



MAYWOOD BORO

2016-2017

Grade Span PK-08

03-3060
BERGEN
MAYWOOD BORO
452 MAYWOOD AVENUE
MAYWOOD, NJ 07607

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
MAYWOOD AVENUE SCHOOL	PK-08
MEMORIAL	PK-03



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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	15	24	23
KG	88	29	116
1	114	87	109
2	104	111	94
3	88	109	106
4	114	85	112
5	114	112	90
6	87	112	106
7	93	85	107
8	89	95	89
Ungraded	37	36	25
Total	943	885	977

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%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	19%	15%	13%
Students with Disabilities	20%	20%	15%
English Learners	8%	5%	6%
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	44.8%
Hispanic	29.3%
Asian	16.5%
Black or African American	9.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	17	24	23
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	90	29	116

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	67.6%
Spanish	16.2%
Hindi	1.5%
Gujarati	1.3%
Albanian	1.0%
Other	12.1%



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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	600	100.0	74.90	54.90	74.9	71.4	Met Target
White	292	100.0	77.40	63.90	77.4	75.6	Met Target
Hispanic	170	100.0	67.10	39.80	67.1	62.5	Met Target
Black or African American	46	100.0	*	35.20	69.5	68.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	83.70	80.70	83.7	76.6	Met Goal
American Indian or Alaska Native	N	N	*	53.70	N	**	**
Two or More Races	N	N	*	54.90	N	**	**
Female	289	100.0	80.60	62.20	80.6		
Male	311	100.0	69.50	48.10	69.5		
Economically Disadvantaged Students	85	100.0	*	36.20	55.3	58.2	Met Target†
Non-Economically Disadvantaged Students	515	100.0	*	65.80	78.1		
Students with Disabilities	106	100.0	40.60	20.50	40.6	32	Met Target
Students without Disabilities	494	100.0	82.20	61.90	82.2		
English Learners	47	100.0	57.50	25.20	57.5	52.8	Met Target
Non-English Learners	553	100.0	76.30	57.40	76.3		
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	110	771	749	*	*	11%	66%	12%	78%	50%
White	44	769	759	*	*	*	66%	*	75%	61%
Hispanic	35	766	734	*	*	*	66%	*	77%	35%
Black or African American	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	781	775	*	0%	*	69%	*	85%	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	56	777	754	*	*	*	66%	*	80%	55%
Male	54	766	745	*	*	*	67%	*	76%	46%
Economically Disadvantaged Students	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	20	739	720	*	*	*	50%	0%	50%	24%
Students without Disabilities	90	778	755	*	*	*	70%	14%	84%	55%
English Learners	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	110	771	752	*	*	11%	66%	12%	78%	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	115	766	753	*	*	19%	52%	21%	73%	56%
White	53	768	762	*	*	*	57%	25%	81%	67%
Hispanic	31	760	740	*	*	*	45%	*	61%	40%
Black or African American	13	756	737	0%	0%	*	*	*	62%	36%
Asian, Native Hawaiian, or Pacific Islander	18	777	777	0%	*	*	*	*	78%	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	64	768	758	*	*	19%	48%	*	73%	61%
Male	51	763	749	*	*	20%	57%	*	73%	51%
Economically Disadvantaged Students	12	764	737	*	*	0%	*	*	83%	36%
Non-Economically Disadvantaged Students	103	766	764	*	*	21%	*	*	72%	69%
Students with Disabilities	19	749	725	*	*	*	63%	0%	63%	25%
Students without Disabilities	96	769	759	*	*	*	50%	25%	75%	62%
English Learners	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	755	*	*	*	*	*	*	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	91	767	756	*	*	19%	62%	14%	76%	59%
White	39	769	763	0%	*	*	54%	*	72%	69%
Hispanic	31	762	743	*	0%	*	68%	*	74%	44%
Black or African American	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	771	779	*	0%	*	*	*	85%	84%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	757	N	N	N	N	N	N	60%
Female	40	771	761	*	*	*	63%	*	83%	66%
Male	51	763	750	*	*	*	61%	*	71%	53%
Economically Disadvantaged Students	15	754	740	*	*	*	*	0%	60%	40%
Non-Economically Disadvantaged Students	76	769	765	*	*	*	*	17%	79%	71%
Students with Disabilities	16	740	725	*	*	*	*	*	31%	22%
Students without Disabilities	75	772	762	*	*	*	*	*	85%	66%
English Learners	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	733	*	*	*	*	*	*	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	106	766	752	*	*	15%	56%	19%	75%	54%
White	62	771	758	*	*	*	63%	18%	81%	63%
Hispanic	27	749	740	*	*	*	44%	*	56%	38%
Black or African American	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	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	49	771	758	*	*	*	57%	*	82%	61%
Male	57	761	746	*	*	*	54%	*	68%	46%
Economically Disadvantaged Students	13	740	737	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	93	769	761	*	*	*	*	*	77%	65%
Students with Disabilities	18	731	722	*	*	*	*	*	33%	17%
Students without Disabilities	88	773	758	*	*	*	*	*	83%	61%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	106	774	756	*	*	14%	37%	41%	77%	59%
White	49	777	764	*	*	*	41%	41%	82%	69%
Hispanic	26	762	742	*	*	*	*	*	65%	44%
Black or African American	13	762	737	0%	*	*	*	*	69%	38%
Asian, Native Hawaiian, or Pacific Islander	18	793	784	0%	*	*	*	61%	89%	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	48	781	764	*	*	*	42%	46%	88%	68%
Male	58	768	749	*	*	*	33%	36%	69%	51%
Economically Disadvantaged Students	20	751	739	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	86	779	766	*	*	*	*	*	83%	70%
Students with Disabilities	16	734	719	*	*	*	*	*	19%	19%
Students without Disabilities	90	781	763	*	*	*	*	*	88%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	106	774	758	*	*	14%	37%	41%	77%	*
Homeless Students	*	*	731	*	*	*	*	*	*	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	86	771	757	*	*	22%	41%	29%	70%	59%
White	48	775	764	*	*	21%	35%	35%	71%	68%
Hispanic	27	761	742	0%	*	*	52%	*	67%	44%
Black or African American	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	*	*	*	*	*	*	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	39	781	766	0%	*	*	39%	*	82%	68%
Male	47	761	749	0%	*	*	43%	*	60%	50%
Economically Disadvantaged Students	15	756	739	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	71	774	766	*	*	*	*	*	72%	69%
Students with Disabilities	12	758	718	*	*	*	*	*	58%	18%
Students without Disabilities	74	773	764	*	*	*	*	*	72%	67%
English Learners	N	N	701	N	N	N	N	N	N	*
Non-English Learners	86	771	759	*	*	22%	41%	29%	70%	*
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%

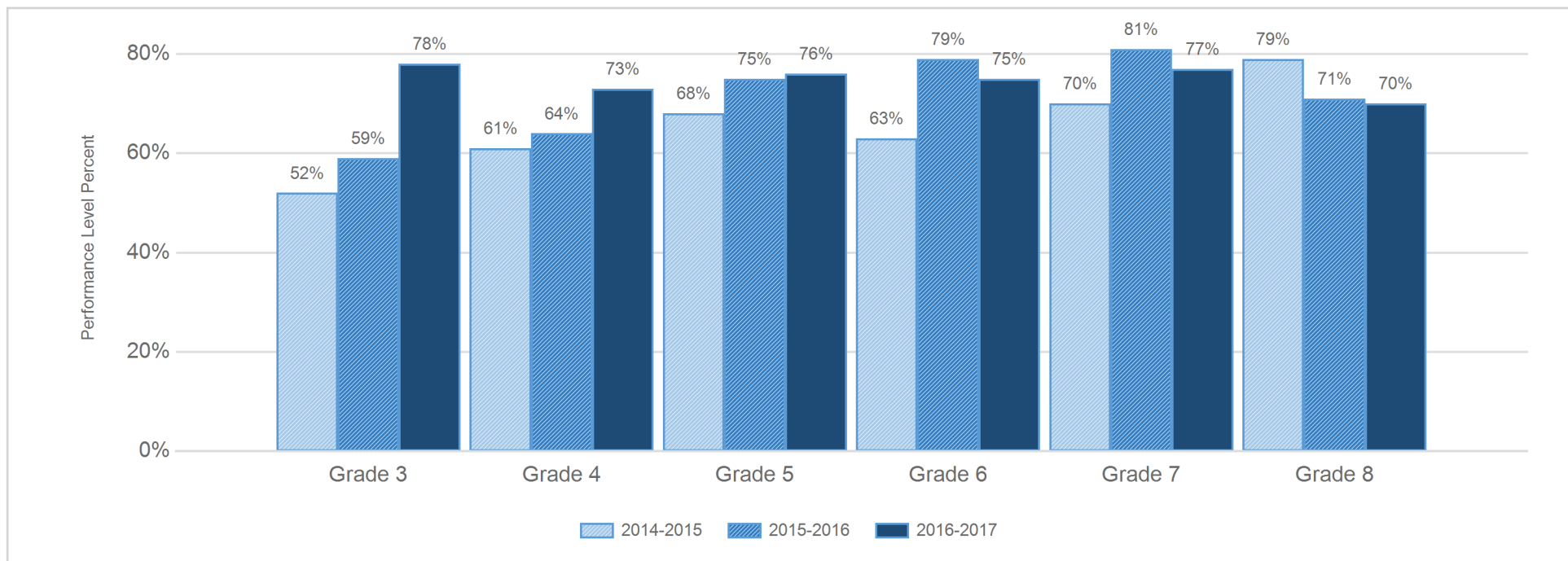


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English Language Arts/Literacy Assessment - Performance Trends

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	601	100.0	66.20	43.50	66.2	63.5	Met Target
White	292	100.0	71.20	52.40	71.2	67.5	Met Target
Hispanic	171	100.0	52.60	27.60	52.6	53.2	Met Target†
Black or African American	46	100.0	54.30	21.70	54.3	57.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	92	100.0	81.50	75.60	81.5	75.2	Met Goal
American Indian or Alaska Native	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	44.90	N	**	**
Female	289	100.0	66.10	44.10	66.1		
Male	312	100.0	66.30	42.90	66.3		
Economically Disadvantaged Students	85	100.0	41.20	25.10	41.2	42.8	Met Target†
Non-Economically Disadvantaged Students	516	100.0	70.40	54.30	70.4		
Students with Disabilities	106	100.0	30.20	16.50	30.2	32	Met Target†
Students without Disabilities	495	100.0	74.00	48.80	74		
English Learners	48	100.0	64.60	23.30	64.6	60.5	Met Target
Non-English Learners	553	100.0	66.40	45.20	66.4		
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		

** 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	110	766	751	*	*	23%	56%	16%	72%	53%
White	44	763	759	0%	*	*	64%	*	75%	63%
Hispanic	35	759	738	0%	*	34%	43%	*	57%	37%
Black or African American	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	779	779	0%	0%	*	65%	*	89%	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	56	764	751	*	*	23%	59%	*	70%	52%
Male	54	767	751	*	*	22%	54%	*	74%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	20	748	729	*	*	*	*	*	40%	29%
Students without Disabilities	90	770	755	*	*	*	*	*	79%	57%
English Learners	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	110	766	753	*	*	23%	56%	16%	72%	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	115	758	747	*	*	31%	47%	11%	58%	47%
White	53	759	755	*	*	28%	47%	*	60%	59%
Hispanic	31	753	734	0%	*	32%	39%	*	48%	30%
Black or African American	13	753	729	0%	0%	*	*	*	46%	25%
Asian, Native Hawaiian, or Pacific Islander	18	769	774	0%	0%	*	67%	*	78%	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	64	759	747	*	*	31%	44%	*	58%	47%
Male	51	757	747	*	*	31%	51%	*	59%	48%
Economically Disadvantaged Students	12	746	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	103	760	757	*	*	*	*	*	62%	61%
Students with Disabilities	19	742	724	*	*	*	*	0%	37%	22%
Students without Disabilities	96	761	751	*	*	*	*	14%	63%	52%
English Learners	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	*	*	*	*	*	*	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	93	749	747	*	14%	31%	45%	*	52%	46%
White	39	746	754	*	*	31%	39%	*	46%	57%
Hispanic	33	746	735	*	*	36%	46%	*	49%	30%
Black or African American	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	13	763	774	0%	*	*	*	*	77%	79%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	747	N	N	N	N	N	N	47%
Female	42	749	747	*	*	38%	43%	*	50%	47%
Male	51	748	746	*	*	26%	47%	*	53%	46%
Economically Disadvantaged Students	17	729	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	76	753	756	*	*	*	*	*	55%	59%
Students with Disabilities	16	728	725	*	*	*	*	*	*	19%
Students without Disabilities	77	753	751	*	*	*	*	*	*	52%
English Learners	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	724	*	*	*	*	*	*	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	106	767	743	*	*	11%	57%	23%	79%	44%
White	62	772	751	0%	*	*	66%	23%	89%	54%
Hispanic	27	754	731	0%	*	*	41%	*	56%	27%
Black or African American	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	12	771	771	*	0%	0%	*	*	92%	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	49	767	745	*	*	*	59%	20%	80%	45%
Male	57	767	742	*	*	*	54%	25%	79%	43%
Economically Disadvantaged Students	13	740	728	*	*	*	*	*	54%	24%
Non-Economically Disadvantaged Students	93	771	752	*	*	*	*	*	83%	56%
Students with Disabilities	18	732	717	*	*	*	*	*	28%	13%
Students without Disabilities	88	774	748	*	*	*	*	*	90%	50%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	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	106	766	741	*	*	14%	55%	24%	78%	40%
White	49	767	748	*	*	*	61%	22%	84%	49%
Hispanic	*	*	730	*	*	*	*	*	*	23%
Black or African American	13	752	726	*	*	*	*	*	69%	19%
Asian, Native Hawaiian, or Pacific Islander	18	783	764	0%	0%	*	*	*	83%	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	48	767	743	*	*	*	60%	*	79%	41%
Male	58	765	740	*	*	*	50%	*	78%	38%
Economically Disadvantaged Students	20	749	729	*	*	*	50%	*	60%	22%
Non-Economically Disadvantaged Students	86	770	749	*	*	*	56%	*	83%	50%
Students with Disabilities	16	742	716	*	*	*	*	*	56%	11%
Students without Disabilities	90	770	746	*	*	*	*	*	82%	45%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	106	766	742	*	*	14%	55%	24%	78%	*
Homeless Students	*	*	722	*	*	*	*	*	*	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	65	744	728	*	*	35%	40%	*	42%	28%
White	31	750	736	*	*	32%	52%	0%	52%	35%
Hispanic	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	726	N	N	N	N	N	N	28%
Female	27	746	730	*	*	*	44%	*	44%	30%
Male	38	742	725	*	*	*	37%	*	40%	26%
Economically Disadvantaged Students	13	727	719	*	*	*	*	*	23%	19%
Non-Economically Disadvantaged Students	52	748	734	*	*	*	*	*	46%	34%
Students with Disabilities	11	722	705	*	*	*	*	*	18%	*
Students without Disabilities	54	748	734	*	*	*	*	*	46%	*
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	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	22	783	743	0%	0%	*	77%	*	96%	42%
White	17	782	751	0%	0%	*	82%	*	94%	52%
Hispanic	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	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	12	782	744	*	*	*	*	*	100%	43%
Male	10	784	741	*	*	*	*	*	90%	40%
Economically Disadvantaged Students	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	708	N	N	N	N	N	N	*
Non-English Learners	22	783	745	0%	0%	*	77%	*	96%	*
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%

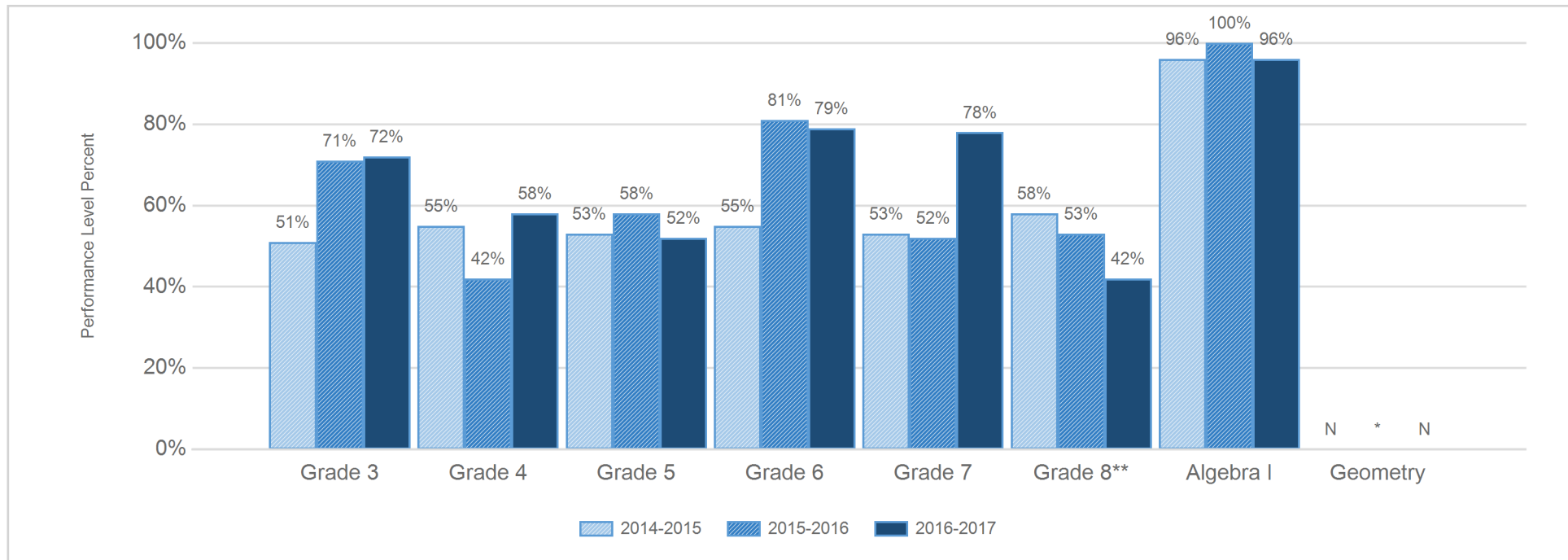


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Mathematics Assessment – Performance Trends

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	*	*
4	N	N
5	*	*
6	*	*
7	N	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	81.8%	18.2%
2	*	*	*
3	*	*	*
4	*	*	*
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.

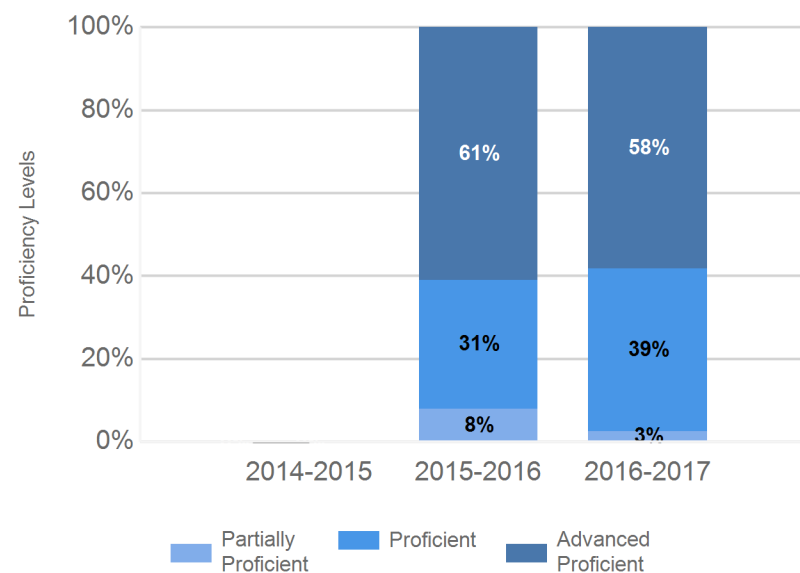
NJASK Science Assessment Performance: Grade 4

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	58%	39%	3%
White	60%	38%	2%
Hispanic	52%	42%	7%
Black or African American	39%	62%	N
Asian, Native Hawaiian, or Pacific Islander	78%	22%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	58%	42%	N
Students with Disabilities	56%	39%	6%
English Learners	*	*	*

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.

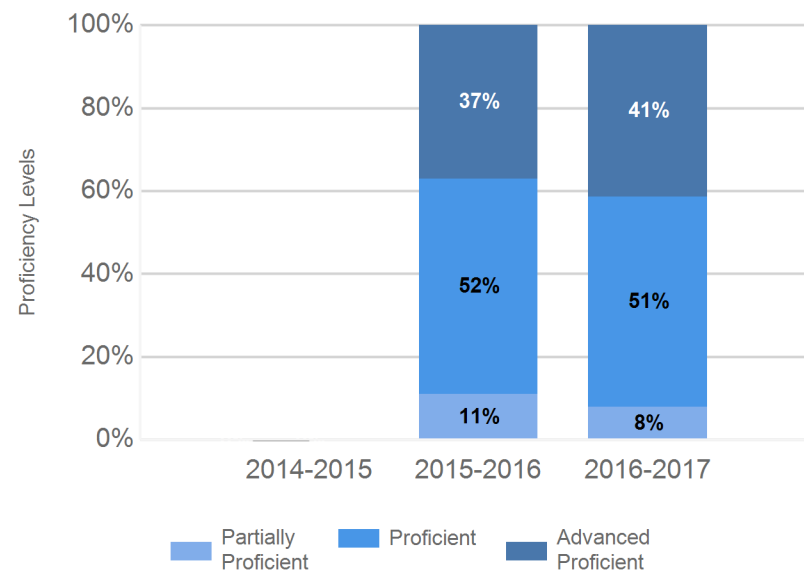
NJASK Science Assessment Performance: Grade 8

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	41%	51%	8%
White	52%	40%	8%
Hispanic	25%	68%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	7%	71%	21%
Students with Disabilities	27%	64%	9%
English Learners	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	59	50	Met Target	61	52	Exceeds Target
Hispanic	52.5	49	Met Target	58.5	47	Met Target
Black or African American	52	45	Met Target	57	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	60	Exceeds Target	64	59	Exceeds Target
American Indian or Alaska Native	N	51	**	N	51	**
Two or More Races	N	51	**	N	52	**
Economically Disadvantaged	56	47	Met Target	54	46	Met Target
Students with Disabilities	57	41	Met Target	50	43	Met Target
English Learners	51	53	Met Target	59	51	Met Target

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



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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:

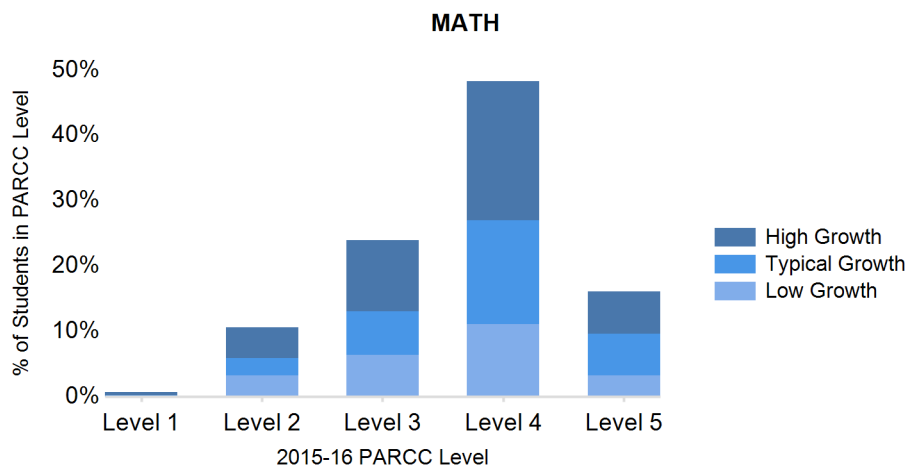
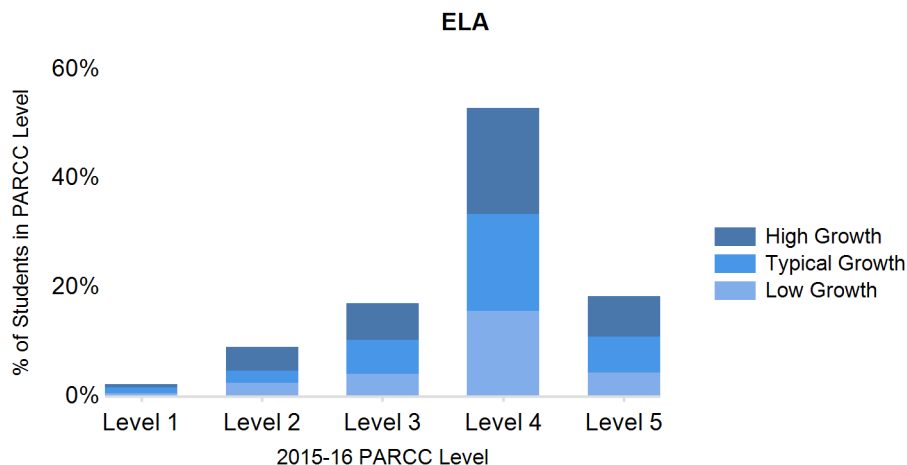
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

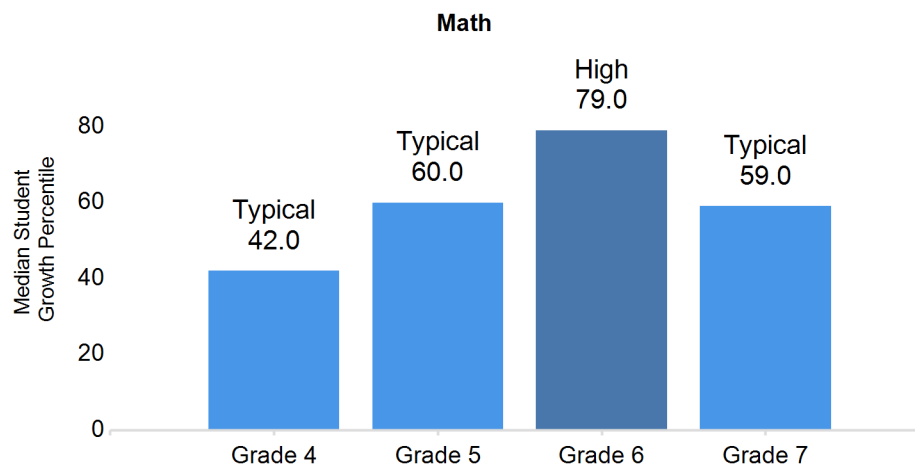
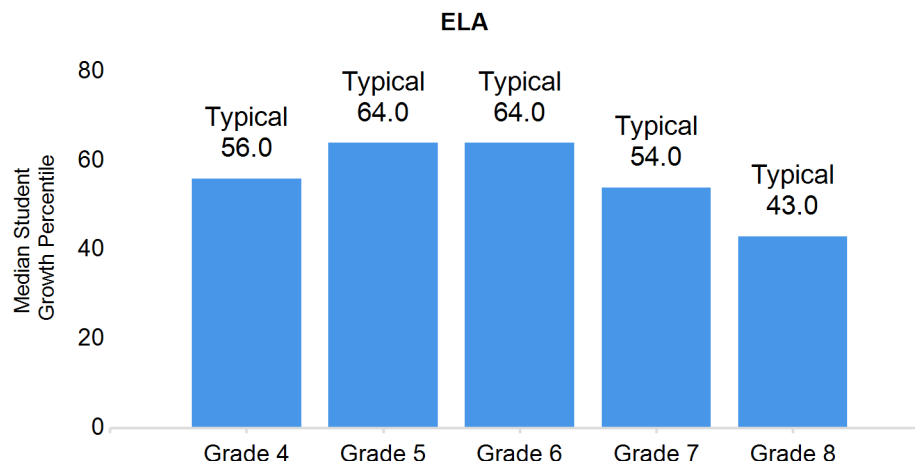
Student Growth by Performance Level

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.



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 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	105
7	0	0	68
8	22	0	65
Districtwide	22	0	238

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	75	0	0	0	0	0	0
7	76	0	0	0	0	0	0
8	74	0	0	0	0	0	0
Districtwide	225	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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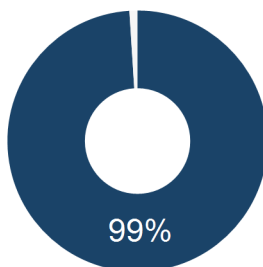
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Visual and Performing Arts – Course Participation

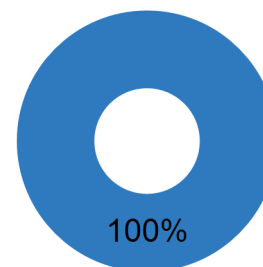
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

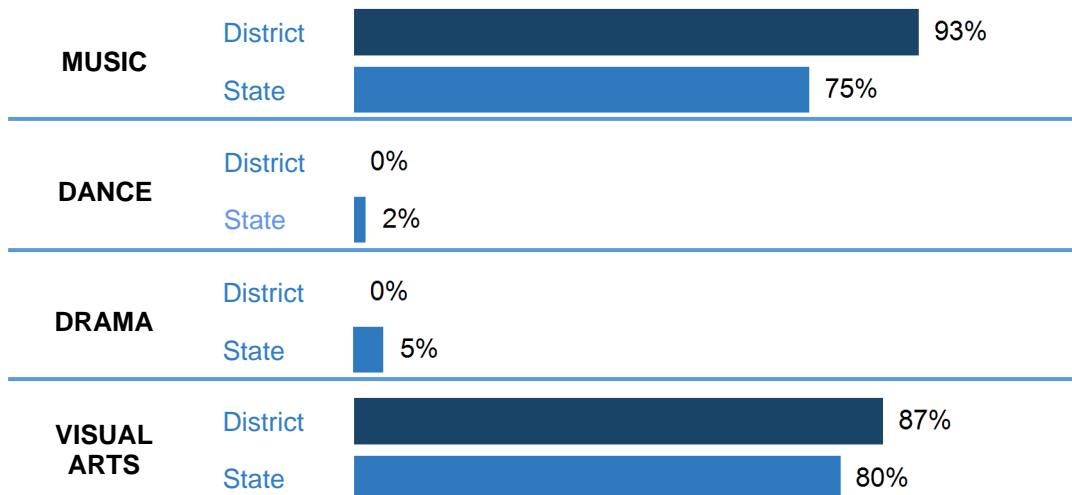


District



State

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.

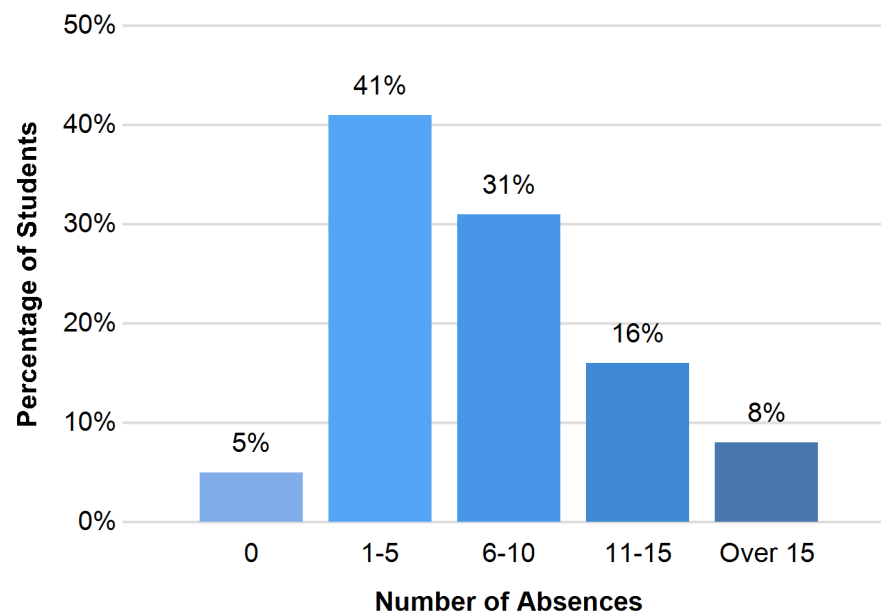
Chronic Absenteeism

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	3.10	8.50	Met Target
White	1.80	8.50	Met Target
Hispanic	4.40	8.50	Met Target
Black or African American	4.80	8.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	8.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	6.00	8.50	Met Target
Students with Disabilities	8.60	8.50	Not Met
English Learners	15.20	8.50	Not Met

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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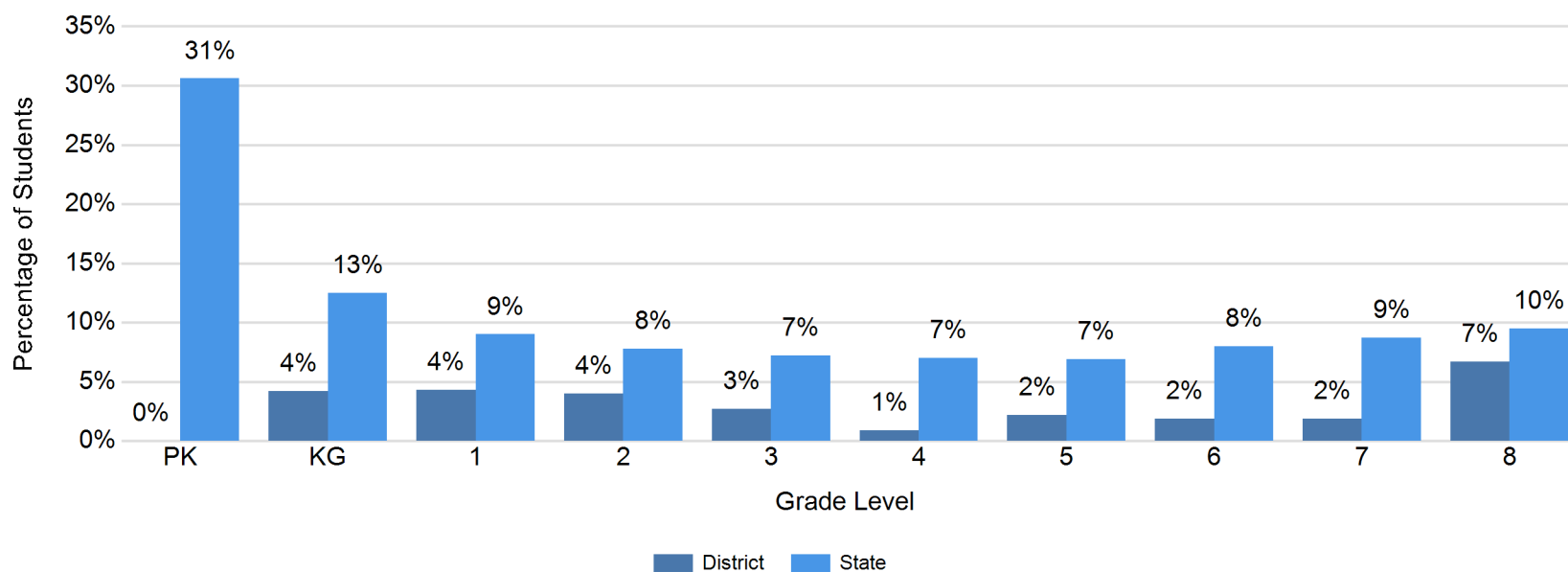
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Chronic Absenteeism by Grade

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	4
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.13

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

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)	\$442	\$12,590	\$13,032



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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	77	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	74%	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	5	9,506
Average years experience in public schools	22.8	15.9
Average years experience in district	10.4	11.6
Administrators in district for 4 or more years	80%	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	13:1
Administrators	195:1
Librarian/Media Specialists	489:1
Nurses	326:1
Counselors	489:1
Child Study Team	244:1



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Teachers and Administrators - Level of Education

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

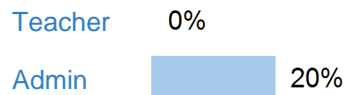
Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	80%	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	Met Target	Met Target	Met Target	Exceeds Target
White	0 out of 1 school	Met Target	Met Target	Met Target	Met Target	Exceeds Target
Hispanic	0 out of 1 school	Met Target	Met Target†	Met Target	Met Target	Met Target
Black or African American	0 out of 1 school	Met Target	Met Target†	Met Target	Met Target	Met Target
Asian, Native Hawaiian, or Pacific Islander	0 out of 1 school	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	**
Two or More Races	**	**	**	**	**	**
Economically Disadvantaged Students	0 out of 1 school	Met Target†	Met Target†	Met Target	Met Target	Met Target
Students with Disabilities	0 out of 1 school	Met Target	Met Target†	Not Met	Met Target	Met Target
English Learners	0 out of 1 school	Met Target	Met Target	Not Met	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. Jordan	Email Address:	mjordan@maywoodschoools.org
Address:	452 MAYWOOD AVENUE MAYWOOD, NJ 07607	Website:	www.maywoodschoools.org
Phone:	(201)845-9114 EXT. 111	Twitter:	https://twitter.com/@MAYWOODSCHOOLS

District Narrative

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

 <p>Mission, Vision, Theme:</p>	<p>The Maywood Public Schools will provide students with a challenging learning environment by preparing them to be responsible, successful, ethical members of society through an environment that fosters the unique potential of each child and nurtures a respect and appreciation for the individuality of all students. We uphold the expectation that students will achieve goals as set forth in the Common Core Standards, NJ Student Learning Standards & Next Generation Science Standards</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>National Mix It Up Day Award Winner, School of Character, PARCC scores rating #1 in district factor grouping and Blue Ribbon Recognition</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>The District offers high-quality and diverse programs, and embraces both an elementary and middle school scope of operations. Students in mathematics have the chance to take STEM courses as well as a variety of cycle courses including PE/Health, Spanish, Computers, Art & Music. Students have available to them the use of chrome books & are involved in a 1:1 program at the 6-8 level. Students may involve themselves in the music program through both instrumental and vocal opportunities.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Softball (Girls)</p>
 <p>Clubs and Activities:</p>	<p>Crochet Club, Art Club, REACT Community Service Club, School ambassadors, Peer Leaders, Band, Choir, Chick Chat Club, Good Character Club, Intramurals, Quiz Bowl, Student Council, Newspaper and Yearbook</p>
 <p>Before and After School Programs:</p>	<p>The District has a Before Care and Aftercare program that is sponsored by the YMCA. Students at Maywood Avenue School also may take advantage of an extra help tutoring period offered before and after school by teachers. MAS also offers an afterschool homework club.</p>



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 <p>Staff and Professional Learning:</p>	<p>Staff members attend workshops both within and outside of the district. The District is also involved in the Montclair State University Clinical Faculty Program. The District In-House Teacher Academy is an In-district program where teachers submit topics they formulate into class offerings for their colleagues. Teachers are afforded in service time for professional development & are encouraged to attend conferences and workshops outside of the scope of their instructional day.</p>
 <p>Student Supports and Services:</p>	<p>The District has a full time guidance counselor at both schools available to the entire student population & a district child study team that includes a LDTC, Social Worker, & School Psychologist. The District avails itself to the Region 5 consortium of schools for support services such as speech therapy, occupational therapy & physical therapy services as well as a wide range of professional development services. The District has an ESL teacher who works with ELL students on a pull out basis.</p>
 <p>Student Health and Wellness:</p>	<p>The District maintains a Health program within its PE/Health Department and offers a comprehensive health curriculum for students in grades K-8. The curriculum is provided and presented by a certified PE/Health or classroom teacher at all grade levels. The District has a robust athletics and extracurricular program and the school nurse provides instruction on well-being, nutrition, exercise, mental health and dental health.</p>
 <p>Parent and Community Involvement:</p>	<p>The District has a PTO with parents serving as officers within the organization at each school. Monthly meetings take place and are open to the public. The PTO is intricately involved in many aspects of the schools including student programs and fundraising and work closely with the school's staff and administration. The District also has a SEPAC as well as a Superintendent's Roundtable committee.</p>



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Facilities:

The District facilities have been upgraded in recent times. Maywood Avenue School’s recent renovations were to its science labs, media center, nurse’s office & computer lab. Both schools have been outfitted with security cameras, panic buttons, new boiler system, all new door locks & LED lighting. Memorial School most recent addition was 4 kindergarten classrooms and a gymnasium. The building also has an art/music room for student usage & an outdoor playground area.



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All visitors are systematically checked in at a front door security mechanism that has two entry points with a mantrap in between. Each floor of the buildings have security cameras and these cameras are also located on the outside of the building. The buildings have panic buttons as well as AED devices located throughout the physical plant. The schools have both stand-alone computers as well as chrome books for student use and maintains a website with individual teacher webpages as well as a Blackboard Connect point of contact information system. The District houses an early childhood pre-k program as well as an autistic program for in district and out of district students. The school does not have a uniform policy but does abide by a dress code and the rooms are not fully air conditioned.



Other Information: