School Summary: Fall 2016

Science Park High School

Principal Name	Kathleen Tierney	*Demographic Information (10/15/2016)*	
Ward	Central	# of Students Enrolled	808
South Ward Community School	No	Free Lunch	61%
School Type	n/a / Selective Magnet	w/ IEP	6%
		Limited English Proficient	0%
Grades Served	7 - 12th grade	Black	33%
K or 9th grade applicants who listed the school first & were matched to this school	20.7%	Hispanic	43%
		White	19%
		Other Race/Ethnicity	5%

SCHOOL RESOURCES & PROGRAMS

School Budget/Expenditures (15–16)	$8,446,754	Expanded Learning Time Offered	No
Head Start offered (16-17)	No	Percent of Students Served Meals After Normal School Hours	12%
Average Section Size — K – 3	n/a		
Average Section Size — 4 – 8	n/a	Bilingual education program(s)	None
Average Section Size — 9 – 12	23	% of all students in self-contained classrooms	0%
Student-Teacher Ratio	13.5 to 1	SpEd self-contained prog.'s	None

STUDENT PARTICIPATION & PROGRESS

Percent of students who were "chronically absent" for any reason, e.g., excused, unexcused (15-16)	22%	Credit accumulation in 2015-16 The percent of students who earned 32.5 or more credits, by grade	*9th*	90%
Transfers out: 10/15/15 – 6/30/16	2%		*10th*	98%
			11th	98%
Transfers in: 10/15/15 – 6/30/16	0%		*12th*	90%

TEACHER INPUTS

Average years of teacher service (15–16)	9	% Tchrs w/ completed annual evaluation (15-16)	100%
Percent of teachers with at least three observations complete by EOY (15–16)			84%
Percent of effective and highly effective teachers retained (14-15 to 15-16)			95%

STUDENT OUTCOMES

ELA and Math: Spring 2016

	# enrolled in tested grades	% of enrolled with valid test scores	Meeting or Exceeding Expectations		Average Scale Score	
			7–8	*9–11*	*7–8*	*9–11*
PARCC: ELA	645 (-6)	42% (+29)	82% (-2)	77% (+3)	773 (-2)	770 (+2)
PARCC: Math	645 (-6)	38% (+26)	83% (-2)	70% (-1)	764 (-3)	762 (+0)

Science Tests: Spring 2016

	# enrolled in tested grades	% of enrolled with valid test scores	Proficient & Advanced Proficient	Average Scale Score
NJASK: Grade 4	0	n/a	n/a	n/a
NJASK: Grade 8	48	100%	88%	237
NJBCT: Biology	n/a	n/a	94%	239

4-Year Graduation Rate (2015-16)

97.4%

Updated 01/04/2017 (time frames vary by indicator)

See glossary for more details.

Glossary

This glossary contains definitions for each indicator. A technical report will be available, upon request, that contains additional details about the methods used to collect and compile the school summaries.

	Indicator	Definition
BASIC SCHOOL & DEMOGRAPHIC INFORMATION	**School Name**	The name of the school as of Aug. 28th, 2016.
	Principal Name	Name of Principal as of Aug. 28th, 2016.
	Ward	The ward the school is located.
	School Type	A designation of whether the school is a selective magnet or comprehensive (for high schools only). As applicable, a designation of whether the school was a turnaround or renew school.
	Grades Served	The span of grades served in this school.
	K or 9th grade applicants who listed the school first & were matched to this school	The percent of students who ranked the school number one on their application and who were matched to the school for the 2016-17 school year. If the number is 25%, it means that only 25% of students who ranked the school number one were matched to the school. Schools with less than 100% received more applicants than there were seats available. This calculation excludes students who ranked their current school first, as these students had a guarantee to be matched to that school. This indicator does not provide information about the number of applicants to the school – a school with four applicants and only one seat would have the same percentage as a school with four-hundred applicants and one-hundred seats. For elementary schools, the school summary displays data only for Kindergarten, and for high schools, the school summary displays data only for 9th grade. Transfer schools, Early Childhood Centers, and Special Education schools were excluded from the analysis.
	# of Students Enrolled	Number of students enrolled Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	Low Income	The percent of students who qualified for free meals as of Oct. 15th, 2016. This is a measure of very low income. Families qualify for free lunch if their income is less than 130% of the poverty level. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	w/ IEP	Percent of students classified with a disability as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	Limited English Proficient	Percent of students classified limited English proficient as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	Black	Percent of students classified as Black as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	Hispanic	Percent of students classified Hispanic as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART (the source variable is awkwardly called "Ethnicity.").
	White	Percent of students classified white as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.
	Other Race/Ethnicity	Percent of students classified American Indian, Native Hawaiian, and Asian as of Oct. 15th, 2016. Data are from DRE's Data Archive, which sourced data from the SID management submission as downloaded from NJSMART.

	Indicator	Definition
SCHOOL RESOURCES & PROGRAMS	**School Budget/Expenditures**	These figures capture the total blended local, state, and federal funding expenditures for each school in 2015 - 2016. These expenditure figures are mostly based on the budgets determined by weighted student funding, along with foundation aid, Title I/II funds, benefits, security, HS Athletics, and other non-weighted allocations and adjustments (for more information see slide 35 here: http://www.nps.k12.nj.us/departments/sba/finance/budget/2016-2017/). Grant funding is not included in this figure. The data come from the "General Fund Grand Total" line in each school report generated through the State of New Jersey DOENET software and found here: http://www.nps.k12.nj.us/departments/sba/finance/budget/2016-2017/. These expenditure figures are unaudited. *The budget data for Barringer Arts and Barringer STEAM are the combined total of the two schools and should be interpreted with that limitation in mind. Data for Peshine comes from a slightly different accounting rule source (http://www.nps.k12.nj.us/departments/sba/finance/budget/2015-2016/) and is therefore only loosely comparable to the other schools.
	Head Start	Whether Head Start will be offered at the school in 2016-17. Data current as of 8/11/16.
	Avg. section size (excludes self-contained classrooms)	Average section size is a proxy for the number of students regularly in a teacher's classroom for who that teacher is responsible. The data available represent "section size" counts and so are loose estimates of the number of students assigned to a classroom. The method for calculating section size is different for elementary/middle (K-3 & 4-8) and high school (9-12) grades. For elementary/middle grades the average section size is calculated based on the number of students in homeroom sections. Homeroom section size is a proxy for section size throughout the school day in schools where cohorts of students move together throughout the day. Self-contained sections are excluded. For sections that spanned grades 3 and 4, but were taught by the same teacher, the summed section was assigned to the lower grade. Data pulled January, 2016. For schools that have 6-8 grades, but no grades below 6 (e.g., American History High) the scheduling assumption might not be as reasonable. Sections taught by the same teacher at the same time were summed together. For high school grades the average section size is calculated based on the number of students in typical sections, excluding self-contained, lunch, and online sections. Sections taught by the same teacher at the same time were summed together. Data pulled Dec. 9, 2016. A PowerPoint presentation explains the method used to create these indicators in much more detail and is available upon request.
	Student-Teacher Ratio	The ratio of student enrollment to certified teachers. Students were defined as those actively enrolled as of January, 2016. Teachers were defined as those employees, as of March, 2016, with teacher certifications and job title descriptions such as Academic Interventionist, Tchr Elementary, Tchr Special Education, Tchr Physical Education, and Tchr Mathematics. Employees with job descriptions such as Teacher Coach, Teacher Aide, Home Interventionist, and Tchr of Home Instruction were excluded. Job title descriptions are broad categories and schools may not systematically apply a job title to refer to specific roles, so caution should be used when interpreting this indicator.
	Bilingual education program(s)	List of language programs for English Language Learners that are planned to operate at each school for the 2016-17 school year.

Indicator	Definition
Self-contained programs	This measure lists the self-contained special education programs offered at each school during the 2016-17 school year. A self-contained program is a separate instruction setting that serves students whose Individualized Education Plan requires one of the following: AI =Auditory Impaired, AI-MD=Auditory-Multiple Disabilities, AUT=Autism, BD=Behavioral Disabilities, C1=Cognitively Impaired-Mild, C2=Cognitively Impaired-Moderate, LDM=Learning Disabilities Mild/Moderate,LDS=Learning Disabilities Severe, MD=Multiple Disabilities, MDMI=Multiple Disabilities Medically Involved, PSD=Pre-School Disabled, PSD-AI=Pre-School Disabled-Auditory, PSD-AUT=Pre-School Disabled-Autism, PSD-MI=Pre-School Disabled-Medically Involved Special education program descriptions can be found at http://www.nps.k12.nj.us/departments/curriculum-services/office-special-education/special-education-program-descriptions/
% students in self-contained programs	The ratio of students in self-contained classrooms to students enrolled. Numerator = Number of students in self-contained classrooms as of 11/13/16; Denominator = Number of students enrolled at the entire school on 10/14/16. Data are only available for three high schools. Data are from the SalesForce database.
# self-contained classrooms	The number of self-contained classrooms. Self-contained classrooms are occupied solely by students who have been given a special-education classification.
Expanded Learning Time Offered	Whether a comprehensive after-school or before-school program was offered during the 2015-16 school year. Possible programs include the "Futures" after-school program, Afterschool Excel, and the 21st Century Community Learning Center programs. For more information about expanded learning time programs visit http://www.nps.k12.nj.us/elt/. This indicator does not count clubs or sports activities as a comprehensive afterschool program, so schools that only offer clubs and sports are designated as not offering expanded learning time. Daily transportation is available from each high school that does not offer Expanded Learning Time to the Bolden Student Center, where expanding learning time activities are offered. ELT programs offered every day school was in session open everyday, except early dismissal/staff development days (about 165 days/year).
Percent of Students Served Meals After Normal School Hours	The percent of students who, on average, received a meal after school. The meals were served through the Child and Adult Care Food program (CACFP) from October 2015 through June 2016. This is a ratio of the average meals provided by CACFP and the total enrollment as of October 15, 2015. The afterschool nutrition program aimed to provide meals each day CACFP was in operation. CACFP was in operation about 165 days/year (i.e., everyday school was in session open, except early dismissal/staff development days).

SCHOOL RESOURCES & PROGRAMS

	Indicator	Definition
STUDENT PARTICIPATION & PROGRESS	**Students ≥ 10% absent 9/3/15 - 6/28/16**	Percent of students who are "chronically absent" for any reason, e.g., excused, unexcused, etc. during the 2015-2016 School year. "Chronically absent" is defined as missing 10% or more of the days the student is enrolled. Some students switched schools in the middle of the school year. Students are attributed to the school they were enrolled in as of October 15, unless they were not actively enrolled in a school on that date, in which case they are attributed to their June 30th school. Students who were enrolled in a Newark Public School for 20 or fewer days during the 2015-2016 school year are excluded from the analysis entirely.
	Transfers Out 10/15/15 – 6/30/16	This measures the percentage of a school's students that transferred out of the school after 10/15/15. It is calculated as the percent of students enrolled in a given school on 10/15/15 who were no longer enrolled in the school as of 6/30/16. Transfers Out and Stability should add up to 100%, but sometimes do not because of rounding error. Transfers Out = $$\frac{\text{Number of students enrolled on 10/15/15 who are no longer enrolled on 6/30/16}}{\text{Number of students enrolled at 10/15/15}}$$
	Transfers In 10/15/15 – 6/30/16	This measures the percentage of a school's students that transferred in to that school between 10/15/15 and 6/30/16. It is calculated as the percent of students enrolled in that school on 6/30/16 who were not enrolled in that school on 10/15/16. Transfers In = $$\frac{\text{Number of students enrolled on 6/30/16 who joined after 10/15/15}}{\text{Number of students enrolled on 6/30/16}}$$

	Indicator	Definition
STUDENT PARTICIPATION & PROGRESS	**Credit Accumulation 2015-16**	The credit accumulation statistics are proxies for what percent of students, in the prior school year, accrued enough credits to graduate in four years. Currently, students need 130 credits to graduate. If students earn 32.5 credits during each of 4 years, by receiving a passing grade in multiple courses, they will fulfill the credit accumulation requirement for graduation. The universe of students included in the credit accumulation analysis are those enrolled in at least one course in 2015-16 and those who were active students at the end of the year (i.e., in the June 30th 2016 NJSMART EOY file). Based on these criteria, there were 8,943 students, in grades 9-12, included in this analysis. For example, this analysis does not include students who earned credits but transferred out of the district before June 30th, 2016. Credits earned in the 2015-16 school year at a non-NPS school, by students who were enrolled in NPS at the end of 2015-16, count as credits earned (if those credits were entered in PowerSchool for terms 2500, 2501, and 2502, which are 2015-16 year-long, first semester, and second semester courses, respectively). Credits earned during summer school (2016) are included. This metric doesn't account for the need for students to have an appropriate distribution of credits in order to meet graduation requirements. That is, all course types were included in the summation of course credits.
	9th graders who earned 32.5 or more credits in 2015-16	The percent of 9th graders who earned 32.5 credits or more during the 2015-16 school year.
	10th graders who earned 32.5 or more credits in 2015-16	The percent of 10th graders who earned 32.5 credits or more during the 2015-16 school year.
	11th graders who earned 32.5 or more credits in 2015-16	The percent of 11th graders who earned 32.5 credits or more during the 2015-16 school year.
	12th graders who earned 32.5 or more credits in 2015-16	The percent of 12th graders who earned 32.5 credits or more during the 2015-16 school year.

	Indicator	Definition
TEACHER INPUTS	**Average Years of Teacher Experience/Service**	The average number of years of teacher experience as of 2/19/2016 at each school. This indicator includes experience gained in the district, but excludes experience gained outside of NPS. Experience is defined as the total years of service in a specific job title (which can be non-consecutive). Positions include all instructional staff (i.e., all those evaluated on the Framework for Effective Teaching) at school sites. Instructional staff includes all subject teachers and academic interventionists. This indicator excludes administrators (i.e., those evaluated on the Leadership Framework). The following are summary statistics for the district, which provide important contextual information for the average years of teacher experience statistic, because the distribution of years of experience is not normally distributed: number of teachers in this analysis = 2,688; average = 10.3; median = 9.5; mode = 1; number with ≤ 1 year experience = 266; number with ≥ 20 years experience = 294.
	% of Tchrs w at least 3 Observations Complete by EOY 15-16	As of the end of the 2015-16 school year, the percentage of teachers who had at least 3 observations completed. Observations are defined as classroom observations, including pre-observations (as appropriate) and post-observation conferences. The other three major components of teacher evaluation at NPS, excluded from this indicator, are: (a) Goal-Setting Conference to develop student learning goals and professional development goals, which are captured on the Individual Professional Development Plan (IPDP) or Corrective Action Plan (CAP); (b) Mid-year conferences to examine evidence and data to assess progress towards student learning and professional development goals; and (c) Annual conferences to examine all evidence and assign final ratings. Requirements differ for non-tenured and tenured teachers as well as teachers on an IPDP and teachers on a CAP. Details and guidance on deadlines are provided in the Guidebook for Teachers and Administrators on the Framework for Effective Teaching.
	% of Tchrs w/ a completed annual evaluation (15-16)	The percentage of teachers in 2015-16 school year that received a completed annual evaluation in BloomBoard.
	Teacher retention from 2014-15 to 2015-16, by evaluation rating	The percent of teachers from the previous academic year (2014-15) still employed as teachers at the same school this academic year (2015-16). Data is disaggregated by four levels of 2014-15 evaluation ratings. These indicators describe within-school retention and not retention in the district. The source dataset contained 5,585 employees, of which 2,884 were part of the Framework for Effective Teaching received an evaluation rating. Teachers without an evaluation rating (n = 363), were excluded from the retention analysis. Therefore, 2,521 teachers were included in the retention by evaluation rating calculations. Budgeted location ("deptid_desc") was the school identifier, which was used to determine school assignments. This school identifier signifies that many teachers were located at non-schools (e.g., the Educators w/out Placement Site). Those sites were excluded from the school summaries. Some data were suppressed to protect confidential information.

	Indicator	Definition
STUDENT OUTCOMES	**PARCC, Spring 2016**	
	Notes about the PARCC data	*Student scores are attributed to schools according to the attending school at the end of the 2016 school year. Scores were unavailable for a number of students who did not take the test. Changes from the prior year are presented (in parentheses).* *Changes from the Spring 2015 to Spring 2016 administration of PARCC are presented in parentheses. These changes over time do not compare the same cohorts (i.e., the students who took the third grade test in 2015 were not the same students who took the test in 2016). Given differences in cohorts that might influence test scores, caution should be exercised when interpreting these changes as evidence for changes in school quality. Rounding may also ntroduce errors in these data.* *Some data are suppressed, and marked with an asterisk ("*"), in order to protect student privacy.*
	PARCC: # enrolled in tested grades	The number of students enrolled in tested grades as of April 4, 2016, which was just before most PARCC tests were administered (PARCC testing occurred between April 12th and May 19th and the specific dates varyied by grade, test subject, and computer vs. paper testing format). For example, the number of students enrolled in 3rd through 8th grade at Wilson Avenue School. K-2 students at Wilson were not included, because those students did not take PARCC.Caution should be exercised because there were special education students who should have taken Dynamic Learning Maps (DLM) and not PARCC (~450 Newark Public School students took the DLM in 2015). DLM is aimed for students with the most severe disabilities. Data are only provided for schools that administered PARCC. Prior year's data used a different source (i.e., enrollment on the June 28th End of Year report) and so the annual change statistics should be interpreted with caution.
	PARCC: % of enrolled with valid test scores	The ratio of students with valid test scores and students enrolled in tested grades. Caution should be exercised because there were special education students who should have taken Dynamic Learning Maps (DLM) and not PARCC (~450 Newark Public School students took the DLM in 2015). DLM is aimed for students with the most severe disabilities. Data are only provided for schools that administered PARCC.
	PARCC: Meeting and Exceeding Expectations	Percent of students scoring in levels 4 or 5 (met or exceeded expectations) on the ELA and Math portions of the PARCC test, by grade span.
	PARCC: Avg Scale Score	Average scale score of students who took the the ELA and Math portions of the PARCC test, by grade span. The possible range was 650 - 850.

Indicator	Definition

Science Tests: Spring 2016

Indicator	Definition
NJASK & NJBCT	The NJ ASK in Science (NJASK), which is based on the NJ CCCS, was administered to New Jersey 4th and 8th graders in the 2015–2016 school year. For more information see http://www.nj.gov/education/assessment/njask/ref/SIM15.pdf. The New Jersey Biology Competency Test (NJBCT) is a state test given to students to measure whether they have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Content Standards (CCCS). For more information see http://www.nj.gov/education/assessment/hs/njbct.shtml. Some data are suppressed, and marked with an asterisk ("*"), in order to protect student privacy.
Science: # enrolled in tested grades/subject	The number of students enrolled in tested grades and subjects. The NJBCT can be given to children in grades 9 through 12. Because the NJBCT can be given to children in all high school grades, the relevant number of enrolled students is difficult to determine and is reported as n/a.
Science: % of enrolled with valid test scores	The percent of enrolled with valid test scores. The NJBCT can be given to children in grades 9 through 12. Because the NJBCT can be given to children in grades 9 through 12, the percent with valid test scores is difficult to determine and is reported as n/a.
Science: Proficient & Advanced Proficient	A scale score between 200–300. Scores indicative of "Proficient performance" reflect performance that generally has met the state standards. Scores indicative of "Advanced Proficient performance" reflect performance that has clearly met or exceeded state standards (from http://www.nj.gov/education/assessment/njask/ref/SIM15.pdf).
Science: Average Scale Score	Average scale score of students who took NJASK and NJBCT. The possible range was 100 - 300. NJDoE writes, "Although the NJ ASK is designed to optimize scale score test-retest reliability, it is not possible to produce a test with scores that are 100% reliable. A student's NJ ASK score, therefore, should be considered an estimate of student performance" level (from http://www.nj.gov/education/assessment/njask/ref/SIM15.pdf).

Graduation Rate

Indicator	Definition
4-year Graduation Rate	The percentage of students at the school who entered 9th grade four years earlier (in Fall 2012) and graduated in 2016. This cohort also includes transfers into the school and excludes students who were verified as transferring out. Data and definition is consistent with NJSMART's "accountable" method.

STUDENT OUTCOMES