




Ardena Elementary School
2016-2017
Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

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	80	115	125
4	60	124	129
5	69	106	124
Ungraded	0	0	0
Total	441	345	378

Student Group	2014-15	2015-16	2016-17
Female	52%	55%	54%
Male	48%	45%	46%
Economically Disadvantaged Students	37%	21%	23%
Students with Disabilities	14%	20%	20%
English Learners	20%	9%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	71.7%
Hispanic	14.8%
Asian	7.7%
Black or African American	2.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	84.4%
Spanish	10.1%
Russian	1.6%
<i>Other</i>	4.4%



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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	321	97.7	67.30	69.20	54.90	67.3	60.6	Met Target
White	250	97.5	70.00	70.70	63.90	70	62.7	Met Target
Hispanic	27	100.0	44.40	57.90	39.80	44.4	39.7	Met Target
Black or African American	12	100.0	58.40	60.60	35.20	58.4	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	77.70	82.70	80.70	77.7	N	N
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	167	97.3	70.10	75.60	62.20	70.1		
Male	154	98.2	64.20	62.90	48.10	64.2		
Economically Disadvantaged Students	56	95.5	48.20	43.50	36.20	48.2	37.3	Met Target
Non-Economically Disadvantaged Students	265	98.3	71.40	73.70	65.80	71.4		
Students with Disabilities	67	97.3	40.30	29.40	20.50	40.3	22.7	Met Target
Students without Disabilities	254	97.9	74.40	79.20	61.90	74.4		
English Learners	10	100.0	30.00	*	25.20	30	**	**
Non-English Learners	311	97.7	68.50	*	57.40	68.5		
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	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	109	762	762	749	*	*	28%	51%	10%	61%	50%
White	83	760	765	759	*	*	30%	51%	*	58%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	794	786	775	0%	*	0%	*	*	92%	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	759	766	754	*	*	32%	42%	*	53%	55%
Male	56	765	759	745	*	*	23%	59%	*	68%	46%
Economically Disadvantaged Students	21	752	737	731	*	*	*	52%	*	57%	31%
Non-Economically Disadvantaged Students	88	765	768	762	*	*	*	50%	*	61%	63%
Students with Disabilities	19	737	737	720	*	*	*	*	*	47%	24%
Students without Disabilities	90	768	768	755	*	*	*	*	*	63%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance 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	121	763	761	753	*	*	17%	48%	22%	69%	56%
White	91	768	763	762	*	*	18%	51%	24%	75%	67%
Hispanic	12	735	746	740	*	*	*	*	0%	42%	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	69	771	765	758	*	*	*	45%	*	74%	61%
Male	52	753	757	749	*	*	*	52%	*	64%	51%
Economically Disadvantaged Students	21	740	741	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	100	768	765	764	*	*	*	*	*	76%	69%
Students with Disabilities	24	736	736	725	*	*	*	*	*	42%	25%
Students without Disabilities	97	770	768	759	*	*	*	*	*	76%	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	115	761	765	756	*	*	18%	54%	14%	68%	59%
White	95	763	765	763	*	*	15%	58%	15%	73%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	61	769	769	761	*	*	*	61%	*	77%	66%
Male	54	753	760	750	*	*	*	46%	*	57%	53%
Economically Disadvantaged Students	20	747	*	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	95	764	*	765	*	*	*	*	*	74%	71%
Students with Disabilities	27	734	730	725	*	*	*	*	*	30%	22%
Students without Disabilities	88	770	772	762	*	*	*	*	*	80%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	115	761	765	757	*	*	18%	54%	14%	68%	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	*	*	*	731	*	*	*	*	*	*	36%

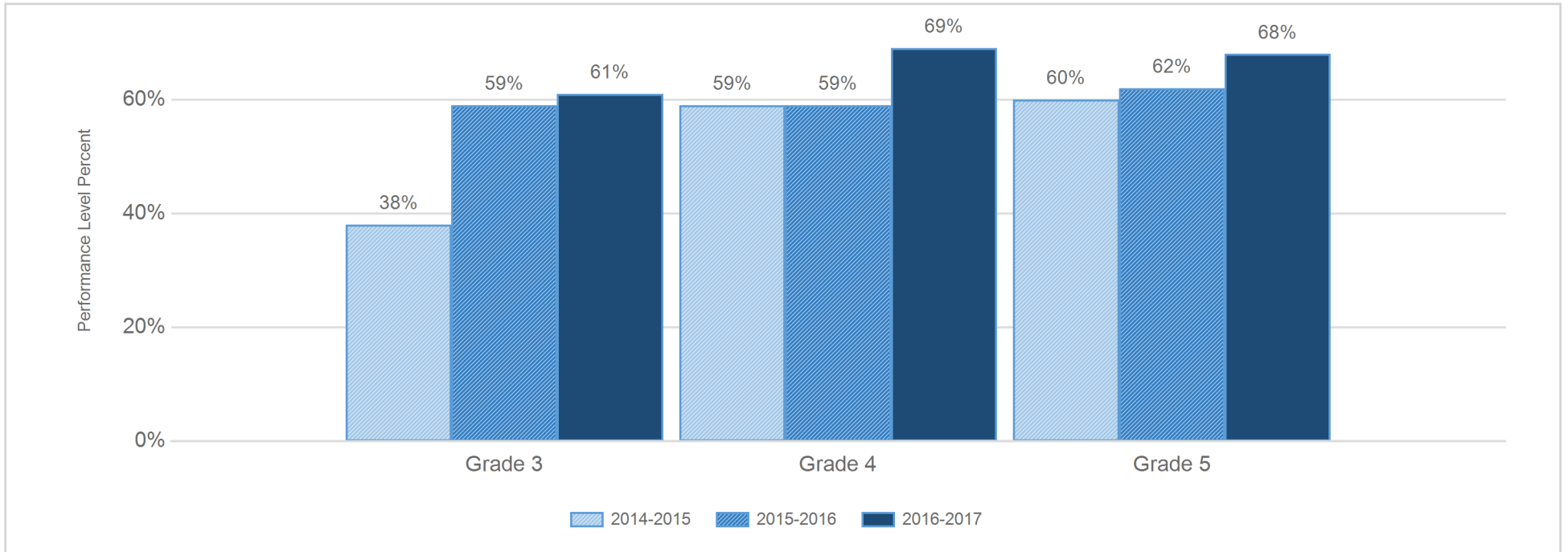


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English Language Arts/Literacy Assessment - Performance Trends

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

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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	321	97.8	58.50	56.40	43.50	58.5	56.2	Met Target
White	250	97.5	61.20	58.30	52.40	61.2	60	Met Target
Hispanic	27	100.0	25.90	39.50	27.60	25.9	25.5	Met Target
Black or African American	12	100.0	25.00	40.40	21.70	25	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	81.50	78.40	75.60	81.5	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	167	97.3	55.70	56.10	44.10	55.7		
Male	154	98.2	61.70	56.50	42.90	61.7		
Economically Disadvantaged Students	56	95.5	42.90	29.20	25.10	42.9	35.3	Met Target
Non-Economically Disadvantaged Students	265	98.3	61.90	61.10	54.30	61.9		
Students with Disabilities	67	97.3	35.90	*	16.50	35.9	32.8	Met Target
Students without Disabilities	254	97.9	64.60	*	48.80	64.6		
English Learners	10	100.0	30.00	19.70	23.30	30	**	**
Non-English Learners	311	97.7	59.50	57.10	45.20	59.5		
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	*	*	*	*	18.20	*		

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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	110	761	761	751	*	*	28%	40%	18%	58%	53%
White	83	759	763	759	0%	12%	30%	45%	13%	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	799	790	779	0%	0%	*	*	*	92%	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	755	760	751	*	*	32%	42%	*	51%	52%
Male	57	766	763	751	*	*	25%	39%	*	65%	53%
Economically Disadvantaged Students	22	744	740	736	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	88	765	766	761	*	*	*	*	*	63%	65%
Students with Disabilities	19	751	743	729	*	*	*	*	*	37%	29%
Students without Disabilities	91	763	765	755	*	*	*	*	*	63%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance 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	121	757	757	747	*	14%	18%	53%	*	63%	47%
White	91	763	760	755	*	14%	14%	58%	*	70%	59%
Hispanic	12	731	742	734	*	*	*	*	0%	33%	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	69	758	757	747	*	*	*	52%	*	62%	47%
Male	52	755	757	747	*	*	*	54%	*	64%	48%
Economically Disadvantaged Students	21	735	737	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	100	762	761	757	*	*	*	*	*	67%	61%
Students with Disabilities	24	738	737	724	*	*	*	*	*	38%	22%
Students without Disabilities	97	761	763	751	*	*	*	*	*	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	116	747	757	747	*	16%	30%	44%	*	49%	46%
White	95	749	758	754	*	13%	32%	45%	*	52%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	61	748	755	747	*	*	38%	41%	*	46%	47%
Male	55	745	759	746	*	*	22%	47%	*	53%	46%
Economically Disadvantaged Students	20	739	*	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	96	748	*	756	*	*	*	*	*	52%	59%
Students with Disabilities	27	730	731	725	*	*	*	*	*	30%	19%
Students without Disabilities	89	752	763	751	*	*	*	*	*	55%	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	*	*	*	716	*	*	*	*	*	*	18%

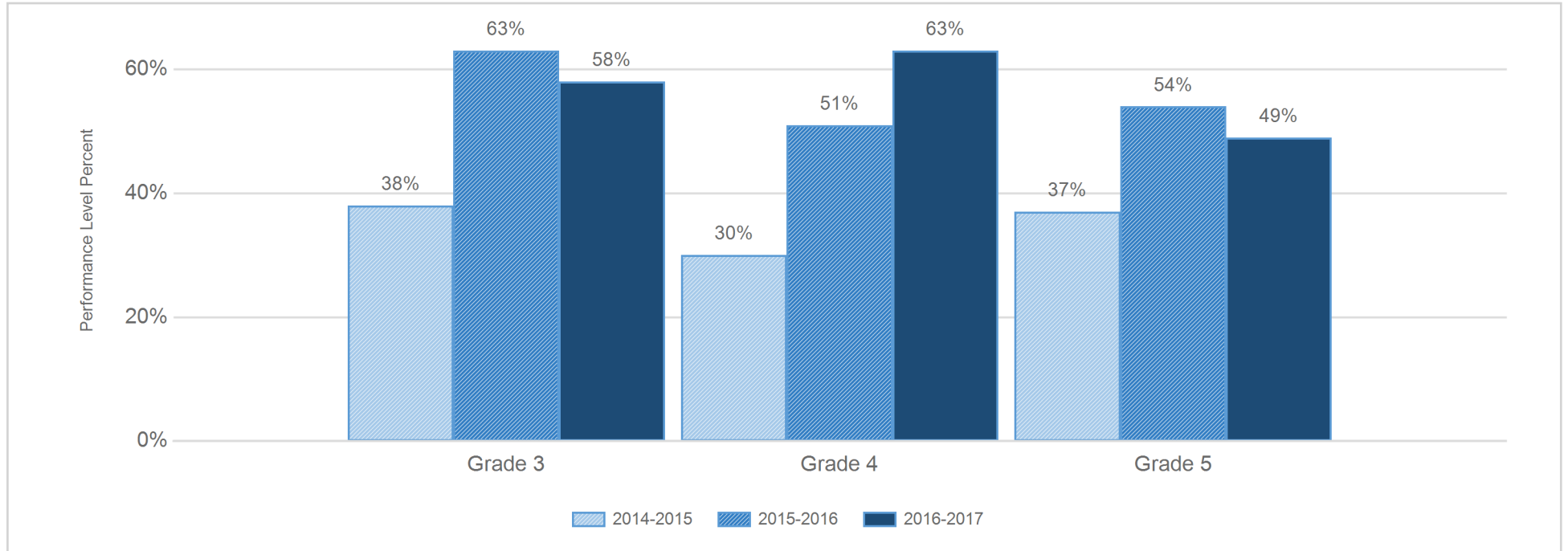


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Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

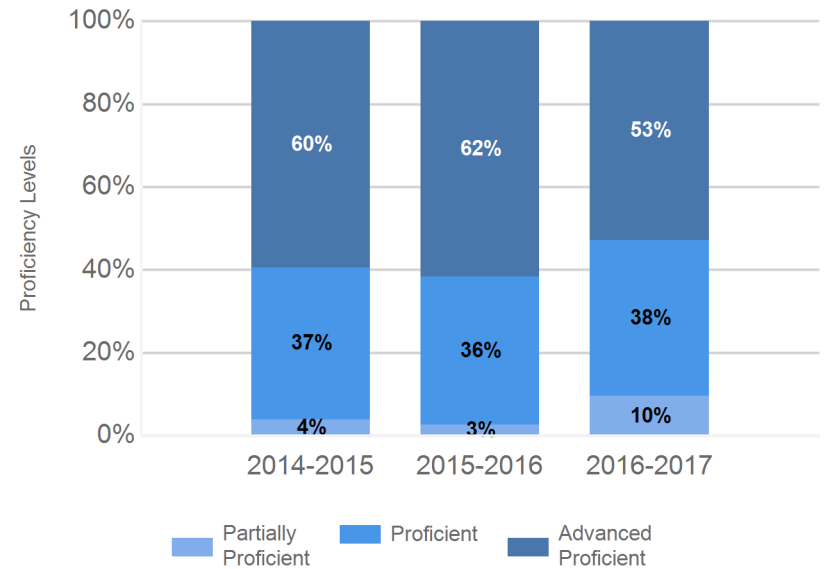
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	53%	38%	10%
White	60%	34%	6%
Hispanic	33%	42%	25%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	32%	46%	23%
Students with Disabilities	31%	50%	19%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	57	50	Met Target	54	59	50	Met Target
White	58	58	50	Met Target	54	59	52	Met Target
Hispanic	47	53	49	**	61	55.5	47	**
Black or African American	*	52	45	**	*	53.5	43	**
Asian, Native Hawaiian, or Pacific Islander	32	58	60	**	51	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	43	52	47	Met Target	56	55	46	Met Target
Students with Disabilities	46	49.5	41	Met Target	48	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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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

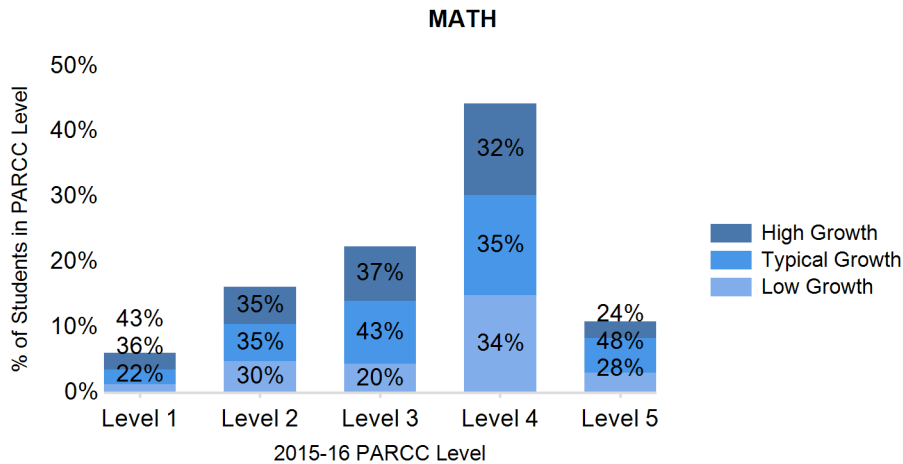
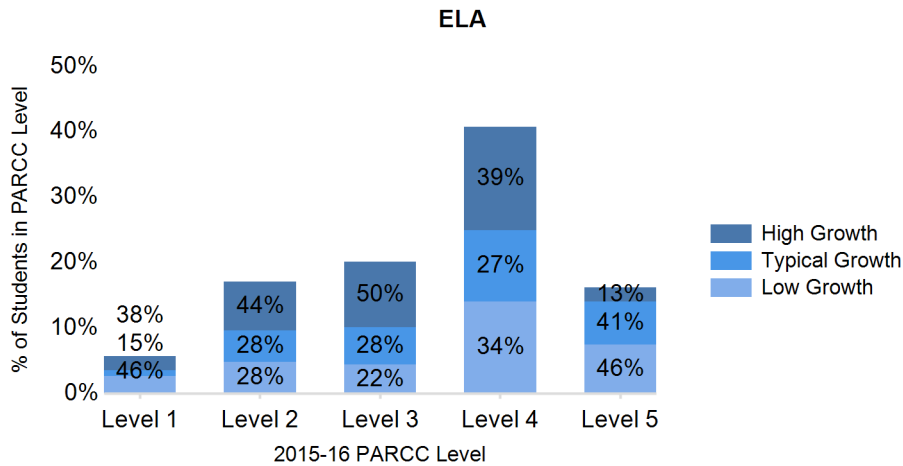
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

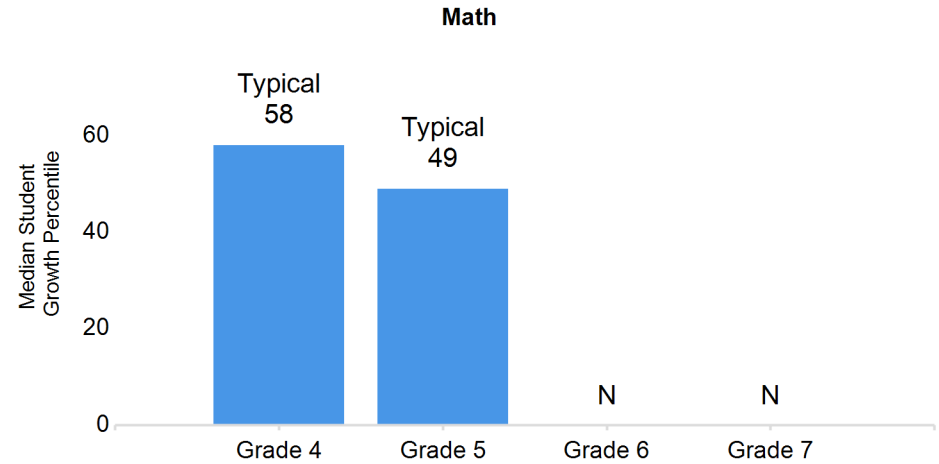
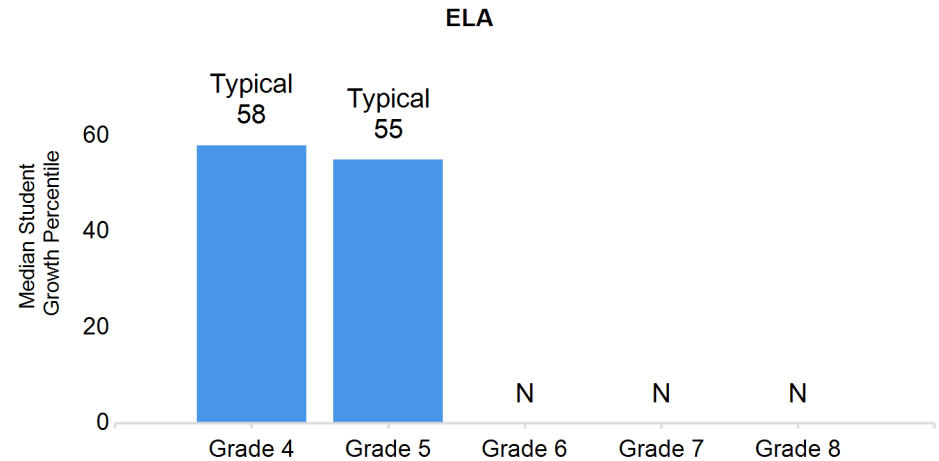
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

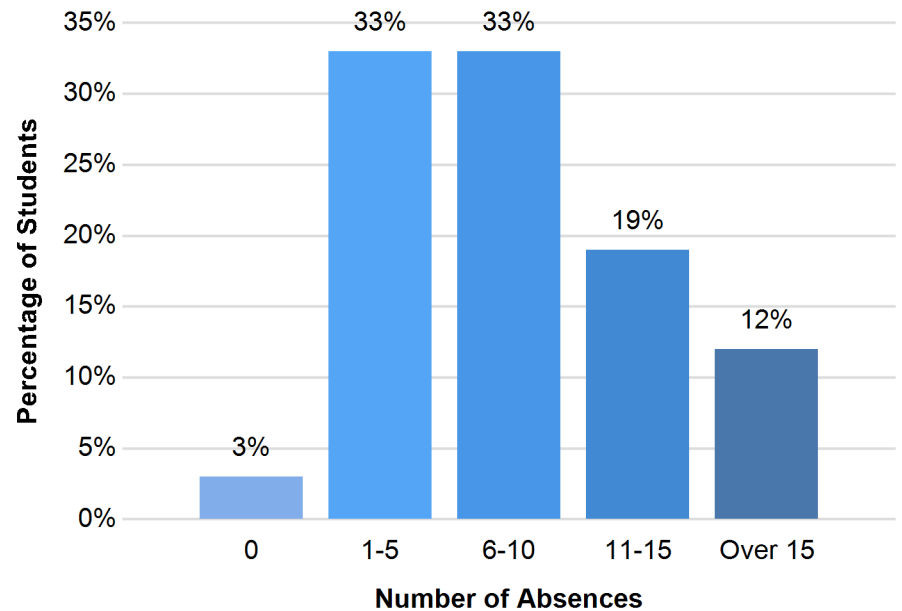
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.60	7.00	Met Target
White	4.80	7.00	Met Target
Hispanic	8.90	7.00	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.50	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.50	7.00	Not Met
Students with Disabilities	11.80	7.00	Not Met
English Learners	7.70	7.00	Not Met

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

Days Absent

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



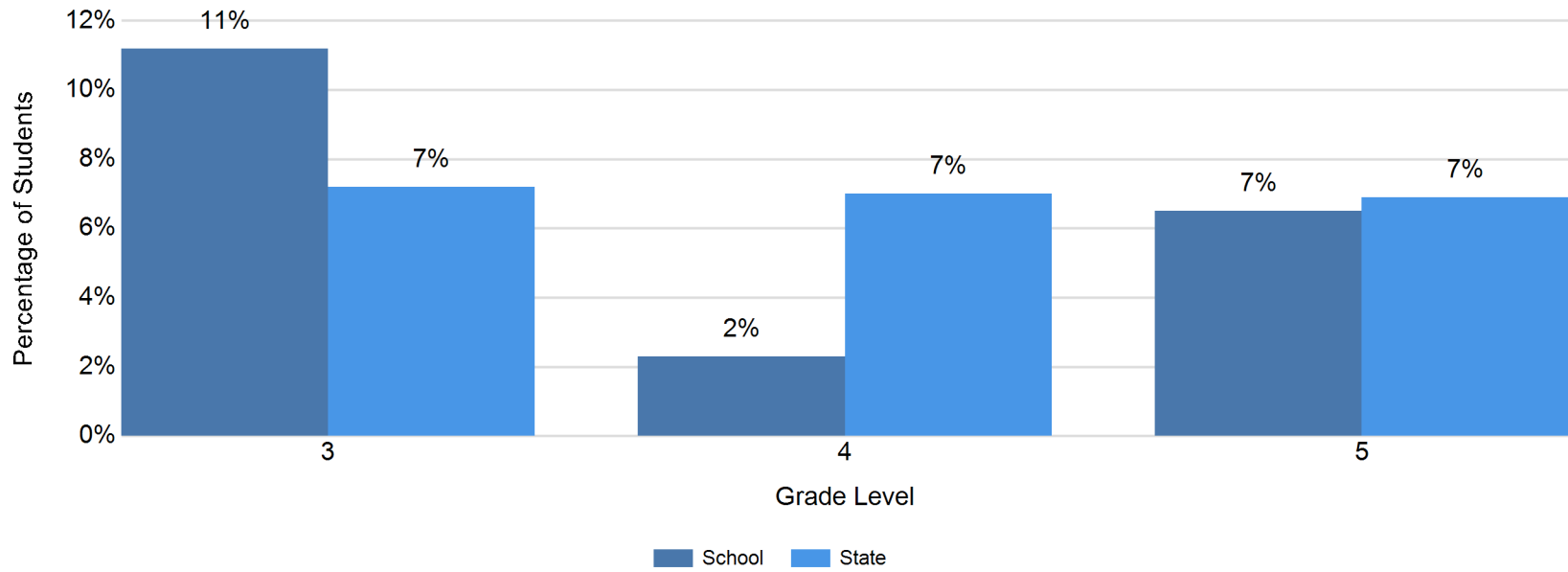


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Chronic Absenteeism by Grade

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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	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	36	120,724
Average years experience in public schools	8.8	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	64%	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	11:1	12:1
Administrators	189:1	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	65.2	17.5%
Mathematics Proficiency	65.9	17.5%
English Language Arts Growth	64.9	25.0%
Mathematics Growth	64.7	25.0%
Chronic Absenteeism	39.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.3
Summative Rating: Percentile rank of Summative Score		68.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	63.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	70.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Pennell	Email Address:	dpennell@howell.k12.nj.us
Address:	355 ADELPHIA ROAD FARMINGDALE, NJ 07727-3528	Website:	http://www.howell.k12.nj.us/ardena/ardena_home.aspx
Phone:	(732)751-2485	Twitter:	https://twitter.com/HowellTwpArdena

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"> • The first "Lighthouse School" in New Jersey and the 38th in the world! • Department of Education English Language Learners Award Winning School • 2017 Certified Future Ready School
 <p>Mission, Vision, Theme:</p>	<p>Mission Statement - "Inspire Others; Strive To Be Our Best". Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 350 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2017 Certified Future Ready School. First Leader in Me Lighthouse School in the state of New Jersey. State recognized school serving our English Language Learners (ELL).</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Curricular focus in the core areas of language arts and mathematics provide children with opportunities to develop skills in reading, writing, speaking, listening, viewing, understanding, and applying mathematical concepts and problem solving. On-going evaluation of our children's progress informs and guides instruction for each child. Coupled with our strong focus on standards, the results of national, state, and local assessments are analyzed to help guide instructional improvement.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our 5th graders have the opportunity to play basketball and compete against other 5th grade teams in our district.</p>
 <p>Clubs and Activities:</p>	<p>We value giving students voice and choice with their learning opportunities and therefore varied courses are developed to achieve this goal. Students are offered art classes, chorus choices performing through dance and/or song, STEM options, as well as student and staff developed courses that vary based on who is presenting the course. Additionally, students have the opportunity to assume all types of leadership roles throughout the school day.</p>
 <p>Before and After School Programs:</p>	<p>Newspaper Club is offered after school as well as Student Council for our 4th and 5th grade students. Teacher facilitators organize these two clubs. Additional clubs are offered throughout the year and provided for by our PTA.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional learning occurs throughout the school year. Designated professional learning days as well as grade level meetings, and PLC learning opportunities are just some of the collaborative learning opportunities made available for the staff.</p>
 <p>Student Supports and Services:</p>	<p>Ardena School is a model ELL school as recognized by the Department of Education. Ardena School is a dynamic community of teachers, children and families with a diverse population of approximately 350 students in grade levels ranging from three through five. Our children stem from a wide range of racial and national origins. We believe that this diversity is a particular advantage; it helps us grow, learn and work with each other in what has become a truly global neighborhood.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered each day prior to the beginning of the instructional periods. Additionally, students have a built in recess period day in addition to their physical education periods that occur twice a week for each grade level.</p>
 <p>Parent and Community Involvement:</p>	<p>A strong partnership exists between home and school. Parents participate through the Ardena Parent Teacher Association (PTA), as well as individually, to enhance the education of our students. The PTA has graciously brought cultural arts assemblies and stimulating programs to our children. Parent involvement in supporting our school is one of our greatest strengths. Their active involvement attests to the high value that they place on an effective and meaningful program for their children.</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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A survey of staff, students and parents occurs yearly to determine how to continue to foster a positive school climate which is an important aspect of school improvement efforts. Our survey encourages collaboration among faculty and staff and motivates students to get engaged.</p>
 <p>Facilities:</p>	<p>Our school was built in 1938 and this past summer received a new gym floor complete with a beautifully painted lighthouse in the center to highlight our Leader In Me lighthouse status. The building is beautifully maintained by our highly skilled and dedicated custodial staff.</p>



Ardena Elementary School
2016-2017
Grade Span 03-05

25-2290-010
MONMOUTH
HOWELL TWP
355 ADELPHIA ROAD
FARMINGDALE, NJ 07727-3528

School Narrative

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We believe in a high quality education for all of Ardena's children and this belief embraces a philosophy of all children being able to learn at high levels. Together with our students, our parents, and our teachers, we will make the difference needed in students' educational, social, and emotional lives. This difference will assist our students in becoming productive and contributing citizens.



Other Information: