



WARREN TWP  
2016-2017


Grade Span PK-08

35-5470  
SOMERSET  
WARREN TWP  
213 MT. HOREB ROAD  
WARREN, NJ 07059-5628

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](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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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
<a href="#">Angelo L. Tomaso School</a>	KF-05
<a href="#">Central School</a>	KF-05
<a href="#">Mt. Horeb School</a>	3H-05
<a href="#">Warren Middle School</a>	06-08
<a href="#">Woodland School</a>	KF-05



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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	26	23	27
KG	143	139	159
1	161	154	154
2	184	170	163
3	178	192	173
4	235	189	196
5	220	241	194
6	208	228	244
7	215	210	236
8	239	220	214
Ungraded	30	27	19
Total	1839	1793	1779

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	47%
Male	50%	52%	53%
Economically Disadvantaged Students	1%	2%	1%
Students with Disabilities	16%	17%	16%
English Learners	1%	4%	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	63.9%
Asian	21.3%
Hispanic	8.2%
Black or African American	1.8%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	4.7%

### 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	28	23	27
PK - Full Day	0	0	0
KG - Half Day	1	0	0
KG - Full Day	140	139	159

### 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	84.8%
Chinese	4.4%
Spanish	2.5%
Portuguese	2.2%
Other	6.2%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the 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	1213	97.7	74.90	54.90	74.9	72.1	Met Target
White	787	97.0	72.30	63.90	72.3	68.6	Met Target
Hispanic	98	96.1	*	39.80	58.1	57.9	Met Target
Black or African American	*	*	*	35.20	50	N	N
Asian, Native Hawaiian, or Pacific Islander	258	100.0	90.30	80.70	90.3	80	Met Goal
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	49	100.0	81.60	54.90	81.6	79.7	Met Goal
Female	562	98.3	82.20	62.20	82.2		
Male	651	97.2	68.70	48.10	68.7		
Economically Disadvantaged Students	25	100.0	32.00	36.20	32	N	N
Non-Economically Disadvantaged Students	1188	97.7	75.90	65.80	75.9		
Students with Disabilities	209	94.7	33.00	20.50	32.9	33.4	Met Target†
Students without Disabilities	1004	98.4	83.70	61.90	83.7		
English Learners	95	98.0	63.20	25.20	63.2	49.6	Met Target
Non-English Learners	1118	97.7	76.00	57.40	76		
Homeless Students	N	N	N	26.40	N		
Students In Foster Care	N	N	N	24.80	N		
Military-Connected Students	*	*	*	53.50	*		
Migrant Students	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	167	776	749	*	*	13%	59%	18%	77%	50%
White	96	772	759	*	*	14%	60%	15%	75%	61%
Hispanic	17	757	734	*	*	*	*	*	53%	35%
Black or African American	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	*	775	0%	*	*	67%	26%	93%	76%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	82	784	754	*	*	13%	60%	23%	83%	55%
Male	85	768	745	*	*	13%	59%	13%	72%	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	26	746	720	*	*	*	50%	*	54%	24%
Students without Disabilities	141	782	755	*	*	*	61%	*	82%	55%
English Learners	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	750	*	*	*	*	*	*	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	187	770	753	*	*	16%	55%	25%	80%	56%
White	117	765	762	*	*	19%	54%	21%	74%	67%
Hispanic	22	764	740	0%	*	*	68%	*	77%	40%
Black or African American	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	36	791	777	0%	0%	0%	47%	53%	100%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	91	776	758	*	*	12%	57%	30%	87%	61%
Male	96	765	749	*	*	19%	52%	21%	73%	51%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	31	744	725	*	*	48%	32%	*	36%	25%
Students without Disabilities	156	776	759	*	*	9%	59%	*	89%	62%
English Learners	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	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	193	770	756	*	*	20%	53%	20%	73%	59%
White	125	767	763	*	*	23%	58%	14%	71%	69%
Hispanic	13	737	743	*	*	*	*	0%	39%	44%
Black or African American	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	41	*	779	0%	*	*	46%	44%	90%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	10	783	757	0%	0%	*	*	*	80%	60%
Female	87	776	761	*	*	13%	59%	23%	82%	66%
Male	106	765	750	*	*	26%	49%	17%	66%	53%
Economically Disadvantaged Students	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	193	770	765	*	*	20%	53%	20%	73%	71%
Students with Disabilities	33	741	725	*	*	39%	36%	0%	36%	22%
Students without Disabilities	160	776	762	*	*	16%	57%	24%	81%	66%
English Learners	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	193	770	757	*	*	20%	53%	20%	73%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	240	766	752	*	*	20%	54%	18%	73%	54%
White	156	763	758	*	*	21%	58%	12%	70%	63%
Hispanic	24	756	740	0%	*	*	54%	*	63%	38%
Black or African American	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	48	782	776	*	*	*	46%	42%	88%	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	10	*	753	0%	*	*	*	*	70%	56%
Female	112	773	758	*	*	13%	55%	27%	81%	61%
Male	128	761	746	*	*	25%	54%	11%	65%	46%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	41	735	722	*	*	34%	24%	*	27%	17%
Students without Disabilities	199	773	758	*	*	17%	60%	*	82%	61%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	240	766	753	*	*	20%	54%	18%	73%	*
Homeless Students	N	N	729	N	N	N	N	N	N	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	231	773	756	*	*	14%	41%	37%	78%	59%
White	149	768	764	*	*	15%	44%	31%	75%	69%
Hispanic	11	765	742	0%	*	*	*	*	64%	44%
Black or African American	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	58	790	784	*	*	*	29%	59%	88%	85%
American Indian or Alaska Native	N	N	755	N	N	N	N	N	N	59%
Two or More Races	10	*	757	0%	*	0%	*	*	80%	59%
Female	100	778	764	*	*	12%	39%	44%	83%	68%
Male	131	769	749	*	*	15%	42%	31%	73%	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	31	740	719	*	*	39%	*	*	29%	19%
Students without Disabilities	200	778	763	*	*	10%	*	*	85%	67%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	211	775	757	*	*	14%	39%	37%	75%	59%
White	146	769	764	*	*	17%	44%	29%	73%	68%
Hispanic	12	740	742	*	*	*	*	*	42%	44%
Black or African American	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	39	807	786	0%	*	0%	*	77%	95%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	105	780	766	*	*	12%	35%	44%	79%	68%
Male	106	770	749	*	*	15%	43%	29%	72%	50%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	33	727	718	*	*	*	*	*	27%	18%
Students without Disabilities	178	784	764	*	*	*	*	*	84%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	211	775	759	*	*	14%	39%	37%	75%	*
Homeless Students	N	N	727	N	N	N	N	N	N	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%

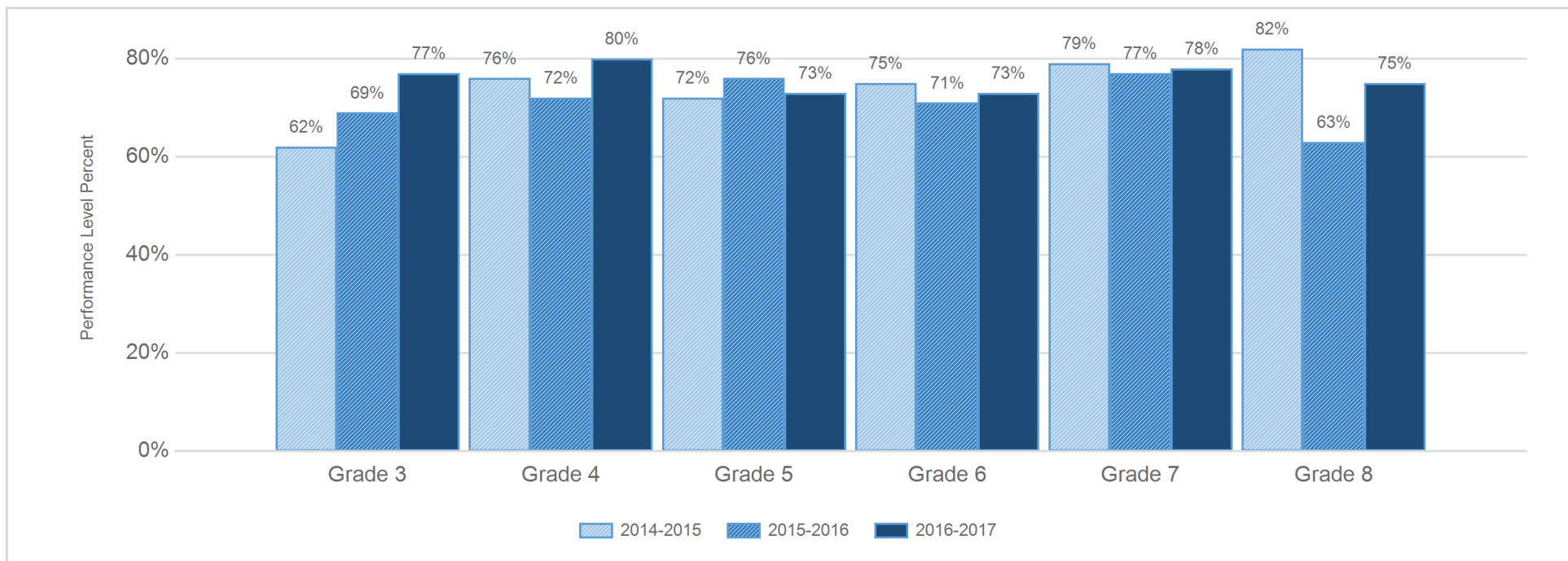


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**English Language Arts/Literacy Assessment - Performance Trends**

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	1215	98.0	71.80	43.50	71.8	72.5	Met Target†
White	788	97.1	67.80	52.40	67.8	68.9	Met Target†
Hispanic	99	99.0	51.50	27.60	51.5	52.5	Met Target†
Black or African American	*	*	*	21.70	55	N	N
Asian, Native Hawaiian, or Pacific Islander	258	100.0	91.10	75.60	91.1	80	Met Goal
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	49	100.0	83.60	44.90	83.6	80	Met Goal
Female	564	98.6	72.70	44.10	72.7		
Male	651	97.5	71.00	42.90	71		
Economically Disadvantaged Students	25	100.0	28.00	25.10	28	N	N
Non-Economically Disadvantaged Students	1190	98.0	72.70	54.30	72.7		
Students with Disabilities	209	94.7	34.40	16.50	34.3	39.5	Met Target†
Students without Disabilities	1006	98.8	79.60	48.80	79.6		
English Learners	95	100.0	63.10	23.30	63.1	57.2	Met Target
Non-English Learners	1120	97.9	72.50	45.20	72.5		
Homeless Students	N	N	N	16.40	N		
Students In Foster Care	N	N	N	15.10	N		
Military-Connected Students	*	*	*	39.90	*		
Migrant Students	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	169	775	751	*	*	18%	46%	32%	78%	53%
White	97	769	759	*	*	18%	55%	22%	76%	63%
Hispanic	17	764	738	0%	*	*	*	*	59%	37%
Black or African American	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	44	*	779	*	*	*	39%	55%	93%	82%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	751	*	*	*	*	*	*	53%
Female	83	775	751	*	*	13%	51%	31%	82%	52%
Male	86	775	751	*	*	22%	42%	33%	74%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	27	749	729	*	*	*	37%	*	48%	29%
Students without Disabilities	142	780	755	*	*	*	48%	*	84%	57%
English Learners	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	750	*	*	*	*	*	*	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	186	764	747	*	*	20%	60%	11%	71%	47%
White	116	759	755	*	9%	22%	60%	*	66%	59%
Hispanic	22	753	734	*	*	*	59%	*	64%	30%
Black or African American	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	36	787	774	*	*	*	64%	31%	94%	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	90	765	747	*	*	17%	62%	*	74%	47%
Male	96	763	747	*	*	23%	58%	*	68%	48%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	30	738	724	*	*	*	33%	*	37%	22%
Students without Disabilities	156	769	751	*	*	*	65%	*	78%	52%
English Learners	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	722	N	N	N	N	N	N	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	194	767	747	0%	9%	21%	49%	21%	70%	46%
White	125	763	754	0%	9%	26%	49%	16%	65%	57%
Hispanic	14	741	735	0%	*	*	*	0%	36%	30%
Black or African American	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	41	*	774	0%	*	*	54%	42%	95%	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	10	777	747	0%	*	0%	*	*	90%	47%
Female	88	765	747	*	*	26%	49%	17%	66%	47%
Male	106	769	746	*	*	16%	49%	25%	74%	46%
Economically Disadvantaged Students	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	194	767	756	0%	9%	21%	49%	21%	70%	59%
Students with Disabilities	33	745	725	*	*	30%	33%	*	39%	19%
Students without Disabilities	161	772	751	*	*	19%	52%	*	76%	52%
English Learners	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	194	767	748	0%	9%	21%	49%	21%	70%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	716	N	N	N	N	N	N	18%



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	240	765	743	*	*	18%	55%	17%	72%	44%
White	156	760	751	*	*	22%	57%	11%	68%	54%
Hispanic	24	750	731	*	*	*	50%	*	54%	27%
Black or African American	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	48	788	771	0%	*	*	46%	44%	90%	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	10	771	745	0%	0%	*	*	*	90%	46%
Female	112	764	745	*	*	16%	59%	16%	75%	45%
Male	128	765	742	*	*	20%	52%	17%	69%	43%
Economically Disadvantaged Students	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	41	736	717	*	*	*	27%	*	32%	13%
Students without Disabilities	199	771	748	*	*	*	61%	*	80%	50%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	240	765	745	*	*	18%	55%	17%	72%	*
Homeless Students	N	N	719	N	N	N	N	N	N	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	N	N	708	N	N	N	N	N	N	13%

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





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Mathematics Assessment - Performance by Grade: Grade 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	218	763	741	*	*	20%	51%	21%	72%	40%
White	147	762	748	*	*	20%	52%	18%	71%	49%
Hispanic	13	749	730	0%	*	*	*	*	46%	23%
Black or African American	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	45	774	764	0%	*	*	49%	36%	84%	72%
American Indian or Alaska Native	N	N	741	N	N	N	N	N	N	45%
Two or More Races	10	766	740	0%	*	*	*	*	70%	39%
Female	97	761	743	*	*	20%	56%	16%	71%	41%
Male	121	765	740	*	*	21%	47%	26%	73%	38%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	31	738	716	*	*	*	*	*	36%	11%
Students without Disabilities	187	768	746	*	*	*	*	*	78%	45%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	59	727	728	25%	19%	32%	24%	0%	24%	28%
White	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	715	*	*	*	*	*	*	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	N	N	726	N	N	N	N	N	N	28%
Female	34	728	730	*	*	*	*	0%	27%	30%
Male	25	725	725	*	*	*	*	0%	20%	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	25	705	705	*	*	*	*	*	*	*
Students without Disabilities	34	742	734	*	*	*	*	*	*	*
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	59	727	729	25%	19%	32%	24%	0%	24%	*
Homeless Students	N	N	710	N	N	N	N	N	N	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	143	779	743	*	*	11%	71%	16%	87%	42%
White	97	769	751	0%	*	16%	76%	*	83%	52%
Hispanic	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	33	808	774	0%	0%	0%	49%	52%	100%	76%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	65	774	744	0%	*	*	80%	*	88%	43%
Male	78	783	741	0%	*	*	64%	*	87%	40%
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	708	N	N	N	N	N	N	*
Non-English Learners	143	779	745	*	*	11%	71%	16%	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	25	794	734	*	*	*	*	84%	100%	30%
White	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	719	N	N	N	N	N	N	*
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	*	*	733	*	*	*	*	*	*	32%
Female	10	800	735	*	*	*	*	*	100%	31%
Male	15	791	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	25	794	740	*	*	*	*	84%	100%	39%
Students with Disabilities	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	25	794	738	*	*	*	*	84%	100%	*
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	25	794	735	*	*	*	*	84%	100%	*
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	*

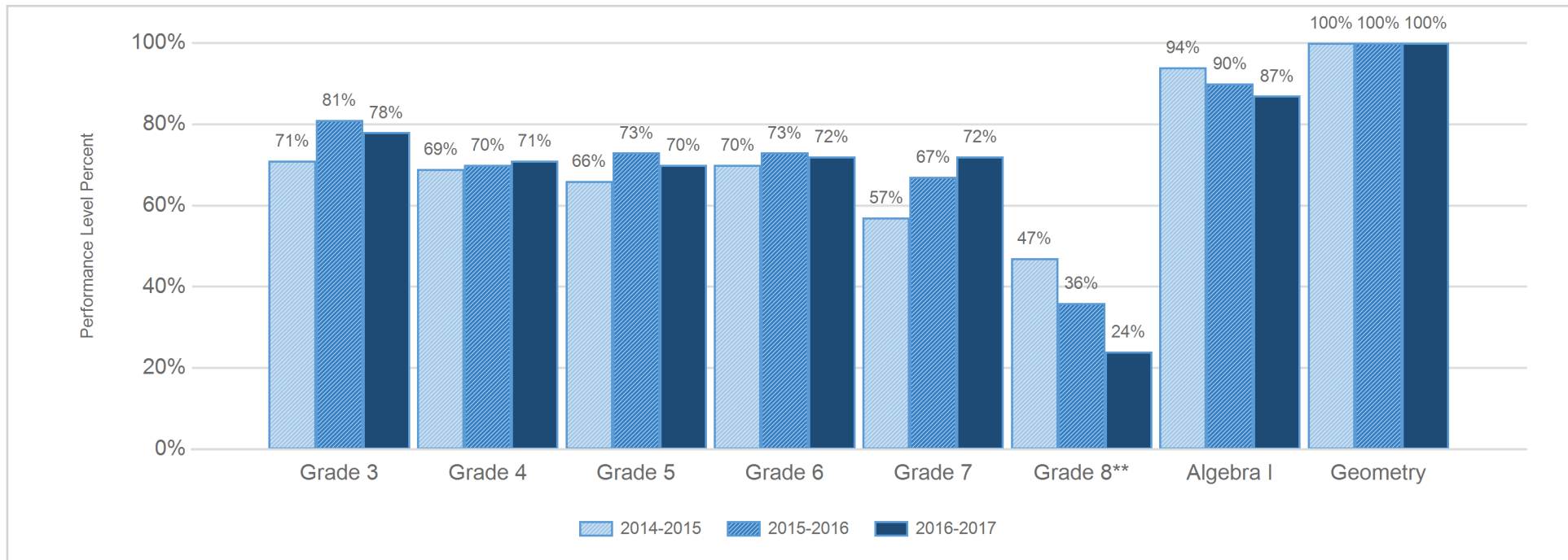


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**Mathematics Assessment – Performance Trends**

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	*	*
6	*	*
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	66.7%	33.3%
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.

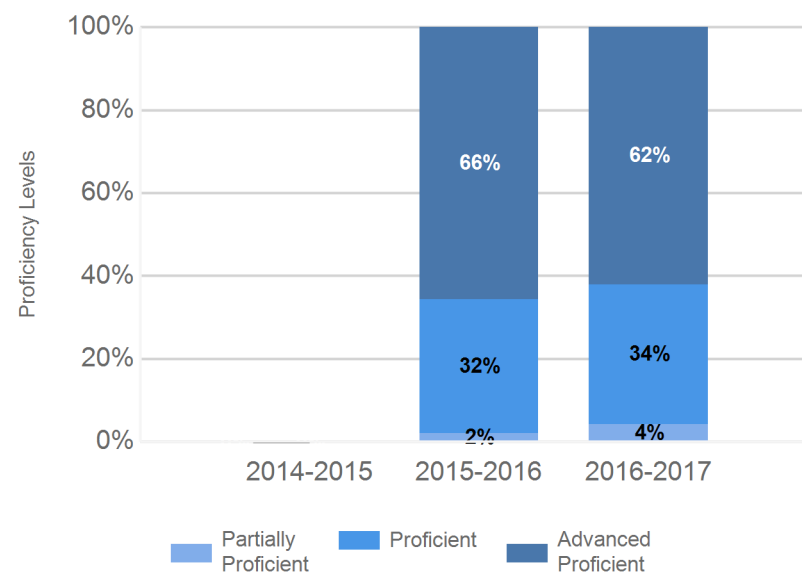
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the 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	62%	34%	4%
White	58%	38%	5%
Hispanic	46%	50%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86%	14%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	38%	45%	17%
English Learners	N	*	N

### NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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.

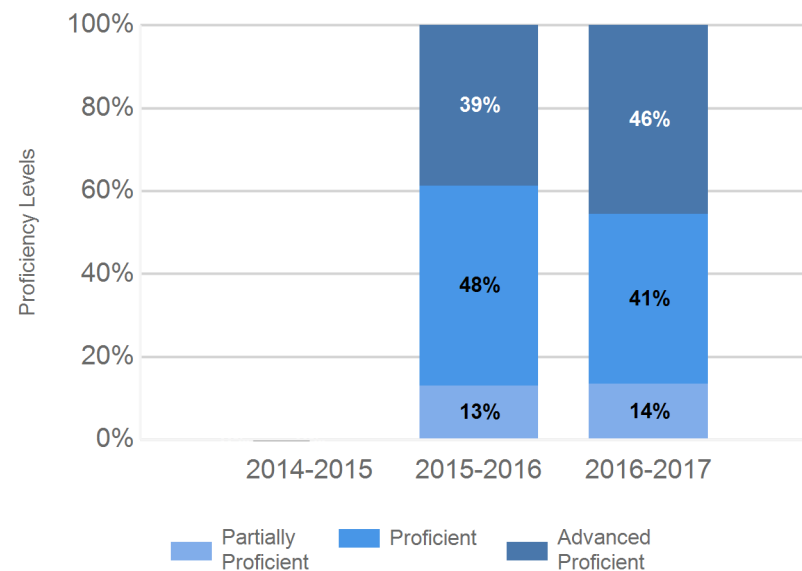
### NJASK Science Assessment Performance: Grade 8

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	46%	41%	14%
White	36%	49%	15%
Hispanic	25%	42%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82%	15%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	6%	42%	52%
English Learners	*	*	*

### 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	51	50	Met Target	55.5	50	Met Target
White	45	50	Met Target	55	52	Met Target
Hispanic	50	49	Met Target	45.5	47	Met Target
Black or African American	44	45	**	50	43	**
Asian, Native Hawaiian, or Pacific Islander	65	60	Exceeds Target	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N
Two or More Races	47.5	51	Met Target	61	52	Exceeds Target
Economically Disadvantaged	*	47	**	*	46	**
Students with Disabilities	47	41	Met Target	45	43	Met Target
English Learners	58.5	53	Met Target	59	51	Met 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:

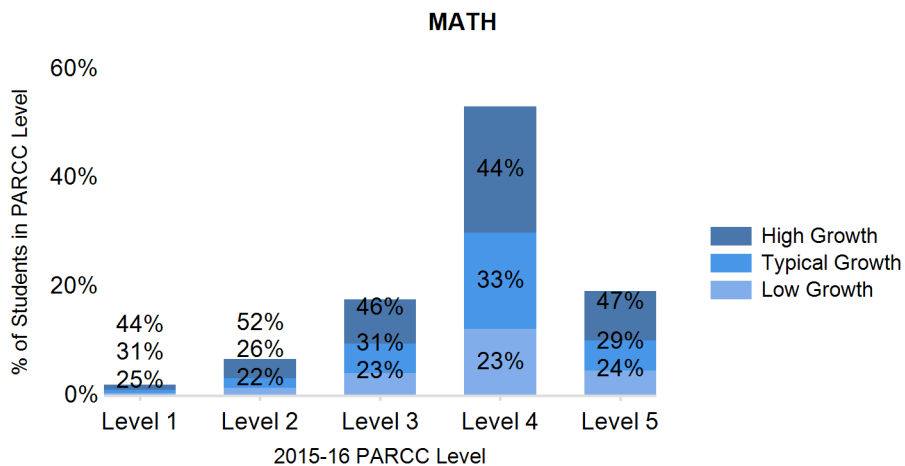
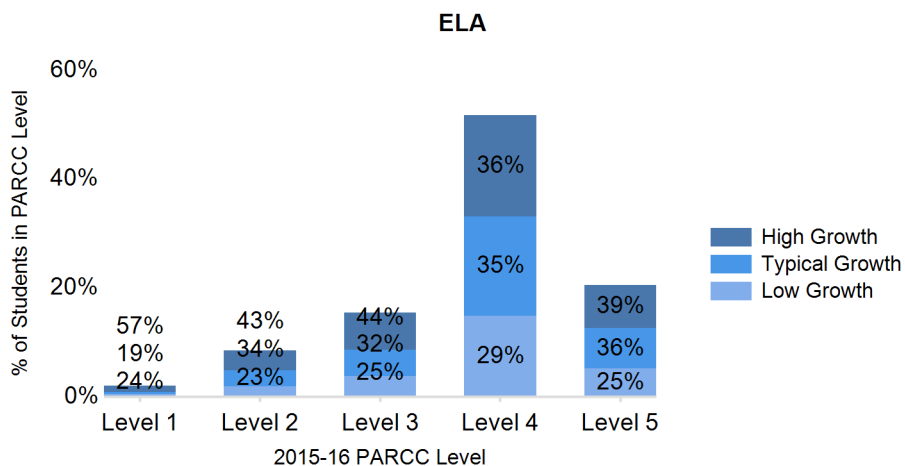
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

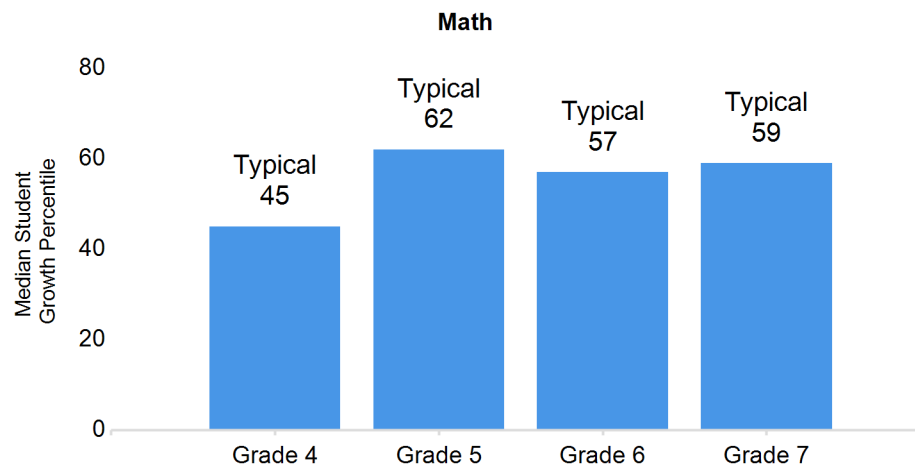
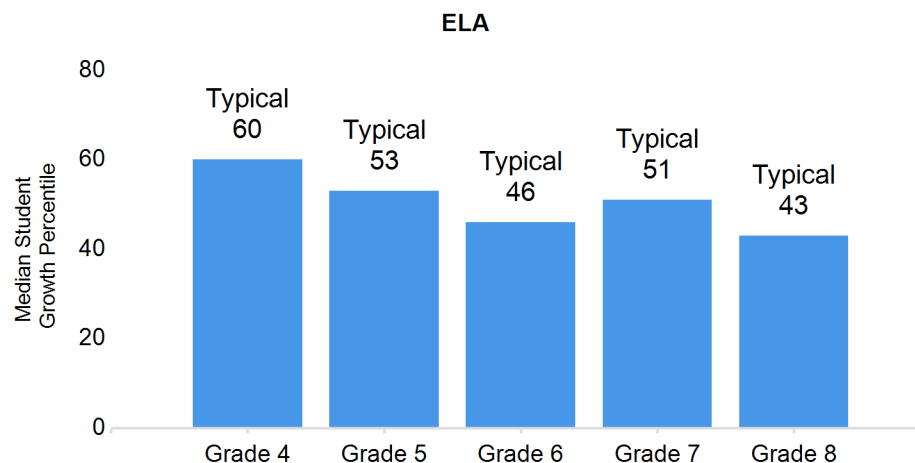
**Student Growth by Performance Level**

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 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	245
7	15	0	223
8	129	25	61
Districtwide	144	25	529

### 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	136	56	0	0	0	18	0
7	135	42	0	0	0	28	0
8	117	42	0	0	0	27	0
Districtwide	388	140	0	0	0	73	0
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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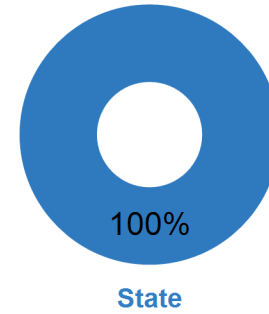
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Visual and Performing Arts – Course Participation

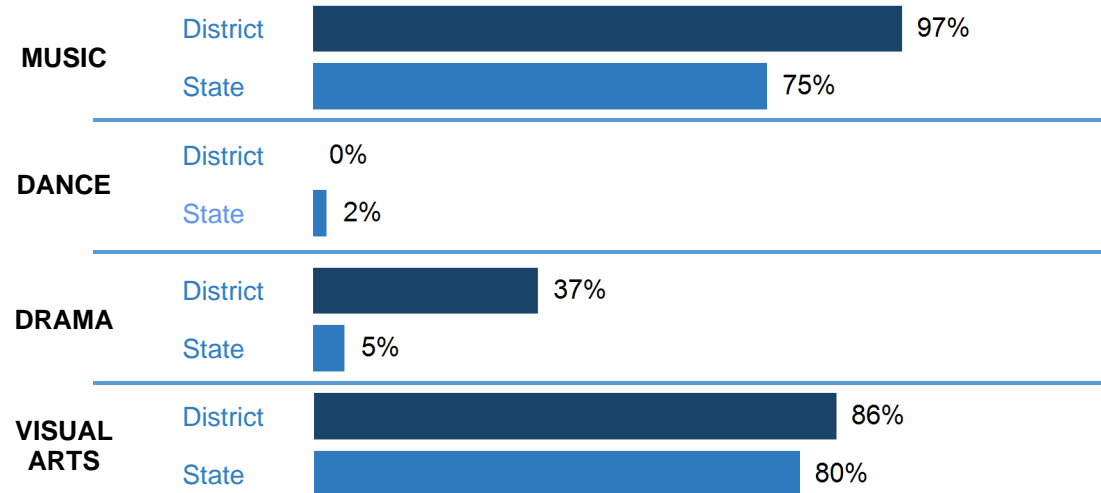
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

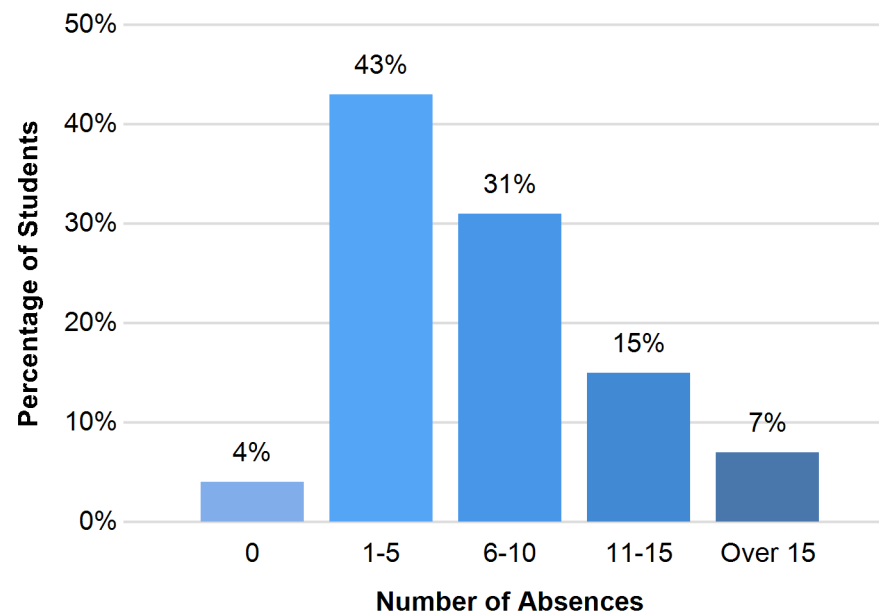
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	4.30	8.50	Met Target
White	4.20	8.50	Met Target
Hispanic	7.00	8.50	Met Target
Black or African American	0	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.50	8.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	8.50	Met Target
Economically Disadvantaged Students	16.70	**	**
Students with Disabilities	5.90	8.50	Met Target
English Learners	2.90	8.50	Met Target

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

### Days Absent

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



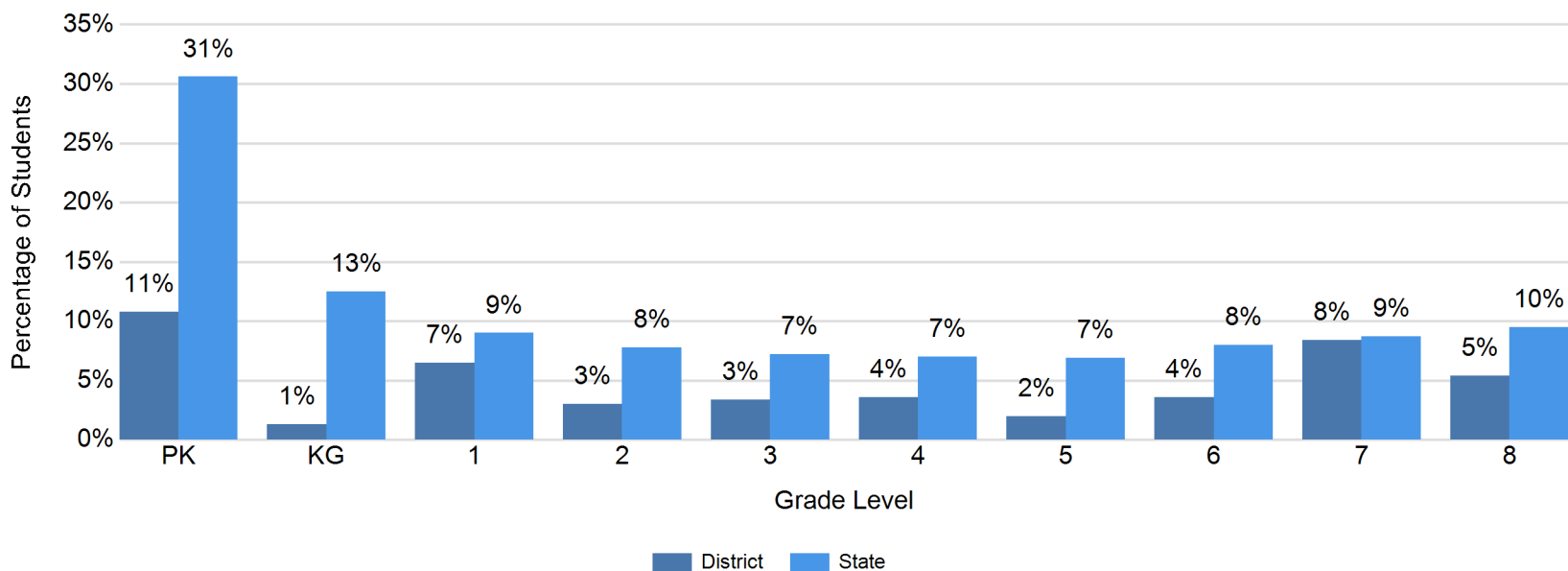


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**Chronic Absenteeism by Grade**

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





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### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	0.67

### 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	0.1%
Out-of-School Suspensions	0.1%
Any Suspension	0.1%

### 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	\$308	\$19,663	\$19,971





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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 and Certifications

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

Category	Teachers in District	Teachers in State
Total Number of teachers	222	121,048
Average years experience in public schools	13.9	11.8
Average years experience in district	12.4	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	13	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	7.3	11.6
Administrators in district for 4 or more years	54%	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	8:1
Administrators	137:1
Librarian/Media Specialists	445:1
Nurses	356:1
Counselors	222:1
Child Study Team	297:1



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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	94%	89%
2015-16 Administrators: Same district 2016-17	69%	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†	Met Target	Met Target	Met Target
White	0 out of 5 schools	Met Target	Met Target†	Met Target	Met Target	Met Target
Hispanic	0 out of 1 school	Met Target	Met Target†	Met Target	Met Target	Met Target
Black or African American	**	N	N	Met Target	**	**
Asian, Native Hawaiian, or Pacific Islander	0 out of 3 schools	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	**
Two or More Races	0 out of 1 school	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target
Economically Disadvantaged Students	**	N	N	**	**	**
Students with Disabilities	0 out of 1 school	Met Target†	Met Target†	Met Target	Met Target	Met Target
English Learners	0 out of 1 school	Met Target	Met Target	Met Target	Met Target	Met Target

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

† Target was met within a confidence interval.



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### District General Info

<b>Superintendent:</b>	Dr. Mingle	<b>Email Address:</b>	<a href="mailto:mmingle@warrentboe.org">mmingle@warrentboe.org</a>
<b>Address:</b>	213 MT. HOREB ROAD WARREN, NJ 07059-5628	<b>Website:</b>	<a href="http://www.warrentboe.org">www.warrentboe.org</a>
<b>Phone:</b>	(908)753-5300	<b>Facebook:</b>	<a href="https://www.facebook.com/warrentboe">https://www.facebook.com/warrentboe</a>
		<b>Twitter:</b>	<a href="https://twitter.com/warrenschoolsnj">https://twitter.com/warrenschoolsnj</a>

### 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><b>Mission, Vision, Theme:</b></p>	<p>The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Woodland School is a 2017 National Blue Ribbon Award recipient. All district schools participate in the Sustainable Jersey for Schools program. Students and staff members are regularly recognized at the local, regional, state, and national levels for accomplishments in a variety of areas. Ultimately, the district is most proud of its ability to utilize a whole child approach to education in which each child, in each school deserves to be healthy, safe, engaged, supported, and challenged.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Warren Township School District's five schools share a standards based curriculum that is supported with common resources and scheduling strategies. Curricula is aligned to the New Jersey State Learning Standards and is developed by teachers and supported through extensive professional development. Administrators ensure that schedules support the consistent delivery of curriculum K-8 programs so all students are provided similar opportunities to be supported, challenged and enriched.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls)</p> <p>The district continues to fund an interscholastic athletics program that provides opportunities for students to learn the knowledge and skills pertinent to a chosen sport and larger lessons about teamwork, perseverance, and determination. All students interested in participating in an athletic endeavor are afforded the opportunity to do so.</p>
 <p><b>Clubs and Activities:</b></p>	<p>The Warren Township Board of Education supports a series of Board approved clubs at each school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities and offerings. Clubs in each building are intended to provide enriching experiences for varied grade levels and interests. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The Warren Township School District values professional development of all staff. A comprehensive program is developed and implemented annually. The program provides experiences to ensure a deep understanding of standards and instructional strategies. Staff reflect on and hone skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Each Warren Township School District school provides a comprehensive system of academic support services designed to address the needs of a broad spectrum of learners. Supports are determined through a district identification process that uses multiple indicators including local benchmark assessments. Supports include programs that address: math &amp; ELA skills support, ELL, and G&amp;T. The building I&amp;RS Committees also convenes regularly to identify and address student needs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The Warren Township School District believes the physical &amp; social emotional well being of each student is paramount. Each school employs a full time nurse. A comprehensive physical education program is provided at all levels. Daily recess occurs for K-5 students. The district maintains a full time guidance counselor at each elementary school and at each middle school grade. Counselors provide individual and small group support and promote mindfulness and character education programs.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents in Warren Township are integral to the success of the district. Each school has a PTO that provides a wide range of programs to students and staff. Parent volunteers are responsible for managing and implementing the district's lunch program. A Special Education Parent Advisory Group (SEPAG) is active and involved in bridging gaps between special education parents and the district and other volunteer organizations.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>As a district the ASCD School Improvement Tool was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the whole child approach to education. Data regarding each tenet is used to develop district and school goals for continued success in the area of school climate as we consistently strive to work together to serve our students</p>
 <p>Facilities:</p>	<p>The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Each school has dedicated spaces for PE, library, technology, music and art instruction as well as a modern collaborative classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.</p>



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**Other Information:**

The Warren Township School District programs are supported by a comprehensive and ubiquitous technology infrastructure. All schools have full wifi coverage in all locations. Each classroom includes a wifi hotspot that can support up to 25 wireless devices. Almost all classrooms are outfitted with a digital interactive white board display, a document camera and a universal docking station. All staff are issued a district laptop computer to use as a resource to address all professional responsibilities. In addition to the password protected staff and student network, the technology infrastructure provides a guest network that can be accessed by visitors to the district. In grades 3-8, students learn in a 1:1 Chromebook environment. In grades 5-8, students bring their Chromebook between school and home. The devices are used to support student learning and work. In grades 3 and 4, the Chromebook devices are classroom based. Students in grades K-2 learn in a 2:1 iPad to student environment. In all settings, students and staff have access to digital resources like BrainPop, Reading A to Z, Think Central, Spelling City and Discovery Education. In addition, the district uses the Google Suite for Education. This includes use of tools like Google Classroom and free apps that are accessed through the Google App Store. Digital tools are intended to support the standards based curriculum and provide staff and students opportunities to seamlessly integrate technology within the planning and learning process. Technology is also a constant presence in the school's approach to overall safety and security. The district has installed a first of its kind license scanner that is located outside the school doors. Any visitor to the district must scan their license and be logged into the visitor information system before being permitted access the building. The system maintains visitor logs and produces visitor passes that indicate the purpose for the visit.