



HOWELL TWP

2016-2017

Grade Span PK-08

25-2290

MONMOUTH

HOWELL TWP


200 SQUANKUM-YELLOWBROOK ROAD

FARMINGDALE, NJ 07727

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this district.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.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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Schools in this District

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

School Name	Grades Served
ADELPHIA ELEMENTARY SCHOOL	KG-02
Aldrich Elementary School	03-05
Ardena Elementary School	03-05
Edith M. Griebing Elementary School	KG-02
Greenville Elementary School	KG-02
Howell Township Memorial Elementary School	03-05
Howell Township Middle School North	06-08
Howell Township Middle School South	06-08
Land O'Pines Elementary School	PK-02
Newbury Elementary School	03-05
Ramtown Elementary School	03-05
Taunton Elementary School	KG-02



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	59	56	80
KG	518	514	505
1	603	524	524
2	615	620	538
3	584	625	624
4	641	612	637
5	679	645	619
6	697	712	643
7	649	698	713
8	745	662	690
Ungraded	333	366	386
Total	6123	6034	5959

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	52%	51%	51%
Economically Disadvantaged Students	17%	16%	17%
Students with Disabilities	22%	22%	22%
English Learners	2%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.0%
Hispanic	13.6%
Asian	5.0%
Black or African American	3.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	56	56	80
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	521	514	505

Enrollment by Home Language

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

Home Language	% of Students
English	92.1%
Spanish	4.1%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	3827	95.6	69.20	54.90	69.2	59.6	Met Target
White	2954	95.4	70.70	63.90	70.7	60	Met Target
Hispanic	449	97.1	57.90	39.80	57.9	52.4	Met Target
Black or African American	170	94.1	60.60	35.20	59.9	47.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	208	99.1	82.70	80.70	82.7	78.7	Met Goal
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	54.90	47.6	44	Met Target
Female	1880	95.1	75.60	62.20	75.6		
Male	1947	96.0	62.90	48.10	62.9		
Economically Disadvantaged Students	579	94.3	43.50	36.20	43.1	40.1	Met Target
Non-Economically Disadvantaged Students	3248	95.8	73.70	65.80	73.7		
Students with Disabilities	770	91.5	29.40	20.50	28.3	22.4	Met Target
Students without Disabilities	3057	96.7	79.20	61.90	79.2		
English Learners	85	100.0	*	25.20	29.4	26	Met Target
Non-English Learners	3742	95.5	*	57.40	70.1		
Homeless Students	17	94.7	41.20	26.40	41.2		
Students In Foster Care	*	*	*	24.80	*		
Military-Connected Students	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 student group the number of valid test scores and the mean scale score for the district and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	614	762	749	7%	9%	19%	55%	10%	65%	50%
White	469	765	759	5%	8%	20%	57%	10%	67%	61%
Hispanic	70	*	734	19%	*	21%	40%	*	46%	35%
Black or African American	30	752	731	*	*	*	57%	*	63%	32%
Asian, Native Hawaiian, or Pacific Islander	32	786	775	0%	*	*	69%	*	88%	76%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	13	742	751	*	*	*	*	*	54%	52%
Female	289	766	754	5%	10%	20%	53%	13%	66%	55%
Male	325	759	745	9%	8%	18%	58%	7%	65%	46%
Economically Disadvantaged Students	105	737	731	20%	*	24%	38%	*	41%	31%
Non-Economically Disadvantaged Students	509	768	762	5%	*	18%	59%	*	70%	63%
Students with Disabilities	113	737	720	27%	*	21%	38%	*	42%	24%
Students without Disabilities	501	768	755	3%	*	18%	59%	*	71%	55%
English Learners	16	707	709	*	*	*	*	0%	13%	11%
Non-English Learners	598	764	752	*	*	*	*	10%	67%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	641	761	753	4%	11%	18%	50%	18%	67%	56%
White	472	763	762	2%	9%	20%	51%	18%	70%	67%
Hispanic	84	746	740	*	23%	13%	44%	*	54%	40%
Black or African American	30	751	737	*	*	*	47%	*	63%	36%
Asian, Native Hawaiian, or Pacific Islander	39	774	777	*	*	*	49%	31%	80%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	16	756	755	0%	*	*	*	*	50%	56%
Female	308	765	758	*	*	18%	49%	23%	72%	61%
Male	333	757	749	*	*	19%	50%	13%	63%	51%
Economically Disadvantaged Students	102	741	737	*	22%	25%	35%	*	42%	36%
Non-Economically Disadvantaged Students	539	765	764	*	9%	17%	52%	*	72%	69%
Students with Disabilities	135	736	725	*	*	22%	26%	8%	34%	25%
Students without Disabilities	506	768	759	*	*	17%	56%	20%	76%	62%
English Learners	13	717	711	*	*	*	*	0%	15%	10%
Non-English Learners	628	762	755	*	*	*	*	18%	68%	58%
Homeless Students	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	609	765	756	4%	7%	17%	59%	13%	71%	59%
White	467	765	763	3%	7%	16%	62%	12%	74%	69%
Hispanic	74	*	743	*	*	24%	47%	14%	61%	44%
Black or African American	25	752	740	*	*	*	48%	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	35	779	779	*	*	*	46%	31%	77%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	305	769	761	3%	5%	14%	63%	15%	77%	66%
Male	304	760	750	4%	10%	20%	54%	11%	66%	53%
Economically Disadvantaged Students	98	*	740	*	15%	27%	43%	*	48%	40%
Non-Economically Disadvantaged Students	511	*	765	*	6%	16%	61%	*	76%	71%
Students with Disabilities	105	730	725	*	*	31%	20%	*	22%	22%
Students without Disabilities	504	772	762	*	*	15%	67%	*	82%	66%
English Learners	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	731	*	*	*	*	*	*	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	640	760	752	3%	10%	21%	48%	18%	66%	54%
White	492	761	758	3%	9%	21%	48%	20%	67%	63%
Hispanic	82	748	740	*	22%	23%	45%	*	51%	38%
Black or African American	23	*	736	*	*	*	44%	*	52%	32%
Asian, Native Hawaiian, or Pacific Islander	34	*	776	*	0%	*	56%	32%	88%	81%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	753	*	*	*	*	*	*	56%
Female	325	765	758	*	*	22%	47%	23%	69%	61%
Male	315	755	746	*	*	20%	49%	13%	62%	46%
Economically Disadvantaged Students	96	742	737	*	26%	29%	33%	*	40%	34%
Non-Economically Disadvantaged Students	544	763	761	*	8%	20%	50%	*	70%	65%
Students with Disabilities	130	731	722	*	*	35%	21%	*	23%	17%
Students without Disabilities	510	767	758	*	*	18%	55%	*	77%	61%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	679	768	756	3%	7%	18%	42%	31%	73%	59%
White	528	770	764	2%	5%	18%	43%	32%	75%	69%
Hispanic	85	753	742	*	*	18%	39%	21%	60%	44%
Black or African American	32	*	737	*	*	*	34%	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	30	*	784	*	*	*	40%	50%	90%	85%
American Indian or Alaska Native	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	331	778	764	*	*	13%	44%	40%	84%	68%
Male	348	758	749	*	*	23%	39%	22%	62%	51%
Economically Disadvantaged Students	78	742	739	*	21%	24%	33%	*	44%	40%
Non-Economically Disadvantaged Students	601	771	766	*	5%	17%	43%	*	76%	70%
Students with Disabilities	131	732	719	*	*	36%	24%	*	27%	19%
Students without Disabilities	548	776	763	*	*	14%	46%	*	83%	67%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	708	*	*	*	*	*	*	15%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	690	768	757	3%	6%	18%	49%	24%	73%	59%
White	540	769	764	4%	6%	17%	49%	25%	74%	68%
Hispanic	74	761	742	*	*	19%	53%	16%	69%	44%
Black or African American	34	762	738	*	*	29%	53%	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	37	*	786	*	*	*	43%	43%	87%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	363	778	766	*	*	12%	50%	34%	84%	68%
Male	327	758	749	*	*	24%	49%	14%	62%	50%
Economically Disadvantaged Students	75	755	739	*	*	32%	45%	*	57%	40%
Non-Economically Disadvantaged Students	615	770	766	*	*	16%	50%	*	75%	69%
Students with Disabilities	116	733	718	*	*	38%	28%	*	29%	18%
Students without Disabilities	574	776	764	*	*	13%	54%	*	82%	67%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%

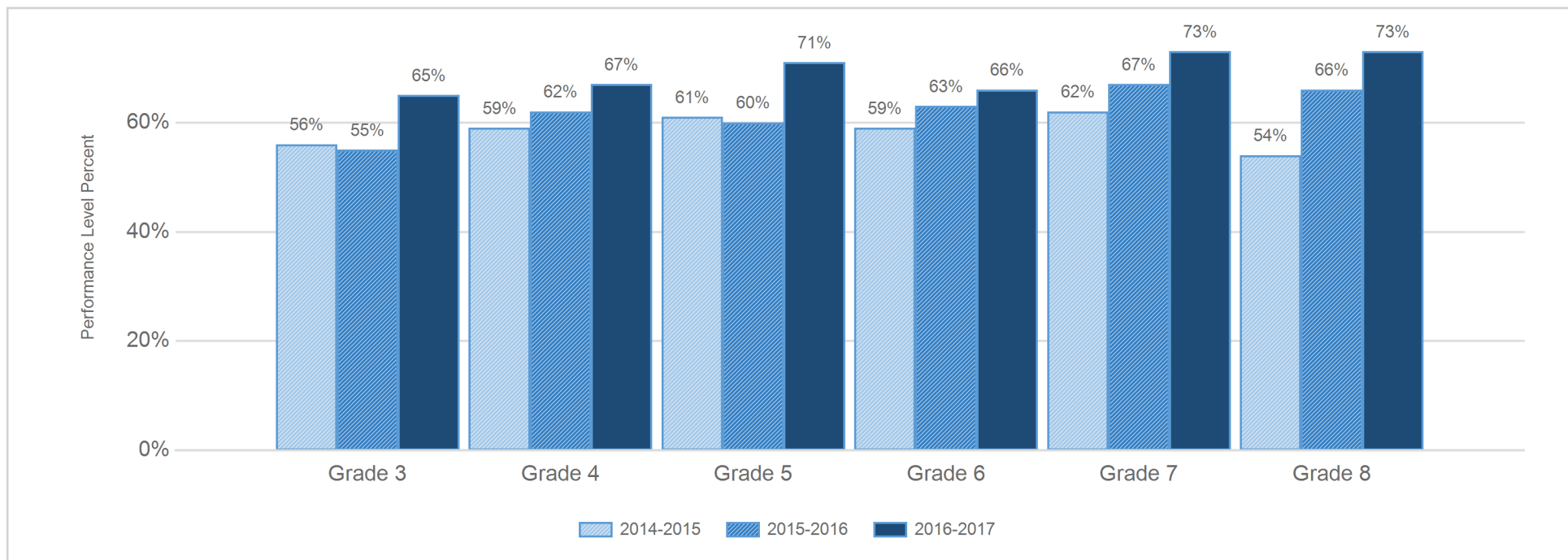


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English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	3826	95.6	56.40	43.50	56.4	49.8	Met Target
White	2953	95.4	58.30	52.40	58.3	50.6	Met Target
Hispanic	448	97.0	39.50	27.60	39.5	37	Met Target
Black or African American	171	94.7	40.40	21.70	40.2	37.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	208	99.1	78.40	75.60	78.4	74.3	Met Target
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	44.90	45.7	31.5	Met Target
Female	1880	95.2	56.10	44.10	56.1		
Male	1946	96.1	56.50	42.90	56.5		
Economically Disadvantaged Students	576	94.4	29.20	25.10	28.9	27.2	Met Target
Non-Economically Disadvantaged Students	3250	95.8	61.10	54.30	61.1		
Students with Disabilities	765	91.3	22.90	16.50	22	19.7	Met Target
Students without Disabilities	3061	96.8	64.70	48.80	64.7		
English Learners	86	100.0	19.70	23.30	19.7	21.9	Met Target†
Non-English Learners	3740	95.5	57.10	45.20	57.1		
Homeless Students	17	94.7	29.40	16.40	29.2		
Students In Foster Care	*	*	*	15.10	*		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	619	761	751	3%	10%	23%	45%	19%	64%	53%
White	470	763	759	3%	8%	22%	50%	18%	67%	63%
Hispanic	72	*	738	*	26%	31%	28%	*	39%	37%
Black or African American	30	754	733	*	*	*	37%	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	34	790	779	0%	*	*	32%	56%	88%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	51%
Two or More Races	13	748	751	*	*	*	*	*	54%	53%
Female	291	760	751	*	*	25%	45%	17%	62%	52%
Male	328	763	751	*	*	21%	46%	20%	66%	53%
Economically Disadvantaged Students	108	740	736	*	*	27%	34%	*	40%	34%
Non-Economically Disadvantaged Students	511	766	761	*	*	22%	48%	*	69%	65%
Students with Disabilities	113	743	729	*	*	26%	29%	11%	40%	29%
Students without Disabilities	506	765	755	*	*	22%	49%	20%	69%	57%
English Learners	20	722	724	*	60%	*	*	*	15%	21%
Non-English Learners	599	763	753	*	9%	*	*	*	66%	55%
Homeless Students	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	643	757	747	4%	10%	24%	52%	9%	61%	47%
White	472	760	755	2%	10%	23%	55%	9%	64%	59%
Hispanic	86	742	734	*	16%	24%	41%	*	47%	30%
Black or African American	30	742	729	*	*	40%	40%	0%	40%	25%
Asian, Native Hawaiian, or Pacific Islander	39	775	774	*	*	*	49%	31%	80%	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	16	752	747	0%	*	*	*	0%	50%	48%
Female	308	757	747	4%	8%	25%	53%	9%	62%	47%
Male	335	757	747	4%	12%	23%	51%	10%	61%	48%
Economically Disadvantaged Students	104	737	732	*	18%	34%	32%	*	33%	27%
Non-Economically Disadvantaged Students	539	761	757	*	9%	22%	56%	*	67%	61%
Students with Disabilities	135	737	724	*	*	24%	30%	*	34%	22%
Students without Disabilities	508	763	751	*	*	24%	58%	*	69%	52%
English Learners	15	719	716	*	*	*	*	*	*	12%
Non-English Learners	628	758	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	614	757	747	3%	12%	25%	46%	15%	60%	46%
White	468	758	754	3%	11%	25%	47%	15%	62%	57%
Hispanic	75	*	735	*	20%	32%	35%	*	44%	30%
Black or African American	26	742	729	*	*	*	39%	*	42%	22%
Asian, Native Hawaiian, or Pacific Islander	37	774	774	*	0%	*	54%	30%	84%	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	747	*	*	*	*	*	*	47%
Female	306	755	747	*	*	30%	47%	*	58%	47%
Male	308	759	746	*	*	21%	44%	*	63%	46%
Economically Disadvantaged Students	102	*	732	*	23%	35%	28%	*	34%	27%
Non-Economically Disadvantaged Students	512	*	756	*	9%	23%	49%	*	65%	59%
Students with Disabilities	107	731	725	*	*	20%	24%	*	28%	19%
Students without Disabilities	507	763	751	*	*	26%	50%	*	67%	52%
English Learners	12	721	717	*	*	*	*	*	*	12%
Non-English Learners	602	758	748	*	*	*	*	*	*	48%
Homeless Students	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	716	*	*	*	*	*	*	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	642	749	743	5%	15%	29%	40%	10%	50%	44%
White	492	750	751	4%	14%	29%	42%	10%	53%	54%
Hispanic	84	735	731	*	23%	37%	24%	*	29%	27%
Black or African American	23	*	724	*	*	*	*	*	35%	20%
Asian, Native Hawaiian, or Pacific Islander	34	*	771	0%	*	*	56%	*	82%	77%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	326	748	745	5%	14%	33%	42%	7%	49%	45%
Male	316	750	742	5%	17%	25%	39%	14%	52%	43%
Economically Disadvantaged Students	98	730	728	*	31%	33%	18%	*	22%	24%
Non-Economically Disadvantaged Students	544	752	752	*	13%	29%	44%	*	55%	56%
Students with Disabilities	130	722	717	*	*	*	*	*	*	13%
Students without Disabilities	512	756	748	*	*	*	*	*	*	50%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	708	*	*	*	*	*	*	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	619	744	741	3%	16%	38%	40%	2%	43%	40%
White	478	746	748	2%	13%	40%	43%	2%	45%	49%
Hispanic	81	734	730	*	27%	32%	31%	*	32%	23%
Black or African American	30	732	726	*	*	40%	*	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	26	*	764	0%	*	*	50%	*	58%	72%
American Indian or Alaska Native	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	740	*	*	*	*	*	*	39%
Female	305	746	743	*	12%	39%	45%	*	47%	41%
Male	314	742	740	*	19%	38%	36%	*	39%	38%
Economically Disadvantaged Students	78	729	729	*	32%	45%	15%	*	15%	22%
Non-Economically Disadvantaged Students	541	746	749	*	14%	38%	44%	*	46%	50%
Students with Disabilities	131	722	716	*	43%	34%	12%	*	12%	11%
Students without Disabilities	488	750	746	*	9%	40%	48%	*	51%	45%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	708	*	*	*	*	*	*	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	416	736	728	*	18%	34%	34%	*	34%	28%
White	322	736	736	*	18%	35%	35%	*	35%	35%
Hispanic	54	731	721	*	19%	39%	26%	*	26%	21%
Black or African American	25	726	715	*	*	*	*	0%	24%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	726	*	*	*	*	*	*	28%
Female	218	738	730	*	20%	34%	36%	*	36%	30%
Male	198	733	725	*	16%	34%	32%	*	32%	26%
Economically Disadvantaged Students	64	723	719	*	23%	22%	23%	*	23%	19%
Non-Economically Disadvantaged Students	352	738	734	*	17%	36%	36%	*	36%	34%
Students with Disabilities	110	716	705	*	22%	28%	15%	*	15%	*
Students without Disabilities	306	742	734	*	17%	36%	41%	*	41%	*
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	280	773	743	*	*	13%	78%	9%	87%	42%
White	222	773	751	*	*	12%	78%	9%	87%	52%
Hispanic	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	23	*	774	0%	0%	*	78%	*	91%	76%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	142	772	744	*	*	14%	78%	7%	85%	43%
Male	138	774	741	*	*	11%	78%	11%	88%	40%
Economically Disadvantaged Students	14	771	727	*	*	*	71%	*	79%	23%
Non-Economically Disadvantaged Students	266	773	751	*	*	*	78%	*	87%	52%
Students with Disabilities	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	708	N	N	N	N	N	N	*
Non-English Learners	280	773	745	*	*	13%	78%	9%	87%	*
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	60	778	734	*	*	*	68%	30%	98%	30%
White	48	776	740	*	*	*	75%	23%	98%	38%
Hispanic	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	733	N	N	N	N	N	N	32%
Female	32	*	735	*	*	*	56%	*	97%	31%
Male	28	*	733	*	*	*	82%	*	100%	30%
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	60	778	738	*	*	*	68%	30%	98%	*
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	60	778	735	*	*	*	68%	30%	98%	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	704	N	N	N	N	N	N	*

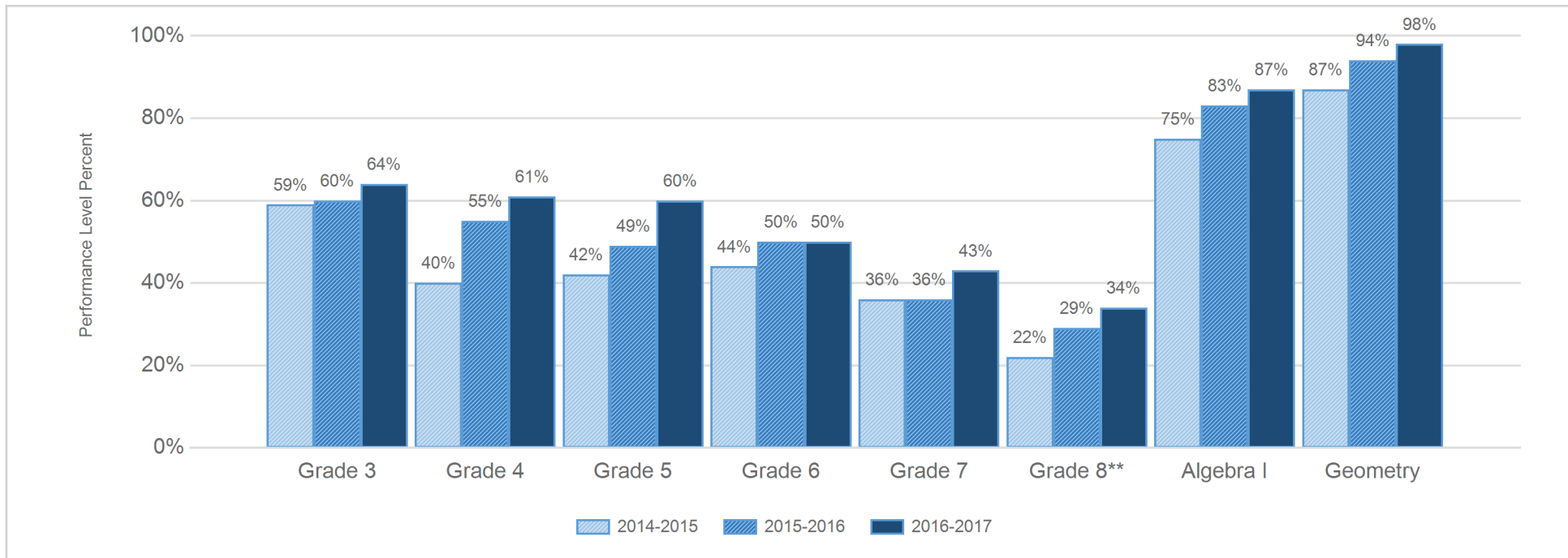


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	11	11
6	*	*
7	10	*
8	13	13

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	68	89.7%	10.3%
2	37	75.7%	24.3%
3	14	78.6%	21.4%
4	16	87.5%	12.5%
5+	15	60%	40%



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

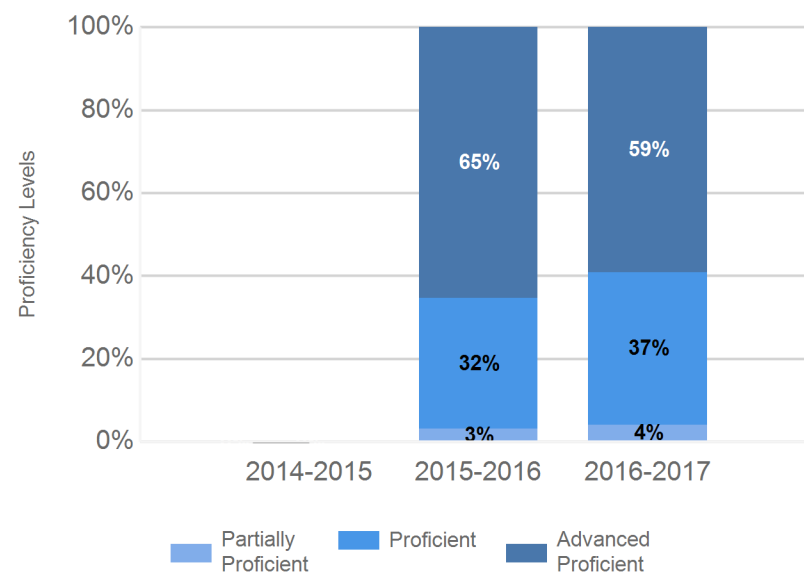
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Districtwide	59%	37%	4%
White	64%	33%	3%
Hispanic	42%	49%	9%
Black or African American	36%	61%	3%
Asian, Native Hawaiian, or Pacific Islander	67%	28%	5%
American Indian or Alaska Native	N	N	N
Two or More Races	44%	50%	6%
Economically Disadvantaged Students	37%	55%	8%
Students with Disabilities	40%	50%	10%
English Learners	N	67%	33%

NJASK Science Assessment Performance Trends: Grade 4

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





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

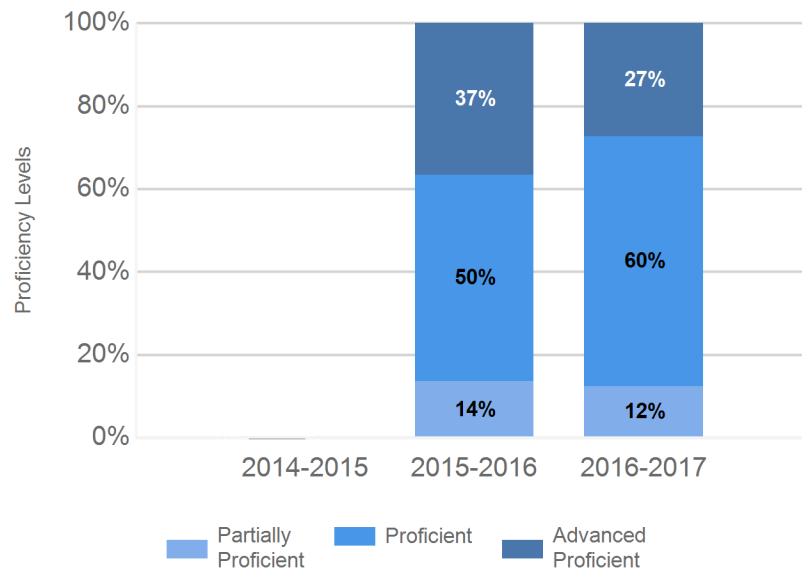
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	27%	60%	12%
White	28%	60%	12%
Hispanic	17%	69%	13%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	51%	49%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	13%	67%	20%
Students with Disabilities	8%	55%	37%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	57	50	Met Target	59	50	Met Target
White	58	50	Met Target	59	52	Met Target
Hispanic	53	49	Met Target	55.5	47	Met Target
Black or African American	52	45	Met Target	53.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	60	Met Target	61	59	Exceeds Target
American Indian or Alaska Native	*	51	**	*	51	**
Two or More Races	*	51	Exceeds Target	*	52	Exceeds Target
Economically Disadvantaged	52	47	Met Target	55	46	Met Target
Students with Disabilities	49.5	41	Met Target	52	43	Met Target
English Learners	60	53	Exceeds Target	64	51	Exceeds Target

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



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

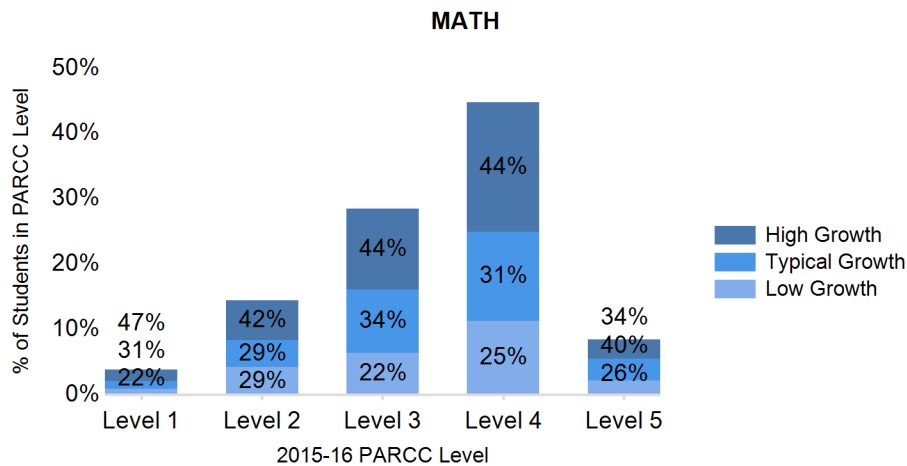
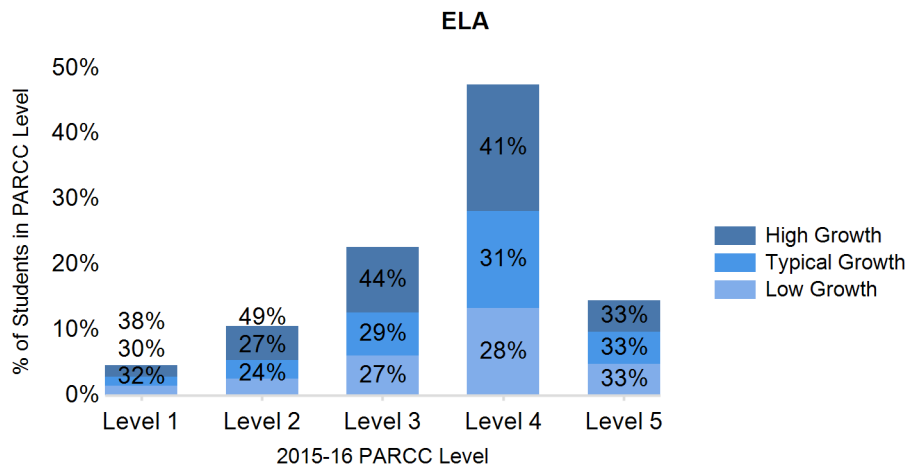
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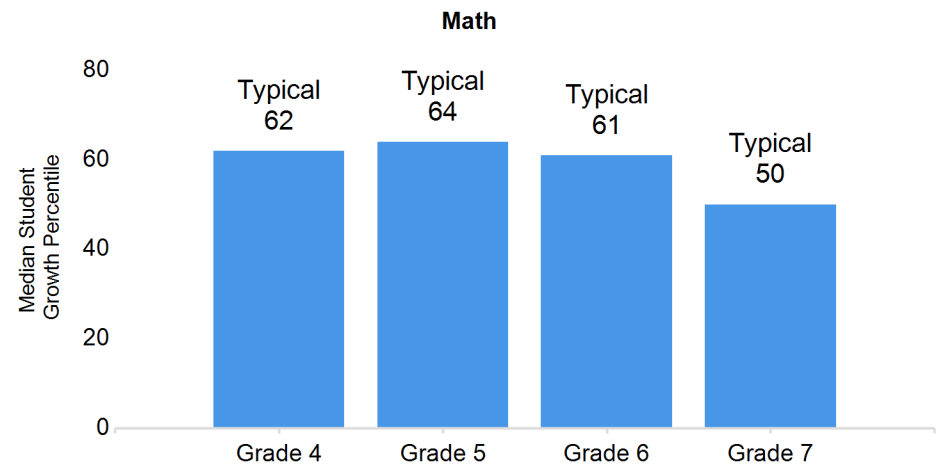
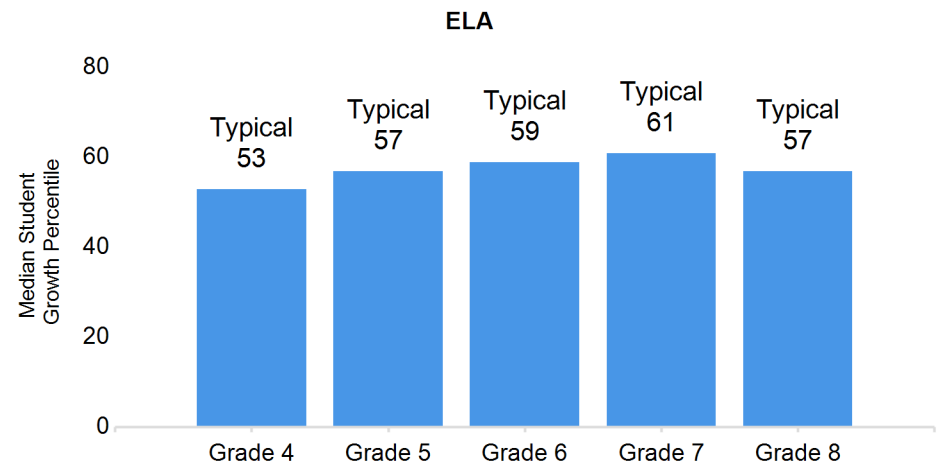
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	671
7	67	0	672
8	216	62	445
Districtwide	283	62	1788

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	491	0	0	0	101	0	66
7	537	0	0	0	122	0	73
8	520	0	0	0	117	0	77
Districtwide	1548	0	0	0	340	0	216
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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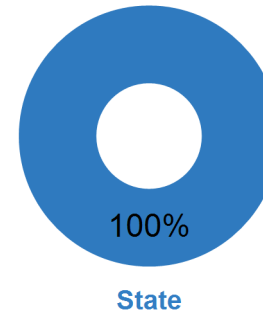
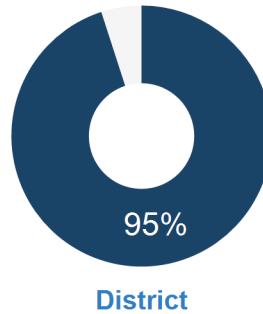
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Visual and Performing Arts – Course Participation

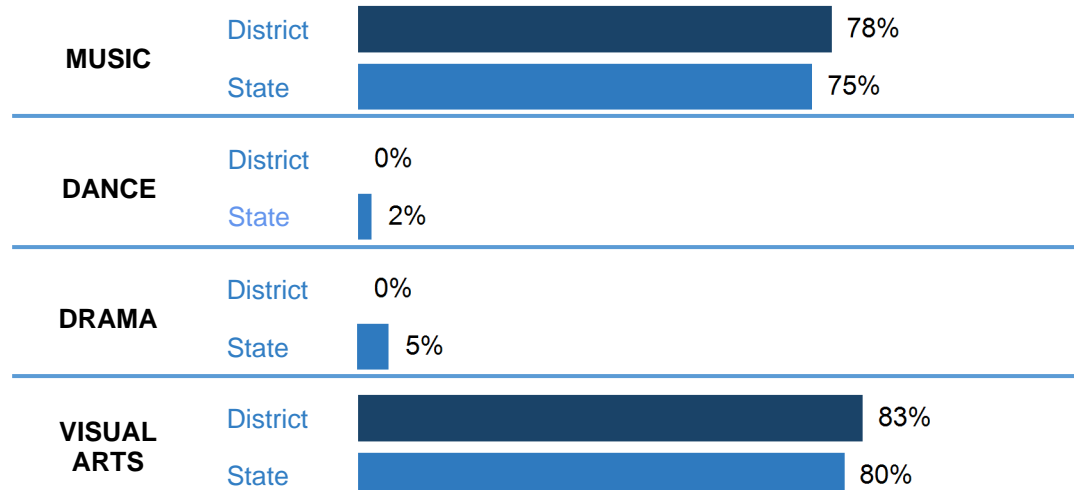
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

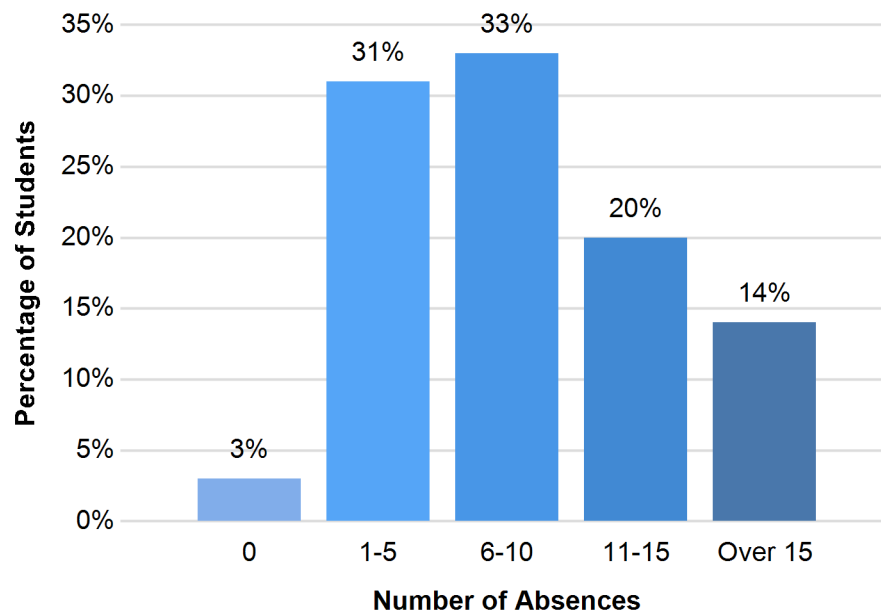
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	8.90	8.50	Not Met
White	8.90	8.50	Not Met
Hispanic	10.80	8.50	Not Met
Black or African American	8.20	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.20	8.50	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	7.10	8.50	Met Target
Economically Disadvantaged Students	19.50	8.50	Not Met
Students with Disabilities	14.10	8.50	Not Met
English Learners	12.90	8.50	Not Met

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

Days Absent

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





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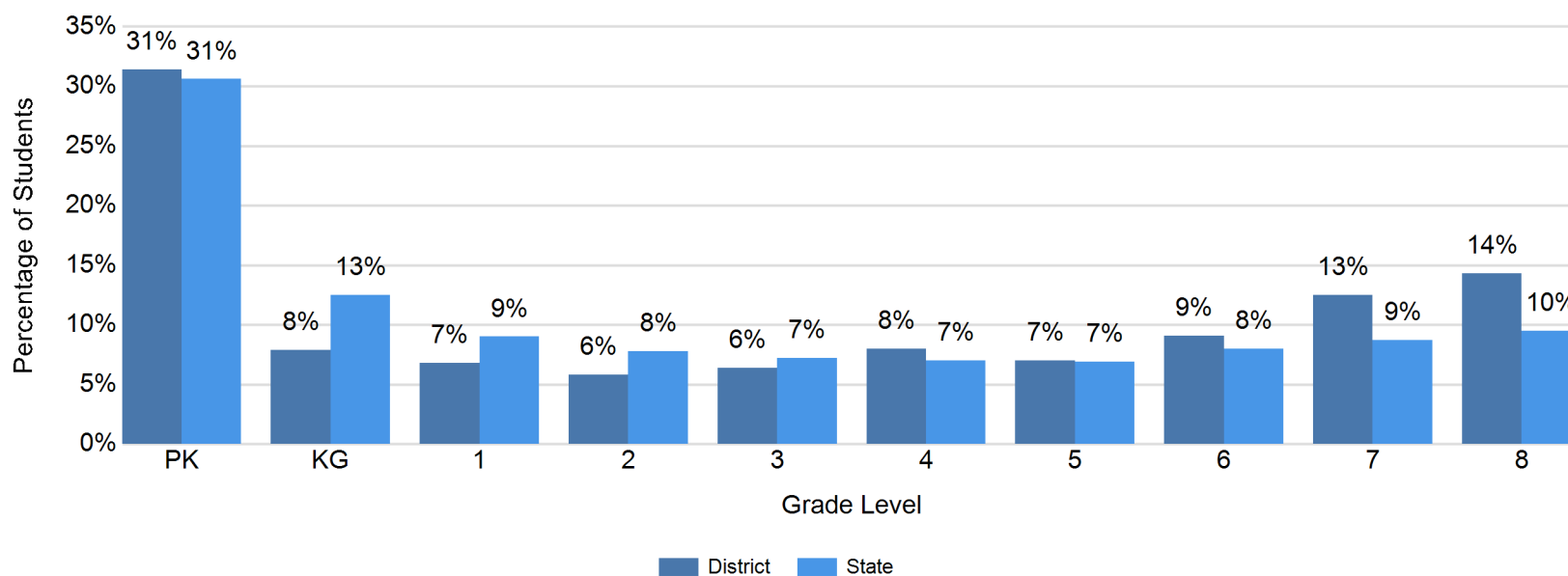
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Chronic Absenteeism by Grade

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





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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	14
Vandalism	6
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	28
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	0.81

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	2.2%
Any Suspension	2.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	558	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	12.8	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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 district and state.

Staff Type	District Students: Staff
Teachers	12:1
Administrators	161:1
Librarian/Media Specialists	542:1
Nurses	497:1
Counselors	497:1
Child Study Team	213:1



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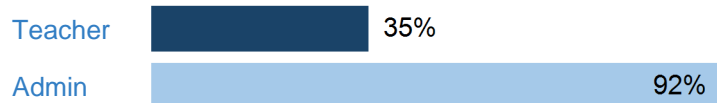
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	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 Summary by Student Group

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

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target	Not Met	Met Target	Met Target
White	0 out of 7 schools	Met Target	Met Target	Not Met	Met Target	Met Target
Hispanic	0 out of 6 schools	Met Target	Met Target	Not Met	Met Target	Met Target
Black or African American	0 out of 2 schools	Met Target	Met Target	Met Target	Met Target	Met Target
Asian, Native Hawaiian, or Pacific Islander	0 out of 2 schools	Met Goal	Met Target	Met Target	Met Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	**
Two or More Races	**	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target
Economically Disadvantaged Students	0 out of 7 schools	Met Target	Met Target	Not Met	Met Target	Met Target
Students with Disabilities	0 out of 7 schools	Met Target	Met Target	Not Met	Met Target	Met Target
English Learners	0 out of 1 school	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target

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

† Target was met within a confidence interval.



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District General Info

Superintendent:	Mr. Isola	Email Address:	jisola@howell.k12.nj.us
Address:	200 SQUANKUM-YELLOWBROOK ROAD FARMINGDALE, NJ 07727	Website:	www.howell.k12.nj.us
Phone:	(732)751-2480 EXT. 3828	Twitter:	https://twitter.com/HowellTwpK8

District Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>The mission of the Howell Township Public Schools is to educate students at all grade levels to achieve the New Jersey Student Learning Standards and challenge them to become skillful communicators, independent thinkers, and life-long learners. In reaching their full potential, our children will develop individual, social, and civic responsibility as well as respect for themselves and their environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Howell Township Public Schools has a long and distinguished history of leading in education. Designing learning environments that are personalized and provide opportunities for students to flourish have afforded us numerous state, national, and media honors, awards, and distinctions. Our Special Education, English as a Second Language, Pre K, Enrichment, Blended Learning environments, and STEAM are among the few areas in which we have received distinguished acknowledgements.</p>



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District Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Stating that our curriculum is aligned to the New Jersey Student Learning Standards is a statement to the minimum of our efforts. Our curricula supplies deep learning opportunities and rich resources, all of which support our framework for personalized learning for ALL. The curriculum is a cohesive set of documents enabling learning environments, based on researched expectations, that support learner-led pathways to unique outcomes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The district provides a rich offering of athletics for boys and girls to participate throughout all three seasons of the school year. There are opportunities for all students to participate through an inclusive approach that maintains a competitive spirit. Our athletic teams routinely achieve county and state-wide levels of distinction. We believe their successes are also due to their sportsmanship, team spirit, & pride in community. Cheerleading for girls is also offered.</p>
 <p>Clubs and Activities:</p>	<p>The many clubs and activities available throughout the school district provide numerous enrichment opportunities for students to develop along our development learning framework of Play, Passion, and Purpose. At each grade-band, students are encouraged to participate in opportunities that extend our development framework beyond the walls of their classrooms. From Cooking to Robotics, Genius Hours to Newspaper, we have a club or activity where all learners can find like-minded friends.</p>
 <p>Before and After School Programs:</p>	<p>Understanding the needs of and demands parents, we have an established program agreement with the Police Athletic League (PAL). Through that agreement, Before and/or After Care are offered on a cost basis at various locations around the district. Busing from the before-care location to school or school to the after-care locations are part of the program.</p>







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 <p>Staff and Professional Learning:</p>	<p>Our Personalized Learning environments are best supported by providing the same framework to our staff. Each building has a School Improvement Panel (ScIP) THAT determines the professional learning experiences with the greatest impact on student learning. The ScIP's are all supported by a district-wide committee, the Learning Design Team (LDT). The LDT reflects, models, and supports our framework of personalized learning for all members of the educational community.</p>
 <p>Student Supports and Services:</p>	<p>Our District provides supports for social, emotional, & exceptional needs which ensure opportunities for all students to thrive. Our work is strategically proactive. Using a district-wide multi-tiered system of supports, students receive just-enough-just-in-time strategies for learners all along the needs continuum. When additional supports are necessary, our Guidance, Special Needs, Enrichment, & English as a Second Language departments will provide the necessary personalized supports.</p>
 <p>Student Health and Wellness:</p>	<p>Within our curriculum, our Health and Physical Education program provides supports for, and actively promotes a healthy life style. HTPS also recognizes that learners need to move in order to learn best. Mindfulness, classroom yoga, & Move Minutes can be seen throughout the district. In addition to the activities, our nursing and guidance departments' support the physical and mental wellness of our students while also offering professional care when needs arise.</p>
 <p>Parent and Community Involvement:</p>	<p>"12 Schools, One Community" is often heard throughout our schools. There are many ways in which HTPS promotes an environment of collaboration with our communities. We are among a handful of districts that has citizens appointed to serve on the various Board of Education sub-committees. Our parent organizations are vibrant, collaborative partners in our mission. Businesses, families, and the municipal government all play a significant role in shaping the success of our schools.</p>



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Facilities:

We transport nearly 6000 students to and from 12 schools across 66 square miles that is Howell. Following our framework for developmentally appropriate learning environments, five (P)K-2 buildings emphasize purposeful PLAY for academic foundations, five 3-5 schools engage students' PASSION to build success, and 2 middle schools focus students' sense of PURPOSE to support their future decisions. Flexibility, comfortability, and inspiration are hallmarks of all our schools.