




Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
PK	26	23	27
KG	23	38	27
1	38	22	34
2	41	35	23
3	41	41	32
4	47	43	41
5	42	49	41
Ungraded	11	15	15
Total	269	266	240

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	48%
Male	54%	54%	52%
Economically Disadvantaged Students	1%	0%	0%
Students with Disabilities	26%	22%	25%
English Learners	7%	6%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	61.7%
Asian	21.7%
Hispanic	9.6%
Black or African American	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	4.2%

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.

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.

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	22	38	27

Home Language	% of Students
English	85.4%
Chinese	2.9%
Spanish	2.5%
Russian	2.1%
Portuguese	1.3%
<i>Other</i>	5.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	106	95.6	66.00	74.90	54.90	66	58.4	Met Target
White	67	94.5	65.60	72.30	63.90	65.2	53.8	Met Target
Hispanic	13	92.9	30.80	*	39.80	30.1	**	**
Black or African American	*	*	*	50.00	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.00	90.30	80.70	95	75.2	Met Goal
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	81.60	54.90	*	**	**
Female	52	98.1	82.70	82.20	62.20	82.7		
Male	54	93.2	50.00	68.70	48.10	49		
Economically Disadvantaged Students	*	*	*	32.00	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	75.90	65.80	*		
Students with Disabilities	24	89.3	25.00	33.00	20.50	23.3	32	Met Target†
Students without Disabilities	82	97.6	78.10	83.70	61.90	78.1		
English Learners	12	100.0	58.30	63.20	25.20	58.3	**	**
Non-English Learners	94	95.0	67.00	76.00	57.40	67		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	774	776	749	0%	*	*	54%	*	75%	50%
White	19	772	771	759	0%	*	*	58%	*	74%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	750	N	N	N	N	N	N	52%
Female	14	798	784	753	0%	*	*	*	*	93%	55%
Male	14	750	768	744	0%	*	*	*	*	57%	46%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	28	774	*	761	0%	*	*	54%	*	75%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	28	774	776	752	0%	*	*	54%	*	75%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	760	770	753	0%	*	29%	45%	*	63%	56%
White	26	757	765	762	0%	*	*	42%	*	62%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	19	769	775	758	0%	*	*	*	*	79%	61%
Male	19	752	765	748	0%	*	*	*	*	47%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	38	760	*	764	0%	*	29%	45%	*	63%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	38	760	770	755	0%	*	29%	45%	*	63%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	761	769	755	*	*	*	46%	*	63%	59%
White	23	757	767	763	0%	*	*	65%	0%	65%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	787	*	778	0%	0%	*	*	*	90%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	20	770	775	761	*	*	*	*	*	80%	66%
Male	21	752	764	749	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	41	761	769	765	*	*	*	46%	*	63%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	41	761	769	756	*	*	*	46%	*	63%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

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

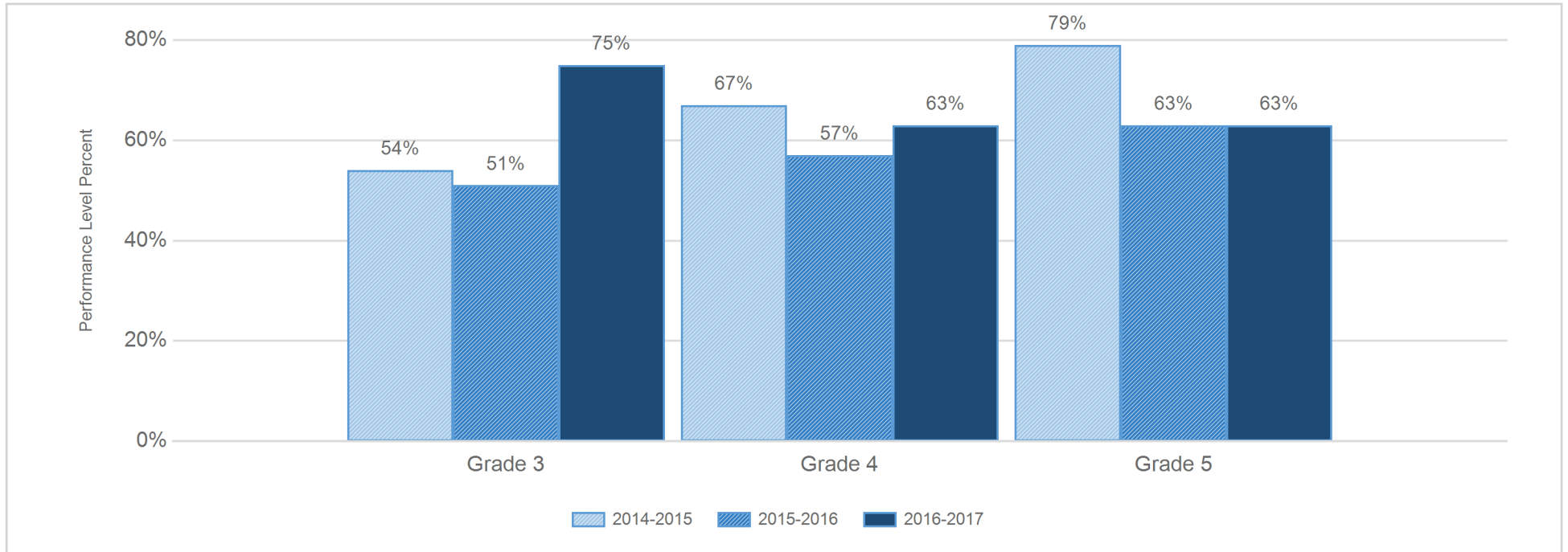


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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

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Schoolwide	106	95.6	73.60	71.80	43.50	73.6	59.1	Met Target
White	67	94.5	68.60	67.80	52.40	68.2	53.8	Met Target
Hispanic	13	92.9	61.50	*	27.60	60.1	**	**
Black or African American	*	*	*	55.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	100.00	91.10	75.60	100	80	Met Goal
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	83.60	44.90	*	**	**
Female	52	98.1	76.90	72.70	44.10	76.9		
Male	54	93.3	70.40	71.00	42.90	69		
Economically Disadvantaged Students	*	*	*	28.00	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	72.70	54.30	*		
Students with Disabilities	24	89.3	37.50	34.40	16.50	35	32	Met Target
Students without Disabilities	82	97.7	84.20	79.60	48.80	84.2		
English Learners	12	100.0	75.00	63.10	23.30	75	**	**
Non-English Learners	94	95.0	73.40	72.50	45.20	73.4		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

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Schoolwide	29	772	775	750	0%	*	*	45%	*	76%	53%
White	19	763	769	758	0%	*	*	58%	*	74%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	750	N	N	N	N	N	N	53%
Female	14	782	775	751	0%	*	*	*	*	93%	52%
Male	15	762	775	750	0%	*	*	*	*	60%	53%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	29	772	*	761	0%	*	*	45%	*	76%	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	759	764	746	*	*	*	66%	*	74%	47%
White	26	753	759	754	*	*	*	69%	0%	69%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	19	762	765	746	*	*	*	58%	*	74%	47%
Male	19	756	763	746	*	*	*	74%	*	74%	48%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	38	759	*	756	*	*	*	66%	*	74%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	38	759	764	748	*	*	*	66%	*	74%	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	766	767	746	0%	*	*	49%	*	71%	46%
White	23	762	762	754	0%	*	*	48%	*	65%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	10	791	*	774	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	20	768	764	747	0%	*	*	*	*	70%	47%
Male	21	764	768	746	0%	*	*	*	*	71%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	41	766	767	756	0%	*	*	49%	*	71%	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	41	766	767	748	0%	*	*	49%	*	71%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



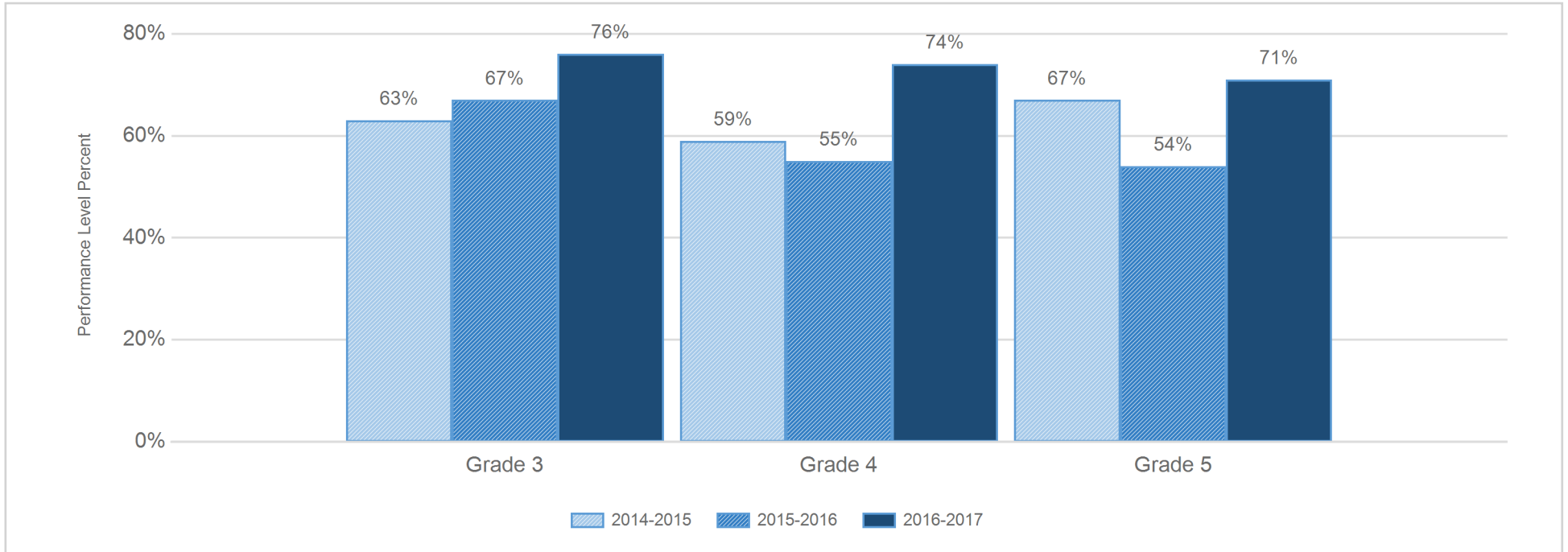
**Mt. Horeb School
2016-2017**

Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





**Mt. Horeb School
2016-2017**

Grade Span 3H-05

**35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531**

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



**Mt. Horeb School
2016-2017
Grade Span 3H-05**

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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

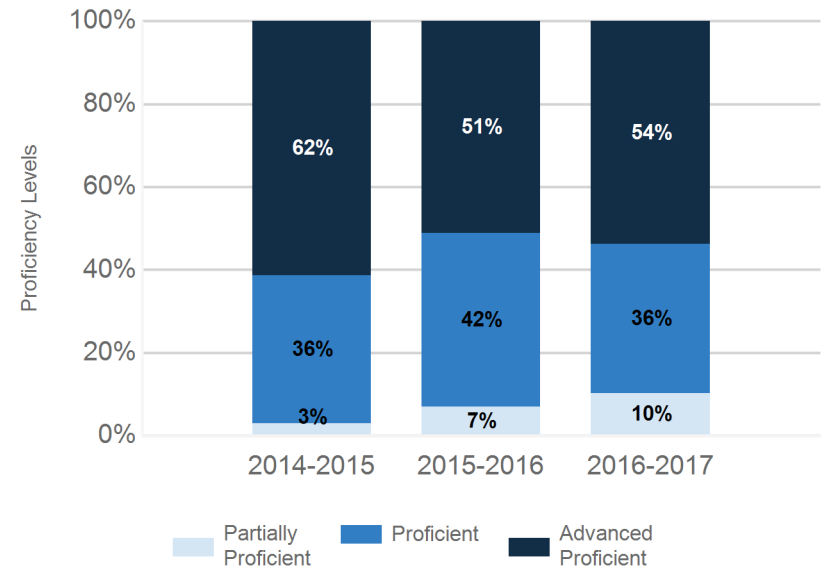
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	36%	10%
White	48%	37%	15%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	*
English Learners	N	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.





**Mt. Horeb School
2016-2017**

Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	51	50	Exceeds Target	73	55.5	50	Exceeds Target
White	56.5	45	50	Met Target	71.5	55	52	Exceeds Target
Hispanic	*	50	49	**	*	45.5	47	**
Black or African American	*	44	45	**	*	50	43	**
Asian, Native Hawaiian, or Pacific Islander	73	65	60	**	88	62	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	47.5	51	**	*	61	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	54	47	41	**	71	45	43	**
English Learners	66	58.5	53	**	75	59	51	**

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



**Mt. Horeb School
2016-2017**

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

Grade Span 3H-05

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

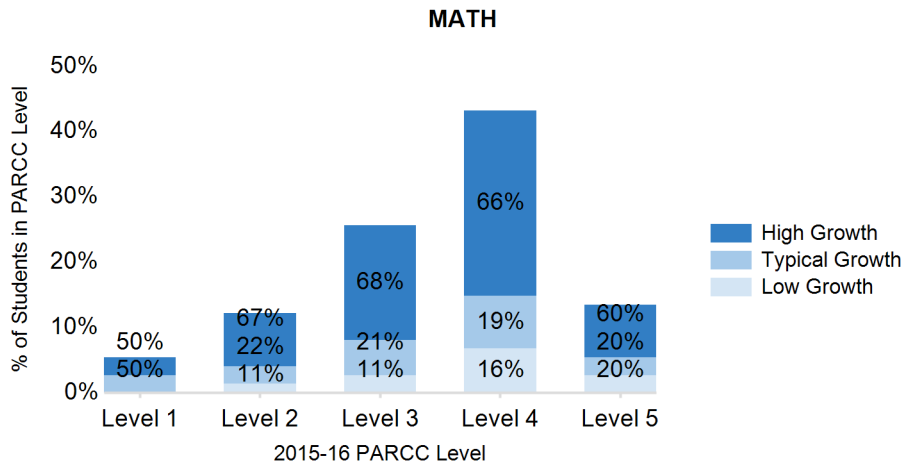
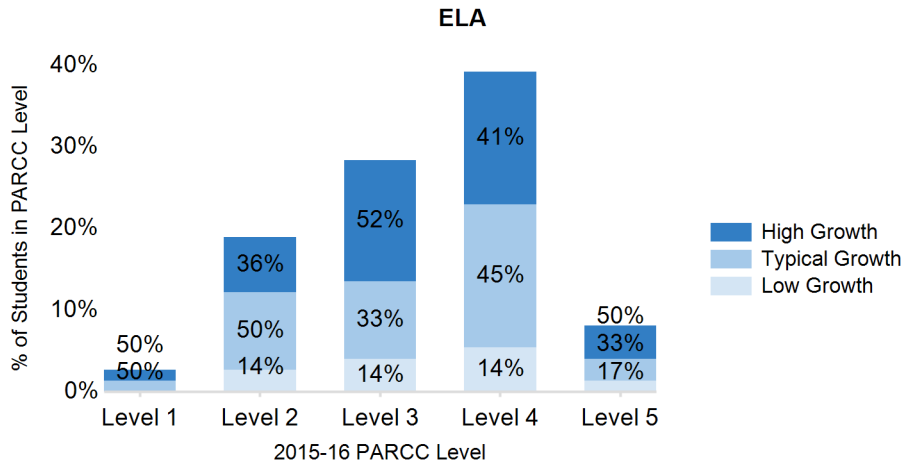
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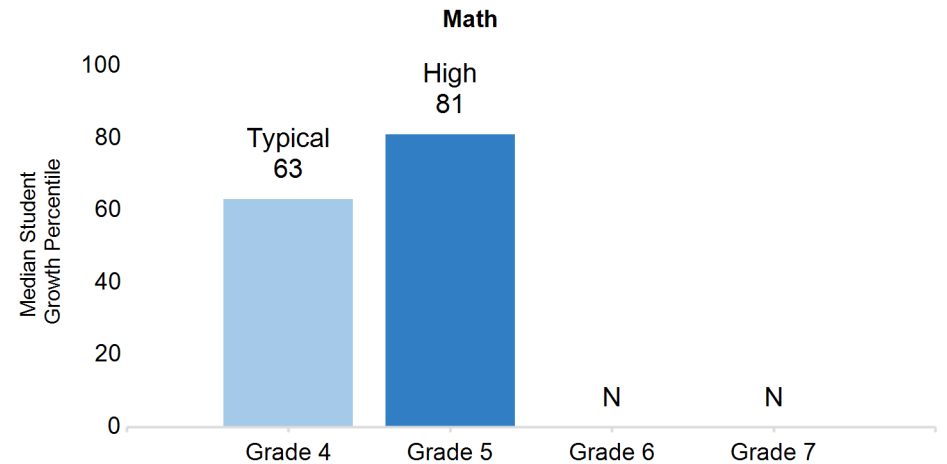
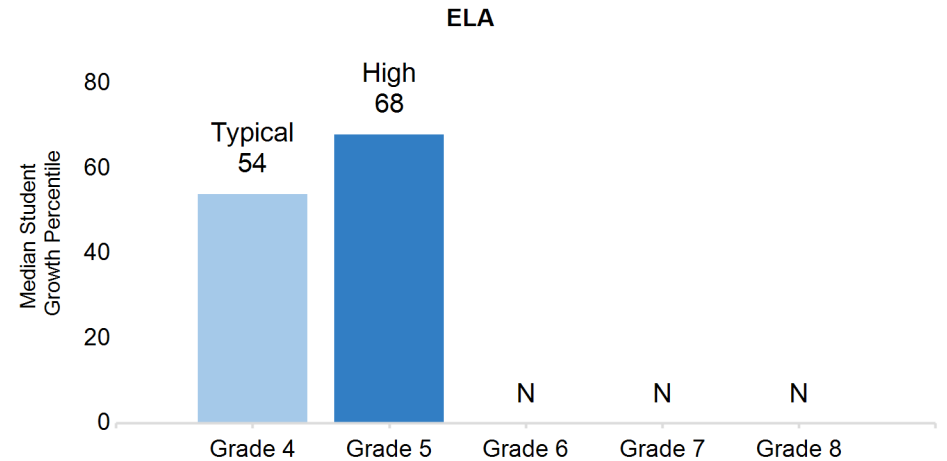
Student Growth by Performance Level

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.





**Mt. Horeb School
2016-2017**

Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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

Chronic Absenteeism

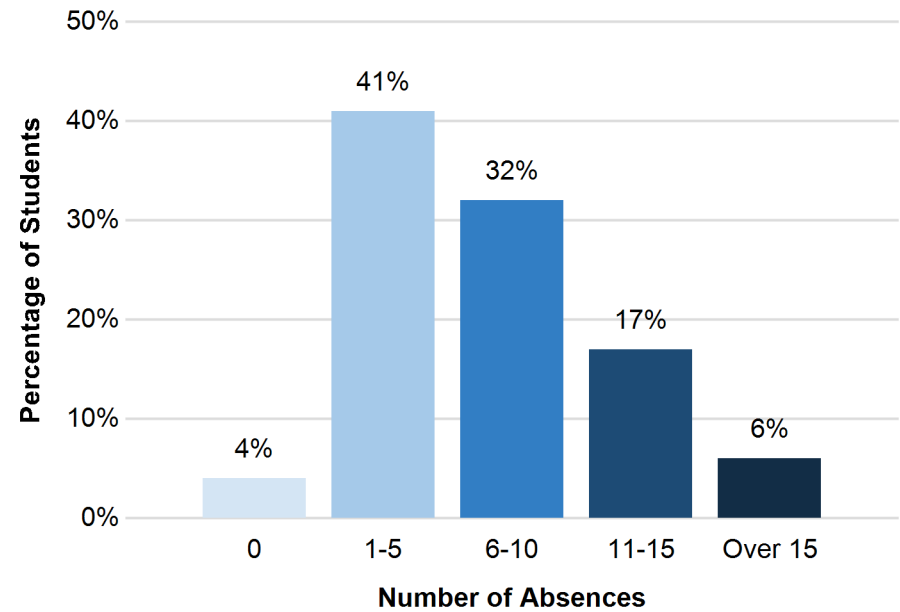
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.90	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	15.00	8.40	Not Met
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	2.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	11.90	8.40	Not Met
English Learners	0	**	**

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

Days Absent

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



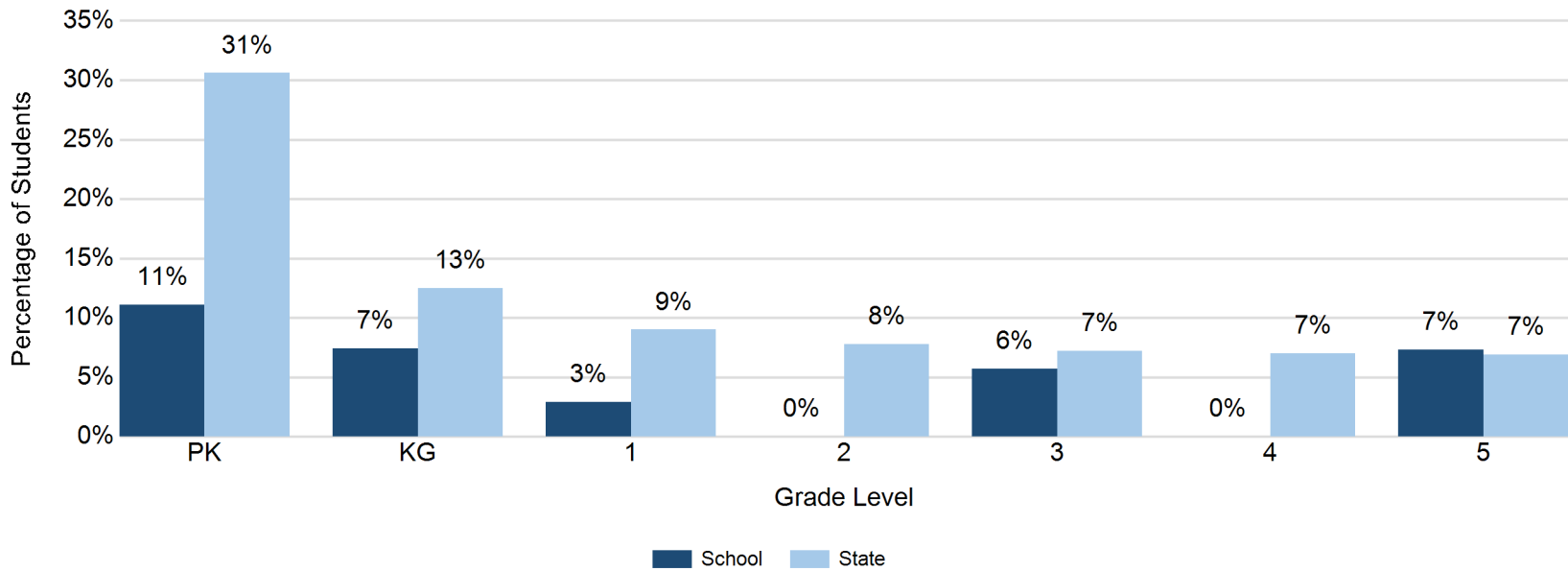


Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

Chronic Absenteeism by Grade

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





**Mt. Horeb School
2016-2017**

Grade Span 3H-05

**35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531**

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.25

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.5	562.1 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$308	\$19,663	\$19,971



**Mt. Horeb School
2016-2017**

Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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 school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	33	115,100
Average years experience in public schools	13.4	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,476
Average years experience in public schools	12.7	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	64%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	7:1	12:1
Administrators	240:1	162:1
Librarian/Media Specialists		890:1
Nurses		593:1
Counselors		356:1
Child Study Team		356:1



Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	66%	77%
2015-16 Administrators: Same district 2016-17	61%	85%

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%



Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	65	17.5%
Mathematics Proficiency	90	17.5%
English Language Arts Growth	80	25%
Mathematics Growth	97	25%
Chronic Absenteeism	63	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		80.7
Summative Rating: Percentile rank of Summative Score		91 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



**Mt. Horeb School
2016-2017**

Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	81	12	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	76	12	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Mt. Horeb School
2016-2017**

Grade Span 3H-05



35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

School General Info

Principal:	Mr. Cook	Email Address:	scook@warrentboe.org
Address:	80 MT HOREB RD WARREN, NJ 07059-5531	Website:	www.warrentboe.org
Phone:	(908)753-5300	Facebook:	https://www.facebook.com/warrentboe
		Twitter:	https://twitter.com/warrenschoolsnj

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • Our new school garden allows for lessons on the environment, science, and responsibility. • Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio). • Commitment to character education in every classroom has been the foundation for academic excellence.
	<p>Mission, Vision, Theme:</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>





Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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 <p>Courses, Curriculum, Instruction:</p>	<p>All four elementary schools within the Warren Township School District that share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.</p>
 <p>Clubs and Activities:</p>	<p>The Warren Township Board of Education supports a series of Board approved clubs at each elementary school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities for students within their building to provide enriching experiences for varied grade levels. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.</p>







Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.</p>
 <p>Student Supports and Services:</p>	<p>K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that use multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&RS Committee also convenes regularly to identify and address student needs.</p>
 <p>Student Health and Wellness:</p>	<p>The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.</p>
 <p>Parent and Community Involvement:</p>	<p>A supportive PTO sponsors school wide events such as Author's Day, International Day, cultural arts assemblies, and a Halloween Trunk or Treat. The PTO's mini-grant program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional and academic well-being. The PTO and SEPAG work hand-in-hand to support our special education population.</p>





Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
SOMERSET
WARREN TWP
80 MT HOREB RD
WARREN, NJ 07059-5531

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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 Whole Child Climate survey was administered twice during the school year to students, staff and parents in an effort to gather feedback regarding the following tenets: Supported, Challenged, Engaged, Healthy, Safe. 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. Mt. Horeb has dedicated spaces for PE, library, technology, music and art instruction as well as an Active Learning classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.</p>



Mt. Horeb School
2016-2017
Grade Span 3H-05

35-5470-035
 SOMERSET
 WARREN TWP
 80 MT HOREB RD
 WARREN, NJ 07059-5531

School Narrative

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



Other Information:

Between the hours of 8:40 and 3:40, all students at Mt. Horeb experience all academic subjects and an array of specials that include P.E., art, music, Spanish, library, computers, an enrichment program titled REACH, and a S.T.E.M. course titled Innovation and Design. In addition to support classes in language arts and math, our special education program ensures that all student with special needs receive the program that helps them find the most success. Our building is secured with an up-to-date visitor management system that scans every visitor's I.D. and a host of cameras leaving nearly every corner of the building under surveillance 24 hours per day. Warren Township School District offers an integrated preschool program at Mt. Horeb that serves students three and four years of age. The program follows the Creative Curriculum for Preschool, 6th edition, which is aligned with the New Jersey Preschool Teaching and Learning Standards and helps to prepare students for kindergarten through exploration and hands on, project-based, creative investigations. Our program serves children who are typically developing and those with special needs. The curriculum addresses skills and concepts in the following content areas: social-emotional, language, cognitive, physical, literacy, math, science and technology, social studies, and the arts. Every day the Mt. Horeb staff welcomes all 236 students from preschool to 5th grade through our doors. From the moment the day begins, all members of the Mt. Horeb "Family" work tirelessly to ensure that our students' experience is supportive, caring, rigorous, and engaging. We pride ourselves on being a small school in a small community. With a strong connection with the surrounding parent community, shared values in what makes for a great education, students who arrive prepared and eager to learn, and a staff willing and able to create the perfect setting for learning, Mt. Horeb is an excellent place to learn and grow.