



ALPHA BORO

2016-2017

Grade Span PK-08

41-0070
WARREN
ALPHA BORO
817 NORTH BLVD.
ALPHA, NJ 08865

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Schools in this District

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

School Name	Grades Served
Alpha Borough School	PK-08



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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	8	5	0
KG	24	18	22
1	22	22	16
2	28	17	23
3	32	24	20
4	20	29	25
5	21	17	29
6	17	20	16
7	27	19	21
8	25	29	21
Ungraded	0	0	0
Total	224	200	193

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	49%
Male	52%	53%	51%
Economically Disadvantaged Students	1%	29%	27%
Students with Disabilities	18%	19%	19%
English Learners	1%	1%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.8%
Hispanic	10.9%
Black or African American	6.2%
Asian	3.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	10	5	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	25	18	22

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	96.4%
Spanish	1.0%
Other	2.5%



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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	114	91.2	45.60	54.90	44.9	42.9	Met Target
White	93	89.6	46.20	63.90	44.8	40.4	Met Target
Hispanic	17	100.0	47.00	39.80	47	**	**
Black or African American	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	54.90	*	**	**
Female	57	92.4	61.40	62.20	61.4		
Male	57	90.1	29.90	48.10	28.4		
Economically Disadvantaged Students	33	95.2	30.30	36.20	*	N	N
Non-Economically Disadvantaged Students	81	89.5	51.80	65.80	*		
Students with Disabilities	24	84.4	*	20.50	*	N	N
Students without Disabilities	90	93.3	*	61.90	*		
English Learners	N	N	N	25.20	N	**	**
Non-English Learners	114	91.2	45.60	57.40	44.8		
Homeless Students	*	*	*	26.40	*		
Students In Foster Care	N	N	N	24.80	N		
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	19	744	749	*	*	*	*	*	47%	50%
White	18	739	759	*	*	*	*	0%	44%	61%
Hispanic	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	751	N	N	N	N	N	N	52%
Female	*	*	754	*	*	*	*	*	*	55%
Male	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	19	744	752	*	*	*	*	*	47%	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	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	22	725	753	*	*	*	*	*	23%	56%
White	16	722	762	*	*	*	*	*	19%	67%
Hispanic	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	755	N	N	N	N	N	N	56%
Female	12	744	758	*	*	*	*	*	*	61%
Male	10	703	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	22	725	755	*	*	*	*	*	23%	58%
Homeless Students	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	30	749	756	*	*	*	43%	*	50%	59%
White	25	750	763	*	*	*	44%	*	52%	69%
Hispanic	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	16	763	761	*	*	*	*	*	69%	66%
Male	14	732	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	10	710	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	20	768	765	*	*	*	*	*	*	71%
Students with Disabilities	11	712	725	*	*	*	*	*	*	22%
Students without Disabilities	19	770	762	*	*	*	*	*	*	66%
English Learners	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	30	749	757	*	*	*	43%	*	50%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	14	751	752	0%	*	*	*	*	50%	54%
White	10	749	758	0%	*	*	*	*	50%	63%
Hispanic	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	753	N	N	N	N	N	N	56%
Female	*	*	758	*	*	*	*	*	*	61%
Male	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	14	751	758	0%	*	*	*	*	50%	61%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	14	751	753	0%	*	*	*	*	50%	*
Homeless Students	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	20	748	756	*	*	*	*	*	45%	59%
White	19	748	764	*	*	*	*	*	42%	69%
Hispanic	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	784	N	N	N	N	N	N	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	*	*	764	*	*	*	*	*	*	68%
Male	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	*	*	*	*	*	*	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	20	748	758	*	*	*	*	*	45%	*
Homeless Students	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	20	747	757	0%	*	*	*	*	50%	59%
White	15	744	764	0%	*	*	*	*	53%	68%
Hispanic	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	758	N	N	N	N	N	N	60%
Female	*	*	766	*	*	*	*	*	*	68%
Male	*	*	749	*	*	*	*	*	*	50%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	20	747	759	0%	*	*	*	*	50%	*
Homeless Students	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%

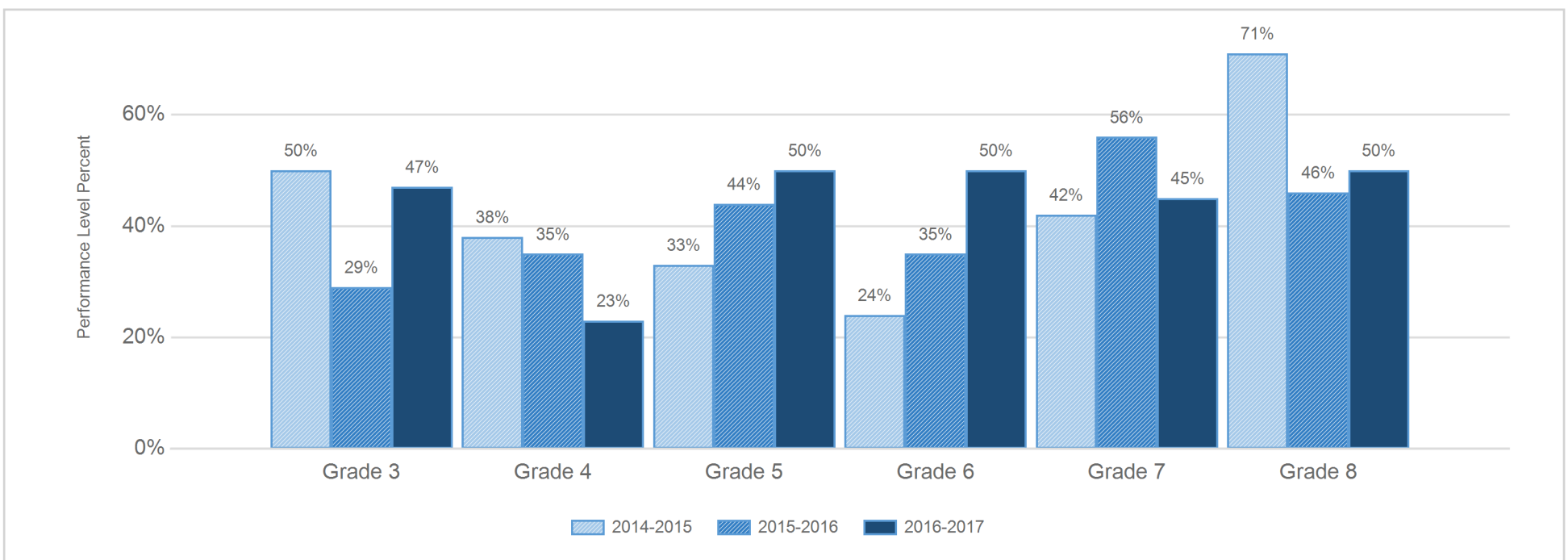


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Districtwide	114	90.5	27.20	43.50	26.7	38.4	Not Met
White	93	88.7	25.90	52.40	25	38.6	Not Met
Hispanic	17	100.0	35.30	27.60	35.3	**	**
Black or African American	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	44.90	*	**	**
Female	57	92.4	26.30	44.10	26.3		
Male	57	88.7	28.10	42.90	26.7		
Economically Disadvantaged Students	33	92.9	21.20	25.10	*	N	N
Non-Economically Disadvantaged Students	81	89.5	29.70	54.30	*		
Students with Disabilities	24	81.2	*	16.50	*	12.3	Not Met
Students without Disabilities	90	93.3	*	48.80	*		
English Learners	N	N	N	23.30	N	**	**
Non-English Learners	114	90.5	27.20	45.20	26.7		
Homeless Students	*	*	*	16.40	*		
Students In Foster Care	N	N	N	15.10	N		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	N	N	N	18.20	N		

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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	19	740	751	*	*	*	*	0%	42%	53%
White	18	738	759	*	*	*	*	0%	39%	63%
Hispanic	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	751	N	N	N	N	N	N	53%
Female	*	*	751	*	*	*	*	*	*	52%
Male	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	19	740	753	*	*	*	*	0%	42%	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	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	22	725	747	*	*	*	*	0%	23%	47%
White	16	724	755	*	*	*	*	0%	19%	59%
Hispanic	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	747	N	N	N	N	N	N	48%
Female	12	735	747	*	*	*	*	0%	33%	47%
Male	10	712	747	*	*	*	*	0%	10%	48%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	22	725	749	*	*	*	*	0%	23%	49%
Homeless Students	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	29	734	747	*	35%	35%	*	*	24%	46%
White	24	737	754	*	*	*	*	*	25%	57%
Hispanic	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	747	*	*	*	*	*	*	47%
Female	16	741	747	*	*	*	*	*	31%	47%
Male	13	726	746	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	713	725	*	*	*	*	*	*	19%
Students without Disabilities	19	746	751	*	*	*	*	*	*	52%
English Learners	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	29	734	748	*	35%	35%	*	*	24%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	14	745	743	0%	*	*	*	0%	36%	44%
White	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	745	N	N	N	N	N	N	46%
Female	*	*	745	*	*	*	*	*	*	45%
Male	*	*	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	14	745	748	0%	*	*	*	0%	36%	50%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	14	745	745	0%	*	*	*	0%	36%	*
Homeless Students	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	20	732	741	*	*	*	*	0%	30%	40%
White	19	734	748	*	*	*	*	0%	32%	49%
Hispanic	*	*	730	*	*	*	*	*	*	23%
Black or African American	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	N	N	N	N	N	N	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	*	*	743	*	*	*	*	*	*	41%
Male	*	*	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	746	*	*	*	*	*	*	45%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	20	732	742	*	*	*	*	0%	30%	*
Homeless Students	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	15	707	728	*	*	*	*	*	*	28%
White	12	707	736	*	*	*	*	*	*	35%
Hispanic	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	726	N	N	N	N	N	N	28%
Female	*	*	730	*	*	*	*	*	*	30%
Male	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	15	707	729	*	*	*	*	*	*	*
Homeless Students	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

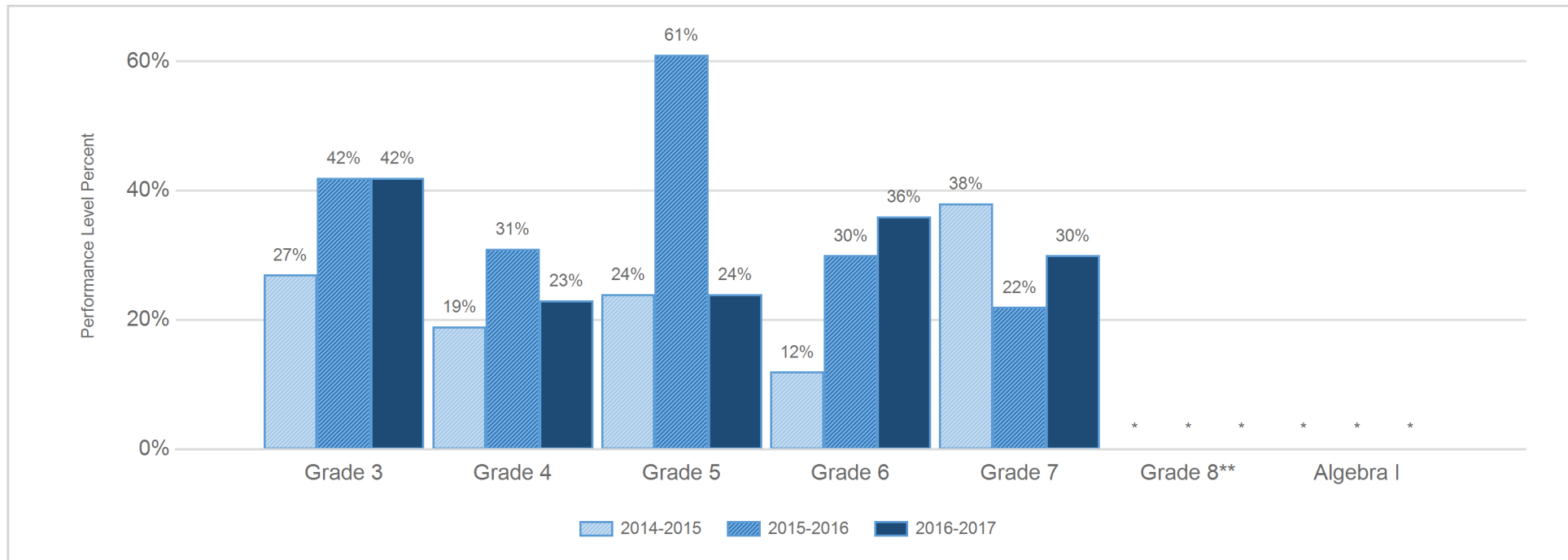


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Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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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.

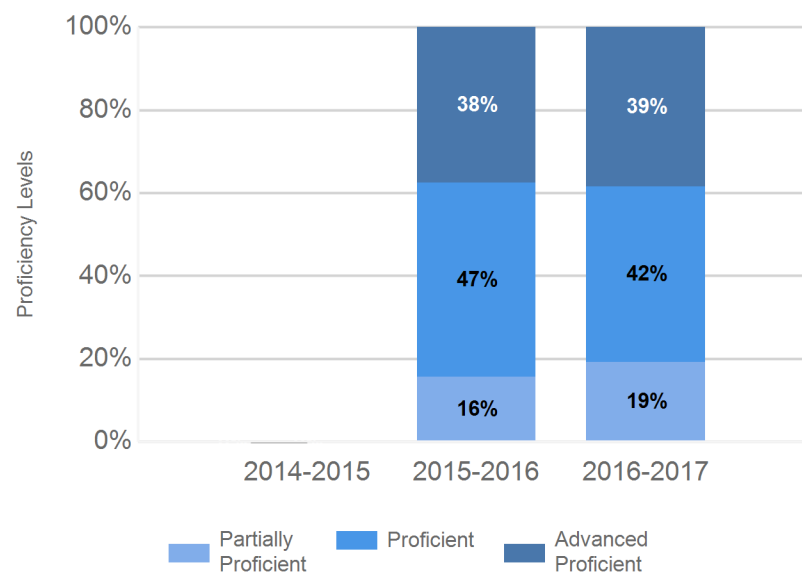
NJASK Science Assessment Performance: Grade 4

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	39%	42%	19%
White	37%	*	11%
Hispanic	*	*	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	*	*
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.





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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.

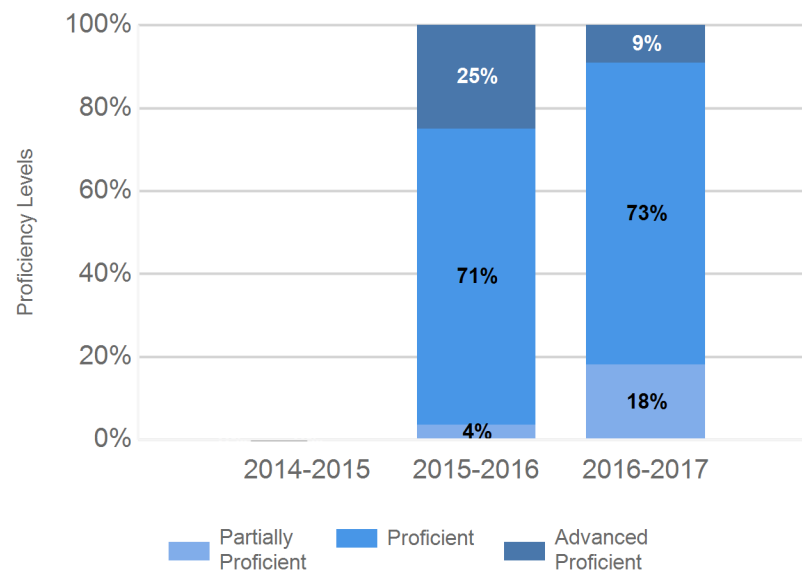
NJASK Science Assessment Performance: Grade 8

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	9%	73%	18%
White	*	*	24%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	N	N	N	N	N	N
White	53	50	Met Standard	38	52	Not Met
Hispanic	60.5	49	**	25	47	**
Black or African American	*	45	**	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	60	**	*	59	**
American Indian or Alaska Native	N	51	**	N	51	**
Two or More Races	*	51	**	*	52	**
Economically Disadvantaged	37.5	47	Not Met	40	46	Met Standard
Students with Disabilities	48.5	41	Met Standard	45.5	43	Met Standard
English Learners	N	53	**	N	51	**

** 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:

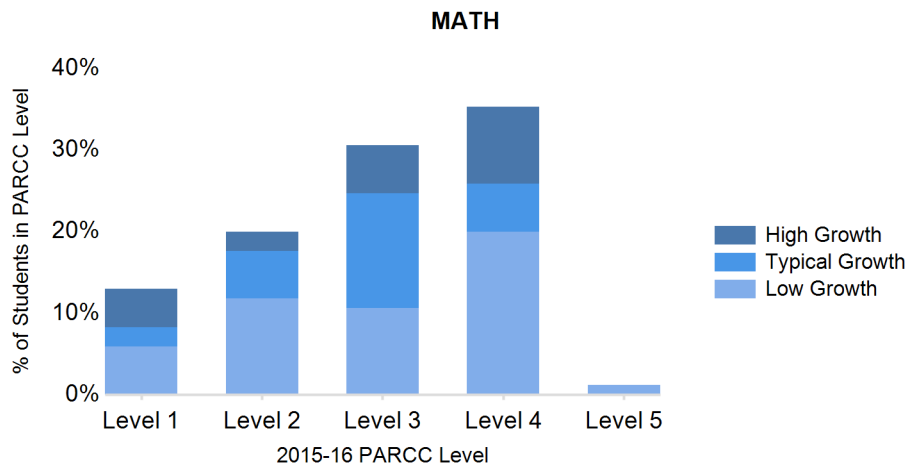
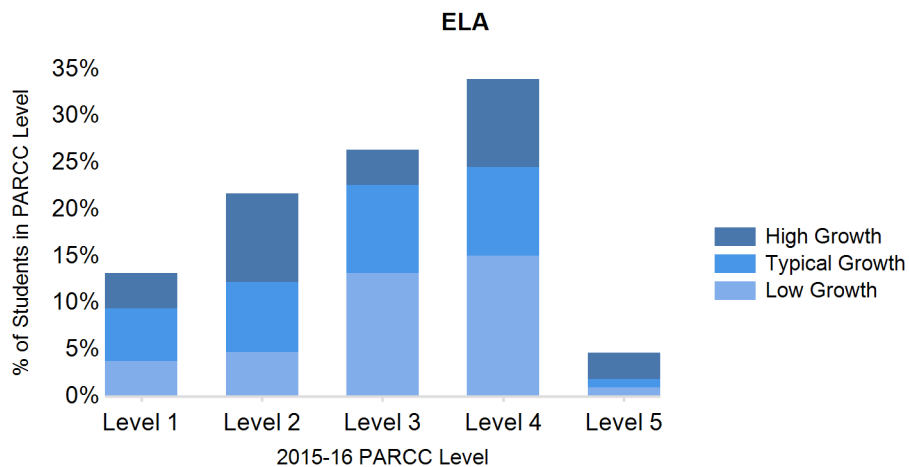
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

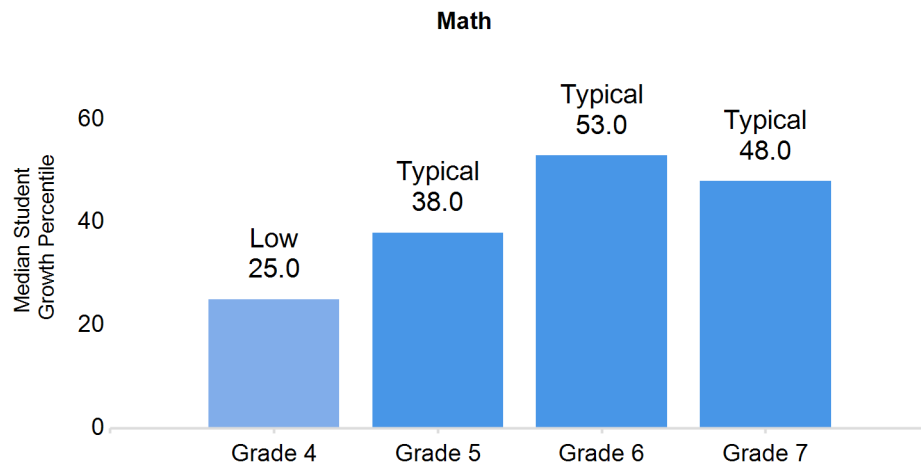
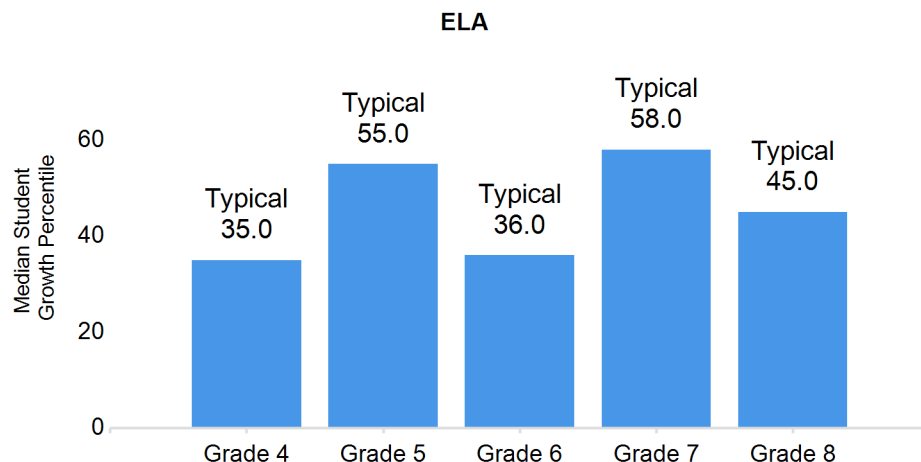
Student Growth by Performance Level

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	19
7	0	0	21
8	6	0	17
Districtwide	6	0	57

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	19	0	0	0	0	0	0
7	21	0	0	0	0	0	0
8	22	0	0	0	0	0	0
Districtwide	62	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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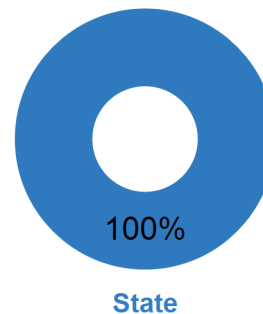
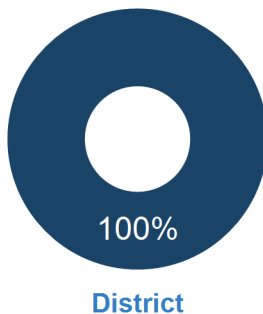
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Visual and Performing Arts – Course Participation

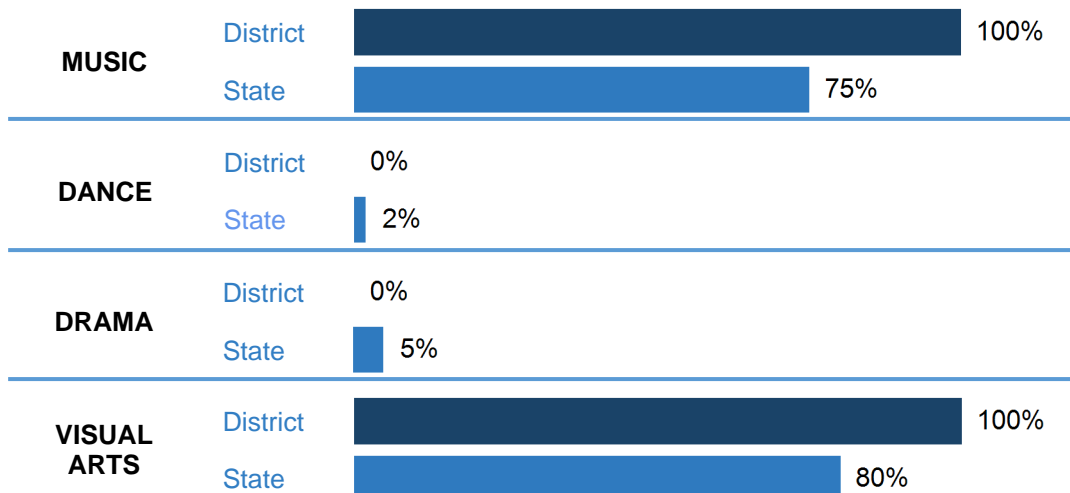
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

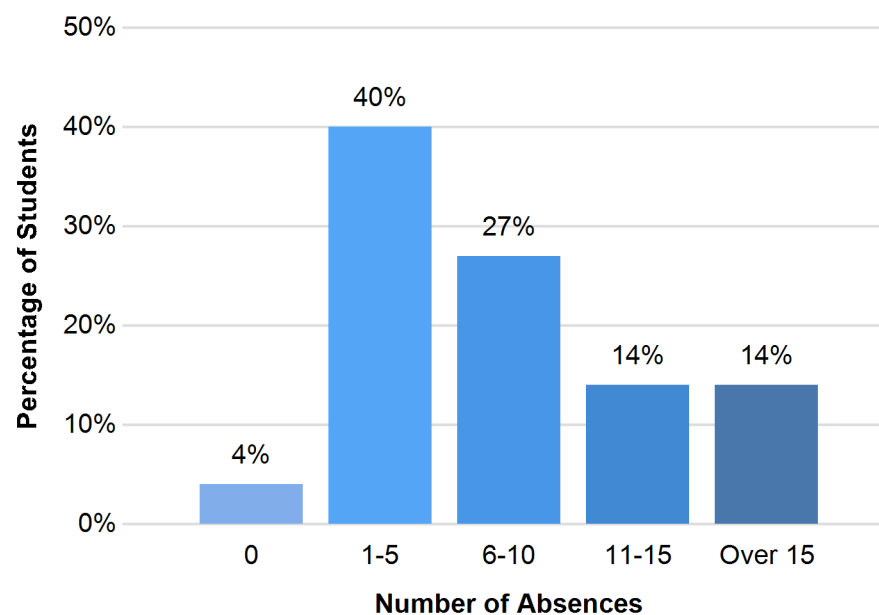
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	11.40	8.50	Not Met
White	11.80	8.50	Not Met
Hispanic	9.50	8.50	Not Met
Black or African American	15.40	**	**
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.10	8.50	Not Met
Students with Disabilities	7.50	8.50	Met Target
English Learners	N	**	**

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.



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

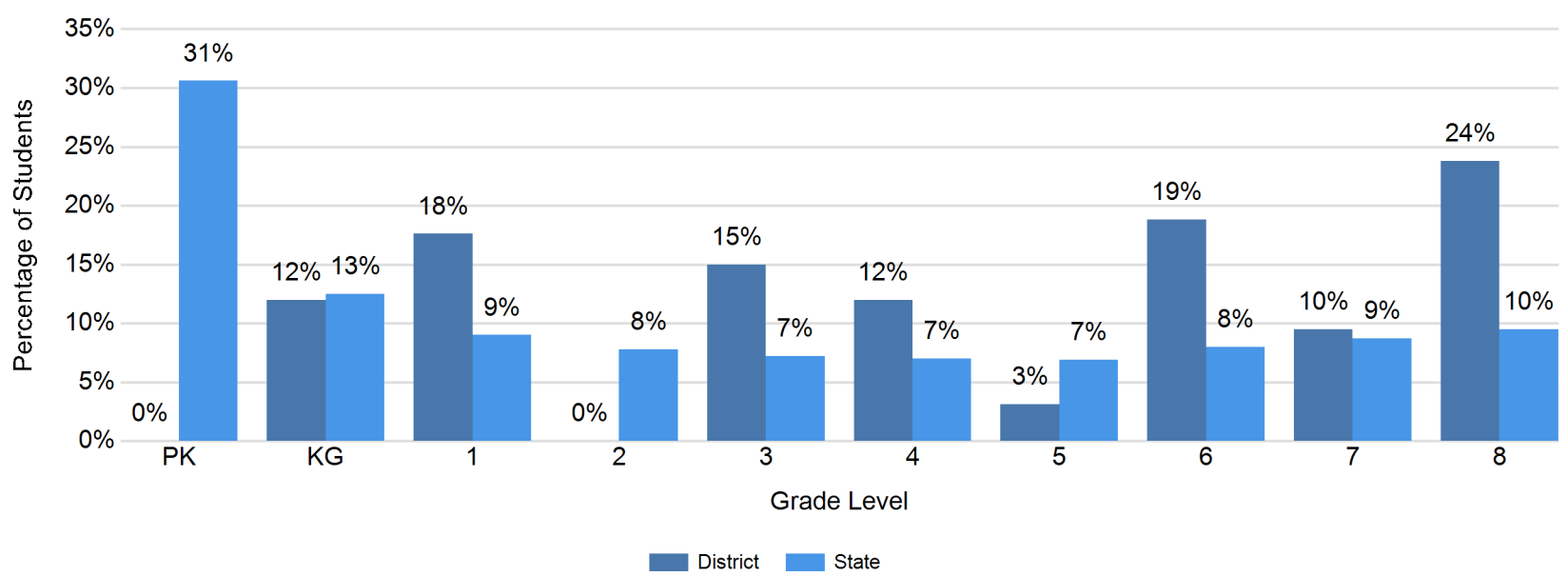


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Chronic Absenteeism by Grade

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





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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.55

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	4.1%
Out-of-School Suspensions	0.0%
Any Suspension	4.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$755	\$15,590	\$16,345



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	13.8	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	88%	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	1	9,506
Average years experience in public schools	12.0	15.9
Average years experience in district	2.0	11.6
Administrators in district for 4 or more years	0%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the district and state.

Staff Type	District Students: Staff
Teachers	8:1
Administrators	193:1
Librarian/Media Specialists	193:1
Nurses	193:1
Counselors	193:1
Child Study Team	N



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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.

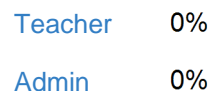
Bachelor's Degree



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	81%	89%
2015-16 Administrators: Same district 2016-17	N	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	96%



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Accountability Summary by Student Group

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

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

** 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. Cohen	Email Address:	scohen@apsedu.org
Address:	817 NORTH BLVD. ALPHA, NJ 08865	Website:	www.apsedu.org
Phone:	(908)454-5000 EXT. 200		

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 mission of the Alpha Public School is to provide every student with the opportunity to receive a high quality education, in a small, personal, caring, safe and positive environment in which all students at all grade levels achieve the NJ Core Curriculum Content Standards. In partnership with the parents and the community, a competent and dedicated staff guides students to develop confidence and become productive and contributing members of a constantly changing society.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Alpha Public School offers academic curriculum that is aligned with the New Jersey Student Learning Standards. Our students use Go Math as a primary resource for instruction. Students have the opportunity to take Pre-Algebra and Algebra. Our English/Language Arts program is using Journeys as our anchor program. We have expanded our middle school science lab this year to enable us to meet the rigors of the Next Generation Science Standards.</p>
 <p>Clubs and Activities:</p>	<p>We are very proud of our many club offerings. Students interested in the arts can join the Drama Club, including a Spring musical. There is a Dance Club that practices for a grand performance. We also offer Band and Chorus programs that meet before and after school, offering many performance opportunities. We also have an active student government and safety patrol.</p>
 <p>Before and After School Programs:</p>	<p>Alpha School offers a Homework Club for those students who need extra help or prefer to have an adult look at his or her work. We also have additional instruction for identified student</p>






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 <p>Student Supports and Services:</p>	<p>Alpha Public School teams with Phillipsburg School district in a shared services agreement to serve students identified for Special Education Services. Students who are feeling challenge and are not experiencing success can be referred to our I&RS program which is coordinated by Alpha school and includes all appropriate stake holders. Students can also be identified for Basic Skills Instruction where they receive targeted instruction in the classroom and an after school program.</p>
 <p>Student Health and Wellness:</p>	<p>At Alpha School our school nurse handles bumps and bruises but also educates all on best-practices in healthy living. Our Guidance counselor works with both individual children on his or her challenges as well as the building on Harassment, Intimidation and bullying. Our students have P.E. 2-3 times a week and recess every day. Finally, we offer hot lunch and students can purchase breakfast in the morning.</p>
 <p>Parent and Community Involvement:</p>	<p>Alpha's PTO is wonderfully engaged with our school community. Providing dances and activities for the students as well as support for the mission of the school. The district's Chief School Administrator serves on the Board of the public library to ensure that students and curriculum can be supported. Parents have access the Parent Portal on the districts website to stay up-to-date with their child's learning and activities.</p>




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 <p>Facilities:</p>	<p>Alpha's school is housed in its original location with many upgrades. This year we are completing an air conditioning project that will cool the majority of classrooms in the building. Our middle school science lab has been improved to allow for more hands-on experiments. Our students have beautiful fields to play upon as well as a playground.</p>
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