



GENERAL CHARLES G. HARKER SCHOOL
2016-2017
Grade Span 03-05

15-5120-080
GLOUCESTER
SWEDSBORO-WOOLWICH
1771 OLDMANS CREEK ROAD
WOOLWICH TOWNSHIP, NJ 08085

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

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

Grade	2014-15	2015-16	2016-17
3	242	234	222
4	235	238	244
5	235	227	242
Ungraded	73	85	65
Total	785	784	773

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	48%
Male	53%	53%	52%
Economically Disadvantaged Students	12%	14%	12%
Students with Disabilities	20%	21%	20%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	74.8%
Black or African American	12.8%
Hispanic	6.6%
Asian	5.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.1%

Enrollment by Home Language

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

Home Language	% of Students
English	97.2%
Spanish	1.2%
<i>Other</i>	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	695	93.3	62.90	61.50	54.90	61.7	51	Met Target
White	522	92.4	65.70	64.10	63.90	63.9	53.4	Met Target
Hispanic	42	96.0	42.90	43.80	39.80	42.9	33.8	Met Target
Black or African American	87	93.9	48.30	44.40	35.20	47.5	35.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	79.10	81.00	80.70	79.1	69.6	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	338	94.1	69.20	69.60	62.20	68.4		
Male	357	92.6	56.80	54.50	48.10	55.3		
Economically Disadvantaged Students	94	91.6	34.00	33.40	36.20	*	21.7	Met Target
Non-Economically Disadvantaged Students	601	93.6	67.40	65.70	65.80	*		
Students with Disabilities	132	83.6	33.40	28.50	20.50	29.3	20.3	Met Target
Students without Disabilities	563	95.9	69.80	69.60	61.90	69.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	754	754	749	*	*	22%	58%	*	61%	50%
White	175	756	756	759	*	8%	23%	61%	*	63%	61%
Hispanic	20	741	741	734	*	*	*	50%	0%	50%	35%
Black or African American	22	736	736	731	*	*	*	46%	0%	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	103	762	762	754	*	*	18%	70%	*	73%	55%
Male	130	748	748	745	*	*	25%	49%	*	52%	46%
Economically Disadvantaged Students	30	727	727	731	*	*	*	33%	*	33%	31%
Non-Economically Disadvantaged Students	203	758	758	762	*	*	*	62%	*	65%	63%
Students with Disabilities	57	737	737	720	*	*	21%	40%	*	40%	24%
Students without Disabilities	176	760	760	755	*	*	22%	64%	*	68%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	758	758	753	5%	6%	24%	53%	11%	64%	56%
White	186	759	759	762	*	*	24%	55%	12%	67%	67%
Hispanic	16	740	740	740	*	*	*	*	*	38%	40%
Black or African American	26	758	758	737	*	*	*	58%	*	65%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	119	761	761	758	*	*	21%	57%	12%	69%	61%
Male	119	755	755	749	*	*	28%	50%	10%	60%	51%
Economically Disadvantaged Students	31	740	740	737	*	*	42%	39%	0%	39%	36%
Non-Economically Disadvantaged Students	207	760	760	764	*	*	22%	56%	13%	68%	69%
Students with Disabilities	34	723	723	725	*	*	*	*	*	24%	25%
Students without Disabilities	204	763	763	759	*	*	*	*	*	71%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	758	758	756	*	12%	24%	54%	*	62%	59%
White	172	762	762	763	*	*	23%	59%	9%	68%	69%
Hispanic	12	748	748	743	0%	*	*	*	*	42%	44%
Black or African American	43	739	739	740	*	28%	33%	35%	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	19	770	770	779	0%	0%	*	68%	*	84%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	123	760	760	761	*	*	24%	58%	*	66%	66%
Male	123	756	756	750	*	*	24%	50%	*	59%	53%
Economically Disadvantaged Students	31	734	734	740	*	36%	32%	*	*	23%	40%
Non-Economically Disadvantaged Students	215	761	761	765	*	9%	23%	*	*	68%	71%
Students with Disabilities	41	733	733	725	*	37%	32%	*	0%	22%	22%
Students without Disabilities	205	763	763	762	*	7%	22%	*	10%	70%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	246	758	758	757	*	12%	24%	54%	*	62%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

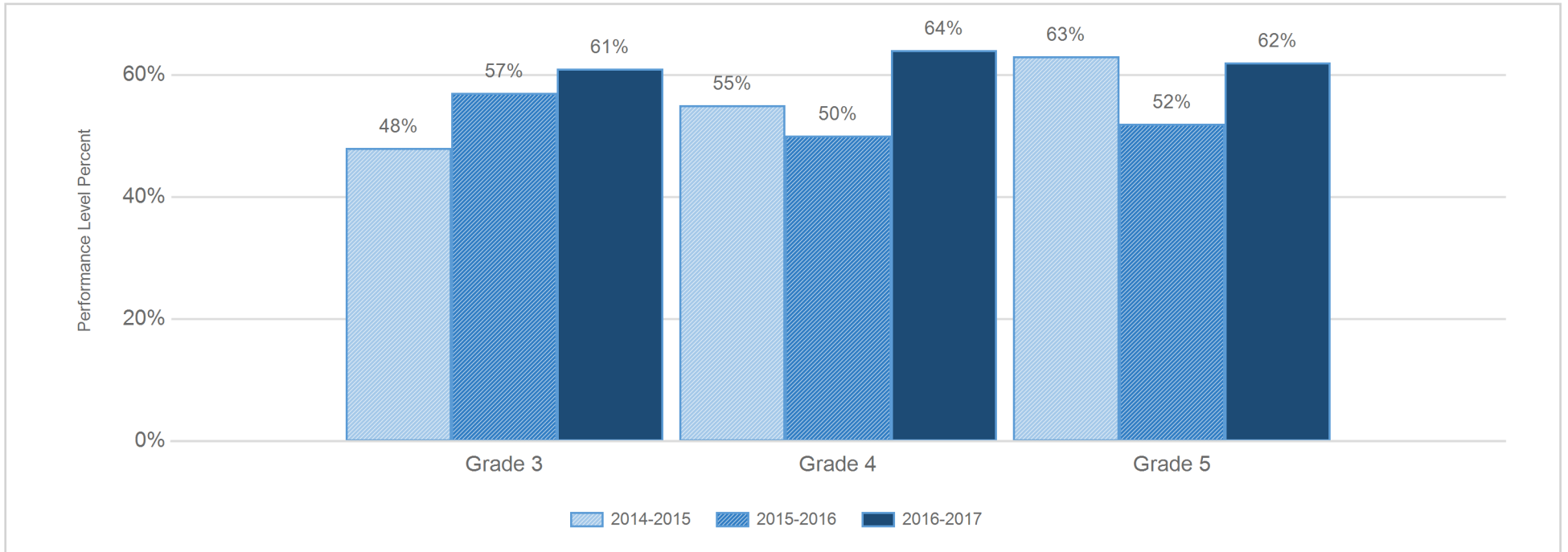


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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Schoolwide	695	93.3	54.10	55.50	43.50	53	46	Met Target
White	522	92.4	56.00	57.40	52.40	54.4	48	Met Target
Hispanic	42	96.0	42.80	45.70	27.60	42.8	27.4	Met Target
Black or African American	87	93.9	40.20	38.20	21.70	39.6	29.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	72.10	75.90	75.60	72.1	71.8	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	338	94.1	52.40	53.20	44.10	51.8		
Male	357	92.6	55.80	57.50	42.90	54.3		
Economically Disadvantaged Students	94	91.6	35.10	35.80	25.10	*	21.7	Met Target
Non-Economically Disadvantaged Students	601	93.6	57.10	58.50	54.30	*		
Students with Disabilities	132	83.6	34.90	29.60	16.50	30.7	24.7	Met Target
Students without Disabilities	563	95.9	58.60	61.90	48.80	58.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	761	761	751	*	*	25%	47%	18%	65%	53%
White	175	762	762	759	*	*	28%	43%	21%	63%	63%
Hispanic	20	754	754	738	0%	*	*	55%	*	70%	37%
Black or African American	22	744	744	733	*	*	*	55%	*	59%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	103	763	763	751	*	*	24%	51%	18%	69%	52%
Male	130	759	759	751	*	*	25%	44%	18%	62%	53%
Economically Disadvantaged Students	30	741	741	736	*	*	*	53%	0%	53%	34%
Non-Economically Disadvantaged Students	203	763	763	761	*	*	*	46%	21%	67%	65%
Students with Disabilities	57	754	754	729	*	*	30%	39%	*	51%	29%
Students without Disabilities	176	763	763	755	*	*	23%	49%	*	69%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	749	749	747	6%	11%	35%	43%	6%	49%	47%
White	186	752	752	755	*	10%	35%	46%	*	52%	59%
Hispanic	16	728	728	734	*	*	*	*	0%	19%	30%
Black or African American	26	746	746	729	*	*	*	42%	*	46%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	119	749	749	747	*	13%	29%	46%	*	51%	47%
Male	119	749	749	747	*	8%	40%	40%	*	46%	48%
Economically Disadvantaged Students	31	732	732	732	*	*	48%	*	0%	23%	27%
Non-Economically Disadvantaged Students	207	752	752	757	*	*	33%	*	6%	53%	61%
Students with Disabilities	34	719	719	724	*	*	*	*	*	15%	22%
Students without Disabilities	204	754	754	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	748	748	747	*	15%	35%	39%	*	46%	46%
White	172	752	752	754	*	12%	35%	43%	*	52%	57%
Hispanic	12	744	744	735	0%	*	*	*	*	33%	30%
Black or African American	43	727	727	729	*	33%	33%	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	19	764	764	774	0%	0%	*	53%	*	63%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	123	745	745	747	*	15%	42%	33%	*	39%	47%
Male	123	751	751	746	*	15%	29%	46%	*	54%	46%
Economically Disadvantaged Students	31	728	728	732	*	32%	36%	*	*	19%	27%
Non-Economically Disadvantaged Students	215	751	751	756	*	13%	35%	*	*	50%	59%
Students with Disabilities	41	727	727	725	*	37%	34%	*	*	17%	19%
Students without Disabilities	205	753	753	751	*	11%	35%	*	*	52%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	246	748	748	748	*	15%	35%	39%	*	46%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

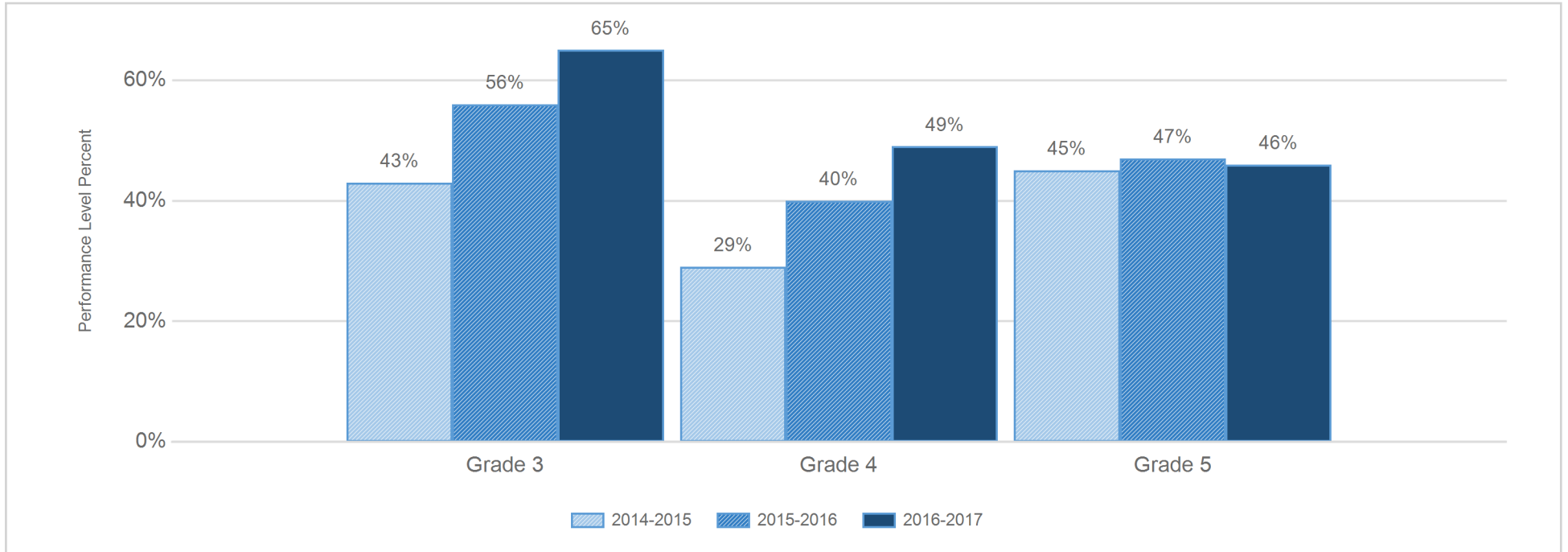


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

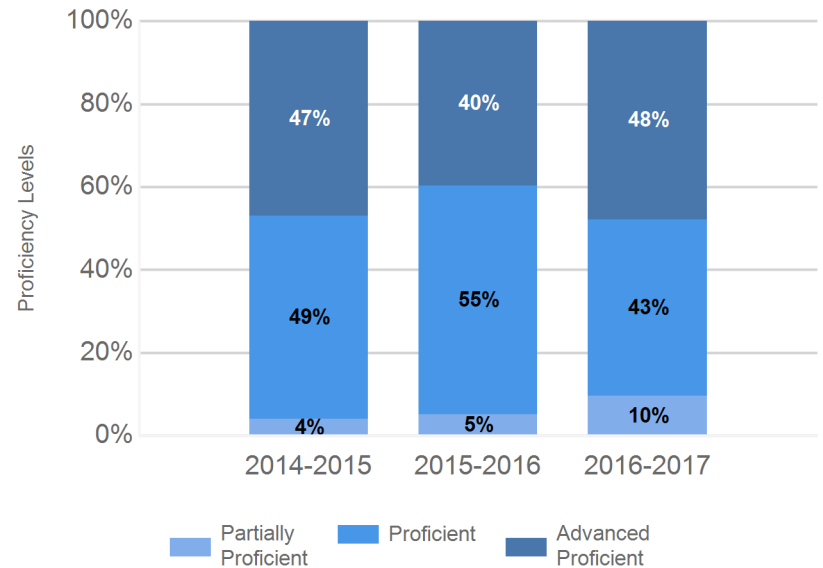
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	48%	43%	10%
White	52%	40%	8%
Hispanic	*	*	*
Black or African American	38%	55%	7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	13%	61%	26%
Students with Disabilities	27%	48%	25%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50	52	50	Met Target	56	63	50	Met Target
White	50	51	50	Met Target	53	63	52	Met Target
Hispanic	58	*	49	Met Target	65	*	47	Exceeds Target
Black or African American	53	48	45	Met Target	50	50	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	46	56	60	Met Target	70	74	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45	48	47	Met Target	56	55	46	Met Target
Students with Disabilities	45	45.5	41	Met Target	54	56	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



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

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

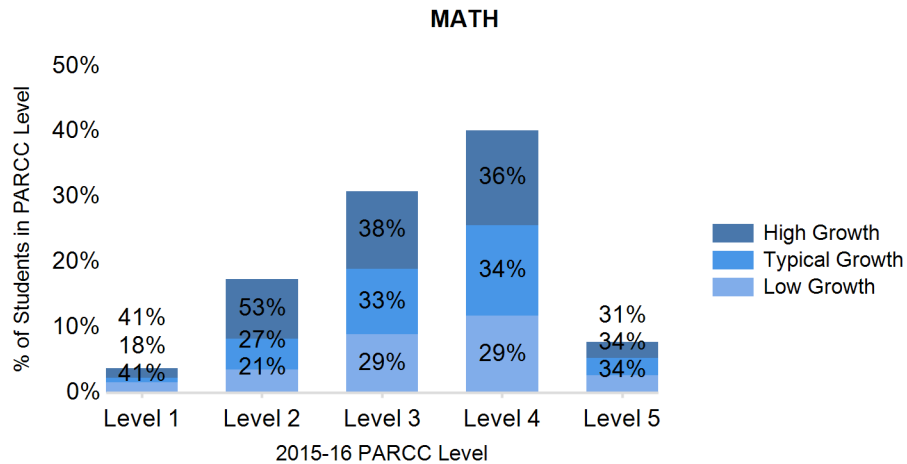
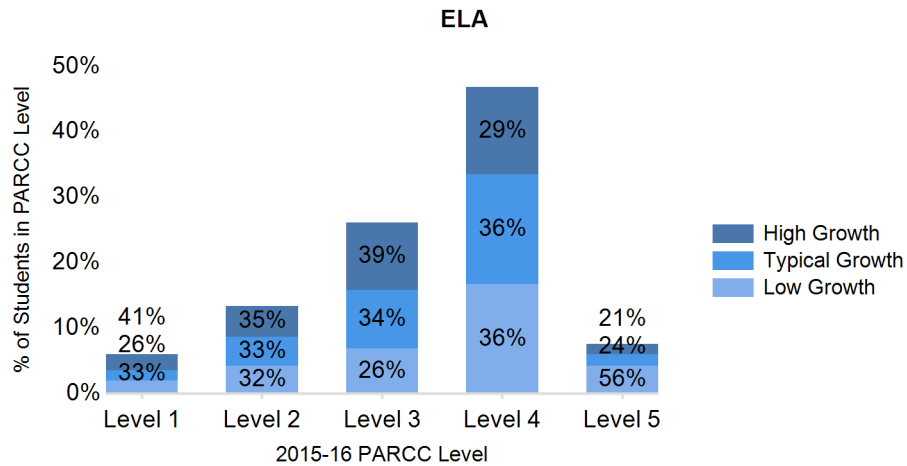
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

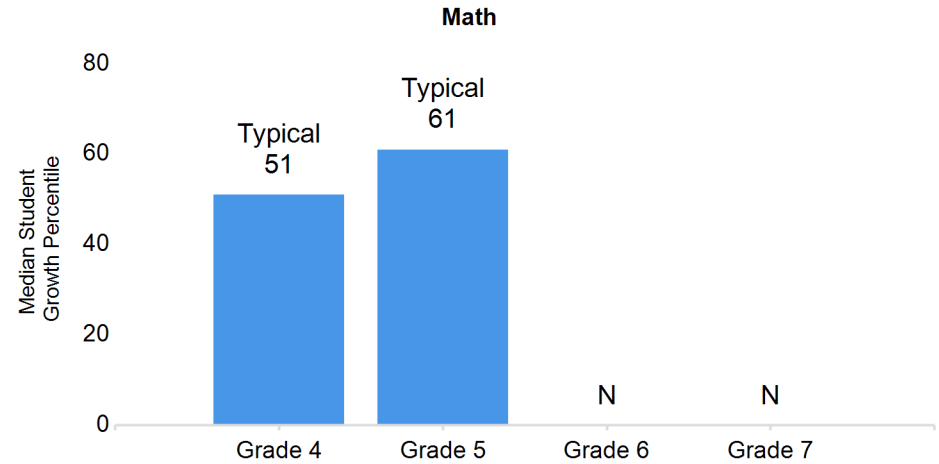
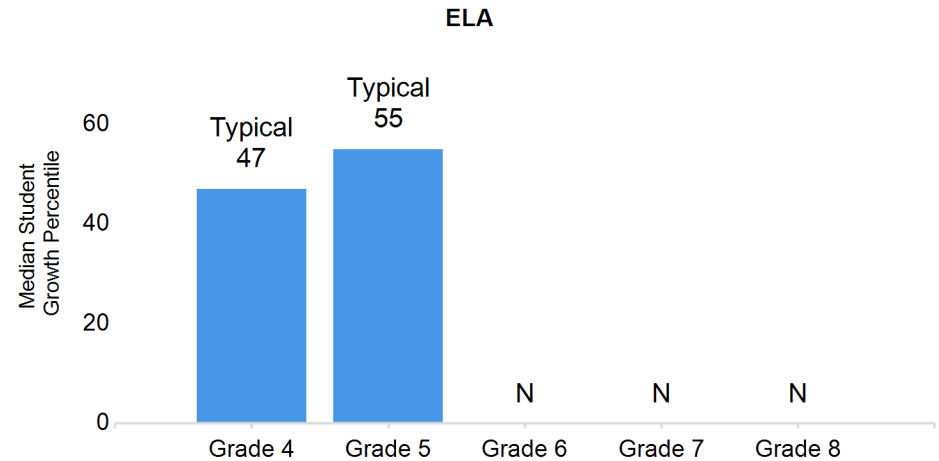
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

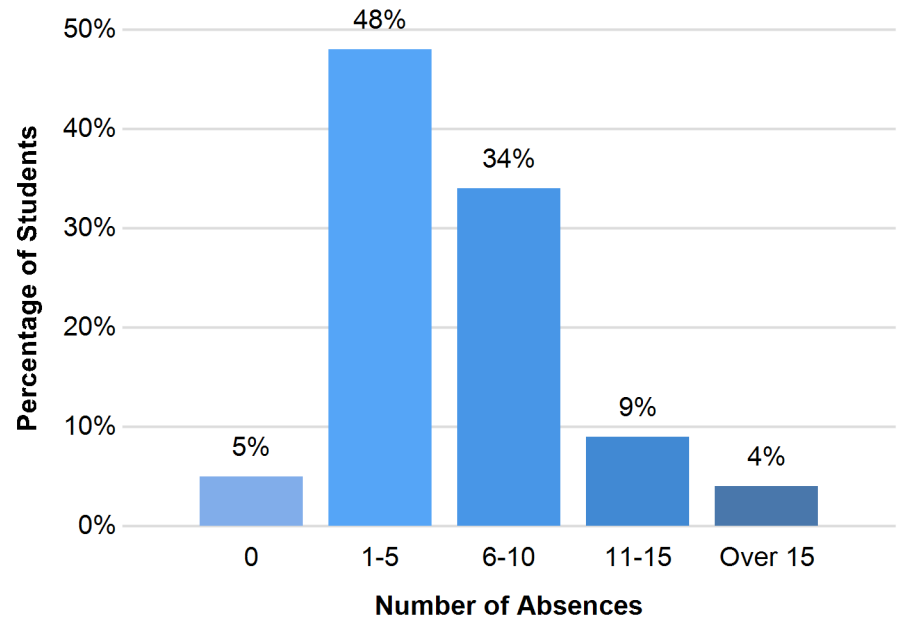
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	7.00	Met Target
White	3.00	7.00	Met Target
Hispanic	5.90	7.00	Met Target
Black or African American	7.10	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.30	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	7.00	Not Met
Students with Disabilities	7.70	7.00	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



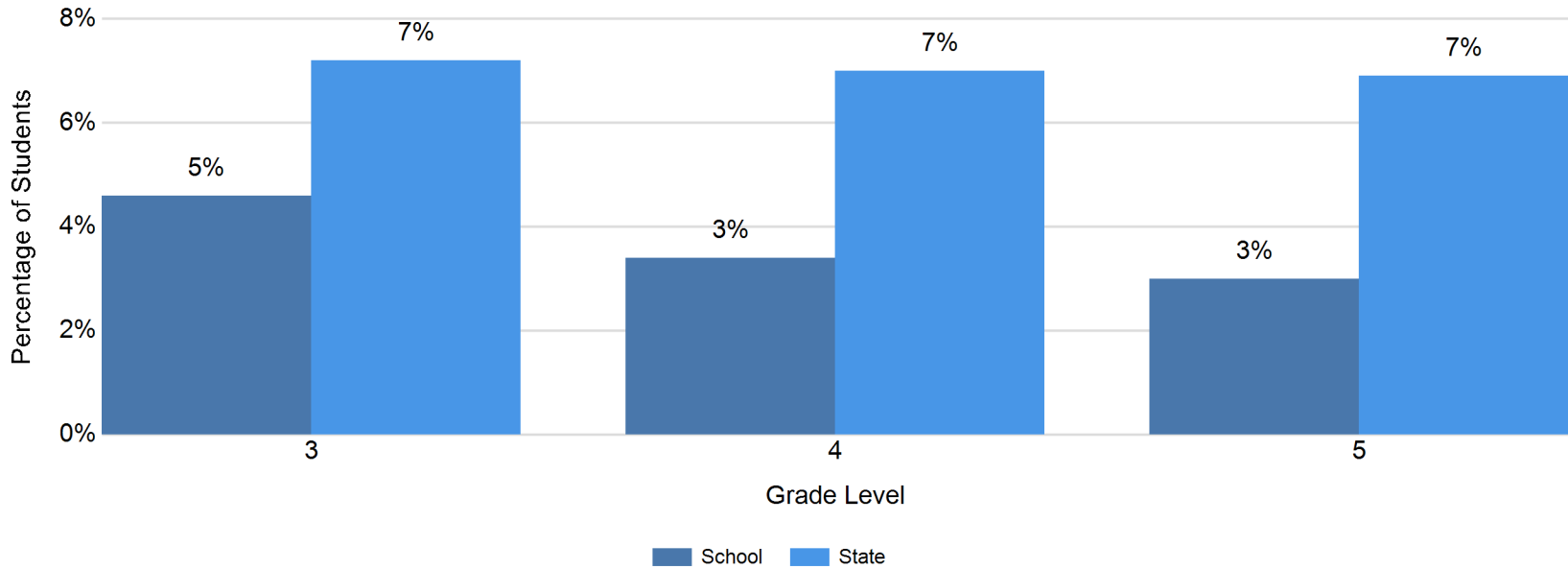


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.9%
Out-of-School Suspensions	1.4%
Any Suspension	2.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	117.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$282	\$11,891	\$12,173



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	120,724
Average years experience in public schools	9.2	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	7.3	15.9
Average years experience in district	7.3	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	387:1	170:1
Librarian/Media Specialists		1703:1
Nurses		341:1
Counselors		341:1
Child Study Team		284:1



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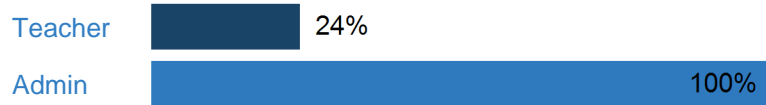
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.5	17.5%
Mathematics Proficiency	59.5	17.5%
English Language Arts Growth	49.5	25.0%
Mathematics Growth	74.6	25.0%
Chronic Absenteeism	79.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.5
Summative Rating: Percentile rank of Summative Score		70.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	53.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	75.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	77.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	44.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	72.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. SANDY	Email Address:	csandy@swsdk6.com
Address:	1771 OLDMANS CREEK ROAD WOOLWICH TOWNSHIP, NJ 08085	Website:	www.swedesboro-woolwich.com
Phone:	(856)241-1552	Facebook:	www.facebook.com/Charles.Harker.School.swsd/
		Twitter:	http://twitter.com/swsd_chs

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is an integral part of instruction with grades 4 and 5 utilizing 1:1 Chromebooks. • Students in grades 4 and 5 receive STEM education as a special while grade 3 students receive technology. • All students participate in a school-wide enrichment period known as Comet Cohorts.
<p>Mission, Vision, Theme:</p>	<p>The Swedesboro-Woolwich School District is "a community dedicated to inspiring life-long learners."</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>The Swedesboro-Woolwich School District has been recognized for many accomplishments. Please visit https://www.swedesboro-woolwich.com/Page/7311 to see the awards and recognition we have received.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Harker School's rigorous curriculum is designed to meet the needs of all students and is aligned to the New Jersey Student Learning Standards for English Language Arts and Math, the Next Generation Science Standards for Science, and the New Jersey Core Content Standards for all other subject areas. For more specific information regarding our curriculum visit https://www.swedesboro-woolwich.com/domain/23.</p>
 <p>Clubs and Activities:</p>	<p>The Harker School offers many after school activities such as Mad Science, Young Rembrandts, Drama Club, Volleyball, Basketball, CHS News, and First Lego League.</p>
 <p>Before and After School Programs:</p>	<p>The Comet Care program is a tuition-based before and after school program that provides a safe, affordable, and nurturing environment to the students of Swedesboro and Woolwich Township. While at Comet Care, children will have the opportunity to participate in a variety of activities including outdoor play, crafts, games and homework time. Comet Care is for the children who will attend grades Kindergarten through Grade 6. Visit https://www.cometcare.com/ for more information.</p>






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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 your school directly.

 <p>Staff and Professional Learning:</p>	<p>Professional development opportunities are offered throughout the year to ensure the faculty and staff are at the forefront of life-long learning. Additionally, the District follows the Connected Action Roadmap (CAR) framework for Professional Learning Communities to focus on how educators collaborate to assist students in reaching the highest level of achievement. For more information about the CAR framework, you can visit http://njpsa.org/car/.</p>
 <p>Student Supports and Services:</p>	<p>Within the Response to Intervention model, enrichment and remedial instruction is provided by the classroom teacher. Opportunities for formal Gifted and Talented, Enrichment and Basic Skills classes are offered as an extension and supplement to classroom instruction. Special area classes in Music, Art, World Language, Technology, Media Technology, STEM, Writing, and Physical Education are also provided.</p>
 <p>Parent and Community Involvement:</p>	<p>Having the support of, and partnerships with different groups and businesses is an invaluable asset to the Harker School. With the help of the following groups, businesses and organizations, the Harker School is able to offer exciting programs to the students. The PTO, SEPAC, Sorbello Farms, Rowan University, Action Fence Company, On Point Construction, Woolwich Sand and Gravel, and Dougherty's.</p>




GENERAL CHARLES G. HARKER SCHOOL
2016-2017
Grade Span 03-05

15-5120-080
 GLOUCESTER
 SWEDESBORO-WOOLWICH
 1771 OLDMANS CREEK ROAD
 WOOLWICH TOWNSHIP, NJ 08085

School Narrative

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 <p>Facilities:</p>	<p>The General Charles G. Harker School is located at 1771 Oldmans Creek Road in Woolwich Township, New Jersey. Opening in 2008, the school was named after General Charles G. Harker who was born and raised in Swedesboro, New Jersey and was a hero in the Civil War with the title of Brigadier General. Harker School is the largest and newest building in the Swedesboro-Woolwich School District and is home to students in grades 3 through 5 serving approximately 720 students.</p>
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GOVERNOR CHARLES C STRATTON
2016-2017


Grade Span 01-02

15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
15 FREDRICK BOULEVARD
WOOLWICH TWP, NJ 08085

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**GOVERNOR CHARLES C STRATTON
2016-2017**

Grade Span 01-02

15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
15 FREDRICK BOULEVARD
WOOLWICH TWP, NJ 08085

Footnotes

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**GOVERNOR CHARLES C STRATTON
2016-2017**

Grade Span 01-02

15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
15 FREDRICK BOULEVARD
WOOLWICH TWP, NJ 08085

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	221	196	212
2	226	212	179
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	31	32	12
Total	478	440	403

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	50%
Male	52%	53%	50%
Economically Disadvantaged Students	10%	18%	15%
Students with Disabilities	16%	22%	20%
English Learners	2%	5%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.2%
Black or African American	9.4%
Hispanic	7.2%
Asian	5.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	94.3%
Spanish	3.7%
Other	1.7%



GOVERNOR CHARLES C STRATTON
2016-2017

Grade Span 01-02

15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
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WOOLWICH TWP, NJ 08085

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

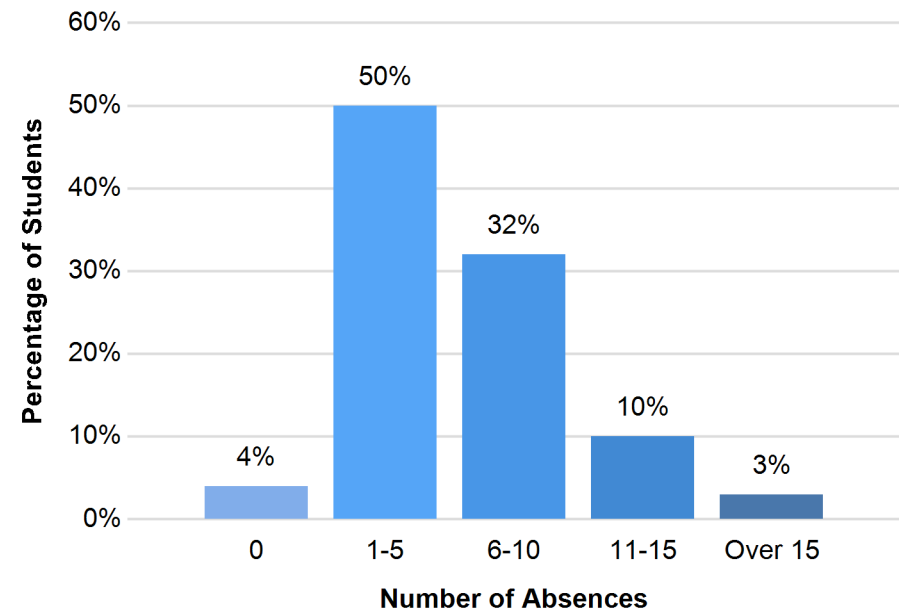
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.20	8.40	Met Target
White	2.30	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	2.60	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.70	8.40	Met Target
Students with Disabilities	5.10	8.40	Met Target
English Learners	4.80	8.40	Met Target

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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



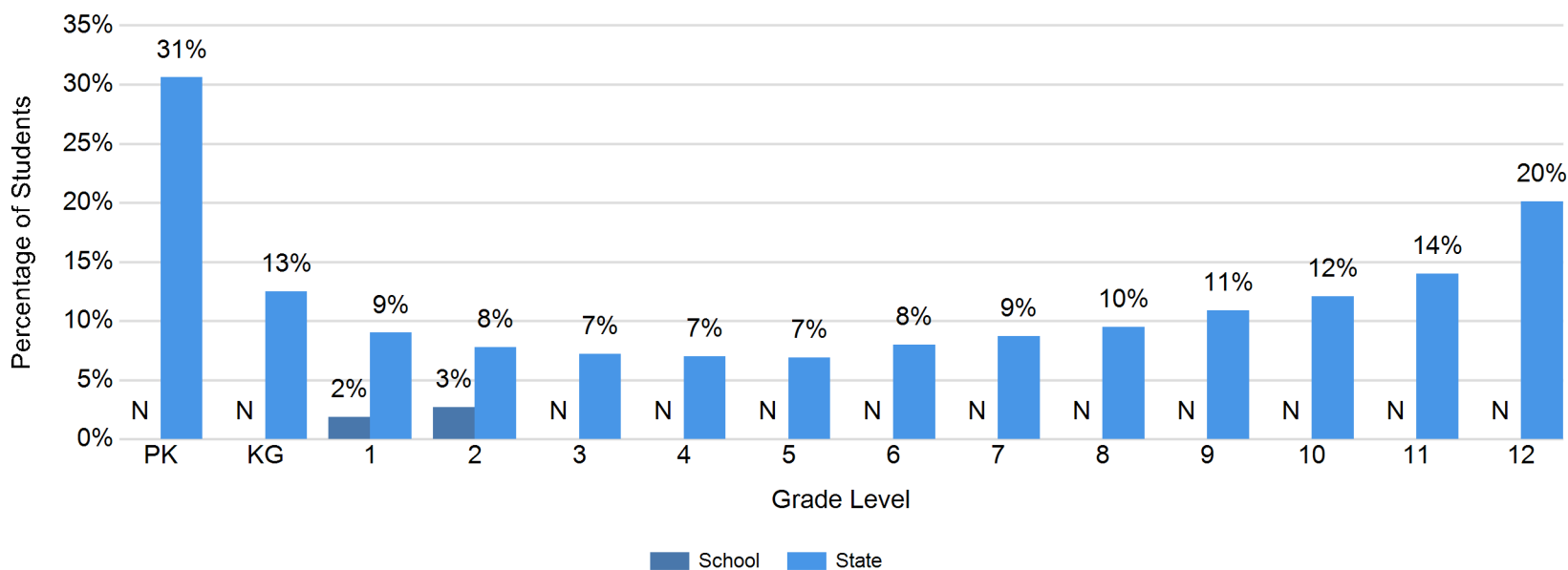
**GOVERNOR CHARLES C STRATTON
2016-2017**

Grade Span 01-02

15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
15 FREDRICK BOULEVARD
WOOLWICH TWP, NJ 08085

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





GOVERNOR CHARLES C STRATTON
2016-2017

Grade Span 01-02

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GLOUCESTER
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WOOLWICH TWP, NJ 08085

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.74

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



**GOVERNOR CHARLES C STRATTON
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GLOUCESTER
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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$282	\$11,891	\$12,173



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	7.3	15.9
Average years experience in district	7.3	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	67:1	170:1
Librarian/Media Specialists		1703:1
Nurses		341:1
Counselors		341:1
Child Study Team		284:1



GOVERNOR CHARLES C STRATTON
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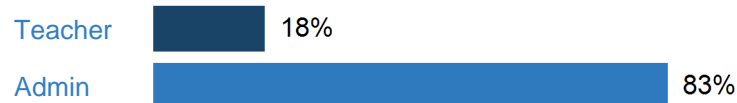
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



**GOVERNOR CHARLES C STRATTON
2016-2017**

Grade Span 01-02



15-5120-050
GLOUCESTER
SWEDESBORO-WOOLWICH
15 FREDRICK BOULEVARD
WOOLWICH TWP, NJ 08085

School General Info

Principal:	Mr. TITUS	Email Address:	rtitus@swsdk6.com
Address:	15 FREDRICK BOULEVARD WOOLWICH TWP, NJ 08085	Website:	https://www.swedesboro-woolwich.com/Domain/108
Phone:	(856)241-1552	Facebook:	https://www.facebook.com/CharlesCStrattonSchool/
		Twitter:	https://twitter.com/swsd_ccs

School Narrative

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 <p>Highlights:</p>	<ul style="list-style-type: none"> • High academic standards and rigor • Comet Time for enrichment or remediation every morning • Strong promotion of, and commitment for, character education
 <p>Mission, Vision, Theme:</p>	<p>The students in 1st grade and 2nd grade in Swedesboro-Woolwich School District all attend the Governor Charles C. Stratton School. Students in 1st and 2nd grade will learn language arts, mathematics, social studies/world cultures and science. They will also have physical education/health, recess, music, art, library, student conduct, life skills, and technology class.</p>





**GOVERNOR CHARLES C STRATTON
2016-2017**

Grade Span 01-02

15-5120-050
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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Besides our school curriculum, the students learn about character education. Showing good manners, respect, and responsibility are taught every day in our school. We have recently launched a new enrichment program called "Comet Time"! All Stratton students and staff members utilize this time to work together to enhance skills, enrich interests, and develop an appreciation for numerous topics. The goal of "Comet Time" is to ultimately encourage a love of life-long learning.</p>
 <p>Clubs and Activities:</p>	<p>Another part of our curriculum is our STAR Assessment Program. The students in the Swedesboro-Woolwich School District will take this test on a computer at various times throughout the school year. This formative assessment provides beneficial information to the teachers and parents including the child's instructional level. This information allows for differentiation of instruction, and a wealth of data to the district to meet the needs of our students.</p>



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2016-2017**

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MARGARET C CLIFFORD SCHOOL
2016-2017


Grade Span PK-KG

15-5120-070
GLOUCESTER
SWEDESBORO-WOOLWICH
601 AUBURN AVENUE
SWEDESBORO, NJ 08085

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MARGARET C CLIFFORD SCHOOL
2016-2017

Grade Span PK-KG

15-5120-070
GLOUCESTER
SWEDESBORO-WOOLWICH
601 AUBURN AVENUE
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**MARGARET C CLIFFORD SCHOOL
2016-2017**

Grade Span PK-KG

15-5120-070
GLOUCESTER
SWEDESBORO-WOOLWICH
601 AUBURN AVENUE
SWEDESBORO, NJ 08085

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	40	46	61
KG	171	178	205
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	23	16	2
Total	234	240	268

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	45%
Male	54%	55%	55%
Economically Disadvantaged Students	6%	16%	11%
Students with Disabilities	20%	25%	32%
English Learners	4%	4%	2%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	73.9%
Black or African American	11.2%
Hispanic	9.7%
Asian	4.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	37	48
PK - Full Day	25	9	13
KG - Half Day	0	0	0
KG - Full Day	167	178	205

Enrollment by Home Language

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

Home Language	% of Students
English	96.3%
Spanish	1.5%
Gujarati	1.1%
Other	1.2%



MARGARET C CLIFFORD SCHOOL
2016-2017

Grade Span PK-KG

15-5120-070
GLOUCESTER
SWEDESBORO-WOOLWICH
601 AUBURN AVENUE
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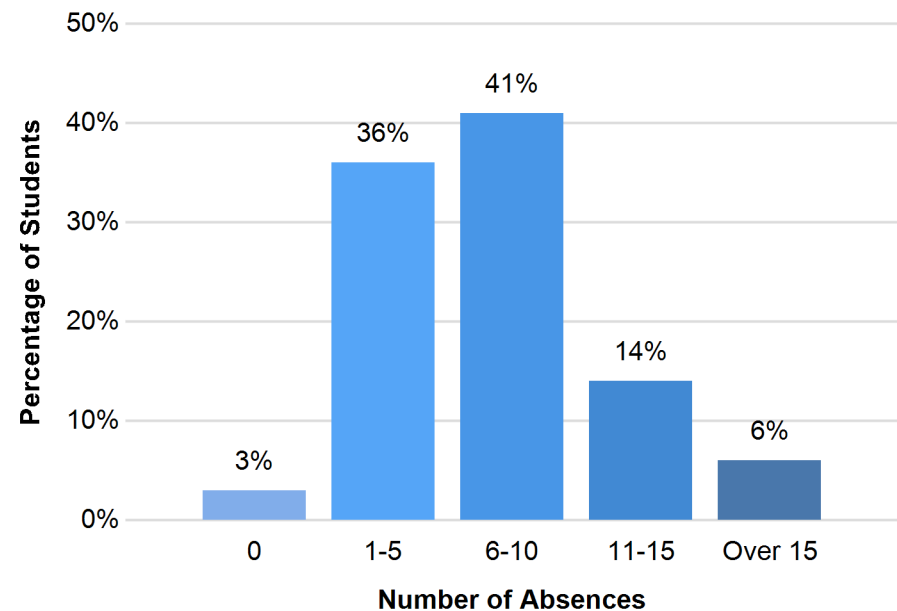
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	12.50	Met Target
White	4.60	12.50	Met Target
Hispanic	N	**	**
Black or African American	4.00	12.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.20	12.50	Met Target
Students with Disabilities	4.80	12.50	Met Target
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



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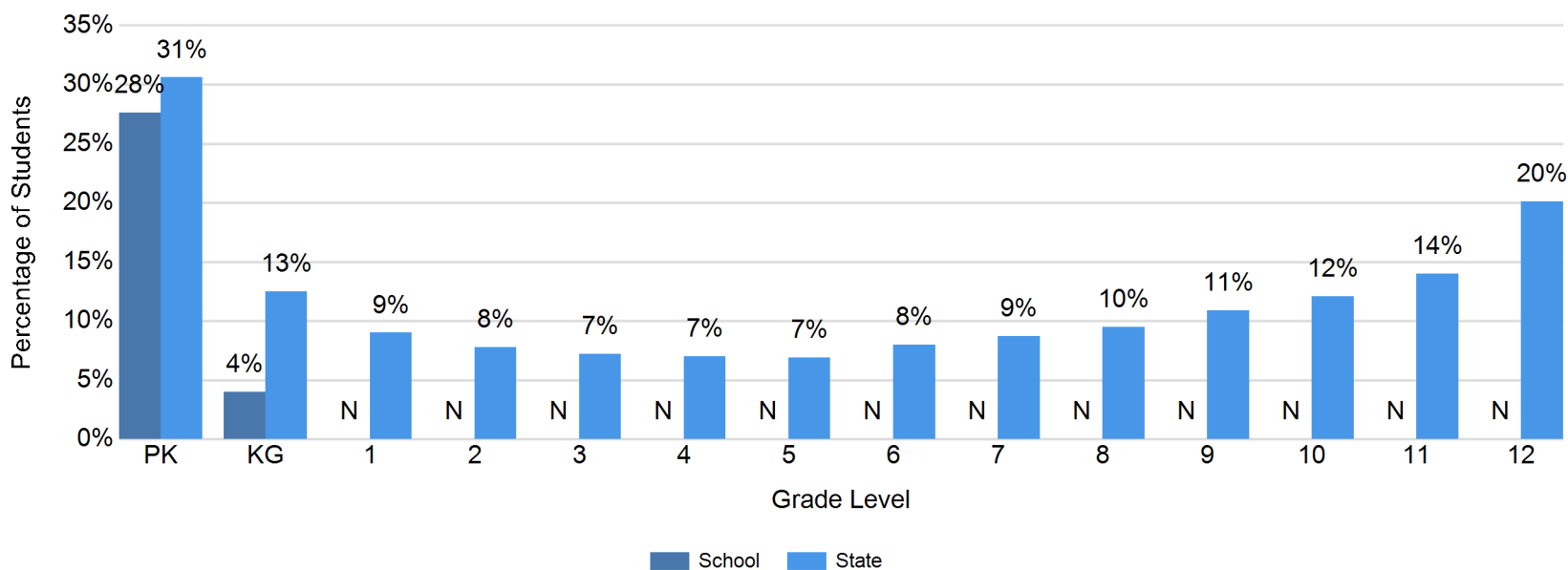
MARGARET C CLIFFORD SCHOOL
2016-2017

Grade Span PK-KG

15-5120-070
GLOUCESTER
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:40PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$282	\$11,891	\$12,173



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	7.7	11.8
Average years experience in district	7.7	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	7.3	15.9
Average years experience in district	7.3	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	268:1	170:1
Librarian/Media Specialists		1703:1
Nurses		341:1
Counselors		341:1
Child Study Team		284:1



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

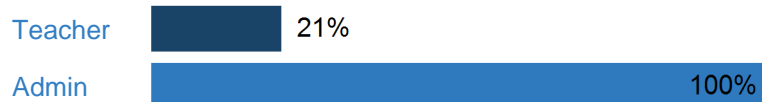
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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School General Info

Principal:	Mrs. FLICK	Email Address:	jflick@swsdk6.com
Address:	601 AUBURN AVENUE SWEDESBORO, NJ 08085	Website:	www.swedesboro-woolwich.com
Phone:	(856)241-1552	Facebook:	https://www.facebook.com/MargaretCliffordSchool
		Twitter:	https://www.twitter.com/swsd_mcs

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Full Day Kindergarten Program as well as a Full Day or Half Day PreK Program for special needs students • Dedicated and experienced Professional and Support Staff • Well developed curriculum infusing technology into each classroom
 <p>Mission, Vision, Theme:</p>	<p>The SWSD vision is to make sure each child is prepared to compete in a highly competitive global economy. We embrace the philosophy that all children can learn in a safe, nurturing environment that encourages children to accept and find the best in themselves and others. The diverse resources of the district, including the PTO and an active adult community, are integral in supporting positive learning experiences that motivate, challenge and inspire children to learn.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The SWSD has been recognized for many of its achievements. Please visit our website to see all that the District has been noted for in recent years.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Students have a complete curriculum- math, literacy, writing, phonics, science, social studies, physical education and health. Guidance and character education are infused throughout the curriculum.</p>
 <p>Clubs and Activities:</p>	<p>Recently the Clifford School has started a drama club for the students. The school also has a Circle of Friends activity as well as a Young Rembrandt's program offered by a community member.</p>
 <p>Before and After School Programs:</p>	<p>The School and district provide the space for an outside group to use the facility for Comet Care- a program to provide a safe environment for students whose parents/guardians need services either before and/or after school.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>A vast array of in-district and out of district professional development activities are offered to staff. PLCs are standard for all staff. Reimbursement is offered for continuing education credits.</p>
 <p>Student Supports and Services:</p>	<p>Many exist- ESL, RTI, Special Education and related services, Comet Cycles (themes as well as academic intervention services), I&RS, ACES, Creative Expressions and Literacy Extension.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes, recess each day, Guidance Dept.Character Education, positive health traits taught by school nurse, and classroom visits by local dentists.</p>
 <p>Parent and Community Involvement:</p>	<p>A very strong and involved PTO program, SEPAC committee, Fall Festival parade,Winter Festival, American Education Week Activities, Swedesboro-Woolwich Day. All parents have access to ONCOURSE for grades and school information.</p>



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Facilities:

MCS was originally built in 1997 and expanded in 2001. It has a library, computer lab, gym/caf, OT/PT room, etc. It is air conditioned and kept in excellent shape.



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School Narrative

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Kindergarten is a full day program with PreK being a half day or full day dependent on the program. We continue to add technology each year to the program through iPads and Smartboards. We use a variety of methods to communicate with parents-Facebook, twitter, school website, school messenger calling and email, notices sent home and parent conferences throughout the year.



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

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

Grade	2014-15	2015-16	2016-17
6	215	230	229
Ungraded	32	33	30
Total	247	263	259

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	38%
Male	54%	53%	62%
Economically Disadvantaged Students	13%	12%	11%
Students with Disabilities	19%	19%	22%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	75.3%
Black or African American	12.0%
Hispanic	6.6%
Asian	5.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.8%
Spanish	2.7%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	96.9	57.50	61.50	54.90	57.5	62	Met Target†
White	188	97.0	59.50	64.10	63.90	59.5	63.9	Met Target†
Hispanic	15	100.0	46.60	43.80	39.80	46.6	**	**
Black or African American	28	96.7	32.10	44.40	35.20	32.1	54	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.70	81.00	80.70	86.7	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	96	98.0	70.90	69.60	62.20	70.9		
Male	151	96.3	49.00	54.50	48.10	49		
Economically Disadvantaged Students	29	94.3	31.00	33.40	36.20	30.5	44	Met Target†
Non-Economically Disadvantaged Students	218	97.3	61.00	65.70	65.80	61		
Students with Disabilities	54	98.3	16.70	28.50	20.50	16.7	19.7	Met Target†
Students without Disabilities	193	96.6	69.00	69.60	61.90	69		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	247	96.9	57.50	*	57.40	57.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	753	753	752	5%	14%	24%	47%	11%	57%	54%
White	187	755	755	758	*	14%	24%	50%	*	60%	63%
Hispanic	17	746	746	740	*	*	*	*	*	41%	38%
Black or African American	29	733	733	736	*	*	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	15	773	773	776	0%	0%	*	67%	*	87%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	96	761	761	758	*	*	17%	57%	15%	72%	61%
Male	153	747	747	746	*	*	28%	40%	9%	48%	46%
Economically Disadvantaged Students	29	736	736	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	220	755	755	761	*	*	*	*	*	61%	65%
Students with Disabilities	53	725	725	722	*	*	26%	*	*	17%	17%
Students without Disabilities	196	760	760	758	*	*	23%	*	*	68%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	249	753	753	753	5%	14%	24%	47%	11%	57%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

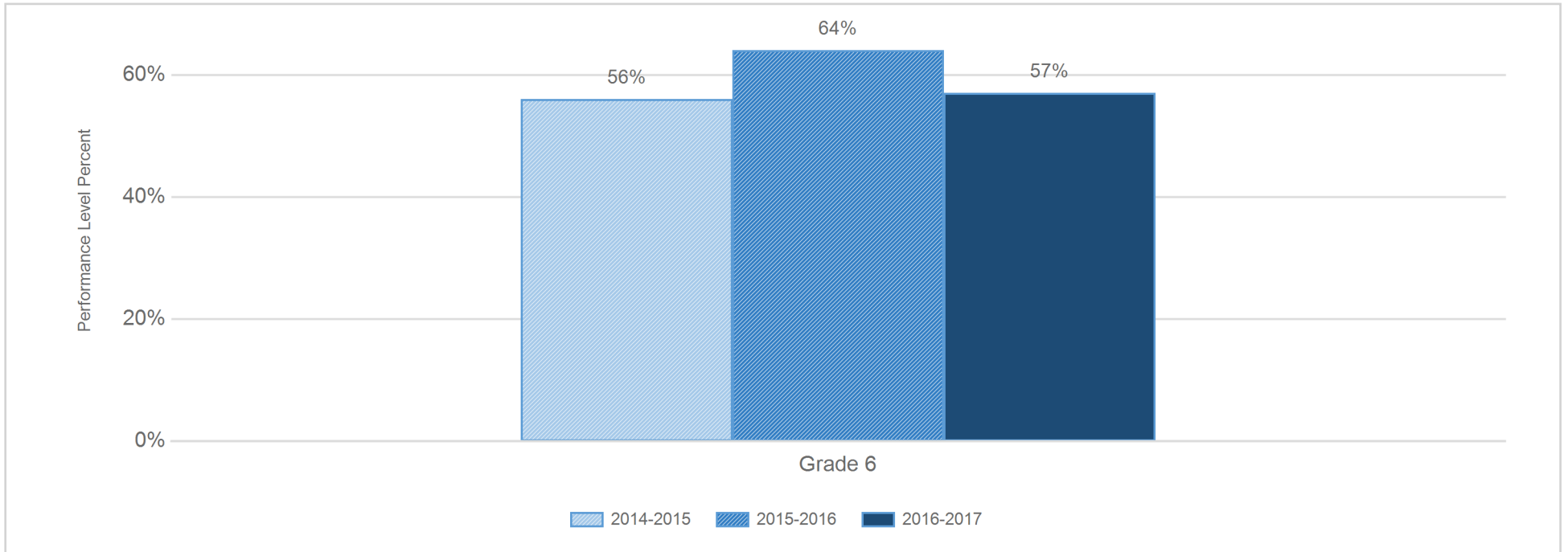


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	96.9	59.50	55.50	43.50	59.5	62.1	Met Target†
White	188	97.0	61.70	57.40	52.40	61.7	65.6	Met Target†
Hispanic	15	100.0	53.30	45.70	27.60	53.3	**	**
Black or African American	28	96.7	32.10	38.20	21.70	32.1	41.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.60	75.90	75.60	86.6	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	96	98.0	56.30	53.20	44.10	56.3		
Male	151	96.3	61.60	57.50	42.90	61.6		
Economically Disadvantaged Students	29	94.3	37.90	35.80	25.10	37.3	36.3	Met Target
Non-Economically Disadvantaged Students	218	97.3	62.40	58.50	54.30	62.4		
Students with Disabilities	54	98.3	16.70	29.60	16.50	16.7	23.2	Met Target†
Students without Disabilities	193	96.6	71.50	61.90	48.80	71.5		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	247	96.9	59.50	*	45.20	59.5		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	753	753	743	*	18%	19%	48%	*	60%	44%
White	187	755	755	751	*	14%	21%	52%	*	63%	54%
Hispanic	17	741	741	731	0%	*	*	*	0%	47%	27%
Black or African American	29	731	731	724	*	38%	*	*	*	31%	20%
Asian, Native Hawaiian, or Pacific Islander	15	774	774	771	0%	0%	*	*	*	87%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	96	753	753	745	*	16%	26%	50%	*	57%	45%
Male	153	752	752	742	*	19%	15%	47%	*	61%	43%
Economically Disadvantaged Students	29	732	732	728	*	45%	*	*	*	38%	24%
Non-Economically Disadvantaged Students	220	755	755	752	*	14%	*	*	*	63%	56%
Students with Disabilities	53	724	724	717	*	*	*	*	*	17%	13%
Students without Disabilities	196	760	760	748	*	*	*	*	*	71%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	249	753	753	745	*	18%	19%	48%	*	60%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

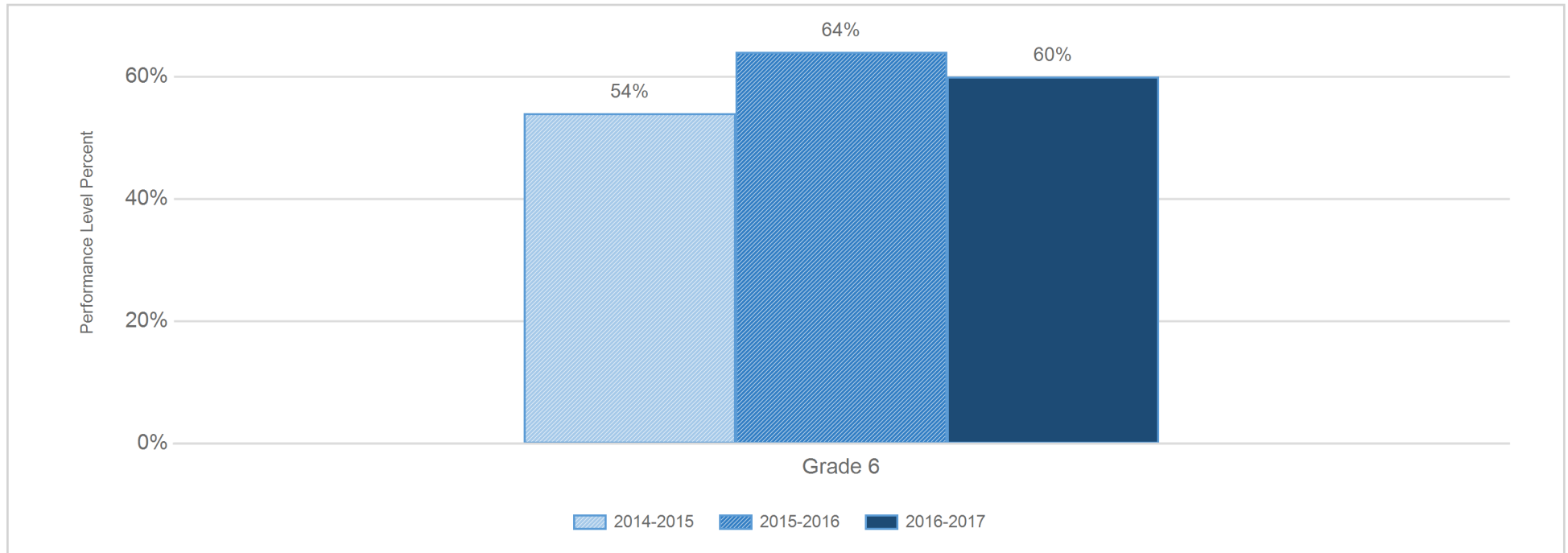


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	58	52	50	Met Target	77.5	63	50	Exceeds Target
White	57	51	50	Met Target	80	63	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	33	48	45	Not Met	50	50	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	56	60	**	83	74	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	65	48	47	Exceeds Target	52	55	46	Met Target
Students with Disabilities	46.5	45.5	41	Met Target	62	56	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

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



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

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

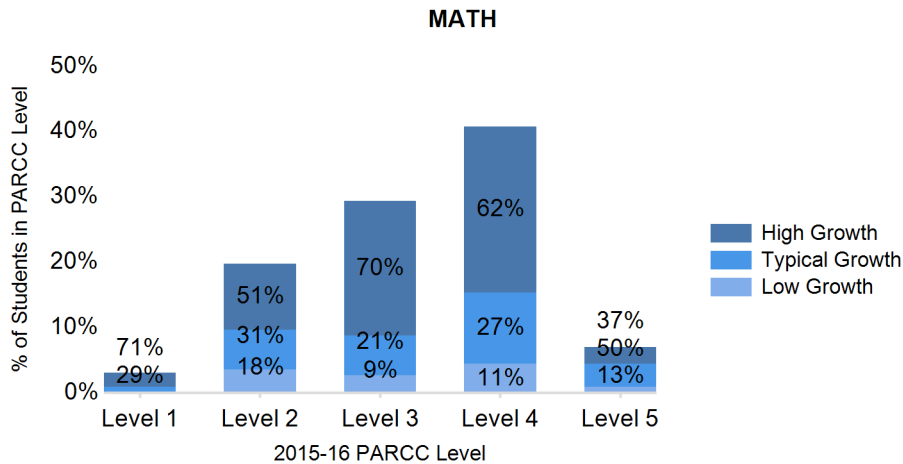
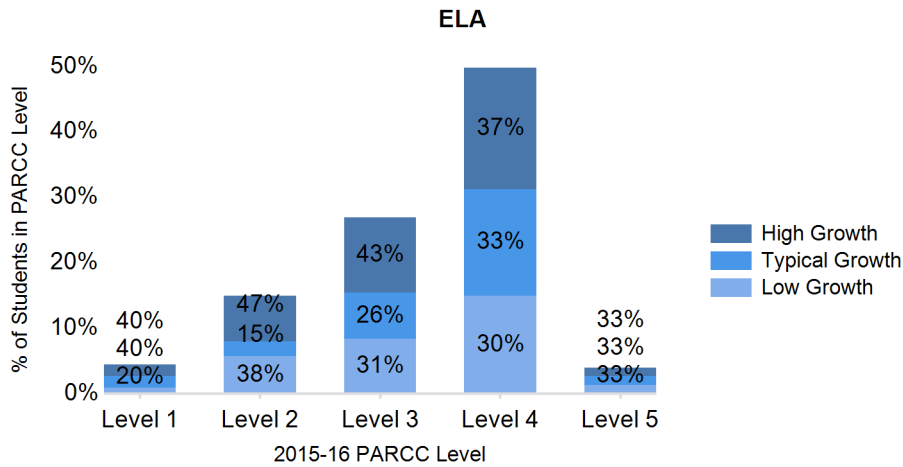
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

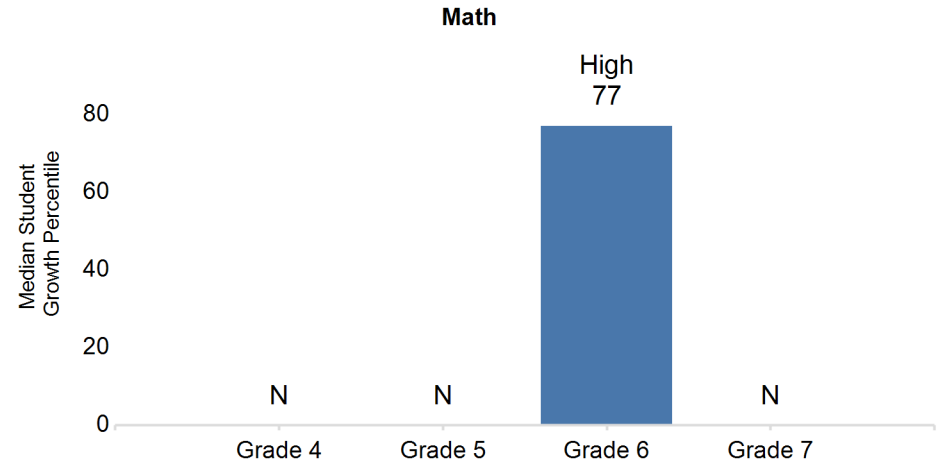
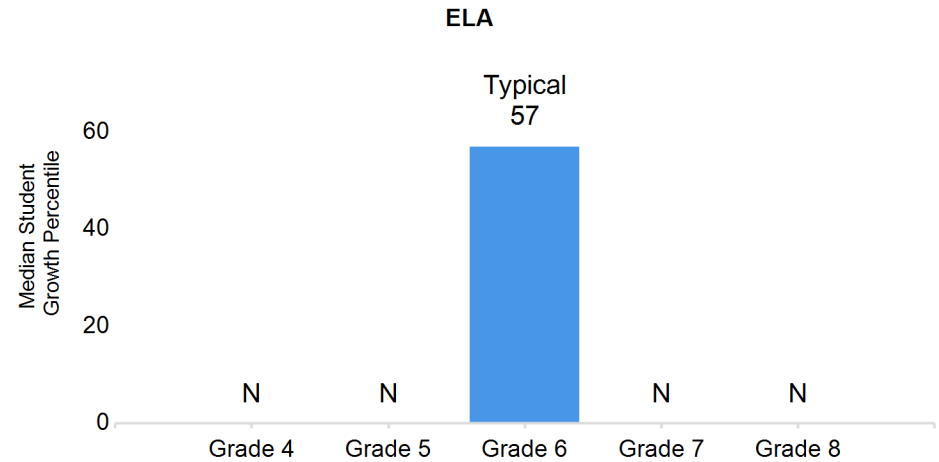
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

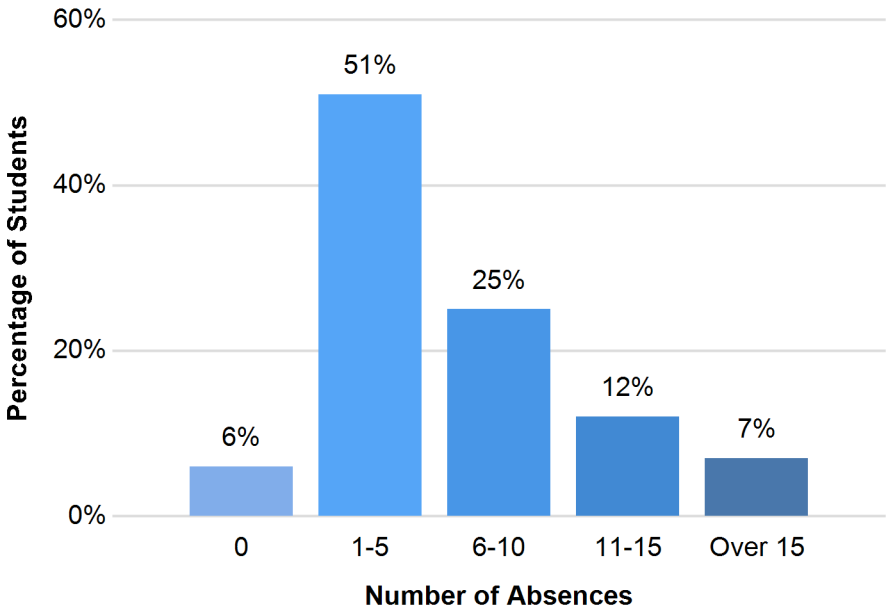
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.00	Met Target
White	4.00	8.00	Met Target
Hispanic	N	**	**
Black or African American	13.30	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.10	8.00	Met Target
Students with Disabilities	11.50	8.00	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



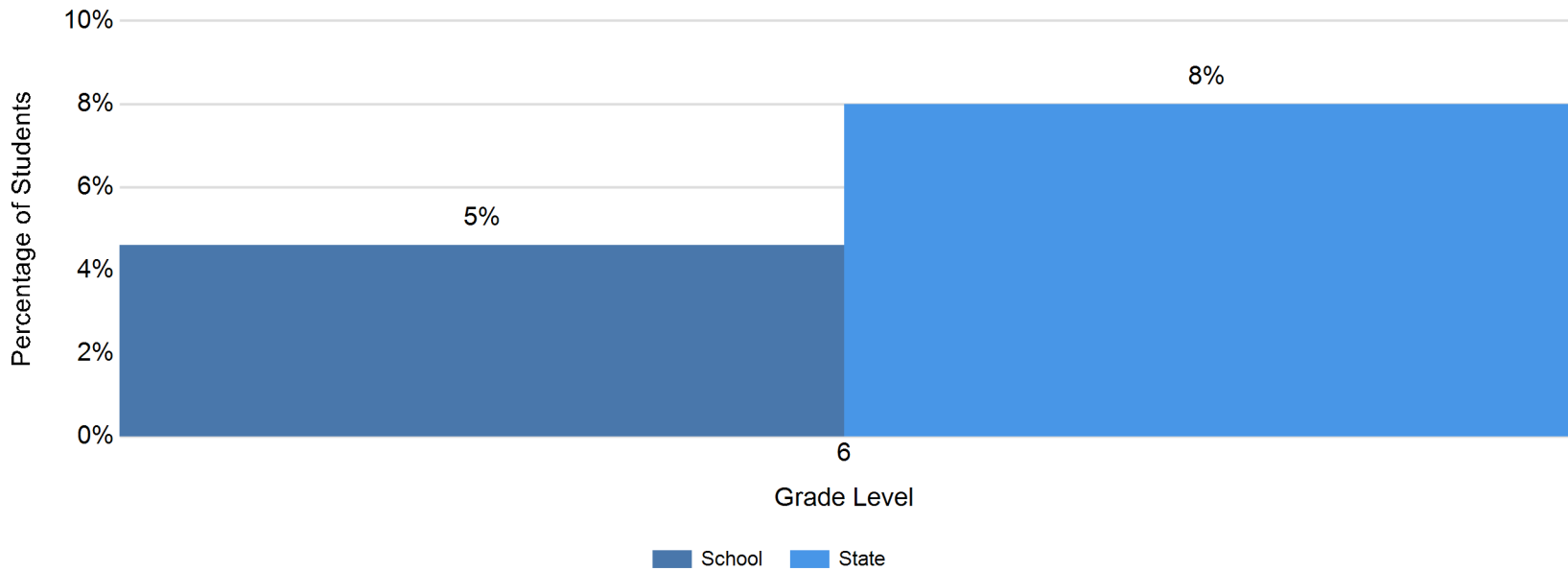


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.7%
Out-of-School Suspensions	0.4%
Any Suspension	3.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	117.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$282	\$11,891	\$12,173



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	10	9,506
Average years experience in public schools	7.3	15.9
Average years experience in district	7.3	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	259:1	170:1
Librarian/Media Specialists		1703:1
Nurses		341:1
Counselors		341:1
Child Study Team		284:1



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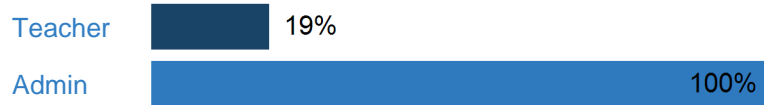
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	94%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	40.1	17.5%
Mathematics Proficiency	64.3	17.5%
English Language Arts Growth	71.5	25.0%
Mathematics Growth	96.6	25.0%
Chronic Absenteeism	66.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		70.3
Summative Rating: Percentile rank of Summative Score		80.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	70.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	70.0	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	48.8	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	70.6	11.9	No	Met Target†	Met Target	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	63.6	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 your school directly.

No narrative was submitted.