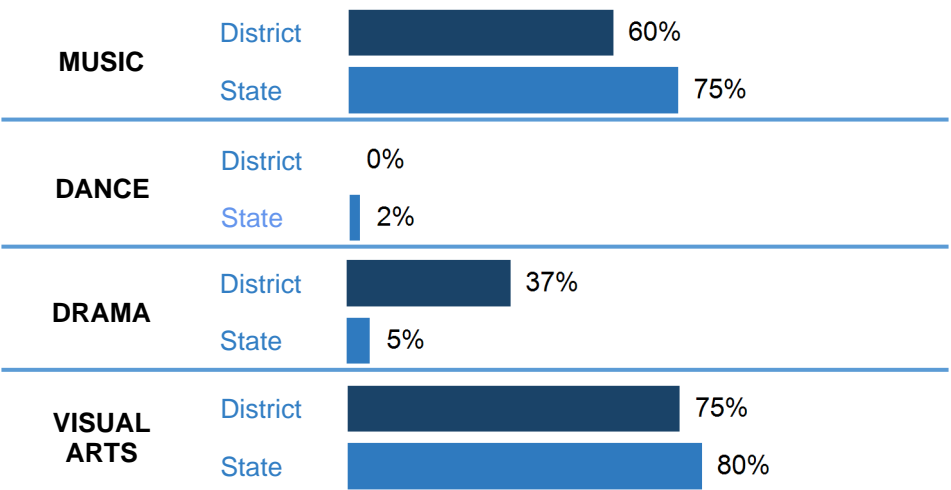


Grades 9-12:

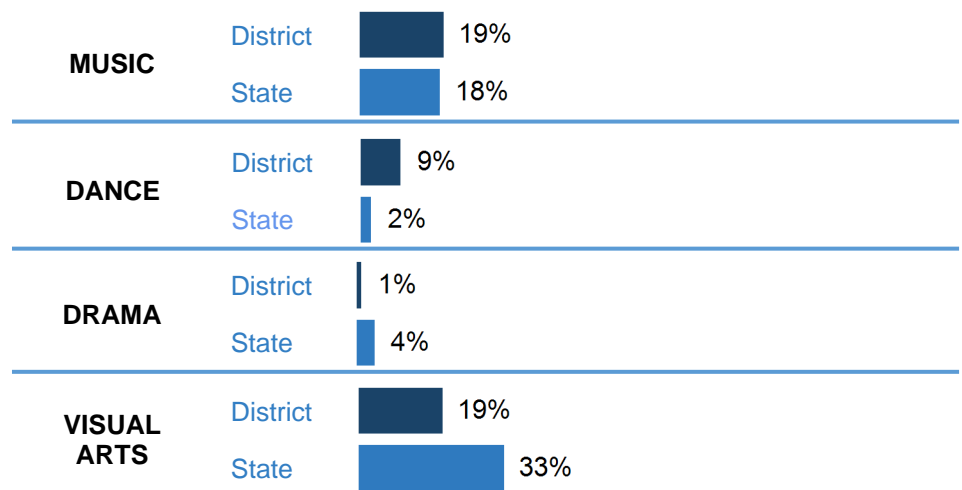
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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



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

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the district 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 district and each student group met those targets.

Student Group	District - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	District - 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?
Districtwide	94.5%	90.5%	92.7%	91.8%	93.0%	94.1%	Not Met	92.8%	92.7%	Met Target
White	94.5%	94.5%	93.9%	95.1%	94.3%	94.2%	Met Target	*	94.4%	Not Met
Hispanic	*	84.3%	87.0%	86.3%	83.3%	88.8%	Not Met	*	81.6%	Met Target
Black or African American	95.7%	83.4%	*	85.3%	*	95.0%	Not Met	97.6%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.1%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	88.6%	83.9%	78.3%	85.6%	80.0%	86.3%	Not Met	85.8%	82.6%	Met Target
Students with Disabilities	85.2%	78.8%	80.4%	82.1%	84.8%	89.6%	Not Met	82.7%	81.0%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	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	94.5%	-
2016	93.0%	92.7%
2015	94.1%	92.8%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	0.9%	1.1%
2014-2015	1.2%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Districtwide	66.7%	30.3%	69.7%
White	69.1%	30.6%	69.4%
Hispanic	*	*	*
Black or African American	47.6%	35%	65%
Asian, Native Hawaiian, or Pacific Islander	66.7%	13.6%	86.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	44.9%	59.1%	40.9%
Students with Disabilities	30.2%	68.8%	31.3%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the district 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%
Districtwide	74.1%	34.3%	65.7%	78.8%	21.2%	68.4%	31.6%
White	74.4%	34.1%	65.9%	79.7%	20.3%	67.4%	32.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	63.4%	26.9%	73.1%	57.7%	42.3%	61.5%	38.5%
Asian, Native Hawaiian, or Pacific Islander	93.1%	33.3%	66.7%	85.2%	14.8%	77.8%	22.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.4%	58.5%	41.5%	81.1%	18.9%	83%	17%
Students with Disabilities	33.3%	73.7%	26.3%	89.5%	10.5%	84.2%	15.8%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

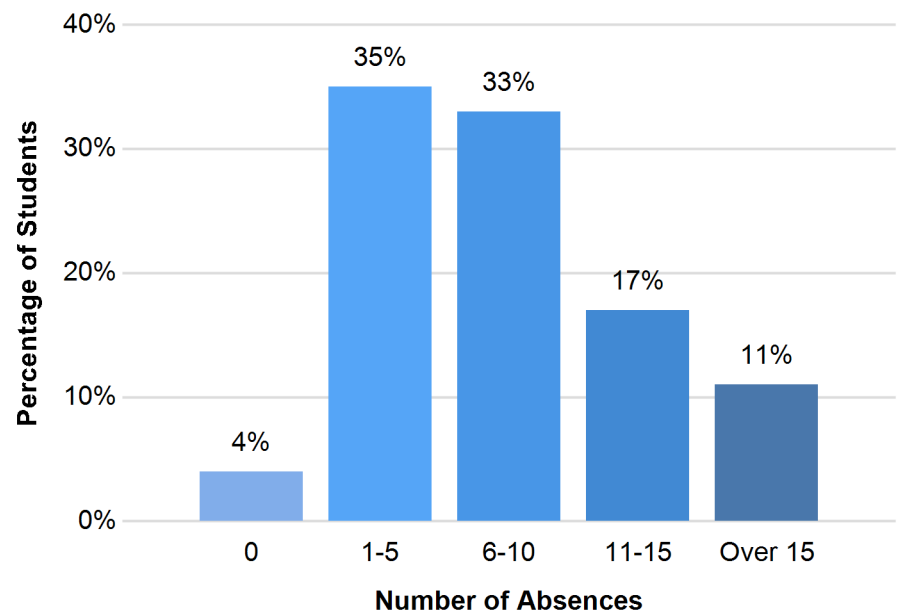
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	8.40	10.30	Met Target
White	8.20	10.30	Met Target
Hispanic	10.00	10.30	Met Target
Black or African American	10.40	10.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.00	10.30	Met Target
American Indian or Alaska Native	*	**	**
Two or More Races	*	10.30	Not Met
Economically Disadvantaged Students	14.30	10.30	Not Met
Students with Disabilities	12.50	10.30	Not Met
English Learners	10.50	10.30	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 districtwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





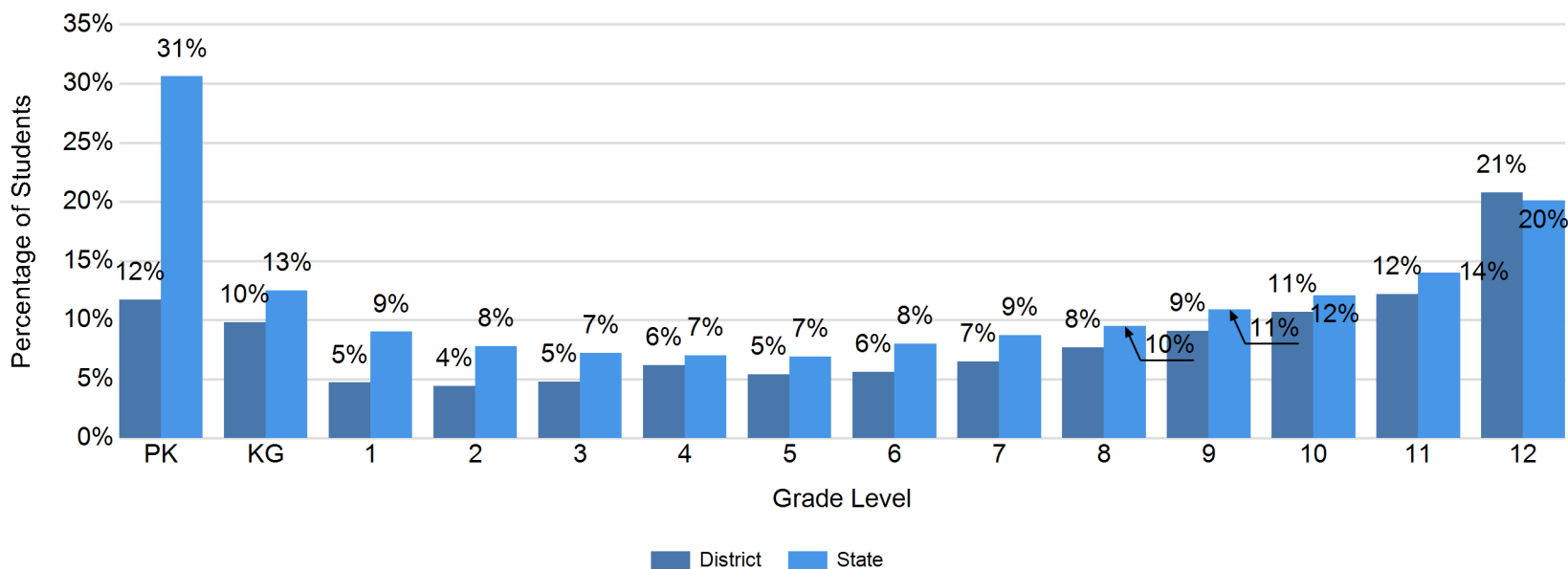
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Chronic Absenteeism by Grade

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





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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 district.

Incident Type	Number of Incidents
Violence	59
Vandalism	5
Weapons	4
Substances	8
Harassment, Intimidation, Bullying (HIB)	25
Total Unique Incidents	101
Incidents Per 100 Students Enrolled	1.38

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.2%
Out-of-School Suspensions	2.0%
Any Suspension	4.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures

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	\$412	\$16,165	\$16,577



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	710	120,724
Average years experience in public schools	13.6	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience

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	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the district and state.

Staff Type	District Students: Staff
Teachers	11:1
Administrators	163:1
Librarian/Media Specialists	564:1
Nurses	611:1
Counselors	272:1
Child Study Team	306:1



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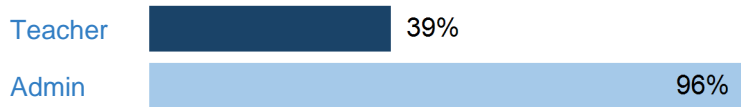
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this district. 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

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	89%	89%
2015-16 Administrators: Same district 2016-17	90%	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	95%



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Accountability Summary by Student Group

New Jersey has developed an accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support. Any school with a student group where the summative rating would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. The table below shows the number of schools in the district identified for Targeted Support for a Low-Performing Student Group out of the total accountable schools. District performance is monitored using annual targets. For more details on accountability targets, see these [accountability resources](#).

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target†	Met Target	Not Met	Met Target	Met Target	Met Target
White	0 out of 10 schools	Met Target	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target
Hispanic	0 out of 4 schools	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target
Black or African American	0 out of 5 schools	Met Target	Met Target†	Not Met	Not Met	Met Goal	Met Target	Not Met
Asian, Native Hawaiian, or Pacific Islander	0 out of 3 schools	Met Target	Met Target†	Met Target	Met Goal	Met Goal	Exceeds Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	N	**	**
Two or More Races	**	Met Target	Met Target	Not Met	**	**	Met Target	Met Target
Economically Disadvantaged Students	0 out of 8 schools	Met Target	Met Target	Not Met	Not Met	Met Target	Met Target	Met Target
Students with Disabilities	0 out of 8 schools	Not Met	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target
English Learners	**	Met Target†	Not Met	Not Met	**	**	Exceeds Target	Met Target

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

† Target was met within a confidence interval.



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District General Info

Superintendent:	Mr. Bollendorf	Email Address:	jbollendorf@wtps.org
Address:	206 EAST HOLLY AVENUE SEWELL, NJ 08080	Website:	www.wtps.org
Phone:	(856)589-6644 EXT. 6401	Facebook:	https://www.facebook.com/TWPSchools
		Twitter:	https://twitter.com/twpschools

District 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>Mission, Vision, Theme:</p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Washington Township School District was Named to the 7th Annual AP Honor Roll; Washington Township School District was Named Among 527 School Districts Nationwide as the 2017 Best Communities for Music Education and WTPS earned a "District of Distinction" Award.</p>



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District Narrative

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Parent and Community Involvement:

In recent years, the District has added community service to this list of accomplishments. Washington Township has twice earned recognition as the number one service leadership school in New Jersey (2013, 2014) and in the nation (2014), and Washington Township High School was cited as the top Ambassador school in the nation (2016, 2017) for its exemplary community service.