




Park Avenue Elementary School  
2016-2017  
Grade Span KF-05

25-1640-070  
MONMOUTH  
FREEHOLD BORO  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006

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](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
PK	28	72	0
KG	81	92	88
1	121	95	95
2	91	113	88
3	81	87	100
4	85	80	81
5	99	80	162
Ungraded	30	32	16
Total	616	651	630

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	73%	81%	77%
Students with Disabilities	14%	20%	16%
English Learners	25%	30%	31%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	73.8%
White	15.6%
Black or African American	8.1%
Asian	1.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.8%

PreK and K - Full Day and Half Day

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

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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	31	28	0
PK - Full Day	2	44	0
KG - Half Day	0	0	0
KG - Full Day	84	92	88

Home Language	% of Students
Spanish	63.0%
English	34.9%
Other	2.1%



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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the 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	353	100.0	37.60	42.90	54.90	37.6	34.9	Met Target
White	60	100.0	66.70	65.00	63.90	66.7	55.8	Met Target
Hispanic	253	100.0	32.00	38.70	39.80	32	29.2	Met Target
Black or African American	32	100.0	28.20	40.00	35.20	28.2	38.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.00	80.70	*	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	22.20	54.90	*	**	**
Female	162	100.0	43.20	50.90	62.20	43.2		
Male	191	100.0	33.00	35.20	48.10	33		
Economically Disadvantaged Students	262	100.0	29.00	34.90	36.20	29	28.6	Met Target
Non-Economically Disadvantaged Students	91	100.0	62.60	65.40	65.80	62.6		
Students with Disabilities	76	100.0	10.50	*	20.50	10.5	14.5	Met Target†
Students without Disabilities	277	100.0	45.10	*	61.90	45.1		
English Learners	99	100.0	19.20	*	25.20	19.2	15.1	Met Target
Non-English Learners	254	100.0	44.80	*	57.40	44.8		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	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 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by 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	105	730	736	749	*	23%	27%	27%	*	29%	50%
White	15	775	*	759	*	*	*	73%	*	80%	61%
Hispanic	80	721	731	734	24%	29%	28%	*	*	20%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	47	735	743	753	23%	*	23%	32%	*	36%	55%
Male	58	726	729	744	21%	*	29%	22%	*	22%	46%
Economically Disadvantaged Students	82	719	731	730	*	*	*	20%	*	20%	31%
Non-Economically Disadvantaged Students	23	766	754	761	*	*	*	52%	*	61%	63%
Students with Disabilities	21	699	707	720	*	*	*	*	*	*	24%
Students without Disabilities	84	737	742	754	*	*	*	*	*	*	55%
English Learners	26	702	714	709	*	*	*	*	*	*	11%
Non-English Learners	79	739	742	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by 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
<b>Schoolwide</b>	86	740	739	753	*	*	36%	37%	*	41%	56%
White	16	765	*	762	0%	*	*	75%	*	81%	67%
Hispanic	62	735	737	740	*	*	42%	27%	*	31%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	40	742	742	758	*	*	38%	38%	*	43%	61%
Male	46	739	736	748	*	*	35%	37%	*	39%	51%
Economically Disadvantaged Students	61	733	735	737	16%	*	*	26%	*	30%	36%
Non-Economically Disadvantaged Students	25	758	755	764	0%	*	*	64%	*	68%	69%
Students with Disabilities	17	697	701	724	*	*	*	*	*	*	25%
Students without Disabilities	69	751	748	759	*	*	*	*	*	*	62%
English Learners	13	707	717	710	*	*	*	*	*	*	10%
Non-English Learners	73	746	743	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by 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	168	738	738	755	*	16%	30%	36%	*	39%	59%
White	28	745	745	763	*	*	*	43%	*	46%	69%
Hispanic	114	738	738	743	*	18%	29%	39%	*	40%	44%
Black or African American	21	736	736	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	80	744	744	761	*	*	34%	43%	*	45%	66%
Male	88	733	733	749	*	*	27%	31%	*	33%	53%
Economically Disadvantaged Students	120	733	733	739	*	*	32%	31%	*	32%	40%
Non-Economically Disadvantaged Students	48	752	752	765	*	*	27%	50%	*	56%	71%
Students with Disabilities	32	706	706	724	*	*	*	*	*	*	22%
Students without Disabilities	136	746	746	761	*	*	*	*	*	*	66%
English Learners	11	696	696	710	*	*	*	*	*	*	12%
Non-English Learners	157	741	741	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

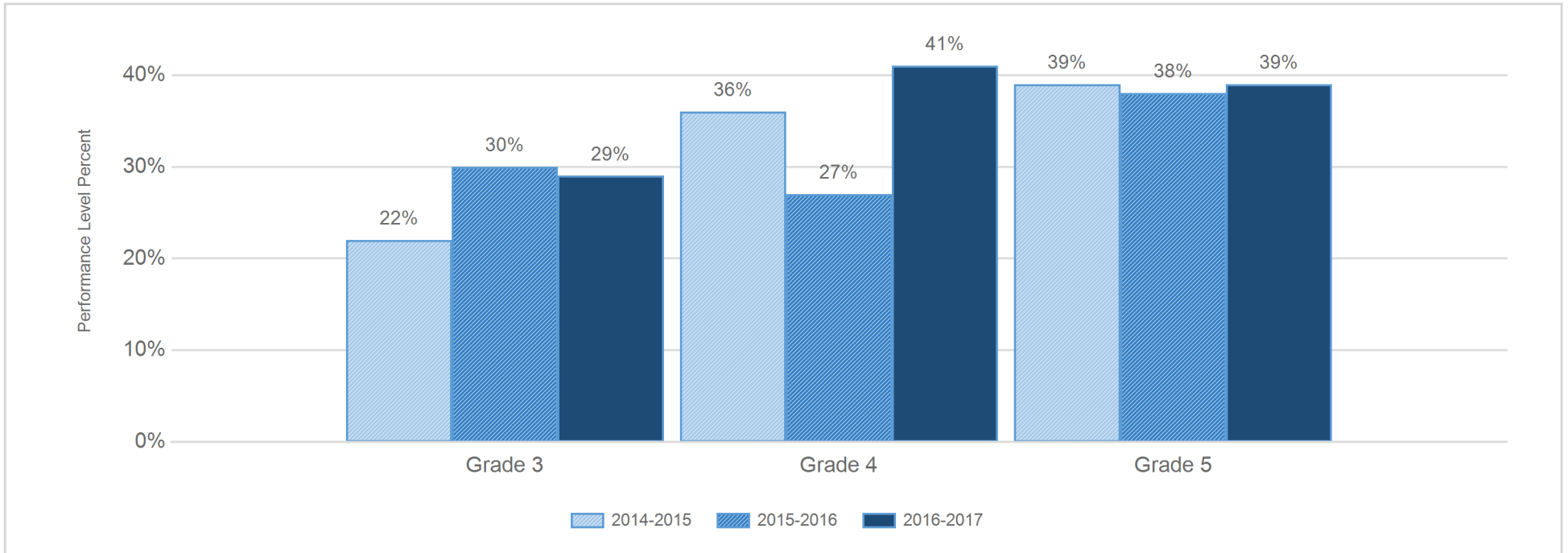


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**English Language Arts/Literacy Assessment - Performance Trends**

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	352	99.7	29.30	30.80	43.50	29.3	27.8	Met Target
White	59	98.4	64.40	55.90	52.40	64.4	49.3	Met Target
Hispanic	253	100.0	22.90	25.90	27.60	22.9	23.4	Met Target†
Black or African American	32	100.0	12.50	24.20	21.70	12.5	15.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	58.90	75.60	*	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	11.10	44.90	*	**	**
Female	161	99.4	26.70	31.90	44.10	26.7		
Male	191	100.0	31.50	29.70	42.90	31.5		
Economically Disadvantaged Students	262	100.0	21.70	24.50	25.10	21.7	22.4	Met Target†
Non-Economically Disadvantaged Students	90	99.0	51.10	48.50	54.30	51.1		
Students with Disabilities	76	100.0	10.50	*	16.50	10.5	11	Met Target†
Students without Disabilities	276	99.7	34.40	*	48.80	34.4		
English Learners	99	100.0	13.10	*	23.30	13.1	19.9	Not Met
Non-English Learners	253	99.6	35.50	*	45.20	35.5		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	16.70	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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





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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by 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	104	731	736	750	*	32%	36%	20%	*	23%	53%
White	14	761	*	758	*	*	*	*	*	71%	63%
Hispanic	80	727	734	738	*	34%	41%	15%	*	15%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	46	726	735	751	*	39%	33%	*	*	17%	52%
Male	58	736	737	750	*	26%	38%	*	*	28%	53%
Economically Disadvantaged Students	82	725	733	735	12%	*	*	13%	*	13%	34%
Non-Economically Disadvantaged Students	22	755	749	761	0%	*	*	46%	*	59%	65%
Students with Disabilities	21	718	720	728	*	*	*	*	*	*	29%
Students without Disabilities	83	735	740	754	*	*	*	*	*	*	57%
English Learners	26	717	724	724	*	*	*	*	*	*	21%
Non-English Learners	78	736	740	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by 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	86	739	736	746	*	19%	36%	31%	*	36%	47%
White	16	767	*	754	0%	*	*	*	*	75%	59%
Hispanic	62	734	734	734	*	19%	39%	27%	*	29%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	40	739	735	746	*	*	43%	30%	*	33%	47%
Male	46	739	737	746	*	*	30%	33%	*	39%	48%
Economically Disadvantaged Students	61	733	732	731	*	*	*	25%	*	28%	27%
Non-Economically Disadvantaged Students	25	755	752	756	*	*	*	48%	*	56%	61%
Students with Disabilities	17	711	708	724	*	*	*	*	*	12%	22%
Students without Disabilities	69	746	743	751	*	*	*	*	*	42%	52%
English Learners	13	713	722	716	*	*	*	*	*	*	12%
Non-English Learners	73	744	739	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by 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	169	737	737	746	*	21%	41%	26%	*	30%	46%
White	28	745	745	754	*	*	*	46%	*	54%	57%
Hispanic	115	736	736	734	*	22%	48%	24%	*	25%	30%
Black or African American	21	731	731	728	*	*	*	*	*	24%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	81	735	735	747	*	22%	42%	27%	*	28%	47%
Male	88	739	739	746	*	21%	41%	25%	*	31%	46%
Economically Disadvantaged Students	121	734	734	732	*	*	46%	23%	*	25%	27%
Non-Economically Disadvantaged Students	48	744	744	756	*	*	31%	33%	*	42%	59%
Students with Disabilities	32	720	720	724	*	*	*	*	*	*	19%
Students without Disabilities	137	741	741	751	*	*	*	*	*	*	52%
English Learners	12	719	719	716	*	*	*	*	*	*	12%
Non-English Learners	157	739	739	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

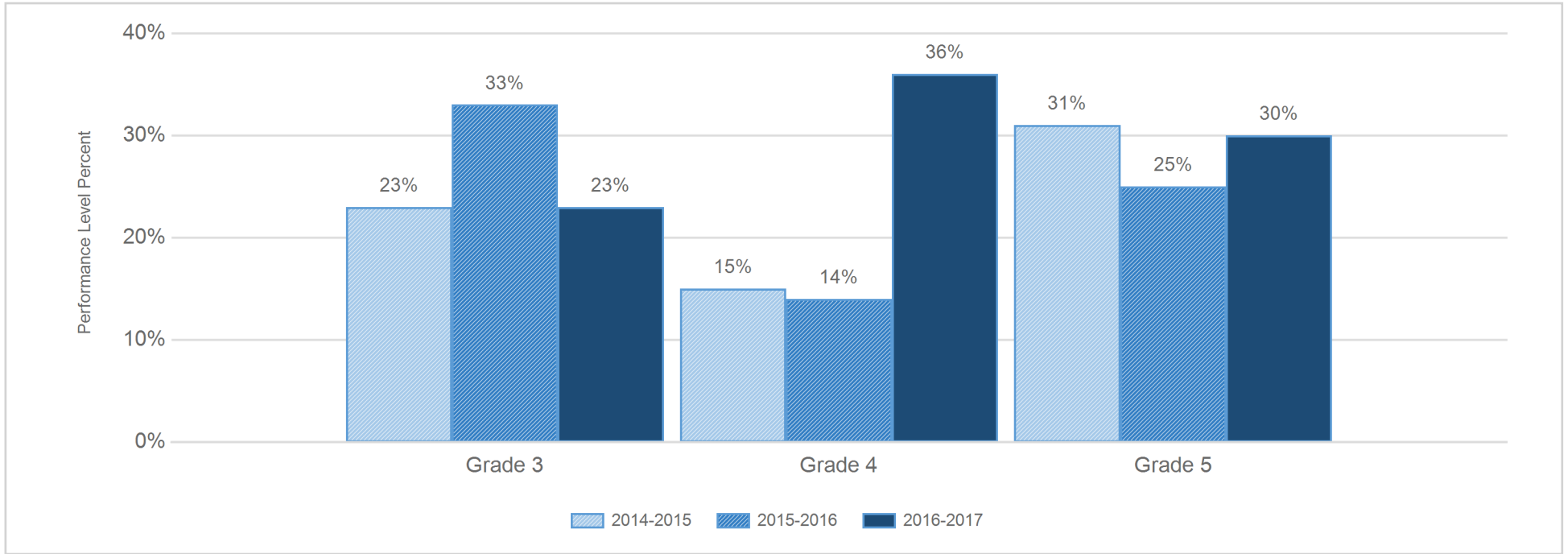


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

**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	35	*	*
2	62	*	*
3	32	*	*
4	24	*	*
5+	18	83.3%	16.7%



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

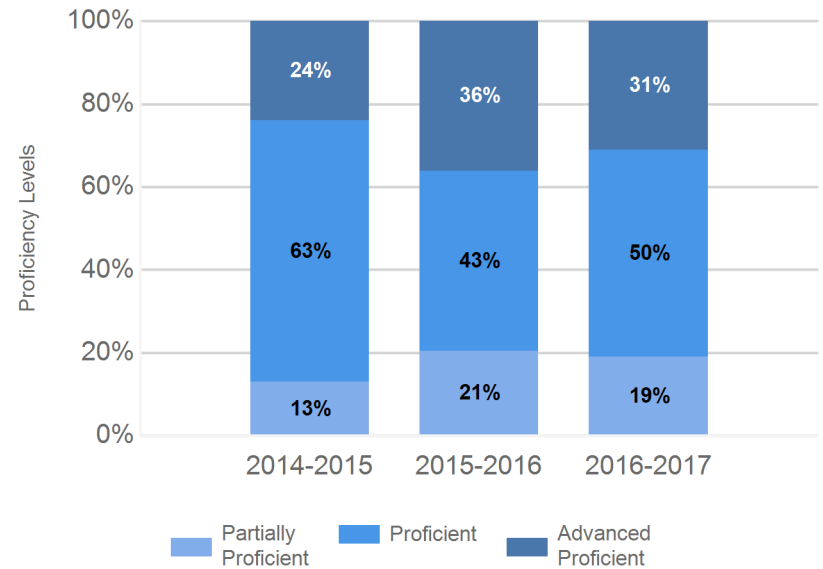
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	50%	19%
White	69%	*	N
Hispanic	22%	53%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	53%	26%
Students with Disabilities	20%	60%	20%
English Learners	15%	39%	46%

**NJASK Science Assessment Performance Trends: Grade 4**

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





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This section 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	43	50	50	Met Target	54	49	50	Met Target
White	35	*	50	Not Met	66	*	52	Exceeds Target
Hispanic	48	52	49	Met Target	52	48	47	Met Target
Black or African American	38.5	*	45	Not Met	38.5	*	43	Not Met
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	45	50	47	Met Target	54	47	46	Met Target
Students with Disabilities	23.5	33.5	41	Not Met	41	40	43	Met Target
English Learners	44	47	53	Met Target	45.5	45	51	Met Target

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



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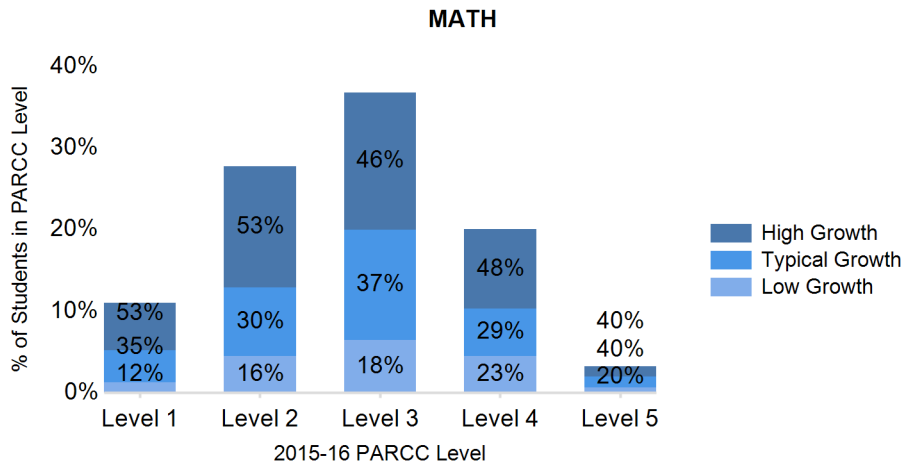
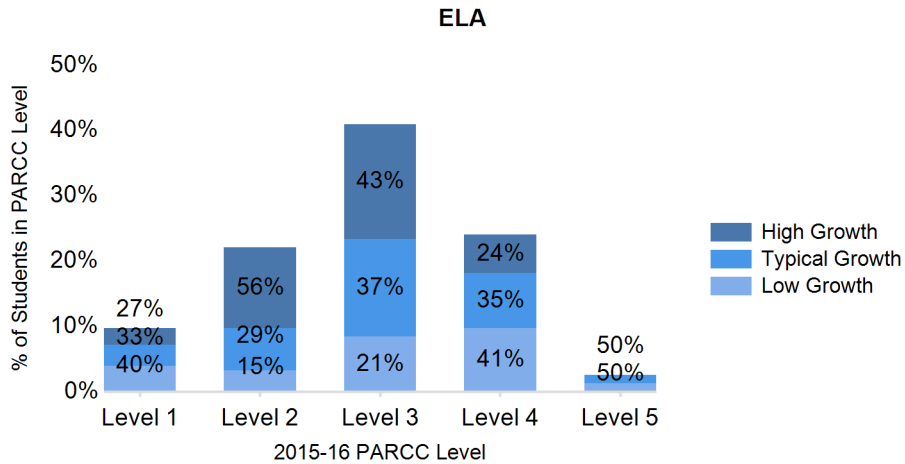
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

**Low Growth: Less than 35**      **Typical Growth: Between 35 and 65**      **High Growth: Greater than 65**

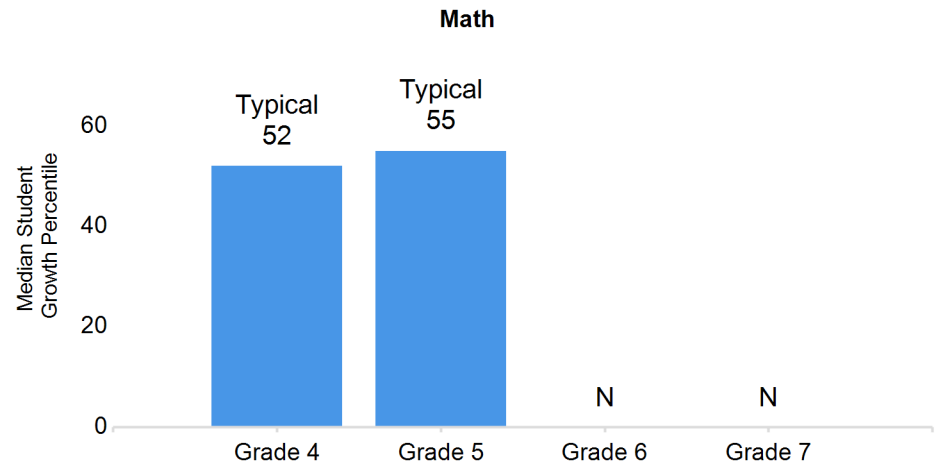
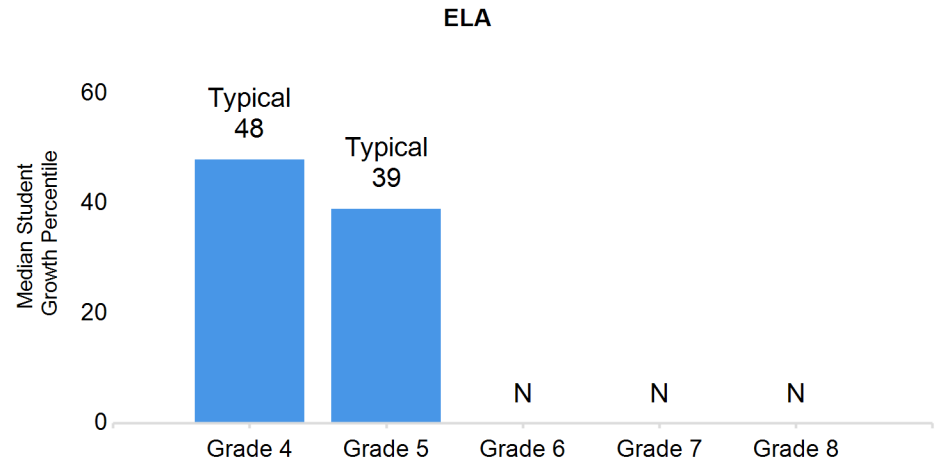
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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







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This section 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

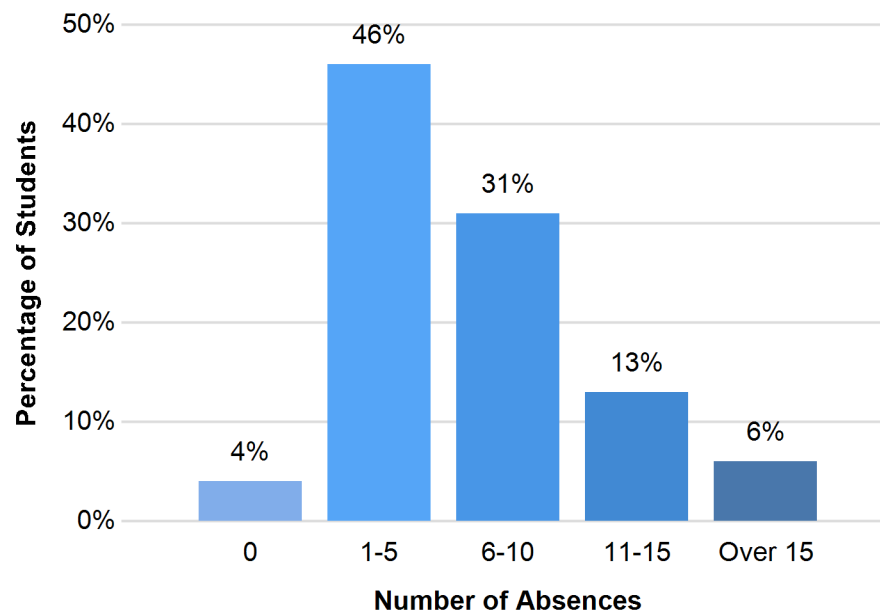
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	13.10	8.40	Not Met
Hispanic	2.80	8.40	Met Target
Black or African American	10.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	3.90	8.40	Met Target
Students with Disabilities	7.80	8.40	Met Target
English Learners	2.30	8.40	Met Target

\*\* 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.



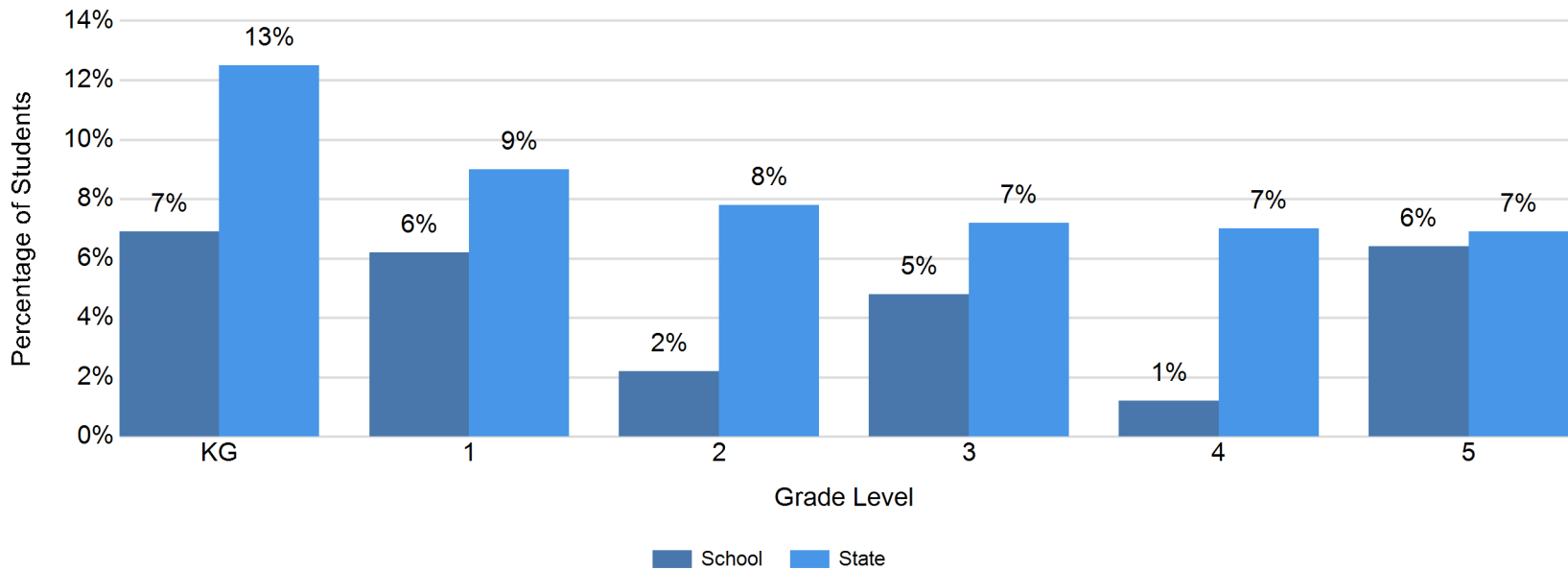


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Chronic Absenteeism by Grade

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	8:40AM
Typical End Time	3:05PM
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	0
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	3.02

**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	2.1%
Out-of-School Suspensions	1.3%
Any Suspension	3.0%

**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	1:0.8	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	57	121,048
Average years experience in public schools	10.6	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	58%	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	79:1	155:1
Librarian/Media Specialists		1700:1
Nurses		567:1
Counselors		567:1
Child Study Team		340:1



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**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 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.

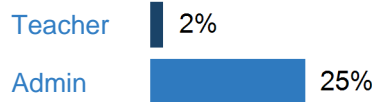
Bachelor's Degree



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	96%



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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	20	17.5%
Mathematics Proficiency	22	17.5%
English Language Arts Growth	19	25%
Mathematics Growth	60	25%
Chronic Absenteeism	68	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		37.3
<b>Summative Rating:</b> Percentile rank of Summative Score		30 <sup>th</sup>
<b>Requires Comprehensive Support:</b> 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	46	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Hispanic	51	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	34	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	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	52	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	32	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	38	No	Met Target	Not Met	Met Target	Met Target	Met Target	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.





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School General Info

<b>Principal:</b>	Mr. Mulhern	<b>Email Address:</b>	<a href="mailto:pmulhern@freeholdboro.k12.nj.us">pmulhern@freeholdboro.k12.nj.us</a>
<b>Address:</b>	280 PARK AVE. FREEHOLD, NJ 07728-2006	<b>Website:</b>	<a href="https://www.freeholdboro.k12.nj.us/">https://www.freeholdboro.k12.nj.us/</a>
<b>Phone:</b>	(732)761-2124	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	<a href="https://twitter.com/PAEagles">https://twitter.com/PAEagles</a>

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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• The Park Avenue Elementary School uses the on-line platform I-Ready to gather formative data.</li> <li>• Park Avenue has worked with Rider University and Princeton University to implement Next Generation Science Standards.</li> <li>• The Park Avenue Elementary School utilizes Reading Workshop to improve reading comprehension.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>•All people have inherent worth. •Life-long learning is basic to the survival and advancement of society. •The primary influence on the individual’s development is the family in all its forms. •Valuing diversity is essential to individual growth and the advancement of society. •All individuals have strengths and human potential has no known limits. •Democracy thrives when individuals accept responsibility for their choices. •Being trustworthy builds trust.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Park Avenue Elementary School students received various awards/recognition in the following areas: •Students Invention in Education (SITE) •Department of NJ American Legion Coloring Contest •Law Day Poster Contest •Future Problem Solvers Park Avenue Elementary School staff received the following awards/recognition: •Governor’s Teacher of the Year •Donors Choose •Teachers as Learning Leaders (Rider University) •Freehold Borough Education Foundation</p>






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 <p>Sports and Athletics:</p>	<p>Sports Offered: Wrestling (Boys and Girls)</p> <p>The Park Avenue Elementary School 5th graders participate in the middle school Wrestling team.</p>
 <p>Clubs and Activities:</p>	<p>The Park Avenue students participate in Safety Patrol, Student Council, Instrumental Music, and Chorus.</p>
 <p>Before and After School Programs:</p>	<p>All Park Avenue students can participate in our Before Care program. The 21st Century After School Program is open to 4th and 5th grade students.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>PAE supports a vision for professional learning that is collaborative, ongoing, embedded in daily practice, and focused on student achievement. Staff engages in various professional learning experiences such as Professional Learning Communities, Professional Development Sessions, In-class Coaching, Demonstration Lessons, Faculty Meetings, and/or Grade Level Meetings aligned to the specific needs of staff and overall goals of the district.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Park Avenue offers a variety of student support services including: •I&amp;RS •Guidance Counseling •YMCA Counseling •Homework Diner •Language Arts Literacy Program •Extended Day Program •Extended School Year Program</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Park Avenue provides a breakfast that is in compliance with the Department of Agriculture regulations. Students have numerous opportunities for exercise through Physical Education classes and recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Park Avenue PTO plays an integral part in the lives our students through the following: •PTO Events •School-Wide Plan •Homework Dinners •Literacy and Math Nights •PAE Twitter Account •Website •Back to School Night •Parent/Teacher Conferences •Latino Literacy Program</p>




Park Avenue Elementary School  
2016-2017  
Grade Span KF-05

25-1640-070  
MONMOUTH  
FREEHOLD BORO  
280 PARK AVE.  
FREEHOLD, NJ 07728-2006

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>Facilities:</p>	<p>Subsequent to a ruling by the Commissioner of Education that additions &amp; 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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