



Alder Avenue Middle School
(01-1310-038)
Grades Offered: 06-08
2018-2019

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 school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Mrs. Maryann Giardina
Address	25 ALDER AVENUE EGG HARBOR TOWNSHIP, NJ 08234-5315
Phone Number	609-383-3366
Email Address	gardinm@eht.k12.nj.us
Website	http://ams.eht.k12.nj.us/
Facebook	https://www.facebook.com/ehtnjalder/
Twitter	https://twitter.com/EHTNJAlder



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	303	271	293
7	277	299	271
8	277	272	311
Total	857	843	875

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	47.4%	47.8%
Male	50.9%	52.6%	52.2%
Economically Disadvantaged Students	48.1%	48.5%	48.1%
Students with Disabilities	12.4%	14.5%	15.8%
English Learners	1.5%	1.9%	2.1%
Homeless Students	0.7%	0.9%	1.1%
Students in Foster Care	0.1%	0.4%	0.1%
Military-Connected Students	0.8%	0.9%	0.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	45.6%	44.8%	43.0%
Hispanic	23.6%	25.0%	25.8%
Black or African American	11.4%	10.8%	10.2%
Asian	16.2%	15.8%	15.8%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.8%	3.1%	5.0%

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	76.9%
Spanish	11.3%
Chinese	2.7%
Vietnamese	1.9%
Bengali	1.7%
Other Languages	5.4%



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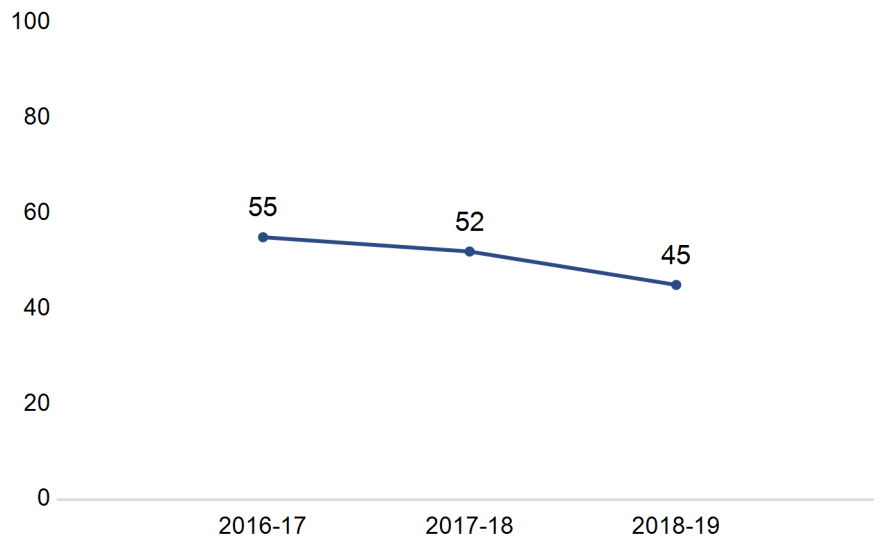
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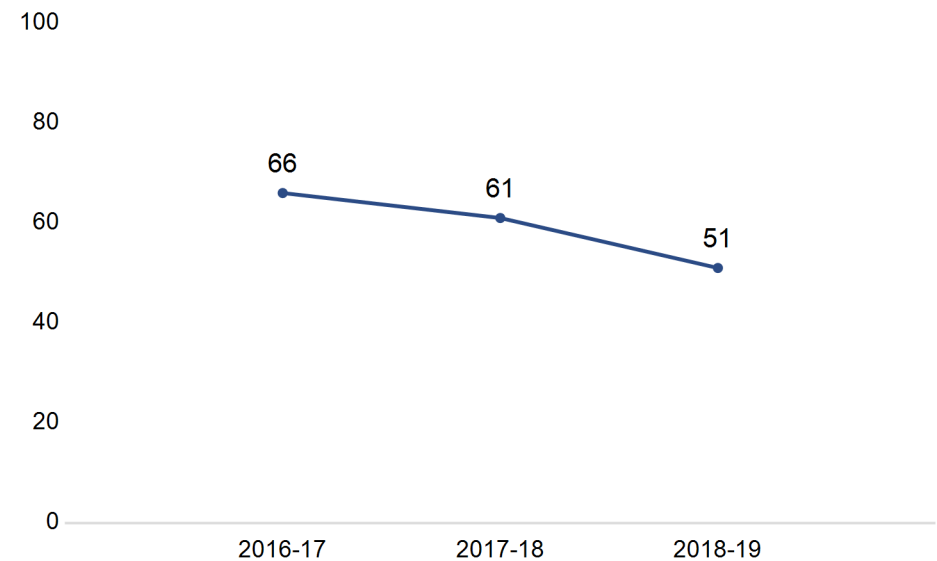
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	52	45	66	61	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school 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 (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	41	50	Met Standard	51	45	50	Met Standard
White	43	42	50	Met Standard	50	46	52	Met Standard
Hispanic	47	41	49	Met Standard	45.5	43	47	Met Standard
Black or African American	38	34	45	Not Met	42	41.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58.5	48.5	59	Met Standard	64	55	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	46	38	49	Met Standard	53	38	52	Met Standard
Female	46	43	53	N	51	43	50	N
Male	44.5	39	47	N	49	47	51	N
Economically Disadvantaged Students	46	40	48	Met Standard	49	43	46	Met Standard
Students with Disabilities	49	36	43	Met Standard	36.5	43	45	Not Met
English Learners	44	36	52	Met Standard	65.5	46	50	Exceeds Standard
Homeless Students	*	41.5	43	N	*	33	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	38	49	N	*	41	51	N
Migrant Students	N	N	47	N	N	N	51	N



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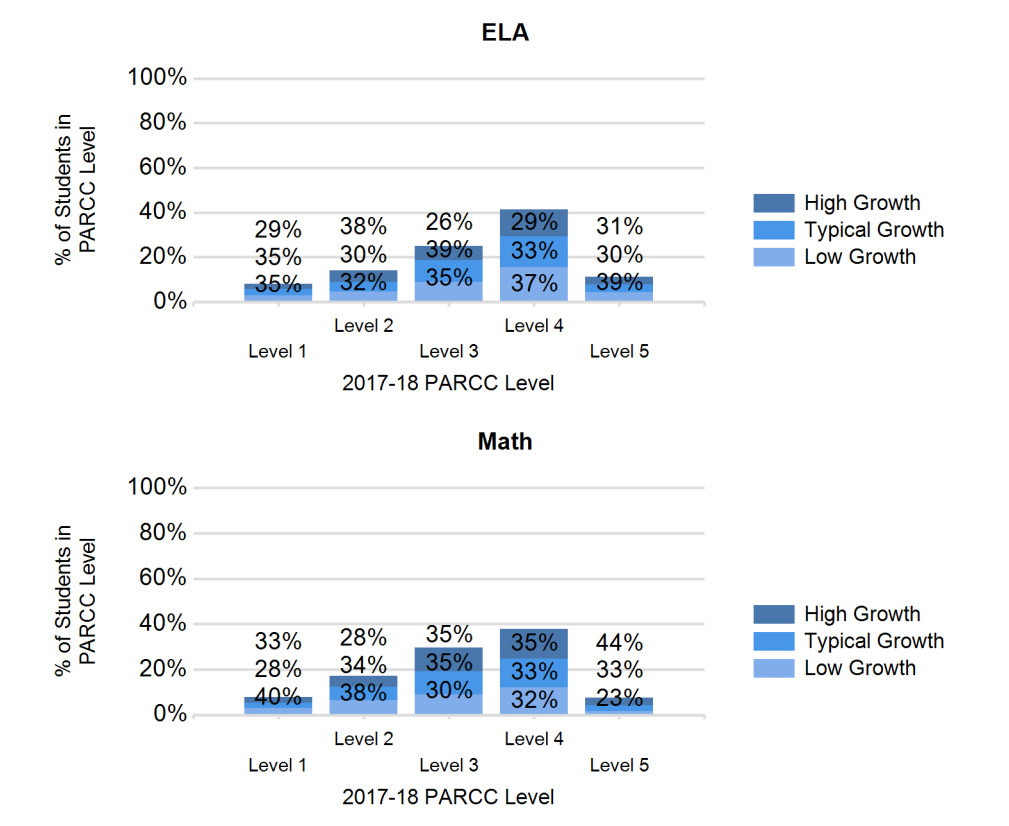
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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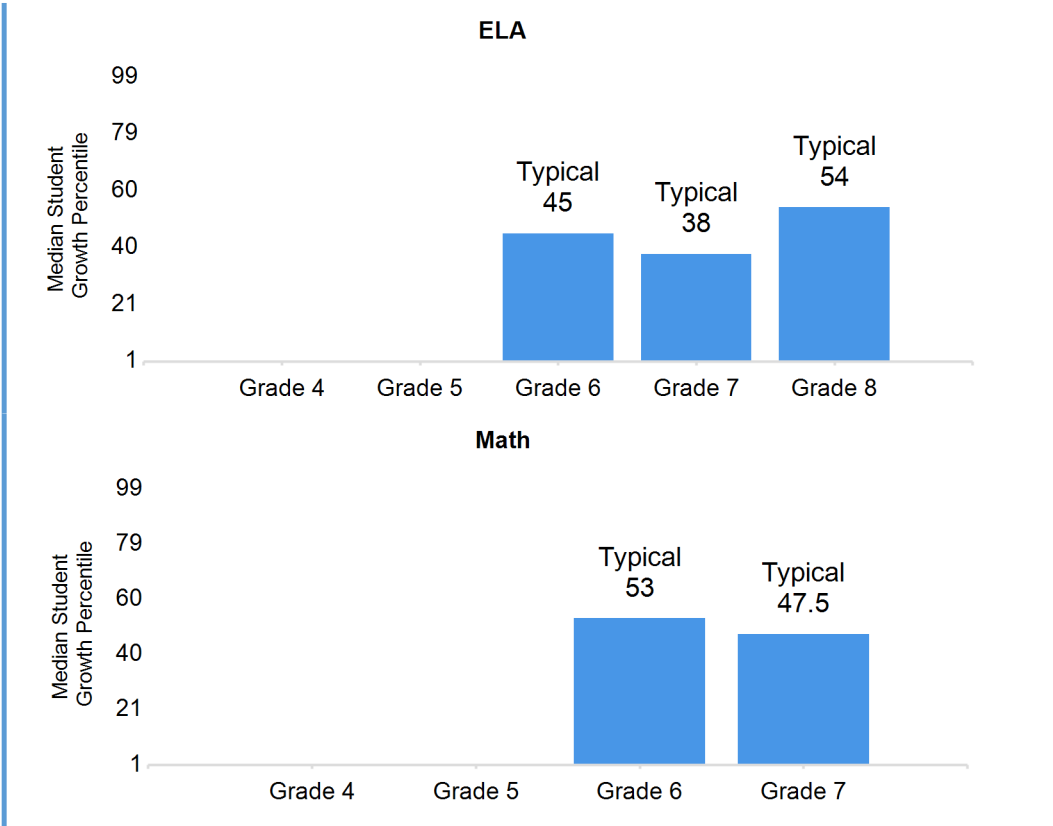
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



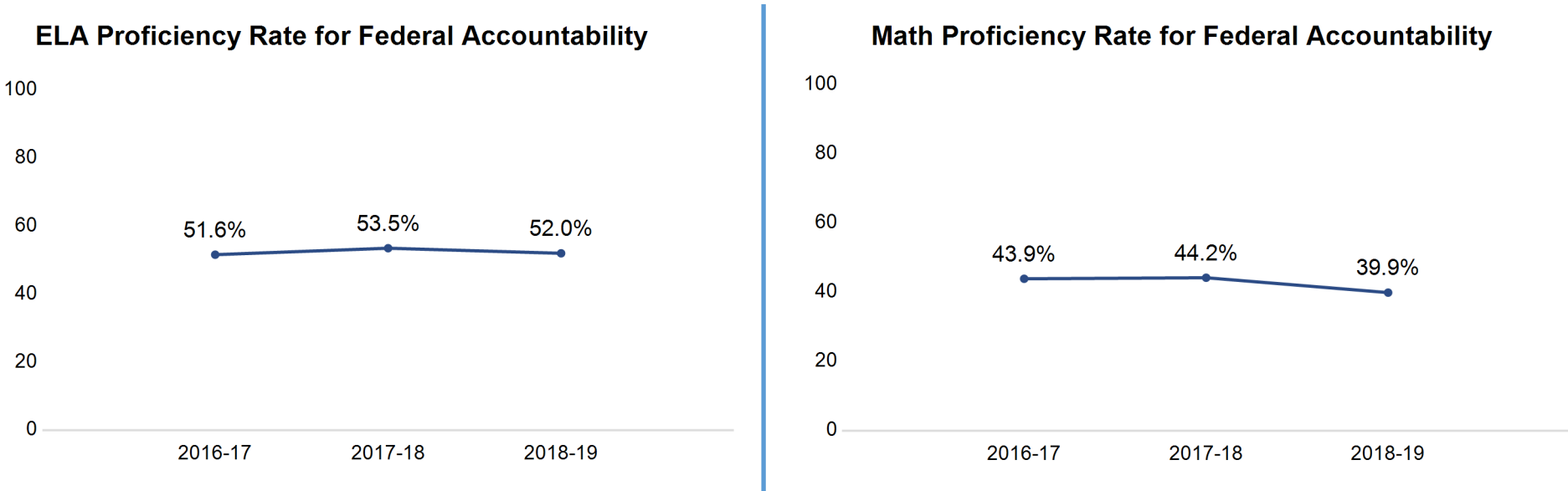


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	97.2%	97.6%	96.6%	97.4%	97.5%
Proficiency Rate for Federal Accountability	51.6%	53.5%	52.0%	43.9%	44.2%	39.9%
Annual Target	45.3%	47.2%	49.0%	40.9%	42.9%	45.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	842	97.6	52.0	52.1	57.9	52.0	49	Met Target
White	360	96.6	55.6	57.3	66.9	55.6	54.2	Met Target
Hispanic	219	98.3	40.6	39.5	43.9	40.6	34.5	Met Target
Black or African American	87	97.8	36.8	*	38.5	36.8	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	132	98.6	70.5	71.5	82.9	70.5	67.4	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	58.8	Met Target†
Female	397	97.1	60.2	59.1	64.8	60.2		
Male	445	98.1	44.7	45.5	51.3	44.7		
Economically Disadvantaged Students	414	97.0	43.7	40.8	40.0	43.7	38.1	Met Target
Non-Economically Disadvantaged Students	428	98.2	60.0	62.6	67.9	60.0		
Students with Disabilities	135	97.2	16.3	*	22.7	16.3	14.8	Met Target
Students without Disabilities	707	97.7	58.8	*	65.1	58.8		
English Learners	34	100.0	20.6	23.7	29.3	20.6	34.5	Not Met
Non-English Learners	808	97.5	53.3	53.7	60.6	53.3		
Homeless Students	*	*	*	32.0	29.1	*		
Students In Foster Care	N	N	N	45.5	27.6	N		
Military-Connected Students	*	*	*	58.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

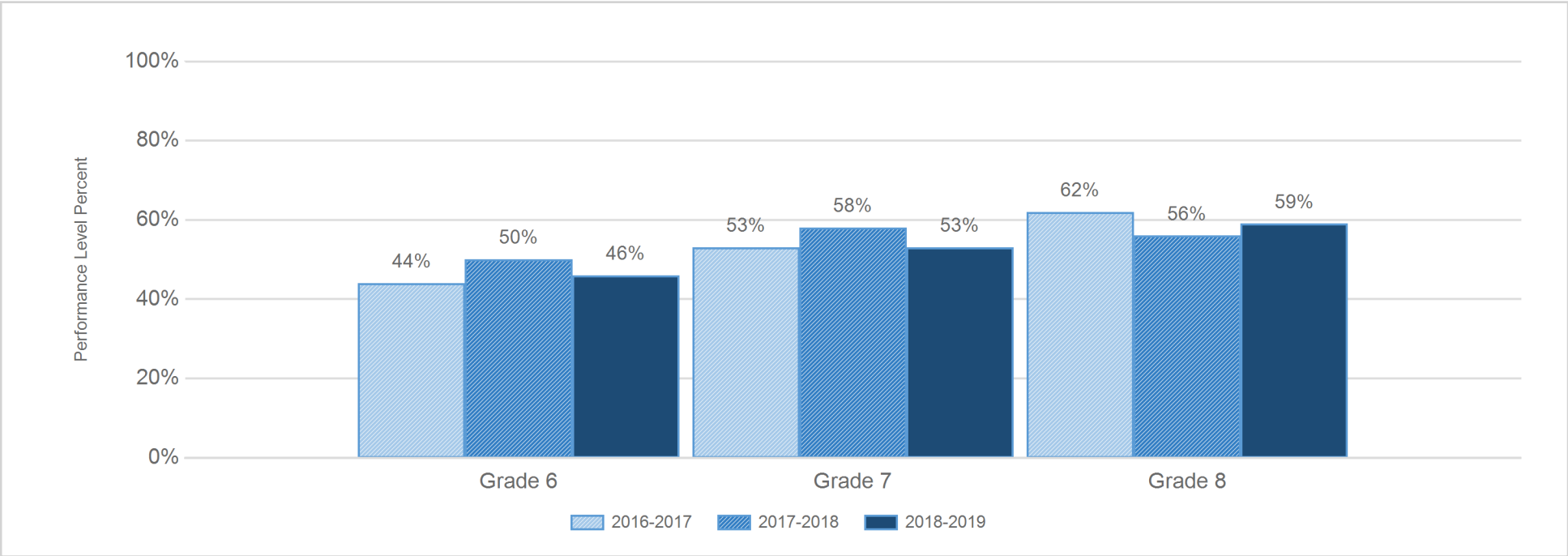


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	279	748	750	754	6%	14%	34%	40%	6%	46%	56%
White	115	752	757	762	*	10%	34%	*	*	55%	65%
Hispanic	81	740	740	743	*	19%	37%	*	*	35%	43%
Black or African American	29	741	740	738	*	*	*	*	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	35	759	760	780	*	*	37%	*	*	51%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	19	744	745	760	*	*	*	*	*	47%	64%
Female	139	751	753	762	*	9%	35%	*	*	49%	64%
Male	140	745	747	748	*	19%	33%	*	*	43%	48%
Economically Disadvantaged Students	148	743	743	740	*	17%	37%	*	*	39%	39%
Non-Economically Disadvantaged Students	131	753	758	763	*	11%	30%	*	*	54%	67%
Students with Disabilities	41	720	716	722	*	*	*	*	*	*	19%
Students without Disabilities	238	752	756	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	252	751	752	761	10%	13%	25%	36%	17%	53%	63%
White	109	754	757	769	*	*	25%	44%	14%	58%	72%
Hispanic	68	740	738	747	*	16%	35%	*	*	37%	50%
Black or African American	23	727	726	741	*	*	*	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	41	773	774	790	0%	*	*	51%	29%	80%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	11	769	754	768	*	*	0%	*	*	73%	68%
Female	113	764	763	769	*	*	21%	43%	23%	66%	71%
Male	139	741	742	753	*	*	27%	30%	12%	42%	55%
Economically Disadvantaged Students	112	742	740	743	*	*	32%	30%	11%	41%	45%
Non-Economically Disadvantaged Students	140	759	762	771	*	*	19%	41%	21%	62%	73%
Students with Disabilities	25	707	703	720	40%	*	*	*	*	16%	22%
Students without Disabilities	227	756	758	769	6%	*	*	*	*	57%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	304	754	757	762	13%	10%	19%	40%	19%	59%	63%
White	130	753	761	770	9%	12%	23%	41%	15%	56%	72%
Hispanic	73	743	744	747	18%	*	22%	*	*	49%	49%
Black or African American	36	741	742	741	*	*	28%	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	51	782	778	794	*	*	*	43%	43%	86%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	150	762	768	771	*	*	19%	47%	21%	67%	71%
Male	154	746	748	753	*	*	20%	33%	17%	50%	55%
Economically Disadvantaged Students	147	749	749	743	14%	12%	21%	37%	15%	52%	45%
Non-Economically Disadvantaged Students	157	758	764	772	11%	7%	18%	42%	22%	64%	72%
Students with Disabilities	43	708	712	721	49%	*	*	*	*	14%	22%
Students without Disabilities	261	761	764	770	7%	*	*	*	*	66%	71%
English Learners	*	*	705	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	764	*	*	*	*	*	*	65%
Homeless Students	*	*	737	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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Schoolwide	843	97.5	39.9	42.1	44.5	39.9	45	Not Met
White	359	96.3	42.6	46.7	54.1	42.6	48.7	Not Met
Hispanic	220	98.3	26.4	29.8	28.8	26.4	30.5	Met Target†
Black or African American	87	97.8	24.1	*	23.0	24.1	31.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	133	98.6	64.7	62.5	76.5	64.7	67.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	48.7	Met Target†
Female	397	96.9	42.1	42.8	44.9	42.1		
Male	446	98.1	37.9	41.5	44.2	37.9		
Economically Disadvantaged Students	415	96.8	32.5	31.4	26.3	32.5	36.3	Met Target†
Non-Economically Disadvantaged Students	428	98.2	47.0	51.9	54.9	47.0		
Students with Disabilities	135	97.2	*	14.0	17.4	*	17.6	Not Met
Students without Disabilities	708	97.6	*	46.7	50.0	*		
English Learners	36	100.0	25.0	31.6	25.0	25.0	29	Met Target†
Non-English Learners	807	97.4	40.5	42.7	46.5	40.5		
Homeless Students	*	*	*	27.7	17.1	*		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	*	*	*	45.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Alder Avenue Middle School

(01-1310-038)

Grades Offered: 06-08

2018-2019

Report Key:

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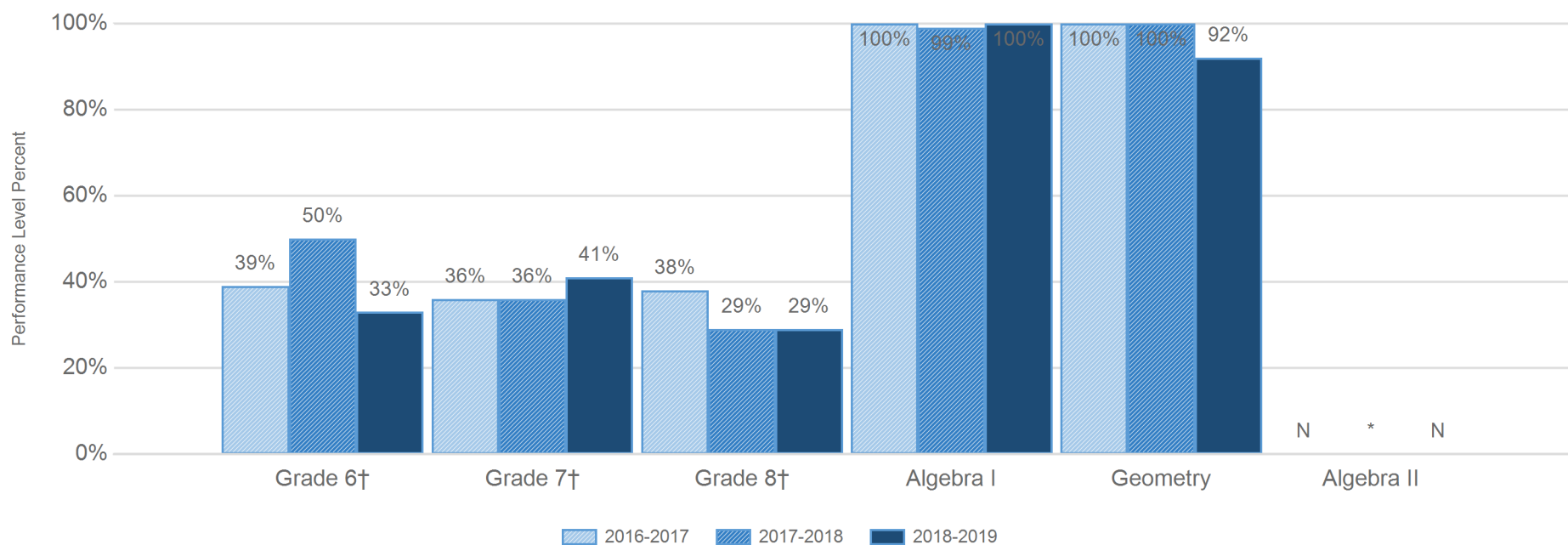
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Alder Avenue Middle School
(01-1310-038)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	279	737	738	741	11%	25%	30%	28%	5%	33%	41%
White	115	739	743	749	11%	22%	33%	*	*	34%	51%
Hispanic	81	728	729	729	12%	35%	33%	20%	0%	20%	24%
Black or African American	29	729	727	722	*	*	*	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	35	761	757	769	0%	*	*	*	*	66%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	19	735	737	747	*	*	*	*	*	42%	48%
Female	139	735	737	742	14%	25%	27%	*	*	34%	42%
Male	140	739	740	740	9%	25%	34%	*	*	33%	40%
Economically Disadvantaged Students	148	732	733	726	13%	30%	31%	*	*	26%	21%
Non-Economically Disadvantaged Students	131	743	745	750	10%	20%	29%	*	*	41%	53%
Students with Disabilities	41	708	713	716	*	*	*	*	*	*	12%
Students without Disabilities	238	742	743	746	*	*	*	*	*	*	46%
English Learners	*	*	714	709	*	*	*	*	*	*	*
Non-English Learners	*	*	739	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Alder Avenue Middle School
(01-1310-038)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	238	743	742	744	7%	19%	33%	35%	5%	41%	42%
White	99	743	744	751	*	15%	31%	*	*	45%	53%
Hispanic	67	735	732	733	*	25%	37%	*	*	28%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	41	764	763	768	0%	*	24%	*	*	66%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	108	747	745	744	*	21%	31%	*	*	45%	42%
Male	130	739	739	743	*	18%	35%	*	*	37%	42%
Economically Disadvantaged Students	111	738	735	731	*	17%	39%	*	*	33%	24%
Non-Economically Disadvantaged Students	127	747	748	751	*	21%	28%	*	*	47%	53%
Students with Disabilities	25	713	710	718	*	*	*	*	*	*	13%
Students without Disabilities	213	746	746	749	*	*	*	*	*	*	48%
English Learners	*	*	729	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Alder Avenue Middle School
(01-1310-038)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	243	728	728	728	21%	28%	22%	*	*	29%	29%
White	102	732	733	737	19%	25%	27%	*	*	28%	38%
Hispanic	71	725	722	722	24%	28%	20%	28%	0%	28%	22%
Black or African American	31	714	717	714	32%	35%	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	30	741	*	747	*	*	*	53%	0%	53%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	118	732	733	731	15%	27%	26%	*	*	31%	31%
Male	125	725	724	726	27%	28%	18%	*	*	26%	27%
Economically Disadvantaged Students	129	725	724	719	27%	26%	19%	*	*	29%	20%
Non-Economically Disadvantaged Students	114	732	733	735	15%	30%	26%	*	*	29%	36%
Students with Disabilities	43	697	697	707	*	*	*	*	*	*	10%
Students without Disabilities	200	735	734	734	*	*	*	*	*	*	35%
English Learners	*	*	715	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	730	*	*	*	*	*	*	30%
Homeless Students	*	*	718	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Alder Avenue Middle School
(01-1310-038)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	65	792	747	744	0%	0%	0%	82%	18%	100%	42%
White	33	791	751	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	734	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	16	795	762	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	32	790	749	745	0%	0%	0%	*	*	100%	44%
Male	33	793	746	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	17	795	737	727	0%	0%	0%	*	*	100%	23%
Non-Economically Disadvantaged Students	48	791	756	752	0%	0%	0%	*	*	100%	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	65	792	751	748	0%	0%	0%	82%	18%	100%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	65	792	*	745	0%	0%	0%	82%	18%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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 2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	13	771	743	737	0%	0%	*	*	*	92%	35%
White	*	*	743	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	745	738	*	*	*	*	*	*	36%
Male	*	*	741	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	738	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	701	712	N	N	N	N	N	N	*
Students without Disabilities	13	771	748	741	0%	0%	*	*	*	92%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	13	771	*	738	0%	0%	*	*	*	92%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Alder Avenue Middle School
 (01-1310-038)
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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	N	N	757	755	N	N	N	N	N	N	58%
White	N	N	757	758	N	N	N	N	N	N	62%
Hispanic	N	N	749	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	N	N	748	752	N	N	N	N	N	N	55%
Male	N	N	770	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	754	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	758	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	755	N	N	N	N	N	N	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Alder Avenue Middle School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
6	10	10
7	11	11
8	10	10

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	**	**

† 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	12	*	*
3-4	*	*	*
5 or more	*	*	*



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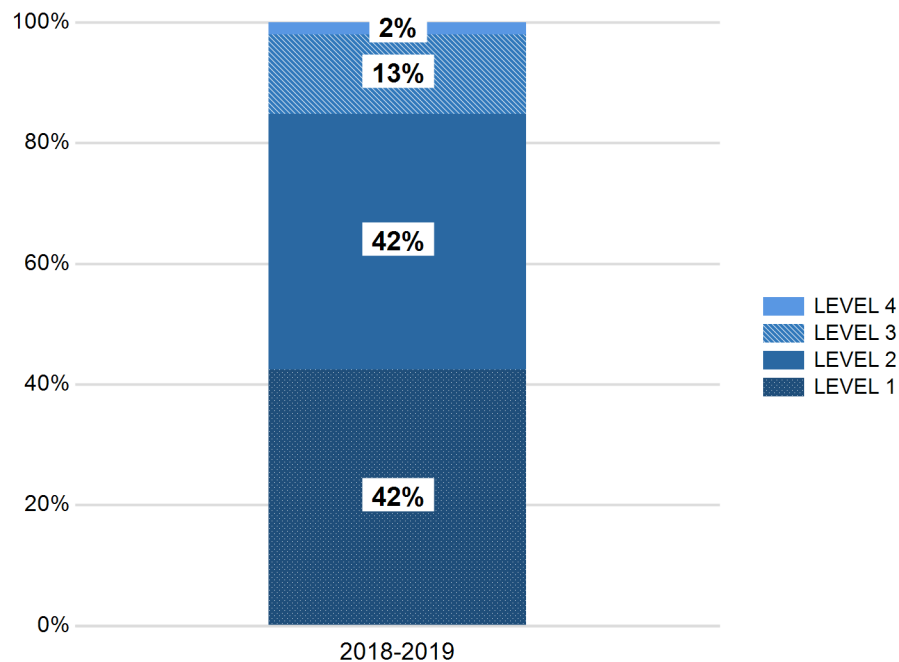
Report Key:

- * Data is not displayed in order to protect student privacy
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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	42	42	13	2
White	39	45	12	3
Hispanic	50	45	5	0
Black or African American	62	35	3	0
Asian, Native Hawaiian, or Pacific Islander	20	47	31	2
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	40	46	13	0
Male	44	39	14	4
Economically Disadvantaged Students	49	41	10	1
Non-Economically Disadvantaged Students	36	44	17	3
Students with Disabilities	86	14	0	0
Students without Disabilities	35	47	16	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	291
7	16	0	251
8	49	13	249
Total	65	13	791

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	276	0	0	0	0	0	0
7	153	0	0	0	74	0	0
8	169	0	0	0	88	0	0
Total	598	0	0	0	162	0	0



Alder Avenue Middle School
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2018-2019

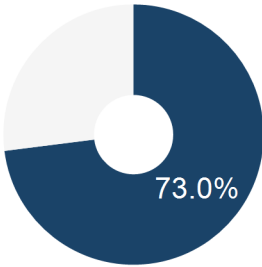
Report Key:
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Visual and Performing Arts – Course Participation

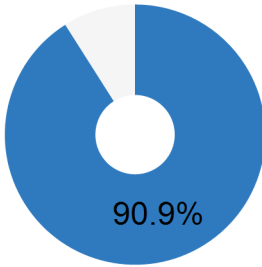
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

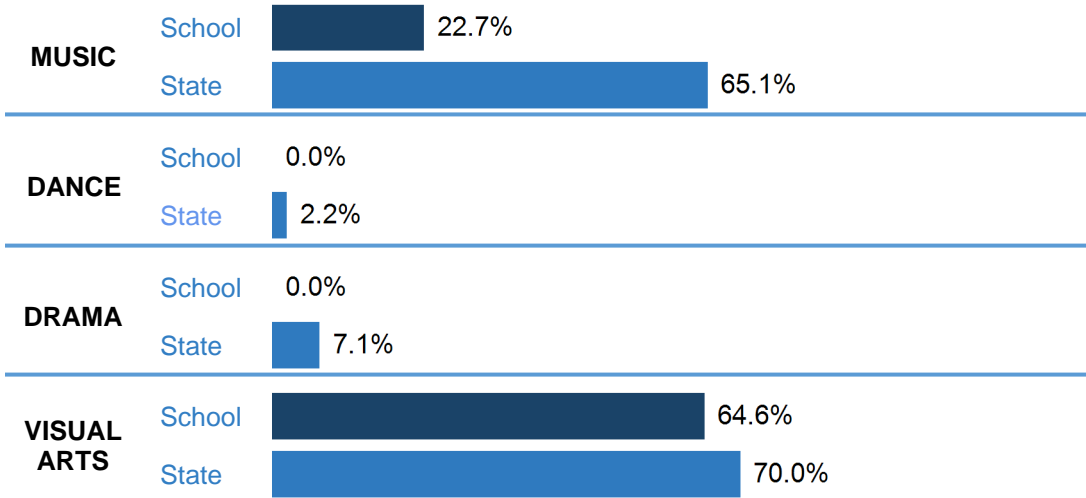


School



State

Students enrolled in one or more classes by discipline:





Alder Avenue Middle School

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

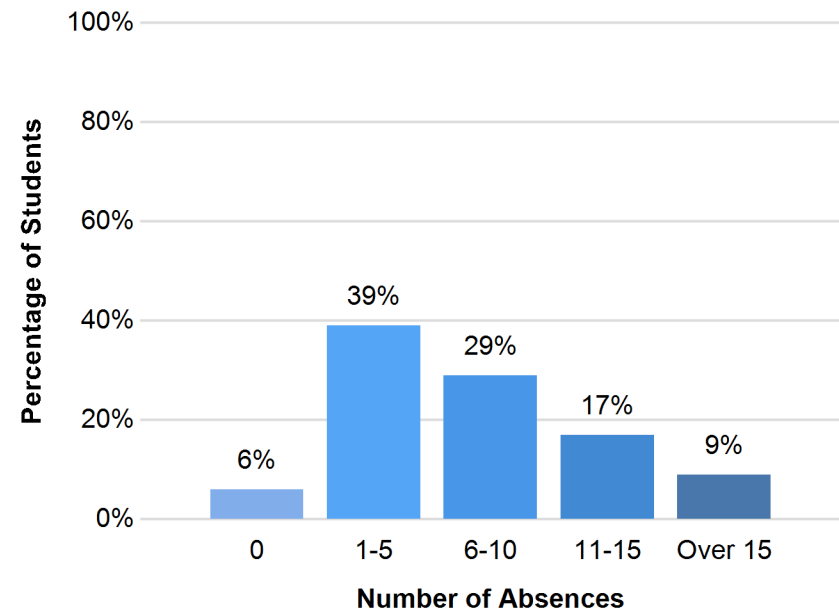
Chronic Absenteeism

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?
Schoolwide	61	6.9	9.1	Met
White	37	9.7	9.1	Not Met
Hispanic	14	6.1	9.1	Met
Black or African American	4	4.4	9.1	Met
Asian, Native Hawaiian, or Pacific	3	2.2	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	28	6.7		
Male	33	7.1		
Economically Disadvantaged Students	40	9.4	9.1	Not Met
Students with Disabilities	20	13.7	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	3	30.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





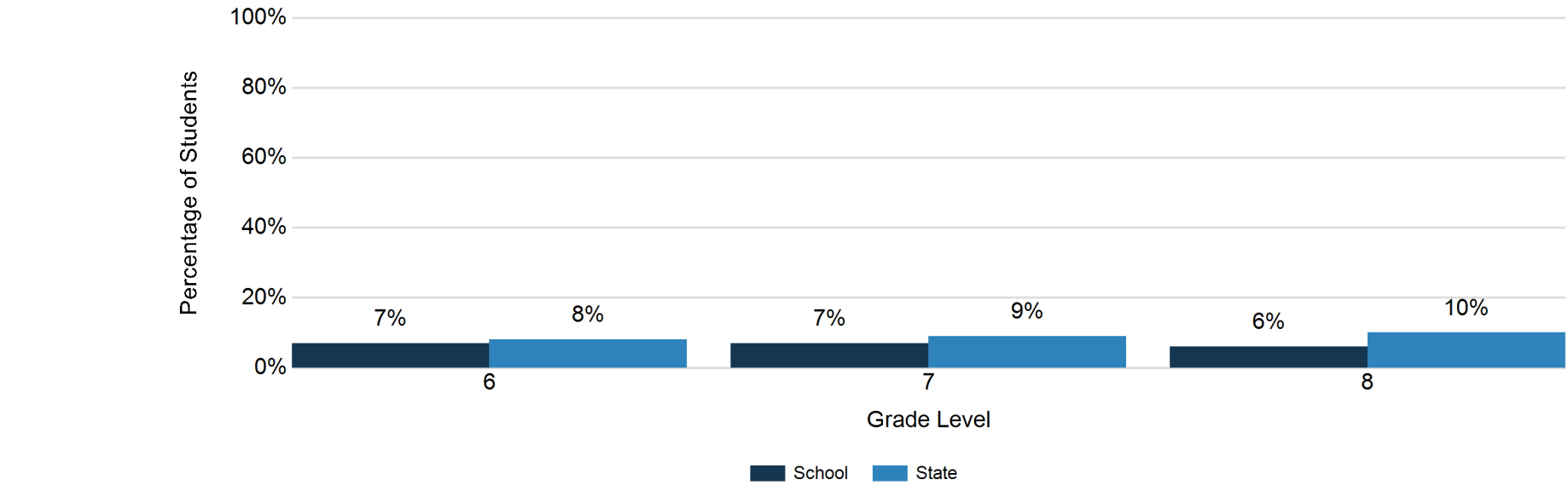
Alder Avenue Middle School
(01-1310-038)
Grades Offered: 06-08
2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	32
Weapons	2
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	5.83

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	9
Weapons	1
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4



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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	1	0	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	6	8
No Identified Nature	3		3

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	20	2.3%
Out-of-School Suspensions	84	9.6%
Any Suspension	89	10.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
590



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:06 PM
Length of School Day	6 Hrs 36 Mins
Full Time - Instructional Time	5 Hrs 12 Mins
Shared Time - Instructional Time	5 Hrs. 12 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	78	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	93.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	292:1	188:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	74.4%	33.3%	48.4%	77.1%	54.9%
Male	52.2%	25.6%	66.7%	51.6%	22.9%	45.1%
White	43.0%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.8%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	15.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	2.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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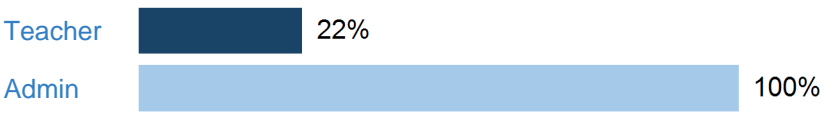
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

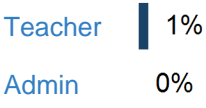
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	90.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.6%	53.5%	52.0%
Math Proficiency	43.9%	44.2%	39.9%
ELA Growth	55	52	45
Math Growth	66	61	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		36.4%	42.9%
Chronic Absenteeism	5.3%	7.3%	6.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Not Met	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	**	No

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






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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> U.S. Department of Education National Green Ribbon School and NJ Department of Education State Green Ribbon School International Green Flag Award Catawba / Adopt-A-Stream
 <p>Mission, Vision, Theme:</p>	<p>Mission: The mission of the Egg Harbor Township School District and Alder Avenue Middle School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Alder Avenue Middle School has been recognized for excellence in environmental stewardship, reduction in energy usage, and cost avoidance as a U.S. Department of Education Green Ribbon School. Furthermore, our school has won the International Green Flag Award, and the New Jersey Sustainability Champion Award as a "green" Middle School.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our course of study affords students a daily exposure to English, Mathematics, Science, and Social Studies. Students who need additional instruction and reinforcement for the New Jersey State Learning Standards (NJSTLS) are offered supplemental classes in English and Mathematics. The Alder Avenue Middle School offers elective encore courses in Band, Orchestra, Chorus, Robotics, Entrepreneurship, Media Studies, Art and STEM.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Alder Avenue Middle School is a member of the Cape Atlantic Athletic Conference and offers athletics to boys and girls during the fall, winter and spring seasons. The Alder School offers soccer, field hockey, basketball, wrestling, softball, baseball, and track and field.</p>
 <p>Clubs and Activities:</p>	<p>The extracurricular programs at Alder Avenue Middle School are very diverse and comprehensive, providing and extension to our students" overall education and well roundedness. In addition to athletics, we offer clubs that coordinate our community and school envirnments. Our Fine and Performing Arts program includes Band, Strings Ensemble, Chorus, Drama, and Art with many of our students having been chosen as ALL South Jersey represenatives. We also offer clubs in coding, art, media, Catawba (Graden Club), Renaissance, yearbook, and homework club.</p>





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 <p>Before and After School Programs:</p>	<p>Alder Middle School offers academic assistance programs during and after school for all students. The school also has a comprehensive breakfast program.</p>
 <p>Staff and Professional Learning:</p>	<p>The Alder Avenue Middle School is a Professional Learning Community (PLC). We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). Alder Avenue has after school PLC meetings as well as designated times within the school day for collaborating within their cross-curricular "Teams" and departments. Staff participate in four full Professional Learning Days in the 2018-2019 school year.</p>






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 <p>Student Supports and Services:</p>	<p>Alder Avenue provides extensive support for students through our Child Study Team, guidance Counselor Services and Student Assistance Coordinator as well as our Intervention & Referral Services Team.</p>
 <p>Student Health and Wellness:</p>	<p>Alder Avenue offers a before school breakfast program in conjunction with the Atlanticare Healthy Schools initiative. Health and Wellness education is delivered through our Health and Physical Education curriculum that includes aerobic training. Medical care is provided through a nursing suite staffed by two certified school nurses.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have access to live information regarding their children"s academic progress and attendance through Infinite Campus, which is our administrative software platform. Parent/community presentations take place throughout the year on topics of HS course selection, literacy, and teen issues relating to the dangers of substance abuse, internet safety, and career related activities.</p>




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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: No</div>
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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 the school or district directly.

<div>Other Information</div>	Alder Avenue Middle School (AAMS) hosts grades 6, 7 and 8 and is structured into eight small learning communities, which provide students a more personalized educational environment that utilizes a traditional schedule. The schedule allows for six instructional periods that allow for 52 minutes of instruction per day. The total enrollment is approximately 854 students?with 93 full-time certified staff.
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Clayton J. Davenport Elementary School
(01-1310-033)
Grades Offered: PK-03
2018-2019

Report Key:

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How to use this report:

- **Learn more** about this school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:



Clayton J. Davenport Elementary School

(01-1310-033)

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Ms. Latiya White
Address	2499 SPRUCE AVENUE EGG HARBOR TOWNSHIP, NJ 08234-4513
Phone Number	609-645-3550
Email Address	whitel@eht.k12.nj
Website	http://da.eht.k12.nj.us/
Facebook	https://www.facebook.com/EHTNJdavenport
Twitter	https://twitter.com/EHTNJdavenport



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	57	52	57
KG	147	160	137
1	174	181	196
2	219	177	177
3	194	213	184
Total	791	783	751

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.0%	43.9%	44.6%
Male	57.0%	56.1%	55.4%
Economically Disadvantaged Students	66.8%	65.4%	58.6%
Students with Disabilities	21.6%	24.8%	27.2%
English Learners	5.3%	7.7%	8.1%
Homeless Students	0.8%	1.5%	2.0%
Students in Foster Care	1.8%	0.5%	0.4%
Military-Connected Students	0.6%	0.6%	0.8%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	25.9%	25.8%	26.2%
Hispanic	36.0%	37.9%	37.3%
Black or African American	12.5%	10.2%	10.5%
Asian	18.8%	18.6%	18.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	6.6%	7.2%	7.2%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	1
PK - Full Day	57	52	56
KG - Half Day	134	125	112
KG - Full Day	13	35	25

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	68.8%
Spanish	15.8%
Bengali	3.1%
Vietnamese	2.9%
Urdu	2.4%
Other Languages	6.9%



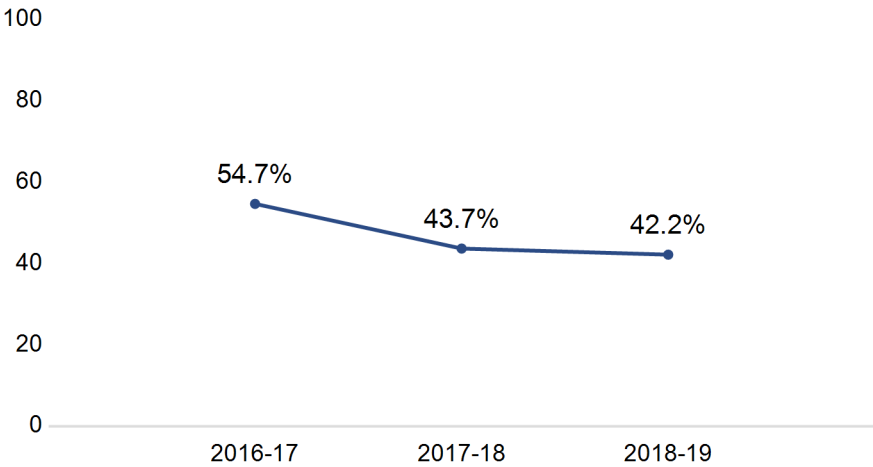
Clayton J. Davenport Elementary School
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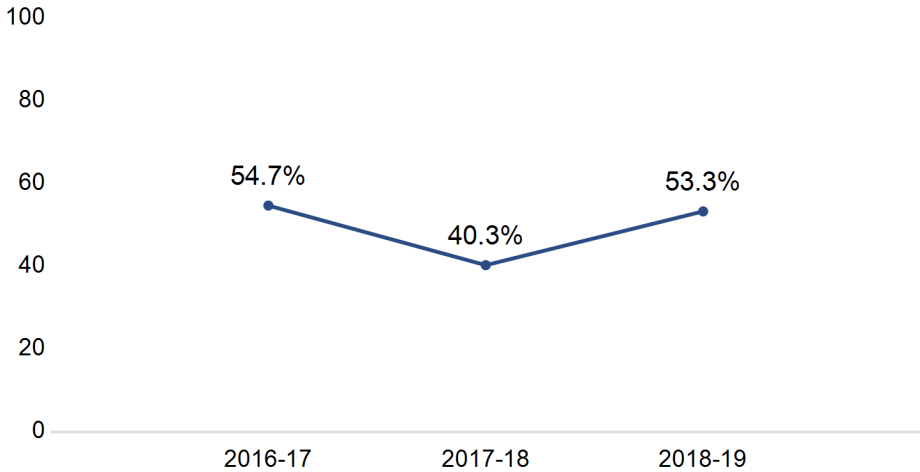
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	100.0%	100.0%	98.5%	100.0%	100.0%
Proficiency Rate for Federal Accountability	54.7%	43.7%	42.2%	54.7%	40.3%	53.3%
Annual Target	48.6%	50.2%	51.9%	45.6%	47.4%	49.2%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	180	100.0	42.2	52.1	57.9	42.2	51.9	Not Met
White	39	100.0	41.0	57.3	66.9	41.0	57.7	Not Met
Hispanic	73	100.0	38.4	39.5	43.9	38.4	45.5	Met Target†
Black or African American	23	100.0	21.7	*	38.5	21.7	38.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	100.0	66.7	71.5	82.9	66.7	64.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	76	100.0	46.1	59.1	64.8	46.1		
Male	104	100.0	39.4	45.5	51.3	39.4		
Economically Disadvantaged Students	121	100.0	40.5	40.8	40.0	40.5	50.3	Not Met
Non-Economically Disadvantaged Students	59	100.0	45.8	62.6	67.9	45.8		
Students with Disabilities	31	100.0	29.0	*	22.7	29.0	44.7	Not Met
Students without Disabilities	149	100.0	45.0	*	65.1	45.0		
English Learners	12	100.0	33.3	23.7	29.3	33.3	**	**
Non-English Learners	168	100.0	42.9	53.7	60.6	42.9		
Homeless Students	*	*	*	32.0	29.1	*		
Students In Foster Care	N	N	N	45.5	27.6	N		
Military-Connected Students	*	*	*	58.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



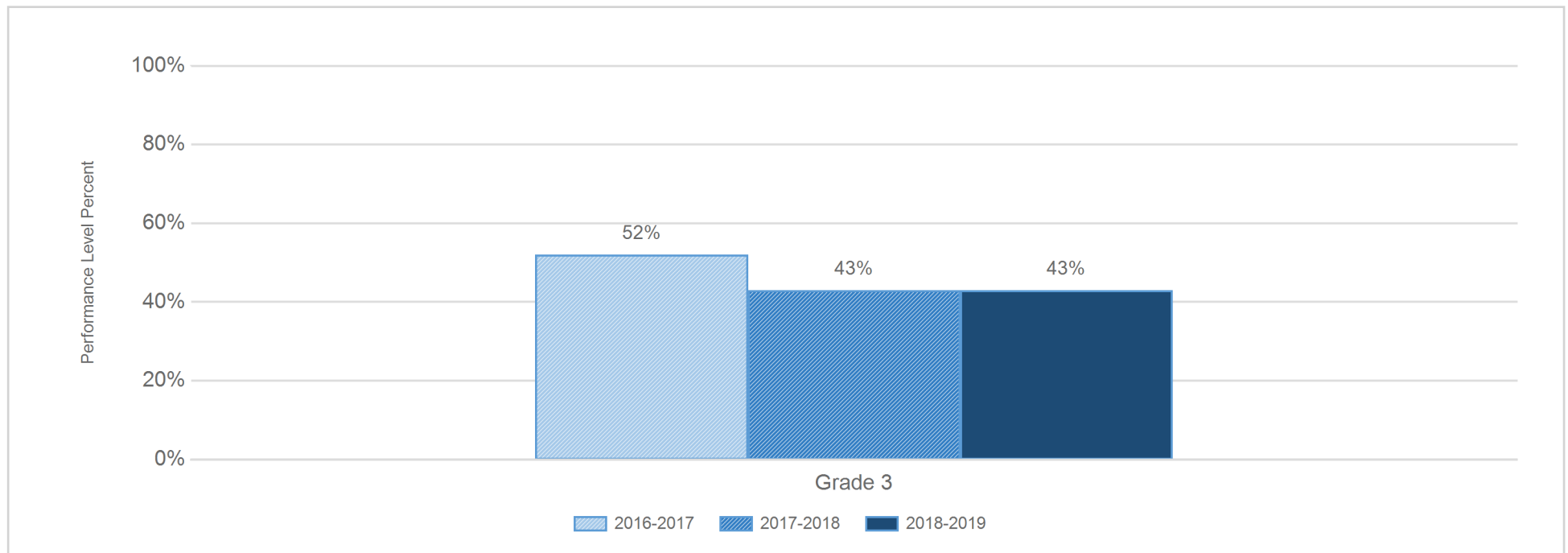
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	172	742	745	748	8%	23%	26%	*	*	43%	50%
White	36	745	748	757	*	*	31%	42%	0%	42%	60%
Hispanic	70	737	737	734	*	27%	*	37%	0%	37%	36%
Black or African American	22	723	*	731	*	*	*	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	30	761	761	773	0%	*	*	70%	0%	70%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	78	745	748	753	*	*	23%	*	*	46%	55%
Male	94	740	743	743	*	*	29%	*	*	40%	46%
Economically Disadvantaged Students	120	740	737	731	*	23%	28%	*	*	41%	33%
Non-Economically Disadvantaged Students	52	748	754	759	*	23%	23%	*	*	48%	61%
Students with Disabilities	15	722	717	719	*	*	*	*	*	20%	24%
Students without Disabilities	157	744	750	754	*	*	*	*	*	45%	56%
English Learners	11	735	732	713	*	*	*	*	*	27%	17%
Non-English Learners	161	743	746	751	*	*	*	*	*	44%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	180	100.0	53.3	42.1	44.5	53.3	49.2	Met Target
White	39	100.0	59.0	46.7	54.1	59.0	49.6	Met Target
Hispanic	73	100.0	52.1	29.8	28.8	52.1	43.1	Met Target
Black or African American	23	100.0	26.1	*	23.0	26.1	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	100.0	70.0	62.5	76.5	70.0	71.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	76	100.0	46.1	42.8	44.9	46.1		
Male	104	100.0	58.7	41.5	44.2	58.7		
Economically Disadvantaged Students	121	100.0	49.6	31.4	26.3	49.6	46.3	Met Target
Non-Economically Disadvantaged Students	59	100.0	61.0	51.9	54.9	61.0		
Students with Disabilities	31	100.0	58.1	14.0	17.4	58.1	42.5	Met Target
Students without Disabilities	149	100.0	52.3	46.7	50.0	52.3		
English Learners	12	100.0	58.3	31.6	25.0	58.3	**	**
Non-English Learners	168	100.0	53.0	42.7	46.5	53.0		
Homeless Students	*	*	*	27.7	17.1	*		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	*	*	*	45.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

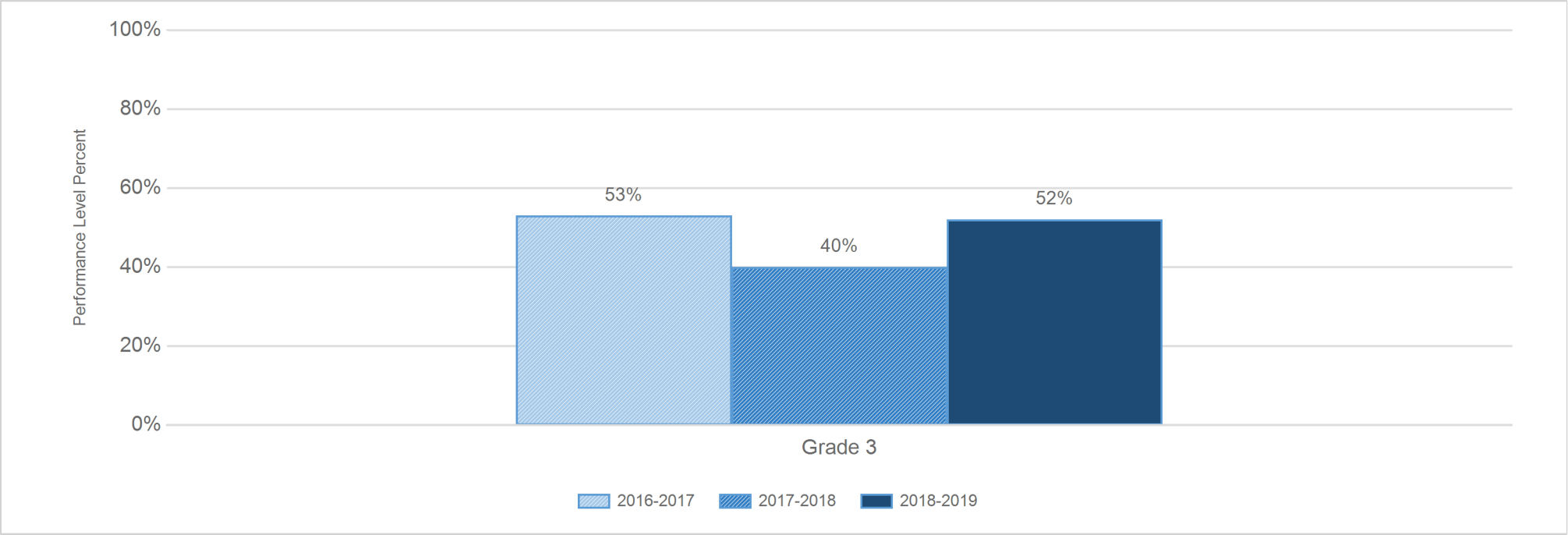


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	172	748	751	752	6%	19%	24%	42%	9%	52%	55%
White	36	755	753	760	0%	*	*	*	*	58%	66%
Hispanic	70	743	740	739	*	20%	24%	*	*	50%	40%
Black or African American	22	723	*	735	*	*	*	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	30	768	772	778	0%	*	*	*	*	70%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	78	747	750	751	*	23%	27%	*	*	46%	54%
Male	94	750	751	752	*	15%	21%	*	*	56%	56%
Economically Disadvantaged Students	120	744	741	737	*	*	24%	*	*	48%	37%
Non-Economically Disadvantaged Students	52	759	760	761	*	*	23%	*	*	62%	67%
Students with Disabilities	15	730	723	731	*	*	0%	*	*	47%	31%
Students without Disabilities	157	750	755	756	*	*	26%	*	*	52%	60%
English Learners	11	746	739	728	0%	*	*	*	*	55%	26%
Non-English Learners	161	748	751	754	6%	*	*	*	*	52%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	16	16

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	73.5%	56.6%	Exceeds

† 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	42	*	*
3-4	13	76.9%	23.1%
5 or more	*	*	*



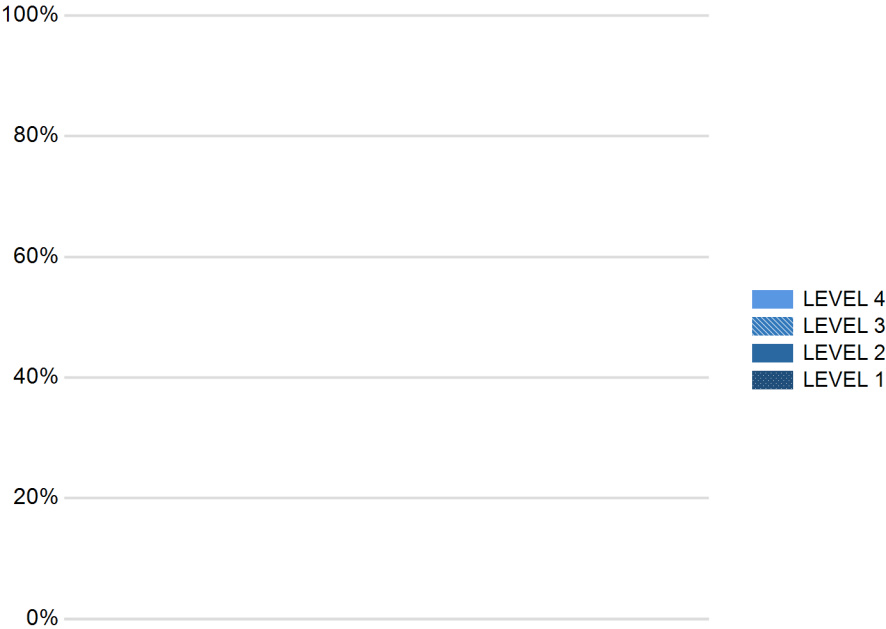
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

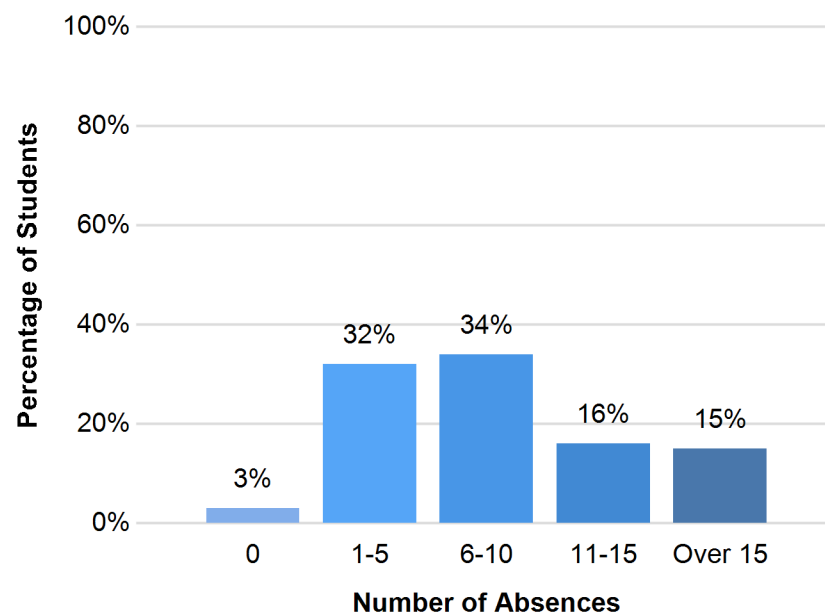
Chronic Absenteeism

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?
Schoolwide	89	12.9	9.6	Not Met
White	25	14.5	9.6	Not Met
Hispanic	34	13.1	9.6	Not Met
Black or African American	9	12.0	9.6	Not Met
Asian, Native Hawaiian, or Pacific	14	10.7	9.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Not Met
Female	32	10.1		
Male	57	15.3		
Economically Disadvantaged Students	55	13.4	9.6	Not Met
Students with Disabilities	30	20.1	9.6	Not Met
English Learners	1	1.7	9.6	Met
Homeless Students	5	33.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





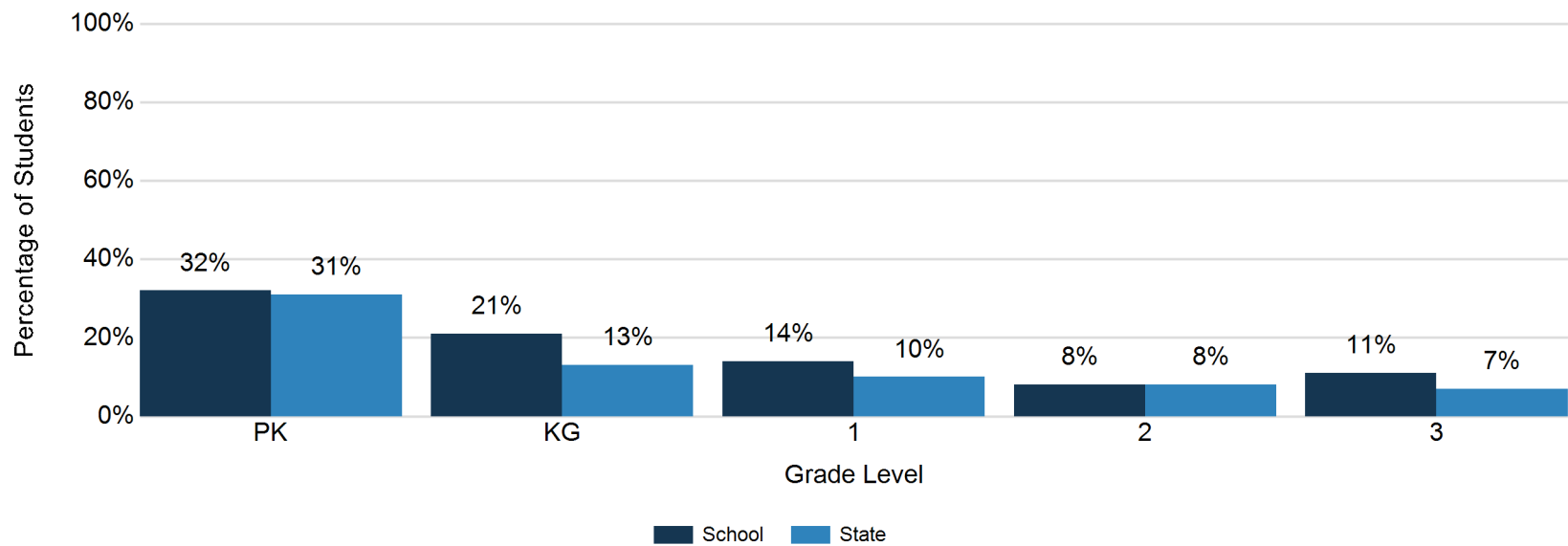
Clayton J. Davenport Elementary School
(01-1310-033)
Grades Offered: PK-03
2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.27

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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	0
Out-of-School Suspensions	0	0.0%	
Any Suspension	0	0.0%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:15 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	94.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	12:1
Students to Administrators	751:1	188:1
Teachers to Administrators	53:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	92.5%	100.0%	48.4%	77.1%	54.9%
Male	55.4%	7.5%	0.0%	51.6%	22.9%	45.1%
White	26.2%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.5%	3.8%	0.0%	15.0%	6.6%	13.9%
Asian	18.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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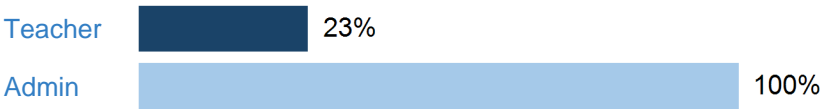
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

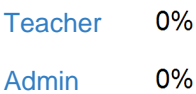
Bachelor’s Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	87.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.7%	43.7%	42.2%
Math Proficiency	54.7%	40.3%	53.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.8%	73.5%
Chronic Absenteeism	11.0%	10.1%	12.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	**	**	Exceeds Target	Not Met	No
White	Not Met	Met Target	**	**	n/a	Not Met	No
Hispanic	Met Target†	Met Target	**	**	n/a	Not Met	No
Black or African American	Not Met	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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



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School Narrative

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Highlights:

- Addition of Chromebook Carts for enhanced learning
- Well-recognized and respected Autism Program
- Progressive Curriculum: Fountas/Pinnell Leveling, Guided Reading



Mission, Vision, Theme:

The mission of the Egg Harbor Township School District and Davenport School Complex is to Embrace - Engage - Educate families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.



Awards, Recognition, Accomplishments:

Davenport was awarded an Atlanticare Healthy Schools Grant. This grant promoted health and wellness in our staff and students. In addition, we received grant awards from our Education Foundation; including: Fab Lab: Fabricating Enrichment with Creativity, STEAM and Makerspace, Kindergarten Goes Around the World in 180 Days, Second Grade Loves Read Aloud, Our Growing Garden, and Yoga for the Body and Mind. These grants provide our students with special learning opportunities. On October 22, 2019 the Davenport School received a Sustainable Jersey for Schools Awards Ceremony during the New Jersey School Boards Association (NJSBA) Workshop. The physical education staff were awarded a grant for CPR certification and has submitted a grant for Peace Places. the K-1 MD team has been awarded a mini-grant for a sensory pathway called "Gimme a Sensory Break!"





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 <div>Courses, Curriculum, Instruction:</div>	<p>Currently Davenport is using Pearsons Envisions for our Math program. Our G/T program completed projects on mythology and electricity. Students were engaged in STEAM design challenges.They created original Rube Goldberg contraptions and worked with Newton's Law on catapults.We utilized a number of online subscriptions to enhance instruction: Flocabulary. Learning A-Z, Reading A-Z, Edulastic, and Pebblego. We promote reading every night as an important life practice. Grades K-3 have been implementing the readers and writers workshops within their rooms, assisting the students in becoming better readers and writers. This year K-1 & 2-3 MD teachers have been trained on Fountas and Pinell to assist stdents transitioning into the mainstream. The school's guidance counselors have developed a student/teacher mentoring program for both the primary and elementary schools.</p>
 <div>Clubs and Activities:</div>	<p>Davenport's Renaissance Team is all school encompassing and involves staff, students, and our community. Everyday students can earn character tickets. Students and staff participate in pep rallies, Renaissance Days, Trimester Awards, Spirit days, Bike Raffle, Lip Sync Night, and dances. Our students love Renaissance!</p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>At Davenport, over 100 students participate in our Title 1 Before School Program from November through May. Our students engage in Phonics First Instruction, focus on reading strategies,and increase their reading skills and fluency. Our Title 1 Parent Coordinator offers workshops for parents throughout the school year. Social skills groups occur after school for our autistic students. We also have a TALONS Program for before and after care for our students. This runs all year long.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Davenport's Professional Development includes: Suicide Prevention, Fountas and Pinnell Training, Google Classroom, Project Based Learning Suite, Interactive Math Using Port a Portal, Digital Literacy Centers, Google Chrome to Engage all Learners, Public School Works Mandatory Training, and Digital Literacy Centers for Elementary Classrooms.</p>



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Student Supports and Services:

Davenport services our English Language Learners through our Title 1 Program. They receive both Title 1 instruction and English Language Learning instruction. We service students in resource room, in-class resource and self-contained settings. Importantly, Davenport is home to 12 Applied Behavior Analysis based classrooms that serve students with autism and/or multiple disabilities. This allows the students to get specific programming from trained staff.



Student Health and Wellness:

Davenport's Health and Wellness Programs include: Atlanticare Grant Program, Shop-Rite Dieticians at lunch, Chefs in the Classroom, and yoga. We offer a huge breakfast program here with approximately 75% free and reduced meals. Our physical education teachers utilize stations to teach skills in a fun, thematic way. They incorporate music to enhance movement and support transitions. They hold a FUN RUN each year, providing incentives for reaching fitness milestones.



Parent and Community Involvement:

Davenport has an active and growing Parents' Club. Fundraisers are an important part of obtaining money for our field trips. Parents volunteer at Book Fairs and Family Bingo Nights. They hold a "Snow Ball" for Fathers/daughters and Mothers/sons. Parents and the community support our Fun Field Day with a host of physical activity stations, community involvement, snacks, and assemblies.




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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 the school or district directly.

 <div>Other Information</div>	<p>Davenport's Staff continues to incorporate 21st century learning with technology and increased rigor into daily lessons. Our diverse student population is exposed to varying levels of learning in the classroom setting. At Davenport, because of our Autistic Programs with 12 Multiply Disabled Classrooms, our students have learned to appreciate and respect differences in learning even more. We feel that Davenport School Complex's programs and activities provide our students with a well-rounded and comprehensive education; in addition to teaching them how to be upstanding, respectful, and productive citizens. Technology is being enhanced each year. We utilize Chromebooks and iPads to support learning. We added instructional carts for classrooms to use for whole class instruction. Davenport is proud of our entire school community of parents, teachers, staff, and students. Yearly climate survey given: 84.4% of staff reporting a positive climate and 70.6 % participation in our Renaissance Program. Survey was used as part of the SST and HIB policy to determine areas of strength and areas to improve. We communicated through a Power Point. Noted increase in the staff confidence in administration (92% agree). Noted increases in friendliness and camaraderie (85%). 100% of staff agrees that they demonstrate concern for student well-being & success. Walk through our halls and Davenport Pride is evident everywhere!</p>
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**Dr. Joyanne D. Miller Elementary School**

(01-1310-045)

Grades Offered: 04-05

2018-2019

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

How to use this report:

- **Learn more** about this school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:

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(01-1310-045)

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Mr. James Battersby
Address	2 ALDER AVENUE EGG HARBOR TOWNSHIP, NJ 08234
Phone Number	609-407-2500
Email Address	battersj@eht.k12.nj.us
Website	http://jdm.eht.k12.nj.us/
Facebook	https://www.facebook.com/EHTNJMiller/
Twitter	https://twitter.com/EHTNJMiller



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
4	585	531	570
5	577	587	544
Total	1,162	1,118	1,114

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	48.4%	47.9%
Male	50.4%	51.6%	52.1%
Economically Disadvantaged Students	49.7%	52.0%	48.8%
Students with Disabilities	15.4%	15.8%	15.6%
English Learners	1.6%	2.1%	3.1%
Homeless Students	0.9%	1.0%	1.4%
Students in Foster Care	0.7%	0.6%	0.5%
Military-Connected Students	1.7%	1.6%	1.5%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	44.7%	42.9%	44.5%
Hispanic	25.7%	27.5%	26.2%
Black or African American	10.6%	11.4%	9.5%
Asian	13.6%	12.6%	13.4%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	5.2%	5.3%	6.2%

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	77.7%
Spanish	10.7%
Vietnamese	3.0%
Chinese	1.5%
Bengali	1.5%
Other Languages	5.6%



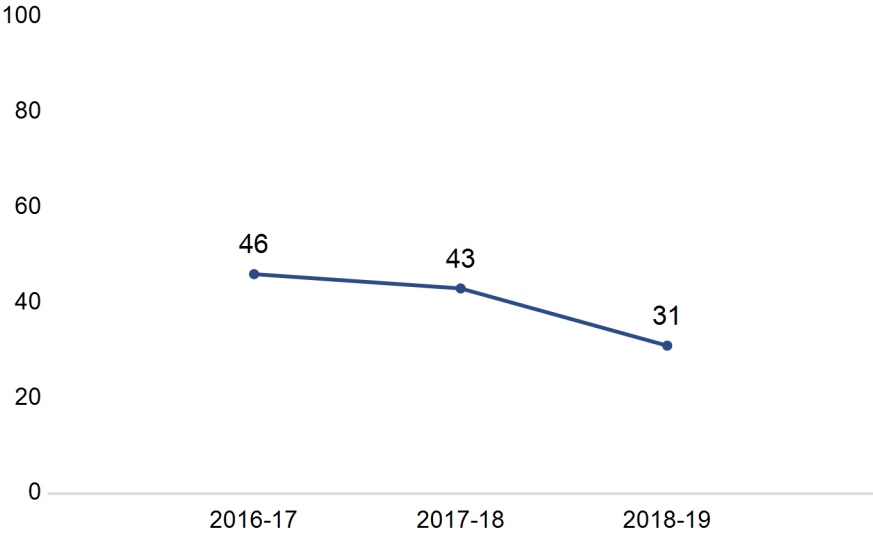
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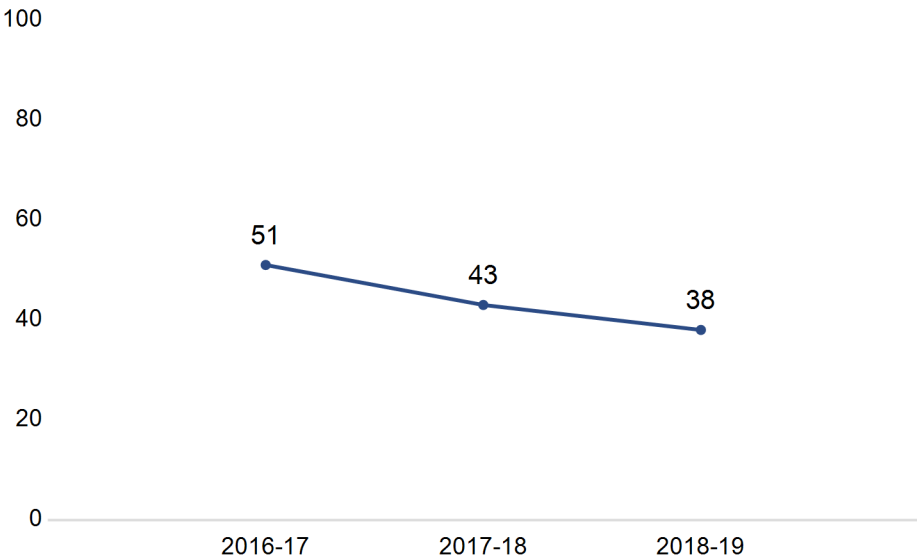
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	43	31	51	43	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school 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 (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	31	41	50	Not Met	38	45	50	Not Met
White	35	42	50	Not Met	40	46	52	Met Standard
Hispanic	30	41	49	Not Met	36	43	47	Not Met
Black or African American	25	34	45	Not Met	34.5	41.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	48.5	59	Not Met	39	55	60	Not Met
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	27	38	49	Not Met	27	38	52	Not Met
Female	33	43	53	N	36	43	50	N
Male	29	39	47	N	40	47	51	N
Economically Disadvantaged Students	30	40	48	Not Met	34	43	46	Not Met
Students with Disabilities	25	36	43	Not Met	42	43	45	Met Standard
English Learners	27	36	52	Not Met	41	46	50	Met Standard
Homeless Students	33.5	41.5	43	N	35	33	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	32	38	49	N	47	41	51	N
Migrant Students	N	N	47	N	N	N	51	N



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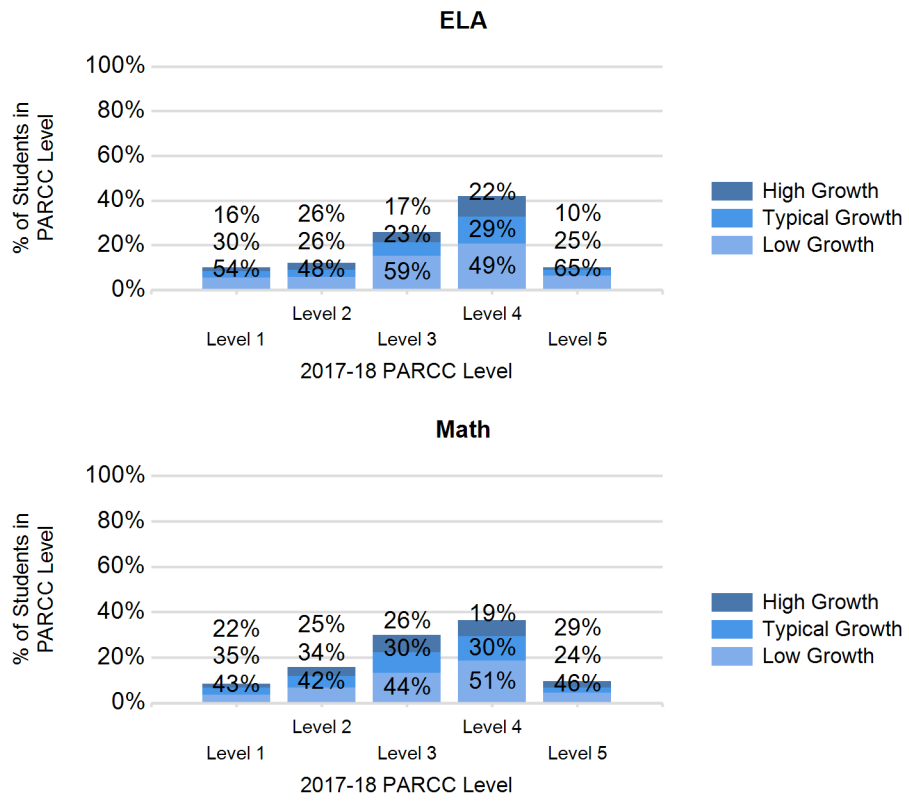
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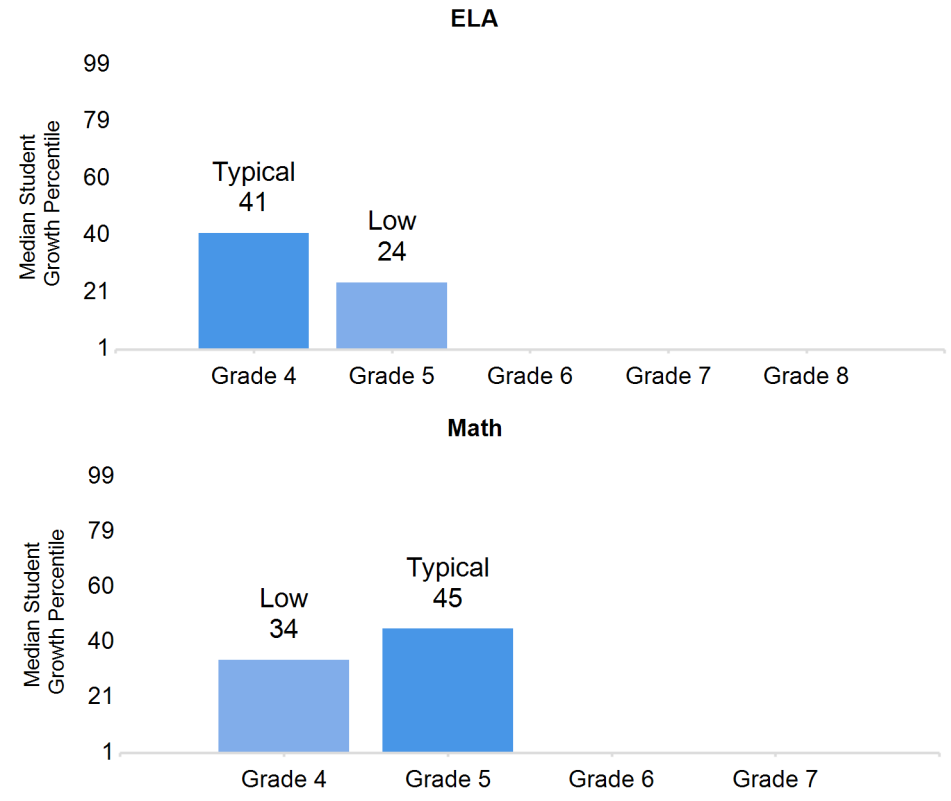
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



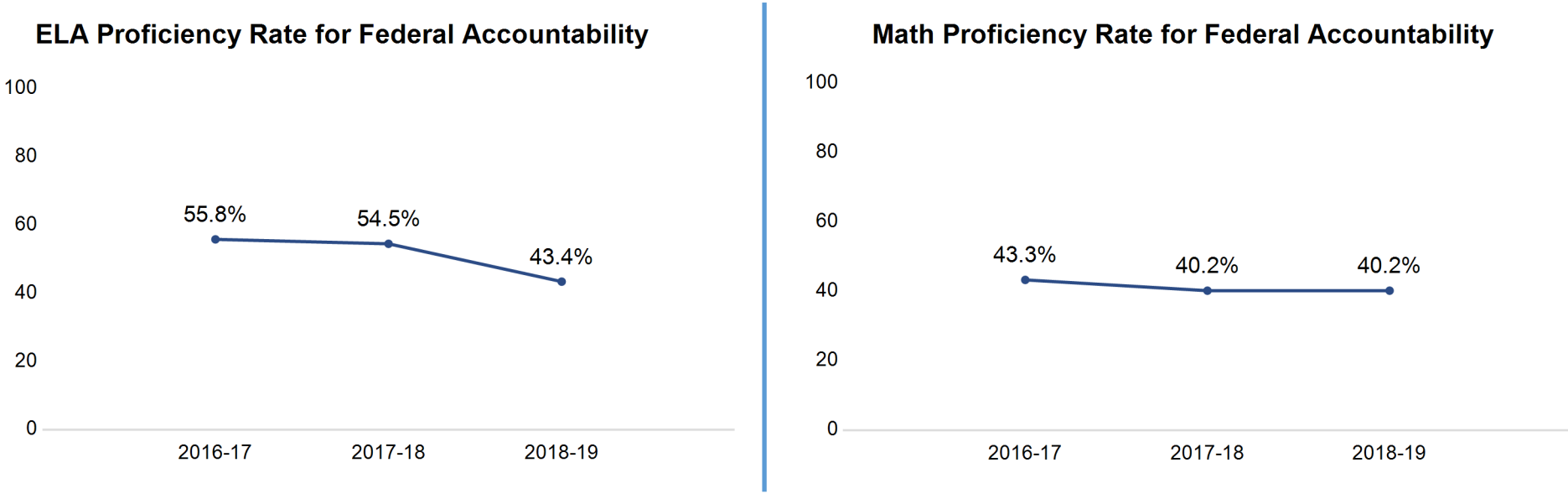


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	98.0%	98.5%	97.0%	97.8%	98.4%
Proficiency Rate for Federal Accountability	55.8%	54.5%	43.4%	43.3%	40.2%	40.2%
Annual Target	49.0%	50.7%	52.3%	37.9%	40.1%	42.3%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1074	98.5	43.4	52.1	57.9	43.4	52.3	Not Met
White	484	97.2	46.9	57.3	66.9	46.9	55.2	Not Met
Hispanic	277	99.7	35.0	39.5	43.9	35.0	43.5	Not Met
Black or African American	104	98.1	32.7	*	38.5	32.7	36.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	141	100.0	58.2	71.5	82.9	58.2	62.4	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	50.9	Not Met
Female	514	98.9	48.1	59.1	64.8	48.1		
Male	560	98.1	39.1	45.5	51.3	39.1		
Economically Disadvantaged Students	525	98.7	34.3	40.8	40.0	34.3	41.7	Not Met
Non-Economically Disadvantaged Students	549	98.2	52.1	62.6	67.9	52.1		
Students with Disabilities	185	98.5	13.0	*	22.7	13.0	29.4	Not Met
Students without Disabilities	889	98.5	49.7	*	65.1	49.7		
English Learners	74	100.0	32.4	23.7	29.3	32.4	36.1	Met Target†
Non-English Learners	1000	98.4	44.2	53.7	60.6	44.2		
Homeless Students	16	94.1	31.3	32.0	29.1	31.3		
Students In Foster Care	*	*	*	45.5	27.6	*		
Military-Connected Students	16	94.1	62.5	58.3	57.8	61.7		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

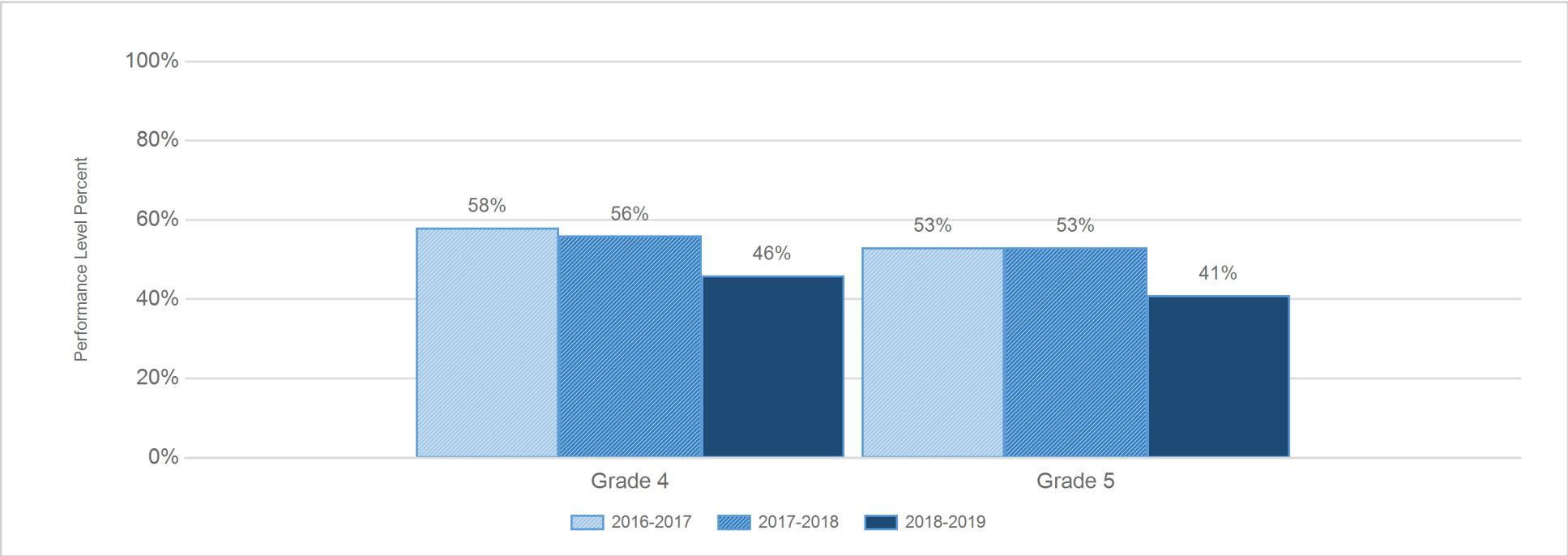


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	544	747	747	755	13%	13%	28%	34%	12%	46%	57%
White	254	753	753	763	7%	11%	30%	35%	16%	52%	67%
Hispanic	141	737	737	743	19%	17%	26%	*	*	38%	44%
Black or African American	38	733	733	739	*	*	32%	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	68	761	761	779	*	*	28%	44%	18%	62%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	43	733	733	762	26%	*	28%	*	*	33%	64%
Female	269	754	754	760	9%	10%	29%	35%	17%	51%	62%
Male	275	740	740	750	16%	15%	28%	34%	8%	41%	53%
Economically Disadvantaged Students	254	737	737	740	18%	16%	30%	30%	6%	35%	40%
Non-Economically Disadvantaged Students	290	756	756	765	8%	9%	27%	38%	18%	56%	69%
Students with Disabilities	89	710	710	725	46%	20%	19%	*	*	15%	25%
Students without Disabilities	455	754	754	761	6%	11%	30%	*	*	53%	64%
English Learners	22	701	701	720	*	*	*	*	*	*	17%
Non-English Learners	522	749	749	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	11	754	754	757	*	0%	*	*	*	64%	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	530	742	742	756	9%	18%	31%	38%	3%	41%	58%
White	230	743	743	764	7%	17%	34%	*	*	42%	68%
Hispanic	133	736	736	743	11%	23%	34%	*	*	32%	44%
Black or African American	62	729	729	739	18%	27%	23%	32%	0%	32%	38%
Asian, Native Hawaiian, or Pacific Islander	79	758	758	781	*	*	28%	*	*	59%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	251	746	746	761	6%	17%	32%	*	*	45%	64%
Male	279	738	738	750	13%	19%	30%	*	*	38%	52%
Economically Disadvantaged Students	273	737	737	740	12%	22%	31%	*	*	35%	39%
Non-Economically Disadvantaged Students	257	748	748	766	6%	14%	32%	*	*	48%	69%
Students with Disabilities	75	708	708	724	*	*	*	*	*	*	23%
Students without Disabilities	455	748	748	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1076	98.4	40.2	42.1	44.5	40.2	42.3	Met Target†
White	485	97.2	42.9	46.7	54.1	42.9	45.1	Met Target†
Hispanic	278	99.7	29.9	29.8	28.8	29.9	31	Met Target†
Black or African American	104	98.1	26.0	*	23.0	26.0	21.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	141	100.0	62.4	62.5	76.5	62.4	58.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	45.1	Met Target†
Female	514	98.7	39.9	42.8	44.9	39.9		
Male	562	98.1	40.6	41.5	44.2	40.6		
Economically Disadvantaged Students	526	98.6	29.7	31.4	26.3	29.7	33.1	Not Met
Non-Economically Disadvantaged Students	550	98.2	50.4	51.9	54.9	50.4		
Students with Disabilities	185	98.5	15.1	14.0	17.4	15.1	22.4	Not Met
Students without Disabilities	891	98.4	45.5	46.7	50.0	45.5		
English Learners	76	100.0	34.2	31.6	25.0	34.2	26.8	Met Target
Non-English Learners	1000	98.3	40.7	42.7	46.5	40.7		
Homeless Students	16	94.1	18.8	27.7	17.1	18.8		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	16	94.1	43.8	45.6	46.4	43.2		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

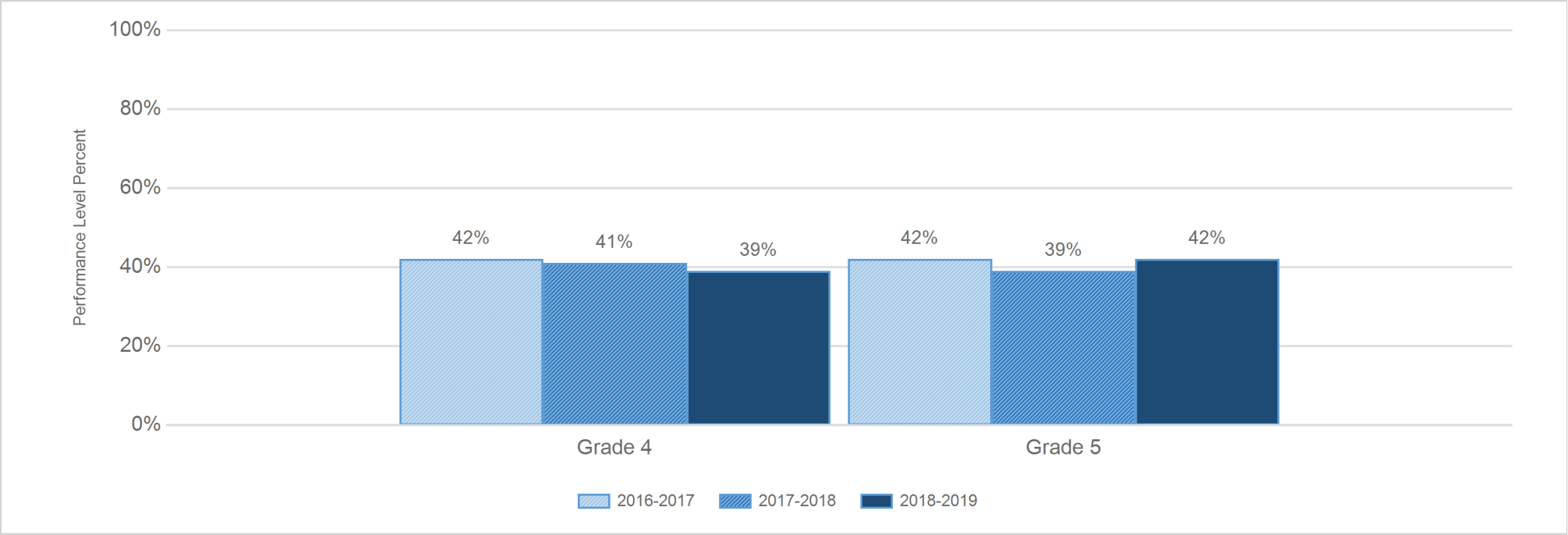


Dr. Joyanne D. Miller Elementary School
(01-1310-045)
Grades Offered: 04-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	547	739	739	749	13%	21%	27%	34%	5%	39%	51%
White	254	745	745	757	7%	19%	30%	37%	7%	44%	62%
Hispanic	144	729	729	737	20%	28%	23%	*	*	28%	36%
Black or African American	38	721	721	731	32%	*	29%	*	*	21%	29%
Asian, Native Hawaiian, or Pacific Islander	68	757	757	776	*	*	26%	*	*	62%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	43	725	725	754	*	33%	*	*	*	26%	58%
Female	270	740	740	749	11%	21%	29%	34%	4%	39%	50%
Male	277	738	738	749	15%	21%	25%	34%	5%	39%	52%
Economically Disadvantaged Students	256	728	728	734	20%	28%	25%	*	*	27%	32%
Non-Economically Disadvantaged Students	291	748	748	759	7%	15%	28%	*	*	49%	63%
Students with Disabilities	89	714	714	726	37%	30%	20%	*	*	12%	25%
Students without Disabilities	458	744	744	754	9%	19%	28%	*	*	44%	56%
English Learners	25	715	715	722	*	*	*	*	*	*	18%
Non-English Learners	522	740	740	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	11	753	753	753	*	0%	*	*	*	45%	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	534	743	743	747	5%	24%	29%	35%	7%	42%	47%
White	231	745	745	755	5%	19%	34%	32%	10%	42%	58%
Hispanic	135	736	736	735	*	33%	31%	*	*	30%	30%
Black or African American	63	728	728	729	*	40%	*	27%	0%	27%	23%
Asian, Native Hawaiian, or Pacific Islander	79	762	762	775	0%	*	24%	*	*	66%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	253	741	741	747	*	26%	30%	*	*	41%	47%
Male	281	745	745	747	*	22%	29%	*	*	42%	47%
Economically Disadvantaged Students	277	735	735	732	*	31%	29%	*	*	32%	27%
Non-Economically Disadvantaged Students	257	752	752	757	*	15%	30%	*	*	53%	59%
Students with Disabilities	75	718	718	725	23%	41%	21%	*	*	15%	19%
Students without Disabilities	459	747	747	752	2%	21%	31%	*	*	46%	52%
English Learners	10	712	712	718	*	*	*	*	*	10%	12%
Non-English Learners	524	744	744	749	*	*	*	*	*	42%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
4	17	17
5	10	10

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.0%	56.6%	Met Target

† 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	20	75.0%	25.0%
3-4	*	*	*
5 or more	10	40.0%	60.0%



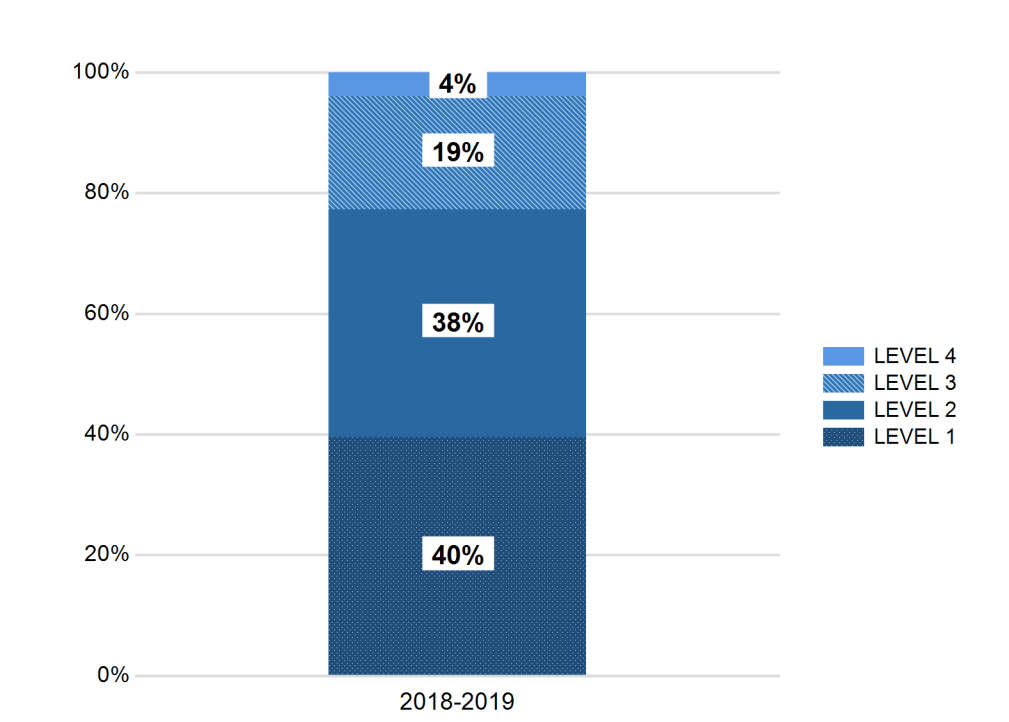
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	38	19	4
White	34	39	22	4
Hispanic	51	37	10	1
Black or African American	61	38	2	0
Asian, Native Hawaiian, or Pacific Islander	24	32	37	8
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	38	45	14	3
Male	42	31	23	4
Economically Disadvantaged Students	51	35	12	2
Non-Economically Disadvantaged Students	28	41	26	5
Students with Disabilities	79	17	4	0
Students without Disabilities	34	41	21	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

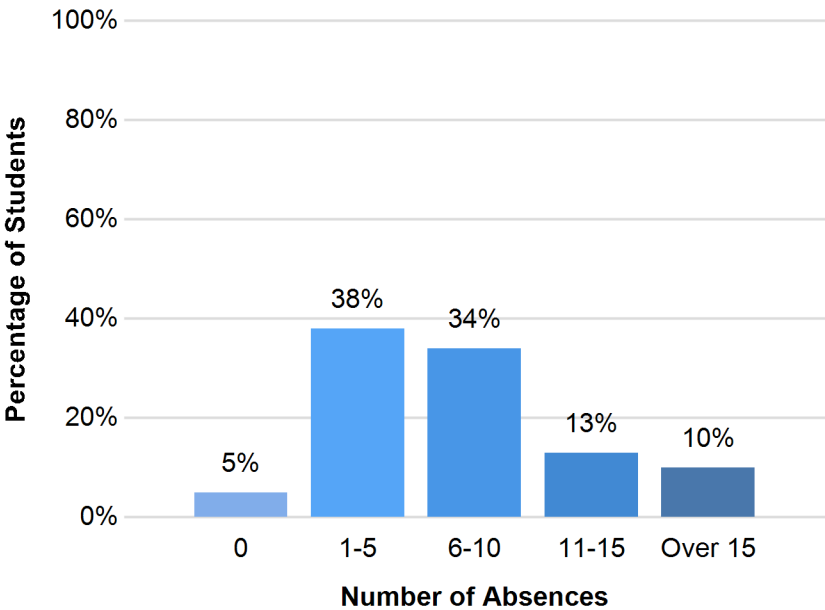
Chronic Absenteeism

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?
Schoolwide	88	7.9	7.5	Not Met
White	40	8.0	7.5	Not Met
Hispanic	27	9.2	7.5	Not Met
Black or African American	11	10.4	7.5	Not Met
Asian, Native Hawaiian, or Pacific	4	2.7	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.5	Not Met
Female	32	6.0		
Male	56	9.6		
Economically Disadvantaged Students	59	10.8	7.5	Not Met
Students with Disabilities	27	15.2	7.5	Not Met
English Learners	1	3.0	7.5	Met
Homeless Students	4	26.7		
Students in Foster Care	*	*		
Military-Connected Students	1	5.9		
Migrant Students	N	N		

Days Absent

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





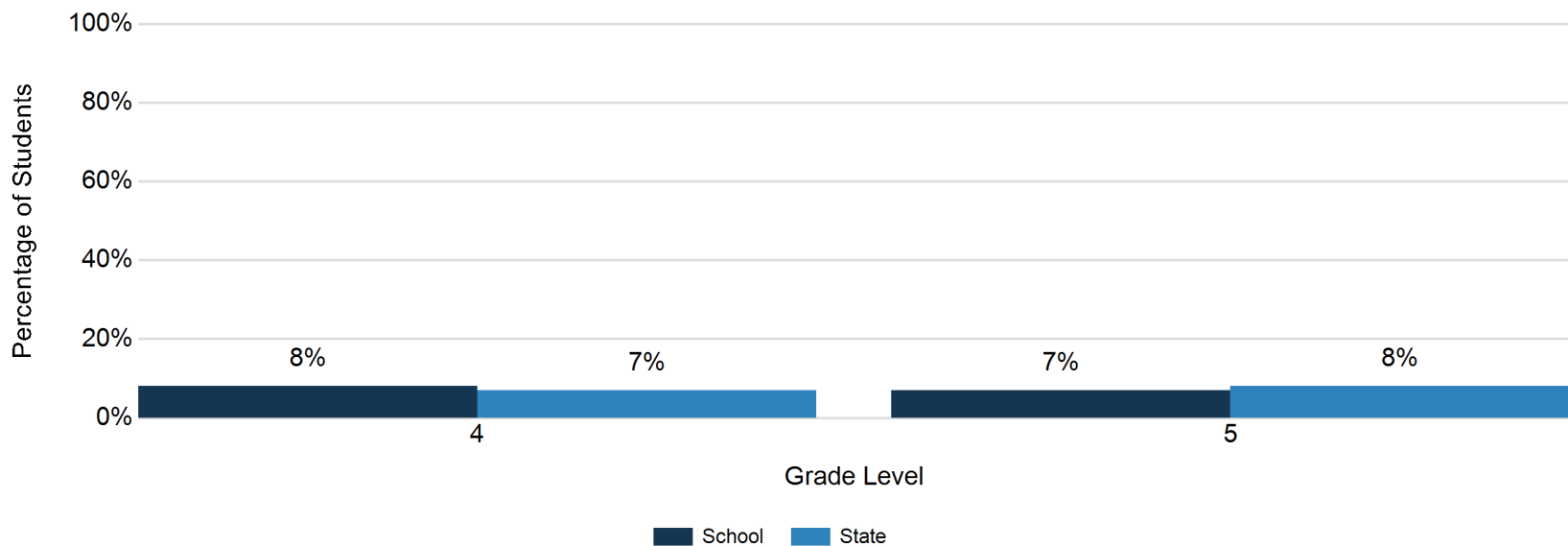
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Chronic Absenteeism by Grade

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




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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.54

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	1



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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	1	1
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	3	3
No Identified Nature	1		1

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	10	0.9%
Out-of-School Suspensions	10	0.9%
Any Suspension	20	1.8%
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
34



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	91	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	89.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	371:1	188:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.9%	81.3%	66.7%	48.4%	77.1%	54.9%
Male	52.1%	18.7%	33.3%	51.6%	22.9%	45.1%
White	44.5%	92.3%	66.7%	42.4%	83.6%	77.4%
Hispanic	26.2%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.5%	1.1%	33.3%	15.0%	6.6%	13.9%
Asian	13.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	4.4%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	95.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Dr. Joyanne D. Miller Elementary School
(01-1310-045)
Grades Offered: 04-05
2018-2019

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.8%	54.5%	43.4%
Math Proficiency	43.3%	40.2%	40.2%
ELA Growth	46	43	31
Math Growth	51	43	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	63.0%
Chronic Absenteeism	6.9%	5.6%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Not Met	Not Met	Met Target	Not Met	No
White	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Not Met	Met Standard	Met Standard	Met	No

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






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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Tournament for Jersey Shore Mathletes host school and participant LPGA ticket design contest 21st Century Community Learning Center Grant Recipient (2.5 million dollars over 5 years)
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: The mission of the Egg Harbor Township School District and Miller School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Miller School was awarded the following grants: Wetlands Institute, Marine Mammal Stranding Center, AtlantiCare Healthy Educator, EHT Education Foundation mini-grants, JDRF fundraising winner. Miller School is a Sustainable Jersey Bronze school.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Miller School offers the following advanced courses for students, Hispanohablantes, Instrumental Music, Gifted and Talented, and Advanced math. Our curriculum includes Fountas and Pinnell leveling system, PEARSON math, and NextGen Science standards alignment. All teachers are required to implement at least 3 STEM lessons. Benchmark testing is administered using LinkIt. Technology is infused on a daily basis using google classroom. Two chromebook classrooms.</p>
 <p>Clubs and Activities:</p>	<p>Miller School offers the following activities throughout the school year, Chorus, Miller Mile Run, Safety Patrol, Greeter Leaders to welcome new students, Peer Mediation, Staff mentors for students, Partnership with EHTHS and Elementary schools in which hearing impaired students meet and visit other hearing impaired students, and the ASPIRE after school program.</p>





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<div>  <div>Before and After School Programs:</div> </div>	<div>21st Century Grant - ASPIRE after school program in conjunction with the EHT School District TALONS Program</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>District and building-wide professional development include but is not limited to topics such as: Best Practices, ELA and Math, Cross-Curricular lessons, STEM, Social and Emotional Learning, Technology, Google, Mindfulness, and School Safety. This year, Miller Mindset was implemented in which staff presented professional development to their peers during staff meetings. In addition, Miller School has a staff peer coaching program on a voluntary basis.</div>



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Student Supports and Services:

The following student supports and services are offered at Miller School: ELL, Special Education, Speech, Title I services, I&RS interventions, and 504 accommodations. Also offered at Miller School are various guidance services including classroom lessons, individual and group counseling, and a strengthening families program.



Student Health and Wellness:

Miller School partnered with AtlantiCare Healthy Schools to provide health and wellness education. Our Breakfast/Lunch program offers a healthy breakfast and lunch for all students. Miller staff participate in the annual Biggest Loser competition.



Parent and Community Involvement:

Miller School has an active Parents Club. They provide our school-wide assemblies, field trips, color run, box tops collections, food bank collections, and holiday parties. We also offer family nights for our title I students to expose parents to the various lessons and activities their students participate in throughout the school day. In addition, our Parent portal can be accessed through Infinite Campus.




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 <div>Other Information</div>	Miller School uses a Semi-departmentalized model to offer instruction in ELA, Social Studies, Math, and Science. Our related arts include Spanish, Art, Physical Education, and Music. Computer technology and Library are offered twice per month. Miller School has an enrichment period entitled SHOP (Stem, Health, Or, Practice ELA). We have six (2) computer labs and all instructional classrooms have a chromebook cart of 30 for daily use. Our school messenger communication system is used to notify parents and guardians of important school related information.
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E. H. Slaybaugh Elementary School
(01-1310-035)
Grades Offered: PK-03
2018-2019

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How to use this report:

- **Learn more** about this school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:

**E. H. Slaybaugh Elementary School**

(01-1310-035)

Grades Offered: PK-03

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Mr. Joseph Marinelli
Address	11 SWIFT AVENUE EGG HARBOR TOWNSHIP, NJ 08234-9697
Phone Number	609-927-8222
Email Address	marinelj@eht.k12.nj.us
Website	http://sl.eht.k12.nj.us/
Facebook	https://www.facebook.com/EHTNJSlaybaugh/
Twitter	https://twitter.com/ehtslaybaugh



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	111	138	111
KG	155	146	147
1	199	208	194
2	208	188	201
3	196	209	198
Total	869	889	851

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.5%	52.0%	51.6%
Male	50.5%	48.0%	48.4%
Economically Disadvantaged Students	29.5%	27.2%	26.9%
Students with Disabilities	16.6%	16.2%	15.0%
English Learners	1.3%	2.0%	1.9%
Homeless Students	0.3%	0.2%	0.2%
Students in Foster Care	0.8%	1.0%	0.7%
Military-Connected Students	2.5%	3.1%	3.5%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.4%	62.9%	60.2%
Hispanic	15.9%	16.6%	18.1%
Black or African American	4.9%	4.7%	5.9%
Asian	9.9%	9.8%	9.6%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	5.5%	5.8%

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	2016-17	2017-18	2018-19
PK - Half Day	111	138	111
PK - Full Day	0	0	0
KG - Half Day	155	146	147
KG - Full Day	0	0	0

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	87.1%
Spanish	6.0%
Vietnamese	1.9%
Chinese	1.3%
Other Languages	3.8%



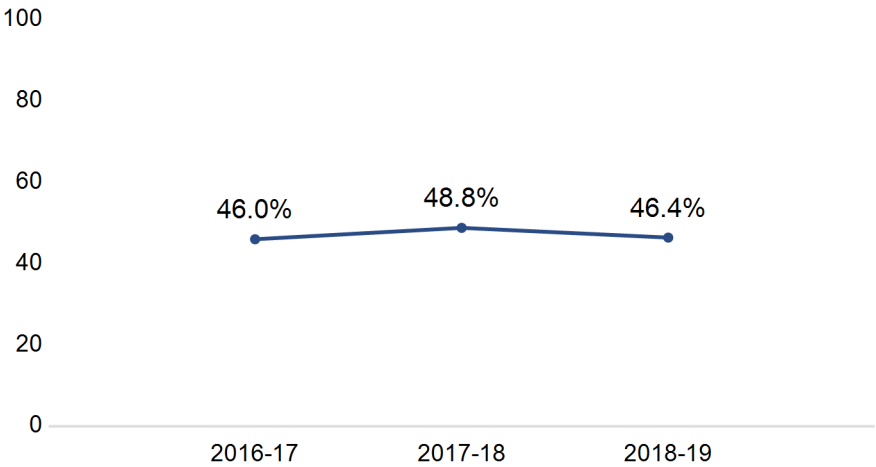
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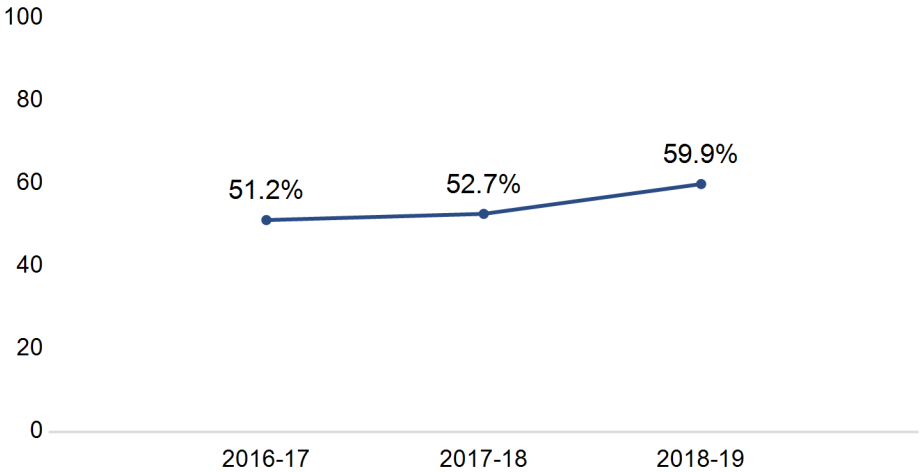
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.0%	97.6%	99.0%	94.0%	97.6%	99.0%
Proficiency Rate for Federal Accountability	46.0%	48.8%	46.4%	51.2%	52.7%	59.9%
Annual Target	49.2%	50.8%	52.5%	43.7%	45.6%	47.5%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	192	99.0	46.4	52.1	57.9	46.4	52.5	Not Met
White	124	98.4	46.0	57.3	66.9	46.0	56	Not Met
Hispanic	33	100.0	42.4	39.5	43.9	42.4	40.4	Met Target
Black or African American	12	100.0	33.3	*	38.5	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	71.5	82.9	58.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	63.6	*	64.4	63.6	**	**
Female	107	98.2	48.6	59.1	64.8	48.6		
Male	85	100.0	43.5	45.5	51.3	43.5		
Economically Disadvantaged Students	75	100.0	30.7	40.8	40.0	30.7	39.5	Met Target†
Non-Economically Disadvantaged Students	117	98.3	56.4	62.6	67.9	56.4		
Students with Disabilities	23	92.0	26.1	*	22.7	25.2	21.9	Met Target
Students without Disabilities	169	100.0	49.1	*	65.1	49.1		
English Learners	*	*	*	23.7	29.3	*	**	**
Non-English Learners	*	*	*	53.7	60.6	*		
Homeless Students	N	N	N	32.0	29.1	N		
Students In Foster Care	*	*	*	45.5	27.6	*		
Military-Connected Students	*	*	*	58.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



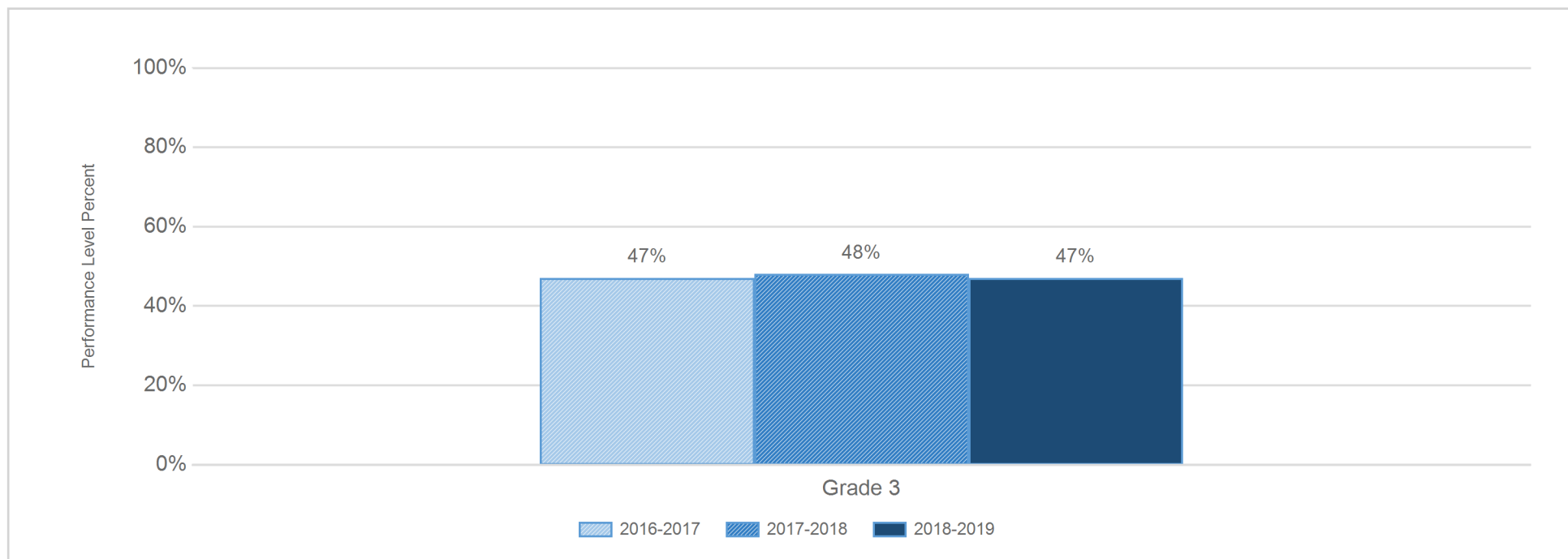
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(01-1310-035)
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	195	747	745	748	7%	16%	31%	*	*	47%	50%
White	125	746	748	757	8%	16%	30%	*	*	46%	60%
Hispanic	34	742	737	734	*	*	38%	41%	0%	41%	36%
Black or African American	13	735	*	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	12	755	761	773	*	*	*	*	*	58%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	11	766	*	756	0%	*	*	*	*	64%	58%
Female	109	747	748	753	*	14%	29%	*	*	49%	55%
Male	86	746	743	743	*	19%	33%	*	*	44%	46%
Economically Disadvantaged Students	77	733	737	731	*	23%	35%	*	*	31%	33%
Non-Economically Disadvantaged Students	118	755	754	759	*	11%	28%	*	*	57%	61%
Students with Disabilities	22	725	717	719	*	*	*	*	*	27%	24%
Students without Disabilities	173	749	750	754	*	*	*	*	*	49%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	192	99.0	59.9	42.1	44.5	59.9	47.5	Met Target
White	124	98.4	60.5	46.7	54.1	60.5	47	Met Target
Hispanic	33	100.0	51.5	29.8	28.8	51.5	40.4	Met Target
Black or African American	12	100.0	50.0	*	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	62.5	76.5	83.3	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	63.6	*	53.3	63.6	**	**
Female	107	98.2	61.7	42.8	44.9	61.7		
Male	85	100.0	57.6	41.5	44.2	57.6		
Economically Disadvantaged Students	75	100.0	42.7	31.4	26.3	42.7	32.7	Met Target
Non-Economically Disadvantaged Students	117	98.3	70.9	51.9	54.9	70.9		
Students with Disabilities	23	92.0	43.5	14.0	17.4	42.0	21.9	Met Target
Students without Disabilities	169	100.0	62.1	46.7	50.0	62.1		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	42.7	46.5	*		
Homeless Students	N	N	N	27.7	17.1	N		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	*	*	*	45.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

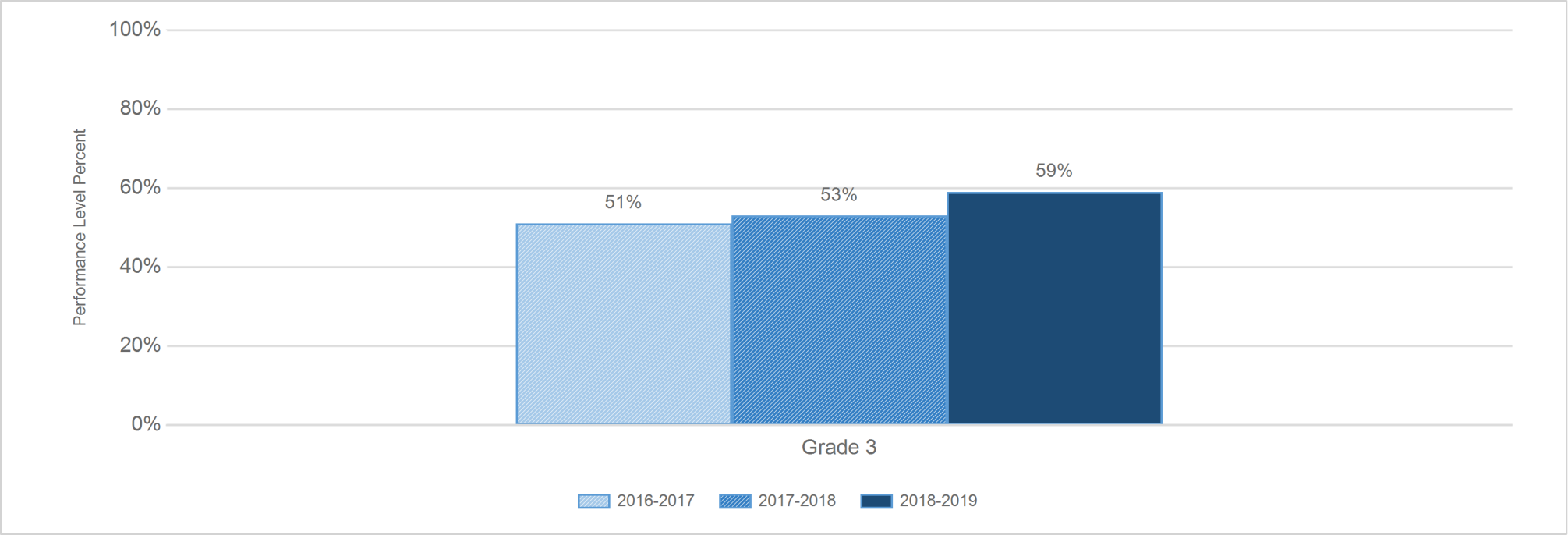


E. H. Slaybaugh Elementary School
(01-1310-035)
Grades Offered: PK-03
2018-2019

Report Key:
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	195	753	751	752	7%	13%	20%	47%	13%	59%	55%
White	125	752	753	760	8%	14%	18%	49%	12%	61%	66%
Hispanic	34	748	740	739	*	*	29%	*	*	50%	40%
Black or African American	13	748	*	735	*	*	*	*	*	46%	35%
Asian, Native Hawaiian, or Pacific Islander	12	769	772	778	*	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	11	766	*	758	*	*	*	*	*	64%	62%
Female	109	750	750	751	*	*	16%	*	*	61%	54%
Male	86	756	751	752	*	*	26%	*	*	57%	56%
Economically Disadvantaged Students	77	741	741	737	*	*	26%	*	*	42%	37%
Non-Economically Disadvantaged Students	118	761	760	761	*	*	16%	*	*	71%	67%
Students with Disabilities	22	744	723	731	*	*	*	*	*	45%	31%
Students without Disabilities	173	754	755	756	*	*	*	*	*	61%	60%
English Learners	*	*	739	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



E. H. Slaybaugh Elementary School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	14	*	*
3-4	*	*	*
5 or more	N	N	N



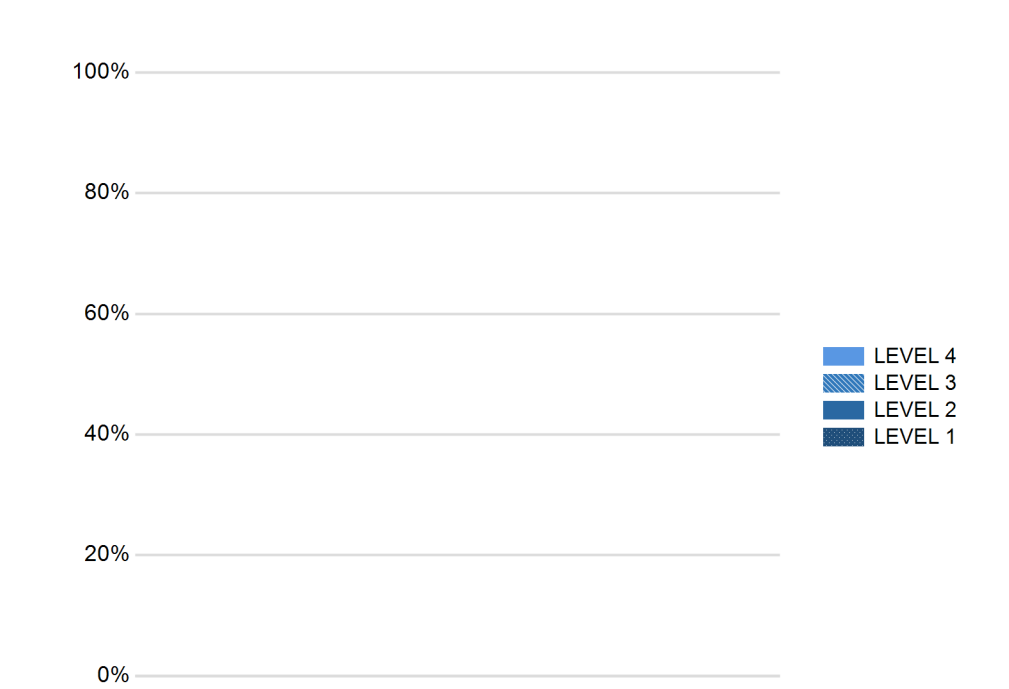
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



E. H. Slaybaugh Elementary School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

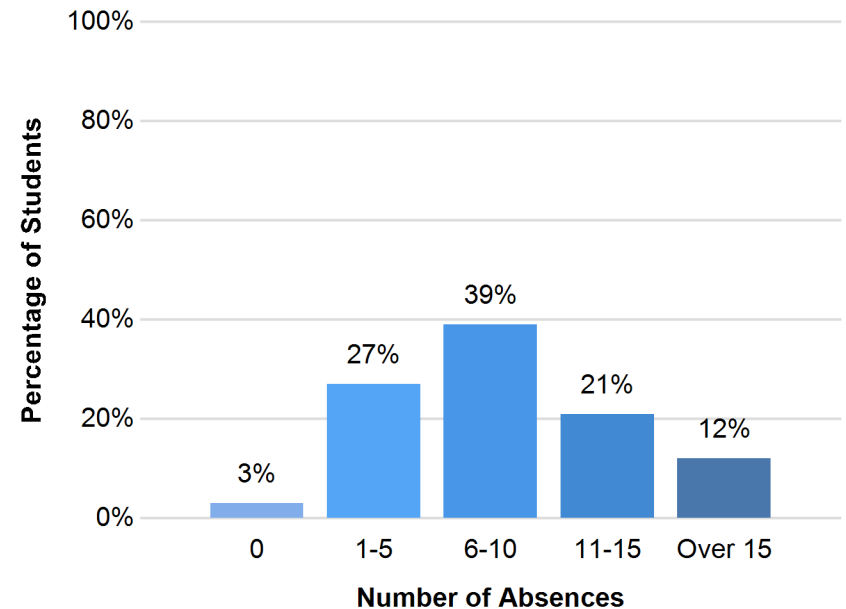
Chronic Absenteeism

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?
Schoolwide	60	8.2	9.6	Met
White	38	8.5	9.6	Met
Hispanic	11	8.4	9.6	Met
Black or African American	2	5.1	9.6	Met
Asian, Native Hawaiian, or Pacific	5	7.0	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	9.3	9.6	Met
Female	33	8.5		
Male	27	7.8		
Economically Disadvantaged Students	29	12.9	9.6	Not Met
Students with Disabilities	7	8.0	9.6	Met
English Learners	1	6.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	12.0		
Migrant Students	N	N		

Days Absent

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





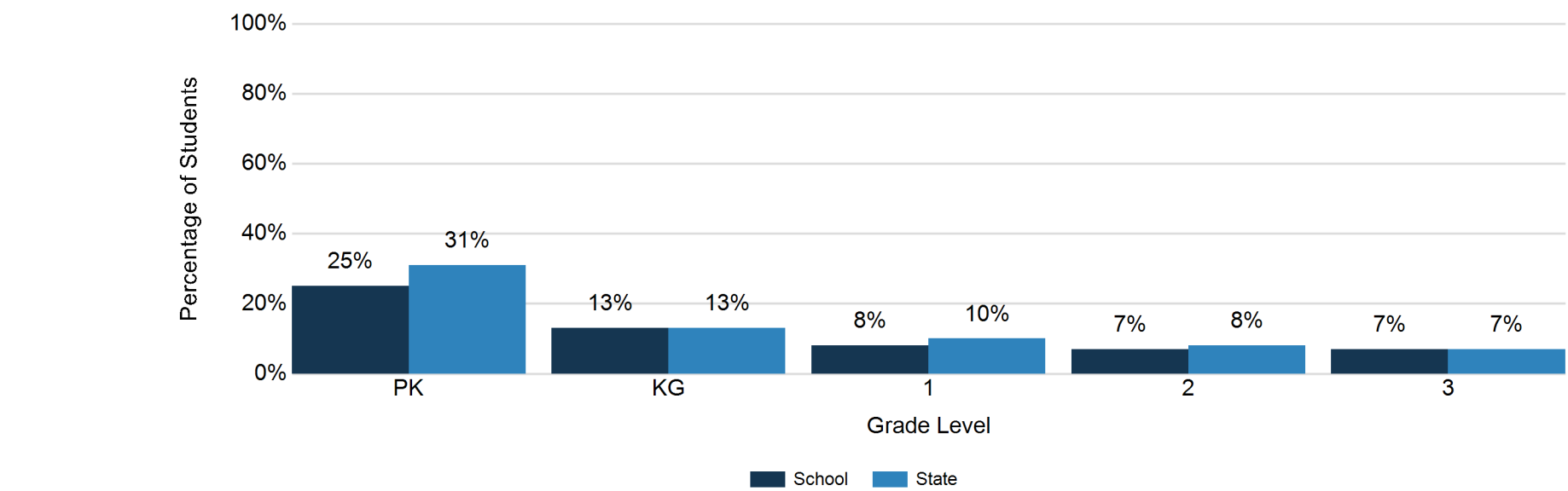
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Chronic Absenteeism by Grade

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



**E. H. Slaybaugh Elementary School**

(01-1310-035)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:15 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	15.4	10.8
Percentage of Teachers with 4 or more years experience in the district	95.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	19:1	12:1
Students to Administrators	851:1	188:1
Teachers to Administrators	46:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.6%	95.7%	0.0%	48.4%	77.1%	54.9%
Male	48.4%	4.3%	100.0%	51.6%	22.9%	45.1%
White	60.2%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	2.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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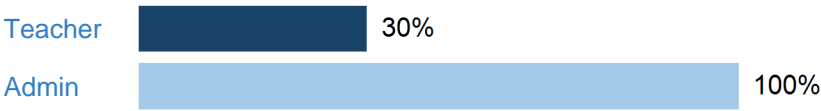
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.0%	48.8%	46.4%
Math Proficiency	51.2%	52.7%	59.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.5%	50.0%
Chronic Absenteeism	7.3%	7.5%	8.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



E. H. Slaybaugh Elementary School
(01-1310-035)
Grades Offered: PK-03
2018-2019

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

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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



E. H. Slaybaugh Elementary School
(01-1310-035)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	**	**	**	Met	No
White	Not Met	Met Target	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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






E. H. Slaybaugh Elementary School
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2018-2019

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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> 21st century learning with technology and increased rigor in daily lessons. STEAM initiative through cross curricular collaboration. Highly successful Renaissance program building school culture.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>The Slaybaugh School Complex has received several awards and mini-grants. Slaybaugh has been recognized as a Bronze level school by Sustainable Jersey for environmental awareness and initiatives. Also, the EHT Ed. Foundation has awarded Slaybaugh teachers with various mini-grants to support academic achievement. Slaybaugh won the Hamels Foundation: Partners in Education grant to fund and build a large outdoor learning classroom.</p>




E. H. Slaybaugh Elementary School
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<div><div>Courses, Curriculum, Instruction:</div></div>	Students receive a comprehensive education in Language Arts, Mathematics, Science, Social Studies, Physical Education, Health Education, Music, Art, Library and Media skills, and Computer Technology. Additionally we continue to implement district wide lessons in Science, Technology, Engineering, and Math (STEM) to help our students gain more skills for more relevant use in our world today.
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 <div>Staff and Professional Learning:</div>	<p>The staff at the Slaybaugh School Complex has received professional development training to coincide with our new Reading and Math programs. The staff also takes part in bi-monthly Professional Learning Communities that allow for collaboration in order to support the needs of all learners.</p>
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 <div>Student Supports and Services:</div>	<p>The Slaybaugh School Complex meets the needs of all learners by providing programs for English Language Learners, Gifted and Talented Learners and a Remedial program that coincides with our Intervention and Referral Services program.</p>
 <div>Student Health and Wellness:</div>	<p>The Slaybaugh School complex provides for student health and wellness through a nutritious brekafast program, rigorous physical education and daily recess for all students.</p>
 <div>Parent and Community Involvement:</div>	<p>The Slaybaugh School Complex is fully supported by our Parent"s club which provides fundraiser opportunities to enhance the total school program.</p>




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<div><div>Other Information</div></div> <div>The District Preschool Program is housed at the Slaybaugh Primary School. This half day program is lottery based and provides instruction for 3 and 4 years olds in the district.</div>
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Egg Harbor Township High School
 (01-1310-005)
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How to use this report:

- **Learn more** about this school 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 as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:



Egg Harbor Township High School

(01-1310-005)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Ms. Patricia Connor
Address	24 HIGH SCHOOL DRIVE EGG HARBOR TOWNSHIP, NJ 08234-9450
Phone Number	609-653-0100
Email Address	connorp@eht.k12.nj.us
Website	http://hs.eht.k12.nj.us/
Facebook	https://www.facebook.com/EHTNJHighSchool
Twitter	https://twitter.com/EHTNJHighSchool



Egg Harbor Township High School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	584	582	574
10	616	583	573
11	587	605	588
12	568	596	613
Total	2,355	2,366	2,348

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	49.0%	49.8%
Male	50.6%	51.0%	50.2%
Economically Disadvantaged Students	45.8%	45.9%	43.9%
Students with Disabilities	10.0%	9.6%	9.5%
English Learners	2.2%	2.8%	3.0%
Homeless Students	0.6%	1.2%	1.1%
Students in Foster Care	0.1%	0.3%	0.2%
Military-Connected Students	0.6%	0.7%	1.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	46.5%	44.7%	44.5%
Hispanic	23.2%	25.1%	25.3%
Black or African American	12.2%	12.1%	11.2%
Asian	16.1%	16.1%	16.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	1.6%	1.7%	2.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,355	2,366	2,348
Shared Time Students	0	0	0
Full Time Equivalent	2,355	2,366	2,348

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	70.4%
Spanish	14.7%
Vietnamese	3.1%
Chinese	2.5%
Bengali	2.4%
Other Languages	7.0%



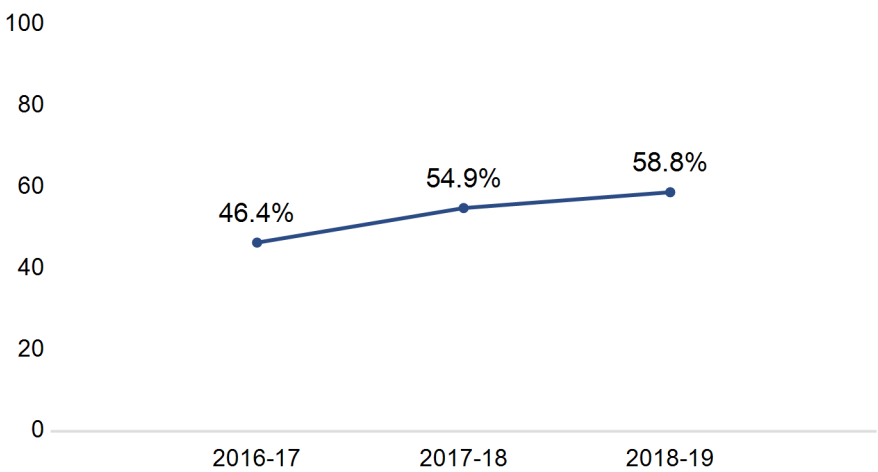
Egg Harbor Township High School
(01-1310-005)
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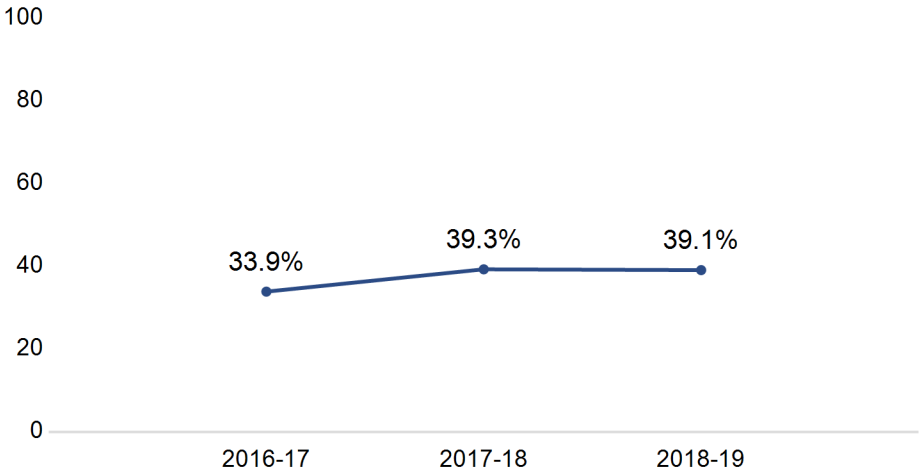
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.2%	98.8%	99.2%	98.3%	98.1%
Proficiency Rate for Federal Accountability	46.4%	54.9%	58.8%	33.9%	39.3%	39.1%
Annual Target	39.8%	41.9%	44.0%	34.5%	36.9%	39.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1111	98.8	58.8	52.1	57.9	58.8	44	Met Target
White	502	98.1	64.9	57.3	66.9	64.9	44.3	Met Target
Hispanic	266	99.3	40.2	39.5	43.9	40.2	33.1	Met Target
Black or African American	123	99.2	34.1	*	38.5	34.1	30.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	195	99.5	83.6	71.5	82.9	83.6	66.9	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	35	Met Target
Female	576	98.7	66.5	59.1	64.8	66.5		
Male	535	98.9	50.5	45.5	51.3	50.5		
Economically Disadvantaged Students	526	98.7	43.5	40.8	40.0	43.5	35	Met Target
Non-Economically Disadvantaged Students	585	98.8	72.5	62.6	67.9	72.5		
Students with Disabilities	99	93.9	12.1	*	22.7	11.9	17.4	Not Met
Students without Disabilities	1012	99.3	63.3	*	65.1	63.3		
English Learners	52	100.0	*	23.7	29.3	*	14.4	Not Met
Non-English Learners	1059	98.7	*	53.7	60.6	*		
Homeless Students	11	100.0	36.4	32.0	29.1	36.4		
Students In Foster Care	*	*	*	45.5	27.6	*		
Military-Connected Students	14	100.0	57.1	58.3	57.8	57.1		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

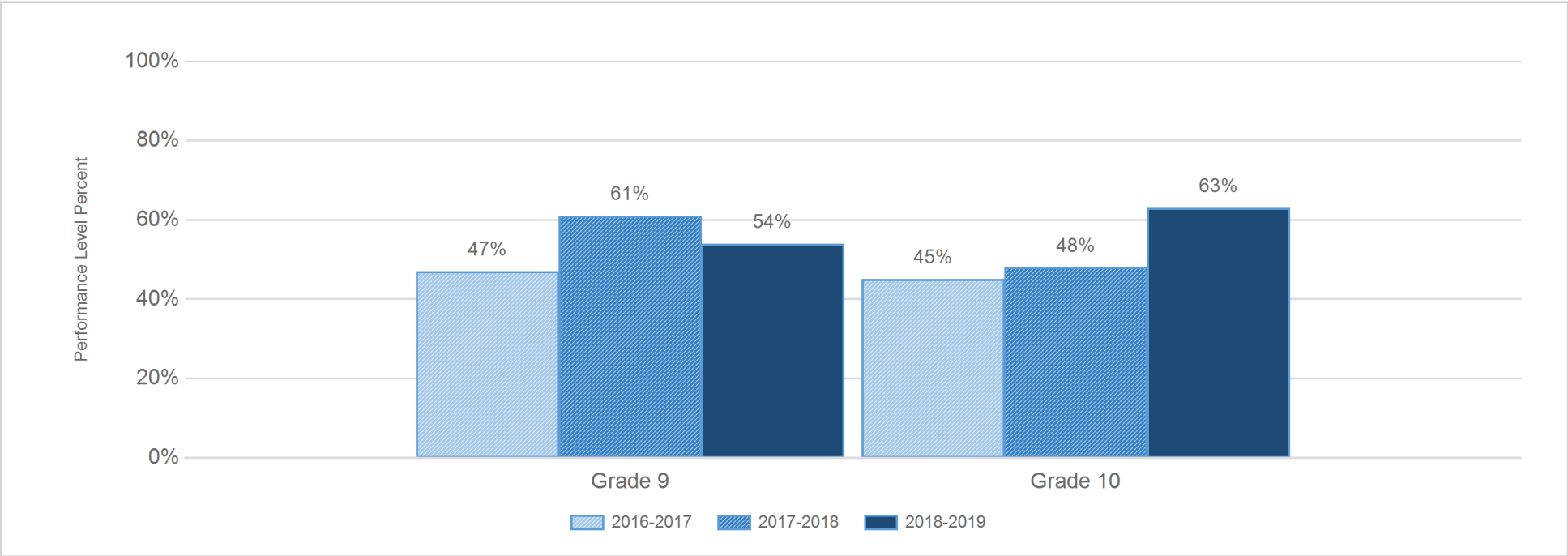


Egg Harbor Township High School
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	558	751	751	753	11%	13%	23%	38%	16%	54%	56%
White	250	757	757	762	7%	9%	24%	44%	16%	60%	65%
Hispanic	139	733	733	737	17%	21%	30%	25%	7%	32%	40%
Black or African American	59	731	731	732	20%	20%	25%	*	*	34%	33%
Asian, Native Hawaiian, or Pacific Islander	95	773	773	783	*	*	*	44%	36%	80%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	285	759	759	760	5%	12%	21%	42%	20%	62%	63%
Male	273	742	742	746	16%	14%	25%	33%	11%	45%	49%
Economically Disadvantaged Students	273	740	740	734	16%	17%	26%	30%	11%	41%	36%
Non-Economically Disadvantaged Students	285	761	761	762	5%	9%	20%	45%	21%	66%	65%
Students with Disabilities	52	706	706	717	44%	29%	*	*	*	12%	17%
Students without Disabilities	506	755	755	760	7%	11%	*	*	*	58%	63%
English Learners	26	699	699	693	*	*	*	*	*	*	*
Non-English Learners	532	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	569	761	761	757	14%	9%	14%	34%	29%	63%	58%
White	255	768	768	767	9%	8%	13%	35%	34%	69%	67%
Hispanic	135	740	740	738	23%	16%	14%	35%	13%	47%	43%
Black or African American	66	732	732	733	32%	*	26%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	101	789	789	792	*	*	*	38%	49%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	12	758	758	766	*	0%	*	*	*	67%	65%
Female	299	769	769	766	8%	9%	13%	36%	34%	70%	66%
Male	270	752	752	749	21%	9%	15%	32%	23%	55%	51%
Economically Disadvantaged Students	257	742	742	735	22%	14%	18%	29%	17%	46%	40%
Non-Economically Disadvantaged Students	312	776	776	767	8%	4%	11%	38%	38%	77%	67%
Students with Disabilities	50	691	691	711	64%	*	*	*	*	10%	19%
Students without Disabilities	519	768	768	765	9%	*	*	*	*	68%	65%
English Learners	18	678	678	687	*	*	*	*	*	*	*
Non-English Learners	551	764	764	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	958	98.1	39.1	42.1	44.5	39.1	39.3	Met Target†
White	449	97.4	45.0	46.7	54.1	45.0	36.1	Met Target
Hispanic	226	98.3	27.4	29.8	28.8	27.4	30.9	Met Target†
Black or African American	100	98.1	17.0	*	23.0	17.0	28	Not Met
Asian, Native Hawaiian, or Pacific Islander	162	99.4	52.5	62.5	76.5	52.5	65.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	24.6	Met Target
Female	507	98.1	39.6	42.8	44.9	39.6		
Male	451	98.1	38.6	41.5	44.2	38.6		
Economically Disadvantaged Students	437	97.8	27.9	31.4	26.3	27.9	34.3	Not Met
Non-Economically Disadvantaged Students	521	98.3	48.6	51.9	54.9	48.6		
Students with Disabilities	88	91.4	*	14.0	17.4	*	14.7	Not Met
Students without Disabilities	870	98.9	*	46.7	50.0	*		
English Learners	32	97.1	*	31.6	25.0	*	29.8	Not Met
Non-English Learners	926	98.1	*	42.7	46.5	*		
Homeless Students	*	*	*	27.7	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	11	100.0	36.4	45.6	46.4	36.4		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

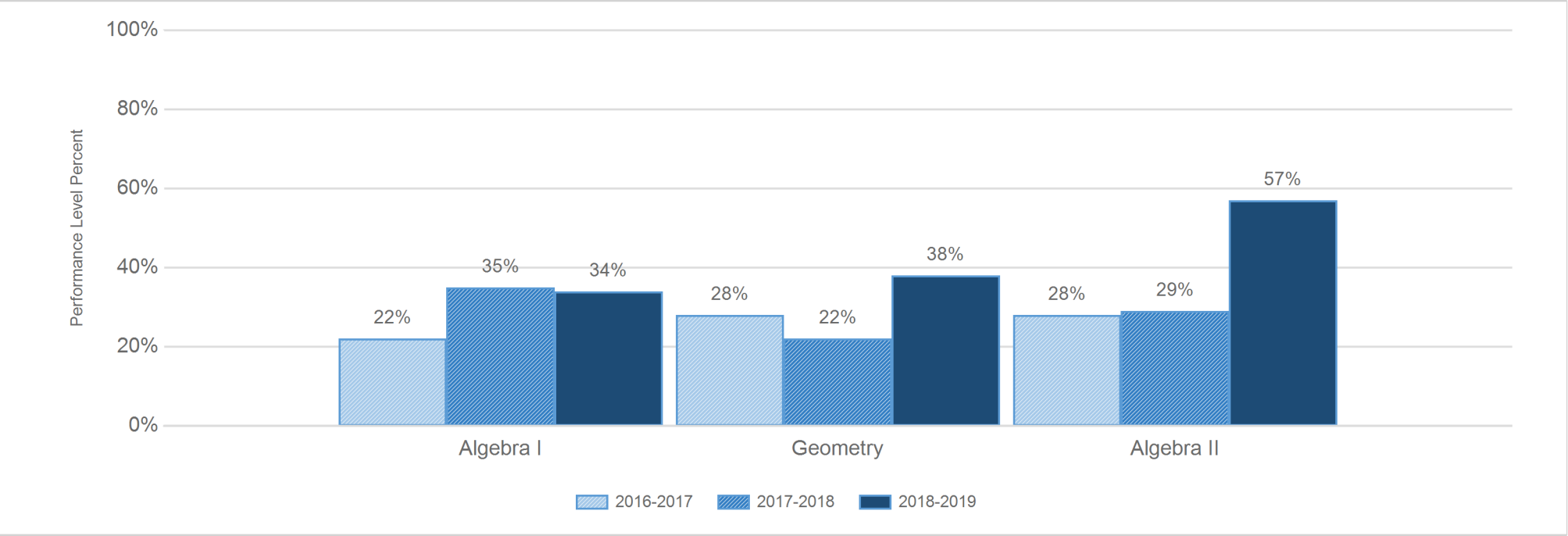


Egg Harbor Township High School
(01-1310-005)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	564	737	747	744	8%	25%	34%	*	*	34%	42%
White	231	739	751	752	8%	21%	28%	42%	0%	42%	53%
Hispanic	171	732	*	728	8%	33%	36%	24%	0%	24%	24%
Black or African American	69	729	734	725	*	30%	45%	*	*	16%	20%
Asian, Native Hawaiian, or Pacific Islander	74	748	762	775	*	15%	39%	*	*	42%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	282	740	749	745	4%	24%	38%	*	*	34%	44%
Male	282	734	746	743	12%	26%	30%	*	*	33%	41%
Economically Disadvantaged Students	296	731	737	727	10%	29%	38%	*	*	23%	23%
Non-Economically Disadvantaged Students	268	744	756	752	5%	20%	30%	*	*	45%	52%
Students with Disabilities	59	704	704	717	*	*	*	*	*	*	12%
Students without Disabilities	505	741	751	748	*	*	*	*	*	*	47%
English Learners	20	720	*	710	*	55%	*	*	*	10%	*
Non-English Learners	544	738	*	745	*	24%	*	*	*	34%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	248	739	743	737	8%	14%	40%	*	*	38%	35%
White	141	741	743	743	*	12%	41%	*	*	40%	43%
Hispanic	38	730	*	724	*	*	39%	*	*	24%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	41	755	759	762	0%	*	37%	*	*	61%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	135	742	745	738	*	13%	39%	*	*	43%	36%
Male	113	736	741	736	*	15%	41%	*	*	33%	34%
Economically Disadvantaged Students	105	735	738	722	10%	21%	36%	*	*	32%	16%
Non-Economically Disadvantaged Students	143	742	747	743	7%	8%	42%	*	*	43%	43%
Students with Disabilities	31	701	701	712	*	*	*	*	*	*	*
Students without Disabilities	217	745	748	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	162	757	757	755	*	11%	29%	*	*	57%	58%
White	81	757	757	758	*	15%	25%	*	*	59%	62%
Hispanic	25	749	749	731	*	*	*	52%	0%	52%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	47	765	765	777	0%	*	32%	*	*	62%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	98	748	748	752	*	*	33%	*	*	47%	55%
Male	64	770	770	758	*	*	23%	*	*	72%	62%
Economically Disadvantaged Students	42	754	754	729	*	*	31%	*	*	50%	32%
Non-Economically Disadvantaged Students	120	758	758	761	*	*	28%	*	*	59%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	25.9%	40.9%	Met Target†

† 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	41	*	*
3-4	22	*	*
5 or more	*	*	*



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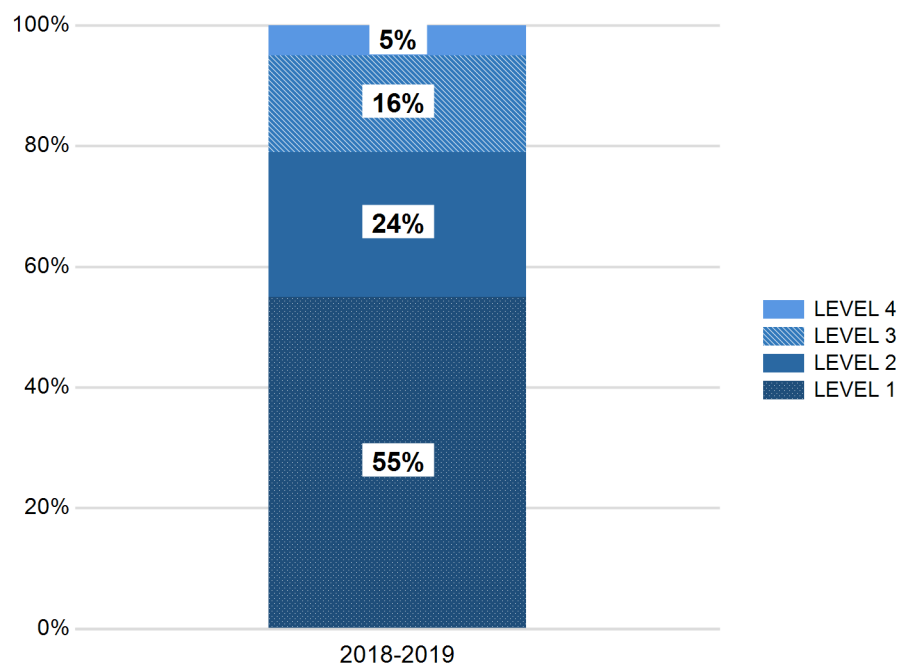
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	24	16	5
White	47	27	19	8
Hispanic	70	19	8	2
Black or African American	72	23	5	0
Asian, Native Hawaiian, or Pacific Islander	33	22	34	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	52	25	18	5
Male	57	22	15	6
Economically Disadvantaged Students	64	20	12	4
Non-Economically Disadvantaged Students	46	27	21	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	50	25	8	17
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	68.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	472	476	Grade 10: 430 Grade 11: 460	64%	61%
PSAT 10/NMSQT - Math	464	477	Grade 10: 480 Grade 11: 510	40%	43%
SAT - Reading and Writing	548	539	480	76%	70%
SAT - Math	548	541	530	56%	53%
ACT - Reading	24	25	22	70%	66%
ACT - English	23	24	18	81%	81%
ACT - Math	23	24	22	56%	65%
ACT - Science	24	24	23	59%	57%



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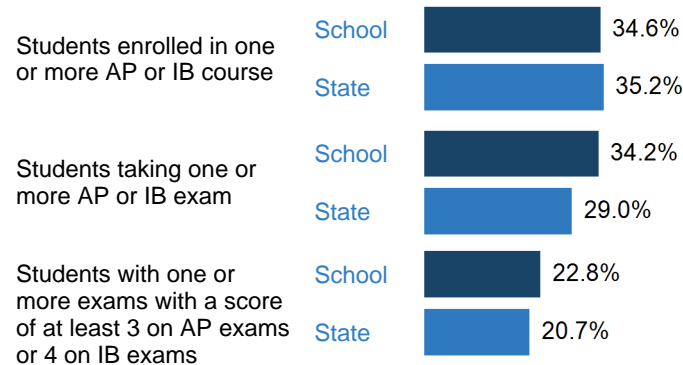
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	18	18
AP Biology	70	70
AP Calculus AB	78	77
AP Calculus BC	25	25
AP Chemistry	41	40
AP Computer Science A	44	43
AP Computer Science Principles	27	27
AP English Language and Composition	42	42
AP English Literature and Composition	65	65
AP Environmental Science	39	39
AP European History	7	7
AP French Language and Culture	18	18
AP German Language and Culture	13	13
AP Latin (Virgil, Catullus and Horace)	11	11
AP Macroeconomics	28	29
AP Microeconomics	44	43



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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	10	10
AP Physics 1	0	62
AP Physics 2	0	10
AP Physics B	73	0
AP Physics C	15	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	15
AP Psychology	136	137
AP Seminar	0	10
AP Spanish Language	26	38
AP Spanish Literature	12	12
AP Statistics	102	100
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Demensional	6	1
AP U.S. Government and Politics	20	20
AP U.S. History	72	73



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		1071
Exams with scores of at least 3 on AP exams or 4 on IB exams		622



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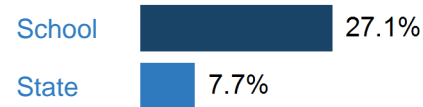
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



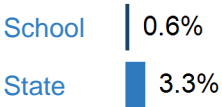
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	27.1%	7.6%	7.7%	10.3%
White	28.7%	8.2%	6.1%	9.6%
Hispanic	27.7%	8.7%	10.3%	11.3%
Black or African American	29.5%	8.7%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	20.3%	3.8%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	28.1%	8.1%	7.3%	10.6%
Male	26.0%	7.0%	8.0%	10.1%
Economically Disadvantaged Students	27.1%	7.9%	10.4%	11.8%
Students with Disabilities	26.3%	10.3%	6.6%	9.2%
English Learners	22.5%	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	59		
Arts, AV Technology & Communications	250		
Business Management & Administration	90		
Health Science	155		
Human Services	158		
Information Technology	102		
Total (All Clusters)	814	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	422	114	34	1	0	0	58
10	94	322	145	59	0	0	7
11	7	108	307	123	44	36	18
12	2	17	125	69	111	175	52
Total	525	561	611	252	155	211	135
Enrolled in AP/IB Course					103	102	0
Enrolled in Dual Enrollment Course	0	0	0	162	78	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	560	0	0	2	0	61
10	53	394	2	2	1	173
11	70	111	13	65	207	175
12	26	21	13	72	128	138
Total	709	526	28	141	336	547
Enrolled in AP/IB Course	70	41		39	88	0
Enrolled in Dual Enrollment Course	0	0	26	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	564	2	0	0	0	17
10	10	557	64	0	0	59
11	12	572	99	22	0	92
12	7	72	117	235	0	159
Total	593	1203	280	257	0	327
Enrolled in AP/IB Course	0	72	72	136		26
Enrolled in Dual Enrollment Course	0	0	0	71	0	65

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	311	120	0	33	46	0	0
10	340	95	0	46	38	0	0
11	242	63	0	22	31	0	0
12	83	24	0	12	17	0	0
Total	976	302	0	113	132	0	0
Enrolled in AP/IB Course	38	18	0	11	13	0	0
Enrolled in Dual Enrollment Course	102	55	0	0	0	0	0
Enrolled in Level 3 or Higher	207	89	0	18	29	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	43	0	0	18	0	0
10	32	0	0	14	0	0
11	26	0	0	25	0	0
12	40	0	28	20	0	0
Total	141	0	28	77	0	0
Enrolled in AP/IB Course	44		27			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Arabic	*
Chinese	*
French	22
German	*
Latin	*
Spanish	65
Total	94



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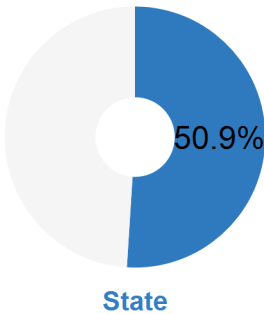
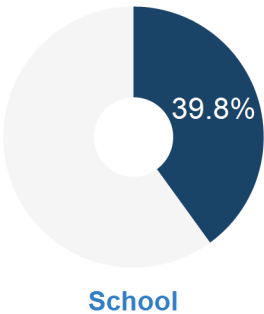
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Visual and Performing Arts – Course Participation

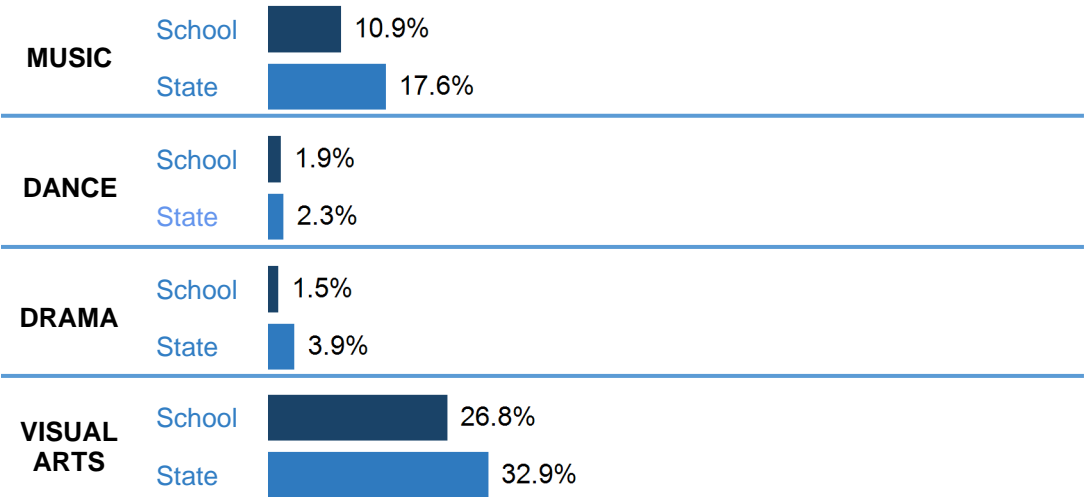
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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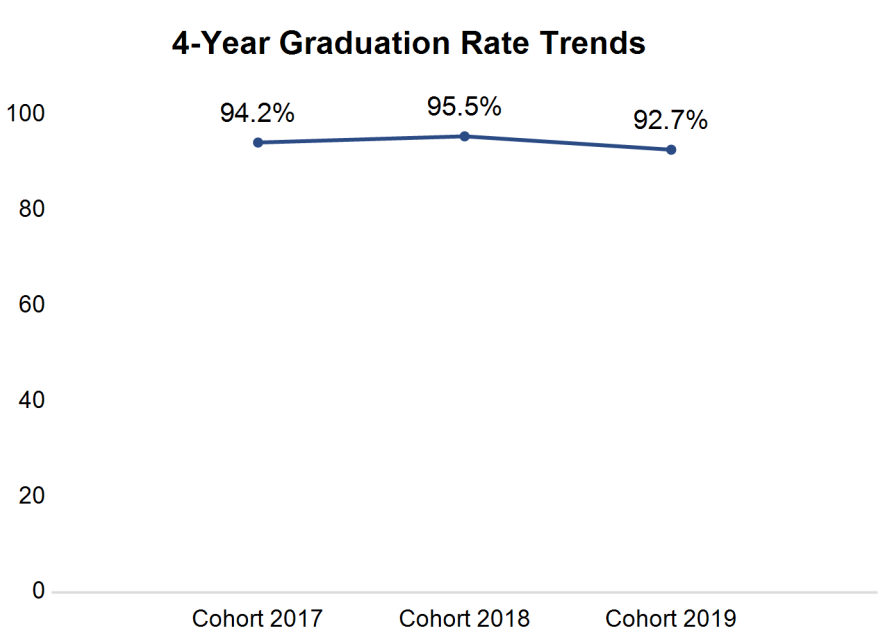
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

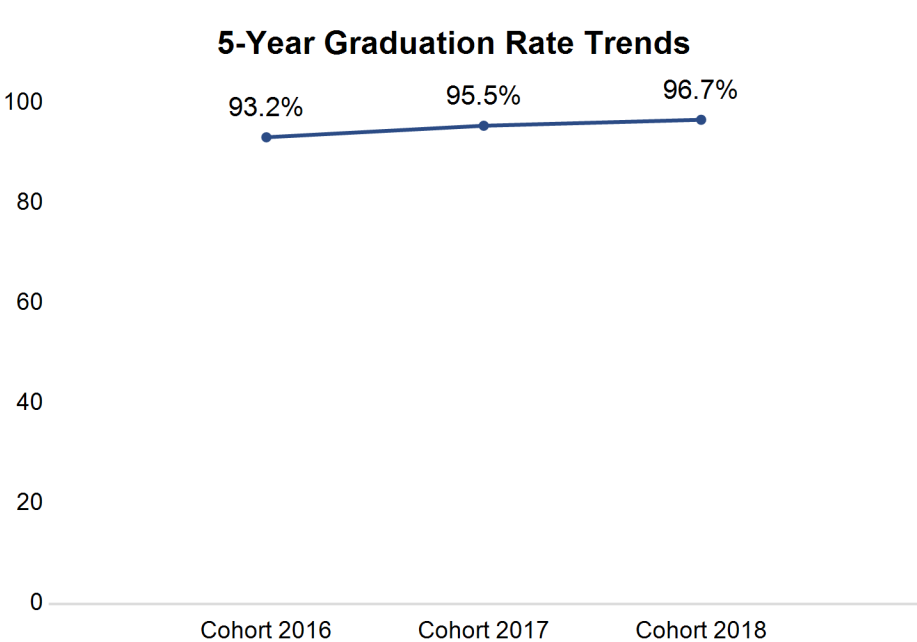
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.2%	95.5%	92.7%	93.2%	95.5%	96.7%
Annual Target	94.0%	N		94.2%	N	
Met Annual Target?	Met Target	Met Goal		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.7%	90.6%	96.7%	92.5%	95.5%	N	Met Goal	95.5%	N	Met Goal
White	93.7%	94.9%	95.1%	95.9%	95.1%	N	Met Goal	96.0%	N	Met Goal
Hispanic	90.0%	84.5%	97.9%	87.3%	96.6%	N	Met Goal	94.1%	92.4%	Met Target
Black or African American	93.4%	83.3%	96.0%	87.1%	93.4%	92.9%	Met Target	90.6%	94.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.3%	96.9%	100.0%	97.8%	97.8%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	90.5%	91.4%	95.8%	94.2%	91.7%	91.9%	Not Met	*	N	Met Goal
Female	94.6%	92.8%	96.3%	94.4%	95.7%			97.7%		
Male	91.1%	88.5%	97.0%	90.8%	95.3%			93.2%		
Economically Disadvantaged Students	91.1%	84.0%	95.6%	87.3%	94.2%	93.7%	Met Target	95.9%	N	Met Goal
Students with Disabilities	71.4%	79.2%	86.0%	83.8%	79.3%	87.3%	Not Met	76.1%	84.4%	Not Met
English Learners	84.0%	75.4%	100.0%	80.1%	100.0%	**	**	100.0%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	66.4%	47.1%
Substitute Competency Test	18.4%	30.4%
Portfolio Appeals Process	8.7%	13.8%
Alternate Requirements specified in IEP	6.5%	8.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.6%	1.1%



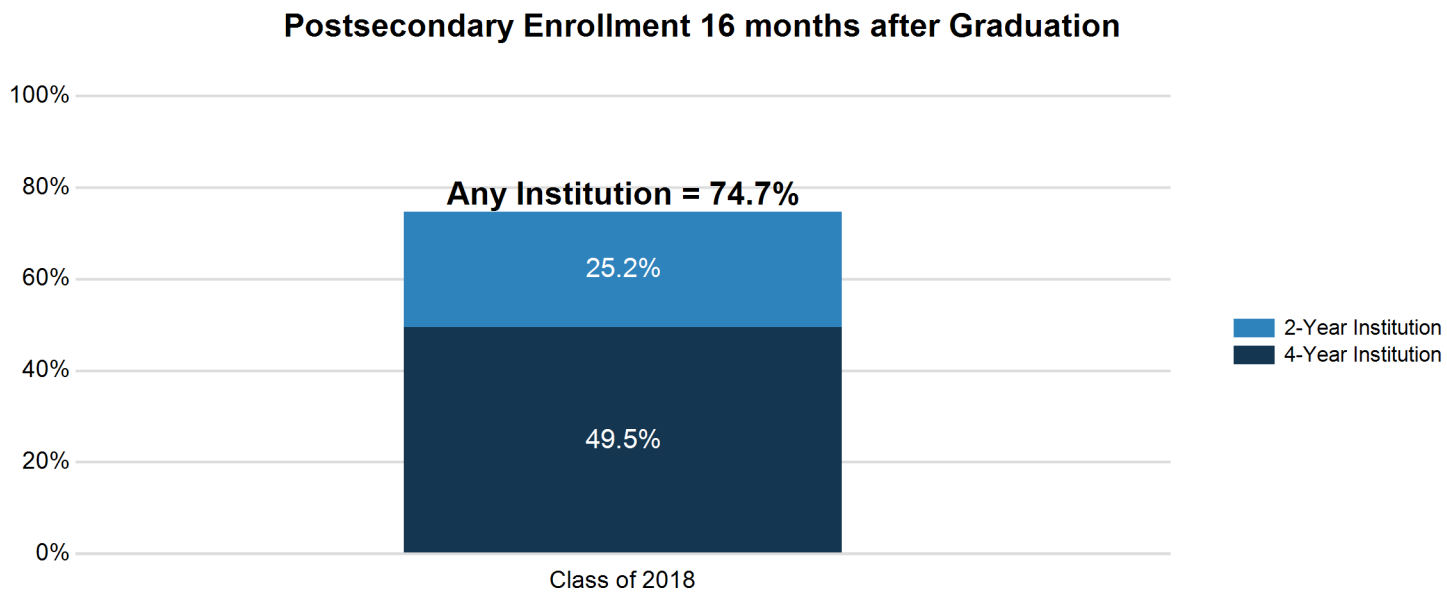
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	25.2%
% Enrolled in 4-Year Institution	49.5%
% Enrolled in Any Postsecondary Institution	74.7%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	70.3%	30.7%	69.3%
White	74.9%	26.4%	73.6%
Hispanic	58.2%	59.8%	40.2%
Black or African American	59.2%	37.8%	62.2%
Asian, Native Hawaiian, or Pacific Islander	85.6%	10.1%	89.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	62.7%	45%	55%
Students with Disabilities	36.4%	90%	10%
English Learners	41.7%	80%	20%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	74.7%	33.7%	66.3%	86.2%	13.8%	78.4%	21.6%
White	79.6%	32.1%	67.9%	84.2%	15.8%	75.8%	24.2%
Hispanic	60.4%	51.2%	48.8%	94%	6%	89.3%	10.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.3%	17.9%	82.1%	84.5%	15.5%	82.1%	17.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	68.2%	40.3%	59.7%	89.2%	10.8%	85.2%	14.8%
Students with Disabilities	34%	81.3%	18.8%	93.8%	6.3%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

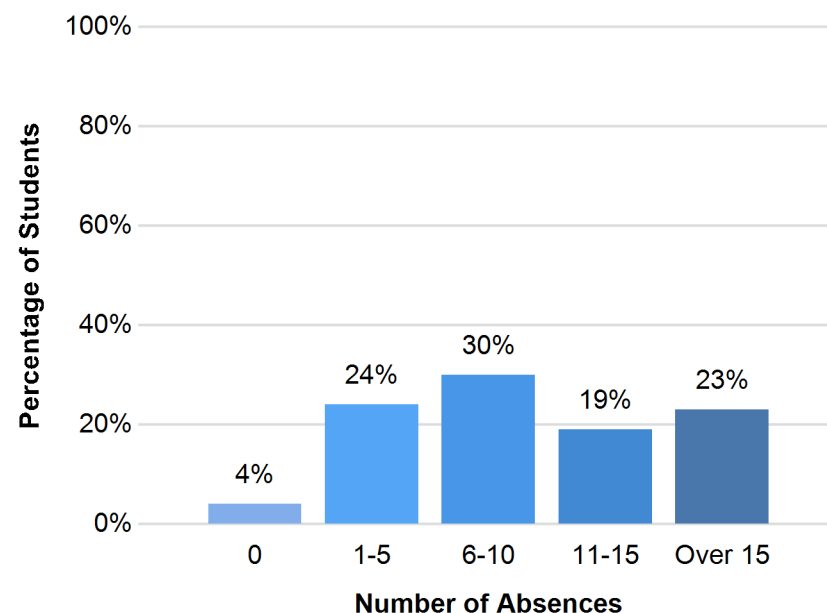
Chronic Absenteeism

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?
Schoolwide	416	17.5	14.2	Not Met
White	186	17.7	14.2	Not Met
Hispanic	125	20.9	14.2	Not Met
Black or African American	76	28.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	18	4.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	206	17.6		
Male	210	17.5		
Economically Disadvantaged Students	228	22.1	14.2	Not Met
Students with Disabilities	75	29.4	14.2	Not Met
English Learners	9	12.7	14.2	Met
Homeless Students	8	29.6		
Students in Foster Care	*	*		
Military-Connected Students	2	7.4		
Migrant Students	N	N		

Days Absent

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





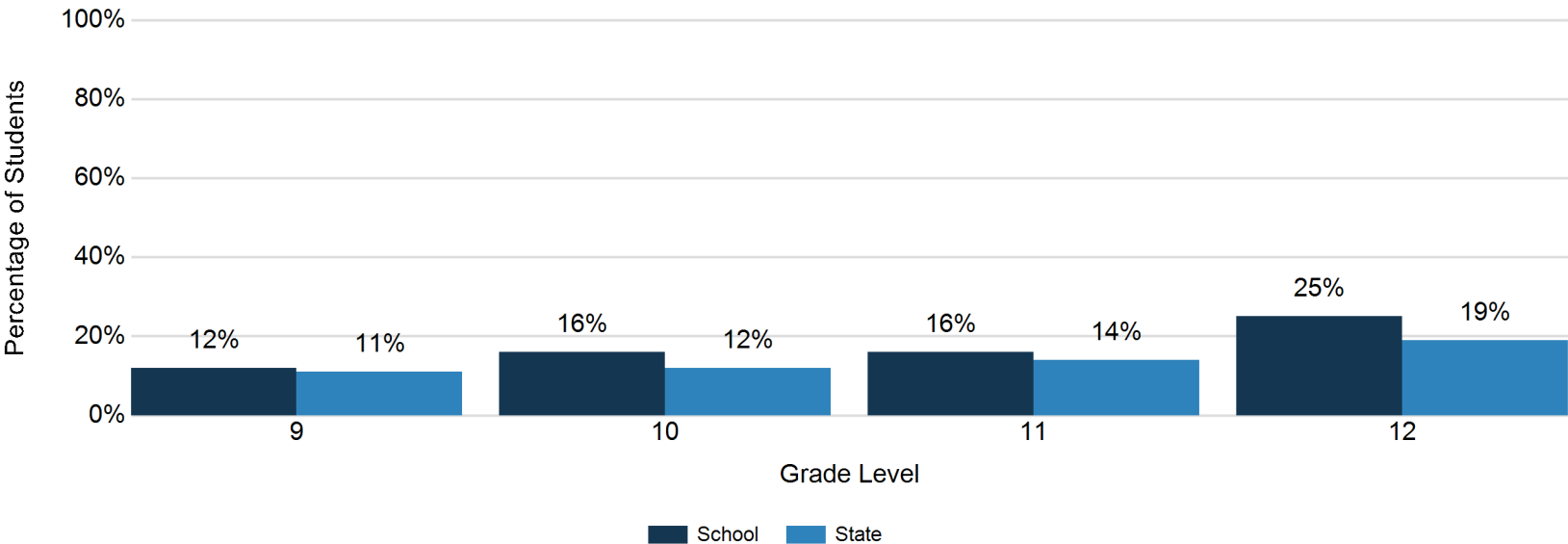
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	29
Weapons	2
Vandalism	5
Substances	30
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	66
Incidents Per 100 Students Enrolled	2.81

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	24
Weapons	1
Vandalism	1
Substances	18
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2



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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	1	1	2
No Identified Nature	1		1

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	*	*
Out-of-School Suspensions	196	8.3%
Any Suspension	197	8.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	55	2.3%

School Days Missed due to Out-of-School Suspensions
1326



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:06 PM
Length of School Day	6 Hrs 36 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	196	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	138:1	188:1
Teachers to Administrators	12:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



Egg Harbor Township High School
 (01-1310-005)
 Grades Offered: 09-12
 2018-2019

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

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 and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	57.7%	58.8%	48.4%	77.1%	54.9%
Male	50.2%	42.3%	41.2%	51.6%	22.9%	45.1%
White	44.5%	95.4%	88.2%	42.4%	83.6%	77.4%
Hispanic	25.3%	3.1%	5.9%	29.9%	7.3%	7.2%
Black or African American	11.2%	1.0%	5.9%	15.0%	6.6%	13.9%
Asian	16.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Egg Harbor Township High School
(01-1310-005)
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2018-2019

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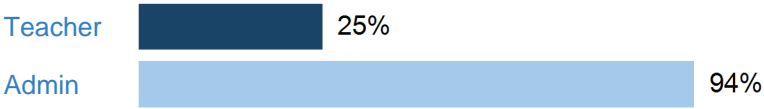
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	95.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Egg Harbor Township High School
(01-1310-005)
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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Egg Harbor Township High School
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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.4%	54.9%	58.8%
Math Proficiency	33.9%	39.3%	39.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.2%	95.5%	92.7%
5-Year Graduation Rate†	93.2%	95.5%	96.7%
Progress toward English Language Proficiency		51.2%	25.9%
Chronic Absenteeism	16.2%	16.9%	17.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Goal	Met Goal	Met Target†	Not Met	Yes
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Goal	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	**	**	**	Met	No

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






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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • U.S. Department of Education National Green Ribbon School and NJ Department of Education State Green Ribbon School • New Jersey Model School for the Arts and New Jersey Model School for our Hispanohablantes program. Students are also able to earn the Seal of Biliteracy which certifies that they have demonstrated the • Career Academies in the Medical Sciences, Business, Law and Communications
 <p>Mission, Vision, Theme:</p>	<p>Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Egg Harbor Township High School has been recognized for excellence in environmental stewardship, reduction in energy usage, and cost avoidance as a U.S. Department of Education Green Ribbon School. Furthermore, our school has won the New Jersey Sustainability Champion Award as the greenest high school in the state for two consecutive years. Our Girl's Softball Team is a recent Group IV State Champion and we have also won sectional titles in both Boys & Girl's Track & Field within the last year. Our Future Business Leaders of America (FBLA) club received two, first and second place awards at the 2018-2019 FBLA national leadership conference held in San Antonio, Texas, and three additional groups placed in the top ten on their projects.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>EHTHS offers over 240 courses and 23 Advanced Placement courses. Content areas include: Art, Business Education, , Computer Science, Consumer Science, English, Health & Physical Education, STEAM/Industrial Technology, Math, Music, Science, Social Studies, Special Education, Theater, and World Language.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Girls Tennis, Girls Soccer, Girls Swimming, and Boys Bowling captured Cape Atlantic League (CAL) titles. Girls Swimming also repeated as South Jersey Invitational champions. Boys Winter Track and Boys Bowling won a South Jersey Group IV Title. 36 student-athletes were recognized as First Team CAL and 16 students signed National Letters of Intent. A member of the Girls Track and Field team won the 200 Meter Meet of Champions Champion, and 200 meter State Champion races.</p>
 <p>Clubs and Activities:</p>	<p>EHTHS currently offers 33 clubs and activities where students and staff participate in a variety of events throughout South Jersey and the State. Clubs participate in the Hero Walk, Gilda?s Club, the Food Pantry of Atlantic County, cancer benefits, and Field of Dreams. All clubs and activities raise funds through various activities including bake sales, flea markets, coin drops, and grocery bagging and donate the proceeds to multiple organizations.</p>






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 <p>Before and After School Programs:</p>	<p>Egg Harbor Township High School offers academic assistance in the form of specific after school programs for students with disabilities as well as ELL students. After school tutoring is also available for the entire student body on a weekly basis. The school offers a grab and go breakfast program before instruction begins.</p>
 <p>Staff and Professional Learning:</p>	<p>EHTHS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTHS has after school PLC meetings as well as designated times within the school day for collaborating both within departments and cross-content. Staff participated in four full Professional Learning Days in the 2018 -19 school year.</p>
 <p>Postsecondary Information:</p>	<p>The Class of 2019 consisted of 623 graduates with 87% pursuing further education. 58% pursued four-year colleges; 25% pursued two-year colleges; 4% pursued Career/Technical Schools; 4% Military Enlistment, and 9% School-to-Work. The class was awarded at total of \$13.6 million in grants and scholarships.</p>






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 <p>Student Supports and Services:</p>	<p>EHTHS provides extensive supports for students with two Child Study Teams, a comprehensive school counseling program including Student Assistance Coordinators, a community Youth-Based Service program, as well as two Intervention & Referral Services Teams each covering two grade levels each.</p>
 <p>Student Health and Wellness:</p>	<p>EHTHS offers a before school breakfast program in conjunction with the AtlantiCare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training, weight training, and aquatics. Medical care is provided through a nursing suite staffed by three certified school nurses.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents can access real-time information regarding their children's progress and attendance through the Parent Portal of Infinite Campus. Parent/community presentations take place throughout the year on the topics of college admissions, literacy, teen driving, dangers of substance abuse, internet safety, and career connection events. We have also incorporated information evenings specifically for our Spanish-speaking families, all in their native language.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>EHTHS is a state-of-the-art facility with a 475,000 square foot academic building including a performing arts center and aquatic center as well as an outdoor athletic complex and fieldhouse.?</p>
 <p>School Safety:</p>	<p>EHTHS employs a staff of highly trained security guards and works closely in conjunction with the Egg Harbor Twp. Police Department as well as county and state agencies to ensure the safety of students, staff, and visitors.</p>





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 <div>Technology and STEM:</div>	<p>EHTHS offers an extensive menu of STEAM coursework including multiple HN and AP courses in computer science, and course work in Engineering Design using CAD, Robotics Engineering, STEM 2.0, and Networking. In addition the high school hosts STEM showcases in computer sceince and students can program after school as part of our Coding Club.</p>
 <div>Early Childhood Education:</div>	<p>EHTHS offers a preschool lab to local families that is operated by students in our Education & Training program, many of which have postsecondary goals in Early Childhood education. The program is supervised by certified staff from our Family & Consumer Science Department.</p>




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 <p>Other Information</p>	<p>EHTHS utilizes a modified, rotating block schedule with instructional periods of 55 minutes, six times per day. Total enrollment is approximately 2350 with a full-time certified staff of over 230, many holding advanced degrees. EHTHS offers three selective academy programs: a Medical Science Academy, the Academy of Law and Business, and the Communications Academy, as well as designated STREAM Tracks. Dual credit is offered through partnerships with Stockton University and Atlantic Cape Community College. A half-day Senior Option program is available to students that may want to pursue School-to-Work or college course opportunities. An Option Two program, for senior students who would like to fulfill graduation requirements in a non-traditional manner, is also available.</p>
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Fernwood Avenue Middle School
(01-1310-039)
Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:

**Fernwood Avenue Middle School**

(01-1310-039)

Grades Offered: 06-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Mr. Kevin Fricke
Address	4034 FERNWOOD AVENUE EGG HARBOR TOWNSHIP, NJ 08234-5703
Phone Number	609-383-3355
Email Address	fricke@eht.k12.nj.us
Website	http://fms.eht.k12.nj.us/
Facebook	https://www.facebook.com/ehtnjfernwood
Twitter	https://twitter.com/@ehtnjfernwoodschool



Fernwood Avenue Middle School

(01-1310-039)

Grades Offered: 06-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	338	302	302
7	311	358	295
8	310	302	359
Total	959	962	956

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.8%	46.8%	47.6%
Male	53.2%	53.2%	52.4%
Economically Disadvantaged Students	47.4%	45.9%	46.5%
Students with Disabilities	10.5%	11.7%	11.8%
English Learners	1.7%	2.1%	2.1%
Homeless Students	0.6%	1.0%	1.0%
Students in Foster Care	0.4%	0.3%	0.3%
Military-Connected Students	1.0%	1.4%	1.5%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	47.1%	46.0%	45.0%
Hispanic	25.4%	25.7%	26.8%
Black or African American	10.8%	10.3%	10.3%
Asian	13.3%	14.3%	13.6%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	3.1%	3.4%	4.3%

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	77.0%
Spanish	11.3%
Vietnamese	2.8%
Bengali	2.3%
Chinese	1.9%
Other Languages	4.7%



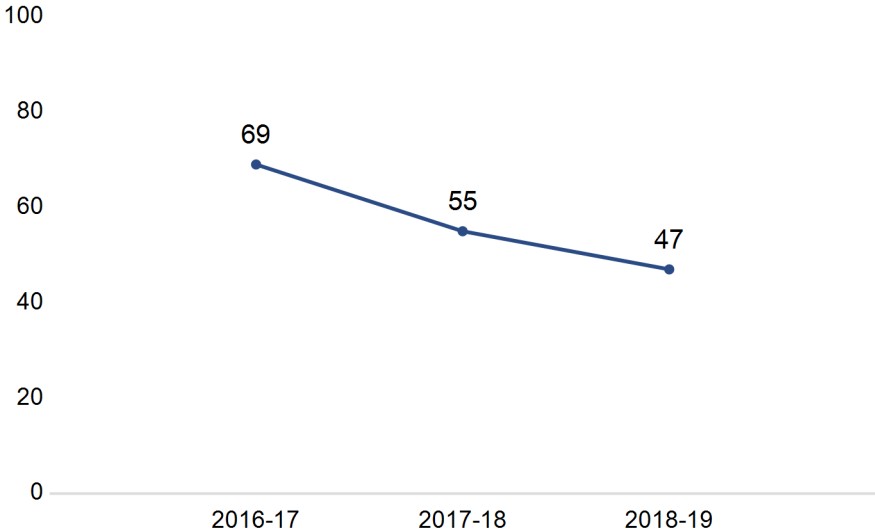
Fernwood Avenue Middle School
(01-1310-039)
Grades Offered: 06-08
2018-2019

Report Key:
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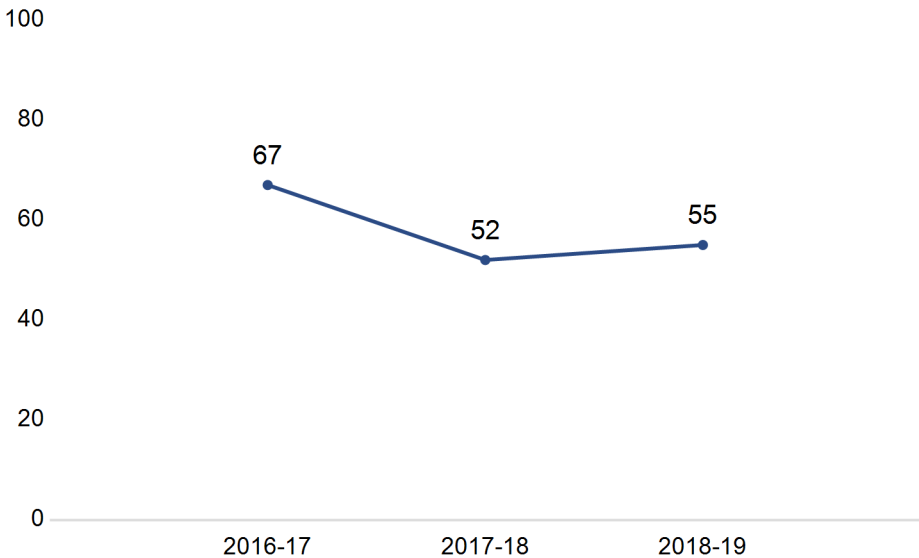
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	69	55	47	67	52	55
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Fernwood Avenue Middle School

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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 (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 school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school 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 (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	41	50	Met Standard	55	45	50	Met Standard
White	49	42	50	Met Standard	56	46	52	Met Standard
Hispanic	45	41	49	Met Standard	47	43	47	Met Standard
Black or African American	40.5	34	45	Met Standard	49	41.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	53	48.5	59	Met Standard	59	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	40.5	38	49	Met Standard	50	38	52	Met Standard
Female	49	43	53	N	52	43	50	N
Male	46	39	47	N	58	47	51	N
Economically Disadvantaged Students	46	40	48	Met Standard	55	43	46	Met Standard
Students with Disabilities	44	36	43	Met Standard	54.5	43	45	Met Standard
English Learners	56.5	36	52	Met Standard	50.5	46	50	Met Standard
Homeless Students	*	41.5	43	N	*	33	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	42	38	49	N	37.5	41	51	N
Migrant Students	N	N	47	N	N	N	51	N



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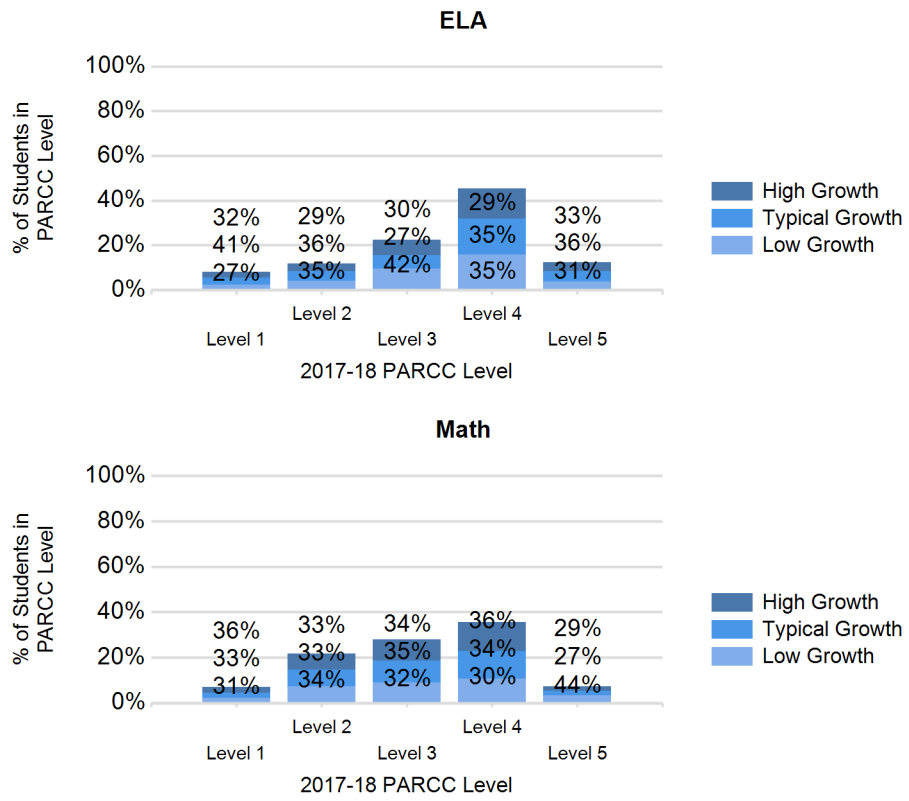
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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 school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school 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.

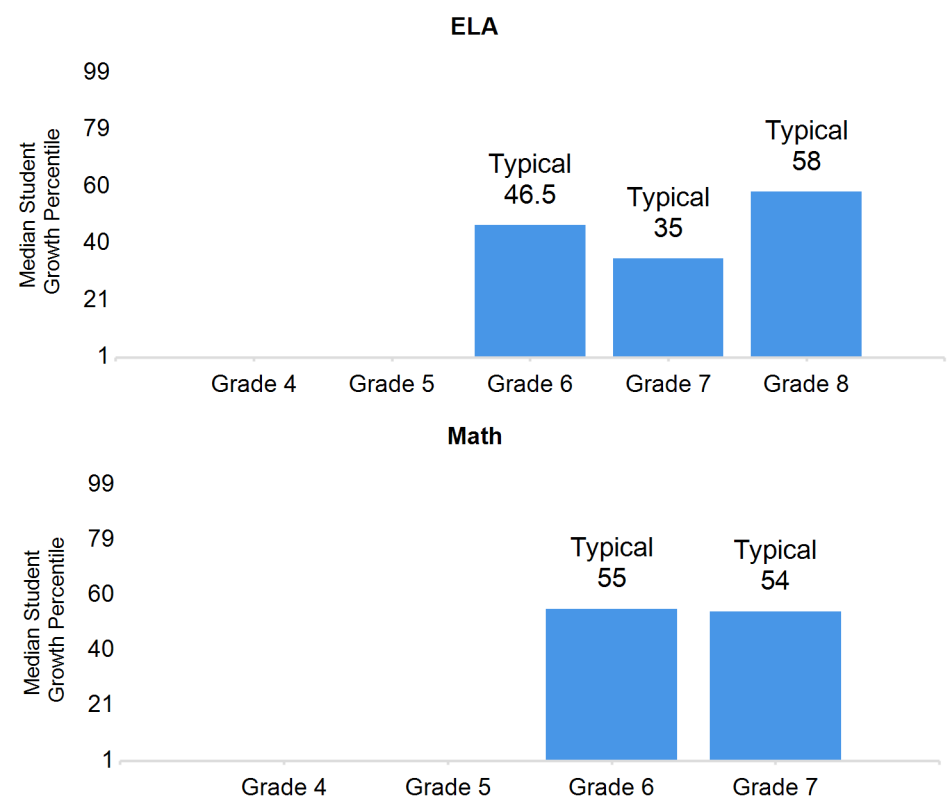
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



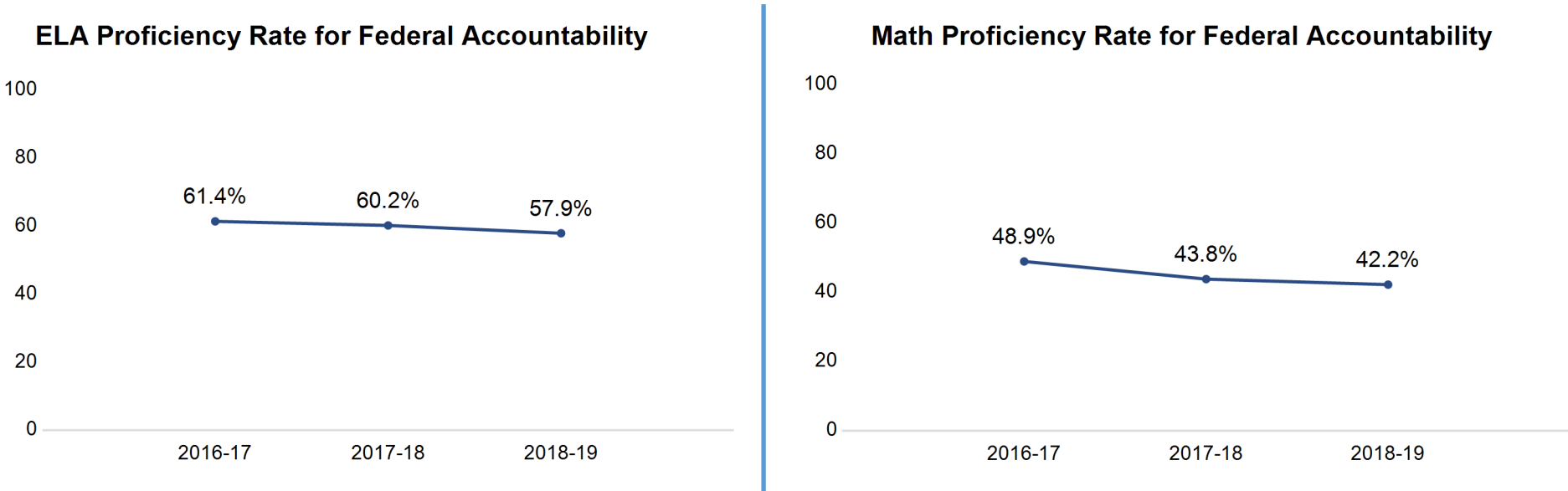


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.6%	96.8%	98.2%	94.0%	96.7%	97.0%
Proficiency Rate for Federal Accountability	61.4%	60.2%	57.9%	48.9%	43.8%	42.2%
Annual Target	58.4%	59.6%	60.7%	45.6%	47.4%	49.2%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Fernwood Avenue Middle School

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	922	98.2	57.9	52.1	57.9	57.9	60.7	Not Met
White	425	98.9	67.3	57.3	66.9	67.3	65.2	Met Target
Hispanic	245	97.6	43.3	39.5	43.9	43.3	45.8	Met Target†
Black or African American	95	97.0	35.8	*	38.5	35.8	40.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	122	100.0	72.1	71.5	82.9	72.1	78.2	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	35	92.7	57.1	*	64.4	55.4	65.1	Met Target†
Female	436	98.7	67.0	59.1	64.8	67.0		
Male	486	97.8	49.8	45.5	51.3	49.8		
Economically Disadvantaged Students	432	97.4	44.7	40.8	40.0	44.7	48.6	Met Target†
Non-Economically Disadvantaged Students	490	99.0	69.6	62.6	67.9	69.6		
Students with Disabilities	112	92.1	*	*	22.7	*	16.8	Not Met
Students without Disabilities	810	99.2	*	*	65.1	*		
English Learners	43	97.8	23.3	23.7	29.3	23.3	30.4	Met Target†
Non-English Learners	879	98.3	59.6	53.7	60.6	59.6		
Homeless Students	10	91.7	40.0	32.0	29.1	38.1		
Students In Foster Care	*	*	*	45.5	27.6	*		
Military-Connected Students	14	100.0	64.3	58.3	57.8	64.3		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

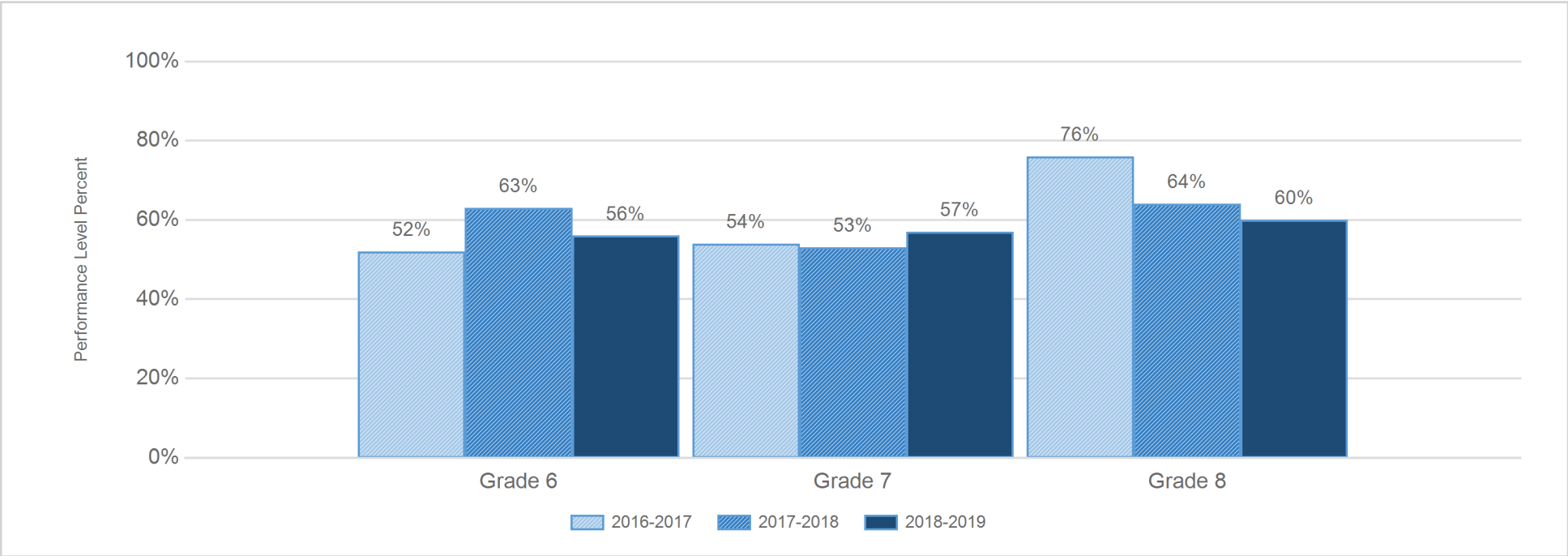


Fernwood Avenue Middle School
(01-1310-039)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	296	752	750	754	7%	14%	23%	45%	11%	56%	56%
White	122	762	757	762	*	*	24%	51%	16%	67%	65%
Hispanic	93	741	740	743	13%	19%	24%	*	*	44%	43%
Black or African American	30	739	740	738	*	*	*	43%	0%	43%	36%
Asian, Native Hawaiian, or Pacific Islander	35	761	760	780	*	*	*	*	*	63%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	16	746	745	760	0%	*	*	*	*	44%	64%
Female	148	756	753	762	*	*	25%	47%	13%	60%	64%
Male	148	748	747	748	*	*	22%	43%	9%	51%	48%
Economically Disadvantaged Students	156	743	743	740	*	*	26%	39%	6%	46%	39%
Non-Economically Disadvantaged Students	140	762	758	763	*	*	20%	51%	16%	67%	67%
Students with Disabilities	41	712	716	722	*	*	*	*	*	10%	19%
Students without Disabilities	255	759	756	761	*	*	*	*	*	63%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	289	753	752	761	9%	15%	19%	38%	19%	57%	63%
White	133	760	757	769	*	*	19%	47%	20%	68%	72%
Hispanic	61	737	738	747	16%	23%	21%	*	*	39%	50%
Black or African American	34	725	726	741	*	29%	*	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	50	776	774	790	0%	*	*	46%	32%	78%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	11	738	754	768	*	*	*	*	*	27%	68%
Female	149	762	763	769	*	*	16%	39%	28%	66%	71%
Male	140	743	742	753	*	*	23%	36%	10%	46%	55%
Economically Disadvantaged Students	128	738	740	743	*	*	22%	27%	12%	38%	45%
Non-Economically Disadvantaged Students	161	764	762	771	*	*	17%	47%	25%	71%	73%
Students with Disabilities	31	700	703	720	*	*	*	*	*	*	22%
Students without Disabilities	258	759	758	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	355	760	757	762	8%	11%	22%	39%	21%	60%	63%
White	172	766	761	770	*	*	21%	41%	26%	67%	72%
Hispanic	94	745	744	747	14%	19%	23%	*	*	44%	49%
Black or African American	32	743	742	741	*	*	31%	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	46	774	778	794	*	*	*	37%	33%	70%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	11	787	*	769	0%	0%	*	*	*	100%	69%
Female	150	773	768	771	*	*	20%	41%	31%	73%	71%
Male	205	751	748	753	*	*	23%	37%	14%	50%	55%
Economically Disadvantaged Students	158	749	749	743	*	*	23%	35%	14%	49%	45%
Non-Economically Disadvantaged Students	197	769	764	772	*	*	21%	41%	27%	68%	72%
Students with Disabilities	41	715	712	721	41%	*	27%	*	*	17%	22%
Students without Disabilities	314	766	764	770	3%	*	21%	*	*	65%	71%
English Learners	*	*	705	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	758	764	*	*	*	*	*	*	65%
Homeless Students	*	*	737	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	912	97.0	42.2	42.1	44.5	42.2	49.2	Not Met
White	421	97.7	49.9	46.7	54.1	49.9	51.6	Met Target†
Hispanic	240	95.7	25.0	29.8	28.8	25.0	31.8	Not Met
Black or African American	95	97.0	17.9	*	23.0	17.9	35.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	122	100.0	68.0	62.5	76.5	68.0	74.1	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	34	87.8	44.1	*	53.3	41.6	47.4	Met Target†
Female	433	98.0	43.6	42.8	44.9	43.6		
Male	479	96.1	40.9	41.5	44.2	40.9		
Economically Disadvantaged Students	428	96.3	28.0	31.4	26.3	28.0	39	Not Met
Non-Economically Disadvantaged Students	484	97.6	54.8	51.9	54.9	54.8		
Students with Disabilities	109	89.0	*	14.0	17.4	*	17.9	Not Met
Students without Disabilities	803	98.2	*	46.7	50.0	*		
English Learners	43	97.9	32.6	31.6	25.0	32.6	26.8	Met Target
Non-English Learners	869	96.9	42.7	42.7	46.5	42.7		
Homeless Students	10	91.7	10.0	27.7	17.1	*		
Students In Foster Care	*	*	*	10.0	17.1	*		
Military-Connected Students	14	100.0	57.1	45.6	46.4	57.1		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Fernwood Avenue Middle School

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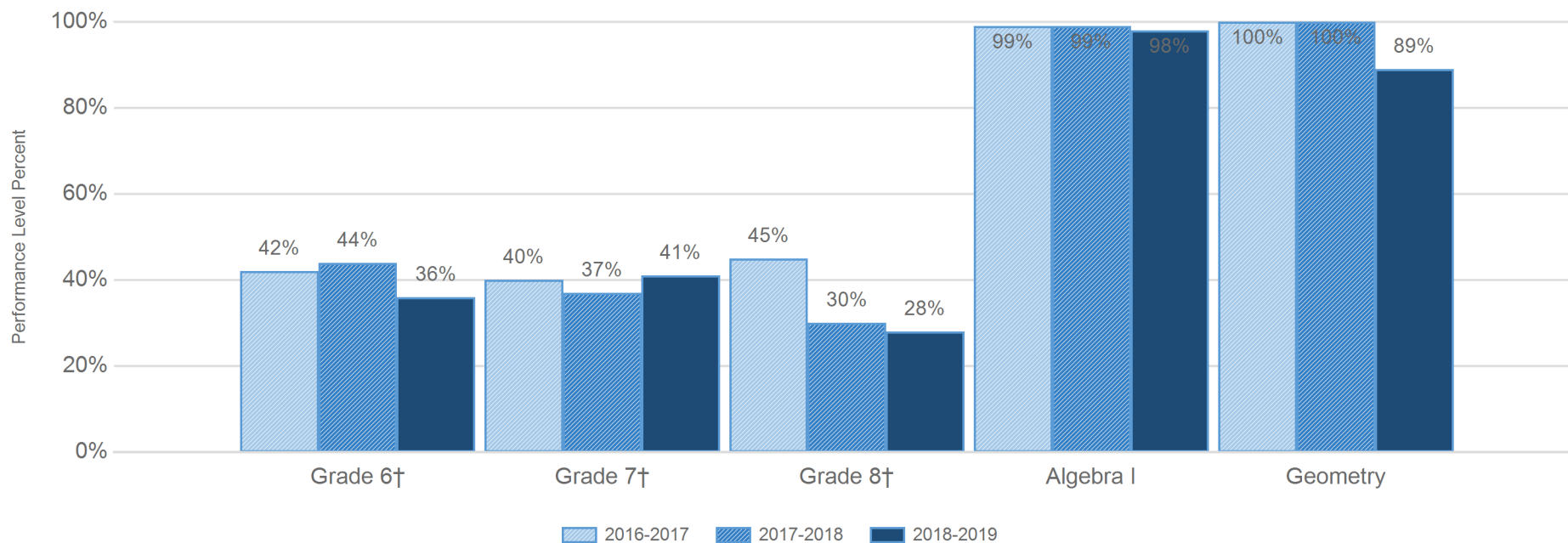
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	296	740	738	741	7%	26%	31%	31%	4%	36%	41%
White	121	747	743	749	*	20%	31%	*	*	47%	51%
Hispanic	94	730	729	729	*	39%	33%	*	*	20%	24%
Black or African American	31	726	727	722	*	39%	32%	*	*	16%	19%
Asian, Native Hawaiian, or Pacific Islander	35	753	757	769	*	*	*	*	*	57%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	15	739	737	747	*	*	*	*	*	33%	48%
Female	149	738	737	742	*	30%	28%	*	*	37%	42%
Male	147	741	740	740	*	22%	35%	*	*	35%	40%
Economically Disadvantaged Students	158	733	733	726	*	32%	35%	*	*	23%	21%
Non-Economically Disadvantaged Students	138	747	745	750	*	19%	27%	*	*	51%	53%
Students with Disabilities	41	719	713	716	*	41%	*	*	*	12%	12%
Students without Disabilities	255	743	743	746	*	24%	*	*	*	40%	46%
English Learners	*	*	714	709	*	*	*	*	*	*	*
Non-English Learners	*	*	739	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Fernwood Avenue Middle School

(01-1310-039)

Grades Offered: 06-08

2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	269	741	742	744	9%	20%	30%	35%	6%	41%	42%
White	123	745	744	751	*	15%	33%	*	*	47%	53%
Hispanic	59	729	732	733	*	37%	31%	*	*	24%	26%
Black or African American	33	725	*	727	*	39%	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	44	762	763	768	*	*	27%	*	*	68%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	10	722	*	749	*	*	*	*	*	20%	51%
Female	140	743	745	744	*	19%	34%	*	*	41%	42%
Male	129	739	739	743	*	22%	25%	*	*	42%	42%
Economically Disadvantaged Students	125	733	735	731	*	27%	30%	*	*	30%	24%
Non-Economically Disadvantaged Students	144	748	748	751	*	15%	30%	*	*	51%	53%
Students with Disabilities	31	709	710	718	*	*	*	*	*	*	13%
Students without Disabilities	238	745	746	749	*	*	*	*	*	*	48%
English Learners	*	*	729	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Fernwood Avenue Middle School

(01-1310-039)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	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	263	729	728	728	18%	28%	26%	28%	0%	28%	29%
White	123	733	733	737	15%	25%	27%	33%	0%	33%	38%
Hispanic	78	719	722	722	31%	28%	23%	18%	0%	18%	22%
Black or African American	30	720	717	714	*	47%	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	109	735	733	731	13%	26%	28%	33%	0%	33%	31%
Male	154	724	724	726	22%	30%	24%	24%	0%	24%	27%
Economically Disadvantaged Students	132	724	724	719	22%	30%	27%	20%	0%	20%	20%
Non-Economically Disadvantaged Students	131	734	733	735	15%	26%	24%	35%	0%	35%	36%
Students with Disabilities	37	697	697	707	*	*	*	*	*	*	10%
Students without Disabilities	226	734	734	734	*	*	*	*	*	*	35%
English Learners	*	*	715	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	730	*	*	*	*	*	*	30%
Homeless Students	*	*	718	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	85	782	747	744	0%	0%	*	*	*	98%	42%
White	47	782	751	752	0%	0%	*	*	*	98%	53%
Hispanic	10	775	*	728	0%	0%	*	*	*	90%	24%
Black or African American	*	*	734	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	22	786	762	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	40	778	749	745	0%	0%	*	*	*	95%	44%
Male	45	786	746	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	19	778	737	727	0%	0%	*	*	*	95%	23%
Non-Economically Disadvantaged Students	66	784	756	752	0%	0%	*	*	*	98%	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	85	782	751	748	0%	0%	*	*	*	98%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	19	771	743	737	0%	0%	*	*	*	89%	35%
White	*	*	743	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	745	738	*	*	*	*	*	*	36%
Male	*	*	741	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	738	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	701	712	N	N	N	N	N	N	*
Students without Disabilities	19	771	748	741	0%	0%	*	*	*	89%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	19	771	*	738	0%	0%	*	*	*	89%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
6	*	*
7	*	*
8	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	57.1%	**	**

† 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	11	81.8%	18.2%
3-4	*	*	*
5 or more	*	*	*



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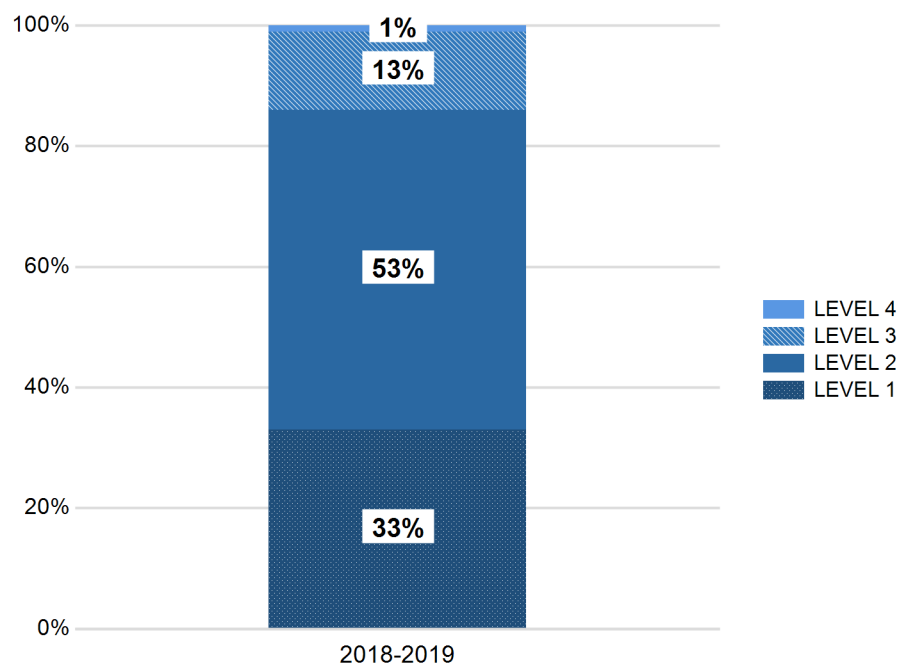
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	33	53	13	1
White	25	59	15	1
Hispanic	49	44	5	1
Black or African American	52	39	10	0
Asian, Native Hawaiian, or Pacific Islander	22	57	20	2
American Indian or Alaska Native	N	N	N	N
Two or More Races	20	50	30	0
Female	32	56	11	0
Male	34	50	15	2
Economically Disadvantaged Students	46	48	6	0
Non-Economically Disadvantaged Students	24	56	18	2
Students with Disabilities	69	31	0	0
Students without Disabilities	29	55	15	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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	302
7	19	0	276
8	66	19	274
Total	85	19	852

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	277	0	0	0	0	0	0
7	183	0	0	0	66	0	0
8	231	0	0	0	58	0	0
Total	691	0	0	0	124	0	0



Fernwood Avenue Middle School
(01-1310-039)
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2018-2019

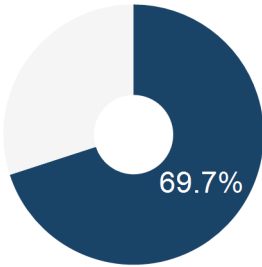
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Visual and Performing Arts – Course Participation

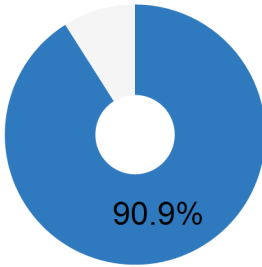
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

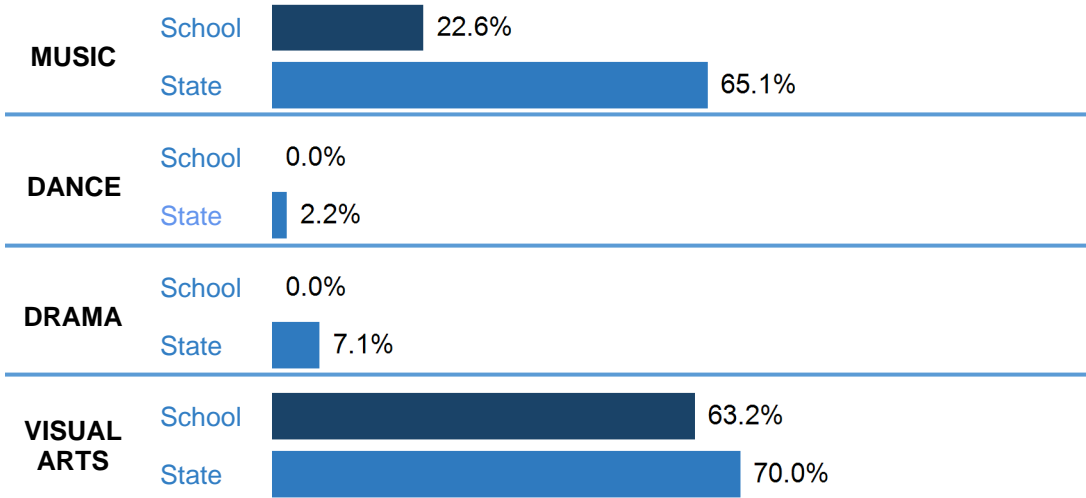


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

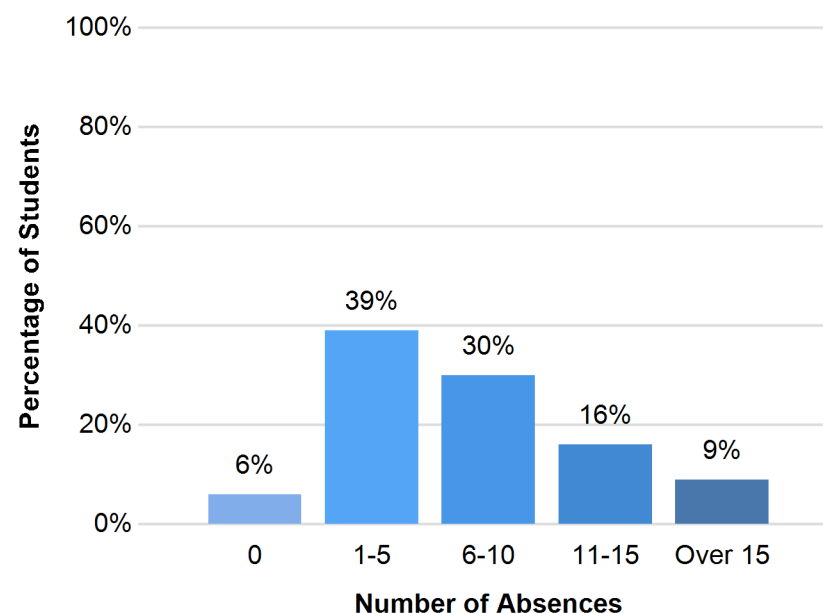
Chronic Absenteeism

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?
Schoolwide	58	6.1	9.1	Met
White	26	6.0	9.1	Met
Hispanic	16	6.3	9.1	Met
Black or African American	9	9.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	1.5	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	12.8	9.1	Not Met
Female	21	4.6		
Male	37	7.4		
Economically Disadvantaged Students	32	7.3	9.1	Met
Students with Disabilities	18	15.5	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	1	10.0		
Students in Foster Care	*	*		
Military-Connected Students	1	7.1		
Migrant Students	N	N		

Days Absent

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





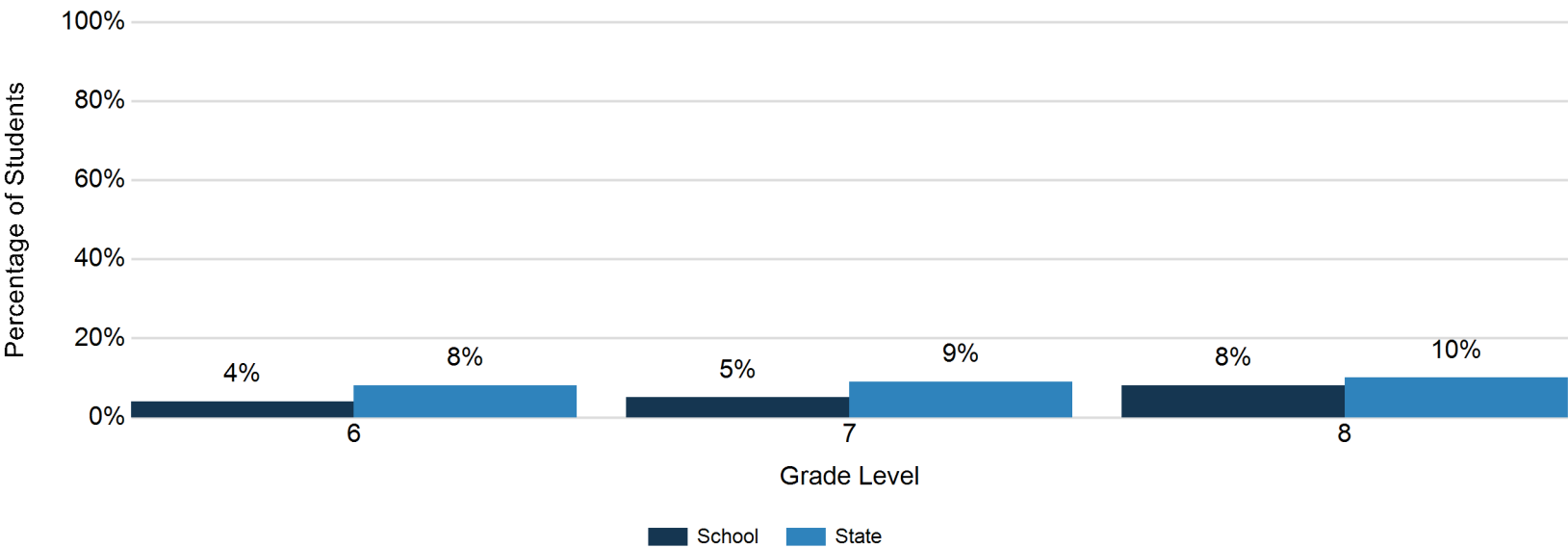
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	10
Weapons	2
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.72

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	2
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2



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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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	2	2
Other	0	6	6
No Identified Nature	3		3

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	*	*
Out-of-School Suspensions	63	6.6%
Any Suspension	64	6.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
303



Fernwood Avenue Middle School

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:06 PM
Length of School Day	6 Hrs 36 Mins
Full Time - Instructional Time	5 Hrs 12 Mins
Shared Time - Instructional Time	5 Hrs. 12 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.5:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	80	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	319:1	188:1
Teachers to Administrators	27:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



Fernwood Avenue Middle School

(01-1310-039)

Grades Offered: 06-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	68.8%	33.3%	48.4%	77.1%	54.9%
Male	52.4%	31.3%	66.7%	51.6%	22.9%	45.1%
White	45.0%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.8%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	13.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Fernwood Avenue Middle School
(01-1310-039)
Grades Offered: 06-08
2018-2019

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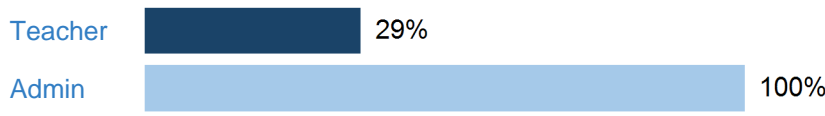
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

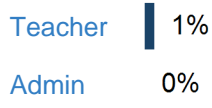
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	95.0%



Fernwood Avenue Middle School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Fernwood Avenue Middle School

(01-1310-039)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.4%	60.2%	57.9%
Math Proficiency	48.9%	43.8%	42.2%
ELA Growth	69	55	47
Math Growth	67	52	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.6%	57.1%
Chronic Absenteeism	7.3%	7.6%	6.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	**	No

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






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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> The FAMS STEM team continue to implement ideals from a cohort with the University of Notre Dame's Center for STEM Education. FAMS (since 2008) is home to the only competitive, middle school percussion ensemble in the region. The FAMS Wind Ensemble has competed in the New York City, Big Apple Classic Band Festival every yea FAMS was awarded Bronze level status through Sustainable New Jersey for environmental awareness.
 <p>Mission, Vision, Theme:</p>	<p>Mission: The mission of the Egg Harbor Township School District and Fernwood Avenue Middle School (FAMS) is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning. Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Fernwood Avenue Middle School (FAMS) is environmentally friendly and has been certified with a Bronze level status through Sustainable New Jersey for reducing our environmental impact. The FAMS has been accepted as a cohort with University of Notre Dame's Center for STEM Education. Our Fine and Performing Arts program have students successfully audition for the All South Jersey Choir, Band and Orchestra annually.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our course of study affords students a daily exposure to English, Mathematics, Science, and Social Studies. Students who need additional instruction and reinforcement for the New Jersey State Learning Standards (NJSTLS) are offered supplemental classes in English and Mathematics. The Egg Harbor Township School District offers advanced programs in Science, Pre-Algebra, Algebra, Geometry, Spanish and French. The Fernwood Avenue Middle School offers elective encore courses in Band, Orchestra, Chorus, Coding, Robotics, Entrepreneurship, Media Studies, Art, and STEM.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Fernwood Avenue Middle School is a member of the Cape Atlantic Athletic Conference and offers athletics to boys and girls during the fall, winter and spring seasons. The FAMS offers soccer, field hockey, basketball, wrestling, softball, baseball, and track and field.</p>
 <p>Clubs and Activities:</p>	<p>The extracurricular programs at Fernwood Avenue Middle School are very diverse and comprehensive, providing an extension to our students overall education and well roundedness. In addition to athletics, we offer clubs that coordinate our community and school environments. Our Fine and Performing Arts program includes Band, Strings Ensemble, Chorus, Drama, and Art with many of our students having been chosen as ALL South Jersey representatives. We also offer clubs in coding, sign language, art, media, garden, renaissance, yearbook, and homework club.</p>





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 <p>Before and After School Programs:</p>	<p>Fernwood Avenue Middle School offers academic assistance programs during and after school for all of our students. The school also has a comprehensive breakfast program.</p>
 <p>Staff and Professional Learning:</p>	<p>FAMS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTSD has after school PLC meetings as well as designated times within the school day for collaborating both with departments and cross-content. Staff participated in four full Professional Learning Days in the 2018-19 school year.</p>






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 <p>Student Supports and Services:</p>	<p>FAMS provides extensive supports for students from their Child Study Teams, provides a comprehensive school counseling program including a Student Assistance Coordinator, as well as an Intervention & Referral Services Team.</p>
 <p>Student Health and Wellness:</p>	<p>FAMS offers a before school breakfast program in conjunction with the Atlanticare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training. Medical care is provided through a nursing suite staffed by two certified school nurses.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents have access to live information regarding their children"s academic progress and attendance through Infinite Campus, which is our administrative software platform. Parent/community presentations take place throughout the year on topics of HS course selection, literacy, and teen issues related to the dangers of substance abuse, internet safety, and career related activities.</p>



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<div>Climate Surveys:</div>	<div>Is a Climate Survey Used: No</div>
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<div>Other Information</div>	<p>The Fernwood Avenue Middle School (FAMS) hosts grades 6, 7 and 8 and is structured into eight small learning communities, which provide students a more personalized educational environment that utilizes a traditional schedule. The schedule allows for six instructional periods that allow for 52 minutes of instruction per day. The total enrollment is approximately 950 students with 94 full-time certified staff.</p>
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H. Russel Swift Elementary School

(01-1310-050)

Grades Offered: PK-03

2018-2019

Report Key:

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How to use this report:

- **Learn more** about this school 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](#) or the [district-level report](#) for this school
- 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

Notes from the New Jersey Department of Education:

**H. Russel Swift Elementary School**

(01-1310-050)

Grades Offered: PK-03

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Egg Harbor Township School District
Principal Name	Mrs. Joetta Surace
Address	5 SWIFT DRIVE EGG HARBOR TOWNSHIP, NJ 08234-9477
Phone Number	609-927-4141
Email Address	suracejo@eht.k12.nj.us
Website	http://sw.eht.k12.nj.us
Facebook	https://www.facebook.com/swift
Twitter	https://twitter.com/swift



H. Russel Swift Elementary School

(01-1310-050)

Grades Offered: PK-03

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	9	7	7
KG	71	88	91
1	113	95	120
2	119	122	105
3	124	128	122
Total	436	440	445

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	44.8%	44.5%
Male	53.0%	55.2%	55.5%
Economically Disadvantaged Students	32.6%	32.3%	32.1%
Students with Disabilities	19.5%	19.8%	16.9%
English Learners	5.5%	7.3%	5.6%
Homeless Students	0.5%	1.1%	1.1%
Students in Foster Care	0.5%	0.9%	0.4%
Military-Connected Students	1.8%	1.6%	1.3%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	57.1%	54.1%	52.8%
Hispanic	18.8%	20.0%	20.0%
Black or African American	7.8%	7.5%	7.0%
Asian	10.1%	12.0%	14.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	6.0%	6.1%	5.8%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	9	7	7
KG - Half Day	66	83	87
KG - Full Day	5	5	4

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	82.5%
Spanish	7.0%
Vietnamese	2.0%
Gujarati	1.8%
Bengali	1.6%
Other Languages	5.2%



H. Russel Swift Elementary School

(01-1310-050)

Grades Offered: PK-03

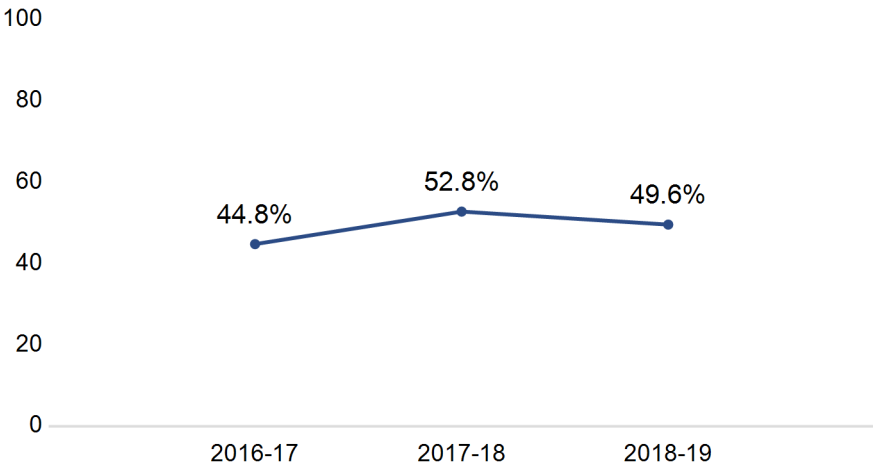
2018-2019

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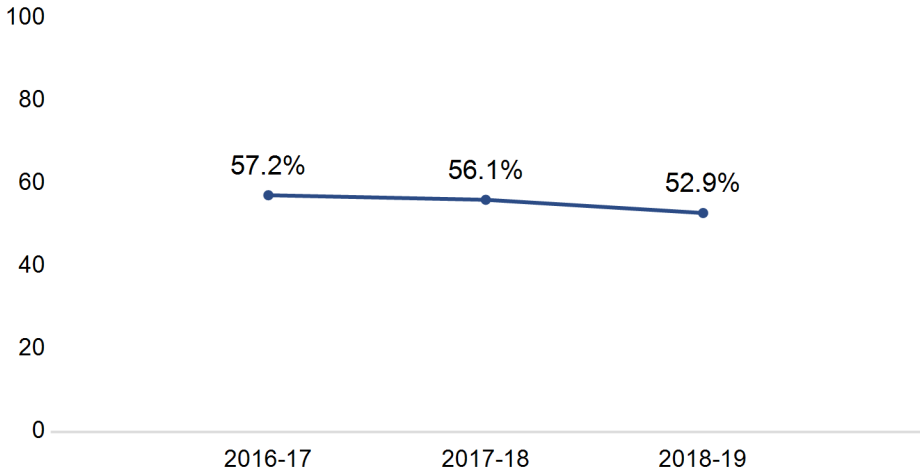
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.1%	99.2%	99.2%	95.1%	99.2%	99.2%
Proficiency Rate for Federal Accountability	44.8%	52.8%	49.6%	57.2%	56.1%	52.9%
Annual Target	56.3%	57.5%	58.8%	53.4%	54.8%	56.2%
Met Annual Target?	Not Met	Met Target†	Not Met	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



H. Russel Swift Elementary School
(01-1310-050)
Grades Offered: PK-03
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	121	99.2	49.6	52.1	57.9	49.6	58.8	Not Met
White	60	98.4	50.0	57.3	66.9	50.0	67.1	Not Met
Hispanic	26	100.0	34.6	39.5	43.9	34.6	24.3	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	66.7	71.5	82.9	66.7	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	60	100.0	55.0	59.1	64.8	55.0		
Male	61	98.4	44.3	45.5	51.3	44.3		
Economically Disadvantaged Students	43	100.0	39.5	40.8	40.0	39.5	42.2	Met Target†
Non-Economically Disadvantaged Students	78	98.7	55.1	62.6	67.9	55.1		
Students with Disabilities	27	96.8	14.8	*	22.7	14.8	12.3	Met Target
Students without Disabilities	94	100.0	59.6	*	65.1	59.6		
English Learners	*	*	*	23.7	29.3	*	**	**
Non-English Learners	*	*	*	53.7	60.6	*		
Homeless Students	*	*	*	32.0	29.1	*		
Students In Foster Care	N	N	N	45.5	27.6	N		
Military-Connected Students	*	*	*	58.3	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



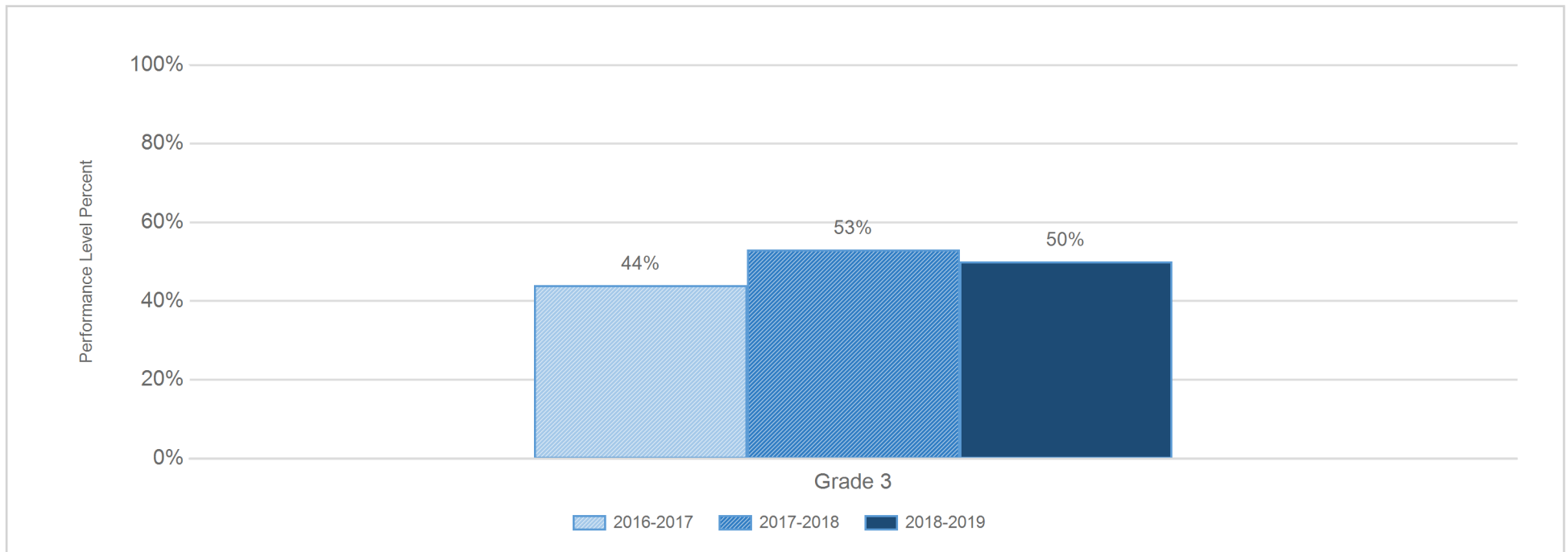
H. Russel Swift Elementary School
(01-1310-050)
Grades Offered: PK-03
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	120	748	745	748	13%	16%	22%	*	*	50%	50%
White	57	752	748	757	*	18%	19%	*	*	53%	60%
Hispanic	28	728	737	734	*	*	*	*	*	32%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	763	761	773	0%	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	60	754	748	753	*	*	18%	*	*	55%	55%
Male	60	741	743	743	*	*	25%	*	*	45%	46%
Economically Disadvantaged Students	46	736	737	731	*	*	26%	*	*	37%	33%
Non-Economically Disadvantaged Students	74	755	754	759	*	*	19%	*	*	58%	61%
Students with Disabilities	26	708	717	719	*	*	*	*	*	15%	24%
Students without Disabilities	94	759	750	754	*	*	*	*	*	60%	56%
English Learners	*	*	732	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	121	99.2	52.9	42.1	44.5	52.9	56.2	Met Target†
White	60	98.4	55.0	46.7	54.1	55.0	62.4	Met Target†
Hispanic	26	100.0	34.6	29.8	28.8	34.6	48.9	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	62.5	76.5	72.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	60	100.0	56.7	42.8	44.9	56.7		
Male	61	98.4	49.2	41.5	44.2	49.2		
Economically Disadvantaged Students	43	100.0	41.9	31.4	26.3	41.9	44.9	Met Target†
Non-Economically Disadvantaged Students	78	98.7	59.0	51.9	54.9	59.0		
Students with Disabilities	27	96.8	11.1	14.0	17.4	11.1	20.5	Met Target†
Students without Disabilities	94	100.0	64.9	46.7	50.0	64.9		
English Learners	*	*	*	31.6	25.0	*	**	**
Non-English Learners	*	*	*	42.7	46.5	*		
Homeless Students	*	*	*	27.7	17.1	*		
Students In Foster Care	N	N	N	10.0	17.1	N		
Military-Connected Students	*	*	*	45.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

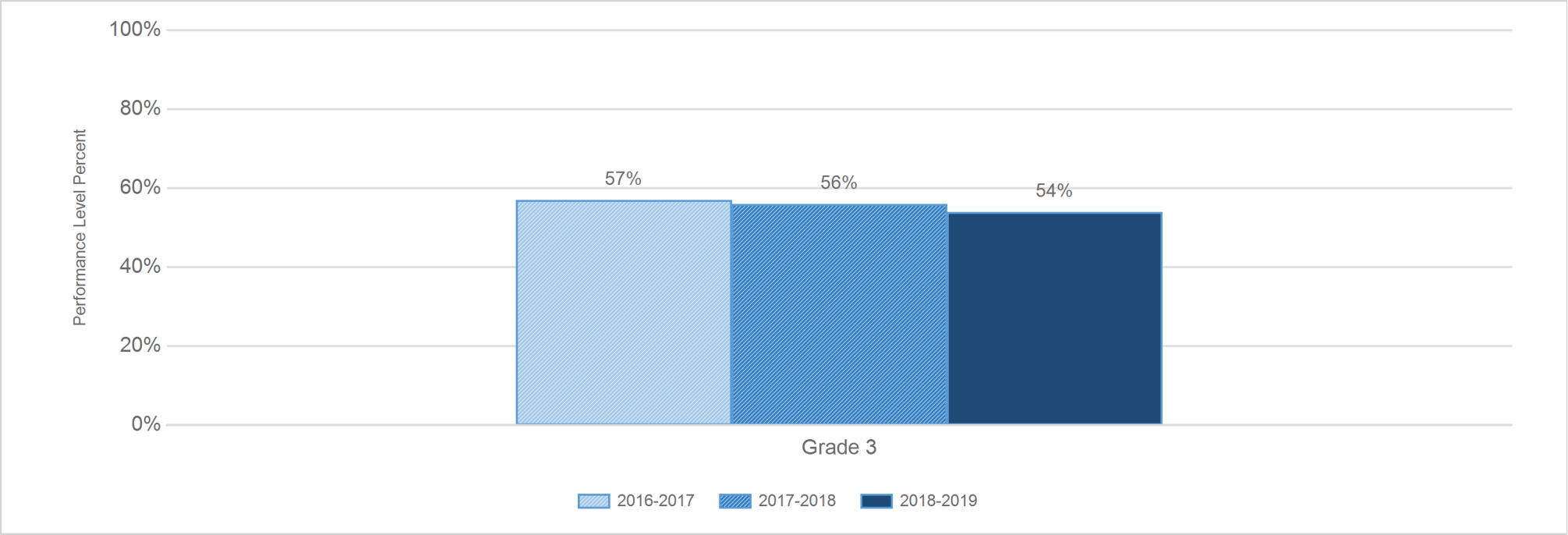


H. Russel Swift Elementary School
(01-1310-050)
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	121	750	751	752	13%	9%	24%	38%	16%	54%	55%
White	57	755	753	760	*	*	23%	39%	19%	58%	66%
Hispanic	29	722	740	739	*	*	*	*	*	31%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	780	772	778	0%	0%	*	*	*	78%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	61	755	750	751	*	*	23%	*	*	56%	54%
Male	60	745	751	752	*	*	25%	*	*	52%	56%
Economically Disadvantaged Students	46	733	741	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	75	760	760	761	*	*	*	*	*	61%	67%
Students with Disabilities	26	703	723	731	*	*	*	*	*	15%	31%
Students without Disabilities	95	763	755	756	*	*	*	*	*	64%	60%
English Learners	*	*	739	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	751	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	18	*	*
3-4	*	*	*
5 or more	N	N	N



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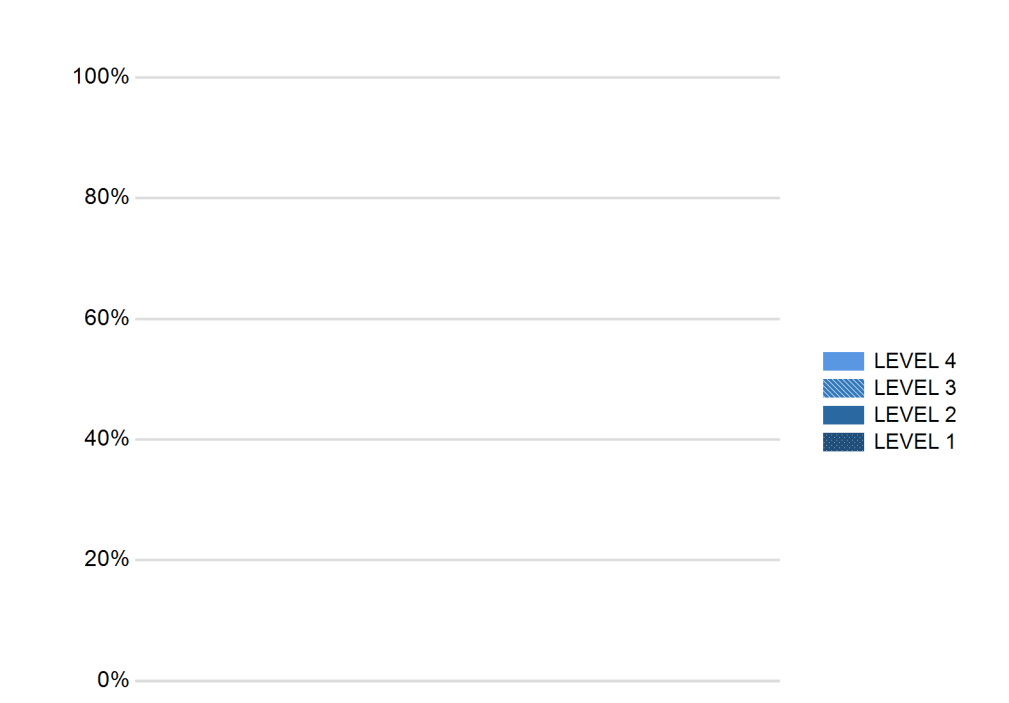
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

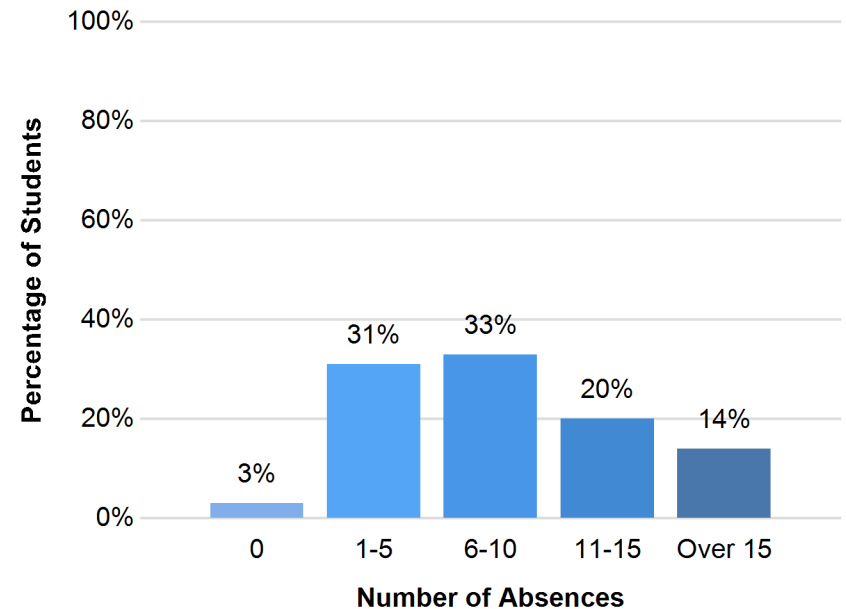
Chronic Absenteeism

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?
Schoolwide	42	9.6	9.6	Met
White	18	7.8	9.6	Met
Hispanic	10	11.4	9.6	Not Met
Black or African American	4	13.8	9.6	Not Met
Asian, Native Hawaiian, or Pacific	5	8.1	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Not Met
Female	18	9.1		
Male	24	10.0		
Economically Disadvantaged Students	15	11.0	9.6	Not Met
Students with Disabilities	15	21.7	9.6	Not Met
English Learners	0	0	9.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





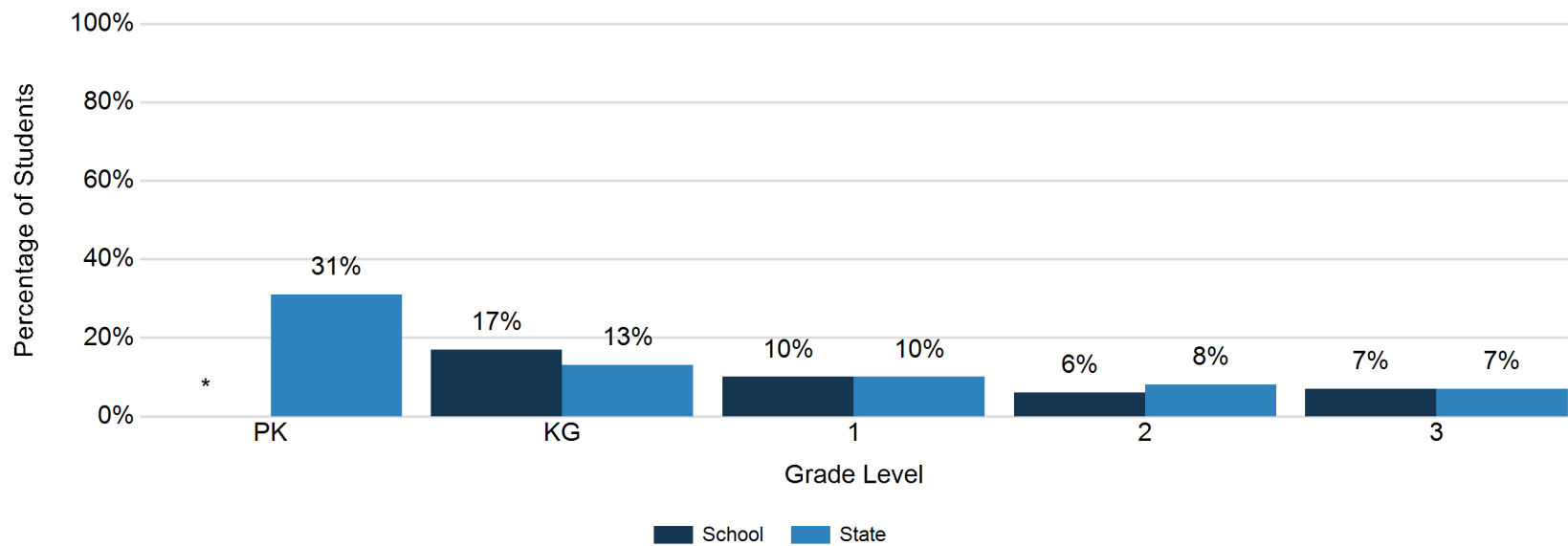
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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


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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:15 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	16.5	12.1
Average years experience in district	15.7	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	39	9,530
Average years experience in public schools	14.1	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	84.6%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	445:1	188:1
Teachers to Administrators	36:1	16:1
Students to Librarians/Media Specialists		816:1
Students to Nurses		524:1
Students to Counselors		334:1
Students to Child Study Team Members		306:1



H. Russel Swift Elementary School

(01-1310-050)

Grades Offered: PK-03

2018-2019

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.5%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	55.5%	8.3%	0.0%	51.6%	22.9%	45.1%
White	52.8%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.0%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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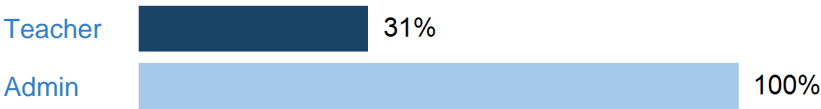
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

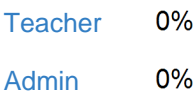
Bachelor's Degree



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 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.2%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	87.9%

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
2018-19	96.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.


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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.8%	52.8%	49.6%
Math Proficiency	57.2%	56.1%	52.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.0%	50.0%
Chronic Absenteeism	6.3%	8.6%	9.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	**	**	**	Met	No
White	Not Met	Met Target†	**	**	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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






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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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> H. Russell Swift Elementary School has been recognized in the state as a Star School. Swift Elementary School prides itself with Classroom Technology using smart boards and chromebooks. Swift celebrates the whole child as we engage and educate all.
 <div>Mission, Vision, Theme:</div>	<p>Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>H.Russell Swift Elementary is recognized by the State as a Star School. A Star School is a school honored for programs and practices of excellence. We have received Sustainable New Jersey Awards and are Certified as a Silver School. Swift continually works with Atlantic Care for healthy foods and has created a team of teachers and staff called the Wellness group to create great ideas for healthy living. We continue to receive mini grants from the Ed. Foundation for a variety of activities.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	Swift Elementary began a new series, Pearson's enVision Math. Our GT classes continue to teach lessons involving STEM and also compete with wordmasters. Swift holds a science fair which is organized through GT but all studnets are welcome. Chromebooks are used to enhance classroom instruction. We have open library times with Maker Space activities. The computer lab also has open time slots for enrichment opportunities.
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 <div>Before and After School Programs:</div>	<p>TALONS is before and after School program run by the district in each elementary school. Children have an opportunity to get homework done and work on both reading and social skills.</p>
 <div>Staff and Professional Learning:</div>	<p>Our teachers at Swift have a built in Professional Learning Community (PLC"s) once a week during the school day. We also have District wide PLC"s built into their contract to occur twice a month. During our Professional Learning Day"s the district gives teachers and administrastion session choices through out the day. Teacher also have the opportunity to attend seminars outside the district to enhance their PD. Teachers, staff and administration have required online PD to complete.</p>



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Student Supports and Services:

Swift has services and supports for English Language Learners, Basic Skills and students with disabilities. There are four self-contained classrooms and one auditory impaired classroom. Swift has a strong I&RS team that provides teachers with the necessary help for struggling students whether it is behavioral or academic. Our guidance counselor has small groups and one on one support for students. There is a mentor program to assist students emotional and academic needs.



Student Health and Wellness:

Swift provides students with breakfast and lunch. Swift has a team of teachers who promote wellness throughout the building. Swift had a family and fun night where health professionals shared their knowledge and parents and students had an opportunity to try healthy food and drink. Swift works with Atlantic Care and sets up taste testings of healthy foods. Swift was the recipient of a new playground and students get to utilize it on a daily basis. Students have PE 2x a week and recess.



Parent and Community Involvement:

Swift parents club is very involved in the culture of our school. They help with everything from class parties to book fair to class trips. They help with Science fair awards and anyother financial need the school may have. Parents have access to a parent portal to view student progress throughout the year. The community partnership along with the parents club funded a new playground for Swift.