



ATLANTIC CITY 2016-2017


Grade Span PK-12

01-0110
ATLANTIC
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1300 ATLANTIC AVENUE
CITI CENTER 5TH FLOOR
ATLANTIC CITY, NJ 08401

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



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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
Atlantic City High School	09-12
Brighton Avenue School	4F-05
Chelsea Heights School	3F-08
Dr Martin Luther King Jr School Complex	3F-08
New York Avenue School	3F-08
PENNSYLVANIA AVE SCHOOL	3F-08
Richmond Avenue School	3F-08
Sovereign Avenue School	3F-08
Texas Avenue School	KF-08
Uptown School Complex	3F-08
Venice Park School	



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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	341	500	473
KG	570	546	528
1	634	542	508
2	597	577	501
3	561	544	522
4	491	537	495
5	483	482	498
6	477	497	460
7	456	475	453
8	433	455	453
9	644	600	565
10	521	498	456
11	452	409	391
12	384	403	411
Ungraded	216	36	286
Total	7260	7101	7000

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	49%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	82%	82%	92%
Students with Disabilities	14%	13%	14%
English Learners	0%	14%	15%
Homeless Students			1%
Students in Foster Care			1%
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
Hispanic	42.5%
Black or African American	34.5%
Asian	16.1%
White	5.0%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.2%
Two or More Races	1.0%

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	0	0	0
PK - Full Day	347	500	473
KG - Half Day	0	0	0
KG - Full Day	562	546	528

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	N	7101	7000
Shared Time Students	N	0	0
Full Time Equivalent	N	7101	7000

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	54.8%
Spanish	30.2%
Bengali	7.3%
Vietnamese	2.0%
Urdu	1.7%
Other	3.4%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the 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	3728	97.6	28.70	54.90	28.7	34.1	Not Met
White	152	94.9	42.10	63.90	42.1	51.9	Not Met
Hispanic	1565	98.1	*	39.80	24.1	29	Not Met
Black or African American	1344	97.0	16.10	35.20	16.1	22.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	646	98.3	62.30	80.70	62.3	65.6	Not Met
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	54.90	50	**	**
Female	1831	97.8	*	62.20	32.5		
Male	1897	97.4	*	48.10	25.1		
Economically Disadvantaged Students	3322	97.7	28.00	36.20	28	33.1	Not Met
Non-Economically Disadvantaged Students	406	96.6	35.00	65.80	35		
Students with Disabilities	621	96.7	*	20.50	*	10.5	Not Met
Students without Disabilities	3107	97.8	*	61.90	*		
English Learners	1092	98.8	24.00	25.20	24	21.6	Met Target
Non-English Learners	2636	97.1	30.70	57.40	30.7		
Homeless Students	62	92.1	16.10	26.40	16.1		
Students In Foster Care	26	100.0	*	24.80	*		
Military-Connected Students	N	N	N	53.50	N		
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	540	717	749	34%	24%	23%	*	*	19%	50%
White	12	747	759	*	*	*	*	0%	50%	61%
Hispanic	256	716	734	31%	31%	25%	*	*	14%	35%
Black or African American	206	707	731	47%	20%	19%	14%	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	63	748	775	*	16%	32%	38%	*	46%	76%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	274	720	754	30%	27%	22%	*	*	20%	55%
Male	266	715	745	37%	21%	24%	*	*	17%	46%
Economically Disadvantaged Students	501	717	731	34%	*	*	*	*	18%	31%
Non-Economically Disadvantaged Students	39	723	762	36%	*	*	*	*	31%	63%
Students with Disabilities	74	691	720	*	*	*	*	*	*	24%
Students without Disabilities	466	721	755	*	*	*	*	*	*	55%
English Learners	116	704	709	*	*	*	*	*	*	11%
Non-English Learners	424	721	752	*	*	*	*	*	*	53%
Homeless Students	12	687	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	511	727	753	22%	26%	25%	23%	4%	27%	56%
White	14	725	762	*	*	*	*	0%	21%	67%
Hispanic	219	*	740	22%	29%	29%	*	*	20%	40%
Black or African American	184	717	737	31%	29%	25%	*	*	15%	36%
Asian, Native Hawaiian, or Pacific Islander	92	758	777	*	*	19%	49%	16%	65%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	265	731	758	17%	25%	28%	*	*	29%	61%
Male	246	723	749	27%	27%	22%	*	*	24%	51%
Economically Disadvantaged Students	466	728	737	22%	25%	*	*	*	27%	36%
Non-Economically Disadvantaged Students	45	721	764	24%	36%	*	*	*	20%	69%
Students with Disabilities	80	698	725	*	*	*	*	*	*	25%
Students without Disabilities	431	733	759	*	*	*	*	*	*	62%
English Learners	37	701	711	*	*	*	*	*	*	10%
Non-English Learners	474	730	755	*	*	*	*	*	*	58%
Homeless Students	10	712	729	*	*	0%	*	0%	20%	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%

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 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	518	733	756	20%	21%	26%	30%	3%	32%	59%
White	*	*	763	*	*	*	*	*	*	69%
Hispanic	230	*	743	*	24%	28%	28%	*	30%	44%
Black or African American	186	721	740	30%	26%	27%	*	*	17%	39%
Asian, Native Hawaiian, or Pacific Islander	94	758	779	*	*	19%	61%	*	67%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	265	737	761	*	*	23%	36%	*	39%	66%
Male	253	728	750	*	*	29%	24%	*	26%	53%
Economically Disadvantaged Students	486	733	740	*	*	26%	*	*	33%	40%
Non-Economically Disadvantaged Students	32	727	765	*	*	34%	*	*	22%	71%
Students with Disabilities	89	703	725	*	*	*	*	*	*	22%
Students without Disabilities	429	739	762	*	*	*	*	*	*	66%
English Learners	16	708	710	*	*	*	*	*	*	12%
Non-English Learners	502	733	757	*	*	*	*	*	*	60%
Homeless Students	15	728	733	*	*	*	*	0%	13%	30%
Students in Foster Care	*	*	727	*	*	*	*	*	*	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	472	729	752	18%	27%	31%	23%	2%	25%	54%
White	*	*	758	*	*	*	*	*	*	63%
Hispanic	202	729	740	*	28%	34%	22%	*	23%	38%
Black or African American	190	721	736	24%	31%	32%	*	*	14%	32%
Asian, Native Hawaiian, or Pacific Islander	72	757	776	*	*	25%	50%	*	61%	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	753	*	*	*	*	*	*	56%
Female	230	732	758	*	25%	34%	*	*	27%	61%
Male	242	727	746	*	28%	29%	*	*	23%	46%
Economically Disadvantaged Students	429	729	737	*	26%	31%	22%	*	25%	34%
Non-Economically Disadvantaged Students	43	731	761	*	28%	37%	23%	*	23%	65%
Students with Disabilities	70	705	722	*	*	*	*	*	*	17%
Students without Disabilities	402	734	758	*	*	*	*	*	*	61%
English Learners	24	701	710	*	*	*	*	*	*	*
Non-English Learners	448	731	753	*	*	*	*	*	*	*
Homeless Students	10	714	729	*	*	*	*	0%	10%	22%
Students in Foster Care	*	*	727	*	*	*	*	*	*	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	472	735	756	20%	17%	24%	30%	9%	39%	59%
White	*	*	764	*	*	*	*	*	*	69%
Hispanic	195	730	742	22%	*	27%	30%	*	33%	44%
Black or African American	189	726	737	25%	*	*	25%	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	80	767	784	*	*	18%	40%	35%	75%	85%
American Indian or Alaska Native	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	757	N	N	N	N	N	N	59%
Female	228	743	764	13%	15%	25%	35%	11%	46%	68%
Male	244	728	749	27%	18%	23%	26%	7%	32%	51%
Economically Disadvantaged Students	426	734	739	*	*	*	29%	*	37%	40%
Non-Economically Disadvantaged Students	46	744	766	*	*	*	44%	*	57%	70%
Students with Disabilities	67	699	719	*	*	*	*	*	*	19%
Students without Disabilities	405	741	763	*	*	*	*	*	*	67%
English Learners	25	685	701	*	*	*	*	*	*	*
Non-English Learners	447	738	758	*	*	*	*	*	*	*
Homeless Students	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	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	479	735	757	17%	21%	29%	28%	6%	33%	59%
White	*	*	764	*	*	*	*	*	*	68%
Hispanic	196	737	742	*	18%	33%	31%	*	35%	44%
Black or African American	194	722	738	25%	27%	30%	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	78	761	786	*	*	19%	45%	19%	64%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	228	741	766	11%	21%	33%	28%	7%	35%	68%
Male	251	730	749	22%	20%	26%	27%	5%	32%	50%
Economically Disadvantaged Students	439	736	739	16%	*	29%	*	*	34%	40%
Non-Economically Disadvantaged Students	40	722	766	28%	*	28%	*	*	23%	69%
Students with Disabilities	86	700	718	*	*	*	*	*	*	18%
Students without Disabilities	393	742	764	*	*	*	*	*	*	67%
English Learners	15	703	701	*	*	*	*	*	*	*
Non-English Learners	464	736	759	*	*	*	*	*	*	*
Homeless Students	13	726	727	*	*	*	*	*	23%	28%
Students in Foster Care	*	*	722	*	*	*	*	*	*	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 by Grade: Grade 9

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	539	718	749	37%	21%	22%	18%	3%	21%	52%
White	61	745	757	*	*	34%	36%	*	43%	62%
Hispanic	209	707	733	46%	24%	20%	10%	0%	10%	35%
Black or African American	175	707	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	89	747	777	15%	12%	19%	43%	11%	54%	80%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	746	*	*	*	*	*	*	48%
Female	232	727	756	24%	*	26%	*	*	27%	60%
Male	307	711	741	46%	*	18%	*	*	16%	43%
Economically Disadvantaged Students	435	714	731	40%	*	20%	*	*	18%	32%
Non-Economically Disadvantaged Students	104	734	758	25%	*	28%	*	*	34%	62%
Students with Disabilities	92	694	714	*	*	*	*	*	*	13%
Students without Disabilities	447	723	754	*	*	*	*	*	*	58%
English Learners	74	684	690	*	*	*	*	*	*	*
Non-English Learners	465	723	752	*	*	*	*	*	*	*
Homeless Students	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	705	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	437	724	743	33%	17%	21%	21%	8%	29%	46%
White	54	743	749	*	20%	24%	32%	*	41%	52%
Hispanic	153	713	728	39%	*	21%	20%	*	22%	34%
Black or African American	125	704	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	104	754	774	17%	12%	14%	33%	24%	57%	74%
American Indian or Alaska Native	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	737	N	N	N	N	N	N	42%
Female	216	731	752	26%	17%	24%	25%	8%	33%	54%
Male	221	717	734	40%	18%	18%	18%	7%	25%	39%
Economically Disadvantaged Students	337	720	726	36%	18%	20%	20%	6%	26%	32%
Non-Economically Disadvantaged Students	100	738	751	24%	14%	23%	26%	13%	39%	54%
Students with Disabilities	77	682	704	*	*	*	*	*	*	12%
Students without Disabilities	360	733	749	*	*	*	*	*	*	52%
English Learners	26	676	681	*	*	*	*	*	*	*
Non-English Learners	411	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

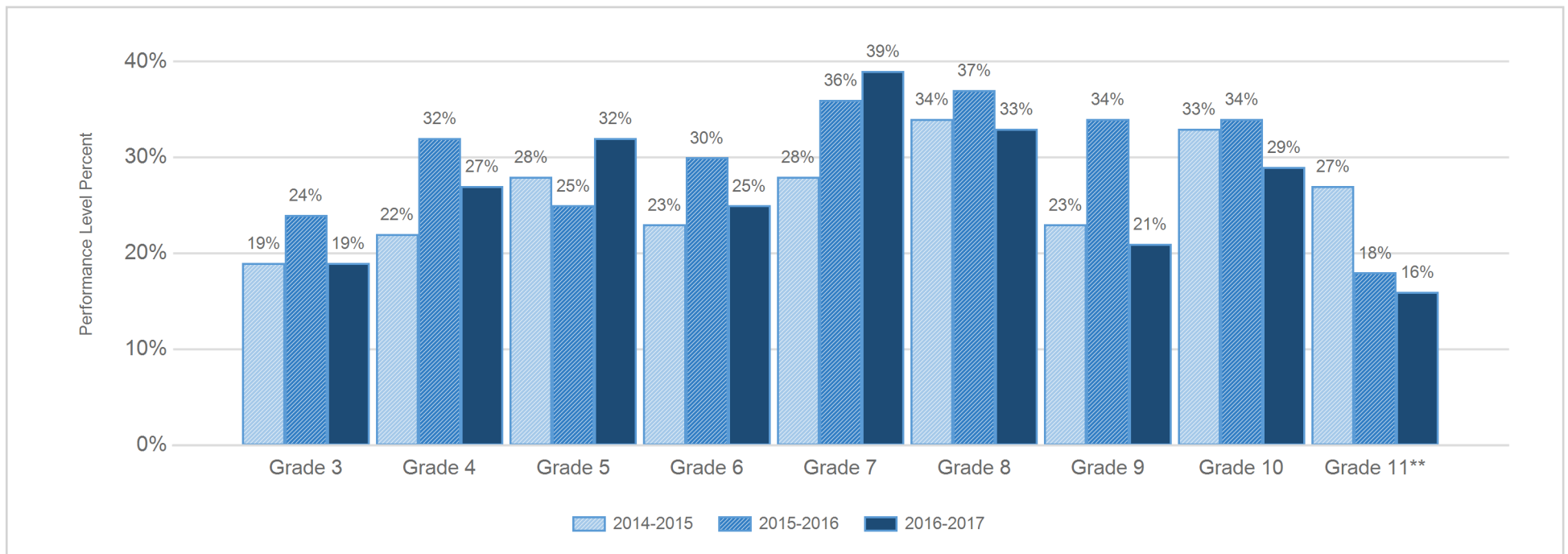
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score 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	274	717	736	31%	22%	30%	16%	0%	16%	38%
White	28	718	738	*	*	36%	*	0%	14%	40%
Hispanic	124	717	731	35%	19%	25%	21%	0%	21%	34%
Black or African American	83	716	728	35%	18%	34%	13%	0%	13%	30%
Asian, Native Hawaiian, or Pacific Islander	37	722	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	731	*	*	*	*	*	*	36%
Female	126	721	744	29%	21%	30%	20%	0%	20%	46%
Male	148	714	729	34%	22%	30%	14%	0%	14%	31%
Economically Disadvantaged Students	210	717	729	31%	23%	31%	15%	0%	15%	32%
Non-Economically Disadvantaged Students	64	717	740	33%	19%	28%	20%	0%	20%	42%
Students with Disabilities	58	691	709	*	*	*	*	*	*	12%
Students without Disabilities	216	724	741	*	*	*	*	*	*	43%
English Learners	26	701	699	*	*	*	*	*	*	*
Non-English Learners	248	719	737	*	*	*	*	*	*	*
Homeless Students	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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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	3717	97.9	23.20	43.50	23.2	26.2	Not Met
White	147	96.4	34.70	52.40	34.7	32.1	Met Target
Hispanic	1570	98.3	19.30	27.60	19.3	22.4	Not Met
Black or African American	*	*	*	21.70	*	14.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	633	98.7	59.10	75.60	59.1	58.4	Met Target
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	16	100.0	31.30	44.90	31.3	**	**
Female	1825	98.1	23.00	44.10	23		
Male	1892	97.7	23.40	42.90	23.4		
Economically Disadvantaged Students	3315	97.9	22.80	25.10	22.8	25.8	Not Met
Non-Economically Disadvantaged Students	402	97.8	26.90	54.30	26.9		
Students with Disabilities	624	96.7	*	16.50	*	10.4	Not Met
Students without Disabilities	3093	98.1	*	48.80	*		
English Learners	1095	99.1	25.10	23.30	25.1	22.1	Met Target
Non-English Learners	2622	97.4	22.40	45.20	22.4		
Homeless Students	61	93.3	11.50	16.40	11.5		
Students In Foster Care	26	100.0	*	15.10	*		
Military-Connected Students	N	N	N	39.90	N		
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	551	726	751	24%	25%	25%	24%	3%	27%	53%
White	12	750	759	0%	*	*	*	*	58%	63%
Hispanic	263	723	738	24%	28%	26%	*	*	22%	37%
Black or African American	206	717	733	32%	27%	22%	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	67	758	779	*	*	27%	49%	15%	64%	82%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	751	*	*	*	*	*	*	53%
Female	279	726	751	24%	*	25%	27%	*	29%	52%
Male	272	725	751	24%	*	25%	21%	*	25%	53%
Economically Disadvantaged Students	510	726	736	*	24%	*	23%	4%	27%	34%
Non-Economically Disadvantaged Students	41	725	761	*	27%	*	32%	0%	32%	65%
Students with Disabilities	74	706	729	*	*	*	*	*	*	29%
Students without Disabilities	477	729	755	*	*	*	*	*	*	57%
English Learners	127	717	724	27%	31%	32%	*	*	10%	21%
Non-English Learners	424	728	753	23%	23%	22%	*	*	32%	55%
Homeless Students	13	720	724	*	*	*	*	0%	15%	22%
Students in Foster Care	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	518	725	747	19%	37%	25%	*	*	20%	47%
White	15	721	755	*	*	*	*	0%	33%	59%
Hispanic	222	*	734	17%	44%	24%	*	*	16%	30%
Black or African American	184	713	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	95	753	774	*	*	28%	51%	*	57%	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	268	726	747	*	35%	28%	*	*	19%	47%
Male	250	724	747	*	38%	20%	*	*	21%	48%
Economically Disadvantaged Students	470	725	732	19%	37%	*	*	*	20%	27%
Non-Economically Disadvantaged Students	48	724	757	23%	38%	*	*	*	23%	61%
Students with Disabilities	80	708	724	*	*	*	*	*	*	22%
Students without Disabilities	438	728	751	*	*	*	*	*	*	52%
English Learners	43	709	716	*	*	*	*	*	*	12%
Non-English Learners	475	726	749	*	*	*	*	*	*	49%
Homeless Students	10	702	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	524	726	747	18%	29%	33%	18%	3%	20%	46%
White	*	*	754	*	*	*	*	*	*	57%
Hispanic	233	*	735	19%	30%	34%	*	*	17%	30%
Black or African American	186	716	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	96	752	774	*	14%	31%	43%	*	53%	79%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	747	*	*	*	*	*	*	47%
Female	267	727	747	*	30%	32%	*	*	23%	47%
Male	257	726	746	*	28%	35%	*	*	18%	46%
Economically Disadvantaged Students	490	727	732	17%	*	33%	*	3%	20%	27%
Non-Economically Disadvantaged Students	34	722	756	32%	*	41%	*	0%	15%	59%
Students with Disabilities	89	710	725	*	*	*	*	*	*	19%
Students without Disabilities	435	730	751	*	*	*	*	*	*	52%
English Learners	22	713	717	*	*	*	*	*	*	12%
Non-English Learners	502	727	748	*	*	*	*	*	*	48%
Homeless Students	15	719	724	*	*	*	*	0%	13%	18%
Students in Foster Care	*	*	721	*	*	*	*	*	*	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	485	726	743	23%	28%	24%	22%	3%	25%	44%
White	*	*	751	*	*	*	*	*	*	54%
Hispanic	211	726	731	23%	25%	30%	*	*	22%	27%
Black or African American	190	714	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	76	760	771	*	*	13%	57%	16%	72%	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	232	725	745	*	29%	25%	*	*	24%	45%
Male	253	727	742	*	27%	23%	*	*	26%	43%
Economically Disadvantaged Students	439	726	728	*	27%	24%	*	*	25%	24%
Non-Economically Disadvantaged Students	46	727	752	*	39%	24%	*	*	22%	56%
Students with Disabilities	71	709	717	*	*	*	*	*	*	13%
Students without Disabilities	414	729	748	*	*	*	*	*	*	50%
English Learners	38	702	710	*	*	*	*	*	*	*
Non-English Learners	447	728	745	*	*	*	*	*	*	*
Homeless Students	10	722	719	*	*	0%	*	0%	20%	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	708	*	*	*	*	*	*	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	480	730	741	15%	29%	29%	24%	3%	27%	40%
White	*	*	748	*	*	*	*	*	*	49%
Hispanic	201	726	730	*	29%	35%	18%	*	19%	23%
Black or African American	189	721	726	18%	38%	29%	*	*	15%	19%
Asian, Native Hawaiian, or Pacific Islander	81	760	764	*	*	19%	59%	12%	72%	72%
American Indian or Alaska Native	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	740	N	N	N	N	N	N	39%
Female	234	731	743	*	27%	32%	25%	*	28%	41%
Male	246	729	740	*	30%	27%	23%	*	26%	38%
Economically Disadvantaged Students	432	730	729	*	29%	29%	23%	*	26%	22%
Non-Economically Disadvantaged Students	48	733	749	*	21%	29%	29%	*	33%	50%
Students with Disabilities	68	705	716	*	*	*	*	*	*	11%
Students without Disabilities	412	734	746	*	*	*	*	*	*	45%
English Learners	33	706	712	*	*	*	*	*	*	*
Non-English Learners	447	732	742	*	*	*	*	*	*	*
Homeless Students	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	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	397	717	728	35%	22%	27%	*	*	16%	28%
White	*	*	736	*	*	*	*	*	*	35%
Hispanic	162	720	721	30%	24%	28%	18%	0%	18%	21%
Black or African American	181	709	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	44	739	747	*	*	36%	32%	*	39%	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	726	*	*	*	*	*	*	28%
Female	187	717	730	32%	26%	31%	*	*	12%	30%
Male	210	717	725	37%	20%	24%	*	*	19%	26%
Economically Disadvantaged Students	362	718	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	35	707	734	*	*	*	*	*	*	34%
Students with Disabilities	85	694	705	*	*	*	*	*	*	*
Students without Disabilities	312	723	734	*	*	*	*	*	*	*
English Learners	19	715	703	*	*	*	*	*	11%	*
Non-English Learners	378	717	729	*	*	*	*	*	16%	*
Homeless Students	12	704	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	705	*	*	*	*	*	*	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	551	722	743	26%	33%	21%	*	*	20%	42%
White	44	*	751	*	27%	43%	*	0%	21%	52%
Hispanic	231	722	728	26%	35%	21%	*	*	18%	24%
Black or African American	181	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	90	748	774	*	*	22%	46%	*	51%	76%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	225	725	744	22%	32%	*	*	*	20%	43%
Male	326	720	741	29%	34%	*	*	*	20%	40%
Economically Disadvantaged Students	470	722	727	27%	34%	*	*	*	21%	23%
Non-Economically Disadvantaged Students	81	722	751	21%	31%	*	*	*	16%	52%
Students with Disabilities	127	699	714	*	*	*	*	*	*	10%
Students without Disabilities	424	730	747	*	*	*	*	*	*	47%
English Learners	47	711	708	*	*	*	*	*	*	*
Non-English Learners	504	723	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
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	381	719	734	18%	46%	23%	*	*	13%	30%
White	45	737	740	*	27%	38%	31%	*	31%	38%
Hispanic	139	715	722	*	*	*	*	*	*	14%
Black or African American	140	711	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	56	734	758	*	30%	32%	27%	*	30%	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	733	*	*	*	*	*	*	32%
Female	191	719	735	18%	46%	24%	*	*	12%	31%
Male	190	719	733	18%	46%	22%	*	*	14%	30%
Economically Disadvantaged Students	295	717	721	19%	48%	22%	*	*	11%	13%
Non-Economically Disadvantaged Students	86	726	740	14%	40%	26%	*	*	21%	39%
Students with Disabilities	64	707	711	*	*	*	*	*	*	*
Students without Disabilities	317	721	738	*	*	*	*	*	*	*
English Learners	24	701	710	*	*	*	*	*	*	*
Non-English Learners	357	720	735	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	713	*	*	*	*	*	*	*
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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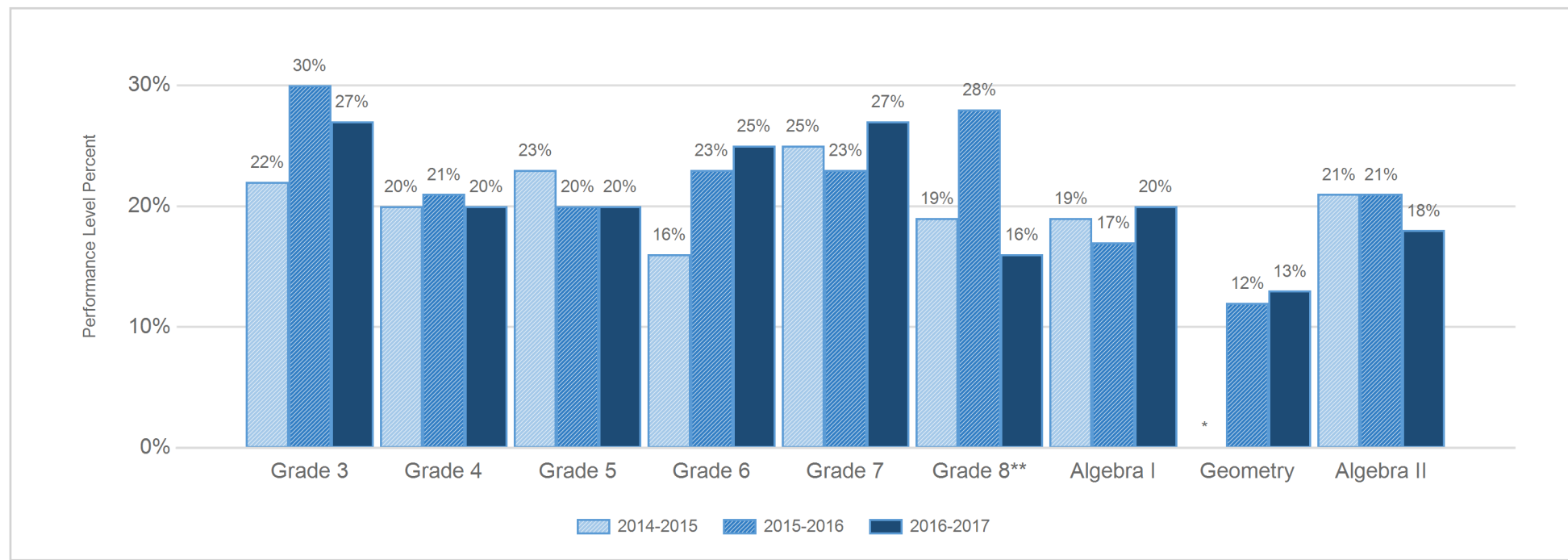
Mathematics Assessment - Performance by Test: Algebra II

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	408	712	725	46%	22%	*	16%	*	18%	28%
White	64	716	731	44%	19%	*	19%	*	20%	33%
Hispanic	149	701	710	*	*	*	*	*	*	14%
Black or African American	93	694	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100	741	761	18%	*	22%	39%	*	44%	62%
American Indian or Alaska Native	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	718	*	*	*	*	*	*	25%
Female	217	710	725	48%	20%	*	17%	*	17%	27%
Male	191	714	725	43%	25%	*	16%	*	18%	29%
Economically Disadvantaged Students	295	709	708	50%	22%	*	14%	*	16%	13%
Non-Economically Disadvantaged Students	113	719	733	36%	24%	*	22%	*	23%	35%
Students with Disabilities	46	685	692	*	*	*	*	*	*	*
Students without Disabilities	362	715	729	*	*	*	*	*	*	*
English Learners	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	702	N	N	N	N	N	N	14%

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	12	12
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

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	251	*	*
2	301	*	*
3	228	*	*
4	165	*	*
5+	69	*	*



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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.

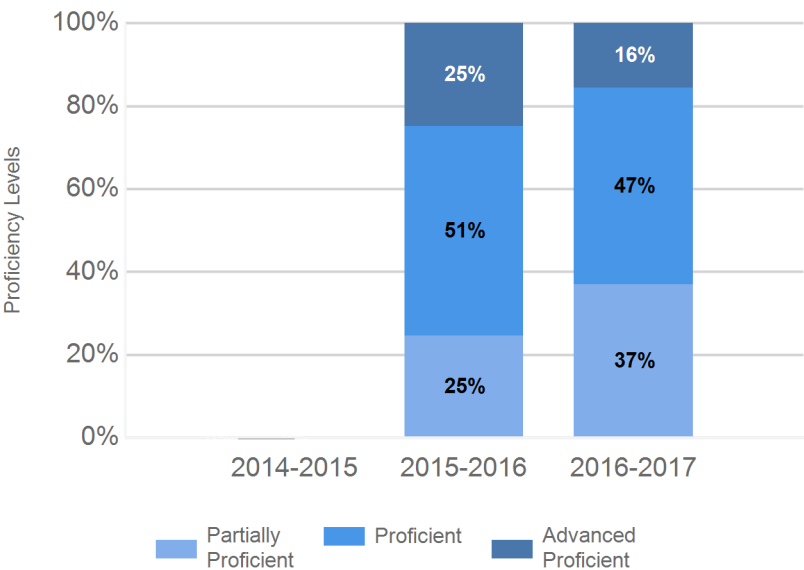
NJASK Science Assessment Performance: Grade 4

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	16%	47%	37%
White	N	*	27%
Hispanic	13%	49%	38%
Black or African American	9%	43%	49%
Asian, Native Hawaiian, or Pacific Islander	37%	49%	14%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	15%	48%	37%
Students with Disabilities	4%	40%	56%
English Learners	2%	30%	67%

NJASK Science Assessment Performance Trends: Grade 4

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



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



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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.

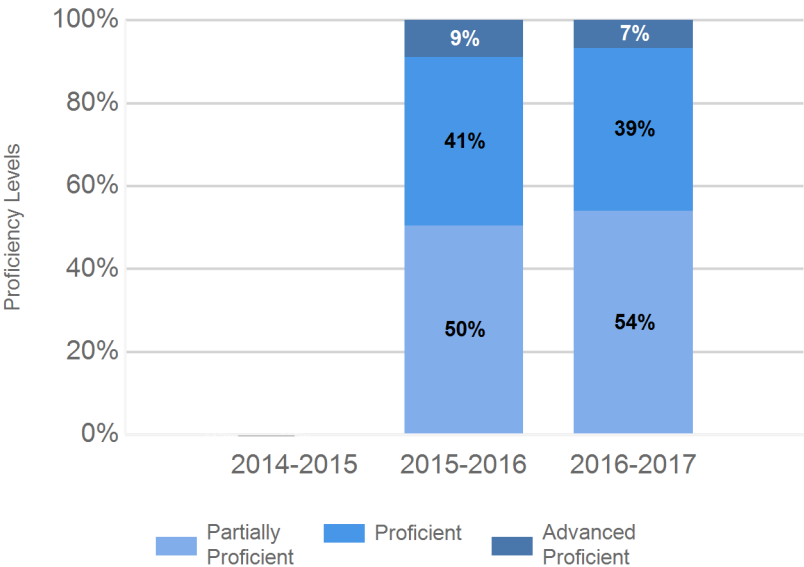
NJASK Science Assessment Performance: Grade 8

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	7%	39%	54%
White	*	*	*
Hispanic	5%	44%	51%
Black or African American	3%	32%	65%
Asian, Native Hawaiian, or Pacific Islander	*	42%	38%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	7%	40%	54%
Students with Disabilities	1%	12%	87%
English Learners	N	28%	72%

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 shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

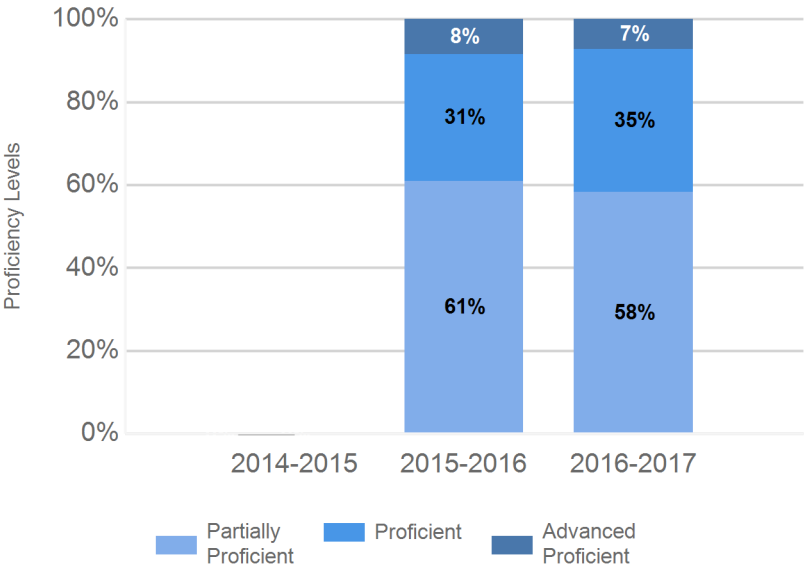
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Districtwide	7%	35%	58%
White	17%	59%	*
Hispanic	2%	27%	71%
Black or African American	2%	22%	76%
Asian, Native Hawaiian, or Pacific Islander	18%	51%	31%
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	32%	63%
Students with Disabilities	4%	9%	88%
English Learners	N	18%	83%

Biology Assessment - Proficiency Trends

This graph displays 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	40	50	Met Target	47	50	Met Target
White	49	50	Met Target	*	52	Met Target
Hispanic	41	49	Met Target	48	47	Met Target
Black or African American	34	45	Not Met	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	53	60	Met Target	65	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N
Two or More Races	24.5	51	**	*	52	**
Economically Disadvantaged	41	47	Met Target	47	46	Met Target
Students with Disabilities	*	41	Not Met	*	43	Met Target
English Learners	44	53	Met Target	52	51	Met Target

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



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

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

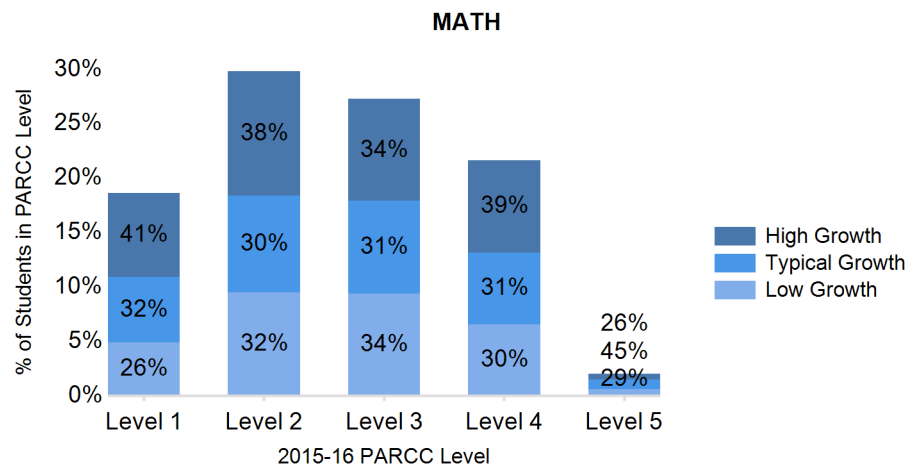
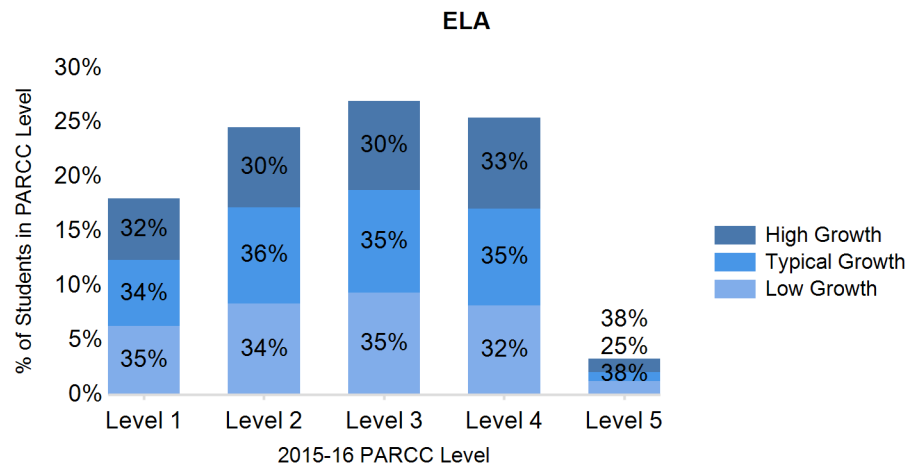
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

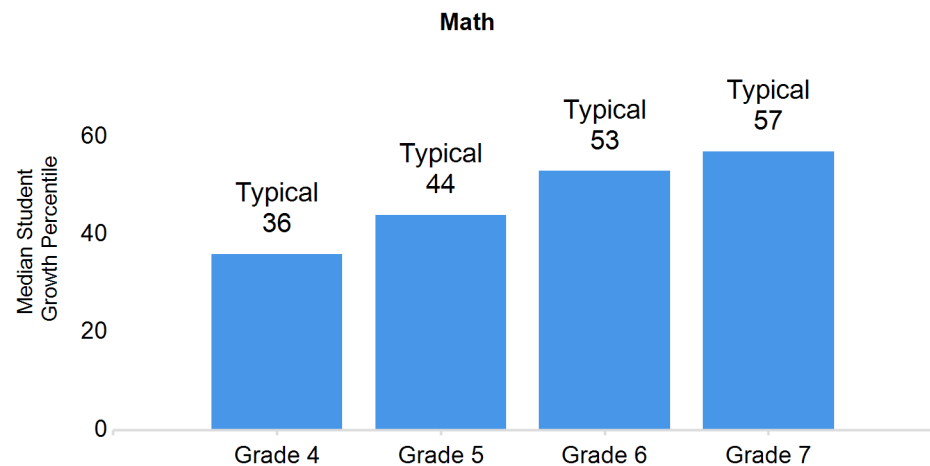
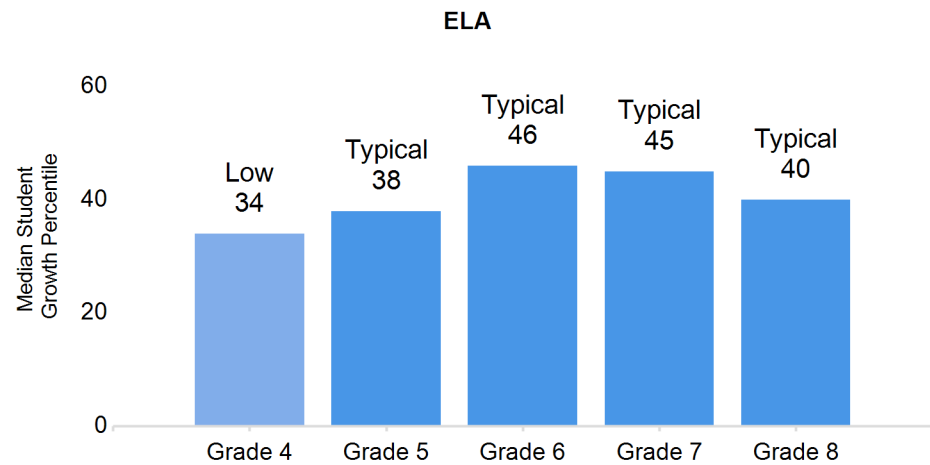
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in District	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	77.4%	94.7%
Percentage of students taking the ACT	15.3%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the district and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	District Average Score	State Average Score	College Readiness Benchmarks	District - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	432	481	Varies By Grade	53%	67%
PSAT - Math	443	483	Varies By Grade	39%	49%
SAT - Reading and Writing	526	551	480	74%	77%
SAT - Math	524	552	530	47%	58%
ACT - Reading	21	24	22	41%	65%
ACT - English	20	24	18	65%	79%
ACT - Math	22	24	22	43%	65%
ACT - Science	21	23	23	33%	54%



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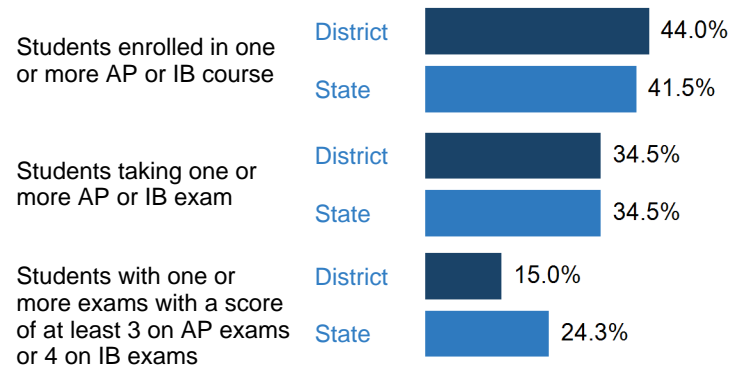
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the district and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the district and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	42	42
AP Calculus AB	39	40
AP Calculus BC	15	16
AP Chemistry	11	11
AP English Language and Composition	131	133
AP English Literature and Composition	36	36
AP Environmental Science	63	63
AP French Language and Culture	11	11
AP Government	20	0
AP Macroeconomics	0	24
AP Microeconomics	0	24
AP Music Theory	0	6
AP Physics C	9	0
AP Physics C: Mechanics	0	9
AP Psychology	14	15
AP Spanish Language	12	12
AP Statistics	55	55
AP Studio Art—Drawing Portfolio	0	6
AP U.S. Government and Politics	0	20
AP U.S. History	145	52



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		575
Exams with scores of at least 3 on AP exams or 4 on IB exams		242



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the district and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational district and their sending district.

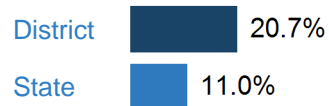
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

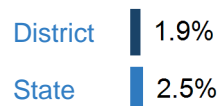
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the district and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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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](#). English course participation is not included because students are required to take four years of English in high school.

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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	490
7	0	0	0	0	0	0	484
8	104	17	0	0	0	0	382
9	379	120	7	0	0	0	95
10	31	284	36	27	5	3	107
11	11	31	175	58	41	26	77
12	11	13	68	28	52	67	36
Districtwide	536	465	286	113	98	96	1671
Enrolled in AP/IB Course					54	55	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	279	12	14	159	7	64
10	114	207	19	19	9	86
11	26	88	19	20	102	139
12	47	7	13	55	29	89
Districtwide	466	314	65	253	147	1835
Enrolled in AP/IB Course	42	11		63	9	0



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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](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	430	82	0	0	0	33
10	21	409	0	3	0	27
11	6	375	0	55	3	22
12	11	62	0	80	7	46
Districtwide	468	928	0	138	10	128
Enrolled in AP/IB Course	0	145	0	14	0	20



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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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

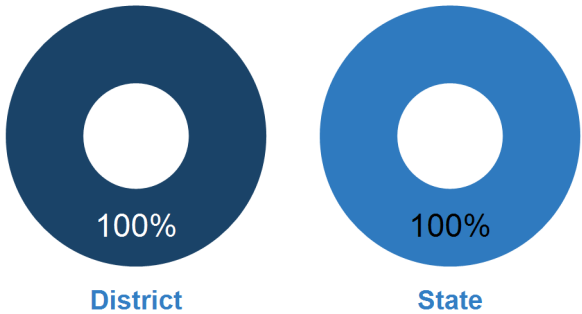
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	478
7	0	0	0	0	0	0	460
8	0	0	0	0	0	0	464
9	209	74	20	24	0	0	0
10	223	74	24	13	0	0	0
11	135	53	12	8	0	0	0
12	43	23	2	0	0	0	0
Districtwide	610	224	58	45	0	0	1402
Enrolled in AP/IB Course	12	11	0	0	0	0	0
Enrolled in Level 3 or Higher	139	48	4	7	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the district and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the district and across the state that were enrolled in one or more courses within each of the four arts disciplines.

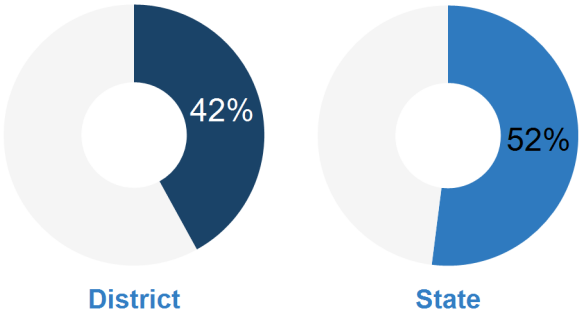
Grades 6-8:

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

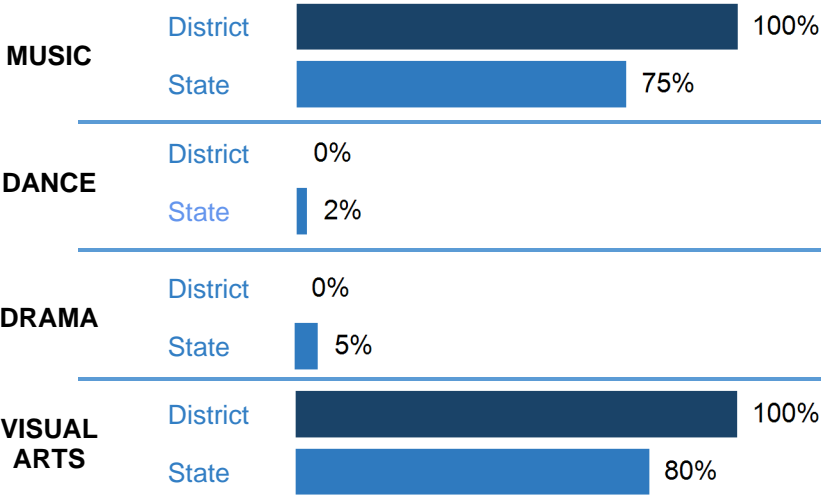


Grades 9-12:

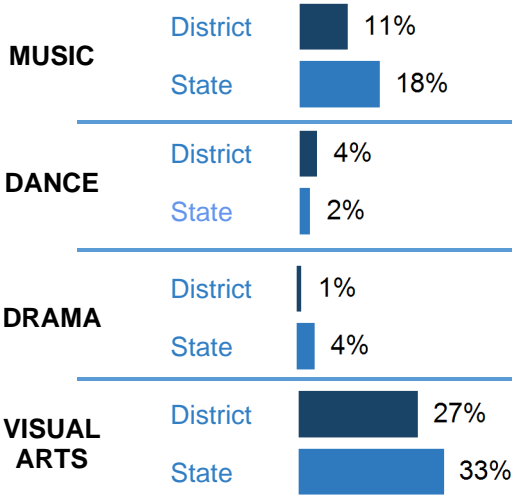
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the district and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the district and each student group met those targets.

Student Group	District - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	District - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Districtwide	80.5%	90.5%	82.5%	91.8%	76.1%	74.8%	Met Target	77.8%	76.7%	Met Target
White	90.0%	94.5%	88.4%	95.1%	87.4%	86.4%	Met Target	86.6%	86.3%	Met Target
Hispanic	79.4%	84.3%	79.3%	86.3%	72.0%	64.1%	Met Target	*	74.8%	Not Met
Black or African American	*	83.4%	75.7%	85.3%	66.7%	69.5%	Not Met	72.2%	67.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	95.5%	96.6%	95.2%	97.5%	88.2%	88.8%	Not Met	92.4%	90.2%	Met Target
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	78.6%	83.9%	81.2%	85.6%	73.6%	72.3%	Met Target	76.3%	73.5%	Met Target
Students with Disabilities	71.8%	78.8%	76.8%	82.1%	72.5%	66.4%	Met Target	71.6%	62.7%	Met Target
English Learners	73.7%	76.1%	81.3%	79.7%	75.0%	72.0%	Met Target	83.3%	77.1%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	80.5%	-
2016	76.1%	82.5%
2015	73.7%	77.8%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the district and the state.

School Year	District Rate	State Rate
2016-2017	2.4%	1.1%
2015-2016	3.1%	1.1%
2014-2015	3.5%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Districtwide	57.8%	47.1%	52.9%
White	74.7%	24.5%	75.5%
Hispanic	40.7%	72.7%	27.3%
Black or African American	49.5%	56%	44%
Asian, Native Hawaiian, or Pacific Islander	80.2%	37.7%	62.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	54.3%	54.7%	45.3%
Students with Disabilities	21.4%	83.3%	16.7%
English Learners	44.4%	91.7%	8.3%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the district and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Districtwide	70.2%	47.5%	52.5%	86.1%	13.9%	79.3%	20.7%
White	78.6%	23.5%	76.5%	71.6%	28.4%	58%	42%
Hispanic	59.8%	77.6%	22.4%	94%	6%	94%	6%
Black or African American	57.3%	55.6%	44.4%	85.7%	14.3%	76.2%	23.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	68.2%	56.3%	43.8%	90.9%	9.1%	85.8%	14.2%
Students with Disabilities	41%	92%	8%	100%	0%	96%	4%
English Learners	57.1%	100%	0%	100%	0%	100%	0%



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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

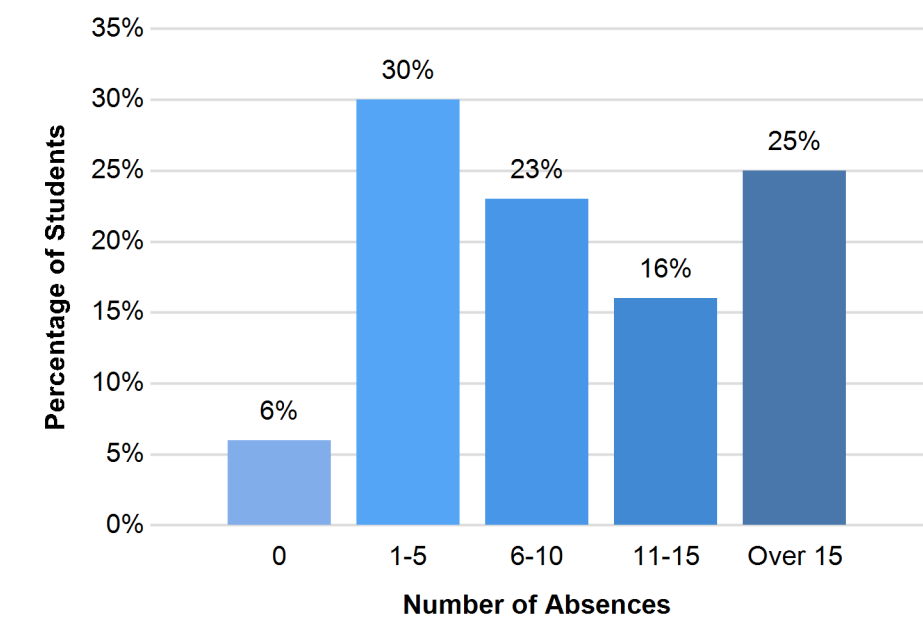
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	21.70	10.30	Not Met
White	32.80	10.30	Not Met
Hispanic	20.30	10.30	Not Met
Black or African American	28.70	10.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.90	10.30	Met Target
American Indian or Alaska Native	27.30	**	**
Two or More Races	40.80	10.30	Not Met
Economically Disadvantaged Students	21.50	10.30	Not Met
Students with Disabilities	30.90	10.30	Not Met
English Learners	15.00	10.30	Not Met

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

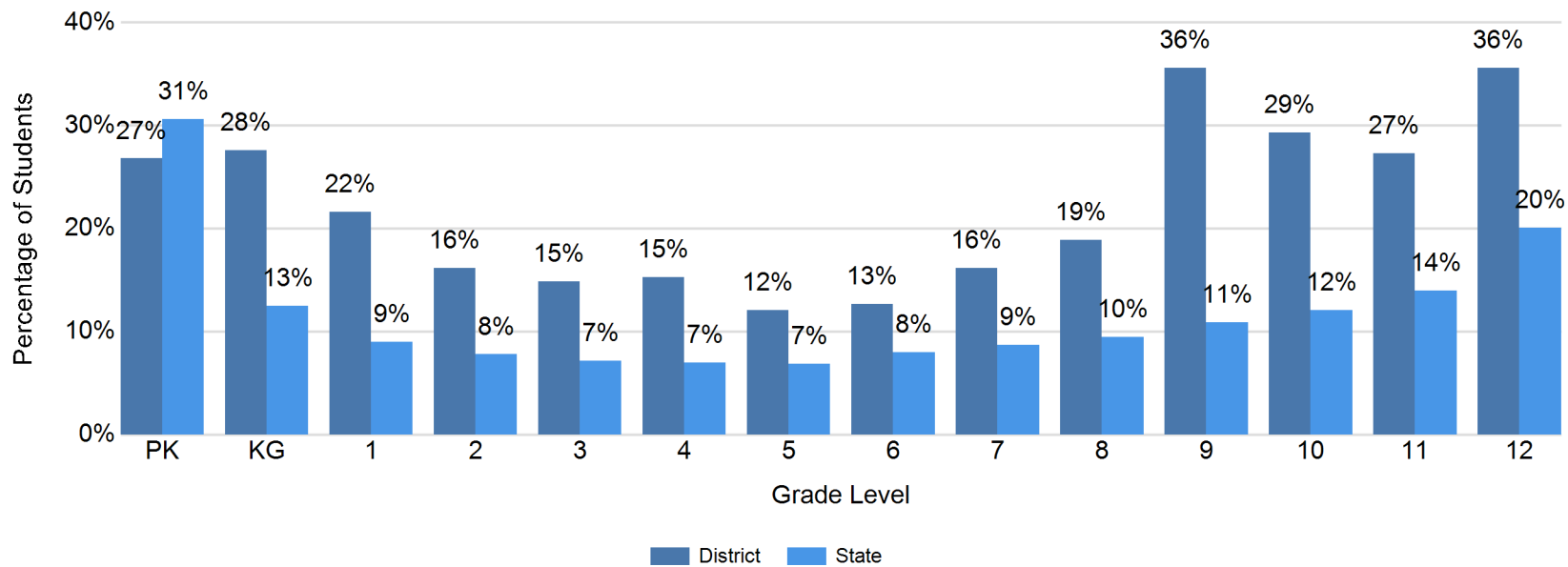
Days Absent

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



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	79
Vandalism	8
Weapons	2
Substances	34
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	140
Incidents Per 100 Students Enrolled	2.00

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	11.2%
Out-of-School Suspensions	8.3%
Any Suspension	14.6%

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	\$1,310	\$16,552	\$17,862



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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	663	121,048
Average years experience in public schools	13.2	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	89%	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	34	9,533
Average years experience in public schools	17.4	15.9
Average years experience in district	17.3	11.6
Administrators in district for 4 or more years	88%	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	11:1
Administrators	206:1
Librarian/Media Specialists	1000:1
Nurses	636:1
Counselors	350:1
Child Study Team	467:1



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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.

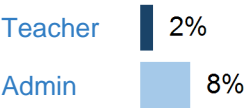
Bachelor's Degree



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	90%	89%
2015-16 Administrators: Same district 2016-17	86%	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	98%



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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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	4 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target	Met Target
White	0 out of 1 school	Not Met	Met Target	Not Met	Met Target	Met Target	Met Target	Met Target
Hispanic	1 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Not Met	Met Target	Met Target
Black or African American	2 out of 8 schools	Not Met	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met
Asian, Native Hawaiian, or Pacific Islander	1 out of 6 schools	Not Met	Met Target	Met Target	Not Met	Met Target	Met Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	**	**	**
Two or More Races	**	**	**	Not Met	**	N	**	**
Economically Disadvantaged Students	1 out of 10 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Met Target	Met Target
Students with Disabilities	1 out of 8 schools	Not Met	Not Met	Not Met	Met Target	Met Target	Not Met	Met Target
English Learners	1 out of 8 schools	Met Target	Met Target	Not Met	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

Superintendent:	Mr. Caldwell	Email Address:	bcaldwell@acboe.org
Address:	1300 ATLANTIC AVENUE CITI CENTER 5TH FLOOR ATLANTIC CITY, NJ 08401	Website:	http://www.acboe.org
Phone:	(609)343-7200 EXT. 5003	Facebook:	N/A
		Twitter:	N/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.



**Mission, Vision,
Theme:**

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all student will achieve proficiency in the New Jersey Student Learning Standards at all grade levels.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Lesley University Literacy Framework and Reading Recovery Program are used at the elementary level. Fluency and grade level mathematics instruction with pre and post benchmarking are conducted at the elementary level in mathematics. The high school continues to engage in a traditional 8 period schedule with academic, honors, and advanced placement classes. All curriculum documents have been written and/or revised to meet changes in standards.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Boys & Girls), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>The Atlantic City School District has a traditional high school sports program for boys and girls. Lacrosse is one of the more recent sports while girls' soccer has been added as a club and will become a sport in the next year. The district also has a boys' and a girls' crew team.</p>
 <p>Before and After School Programs:</p>	<p>Atlantic City elementary schools offer morning enrichment and academic, character building and keyboarding classes after school in addition to Saturday STEM classes throughout the school year. The Atlantic City high school offers academic classes after school to at-risk students and students seeking tutoring.</p>





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 <p>Staff and Professional Learning:</p>	<p>The District supports job-embedded, on-going and sustained professional development at all levels. Professional development offerings can be found on our District Website. The District is currently working to promote the organizing and functioning of Professional Learning Communities (PLC) as a District Reform Movement. Teacher-leaders have studied and turnkey current research and best practices related to successful PLC(s).</p>
 <p>Parent and Community Involvement:</p>	<p>The District's has Title I Parent Resource Centers and/or Parent Resource Center employees working in all of the district's schools. The Parent Resource Center encourage parental involvement in school activities, provide strategies and instruction to assist parents in maximizing their child's school experience and support parents in improving their own skills and education through GED courses, job fairs, ESL services and computer training.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

The district conducts a school climate survey at each school in the district in June. All stakeholders including community members are encouraged to engage in the survey. The results of the survey are compiled and shared with the school community. The narrative provides key information on how the district's operation and progress are perceived. Our survey results have revealed positive indications for the District.



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<div data-bbox="79 784 210 889"></div> <div data-bbox="237 816 537 852">Other Information:</div>	<div data-bbox="630 435 2030 612"> <p>The Pennsylvania Avenue School Library has received national recognition. The Pennsylvania Avenue School also has a program for Autistic Students. The Richmond Avenue School houses an auxiliary branch of the Atlantic City Library. The Sovereign Avenue School boasts a middle school Orchestral Academy and program for Auditory Impaired Students. The Atlantic City High School continues with the Capstone Academy School Choice Program for ROTC and the Visual and Performing Arts. The District has an extensive and ever-growing Pre-School Expansion Program that serves over 500 3 and 4 year old students.</p> </div>
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