




Taylor Mills School  
2016-2017  
Grade Span KF-05

25-2920-090  
MONMOUTH  
MANALAPAN-ENGLISHTOWN REG  
77 GORDONS CORNER ROAD  
MANALAPAN, NJ 07726-1599

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto: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
KG	79	61	66
1	80	109	87
2	70	98	105
3	93	74	97
4	95	98	76
5	100	95	107
Ungraded	22	22	20
Total	539	557	558

**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%	48%	48%
Male	53%	52%	53%
Economically Disadvantaged Students	16%	16%	15%
Students with Disabilities	17%	21%	22%
English Learners	1%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	74.4%
Hispanic	14.0%
Asian	7.3%
Black or African American	2.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.3%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	77	61	66

**Enrollment by Home Language**

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	87.3%
Spanish	3.0%
Russian	2.3%
Arabic	1.3%
Urdu	1.1%
Other	5.3%



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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	268	98.0	65.30	73.60	54.90	65.3	61	Met Target
White	204	97.3	63.70	72.60	63.90	63.7	60.2	Met Target
Hispanic	32	100.0	65.70	66.60	39.80	65.7	55.1	Met Target
Black or African American	*	*	*	61.20	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.20	88.90	80.70	77.2	N	N
American Indian or Alaska Native	N	N	*	66.60	53.70	*	**	**
Two or More Races	*	*	*	70.50	54.90	*	**	**
Female	123	97.0	74.00	81.00	62.20	74		
Male	145	98.7	57.90	67.00	48.10	57.9		
Economically Disadvantaged Students	58	96.8	50.00	52.80	36.20	50	37.3	Met Target
Non-Economically Disadvantaged Students	210	98.3	69.60	75.90	65.80	69.6		
Students with Disabilities	70	96.1	22.90	25.30	20.50	22.9	28.3	Met Target†
Students without Disabilities	198	98.6	80.30	82.00	61.90	80.3		
English Learners	15	100.0	40.00	53.00	25.20	40	**	**
Non-English Learners	253	97.8	66.80	74.20	57.40	66.8		
Homeless Students	*	*	*	100.00	26.40	*		
Students In Foster Care	N	N	*	100.00	24.80	*		
Military-Connected Students	N	N	*	75.00	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	93	758	761	749	*	15%	17%	54%	*	65%	50%
White	66	758	759	759	*	15%	17%	55%	*	65%	61%
Hispanic	12	749	747	734	*	*	*	*	*	50%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	776	785	775	0%	0%	*	*	*	80%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	39	772	765	753	*	*	*	51%	*	74%	55%
Male	54	748	758	744	*	*	*	56%	*	57%	46%
Economically Disadvantaged Students	21	740	743	730	*	*	*	48%	*	52%	31%
Non-Economically Disadvantaged Students	72	763	763	761	*	*	*	56%	*	68%	63%
Students with Disabilities	19	726	*	720	*	*	*	*	0%	32%	24%
Students without Disabilities	74	766	*	754	*	*	*	*	14%	73%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	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
Schoolwide	75	755	771	753	*	*	29%	36%	17%	53%	56%
White	58	756	768	762	*	*	29%	33%	19%	52%	67%
Hispanic	10	756	773	740	*	0%	*	*	*	70%	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	*	*	*	755	*	*	*	*	*	*	56%
Female	37	762	776	758	*	*	*	32%	*	62%	61%
Male	38	747	767	748	*	*	*	40%	*	45%	51%
Economically Disadvantaged Students	13	737	748	737	*	*	*	*	0%	23%	36%
Non-Economically Disadvantaged Students	62	759	773	764	*	*	*	*	21%	60%	69%
Students with Disabilities	22	728	*	724	*	*	*	*	*	14%	25%
Students without Disabilities	53	766	*	759	*	*	*	*	*	70%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	75	755	*	755	*	*	29%	36%	17%	53%	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
<b>Schoolwide</b>	110	765	768	755	*	13%	10%	66%	*	76%	59%
White	85	764	768	763	*	13%	*	64%	*	74%	69%
Hispanic	13	753	*	743	0%	*	*	*	0%	69%	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	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	53	774	774	761	*	*	*	68%	*	85%	66%
Male	57	756	763	749	*	*	*	65%	*	67%	53%
Economically Disadvantaged Students	16	758	755	739	*	*	*	69%	0%	69%	40%
Non-Economically Disadvantaged Students	94	766	770	765	*	*	*	66%	11%	77%	71%
Students with Disabilities	23	725	732	724	*	*	*	*	0%	13%	22%
Students without Disabilities	87	775	775	761	*	*	*	*	12%	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	110	765	*	756	*	13%	10%	66%	*	76%	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	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



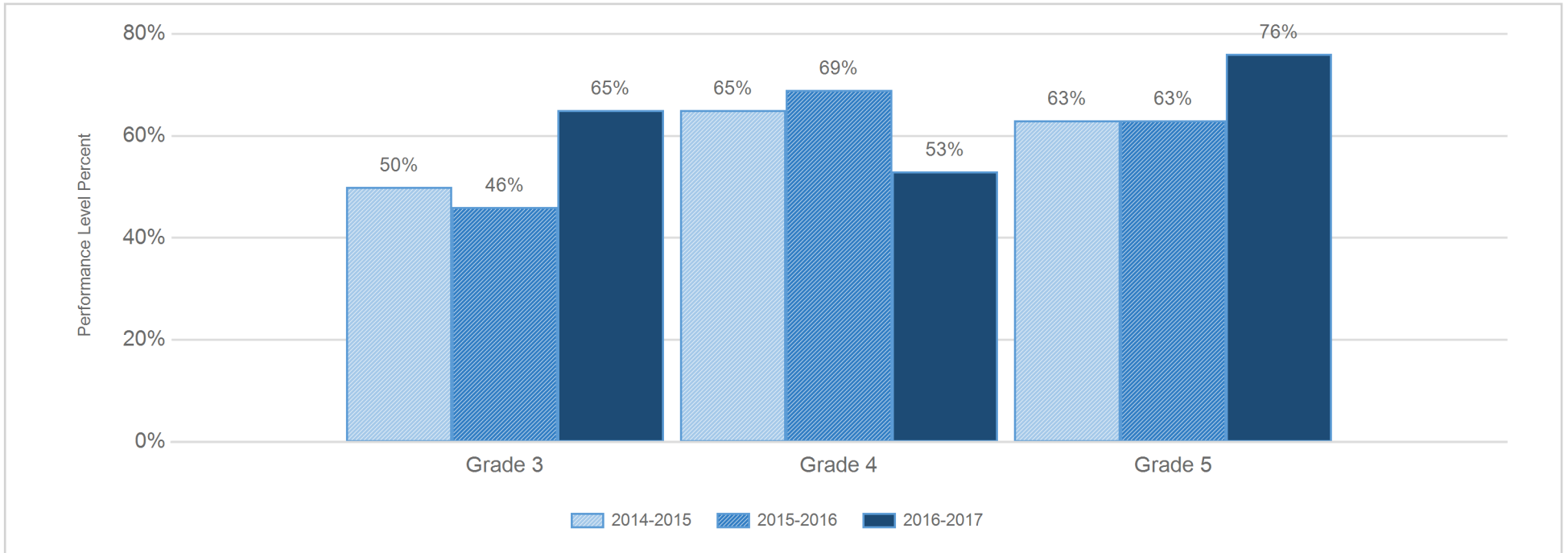
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**English Language Arts/Literacy Assessment - Performance Trends**

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	268	98.0	59.70	67.30	43.50	59.7	57.5	Met Target
White	204	97.3	59.30	66.20	52.40	59.3	56.1	Met Target
Hispanic	32	100.0	46.90	51.70	27.60	46.9	49.7	Met Target†
Black or African American	*	*	*	49.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	72.80	87.70	75.60	72.8	N	N
American Indian or Alaska Native	N	N	*	33.30	42.50	*	**	**
Two or More Races	*	*	*	72.10	44.90	*	**	**
Female	123	97.0	62.60	68.20	44.10	62.6		
Male	145	98.7	57.20	66.40	42.90	57.2		
Economically Disadvantaged Students	58	96.8	43.10	47.40	25.10	43.1	44.5	Met Target†
Non-Economically Disadvantaged Students	210	98.3	64.30	69.40	54.30	64.3		
Students with Disabilities	70	96.1	25.70	23.60	16.50	25.7	23.8	Met Target
Students without Disabilities	198	98.6	71.70	74.80	48.80	71.7		
English Learners	15	100.0	33.40	53.10	23.30	33.4	**	**
Non-English Learners	253	97.8	61.20	67.60	45.20	61.2		
Homeless Students	*	*	*	100.00	16.40	*		
Students In Foster Care	N	N	*	100.00	15.10	*		
Military-Connected Students	N	N	*	25.00	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	93	764	768	750	*	*	24%	53%	18%	71%	53%
White	66	764	767	758	*	*	26%	55%	15%	70%	63%
Hispanic	12	754	749	738	*	0%	*	*	*	67%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	784	791	778	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	39	770	768	751	*	*	*	51%	*	74%	52%
Male	54	760	768	750	*	*	*	54%	*	69%	53%
Economically Disadvantaged Students	21	745	751	735	*	*	*	57%	*	62%	34%
Non-Economically Disadvantaged Students	72	770	770	761	*	*	*	51%	*	74%	65%
Students with Disabilities	19	738	*	728	*	*	*	*	0%	42%	29%
Students without Disabilities	74	771	*	754	*	*	*	*	23%	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	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	76	749	766	746	*	*	32%	38%	*	49%	47%
White	58	751	764	754	*	*	28%	41%	*	53%	59%
Hispanic	10	746	759	734	0%	*	*	*	*	30%	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	*	*	*	747	*	*	*	*	*	*	48%
Female	38	749	765	746	*	*	29%	34%	*	47%	47%
Male	38	749	767	746	*	*	34%	42%	*	50%	48%
Economically Disadvantaged Students	13	736	743	731	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	63	752	768	756	*	*	*	*	*	52%	61%
Students with Disabilities	22	726	*	724	*	*	*	*	*	14%	22%
Students without Disabilities	54	758	*	751	*	*	*	*	*	63%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	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	110	756	761	746	0%	14%	28%	46%	12%	58%	46%
White	85	757	760	754	0%	14%	27%	47%	12%	59%	57%
Hispanic	13	740	*	734	0%	*	*	*	0%	31%	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	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	53	761	761	747	*	*	28%	49%	*	64%	47%
Male	57	752	760	746	*	*	28%	44%	*	53%	46%
Economically Disadvantaged Students	16	743	747	732	0%	*	69%	*	0%	25%	27%
Non-Economically Disadvantaged Students	94	759	762	756	0%	*	21%	*	14%	64%	59%
Students with Disabilities	23	729	730	724	*	*	*	*	0%	17%	19%
Students without Disabilities	87	763	766	751	*	*	*	*	15%	69%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	110	756	*	748	0%	14%	28%	46%	12%	58%	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	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

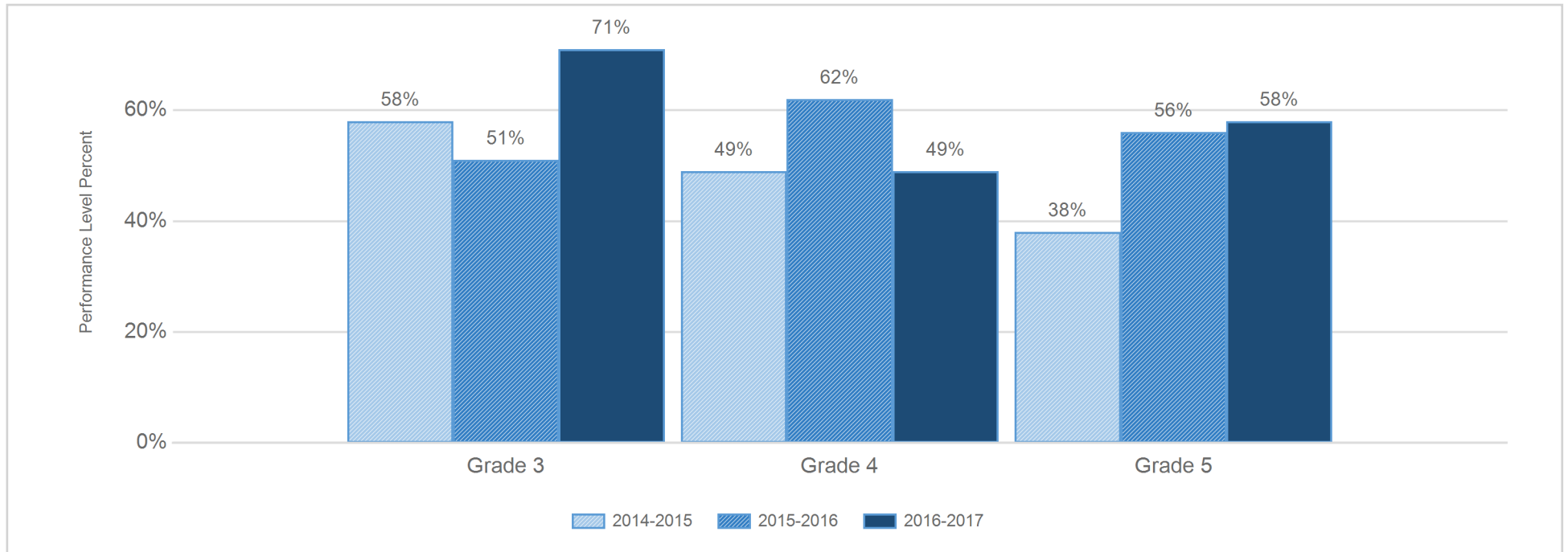


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**Mathematics Assessment – Performance Trends**

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	*	*
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	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

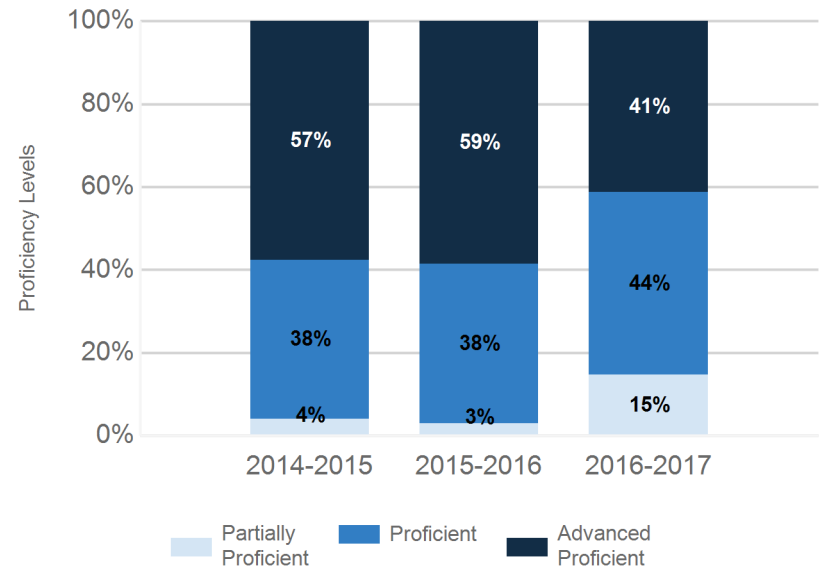
### NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the 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	41%	44%	15%
White	43%	45%	13%
Hispanic	*	30%	20%
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	20%	50%	30%
Students with Disabilities	14%	64%	23%
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 4

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





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This section 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	59	57	50	Met Target	56	57	50	Met Target
White	56	56	50	Met Target	54	57	52	Met Target
Hispanic	50	58	49	**	63	53	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	70.5	*	60	**	41.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56	51	**	*	54.5	52	**
Economically Disadvantaged	67	59	47	Exceeds Target	52	51	46	Met Target
Students with Disabilities	46	44	41	Met Target	45	49	43	Met Target
English Learners	*	73	53	**	*	54	51	**

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



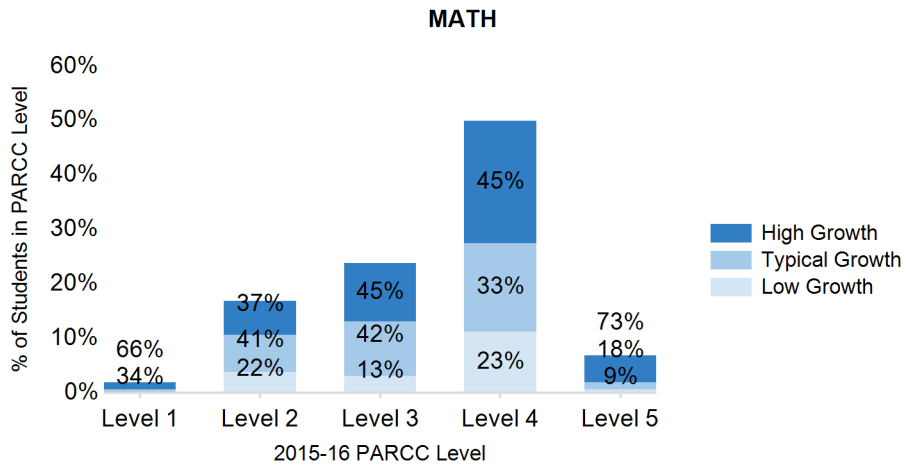
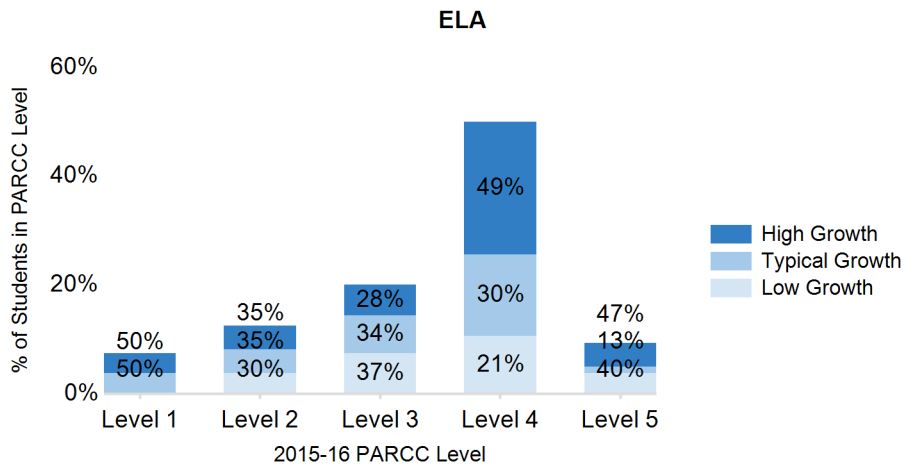
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

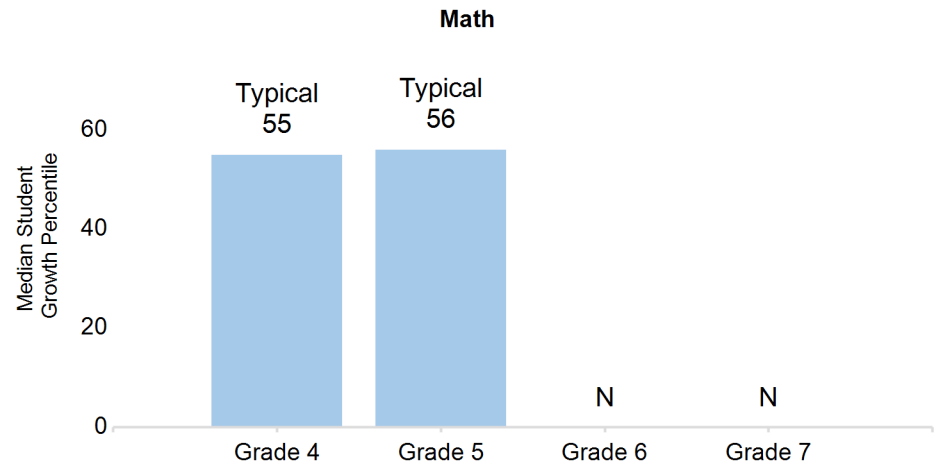
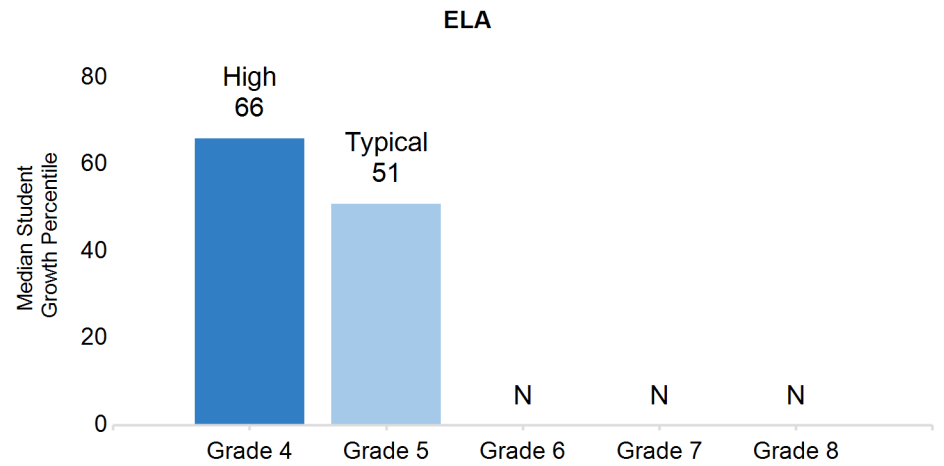
**Student Growth by Performance Level**

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

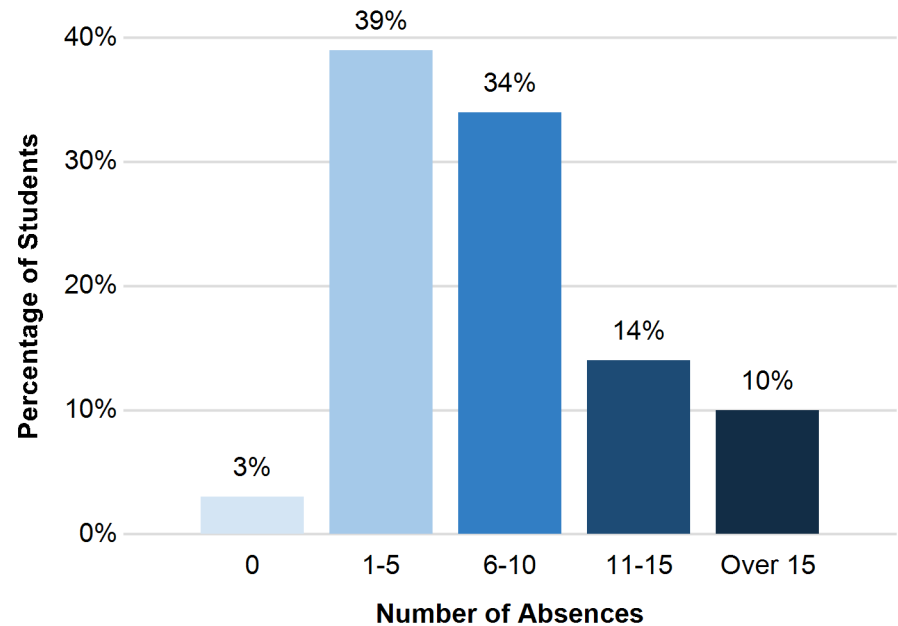
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.90	8.40	Met Target
White	6.20	8.40	Met Target
Hispanic	5.10	8.40	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	7.20	8.40	Met Target
Students with Disabilities	8.90	8.40	Not Met
English Learners	0	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.





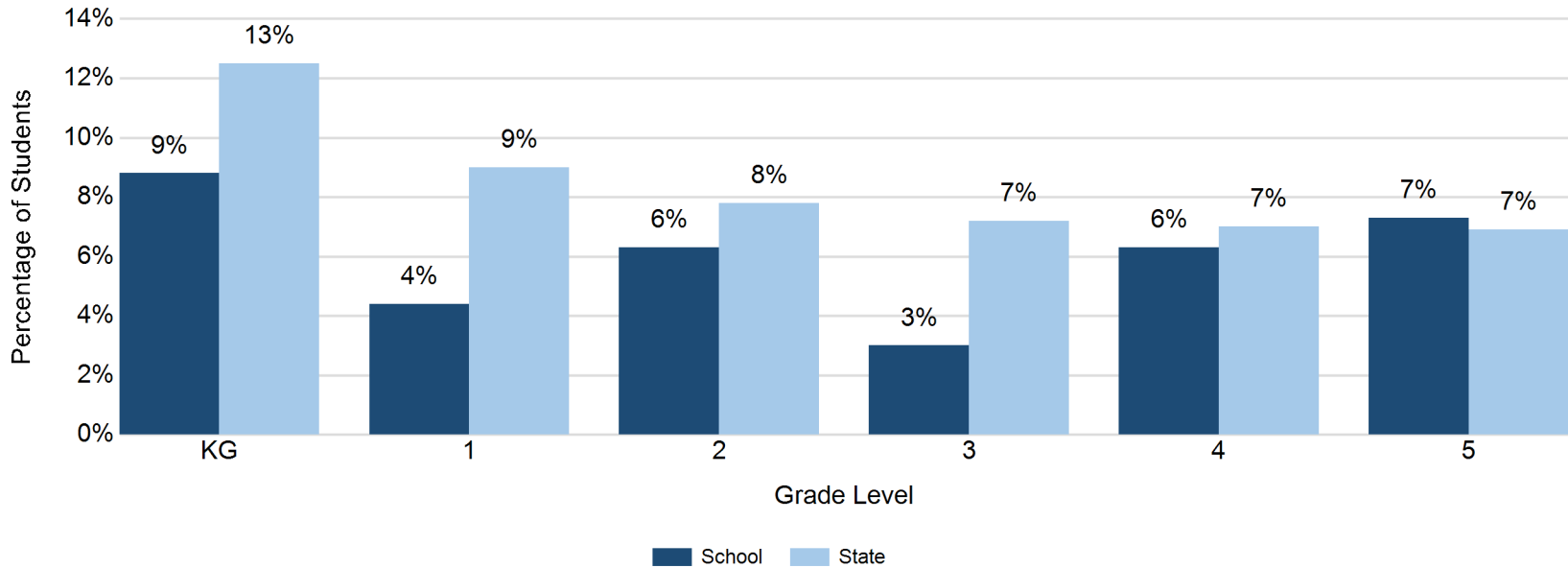
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### Chronic Absenteeism by Grade

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	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 45 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	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.72

### 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	0.9%
Out-of-School Suspensions	0.2%
Any Suspension	0.9%

### 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	1:1.1	197.7 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	\$337	\$13,235	\$13,572



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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	49	115,100
Average years experience in public schools	12.2	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	82%	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	28	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	12.9	11.5
Administrators in district for 4 or more years	93%	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	12:1
Administrators	279:1	181:1
Librarian/Media Specialists		843:1
Nurses		562:1
Counselors		723:1
Child Study Team		316:1



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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	88%	77%
2015-16 Administrators: Same district 2016-17	96%	85%

### 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	62	17.5%
Mathematics Proficiency	67	17.5%
English Language Arts Growth	81	25%
Mathematics Growth	64	25%
Chronic Absenteeism	72	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		69.7
<b>Summative Rating:</b> Percentile rank of Summative Score		80 <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	Cut-off Score for Targeted Support and Improvement	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	70	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	55	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	82	12	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	62	12	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	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>	Mrs. Marsala	<b>Email Address:</b>	<a href="mailto:kmarsala@mersnj.us">kmarsala@mersnj.us</a>
<b>Address:</b>	77 GORDONS CORNER ROAD MANALAPAN, NJ 07726-1599	<b>Website:</b>	<a href="http://www.mers.k12.nj.us">www.mers.k12.nj.us</a>
<b>Phone:</b>	(732)786-2760	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is a part of each school day; teachers utilize shared devices to individualize instruction.</li> <li>• Student clubs include Young Scientists, Taylor Made News, and TM TV Studio.</li> <li>• A 1:1 Chromebook initiative was implemented this year in every 5th grade classroom.</li> </ul>
<b>Mission, Vision, Theme:</b>	We are committed to the mission of the district “To provide an outstanding education that challenges all learners in a safe, secure environment.” With strong support from all stakeholders, our faculty provides a dynamic educational experience for all. We take pride in the commitment, enthusiasm, and dedication of our staff who work collaboratively to increase student achievement and foster a positive climate. Our staff appreciates, respects, and celebrates individual differences and accomplishments.
<b>Awards, Recognition, Accomplishments:</b>	Taylor Mills School is the proud recipient of the Best Practice Award in 2004.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In order to personalize learning needs, a variety of methods are consistently implemented. Teachers differentiate instruction and make curriculum modifications and adaptations to provide an integrated approach to learning. Students are routinely engaged in activities that encourage critical thinking, problem solving, and effective communication. In addition, a significant increase in interactive technology this year, has helped us to teach and reach students of this “Digital Age” more effectively.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our newspaper is a student publication featuring reporters in grades 3 through 5. Band, chorus, and orchestra programs encourage our budding musicians to participate in the arts. The Young Scientists program extends scientific studies through hands-on experiments and activities. Our TM TV Studio offers our children the opportunity to work with broadcasting equipment and hone their presentation skills. Our student government welcomes students in grades 1-5 service learning opportunities.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Taylor Mills School offers beyond the school day reading, writing, and math intervention opportunities. Additionally, Project Achievement provides close reading analysis and writing opportunities to advance student progress in all curricular areas. After school groups include the use of technology to increase student achievement via programs such as ST Math, Reflex Math, and Study Island.</p>






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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Through our Professional Learning Communities, our teachers work together to pool their collective resources to meet the challenges of the State Standards while recognizing the unique needs of each learner. These collaborative teams work diligently to identify student needs using a variety of formal and informal data, research best practices to meet those needs, implement SMART goals, and carefully monitor student growth toward those goals.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Taylor Mills School embraces the 3 Tier RTI &amp; Problem Solving Team Model to support the academic progress of all students. Within each tier, student supports are designed to personalize instruction to meet each students' educational needs in the academic and social/emotional realms. As a magnet school for district ELL learners, our school operates under the SIOP model of instruction.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We encourage parental participation in the Library/Media Center and within individual classrooms. Our active PTA sponsors excellent assembly programs and numerous events for the children and their families, bringing our school community even closer together. Our new Parent Workshop Series helps parents foster greater success at home. Welcoming our police officers, firefighters, Community Alliance, and library system into our schools regularly further connects our school to our community.</p>



Taylor Mills School  
2016-2017

Grade Span KF-05

25-2920-090  
MONMOUTH  
MANALAPAN-ENGLISHTOWN REG  
77 GORDONS CORNER ROAD  
MANALAPAN, NJ 07726-1599

### School Narrative

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Facilities:

Built in 1967, Taylor Mills School has evolved into a 21st century school with two state of the art computer labs, a budding MakerSpace within the library, a 1:1 Chromebook initiative in 5th grade, and a newly air-conditioned physical education environment.



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Other Information:

At Taylor Mills School, we are committed to challenging our students academically. Our students participate in Continental Math League, the National Spelling Bee, and the National Geography Bee. In addition to contest opportunities, each of our grade levels has a special unit devoted to in-depth study of a particular subject and culminating in a memorable event. Such events include Physics Day, Immigration Day, 100th Day, and Jump Rope-A-Thon. We take pride in events that allow our students to share their knowledge with their peers and extend their education through meaningful research. Another source of continual pride for our school is our strong character education program designed to help our students develop an understanding of how to work cooperatively with one another and handle conflicts appropriately. An integral part of this program is our "Caught Filling a Bucket" reward system. Based on the book, Have You Filled a Bucket Today?, good student behavior and simple acts of kindness are recognized and rewarded every day, encouraging a sense of community within the school. Our Student of the Month program recognizes children's efforts to consistently demonstrate positive character traits. This message is positively reinforced in our lunchroom and throughout each classroom in our building. During this school year, we continued our character education initiatives to the entire building with our Positive Partners program, matching our younger students with mentors from our upper grades. As it has been in the past, one of our comprehensive goals is to build self-confidence and self-assurance in the children. Through all of our character programs and the daily curricular work in each class, we strive to teach all students to believe in themselves and to learn that all goals are attainable through hard work, effort, dedication, and positive thinking. Backed by a network of caring parents, educators, and community members, our goals are well within our reach.