




Newbury Elementary School
2016-2017
Grade Span 03-05

25-2290-032
MONMOUTH
HOWELL TWP
179 NEWBURY ROAD
HOWELL, NJ 07731-1813

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

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
3	57	116	123
4	55	155	137
5	43	164	164
Ungraded	63	0	0
Total	352	435	424

Student Group	2014-15	2015-16	2016-17
Female	42%	46%	43%
Male	58%	54%	57%
Economically Disadvantaged Students	15%	19%	19%
Students with Disabilities	36%	22%	16%
English Learners	0%	0%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	75.7%
Hispanic	11.1%
Black or African American	5.7%
Asian	5.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.1%

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	93.9%
Spanish	2.6%
Other	3.4%



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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	436	96.0	63.80	69.20	54.90	63.8	56.6	Met Target
White	326	96.2	63.80	70.70	63.90	63.8	57.4	Met Target
Hispanic	54	96.4	57.40	57.90	39.80	57.4	45.9	Met Target
Black or African American	24	92.3	50.00	60.60	35.20	48.5	39	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	87.00	82.70	80.70	87	77.1	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	188	95.9	68.10	75.60	62.20	68.1		
Male	248	96.1	60.50	62.90	48.10	60.5		
Economically Disadvantaged Students	85	93.4	36.50	43.50	36.20	35.9	38.5	Met Target†
Non-Economically Disadvantaged Students	351	96.7	70.40	73.70	65.80	70.4		
Students with Disabilities	88	88.9	27.30	29.40	20.50	25.5	22.5	Met Target
Students without Disabilities	348	98.0	73.00	79.20	61.90	73		
English Learners	13	100.0	15.40	*	25.20	15.4	**	**
Non-English Learners	423	95.9	65.20	*	57.40	65.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	50.00	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	758	762	749	11%	10%	15%	56%	8%	64%	50%
White	97	761	765	759	*	12%	18%	59%	*	65%	61%
Hispanic	11	724	*	734	*	0%	*	*	*	36%	35%
Black or African American	11	743	752	731	*	*	*	*	*	55%	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	53	765	766	754	*	*	*	53%	*	66%	55%
Male	73	753	759	745	*	*	*	58%	*	62%	46%
Economically Disadvantaged Students	28	730	737	731	*	*	*	39%	*	39%	31%
Non-Economically Disadvantaged Students	98	766	768	762	*	*	*	60%	*	70%	63%
Students with Disabilities	24	730	737	720	*	*	*	*	*	38%	24%
Students without Disabilities	102	765	768	755	*	*	*	*	*	70%	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%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	765	761	753	*	*	22%	36%	26%	62%	56%
White	103	764	763	762	*	*	25%	38%	24%	62%	67%
Hispanic	20	756	746	740	*	*	0%	*	*	60%	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	55	772	765	758	*	*	24%	35%	33%	67%	61%
Male	86	760	757	749	*	*	21%	37%	22%	59%	51%
Economically Disadvantaged Students	17	734	741	737	*	*	*	*	0%	24%	36%
Non-Economically Disadvantaged Students	124	769	765	764	*	*	*	*	30%	68%	69%
Students with Disabilities	30	736	736	725	*	*	*	*	*	30%	25%
Students without Disabilities	111	772	768	759	*	*	*	*	*	71%	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%



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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	160	767	765	756	*	*	20%	49%	19%	68%	59%
White	118	766	765	763	*	*	21%	53%	15%	68%	69%
Hispanic	23	761	*	743	*	*	*	44%	*	65%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	792	779	779	0%	*	*	*	*	82%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	77	770	769	761	*	*	17%	53%	20%	73%	66%
Male	83	763	760	750	*	*	23%	46%	18%	64%	53%
Economically Disadvantaged Students	31	745	*	740	*	*	32%	45%	*	48%	40%
Non-Economically Disadvantaged Students	129	772	*	765	*	*	17%	50%	*	73%	71%
Students with Disabilities	25	731	730	725	*	*	40%	*	*	20%	22%
Students without Disabilities	135	773	772	762	*	*	16%	*	*	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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%

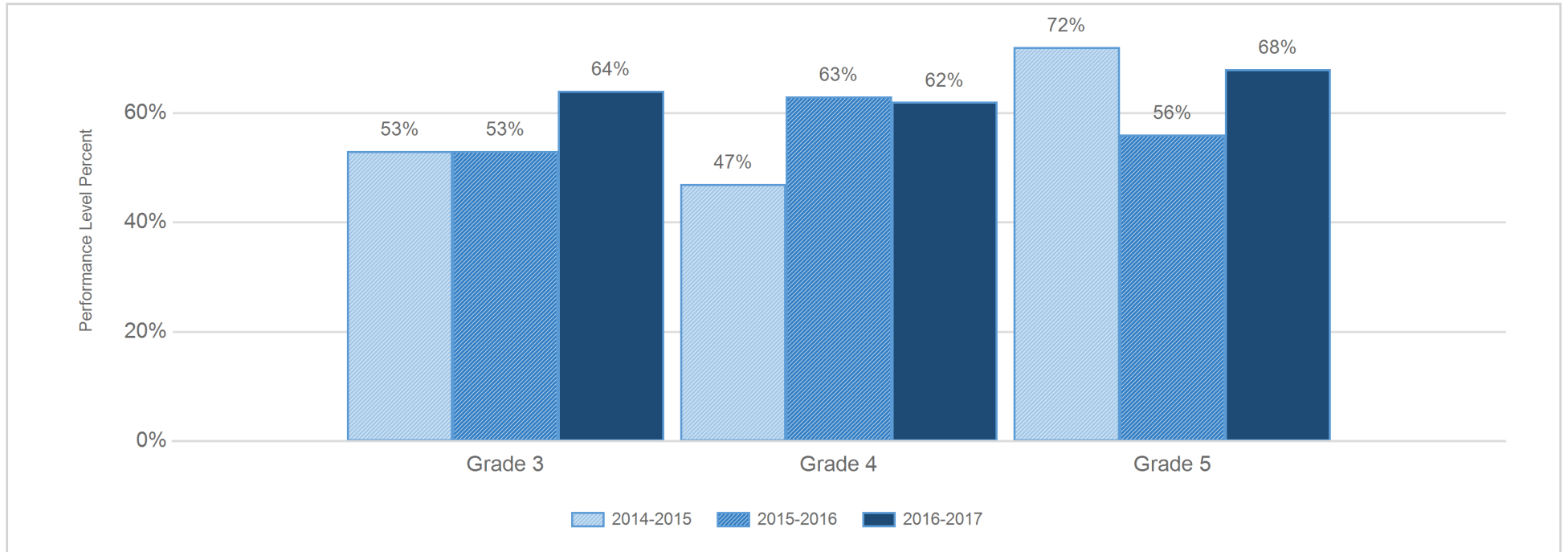


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English Language Arts/Literacy Assessment - Performance Trends

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	436	96.1	63.80	56.40	43.50	63.8	51.9	Met Target
White	326	96.2	65.40	58.30	52.40	65.4	54.3	Met Target
Hispanic	54	96.5	53.70	39.50	27.60	53.7	29.4	Met Target
Black or African American	24	92.3	37.50	40.40	21.70	36.4	39	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	91.30	78.40	75.60	91.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	188	95.9	62.30	56.10	44.10	62.3		
Male	248	96.2	64.90	56.50	42.90	64.9		
Economically Disadvantaged Students	85	93.6	34.20	29.20	25.10	33.5	27.8	Met Target
Non-Economically Disadvantaged Students	351	96.7	70.90	61.10	54.30	70.9		
Students with Disabilities	88	88.9	36.40	*	16.50	34	21.6	Met Target
Students without Disabilities	348	98.0	70.70	*	48.80	70.7		
English Learners	13	100.0	15.40	19.70	23.30	15.4	**	**
Non-English Learners	423	95.9	65.20	57.10	45.20	65.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	16.70	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	50.00	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	766	761	751	*	*	14%	52%	21%	72%	53%
White	97	767	763	759	*	*	12%	56%	21%	76%	63%
Hispanic	11	751	*	738	0%	*	*	*	*	46%	37%
Black or African American	11	757	754	733	0%	*	*	*	*	55%	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	53	771	760	751	*	*	*	49%	26%	76%	52%
Male	74	763	763	751	*	*	*	54%	16%	70%	53%
Economically Disadvantaged Students	29	747	740	736	*	*	*	45%	*	48%	34%
Non-Economically Disadvantaged Students	98	772	766	761	*	*	*	54%	*	80%	65%
Students with Disabilities	24	745	743	729	*	*	*	*	*	46%	29%
Students without Disabilities	103	771	765	755	*	*	*	*	*	79%	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%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	762	757	747	*	*	24%	46%	16%	62%	47%
White	103	763	760	755	*	*	26%	49%	15%	63%	59%
Hispanic	21	750	742	734	*	*	*	*	*	57%	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	55	765	757	747	*	*	26%	46%	18%	64%	47%
Male	87	760	757	747	*	*	23%	46%	15%	61%	48%
Economically Disadvantaged Students	18	730	737	732	*	*	*	*	0%	22%	27%
Non-Economically Disadvantaged Students	124	767	761	757	*	*	*	*	19%	68%	61%
Students with Disabilities	30	737	737	724	*	*	*	37%	0%	37%	22%
Students without Disabilities	112	769	763	751	*	*	*	48%	21%	69%	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%



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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	161	761	757	747	*	*	27%	45%	16%	61%	46%
White	118	761	758	754	*	*	26%	48%	14%	63%	57%
Hispanic	23	757	*	735	*	*	*	*	*	52%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	12	788	774	774	0%	0%	*	*	*	83%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	78	757	755	747	*	*	33%	42%	*	54%	47%
Male	83	765	759	746	*	*	22%	47%	*	68%	46%
Economically Disadvantaged Students	32	742	*	732	*	*	44%	31%	*	34%	27%
Non-Economically Disadvantaged Students	129	766	*	756	*	*	23%	48%	*	67%	59%
Students with Disabilities	25	742	731	725	*	*	*	*	*	40%	19%
Students without Disabilities	136	765	763	751	*	*	*	*	*	65%	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	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

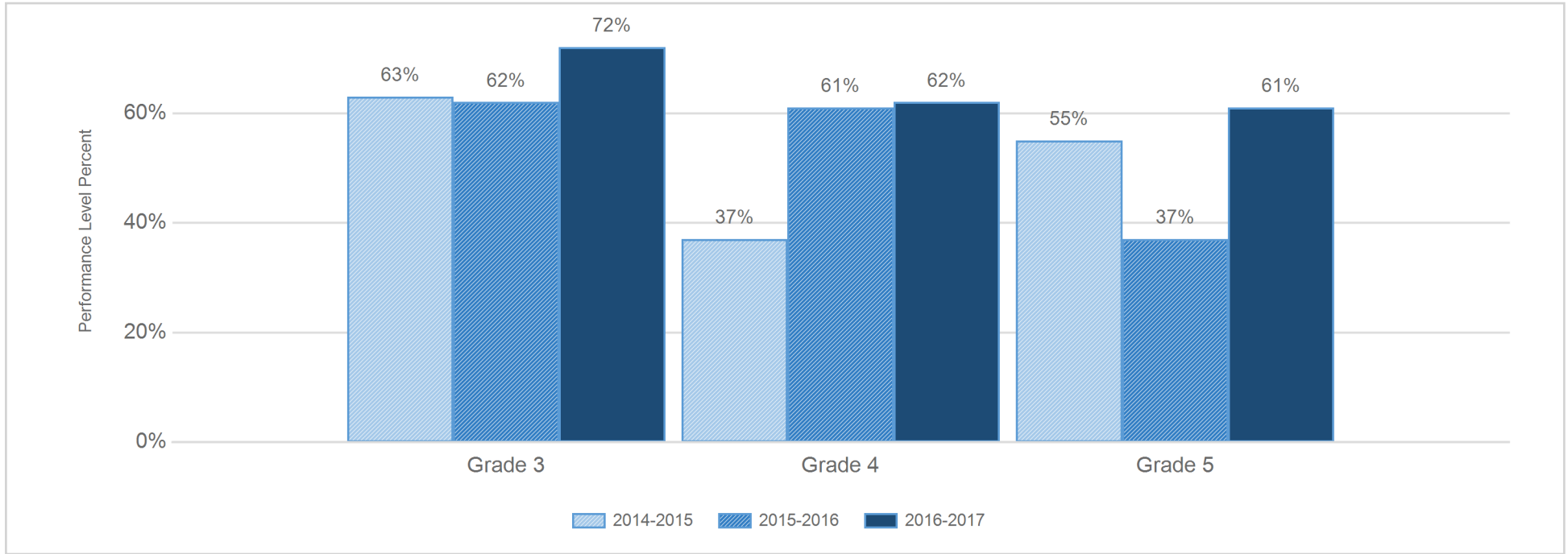


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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



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

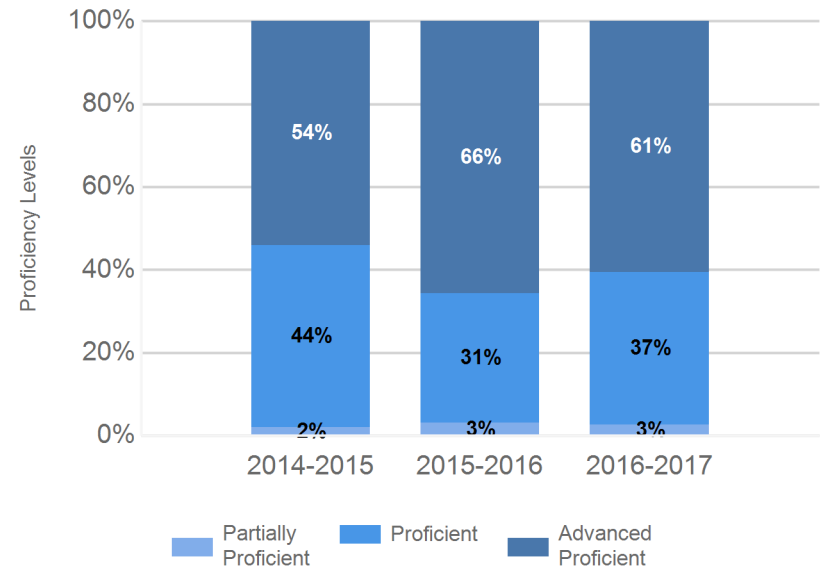
NJASK Science Assessment Performance: Grade 4

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	61%	37%	3%
White	63%	35%	3%
Hispanic	48%	48%	4%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	80%	N
Students with Disabilities	41%	50%	9%
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.





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	57	50	Met Target	58	59	50	Met Target
White	53	58	50	Met Target	56	59	52	Met Target
Hispanic	61	53	49	Exceeds Target	68	55.5	47	Exceeds Target
Black or African American	*	52	45	**	*	53.5	43	**
Asian, Native Hawaiian, or Pacific Islander	77	58	60	**	70	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	52	52	47	Met Target	54	55	46	Met Target
Students with Disabilities	37.5	49.5	41	Not Met	55	52	43	Met Target
English Learners	*	60	53	**	*	64	51	**

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



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

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

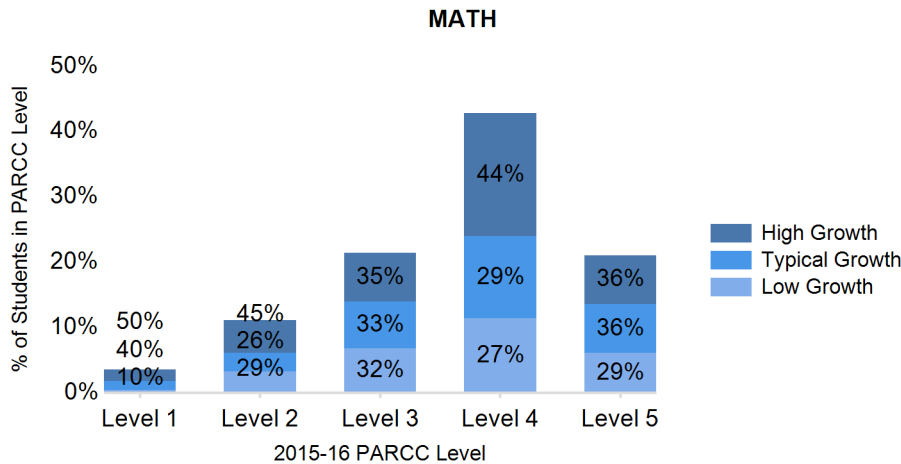
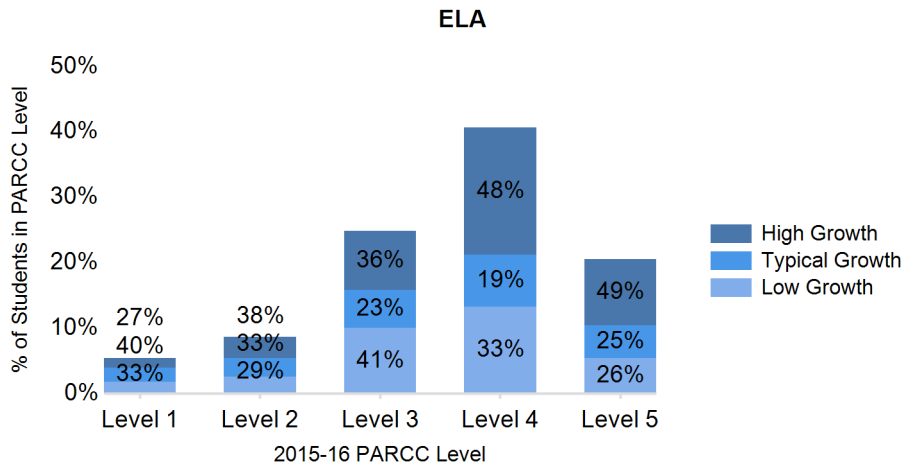
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

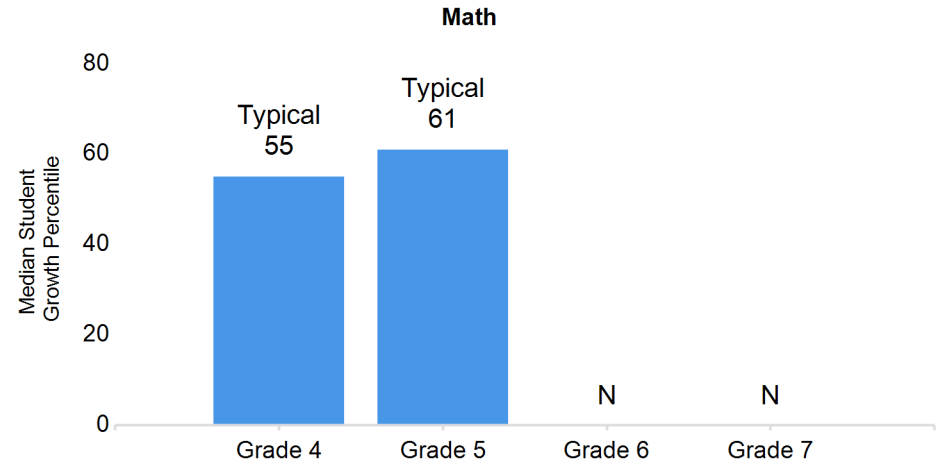
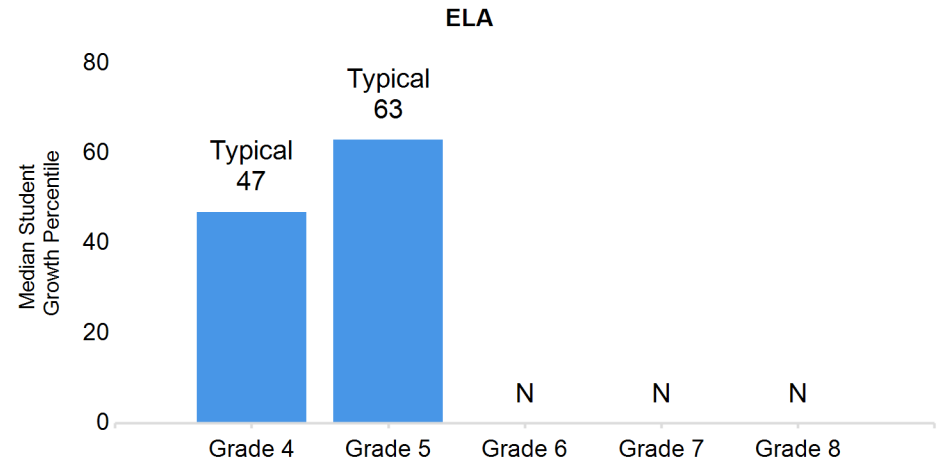
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

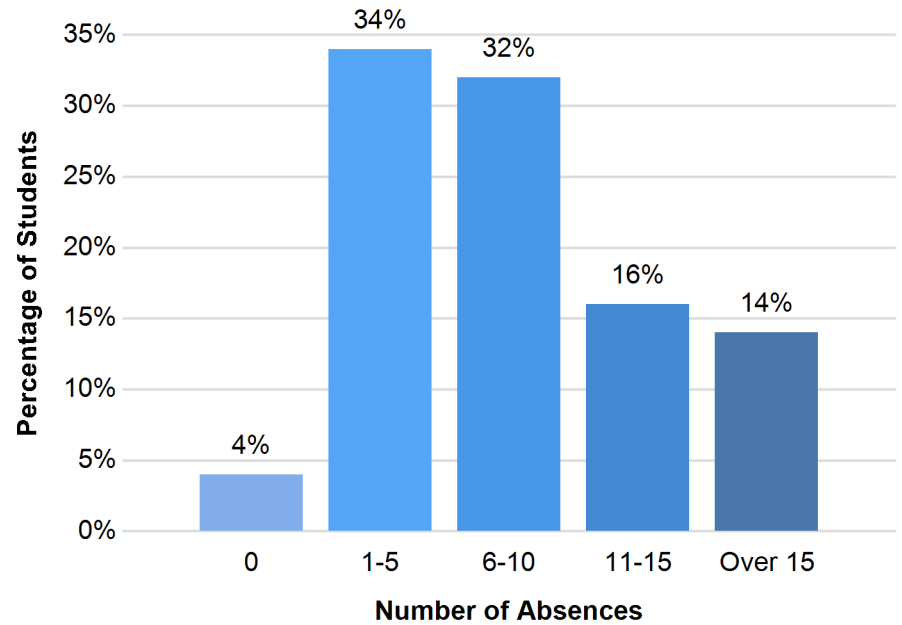
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.00	7.00	Not Met
White	9.00	7.00	Not Met
Hispanic	6.50	7.00	Met Target
Black or African American	0	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	7.00	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.10	7.00	Not Met
Students with Disabilities	13.90	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



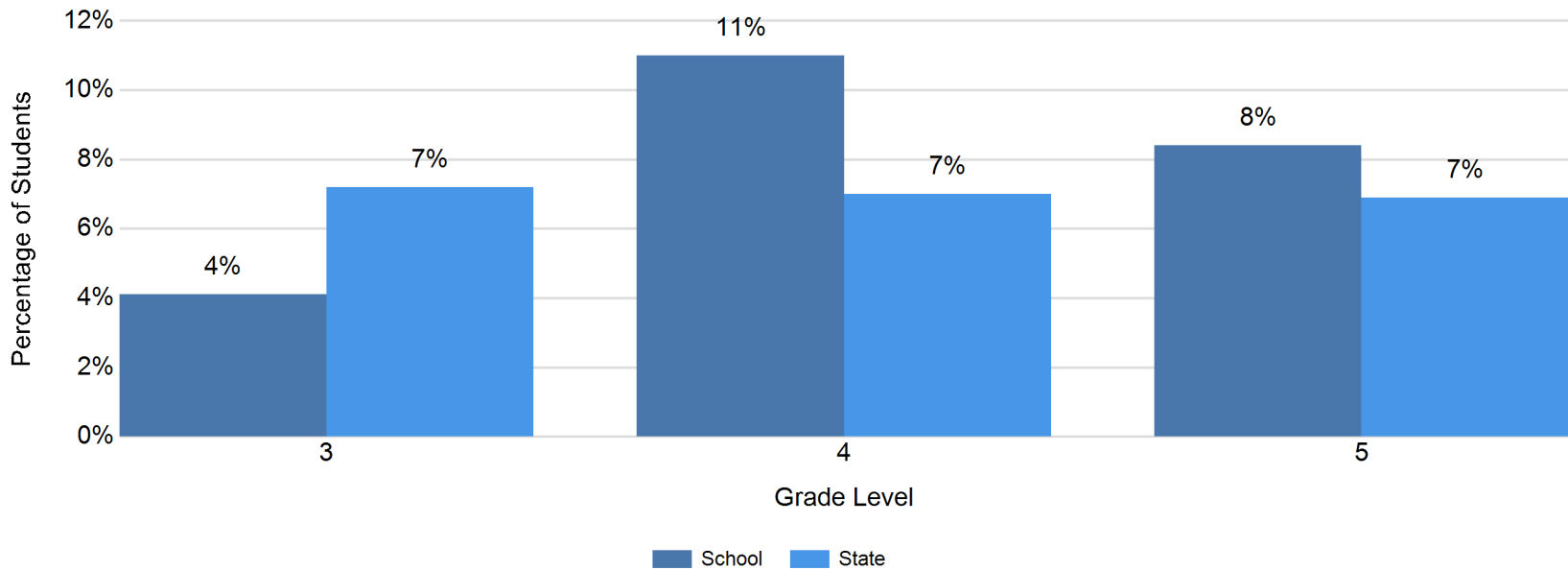


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

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	1.4%
Any Suspension	1.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	167.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$424	\$15,375	\$15,799



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	11.6	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	37	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.8	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	212:1	161:1
Librarian/Media Specialists		542:1
Nurses		497:1
Counselors		497:1
Child Study Team		213:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	60.3	17.5%
Mathematics Proficiency	77.4	17.5%
English Language Arts Growth	66.5	25.0%
Mathematics Growth	79.7	25.0%
Chronic Absenteeism	39.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.5
Summative Rating: Percentile rank of Summative Score		75.4
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.



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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	66.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	53.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	85.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	63.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	61.0	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.



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School General Info

Principal:	Dr. Quinn	Email Address:	jquinn@howell.k12.nj.us
Address:	179 NEWBURY ROAD HOWELL, NJ 07731-1813	Website:	http://www.howell.k12.nj.us/newbury/newbury_home.aspx
Phone:	(732)751-2491	Twitter:	https://twitter.com/HowellTwpNewbry

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>Highlights:</p>	<ul style="list-style-type: none"> • Reigning champions of 5th grade Intradistrict Basketball League. • Home of District's Gifted and Talented Program for 4th and 5th grades. • Clubs offered include Student Council, Newspaper, and Homework clubs.
 <p>Mission, Vision, Theme:</p>	<p>Newbury School remains committed to its mission to educate and challenge students to become skillful communicators, independent thinkers, and life-long learners. Through the mutual efforts of home, school, and community, our pupils are provided with an instructional environment that helps to maximize learning opportunities. We continually strive to provide our students with a quality education that will allow them to reach their full potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Newbury School has been identified as a Future Ready School. Our Gifted and Talented program has been recognized for our work with NJ BizTown as we highlighted financial literacy for our students. Our staff has received many grants to support their work. Aside from the excellent work taking place in the classrooms, Newbury School has also been recognized for our charitable work with the American Cancer Society, assisting homeless Veterans, and others. We are proud of our students and staff!</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Newbury School continues to provide the students with opportunities to gain hands-on experience with technology that is applied in all areas of the curriculum. The students are led by a high quality staff that is offered many opportunities for professional development to keep staff current in instructional theories and methods. An emphasis on Personalized Learning takes place in our classrooms as we attempt to meet the needs of each student.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>Along with a robust physical education program, our 5th grade students are provided the opportunity to take part on our 5th grade basketball team in intradistrict competition. Newbury is the reigning champion of the league. Our students also have the opportunity to take part in Field Day each spring, which is run by our physical education teachers, and there are many opportunities for participation in various sports offered by the recreational leagues within the town.</p>
 <p>Clubs and Activities:</p>	<p>Newbury School offers a Homework Club for students who are identified as in need of additional assistance. The Homework Club is done in cooperation with volunteer students from the local high school, who work with small groups of students for one hour after school one time per week. Students also have opportunities to take part in our Student Council club and Newspaper club, which are also offered after school during the year.</p>
 <p>Before and After School Programs:</p>	<p>Student can join the Newspaper Club and Student Council. Homework Club is after school instruction for students in need of additional support.</p>







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 <p>Staff and Professional Learning:</p>	<p>The staff is offered professional learning opportunities throughout the school year through job-embedded strategically designed experiences. Professional learning is guided by our School Improvement Panel, which meets regularly to review progress and identify the changing needs of our staff and students. Teachers also have the opportunity to attend CEU courses and learning opportunities outside the district.</p>
 <p>Student Supports and Services:</p>	<p>Support services for students and families take place through our Guidance and Special Education Departments. Support services are often personalized to meet the needs of students and families. Supports for students include RTI, ASI, a Homework Club, special education, and related services including guidance counseling, occupational therapy, speech therapy, and physical therapy.</p>
 <p>Student Health and Wellness:</p>	<p>A full time nurse is available at Newbury School to meet the medical needs of our student population. A health and wellness curriculum is also taught as part of both science and physical education throughout the school year. Exercise is important, so students receive physical education twice per week and daily recess. This is further supported by the many recreation and sporting activities available within the township.</p>
 <p>Parent and Community Involvement:</p>	<p>Through the assistance of a very supportive PTA, Newbury School is able to offer our students a wide variety of experiences outside of the classroom by participating in cultural arts events, field trips, and other activities throughout the school year. We partner with the community for additional supports, such as NJ BizTown for financial literacy, the local Naval Base for patriotic activities like our Veterans Day assembly, and community organizations for class trips and assemblies.</p>



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School Narrative

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



Facilities:

The facilities at Newbury School are well maintained by our custodial and grounds department. The school has been a community hub for almost 45 years. Newbury School has a soccer field, baseball field, basketball court and playground for students and the community to use both during and after school. Newbury is also a favorite location for the Howell Basketball Club due to having 2 gymnasiums for use after school hours. Recent upgrades to the playground have been enjoyed by all.