




National Park School
2016-2017
Grade Span 3H-06

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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



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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
PK	34	43	39
KG	36	37	37
1	24	35	36
2	28	27	32
3	36	30	23
4	36	31	29
5	39	34	29
6	38	40	34
Ungraded	0	1	3
Total	271	278	262

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%	46%	50%
Male	53%	54%	50%
Economically Disadvantaged Students	51%	44%	43%
Students with Disabilities	15%	19%	16%
English Learners	0%	1%	0%
Homeless Students			6%
Students in Foster Care			2%
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	86.6%
Hispanic	6.9%
Black or African American	1.5%
Asian	0.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

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
PK - Half Day	35	43	39
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	37	37	37

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	99.6%
Other	0.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	108	99.2	30.50	30.50	54.90	30.5	41.7	Not Met
White	93	99.0	34.40	34.40	63.90	34.4	43.6	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	54	98.4	42.60	42.60	62.20	42.6		
Male	54	100.0	18.50	18.50	48.10	18.5		
Economically Disadvantaged Students	55	98.5	29.10	29.10	36.20	29.1	36.1	Met Target†
Non-Economically Disadvantaged Students	53	100.0	32.10	32.10	65.80	32.1		
Students with Disabilities	27	96.6	*	*	20.50	*	12.1	Not Met
Students without Disabilities	81	100.0	*	*	61.90	*		
English Learners	N	N	*	*	25.20	*	**	**
Non-English Learners	108	99.2	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	*	*	53.50	*		
Migrant Students	N	N	*	*	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	24	735	735	749	*	*	*	*	*	29%	50%
White	21	736	736	759	*	*	*	*	*	33%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	11	753	753	753	*	*	*	*	*	36%	55%
Male	13	720	720	744	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	11	719	719	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	13	749	749	761	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	24	735	735	752	*	*	*	*	*	29%	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

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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	29	726	726	753	*	*	*	*	0%	28%	56%
White	24	731	731	762	*	*	*	*	0%	33%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	736	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	14	741	741	758	*	*	*	*	0%	43%	61%
Male	15	712	712	748	*	*	*	*	0%	13%	51%
Economically Disadvantaged Students	14	716	716	737	*	*	*	*	0%	29%	36%
Non-Economically Disadvantaged Students	15	735	735	764	*	*	*	*	0%	27%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	29	726	726	755	*	*	*	*	0%	28%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	736	736	755	*	*	36%	36%	0%	36%	59%
White	22	738	738	763	*	*	*	*	0%	41%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	13	746	746	761	*	*	*	*	0%	39%	66%
Male	15	727	727	749	*	*	*	*	0%	33%	53%
Economically Disadvantaged Students	17	736	736	739	*	*	*	*	0%	29%	40%
Non-Economically Disadvantaged Students	11	736	736	765	*	*	*	*	0%	46%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	28	736	736	756	*	*	36%	36%	0%	36%	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	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 by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	729	729	751	*	29%	*	32%	0%	32%	54%
White	33	731	731	758	*	*	*	33%	0%	33%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	735	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	22	743	743	758	*	*	*	*	0%	46%	61%
Male	16	709	709	745	*	*	*	*	0%	13%	46%
Economically Disadvantaged Students	21	728	728	737	*	*	*	*	0%	38%	34%
Non-Economically Disadvantaged Students	17	730	730	760	*	*	*	*	0%	24%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	757	*	*	*	*	*	*	61%
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	38	729	729	752	*	29%	*	32%	0%	32%	N
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

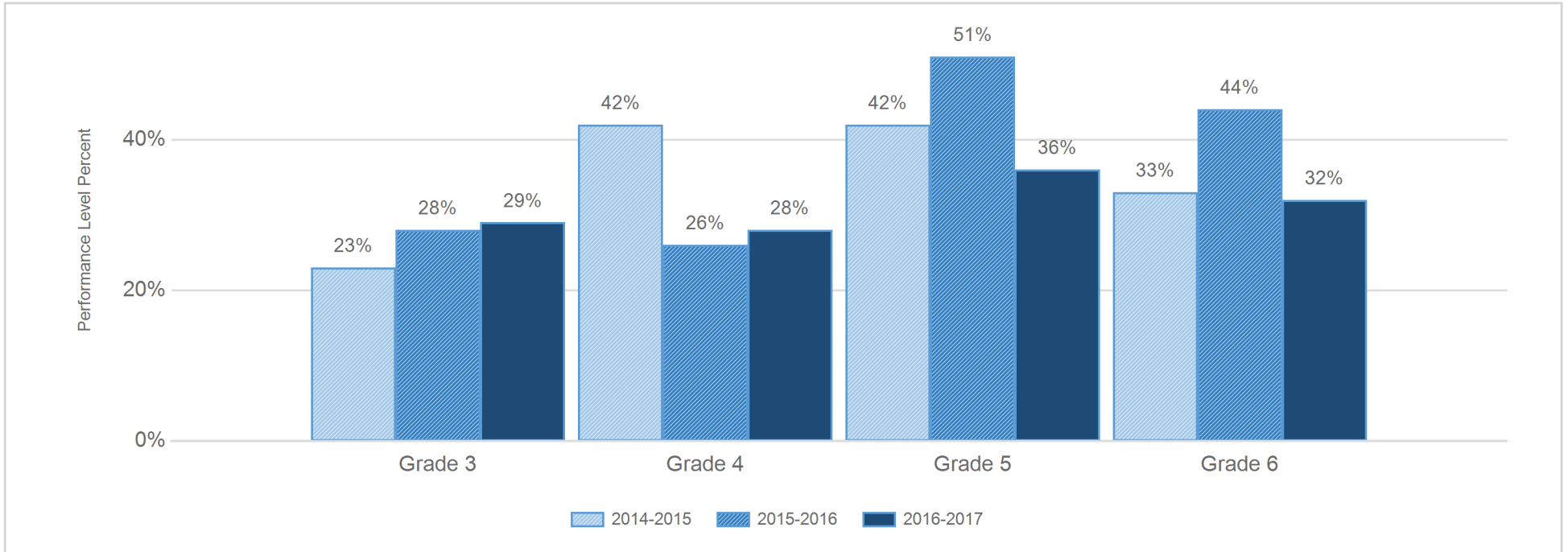


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English Language Arts/Literacy Assessment - Performance Trends

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	108	99.2	34.30	34.30	43.50	34.3	31.5	Met Target
White	93	99.0	38.70	38.70	52.40	38.7	33.1	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	54	98.4	42.60	42.60	44.10	42.6		
Male	54	100.0	26.00	26.00	42.90	26		
Economically Disadvantaged Students	55	98.5	23.60	23.60	25.10	23.6	20.1	Met Target
Non-Economically Disadvantaged Students	53	100.0	45.30	45.30	54.30	45.3		
Students with Disabilities	27	96.6	*	*	16.50	*	6.7	Not Met
Students without Disabilities	81	100.0	*	*	48.80	*		
English Learners	N	N	*	*	23.30	*	**	**
Non-English Learners	108	99.2	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	*	*	39.90	*		
Migrant Students	N	N	*	*	18.20	*		

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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	24	755	755	750	*	*	*	46%	*	58%	53%
White	21	757	757	758	*	*	*	52%	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	11	770	770	751	*	*	*	*	*	82%	52%
Male	13	742	742	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	11	738	738	735	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	13	769	769	761	*	*	*	*	*	77%	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	24	755	755	753	*	*	*	46%	*	58%	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	29	733	733	746	*	*	45%	*	0%	28%	47%
White	24	737	737	754	*	*	46%	*	0%	33%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	14	735	735	746	*	*	*	*	0%	29%	47%
Male	15	732	732	746	*	*	*	*	0%	27%	48%
Economically Disadvantaged Students	14	721	721	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	15	745	745	756	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	29	733	733	748	*	*	45%	*	0%	28%	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%



National Park School
2016-2017
Grade Span 3H-06

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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	28	733	733	746	*	*	43%	*	0%	25%	46%
White	22	735	735	754	*	*	*	*	0%	27%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	13	738	738	747	*	*	*	*	0%	23%	47%
Male	15	729	729	746	*	*	*	*	0%	27%	46%
Economically Disadvantaged Students	17	735	735	732	*	*	*	*	0%	24%	27%
Non-Economically Disadvantaged Students	11	729	729	756	*	*	*	*	0%	27%	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	28	733	733	748	*	*	43%	*	0%	25%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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%



National Park School
2016-2017
Grade Span 3H-06

15-3490-050
 GLOUCESTER
 NATIONAL PARK BORO
 516 LAKEHURST AVE
 NATIONAL PARK, NJ 08063-1534

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	38	730	730	743	*	29%	29%	26%	*	26%	44%
White	33	731	731	750	*	30%	30%	*	0%	27%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	22	742	742	744	*	*	*	*	*	*	45%
Male	16	714	714	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	21	730	730	728	*	*	*	*	0%	29%	24%
Non-Economically Disadvantaged Students	17	731	731	752	*	*	*	*	0%	24%	56%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	38	730	730	744	*	29%	29%	26%	*	26%	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

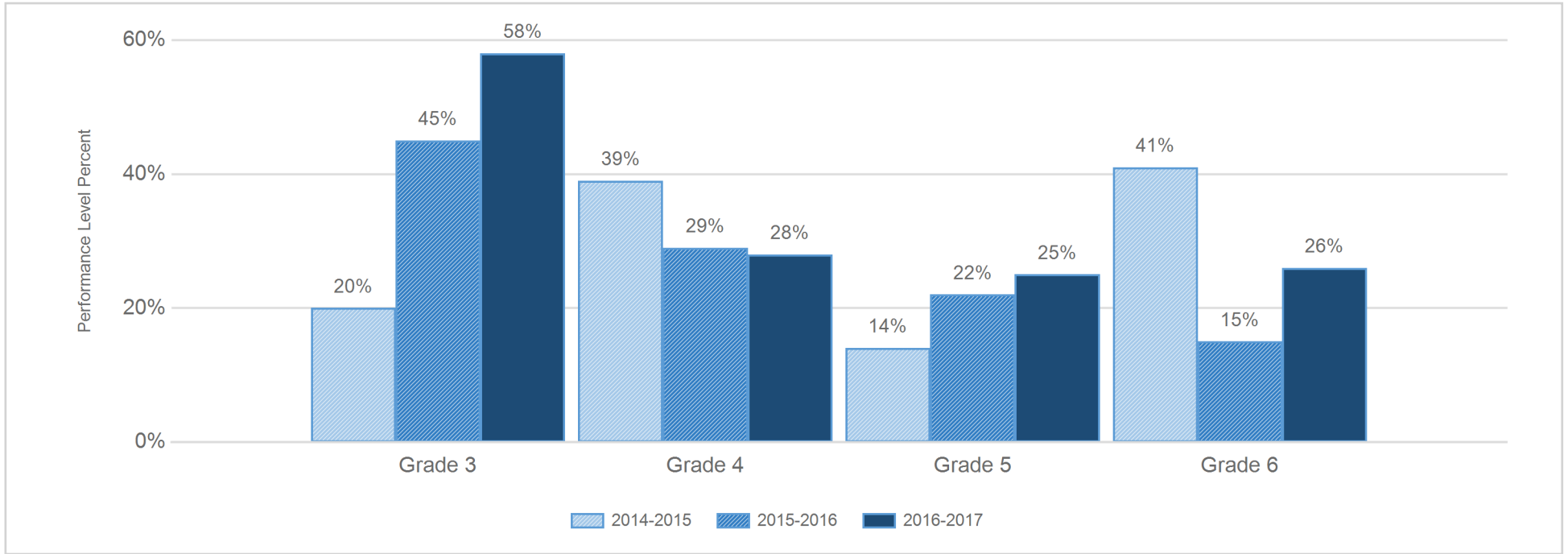


National Park School
2016-2017
Grade Span 3H-06

15-3490-050
 GLOUCESTER
 NATIONAL PARK BORO
 516 LAKEHURST AVE
 NATIONAL PARK, NJ 08063-1534

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

Alternate Assessments - Participation

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

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

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



**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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.

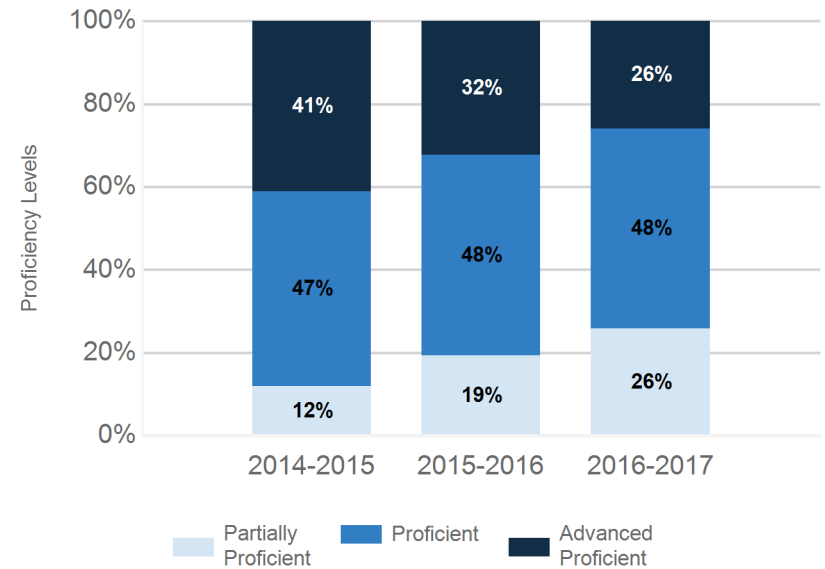
NJASK Science Assessment Performance: Grade 4

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	26%	48%	26%
White	32%	46%	*
Hispanic	N	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	67%	25%
Students with Disabilities	N	*	*
English Learners	N	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.





National Park School
2016-2017

Grade Span 3H-06

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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	23	23	50	Not Met	39	39	50	Not Met
White	23	23	50	Not Met	40	40	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	24.5	24.5	47	Not Met	44.5	44.5	46	Met Target
Students with Disabilities	23	23	41	**	40	40	43	**
English Learners	N	N	N	N	N	N	N	N

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



**National Park School
2016-2017**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

Grade Span 3H-06

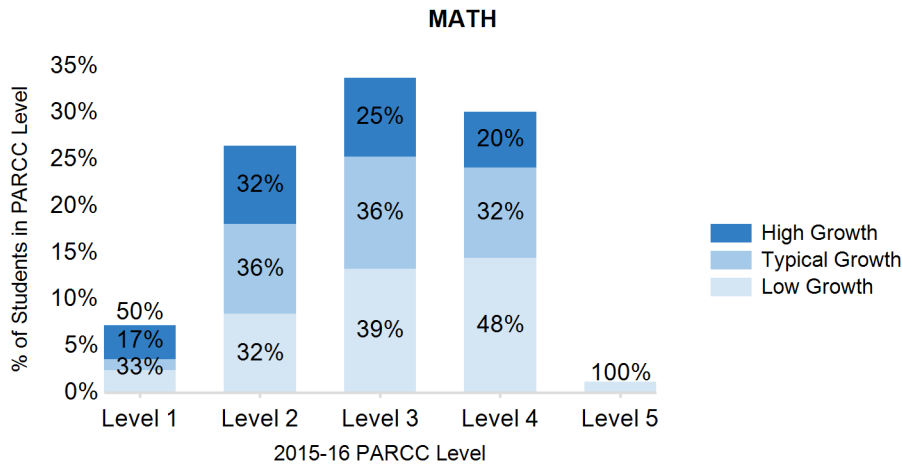
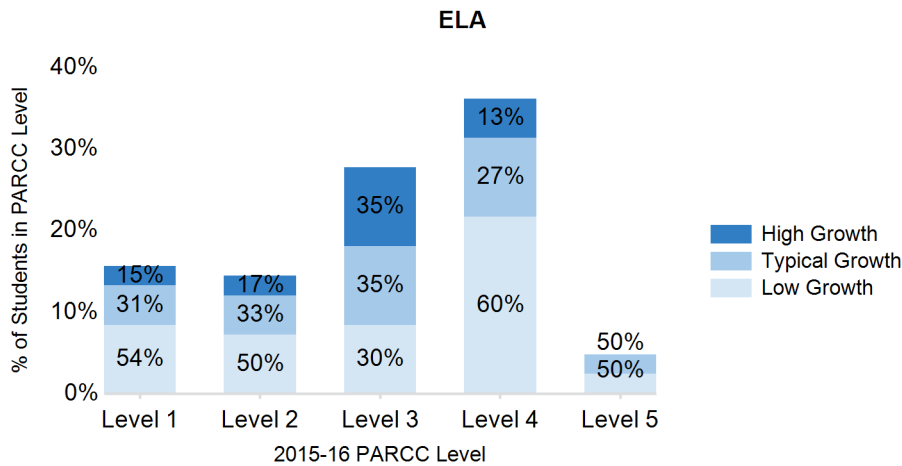
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

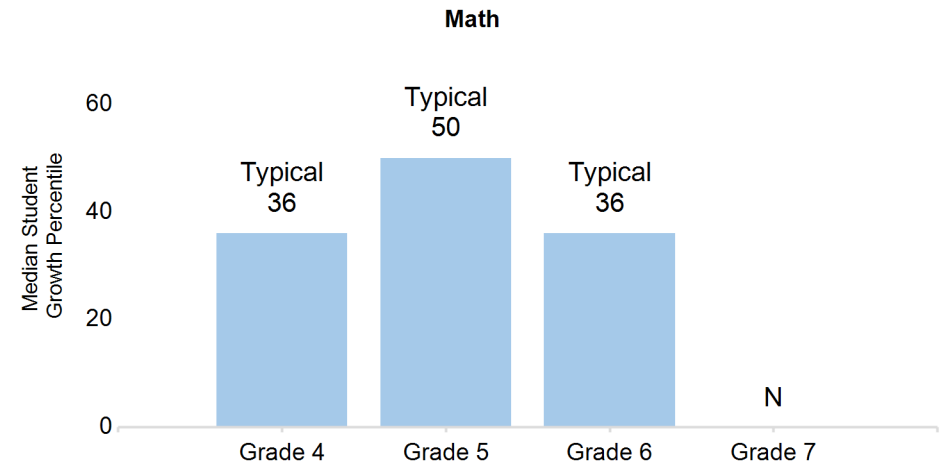
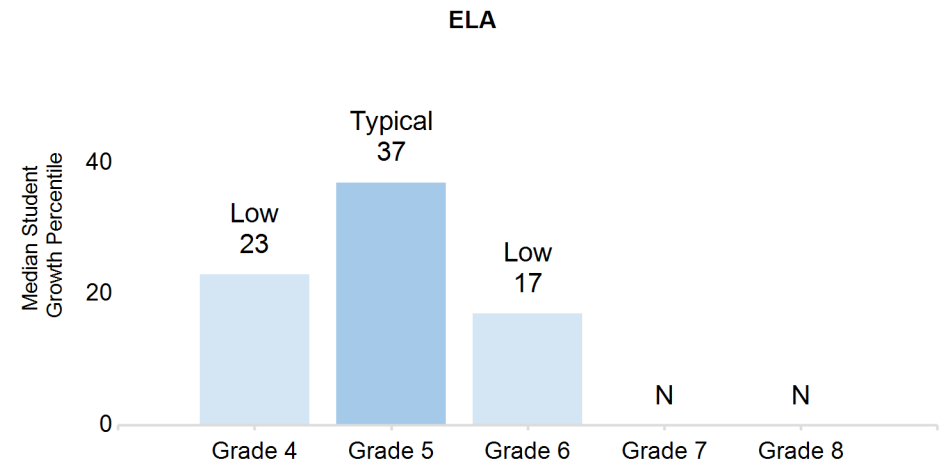
Student Growth by Performance Level

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



Student Growth by Grade

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





**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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

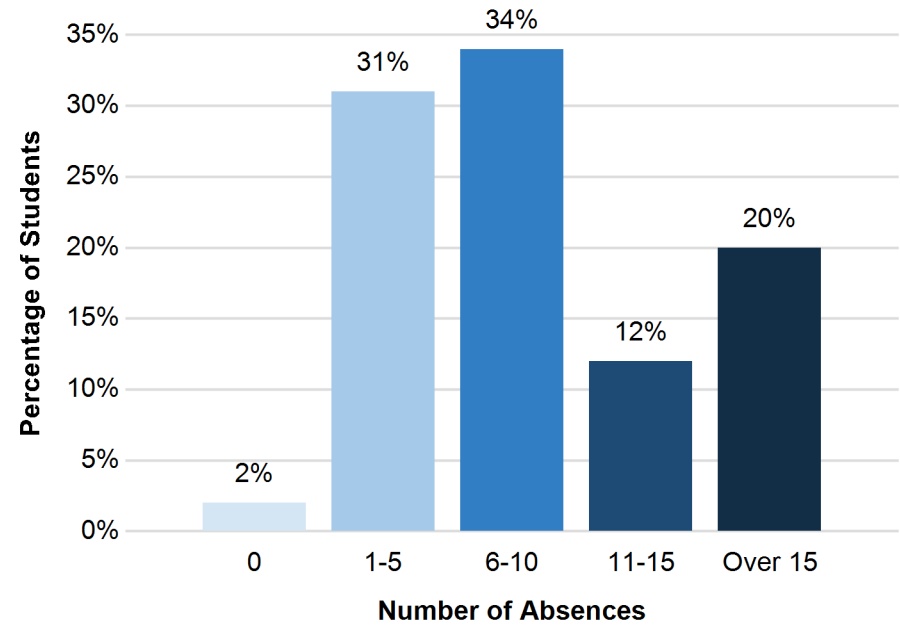
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.70	8.30	Not Met
White	12.30	8.30	Not Met
Hispanic	0	**	**
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	22.10	8.30	Not Met
Students with Disabilities	31.60	8.30	Not Met
English Learners	N	**	**

** 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.



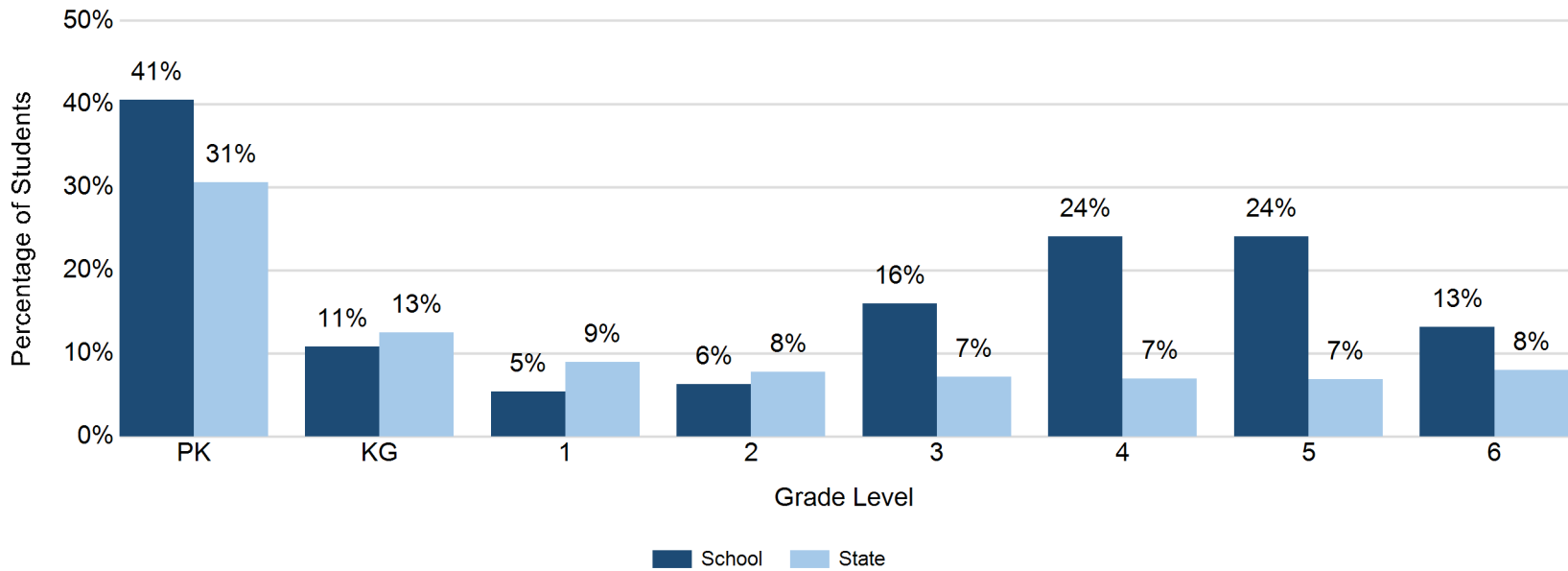


National Park School
2016-2017
Grade Span 3H-06

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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.





National Park School
2016-2017

Grade Span 3H-06

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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	8:30AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 45 Mins.

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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.15

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	0.8%
Out-of-School Suspensions	0.8%
Any Suspension	1.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



National Park School
2016-2017
Grade Span 3H-06

15-3490-050
 GLOUCESTER
 NATIONAL PARK BORO
 516 LAKEHURST AVE
 NATIONAL PARK, NJ 08063-1534

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.8	1145.0 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	\$692	\$13,488	\$14,180



**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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	27	115,100
Average years experience in public schools	14.7	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	67%	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	5	9,476
Average years experience in public schools	21.4	15.7
Average years experience in district	6.6	11.5
Administrators in district for 4 or more years	80%	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	10:1	10:1
Administrators	66:1	52:1
Librarian/Media Specialists		N
Nurses		262:1
Counselors		N
Child Study Team		131:1



**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	85%	77%
2015-16 Administrators: Same district 2016-17	100%	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%



National Park School
2016-2017
Grade Span 3H-06

15-3490-050
 GLOUCESTER
 NATIONAL PARK BORO
 516 LAKEHURST AVE
 NATIONAL PARK, NJ 08063-1534

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	8	17.5%
Mathematics Proficiency	18	17.5%
English Language Arts Growth	0	25%
Mathematics Growth	18	25%
Chronic Absenteeism	8	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		10.4
Summative Rating: Percentile rank of Summative Score		3 rd
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

** 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.



**National Park School
2016-2017
Grade Span 3H-06**

15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

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	10	12	Targeted	Not Met	Met Target	Not Met	Not Met	Not Met	No
White	8	12	Targeted	Not Met	Met Target	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	23	12	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Not Met	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	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.



National Park School
2016-2017
Grade Span 3H-06




15-3490-050
GLOUCESTER
NATIONAL PARK BORO
516 LAKEHURST AVE
NATIONAL PARK, NJ 08063-1534

School General Info

Principal:	Mrs. Bittner	Email Address:	cbittner@npelem.com
Address:	516 LAKEHURST AVE NATIONAL PARK, NJ 08063-1534	Website:	www.npelem.com
Phone:	(856)845-6876	Facebook:	https://www.facebook.com/NationalParkSchool
		Twitter:	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • One to One Chromebook initiative in Grades 2-6 • Updated Math Program focused on modeling and reasoning • Three time recipient of the New Jersey Healthy Communities Network Grant
 <p>Mission, Vision, Theme:</p>	<p>At National Park School students will reach their maximum potential academically, physically, emotionally and socially. National Park students are 21st century learners, able to problem-solve and apply technology skills to process their own ideas. The students of National Park School will exhibit individual growth as indicated on standardized grade level assessments and classroom performance. National Park students will be prepared for an ever-changing, global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>National Park School is a three time recipient of the New Jersey Healthy Community Grant Recipients, receiving \$30,000 to improve physical engagement and healthy eating opportunities.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum has been modeled after the New Jersey Student Learning Standards (NJSLS). Our English Language Arts Program places an emphasis on reading, writing, speaking and listening experiences. Our mathematics program emphasizes real world applications embedded in daily instruction. We are proud to offer comprehensive science and social studies programs as well. We utilize multiple performance measures to monitor student progress, all aligned to the NJSLS.</p>
 <p>Clubs and Activities:</p>	<p>At National Park School students are provided with a number of opportunities to become more involved citizens of their learning environment. Starting in Grade 3, students have the option of joining Student Council and the Marvelous Milers Walking Club. Students may elect to join Choir and Band starting in 4th grade and 6th graders are able to take on leadership roles by joining the Safety Patrol.</p>







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 <p>Staff and Professional Learning:</p>	<p>The staff of National Park School participates in a variety of professional development opportunities throughout the school year. Through grade level meetings, faculty meetings, PLCs and Gateway Group meetings, teachers are able to discuss the learning needs of students and work together to enhance instruction. Teachers are able to attend workshops that address their professional development goals and instructional needs as evidenced by data.</p>
 <p>Student Supports and Services:</p>	<p>Certified specialists work with students who need special help in managing the regular school program. Programs include school counseling, remedial math, reading and writing, speech therapy, occupational therapy, physical therapy, Child Study Team services and I&RS.</p>
 <p>Student Health and Wellness:</p>	<p>At National Park School we believe that teaching our students to lead a healthy, active lifestyle is an important part of their education. To support these efforts, we have been fortunate to receive a grant from the New Jersey Healthy Communities Network and were gifted \$30,000 over three years to implement a Children's Community Garden, participate in taste tests of fresh produce each month, and purchase nontraditional seating options for the classroom to encourage movement.</p>
 <p>Parent and Community Involvement:</p>	<p>The most important relationships in a child's life begin with the family. We rely on the support of our families to partner with staff in promoting education. From parent-teacher conferences, to concerts and special programs offered in our school, parent participation is extremely important to student success. National Park School benefits from an active Home and School Association committed to providing students with opportunities for social engagement and fundraising for school needs.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The staff, students, and families of National Park School are surveyed annually with the New Jersey State Department of Education's school climate surveys. 95% of students indicated that they feel safe in their classrooms, 97% of staff members agree or strongly agree that they look forward to coming to work each day, and 96% of parents indicated they are proud their children attend National Park School.</p>
 <p>Facilities:</p>	<p>National Park School is comprised of four sections built over the years starting in 1955. We continually make improvements to ensure that the building is a safe, clean environment for students and staff as well as fitted for meeting the demands of 21st education. Such improvements include carpet replacement, use of LED lighting, painting, furniture replacement and a new state of the art phone system. Staff and students also have uninterrupted WIFI throughout the building.</p>



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We continue to enhance our technological capabilities as we embrace the 21st Century, both to improve instruction as well as to increase home-school communication. Use of one to one Chromebooks in Grades 2-6 is a strong step forward in preparing our students to be college and career ready and to better compete on a global level. As more educational materials become available online, we are able to save on the cost of textbooks while providing students with a more engaging learning experience.



Other Information: