

**QUINTON TWP**

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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District Contact Info

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

Type	Contact Information
County	SALEM
District	QUINTON TWP
Superintendent Name	MR. POTTER
Address	8 ROBINSON STREET QUINTON, NJ 08072
Phone Number	(856)935-2379
Email Address	SPOTTER@QUINTONSCHOOL.INFO
Website	https://www.quintonschool.info/
Facebook	https://www.facebook.com/Quinton-Township-School-294985297644886/

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Schools in this District

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

School Name	Grades Served
QUINTON TOWNSHIP SCHOOL	PK-08



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	26	23	21
KG	43	26	20
1	30	32	23
2	33	34	29
3	38	36	39
4	33	38	36
5	40	36	42
6	37	35	38
7	41	36	35
8	30	40	34
Total	351	336	317

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.6%	45.2%	45.1%
Male	54.4%	54.8%	54.9%
Economically Disadvantaged Students	41.0%	37.5%	39.4%
Students with Disabilities	16.2%	17.0%	18.0%
English Learners	0.9%	0.0%	0.3%
Homeless Students		4.5%	2.8%
Students in Foster Care		0.6%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.3%	0.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.5%	62.8%	63.4%
Hispanic	9.4%	6.8%	8.5%
Black or African American	14.8%	17.6%	14.8%
Asian	0.0%	0.3%	0.9%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.3%
American Indian or Alaska Native	1.1%	0.9%	0.0%
Two or More Races	10.5%	11.3%	12.0%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	26	23	21
KG - Half Day	0	0	0
KG - Full Day	43	26	20

Enrollment by Home Language

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

Home Language	% of Students
English	99.1%
Other Languages	0.9%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	50	50	Met Standard	61	50	Exceeds Standard
White	52	50	Met Standard	66	51	Exceeds Standard
Hispanic	*	49	**	*	48	**
Black or African American	62.5	44	Exceeds Standard	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	**	*	61	**
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	27	49	Not Met	52.5	51	Met Standard
Economically Disadvantaged	43	48	Met Standard	50	47	Met Standard
Students with Disabilities	46	41	Met Standard	63	43	Exceeds Standard
English Learners	N	54	**	N	51	**



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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

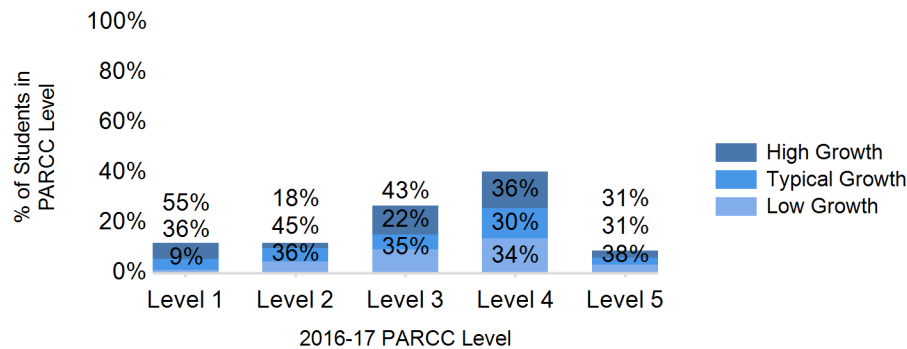
High Growth: Greater than 65

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

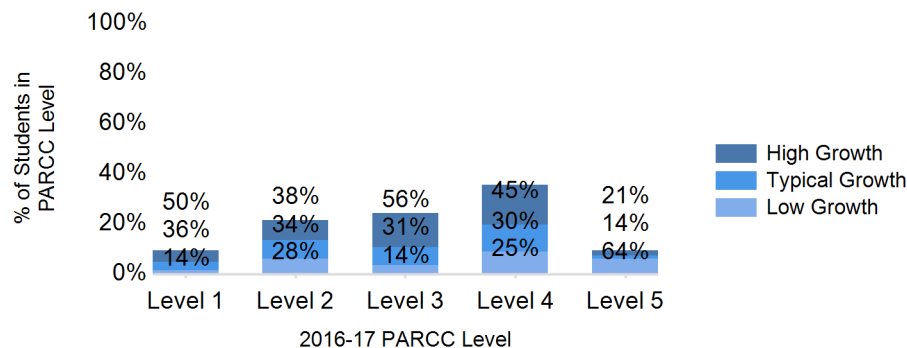
Student Growth by Performance Level

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

ELA



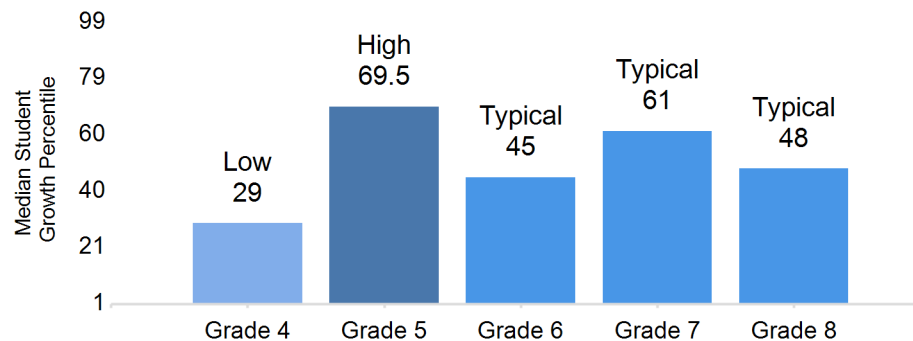
MATH



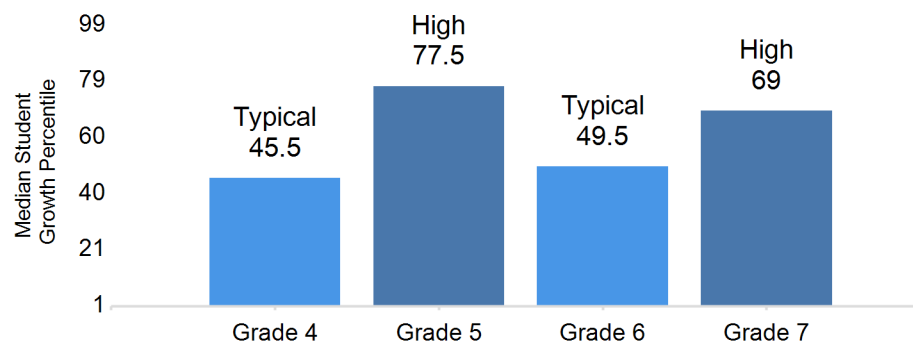
Student Growth by Grade

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

ELA



Math





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	220	100.0	53.1	56.7	53.1	52.5	Met Target
White	143	100.0	58.1	65.6	58.1	54	Met Target
Hispanic	*	*	*	42.5	*	**	**
Black or African American	37	100.0	43.2	37.3	43.2	32.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	26	100.0	46.1	63.4	46.1	64.4	Not Met
Female	100	100.0	64.0	64.5	64.0		
Male	120	100.0	44.2	49.4	44.2		
Economically Disadvantaged Students	79	100.0	34.1	38.5	34.1	39.9	Met Target†
Non-Economically Disadvantaged Students	141	100.0	63.9	67.5	63.9		
Students with Disabilities	44	100.0	15.9	21.6	15.9	23	Met Target†
Students without Disabilities	176	100.0	62.5	63.9	62.5		
English Learners	N	N	N	27.3	N	**	**
Non-English Learners	220	100.0	53.1	59.4	53.1		
Homeless Students	*	*	*	27.7	*		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	38	745	750	*	*	32%	*	*	42%	52%
White	24	747	759	*	*	*	*	*	42%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	13	756	756	*	*	*	*	*	54%	57%
Male	25	740	744	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	14	741	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	24	748	762	*	*	*	*	*	50%	64%
Students with Disabilities	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	38	745	753	*	*	32%	*	*	42%	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	36	738	756	*	31%	31%	*	*	33%	58%
White	21	744	764	*	*	*	*	*	43%	68%
Hispanic	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	15	741	762	*	*	*	*	*	33%	63%
Male	21	736	751	*	*	*	*	*	33%	53%
Economically Disadvantaged Students	11	732	740	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	25	741	767	*	*	*	*	*	40%	70%
Students with Disabilities	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	36	738	759	*	31%	31%	*	*	33%	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	42	759	755	*	*	*	*	*	69%	58%
White	29	764	763	*	*	*	*	*	76%	68%
Hispanic	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	17	765	762	*	*	*	*	*	76%	66%
Male	25	755	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	17	746	739	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	25	768	766	*	*	*	*	*	84%	71%
Students with Disabilities	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	42	759	757	*	*	*	*	*	69%	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	38	760	754	0%	*	*	*	*	66%	56%
White	23	764	761	0%	*	*	*	*	70%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	18	768	761	0%	*	*	*	*	78%	64%
Male	20	753	748	0%	*	*	*	*	55%	48%
Economically Disadvantaged Students	14	745	739	0%	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	24	769	764	0%	*	*	*	*	79%	68%
Students with Disabilities	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	38	760	755	0%	*	*	*	*	66%	*
Homeless Students	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	35	760	760	*	*	*	*	*	57%	63%
White	25	761	768	*	*	*	*	*	56%	72%
Hispanic	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	22	769	769	*	*	*	*	*	68%	72%
Male	13	746	752	*	*	*	*	*	38%	54%
Economically Disadvantaged Students	12	724	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	23	779	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	35	760	762	*	*	*	*	*	57%	64%
Homeless Students	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	34	748	759	*	*	*	*	*	47%	60%
White	25	750	767	*	*	*	*	*	52%	70%
Hispanic	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	17	759	768	*	*	*	*	*	65%	69%
Male	17	736	751	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	11	750	740	*	*	*	*	*	55%	42%
Non-Economically Disadvantaged Students	23	747	769	*	*	*	*	*	43%	71%
Students with Disabilities	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	703	N	N	N	N	N	N	*
Non-English Learners	34	748	761	*	*	*	*	*	47%	*
Homeless Students	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%

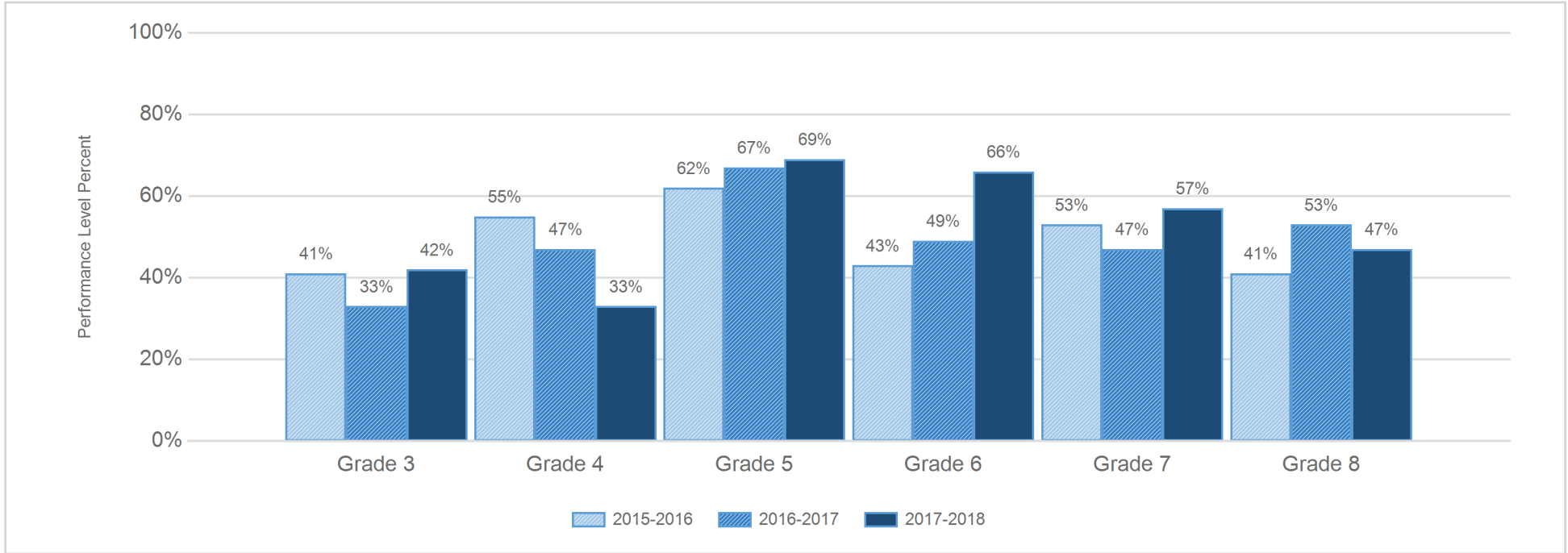


QUINTON TWP
 (33-4280)
 Grades Offered: PK-08
 2017-2018

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

English Language Arts/Literacy Assessment - Performance Trends

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





QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	221	100.0	48.4	45.0	48.4	50.2	Met Target†
White	143	100.0	55.3	54.1	55.3	53	Met Target
Hispanic	*	*	*	29.2	*	**	**
Black or African American	37	100.0	27.0	23.4	27.0	26.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	26	100.0	42.3	53.0	42.3	47.2	Met Target†
Female	101	100.0	51.5	46.0	51.5		
Male	120	100.0	45.8	43.9	45.8		
Economically Disadvantaged Students	80	100.0	31.3	26.6	31.3	37.6	Met Target†
Non-Economically Disadvantaged Students	141	100.0	58.2	55.9	58.2		
Students with Disabilities	44	100.0	18.2	17.1	18.2	27.3	Met Target†
Students without Disabilities	177	100.0	56.0	50.5	56.0		
English Learners	N	N	N	24.6	N	**	**
Non-English Learners	221	100.0	48.4	46.9	48.4		
Homeless Students	*	*	*	17.3	*		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	39	750	752	*	0%	49%	*	*	44%	53%
White	24	750	760	*	0%	46%	*	*	46%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	14	756	752	*	0%	*	*	*	57%	53%
Male	25	747	751	*	0%	*	*	*	36%	53%
Economically Disadvantaged Students	15	754	736	*	0%	*	*	*	47%	35%
Non-Economically Disadvantaged Students	24	748	762	*	0%	*	*	*	42%	66%
Students with Disabilities	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	39	750	754	*	0%	49%	*	*	44%	56%
Homeless Students	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	36	736	748	*	33%	31%	*	*	28%	49%
White	21	745	755	*	*	*	*	*	43%	60%
Hispanic	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	15	732	748	*	*	*	*	*	13%	50%
Male	21	739	748	*	*	*	*	*	38%	49%
Economically Disadvantaged Students	11	726	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	25	740	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	36	736	750	*	33%	31%	*	*	28%	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	42	754	748	0%	*	*	*	*	60%	49%
White	29	758	756	0%	*	*	*	*	62%	60%
Hispanic	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	17	754	749	0%	*	*	*	*	59%	50%
Male	25	754	747	0%	*	*	*	*	60%	48%
Economically Disadvantaged Students	17	740	733	0%	*	*	*	*	41%	29%
Non-Economically Disadvantaged Students	25	763	758	0%	*	*	*	*	72%	62%
Students with Disabilities	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	42	754	750	0%	*	*	*	*	60%	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



QUINTON TWP
(33-4280)
Grades Offered: PK-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	38	753	744	*	*	32%	*	*	55%	44%
White	23	760	751	0%	*	*	*	*	65%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	18	757	745	*	*	*	*	*	67%	45%
Male	20	749	742	*	*	*	*	*	45%	42%
Economically Disadvantaged Students	14	739	729	*	*	*	*	*	21%	24%
Non-Economically Disadvantaged Students	24	761	753	*	*	*	*	*	75%	56%
Students with Disabilities	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	38	753	745	*	*	32%	*	*	55%	45%
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	35	749	743	*	*	*	*	*	54%	43%
White	25	747	750	*	*	*	*	*	52%	54%
Hispanic	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	22	749	745	*	*	*	*	*	59%	45%
Male	13	748	741	*	*	*	*	*	46%	42%
Economically Disadvantaged Students	12	729	730	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	23	759	751	*	*	*	*	*	74%	55%
Students with Disabilities	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	35	749	744	*	*	*	*	*	54%	45%
Homeless Students	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	23	723	728	*	*	*	*	*	22%	28%
White	15	725	736	*	*	*	*	*	27%	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	729	*	*	*	*	*	*	28%
Female	11	718	731	*	*	*	*	*	18%	31%
Male	12	728	725	*	*	*	*	*	25%	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	23	723	729	*	*	*	*	*	22%	29%
Homeless Students	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



QUINTON TWP

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	11	767	746	0%	0%	*	*	*	91%	46%
White	*	*	755	*	*	*	*	*	*	57%
Hispanic	N	N	730	N	N	N	N	N	N	27%
Black or African American	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	755	N	N	N	N	N	N	54%
Female	*	*	748	*	*	*	*	*	*	48%
Male	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	11	767	752	0%	0%	*	*	*	91%	52%
English Learners	N	N	710	N	N	N	N	N	N	*
Non-English Learners	11	767	749	0%	0%	*	*	*	91%	*
Homeless Students	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%

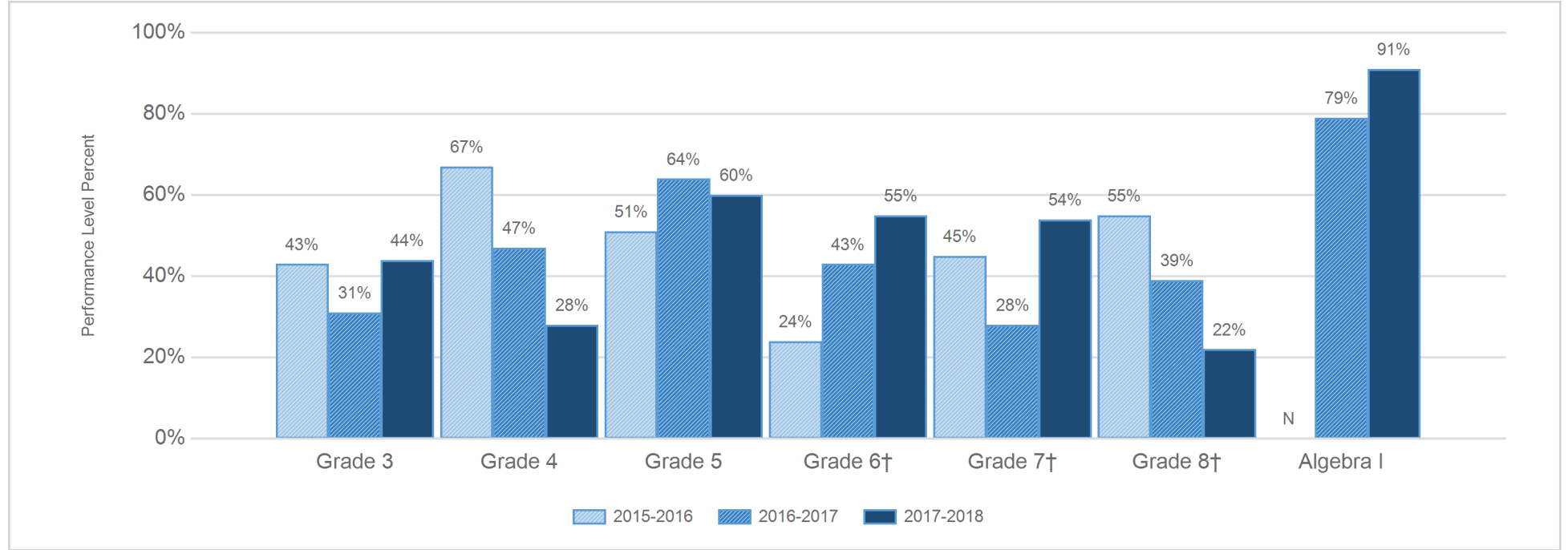


QUINTON TWP
 (33-4280)
 Grades Offered: PK-08
 2017-2018

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

Mathematics Assessment – Performance Trends

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





QUINTON TWP
(33-4280)
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2017-2018

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

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

**QUINTON TWP**

(33-4280)

Grades Offered: PK-08

2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
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- N** No Data is available to display
- † This indicates a table specific note, see note below table

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

NJASK Science Assessment Information

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



QUINTON TWP
(33-4280)
Grades Offered: PK-08
2017-2018

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	38
7	0	0	35
8	11	0	25
Total	11	0	98

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	38	0	0	0	0	0	0
7	35	0	0	0	0	0	0
8	35	0	0	0	0	0	0
Total	108	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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(33-4280)
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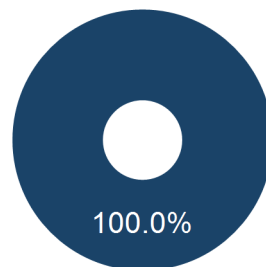
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Visual and Performing Arts – Course Participation

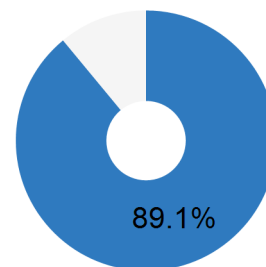
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

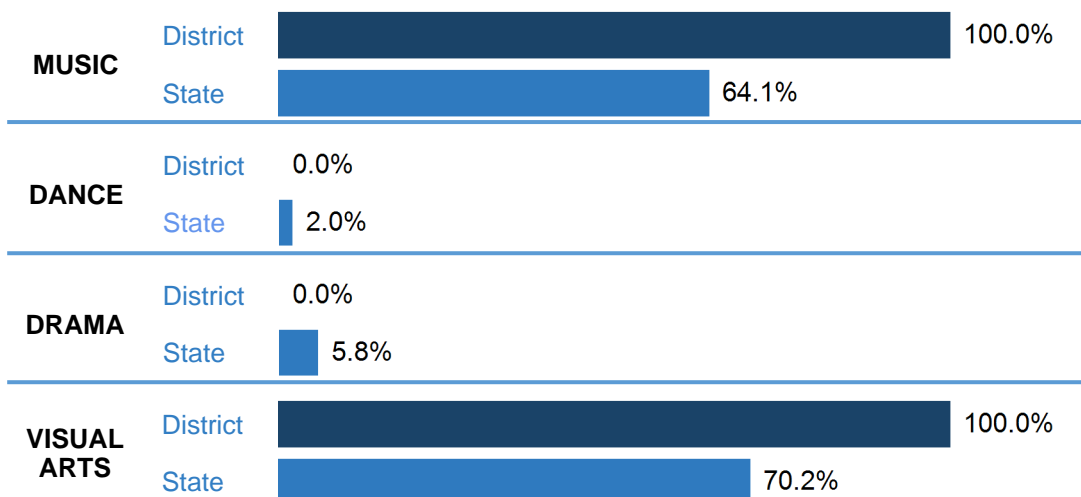


District



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

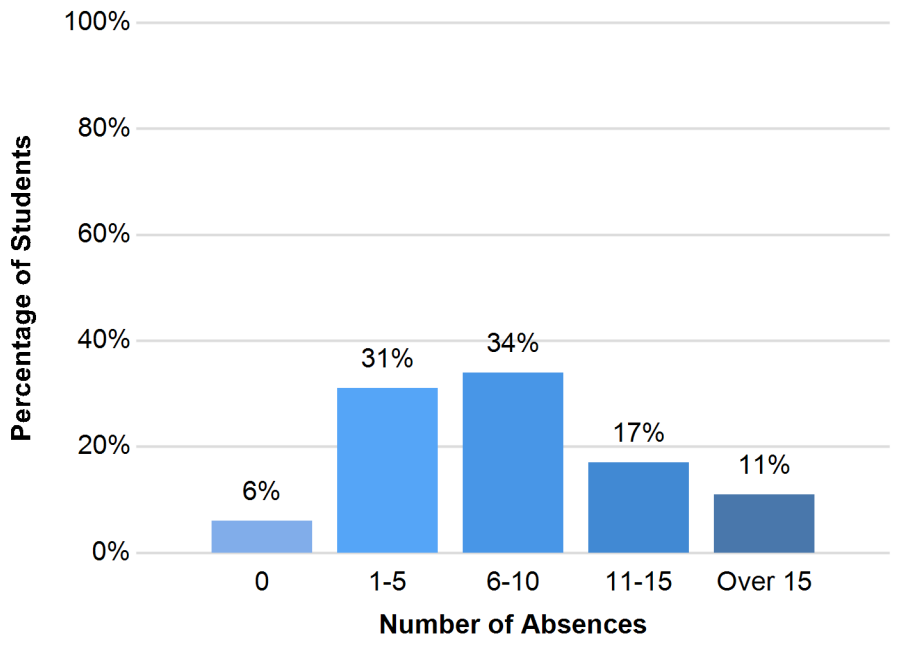
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	18	6.1	9.1	Met
White	12	6.4	9.1	Met
Hispanic	*	*	9.1	Not Met
Black or African American	2	4.2	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	2.9	9.1	Met
Economically Disadvantaged Students	7	6.1	9.1	Met
Students with Disabilities	3	5.3	9.1	Met
English Learners	*	*	**	**

Days Absent

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





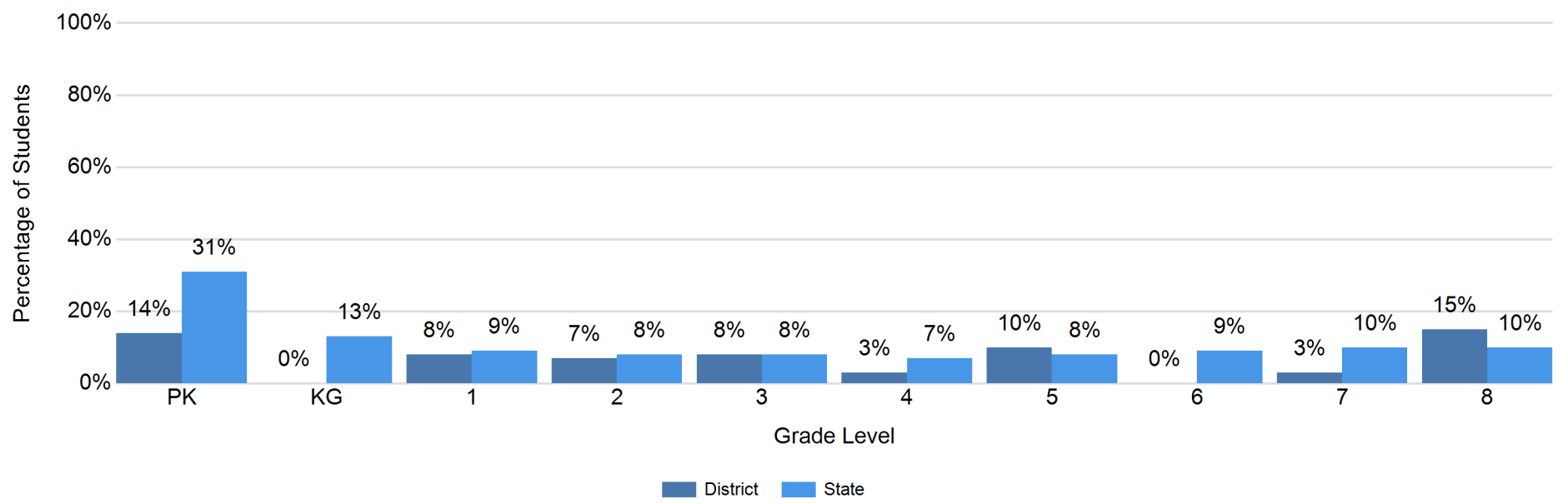
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Chronic Absenteeism by Grade

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



**QUINTON TWP**

(33-4280)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.84

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	6		6

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	52	16.4%
Out-of-School	11	3.5%
Any Suspension	54	17.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
23

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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$773	\$12,135	\$12,908



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	30	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	8.0	10.7
Teachers in district for 4 or more years	56.7%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	3	9,374
Average years experience in public schools	25.3	16.0
Average years experience in district	9.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	106:1
Teachers to Administrators	10:1
Students to Librarian/Media Specialists	N
Students to Nurses	317:1
Students to Counselors	317:1
Students to Child Study Team	159:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	73.3%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	98.1%



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.7%	66.7%
Male	13.3%	33.3%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

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

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



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Accountability Summary by Student Group

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

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

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






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District Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Quinton Township School District offers an Algebra I Course to 8th grade students. Curriculum includes Go Math, Reader's and Writer's Workshop and Nat Geo Science Programs. Our mathletes won many awards during the Mathematics Showcase.
 <p>Mission, Vision, Theme:</p>	<p>We, the collective members of the Quinton Township School and its community, aspire to provide equal opportunities within a challenging, nurturing educational environment. We believe that every student at all grade levels can reach his/her potential to function fully in society when high expectations for success, in accordance with the New Jersey Core Curriculum Content Standards, are coupled with such an environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2015-16 County Teacher of the Year. 2017-18 County Teacher of the Year. The Youth Services Commission Grant allows the district to offer 7th and 8th grade students after-school activities and field trips.</p>

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Courses, Curriculum, Instruction:

The district's 1-1 technology initiative (grades 3-8) allows our students to access electronic texts in math, science, social studies and health. The district's curriculum maps have been updated in a timely fashion to ensure alignment with the standards. Members of the instructional staff are committed to improving their competencies and have participated in professional development activities to ensure that our students are receiving engaging, challenging and differentiated lessons.



Clubs and Activities:

The following clubs and activities are available to our students: Quinton Cat News Station, Culture Club, Photography Club, Drama Club, Band and Chorus, National Junior Honor Society, Academic League, School Garden (planting, tending, and composting program, Computer Literacy, Reading Recovery, Art, Foreign Language, RTI, College and Career Readiness, Counseling Services, PBSIS program, and Homework Center

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Before and After School Programs:

Cumberland Cape Atlantic YMCA provides before and after school care to children from grades PK - Eight. Additionally, the district offers homework center, after-school tutoring, peer tutoring and mentoring programs.



Staff and Professional Learning:

Literacy and Mathematics Coaches meet with the instructional staff throughout the year to assist with the implementation of effective teaching practices. Additionally, our instructional staff members participate in both in-house and outside of the district professional development sessions, which are turn-keyed during Professional Learning Community sessions, which take place two times per month after school hours.

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Student Supports and Services:

The district's Intervention and Referral Services Team works diligently to identify students who are in need of additional services, develop intervention plans and communicate with parents and teachers. Supports available include: Curriculum Compacting, Basic Skills, Child Study Team Service, After-School Tutoring, English Language Services, Instructional Support, and a Comprehensive Counseling Program.



Student Health and Wellness:

The district's wellness policy is shared with students, parents and staff members each year to ensure compliance. Our breakfast-after-the-bell program is currently in its 6th year of existence. As a result of the district's hard work and effort put forth to begin such a program the district was recognized by the NJDOE for having the highest percentage rate increase of students participating in the southern portion of the state.



Parent and Community Involvement:

Our Home and School Association is an active organization. Numerous events are scheduled throughout the year to increase involvement of the parents: parent lunches, guest presenters/readers, evening family events, fundraising efforts, chaperone dances, host book fairs, serve as room parents, yearbook preparation, etc. Parents communicate with the school staff via telephone, Email, Connect Ed weekly messages, OnCourse, Homework Hotline, Remind, Classroom DoJo, and website.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Njdoe school climate survey for: school staff, students in grades 3 - 5, students in grades 6 - 8, parents. Every other year the School Improvement Panel utilizes the School Climate Survey and communicates the results to both the School Improvement Team and Board of Education. The latest survey conducted during the 2016-2017 school year found: The district scored very high with teachers, students, and parents with Parental Support and Engagement and Safety and Emotional Environment.</p>
 <p>Facilities:</p>	<p>The building built in 4 sections: 1928, 1950, 1980, 2001 section. Library, two computer labs, art room, multi-purpose room, health room, and music room. The entire building has air conditioning. Our facilities are well-maintained and the district has already benefitted from the solar panel purchase and installation (2012). Each classroom has a SMART Board as well as other technological devices for our students and staff to utilize. The carpeting has been updated in most of the building.</p>
 <p>School Safety:</p>	<p>The district takes all necessary steps to ensure the safety and well being of both the students and staff. The district holds monthly crisis and fire drills. The district has installed over 30 cameras both inside and outside of the building. The district recently installed Ballard poles in front of the main office. The district uses the PBSIS program and a student peer mediation program to promote a healthy and safe environment.</p>

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Technology and STEM:

The district's 1-1 technology initiative (grades 3-8) allows our students to access electronic texts in math, science, social studies and health. Students in grades PK - second utilize ipads with applications that reinforce skills taught in the classroom. Each classroom has a SMART Board as well as other technological devices for our students and staff to utilize. We offer an after school culture club program where STEM activities are taught. The district also has two computer labs and a mobile ipad cart.



Early Childhood Education:

The district's Early Childhood program is a full day program that runs from 8:15 AM to 2:50 PM. For this school year, there are 10 students in each of two Early Childhood classrooms. The program is funded through both local funds and preschool education aid. The program uses the Curiosity Corner Curriculum.

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Other Information:

The district's school day begins at 8:15 AM and goes until 2:50 PM. The school has two classes in each grade level. Grades six through eight are departmentalized and the students switch classes. Students in grades three through five switch classes for science and social studies. Students in grade Prekindergarten through second stay with the same teacher throughout the day for all subjects/themes. Communication to all stakeholders are done through the district's website. That gets updated regularly. The district sends a weekly Connect Ed message (phone and email) to all stakeholders. This message goes over all important news and events for the upcoming weeks. Teachers also use Classroom Dojo and well as Remind 101 to communicate to parents. The district is a Choice School with currently 36 seats. There is usually a waiting list for Choice Students. The district does not accept tuition students since it is a Choice District. The district does have a mandatory uniform policy for students that can be found on the district's website.