



Freehold Intermediate School
2016-2017


Grade Span 06-08

25-1640-060
MONMOUTH
FREEHOLD BORO
280 PARK AVENUE
FREEHOLD, NJ 07728-2096

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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
6	140	171	156
7	142	130	164
8	124	147	128
Ungraded	21	20	21
Total	427	468	469

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	47%	49%	51%
Male	53%	51%	49%
Economically Disadvantaged Students	74%	69%	69%
Students with Disabilities	18%	17%	18%
English Learners	8%	7%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	69.5%
White	17.5%
Black or African American	9.6%
Asian	2.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.1%

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
Spanish	59.5%
English	39.0%
<i>Other</i>	1.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	451	99.8	48.20	42.90	54.90	48.2	46.1	Met Target
White	79	100.0	67.10	65.00	63.90	67.1	56.5	Met Target
Hispanic	313	99.7	44.10	38.70	39.80	44.1	43.8	Met Target
Black or African American	44	100.0	45.40	40.00	35.20	45.4	36.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	53.00	80.70	50	**	**
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	22.20	54.90	*	**	**
Female	228	99.6	57.90	50.90	62.20	57.9		
Male	223	100.0	38.10	35.20	48.10	38.1		
Economically Disadvantaged Students	311	99.7	38.00	34.90	36.20	38	41	Met Target†
Non-Economically Disadvantaged Students	140	100.0	70.70	65.40	65.80	70.7		
Students with Disabilities	89	100.0	*	*	20.50	*	11.6	Met Target†
Students without Disabilities	362	99.7	*	*	61.90	*		
English Learners	53	98.2	*	*	25.20	*	12.3	Met Target†
Non-English Learners	398	100.0	*	*	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	*	*	*	50.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	160	742	742	751	8%	21%	35%	28%	9%	37%	54%
White	28	768	768	758	0%	*	*	50%	*	75%	63%
Hispanic	114	735	735	740	*	22%	40%	23%	*	27%	38%
Black or African American	12	746	746	735	0%	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	82	747	747	758	*	24%	35%	26%	*	38%	61%
Male	78	737	737	745	*	17%	35%	31%	*	36%	46%
Economically Disadvantaged Students	120	733	733	737	*	*	*	21%	*	23%	34%
Non-Economically Disadvantaged Students	40	768	768	760	*	*	*	50%	*	78%	65%
Students with Disabilities	29	712	712	722	*	*	*	*	*	*	17%
Students without Disabilities	131	748	748	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	55%
Migrant Students	N	N	N	721	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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	747	747	756	10%	11%	29%	37%	13%	50%	59%
White	35	761	761	763	0%	*	*	37%	*	63%	69%
Hispanic	107	742	742	741	14%	11%	30%	36%	9%	45%	44%
Black or African American	18	748	748	737	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	80	756	756	764	*	*	24%	48%	*	64%	68%
Male	85	738	738	748	*	*	33%	27%	*	38%	51%
Economically Disadvantaged Students	105	741	741	738	*	*	32%	34%	*	43%	40%
Non-Economically Disadvantaged Students	60	756	756	765	*	*	22%	42%	*	63%	70%
Students with Disabilities	29	706	706	719	*	*	*	*	*	*	19%
Students without Disabilities	136	755	755	763	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	756	756	757	11%	10%	18%	44%	17%	61%	59%
White	21	776	776	764	*	*	*	*	*	71%	68%
Hispanic	92	754	754	742	*	*	19%	50%	12%	62%	44%
Black or African American	15	743	743	737	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	785	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	70	767	767	765	*	*	17%	53%	*	76%	68%
Male	62	744	744	748	*	*	19%	34%	*	45%	50%
Economically Disadvantaged Students	86	750	750	739	*	*	*	44%	*	55%	40%
Non-Economically Disadvantaged Students	46	767	767	766	*	*	*	44%	*	74%	69%
Students with Disabilities	25	709	709	717	*	*	*	*	*	*	18%
Students without Disabilities	107	767	767	764	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

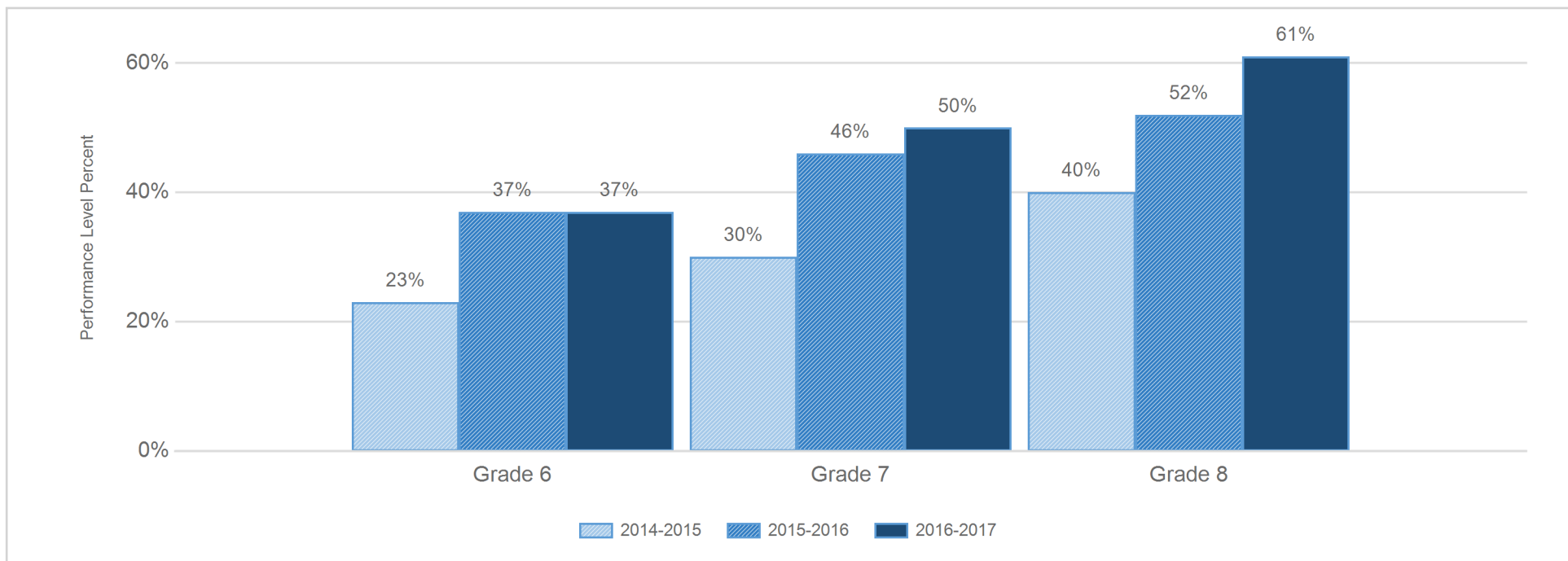


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	449	99.6	31.00	30.80	43.50	31	31.3	Met Target†
White	78	100.0	52.50	55.90	52.40	52.5	44.3	Met Target
Hispanic	312	99.4	25.90	25.90	27.60	25.9	27.9	Met Target†
Black or African American	44	100.0	27.30	24.20	21.70	27.3	28.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	58.90	75.60	50	**	**
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	11.10	44.90	*	**	**
Female	227	99.2	35.20	31.90	44.10	35.2		
Male	222	100.0	26.60	29.70	42.90	26.6		
Economically Disadvantaged Students	310	99.7	23.20	24.50	25.10	23.2	24.5	Met Target†
Non-Economically Disadvantaged Students	139	99.3	48.20	48.50	54.30	48.2		
Students with Disabilities	88	100.0	*	*	16.50	*	8.5	Met Target†
Students without Disabilities	361	99.5	*	*	48.80	*		
English Learners	53	98.5	*	*	23.30	*	8.1	Met Target†
Non-English Learners	396	99.8	*	*	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	*	*	*	16.70	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	162	730	730	743	*	30%	32%	21%	*	24%	44%
White	28	757	757	750	*	*	*	43%	*	57%	54%
Hispanic	115	723	723	730	19%	35%	30%	16%	0%	16%	27%
Black or African American	12	732	732	724	*	*	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	83	731	731	744	*	34%	29%	*	*	25%	45%
Male	79	729	729	742	*	25%	35%	*	*	22%	43%
Economically Disadvantaged Students	123	723	723	728	*	*	33%	14%	*	14%	24%
Non-Economically Disadvantaged Students	39	753	753	752	*	*	28%	44%	*	54%	56%
Students with Disabilities	29	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	133	734	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	40%
Migrant Students	N	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**

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Schoolwide	169	736	736	741	*	21%	44%	25%	*	27%	40%
White	35	746	746	748	0%	*	43%	37%	*	40%	49%
Hispanic	111	732	732	729	9%	25%	44%	22%	0%	22%	23%
Black or African American	18	738	738	726	*	*	*	*	*	39%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	82	740	740	742	*	12%	55%	26%	*	28%	41%
Male	87	732	732	739	*	29%	35%	25%	*	26%	38%
Economically Disadvantaged Students	107	731	731	728	*	22%	48%	21%	*	21%	22%
Non-Economically Disadvantaged Students	62	743	743	748	*	19%	39%	34%	*	39%	50%
Students with Disabilities	29	710	710	716	*	*	*	*	*	*	11%
Students without Disabilities	140	741	741	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	119	735	735	727	14%	15%	36%	35%	0%	35%	28%
White	11	730	730	735	*	*	*	*	0%	36%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	15	729	729	714	*	*	*	*	0%	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	65	744	744	730	*	*	37%	46%	0%	46%	30%
Male	54	725	725	725	*	*	35%	20%	0%	20%	26%
Economically Disadvantaged Students	85	735	735	719	*	*	35%	35%	0%	35%	19%
Non-Economically Disadvantaged Students	34	737	737	734	*	*	38%	32%	0%	32%	34%
Students with Disabilities	26	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	93	744	744	734	*	*	*	*	*	*	*
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	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 school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	801	801	742	*	*	*	65%	*	100%	42%
White	10	803	803	750	0%	0%	0%	*	*	100%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	743	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	17	801	801	747	*	*	*	65%	*	100%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	17	801	801	744	*	*	*	65%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%

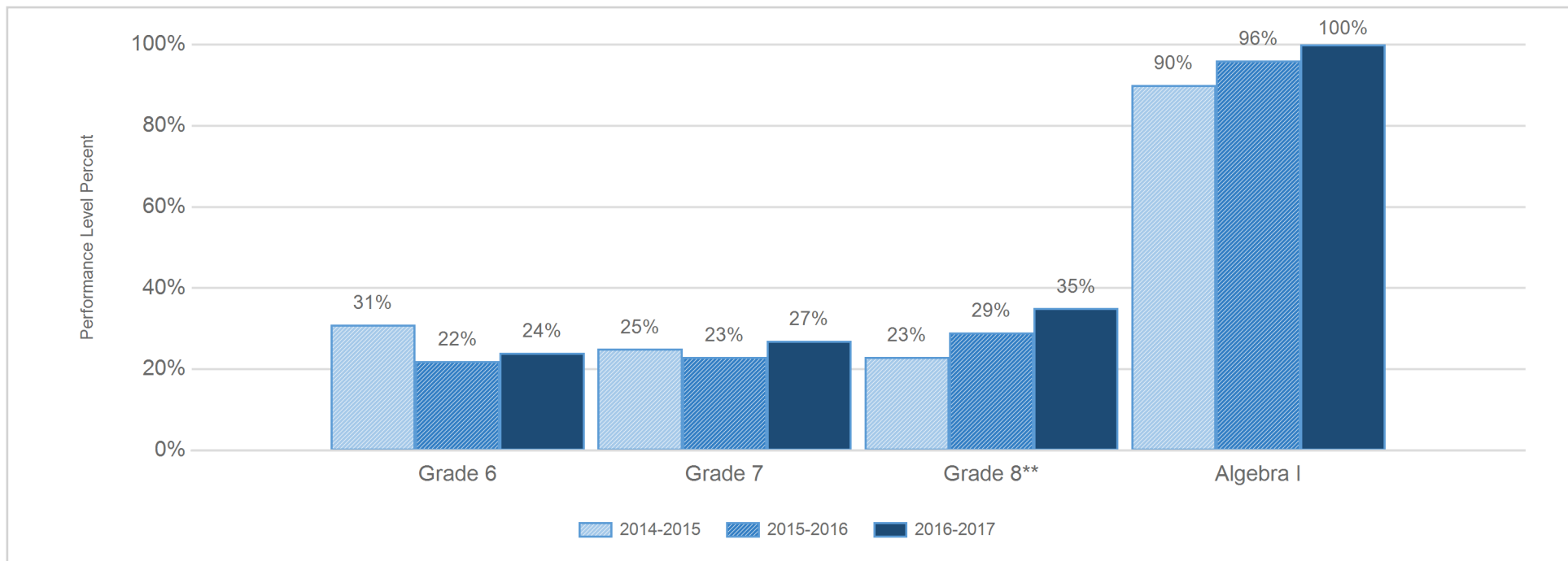


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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
6	*	*
7	*	*
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	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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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.

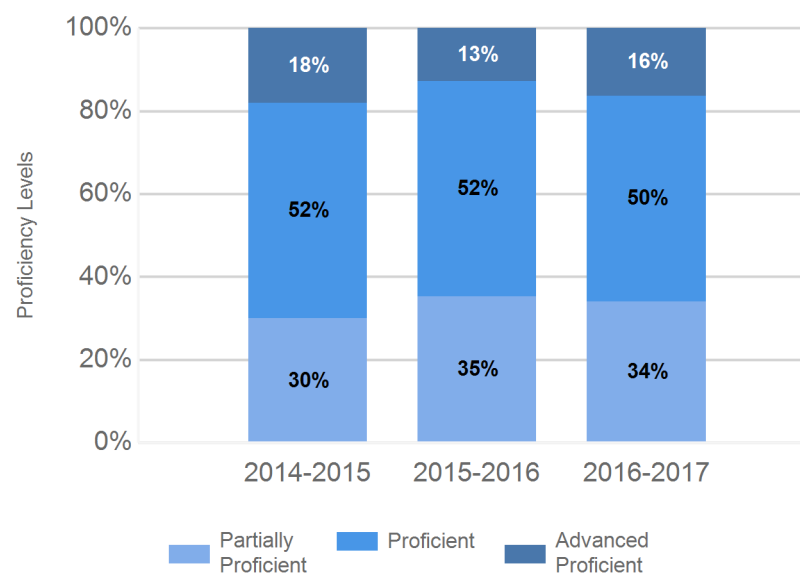
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	16%	50%	34%
White	43%	43%	14%
Hispanic	11%	51%	39%
Black or African American	*	47%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	52%	40%
Students with Disabilities	N	21%	79%
English Learners	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 school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	50	50	Met Target	47	49	50	Met Target
White	58	*	50	Met Target	49	*	52	Met Target
Hispanic	55	52	49	Met Target	48	48	47	Met Target
Black or African American	42	*	45	Met Target	46.5	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54	50	47	Met Target	46	47	46	Met Target
Students with Disabilities	46	33.5	41	Met Target	45	40	43	Met Target
English Learners	47.5	47	53	Met Target	35	45	51	Not Met

** 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:

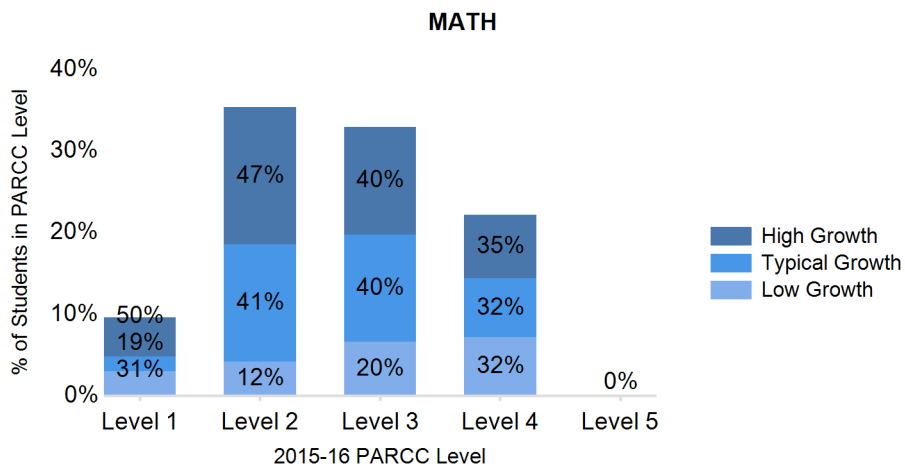
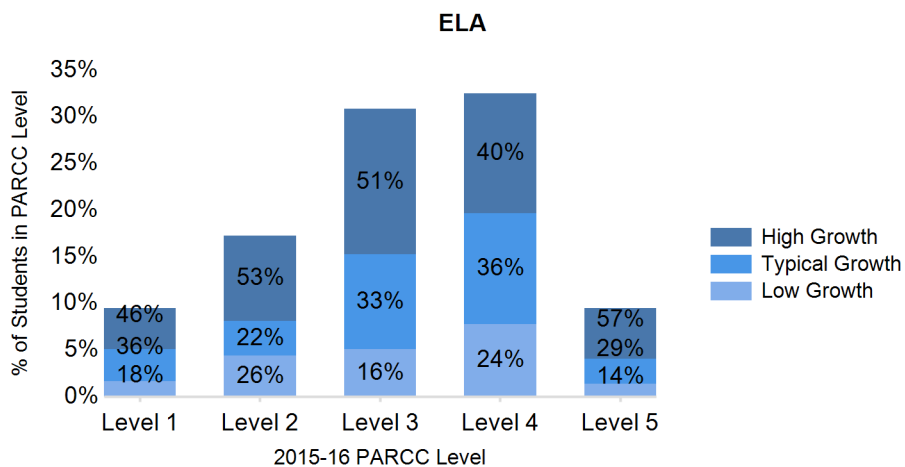
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

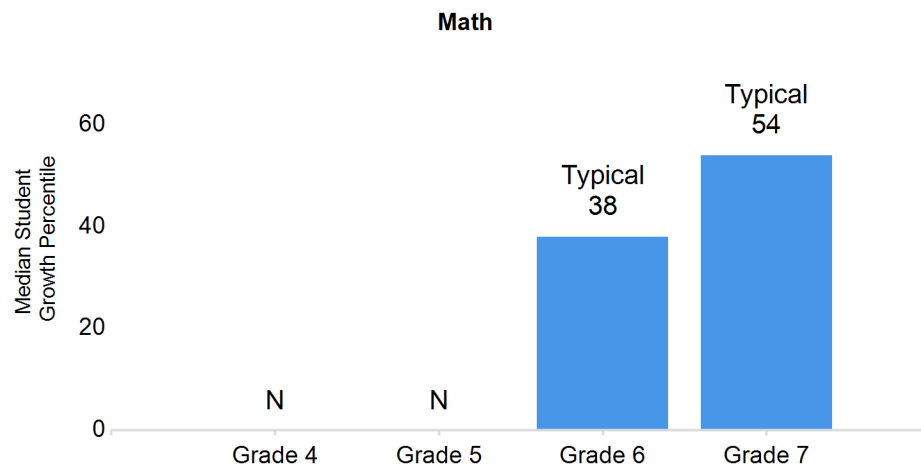
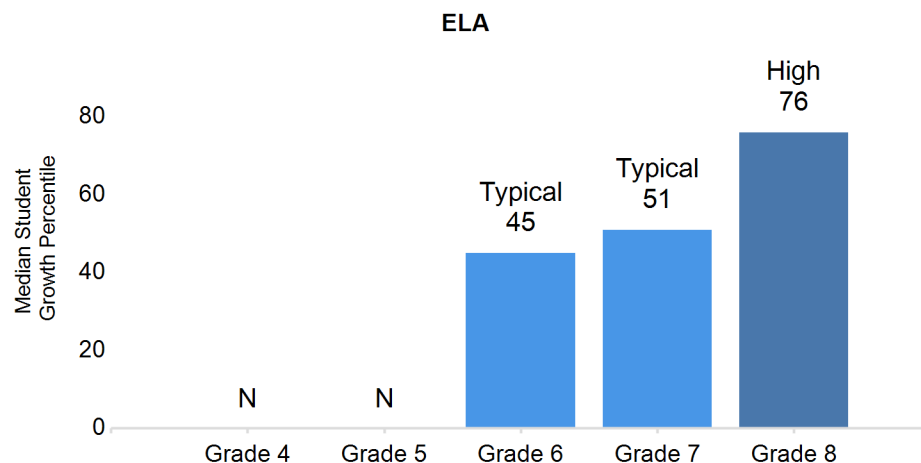
Student Growth by Performance Level

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	171
7	0	0	175
8	17	0	121
Schoolwide	17	0	467

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	167	0	0	0	0	0	0
7	172	0	0	0	0	0	0
8	135	0	0	0	0	0	0
Schoolwide	474	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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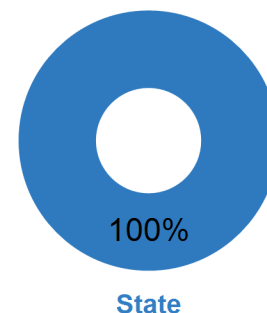
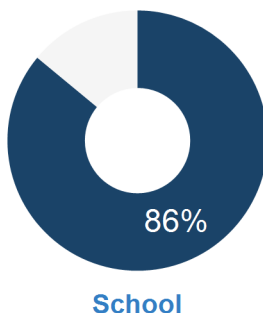
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Visual and Performing Arts – Course Participation

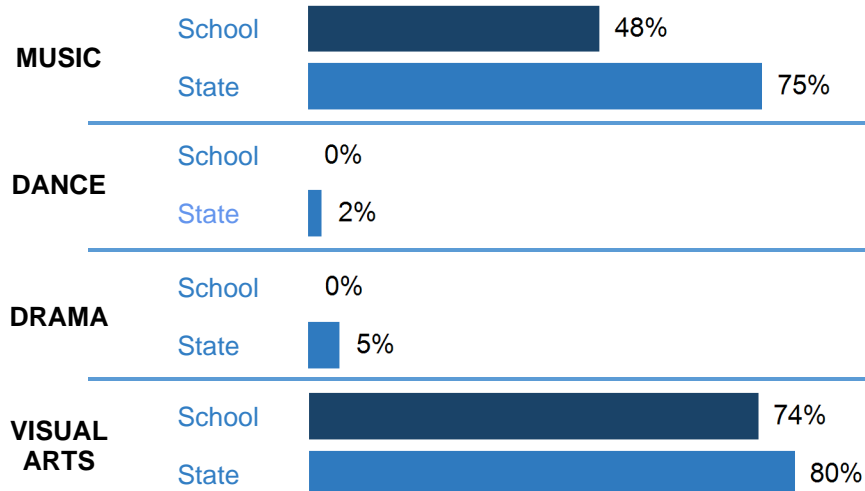
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

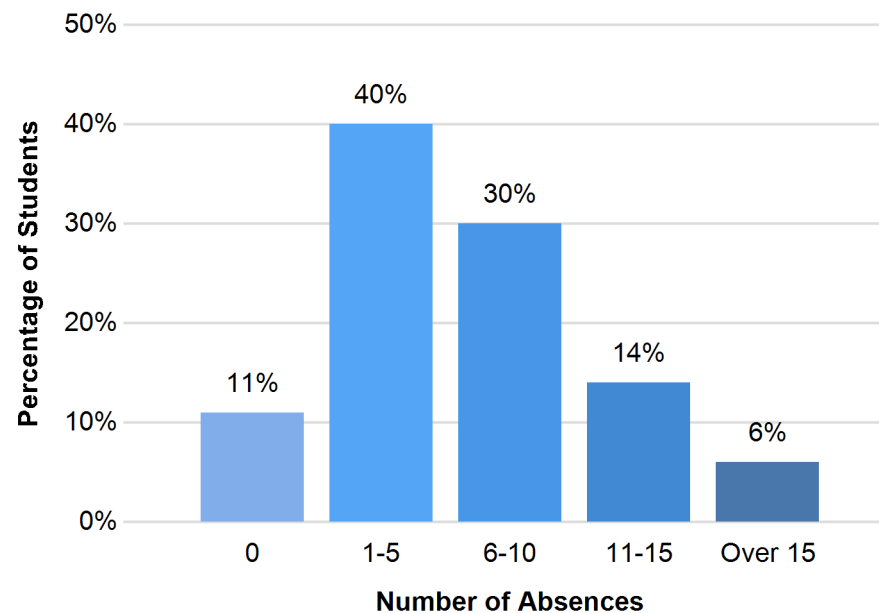
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.70	Met Target
White	4.70	8.70	Met Target
Hispanic	2.40	8.70	Met Target
Black or African American	8.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	4.00	8.70	Met Target
Students with Disabilities	4.20	8.70	Met Target
English Learners	9.50	8.70	Not Met

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

Days Absent

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



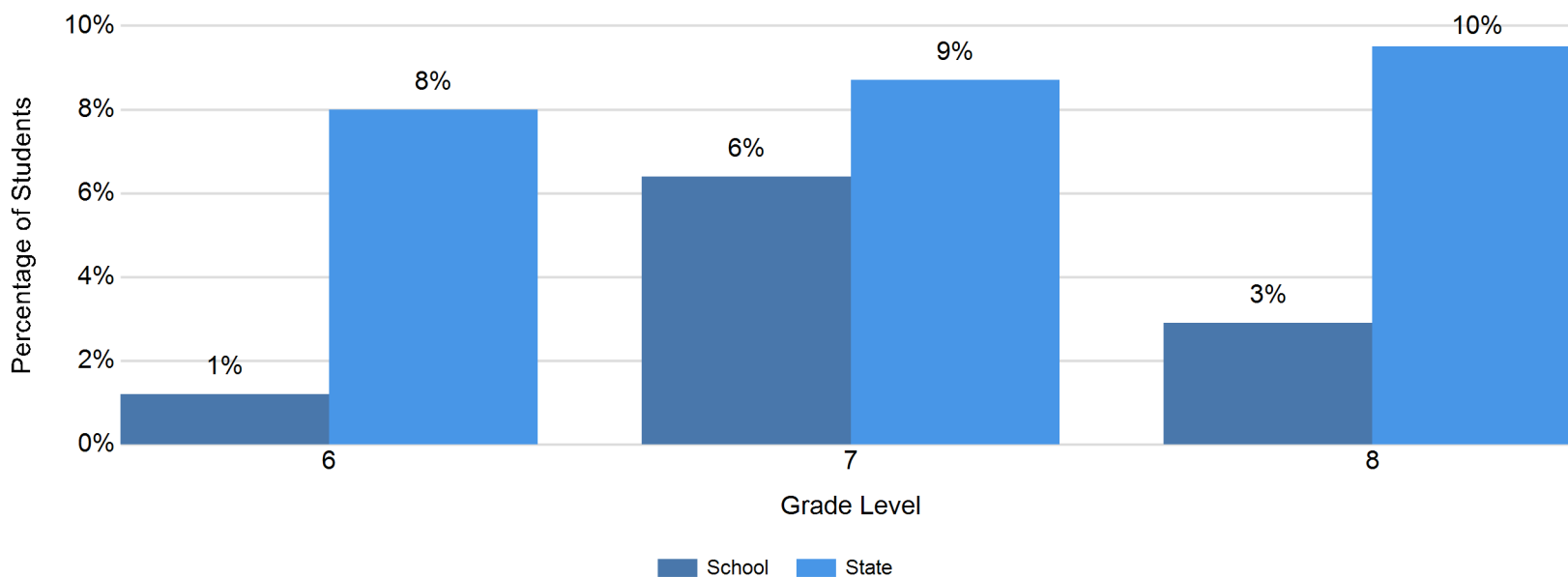


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Vandalism	5
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.62

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	0.6%
Out-of-School Suspensions	8.1%
Any Suspension	8.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.5	294.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$1,759	\$10,634	\$12,393



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	42	121,048
Average years experience in public schools	6.2	11.8
Average years experience in district	4.6	10.5
Teachers in district for 4 or more years	36%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,533
Average years experience in public schools	11.8	15.9
Average years experience in district	4.8	11.6
Administrators in district for 4 or more years	27%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	59:1	155:1
Librarian/Media Specialists		1700:1
Nurses		567:1
Counselors		567:1
Child Study Team		340:1



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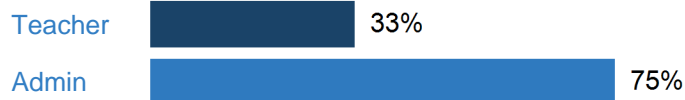
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34	17.5%
Mathematics Proficiency	23	17.5%
English Language Arts Growth	63	25%
Mathematics Growth	40	25%
Chronic Absenteeism	82	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		48
Summative Rating: Percentile rank of Summative Score		47 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	55	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	60	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	60	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	59	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	49	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	18	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Freehold Intermediate School
2016-2017
Grade Span 06-08




25-1640-060
 MONMOUTH
 FREEHOLD BORO
 280 PARK AVENUE
 FREEHOLD, NJ 07728-2096

School General Info

Principal:	Mrs. Dougherty	Email Address:	ronnied@freeholdboro.k12.nj.us
Address:	280 PARK AVENUE FREEHOLD, NJ 07728-2096	Website:	https://www.freeholdboro.k12.nj.us
Phone:	(732)761-2156	Facebook:	https://www.facebook.com/FISPTO
		Twitter:	https://twitter.com/FISLions

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Freehold Intermediate School (FIS) has 10 sports and one cheer team. • FIS 8th grade algebra students achieve a 100% pass rate on NJ PARCC • FIS Student Technology Club has placed for two consecutive years at the State TSA competition.
 <p>Mission, Vision, Theme:</p>	<p>At the Freehold Intermediate school, we believe that every student deserves to be healthy, safe, engaged, supported, and challenged. Our school has an inventory of practices that we believe are explicitly important to our success. We focus on the academic achievement of our students by ensuring that our instruction engages students in learning that is relevant, challenging integrative and exploratory</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our successes include a 240% increase in 8th grade technology proficiency scores in the past 3 years, a 100% pass rate on PARCC Algebra I, and top awards in competitions such as the Technology Student Association. Additionally, our students in Future Problem Solving earned invitations to the State and National level competition and placed well in several categories. Many of our staff members have written and received grants for innovative practices that support and expand the curriculum.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>FIS teachers implement teaching strategies designed to address the individual and unique learning styles. Based on research and best practices in literacy education, we enhance and improve students' literacy skills by implementing a balanced and comprehensive framework that promotes reading and writing. Our math instruction is based on the NJ Learning Standards and focus on a deep understanding of mathematics. Next Generation Science Standards are fully integrated into our curriculum.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Field Hockey (Girls), Soccer (Boys and Girls), Softball (Girls), Track and Field - Spring (Boys and Girls), Wrestling (Boys and Girls)</p> <p>A major school goal is to afford opportunities for students to become well-rounded by providing programs that support health of body, mind, and spirit. FIS therefore offers interscholastic soccer, basketball, wrestling and track & field for boys and girls along with field hockey, softball and baseball. In addition, we have also started a cheer team that supports our athletes at competitions.</p>
 <p>Clubs and Activities:</p>	<p>Rounding out the rich set of activity offerings are our concert bands, chorus, visual and performing arts groups, and a large selection of extra-curricular opportunities. Our bands, chorus, gifted artists, and drama groups showcase their talents for the Freehold school community. Our school continues to offer its popular and effective transition program (WEB) that has created leadership opportunities for our eighth graders along with mentoring for our first year middle school students.</p>
 <p>Before and After School Programs:</p>	<p>Our 21st Century Community Learning Center offers academic, artistic, and cultural enrichment opportunities to our students and their families when school is not in session. This year we have expanded our program to include a Chinese Yo-yo club and Mandarin Chinese classes. Our students are also given the opportunity to travel beyond their community to various points of interest. The NJHS, Student Council and Lion Leaders are also after school clubs</p>







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 <p>Staff and Professional Learning:</p>	<p>Freehold Intermediate teachers participate in daily PLCs that allow time for a deep analysis of student data, curriculum review and opportunities to meet with students. School-wide professional development is designed to support district initiatives and teachers' personal professional development plans.</p>
 <p>Student Supports and Services:</p>	<p>Freehold Intermediate school has adopted a mentoring program to help students cope with the pressures of adolescents. A full-time nurse and school counselor are available to support physical and emotional needs. A daily tutoring and homework program supports the needs of our general, special education and English Language learners. Our tier 3 intervention program targets our most at-risk students by offering targeted interventions.</p>
 <p>Student Health and Wellness:</p>	<p>A full time nurse is available on a daily basis as well as an advanced nurse practitioner three days a week. Students are offered a nutritious breakfast and lunch. All students participate in 150 minutes per week of health education and physical education throughout each school year. All students participate in a Health curriculum and attend assembly programs that promote health and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>The FIS PTO a very active and welcome partner in school life. With a main focus of facilitating communication to parents and providing financial support for school activities and projects, the PTO has sponsored well organized, quality fund-raisers and programs that have supported many of the FIS student recognition events, assemblies, and educational trips. The Freehold Educational Foundation offers grants for educators to enrich students beyond the traditional curriculums.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Once a year we administer the NJ School Climate Survey to all out stakeholders. The results help us to plan and improve our practices. Last year's survey demonstrated that 85% of our parents felt that teachers encourage their students to think independently 94% of our parents felt that they had open communication with staff 93% of parents felt that teachers set clear expectations for their students</p>
 <p>Facilities:</p>	<p>Subsequent to a ruling by the Commissioner of Education that additions & renovations were needed at the school in order to provide a thorough and efficient education, construction is underway to add a library, second gym with locker rooms, and an expansion of the cafeteria to accommodate un-housed students. Capital projects include HVAC system replacements which will result in the entire school being air conditioned, a number of security features, and utility upgrades.</p>



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Other Information:

The Freehold Borough School District is the third most underfunded in the State in State Aid, and advocacy on this front resulted in the receipt of \$955,000 more in operating funds for FY 18. This still leaves the District about \$12 million short of what is needed to provide a thorough and efficient education along with a stabilized property tax levy. In spite of challenges facing our district; Freehold Intermediate School has realized many successes in the areas of technology, PARCC scores, and advanced courses in grant writing. Doors open each morning at 7:45 AM and students are required to be at class by 8:10AM. Dismissal is at 2:35PM. Students are scheduled by grade into our advanced or heterogeneously grouped classes. One may enter the advanced programs by multiple assessment, rigorous academic achievement standards, and teacher endorsement. Our school also offers a high intensity ESL program to meet the needs of our English language learners. In addition, all students receive world language, physical education and health. Our students are in the fourth year of wearing a uniformed code of dress. Since the adoption of this policy we have realized over a 50% drop in suspensions and detentions. All of our core subject areas have daily access to Chromebooks. We will be transitioning into a one to one initiative for our six graders this year. Our 8th grade Algebra students have exceeded the state average by realizing a 100% passage rate on the 2017 PARCC test. FIS students have received top awards at the Student Technology (TSA) and "Future Problem Solvers" competitions. Our students are involved in many civic clubs and have written grants, that have been funded for nonprofit 501c3 charities Our bands, chorus, gifted artists, and drama groups showcase their talents for the Freehold school community with various engagements during the school year, including our winter and spring performances and school play.