



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

- **Learn more** about this district by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) for this district.
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports



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District Contact Info

This table contains contact information including superintendent name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	SOMERSET
District	WATCHUNG BORO
Superintendent Name	MRS. BILENKER
Address	1 DR. PARENTY WAY WATCHUNG, NJ 07069
Phone Number	(908)755-8121
Email Address	STEPHANIEBILENKER@WATCHUNGSCHOOLS.US
Website	http://www.watchungschools.com



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Schools in this District

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

School Name	Grades Served
BAYBERRY SCHOOL	PK-04
VALLEY VIEW SCHOOL	05-08



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	16	18	15
KG	57	65	64
1	58	63	72
2	59	65	64
3	92	63	63
4	72	93	70
5	75	72	97
6	100	78	71
7	85	102	76
8	73	88	104
Total	687	707	696

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	2015-16	2016-17	2017-18
Female	48.5%	47.2%	47.8%
Male	51.5%	52.8%	52.2%
Economically Disadvantaged Students	1.0%	1.0%	1.0%
Students with Disabilities	21.0%	20.1%	19.4%
English Learners	1.2%	2.0%	2.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	62.4%	60.8%	58.4%
Hispanic	7.7%	8.2%	9.6%
Black or African American	6.7%	5.9%	6.5%
Asian	21.1%	21.9%	21.7%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.9%	2.7%	3.4%

Enrollment Trends by Full/ Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	16	18	15
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	57	65	64

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.3%
Chinese	1.1%
Other Languages	2.6%



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Student growth is a measure of 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 previous years.

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) for the district is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	42	50	Met Standard	39	50	Not Met
White	43	50	Met Standard	38	51	Not Met
Hispanic	27.5	49	Not Met	36	48	Not Met
Black or African American	38	44	Not Met	44.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53.5	61	Met Standard	53	61	Met Standard
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	*	49	**	*	51	**
Economically Disadvantaged	*	48	**	*	47	**
Students with Disabilities	32.5	41	Not Met	44	43	Met Standard
English Learners	*	54	**	*	51	**



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

Low Growth: Less than 35

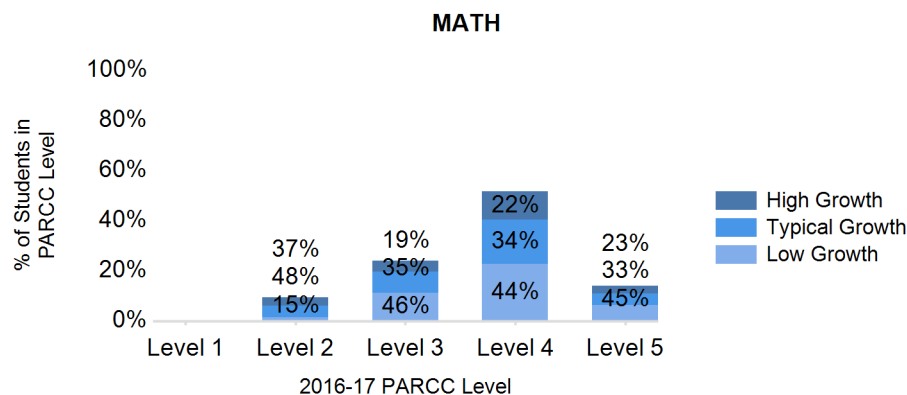
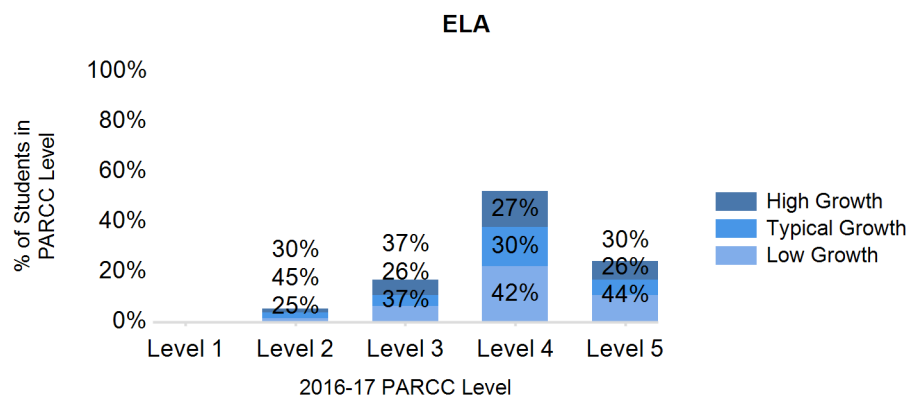
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

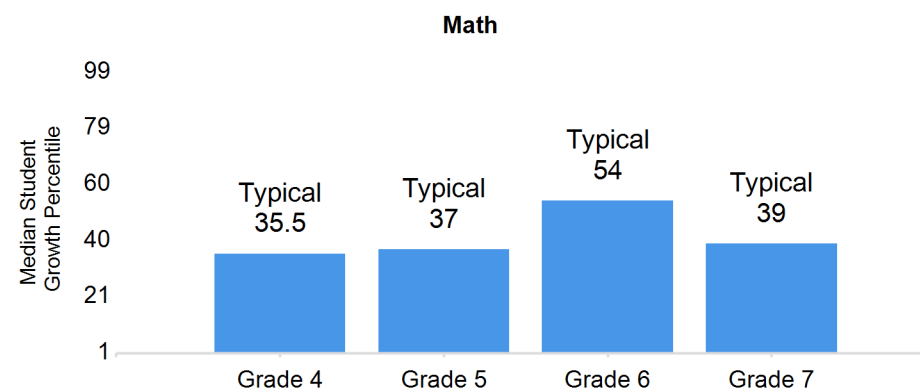
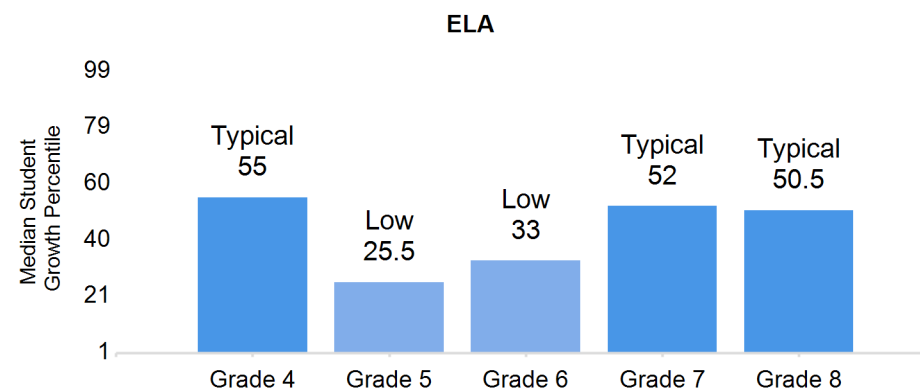
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test



Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	456	96.5	76.1	56.7	76.1	73.7	Met Target
White	285	95.7	79.3	65.6	79.3	72.5	Met Target
Hispanic	36	100.0	47.2	42.5	47.2	73.2	Not Met
Black or African American	*	*	*	37.3	*	49.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	100.0	88.3	82.3	88.3	80	Met Goal
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	63.4	*	**	**
Female	218	95.3	80.3	64.5	80.3		
Male	238	97.6	72.3	49.4	72.3		
Economically Disadvantaged Students	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	67.5	*		
Students with Disabilities	89	94.7	39.3	21.6	39.2	40.7	Met Target†
Students without Disabilities	367	96.9	85.0	63.9	85.0		
English Learners	11	100.0	45.5	27.3	45.5	**	**
Non-English Learners	445	96.4	76.8	59.4	76.8		
Homeless Students	N	N	N	27.7	N		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	61	768	750	*	*	*	*	*	72%	52%
White	31	775	759	0%	*	*	*	*	74%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	769	777	*	*	*	*	*	78%	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	30	774	756	*	*	*	*	*	70%	57%
Male	31	761	744	*	*	*	*	*	74%	46%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	10	726	719	*	*	*	*	*	20%	24%
Students without Disabilities	51	776	756	*	*	*	*	*	82%	57%
English Learners	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	70	776	756	0%	*	*	44%	37%	81%	58%
White	41	776	764	0%	*	*	51%	37%	88%	68%
Hispanic	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	791	782	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	29	778	762	0%	*	*	45%	41%	86%	63%
Male	41	774	751	0%	*	*	44%	34%	78%	53%
Economically Disadvantaged Students	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	70	776	767	0%	*	*	44%	37%	81%	70%
Students with Disabilities	10	756	726	0%	*	*	*	*	60%	25%
Students without Disabilities	60	779	762	0%	*	*	*	*	85%	64%
English Learners	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	96	769	755	*	*	16%	65%	14%	78%	58%
White	58	769	763	0%	*	*	*	*	81%	68%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	22	783	780	0%	0%	*	*	*	86%	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	48	778	762	*	*	*	*	*	83%	66%
Male	48	761	749	*	*	*	*	*	73%	51%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	14	736	724	*	*	*	*	*	43%	22%
Students without Disabilities	82	775	762	*	*	*	*	*	84%	65%
English Learners	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	760	754	*	*	28%	48%	17%	65%	56%
White	44	762	761	*	*	*	*	*	70%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	767	779	0%	0%	*	*	*	69%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	30	771	761	*	*	*	*	*	77%	64%
Male	35	751	748	*	*	*	*	*	54%	48%
Economically Disadvantaged Students	N	N	739	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	65	760	764	*	*	28%	48%	17%	65%	68%
Students with Disabilities	12	748	723	*	*	*	*	*	50%	18%
Students without Disabilities	53	763	760	*	*	*	*	*	68%	63%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	75	778	760	0%	*	*	43%	41%	84%	63%
White	47	776	768	0%	*	*	57%	32%	89%	72%
Hispanic	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	17	800	790	0%	*	0%	*	*	94%	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	38	782	769	0%	*	*	32%	53%	84%	72%
Male	37	773	752	0%	*	*	54%	30%	84%	54%
Economically Disadvantaged Students	N	N	742	N	N	N	N	N	N	44%
Non-Economically Disadvantaged Students	75	778	771	0%	*	*	43%	41%	84%	73%
Students with Disabilities	19	751	721	0%	*	*	*	*	47%	22%
Students without Disabilities	56	787	768	0%	*	*	*	*	96%	71%
English Learners	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	75	778	762	0%	*	*	43%	41%	84%	64%
Homeless Students	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	95	768	759	*	*	14%	44%	28%	73%	60%
White	66	770	767	*	*	15%	47%	27%	74%	70%
Hispanic	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	803	789	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	47	775	768	*	*	*	45%	32%	77%	69%
Male	48	762	751	*	*	*	44%	25%	69%	52%
Economically Disadvantaged Students	N	N	740	N	N	N	N	N	N	42%
Non-Economically Disadvantaged Students	95	768	769	*	*	14%	44%	28%	73%	71%
Students with Disabilities	21	722	719	*	*	*	*	*	19%	19%
Students without Disabilities	74	781	766	*	*	*	*	*	88%	68%
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	95	768	761	*	*	14%	44%	28%	73%	*
Homeless Students	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

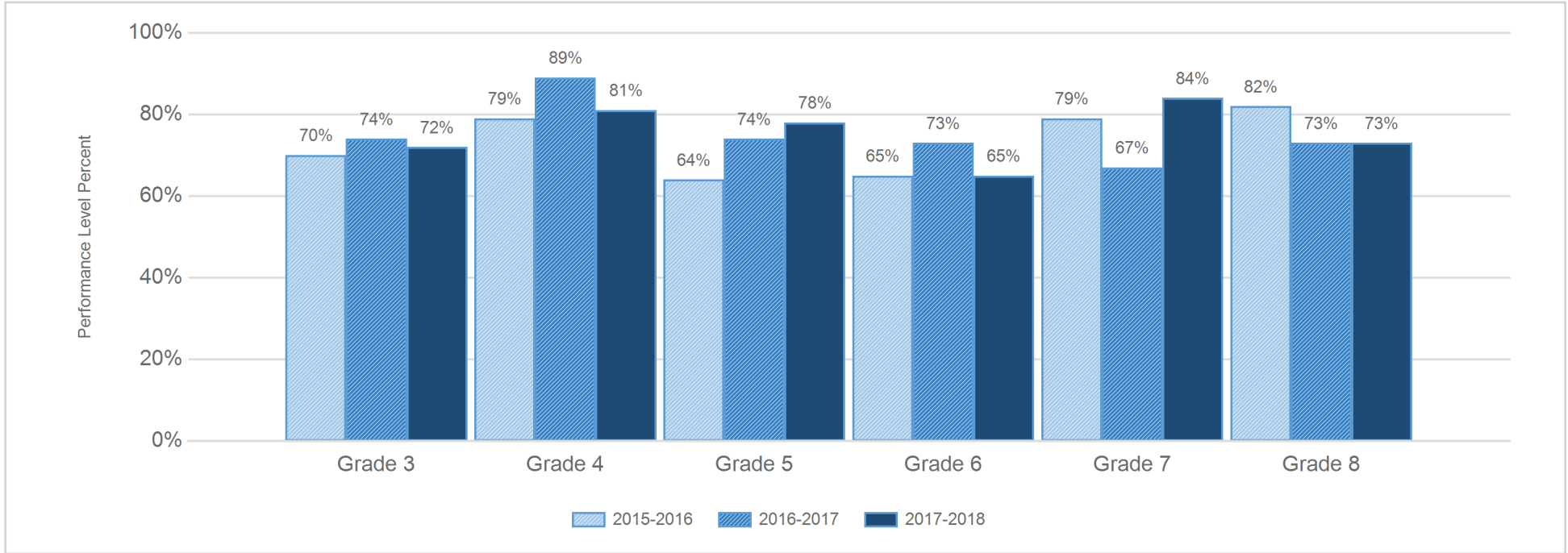


WATCHUNG BORO
 (35-5540)
 Grades Offered: PK-08
 2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	458	96.9	63.1	45.0	63.1	65.3	Met Target†
White	287	96.4	62.0	54.1	62.0	63.9	Met Target†
Hispanic	36	100.0	36.1	29.2	36.1	63.9	Not Met
Black or African American	*	*	*	23.4	*	27.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	100.0	87.2	77.0	87.2	80	Met Goal
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	53.0	*	**	**
Female	219	95.7	61.2	46.0	61.2		
Male	239	98.0	64.8	43.9	64.8		
Economically Disadvantaged Students	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	55.9	*		
Students with Disabilities	89	94.7	24.8	17.1	24.6	29.3	Met Target†
Students without Disabilities	369	97.4	72.4	50.5	72.4		
English Learners	11	100.0	63.6	24.6	63.6	**	**
Non-English Learners	447	96.8	63.0	46.9	63.0		
Homeless Students	N	N	N	17.3	N		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	62	760	752	*	*	21%	50%	18%	68%	53%
White	31	763	760	0%	*	*	*	*	68%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	772	780	0%	*	*	*	*	78%	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	30	761	752	*	*	*	*	*	60%	53%
Male	32	760	751	*	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	10	738	730	*	*	*	*	*	20%	29%
Students without Disabilities	52	765	756	*	*	*	*	*	77%	57%
English Learners	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	70	759	748	0%	*	30%	*	*	59%	49%
White	41	758	755	0%	*	27%	*	*	63%	60%
Hispanic	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	14	776	774	0%	*	*	*	*	71%	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	29	758	748	0%	*	*	*	*	59%	50%
Male	41	760	748	0%	*	*	*	*	59%	49%
Economically Disadvantaged Students	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	70	759	758	0%	*	30%	*	*	59%	62%
Students with Disabilities	10	738	725	0%	*	*	*	*	30%	22%
Students without Disabilities	60	762	753	0%	*	*	*	*	63%	55%
English Learners	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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- † This indicates a table specific note, see note below table

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	96	756	748	*	*	29%	43%	16%	58%	49%
White	58	753	756	*	*	33%	*	*	53%	60%
Hispanic	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	22	776	777	0%	0%	*	*	*	91%	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	48	754	749	*	*	27%	*	*	56%	50%
Male	48	759	747	*	*	31%	*	*	60%	48%
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	14	726	726	*	*	*	*	*	*	20%
Students without Disabilities	82	761	752	*	*	*	*	*	*	55%
English Learners	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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- † This indicates a table specific note, see note below table

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	62	755	744	0%	*	31%	*	*	58%	44%
White	44	753	751	0%	*	32%	*	*	55%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	10	771	771	0%	0%	*	*	*	90%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	28	758	745	0%	*	*	*	*	64%	45%
Male	34	752	742	0%	*	*	*	*	53%	42%
Economically Disadvantaged Students	N	N	729	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	62	755	753	0%	*	31%	*	*	58%	56%
Students with Disabilities	11	743	717	0%	*	*	*	*	45%	13%
Students without Disabilities	51	757	748	0%	*	*	*	*	61%	49%
English Learners	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	72	757	743	*	*	25%	*	*	65%	43%
White	47	757	750	0%	*	30%	*	*	64%	54%
Hispanic	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	14	774	767	0%	0%	*	*	*	93%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	35	753	745	*	*	*	*	*	57%	45%
Male	37	761	741	*	*	*	*	*	73%	42%
Economically Disadvantaged Students	N	N	730	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	72	757	751	*	*	25%	*	*	65%	55%
Students with Disabilities	19	734	717	*	*	*	*	*	21%	12%
Students without Disabilities	53	765	748	*	*	*	*	*	81%	50%
English Learners	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	72	757	744	*	*	25%	*	*	65%	45%
Homeless Students	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	32	715	728	38%	*	*	*	*	13%	28%
White	19	723	736	*	*	*	*	*	16%	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	729	N	N	N	N	N	N	28%
Female	14	708	731	*	*	*	*	*	14%	31%
Male	18	720	725	*	*	*	*	*	11%	26%
Economically Disadvantaged Students	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	32	715	735	38%	*	*	*	*	13%	35%
Students with Disabilities	17	700	705	*	*	*	*	*	*	*
Students without Disabilities	15	732	735	*	*	*	*	*	*	*
English Learners	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	70	782	746	0%	*	*	70%	23%	93%	46%
White	49	776	755	0%	*	*	*	*	92%	57%
Hispanic	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	810	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	755	*	*	*	*	*	*	54%
Female	39	780	748	0%	*	*	*	*	87%	48%
Male	31	786	745	0%	*	*	*	*	100%	44%
Economically Disadvantaged Students	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	70	782	756	0%	*	*	70%	23%	93%	57%
Students with Disabilities	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	70	782	749	0%	*	*	70%	23%	93%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	N	N	735	N	N	N	N	N	N	30%
White	N	N	740	N	N	N	N	N	N	37%
Hispanic	N	N	723	N	N	N	N	N	N	14%
Black or African American	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	741	N	N	N	N	N	N	39%
Female	N	N	736	N	N	N	N	N	N	30%
Male	N	N	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	711	N	N	N	N	N	N	*
Non-English Learners	N	N	736	N	N	N	N	N	N	*
Homeless Students	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	709	N	N	N	N	N	N	11%



WATCHUNG BORO
(35-5540)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	*	*	727	*	*	*	*	*	*	30%
White	N	N	733	N	N	N	N	N	N	35%
Hispanic	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	736	N	N	N	N	N	N	37%
Female	*	*	728	*	*	*	*	*	*	30%
Male	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	691	N	N	N	N	N	N	*
Non-English Learners	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	708	N	N	N	N	N	N	15%

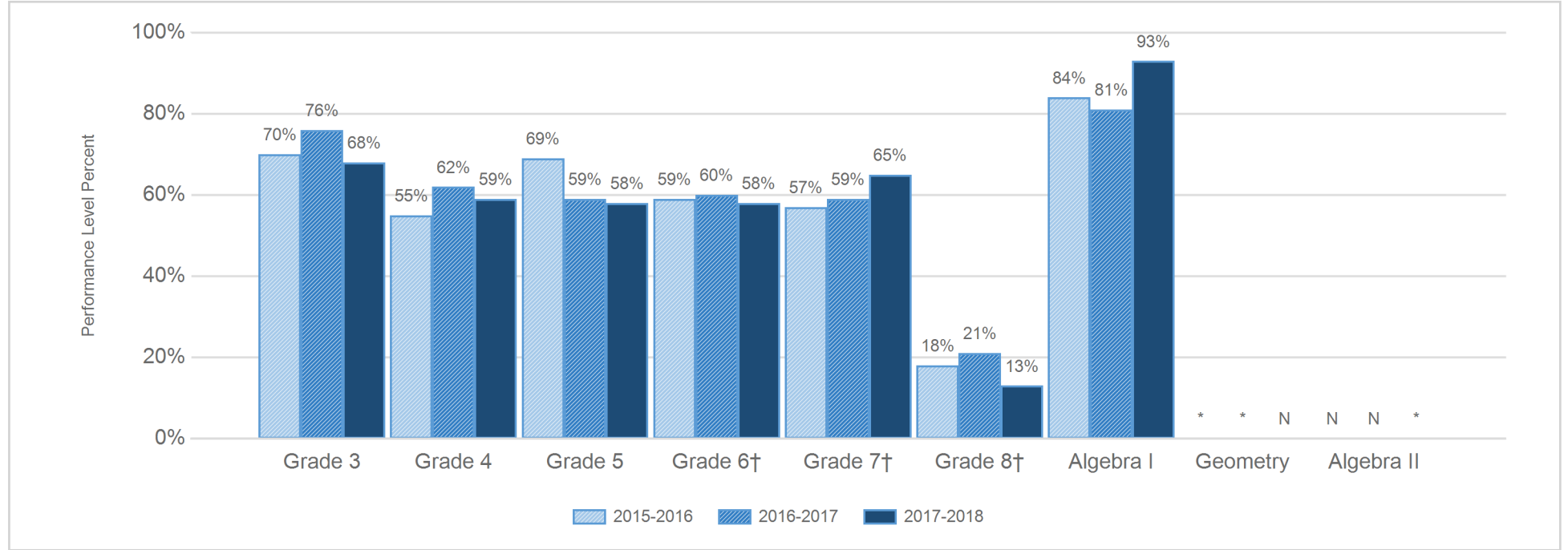


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.





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DLM Alternate Assessment - 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	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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 and 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
0-2	15	66.7%	33.3%
3-4	*	*	*
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in **Mathematics** courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	3	0	68
7	3	0	73
8	65	0	37
Total	71	0	178

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	70	64	0	0	0	0	0
7	35	36	0	0	0	0	0
8	63	20	0	0	0	0	0
Total	168	120	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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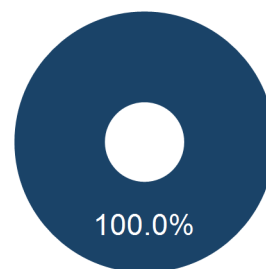
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Visual and Performing Arts – Course Participation

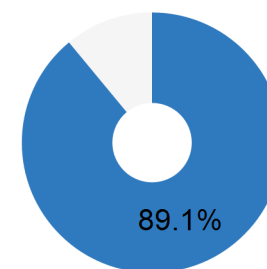
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

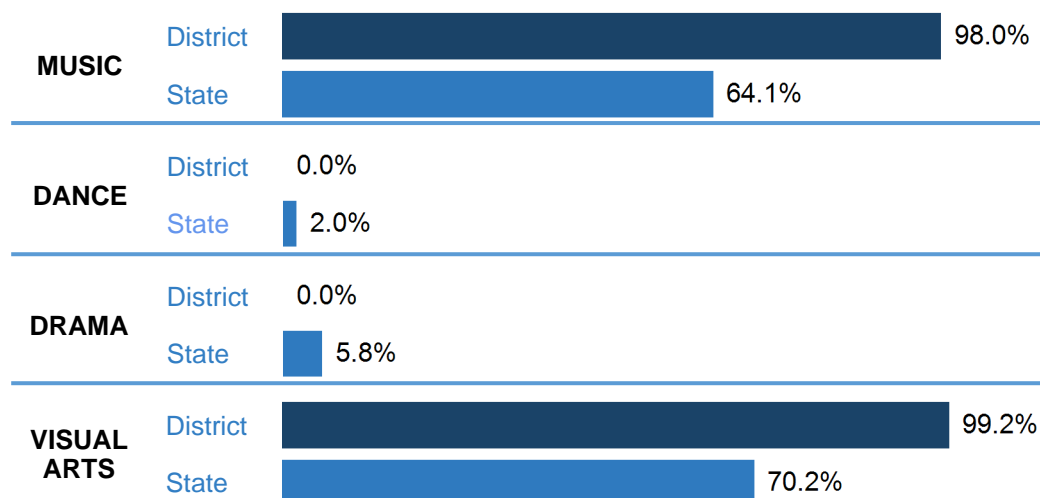


District



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

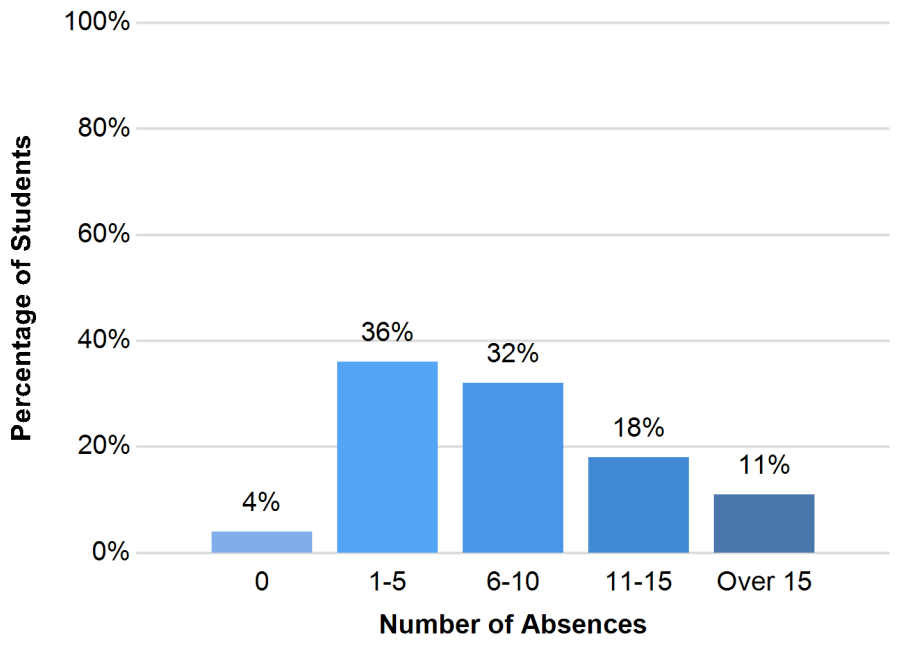
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	57	8.3	9.1	Met
White	30	7.4	9.1	Met
Hispanic	10	15.4	9.1	Not Met
Black or African American	4	8.7	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	10	6.8	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	16	12.9	9.1	Not Met
English Learners	3	18.8	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





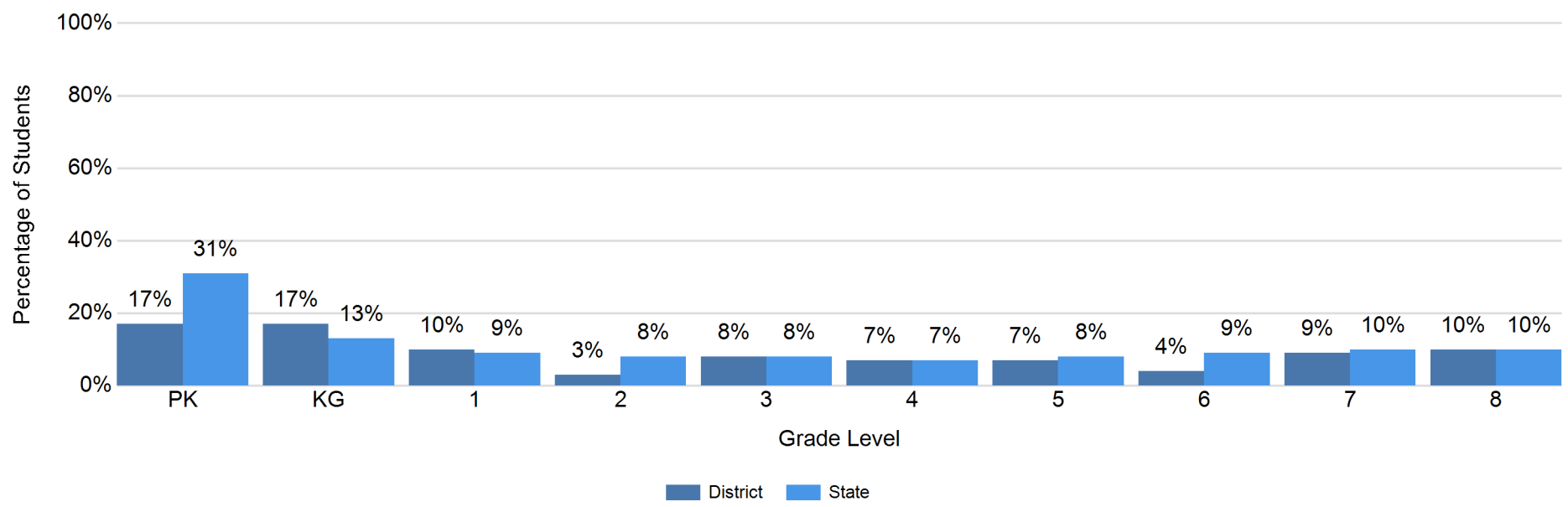
WATCHUNG BORO
 (35-5540)
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 2017-2018

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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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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 row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.72

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	1	1
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School	*	*
Any Suspension	12	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
12



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$259	\$15,317	\$15,576



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Key terms for staff data:

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

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	59	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	78.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	4	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	15.3	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	174:1
Teachers to Administrators	15:1
Students to Librarian/Media Specialists	697:1
Students to Nurses	349:1
Students to Counselors	349:1
Students to Child Study Team	349:1



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Teachers and Administrators - Level of Education

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

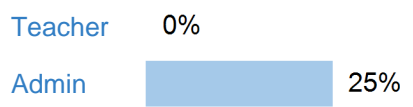
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

This table shows the percentage of days that 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
2017-18	98.1%



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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	84.7%	50.0%
Male	15.3%	50.0%
White	98.3%	100.0%
Hispanic	1.7%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target†	N	Met Standard	Not Met	**	Met
White	Met Target	Met Target†	N	Met Standard	Not Met	n/a	Met
Hispanic	Not Met	Not Met	N	Not Met	Not Met	n/a	Not Met
Black or African American	Met Target†	Met Target†	N	Not Met	Met Standard	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	N	Met Standard	Met Standard	n/a	Met
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	**	**	N	**	**	n/a	Not Met
Economically Disadvantaged Students	**	**	N	**	**	n/a	**
Students with Disabilities	Met Target†	Met Target†	N	Not Met	Met Standard	n/a	Not Met
English Learners	**	**	N	**	**	**	**

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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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>Highlights:</p>	<ul style="list-style-type: none"> • The district has a 1:1 Chromebook Initiative for students in grades 2-8. Students in grades K-1 have classroom sets of iPads. • A STEM lab is located in the elementary school and the middle school. • The district showcases an award winning concert band and a select choir.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Watchung Borough Public Schools is to foster in students an intellectual curiosity that will lend itself to a lifetime of learning and to develop the necessary skills to pursue this learning. Watchung students demonstrate outstanding achievement in all areas, whether assessed by tests, individual portfolios of work, individual or group projects, or creative productions.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students are Battle of the Books Champions, Spelling Bee Champions, Future Cities and Model UN winners, Basketball Champions, and the band and chorus have won numerous competitions. Annually, the district performs a middle school play, and showcases art projects. Bayberry Elementary School was awarded the Bronze Level Certification from Sustainable Jersey for Schools.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Programs offered include Advanced Mathematics, Robotics, World Languages, Industrial Arts, STEM, a Gifted & Talented Program, integrated Preschool, Narratives of Courage, and Junior Narratives. The district utilizes Lucy Calkins' Units of Study for Reading and Writing, Learner-Active, Technology Infused Classrooms, SmartBoards, iPads, computers and e-readers across all grades to enrich learning, bringing real-time internet connectivity to each lesson.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed)</p> <p>Students also participate during and after-school in the Adventure Education Program. The program consists of swinging elements, rope climbing, knot tying, belaying techniques, balance beam courses, and group tasks that foster team work and communication.</p>
 <p>Clubs and Activities:</p>	<p>Most of our students stay at school after dismissal. TREP\$ is an entrepreneur program for students who want to start their own business. Girls on Track builds self-respect and healthy lifestyles while training for a 5K. Other favorites are the Environmental Club, Community Outreach, Peer Leaders, Student Council, Photography Club, History Club, Newspaper Club, Homework Club, and Honor and Regions Bands. Students also serve on the Watchung Youth Services Commission.</p>





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 <p>Before and After School Programs:</p>	<p>Best Time, LLC, operates a before and after-school option for grades K-8. Morning care begins at 7:00 a.m. and bridges the gap until 8:20 a.m. when regular parent drop off begins for all students. After-school care is available until 6:30 p.m., and offers a quiet area for homework, as well as many fun activities for students. Students in grades 5-8 are bused to Bayberry Elementary School from Valley View Middle School. A homework club is available after-school for students in grades 5-8.</p>
 <p>Staff and Professional Learning:</p>	<p>Watchung Borough's outstanding teachers are a highly professional group of life long learners who constantly strive to improve the art and craft of their teaching. All teachers are involved in Professional Learning Communities. The collaborative teams are the engines that drive the schools. A teacher liaison at each grade level coordinates weekly grade level meetings. In-service days are held during the school year to present models, exemplars, and strategies to enhance the curriculum and teaching. Professional development is offered to teachers and administrators during the summer and throughout the school year. Cohorts of teachers have been trained during the summer in engaging students and facilitating learning and are supported by coaches throughout the year. In partnership with the surrounding districts, we provide professional development workshops for the teachers to meet their professional needs.</p>





WATCHUNG BORO
 (35-5540)
 Grades Offered: PK-08
 2017-2018

Report Key:
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 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note, see note below table

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 <p>Student Health and Wellness:</p>	<p>Bayberry School received a grant from Project Fit in the fall of 2015. This has been incorporated into the Physical Education Program. A freestanding structure of seven work out areas are permanently installed outdoors on the school grounds addressing upper body strength, lower body strength, abdominal strength, cardiovascular endurance, and flexibility. The students are scheduled for physical education classes four times per week in grades 6-8. Students are able to go outside during the lunch period or use the gym during inclement weather for additional physical activity time. Health classes are taught by the teachers and the school nurse and focus on wellness and nutrition. A Watchung police officer presents the DARE program to 5th graders and teaches the dangers of substance abuse.</p>
 <p>Parent and Community Involvement:</p>	<p>Watchung Borough is fortunate to have an active and supportive PTO and an enthusiastic and motivated Watchung Educational Foundation. Together these two groups organize a variety of fundraisers to enrich the educational programs. They provide assemblies, workshops, and grants to enhance the curriculum. Both organizations support the Narratives of Courage Day, a biannual event that brings motivational speakers to the school to share their incredible stories of courage and resiliency.</p>




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 <p>Facilities:</p>	<p>The last major renovation/upgrade to Bayberry School was an expansion of facilities in 2003 to provide more classrooms and common space. The last major renovation/upgrade to Bayberry Elementary School was an expansion of facilities in 2003 to provide more classrooms and common space. Recent upgrades to address security measures include a renovation of the foyer and main office. A new STEM lab was created in the school. An addition and renovations were made to Valley View School in 2003. A new gym, industrial arts room, and three additional classrooms were built along with renovations to the existing structure. New heating and air conditioning were included in these renovations. In 2016, the main computer lab was transformed into a state of the art STEM classroom.</p>
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Other Information:

Bayberry Elementary School will continue to provide exceptional educational opportunities for all students. Parents are viewed as partners in education and assist during the school day in classrooms, in the library and in the lunchroom. Community groups, members of the police and the fire departments, the Mayor, members of the Borough Council and state government, visit our school annually and work with the students. The school family of students, teachers, parents, and community members support the school mission to introduce the young child to formal learning by building a foundation of knowledge and skills within a nurturing environment that promotes self-confidence, encourages love of learning and celebrates the uniqueness of each child. Valley View School's weekly schedule begins with a traditional day when every class meets for a forty minute period. Each remaining day of the week, a period is dropped in the morning and in the afternoon. These fifty-two minute periods rotate throughout the week allowing students and teachers to experience the class at different times of the day. Technology has played an important part in communication between students and teachers and between the school and the family. We use PowerSchool as our SIS. Parents and students are able to login and see grades and assignments posted in a timely manner. Students and teachers utilize Google Classroom for assignments, collaboration, resources, and test taking. The website is an important resource for parents. There, families can access a teacher webpage as well as see calendar dates and other information that pertains to their child. The district has made an effort with the Green Team to reduce the amount of paper used and technology is assisting us to meet that goal. School safety is a priority for the school and the district. Procedures help to keep the students and the staff safe while still welcoming parents and visitors to the school.