NJ SCHOOL PERFORMANCE REPORT

H ASHTON MARSH
(01-0010-060)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ATLANTIC
District	ABSECON CITY
Principal Name	MR. GIARDINA
Address	800 IRELAN AVE ABSECON, NJ 08201
Phone Number	(609)641-5375
Email Address	JGIARDINA@ABSECONSCHOOLS.ORG
Website	https://www.abseconschools.org/Domain/8

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	23	32	39
KG	97	93	99
1	85	81	84
2	94	80	86
3	96	93	81
4	96	93	103
Total	492	473	493

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.0%	49.7%	48.7%
Male	49.0%	50.3%	51.3%
Economically Disadvantaged Students	44.9%	46.3%	49.3%
Students with Disabilities	15.4%	15.0%	16.4%
English Learners	11.8%	12.9%	10.5%
Homeless Students		0.8%	0.0%
Students in Foster Care		0.6%	0.4%
Military-Connected Students		0.4%	0.8%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	61.4%	59.0%	55.2%
Hispanic	12.8%	14.0%	17.0%
Black or African American	15.7%	14.4%	15.0%
Asian	4.3%	7.2%	6.9%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.7%	5.1%	5.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	23	32	39
KG - Half Day	0	0	0
KG - Full Day	97	93	99

Enrollment by Home Language

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

Home Language	% of Students
English	80.3%
Spanish	12.2%
Urdu	2.2%
Bengali	1.6%
Other Languages	3.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	50	50	Met Standard	64	52	50	Exceeds Standard
White	44	49.5	50	Met Standard	68	56	51	Exceeds Standard
Hispanic	56.5	48	49	**	70	49	48	**
Black or African American	53	49.5	44	**	58	46	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	59.5	49	**	*	53.5	51	**
Economically Disadvantaged	53.5	49.5	48	Met Standard	64	49	47	Exceeds Standard
Students with Disabilities	*	55	41	**	*	34	43	**
English Learners	60	63	54	**	62	54	51	**

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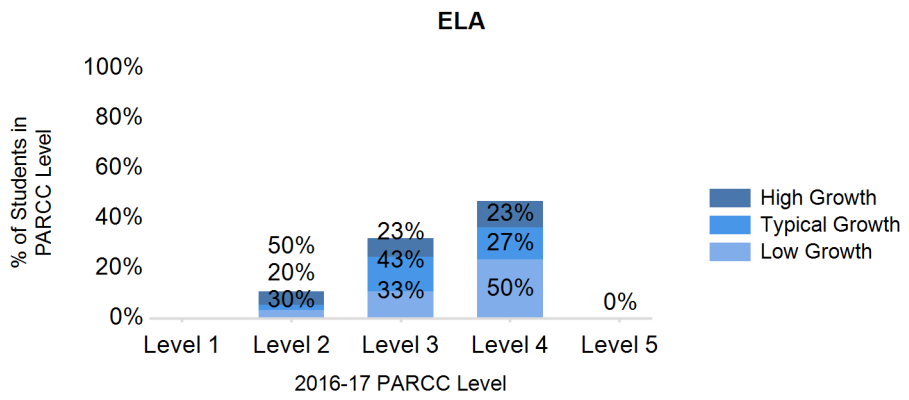
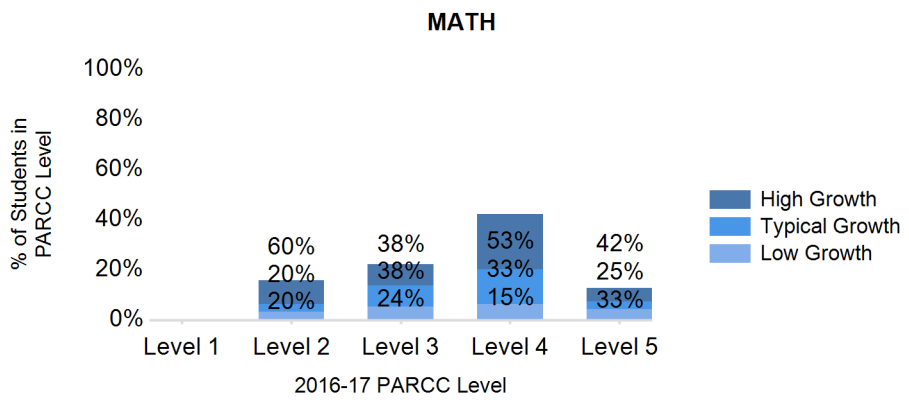
Student Growth by Performance Level

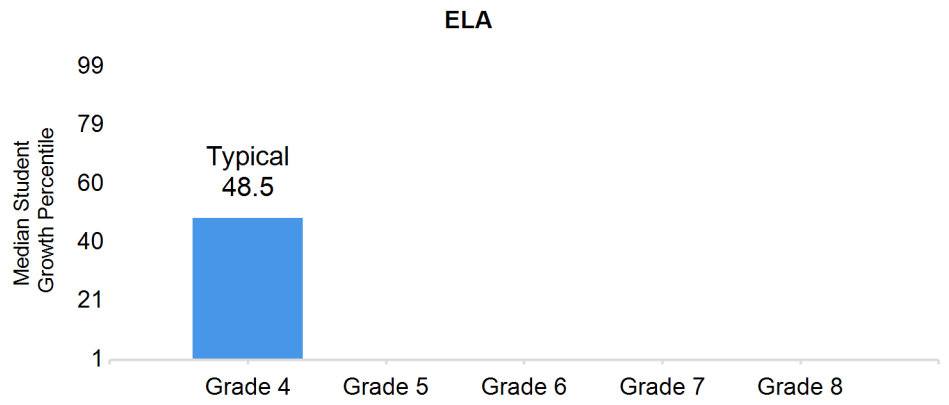
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

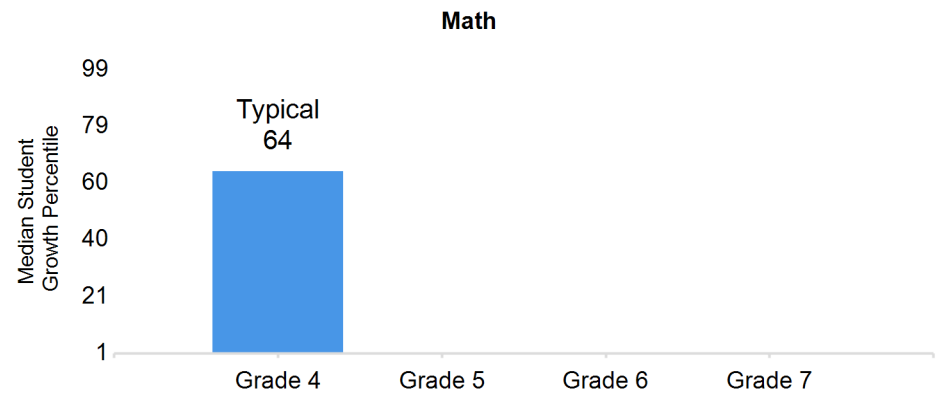




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	177	97.8	50.2	54.9	56.7	50.2	47.6	Met Target
White	105	97.2	59.0	64.7	65.6	59.0	56.2	Met Target
Hispanic	32	100.0	37.6	37.2	42.5	37.6	44	Met Target†
Black or African American	26	100.0	30.8	35.6	37.3	30.8	30.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.6	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	59.4	63.4	*	**	**
Female	82	96.6	56.1	60.7	64.5	56.1		
Male	95	99.0	45.3	49.8	49.4	45.3		
Economically Disadvantaged Students	79	97.6	40.5	41.7	38.5	40.5	31.7	Met Target
Non-Economically Disadvantaged Students	98	98.0	58.2	64.0	67.5	58.2		
Students with Disabilities	20	90.9	25.0	21.9	21.6	23.9	35.5	Met Target†
Students without Disabilities	157	98.8	53.5	58.7	63.9	53.5		
English Learners	24	100.0	25.0	33.3	27.3	25.0	40.8	Not Met
Non-English Learners	153	97.5	54.3	57.4	59.4	54.3		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	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	80	740	740	750	20%	*	26%	*	*	44%	52%
White	48	752	752	759	*	*	23%	*	*	56%	61%
Hispanic	16	703	703	736	*	*	*	*	*	13%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	744	744	756	*	*	*	*	*	48%	57%
Male	47	738	738	744	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	36	735	735	733	*	*	31%	*	*	36%	34%
Non-Economically Disadvantaged Students	44	745	745	762	*	*	23%	*	*	50%	64%
Students with Disabilities	13	706	706	719	*	*	0%	*	*	31%	24%
Students without Disabilities	67	747	747	756	*	*	31%	*	*	46%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	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	101	753	753	756	*	*	31%	44%	11%	54%	58%
White	57	761	761	764	0%	*	35%	*	*	61%	68%
Hispanic	16	750	750	744	*	*	*	*	*	63%	44%
Black or African American	21	732	732	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	51	759	759	762	*	*	31%	*	*	59%	63%
Male	50	747	747	751	*	*	30%	*	*	50%	53%
Economically Disadvantaged Students	46	743	743	740	*	*	28%	*	*	43%	40%
Non-Economically Disadvantaged Students	55	762	762	767	*	*	33%	*	*	64%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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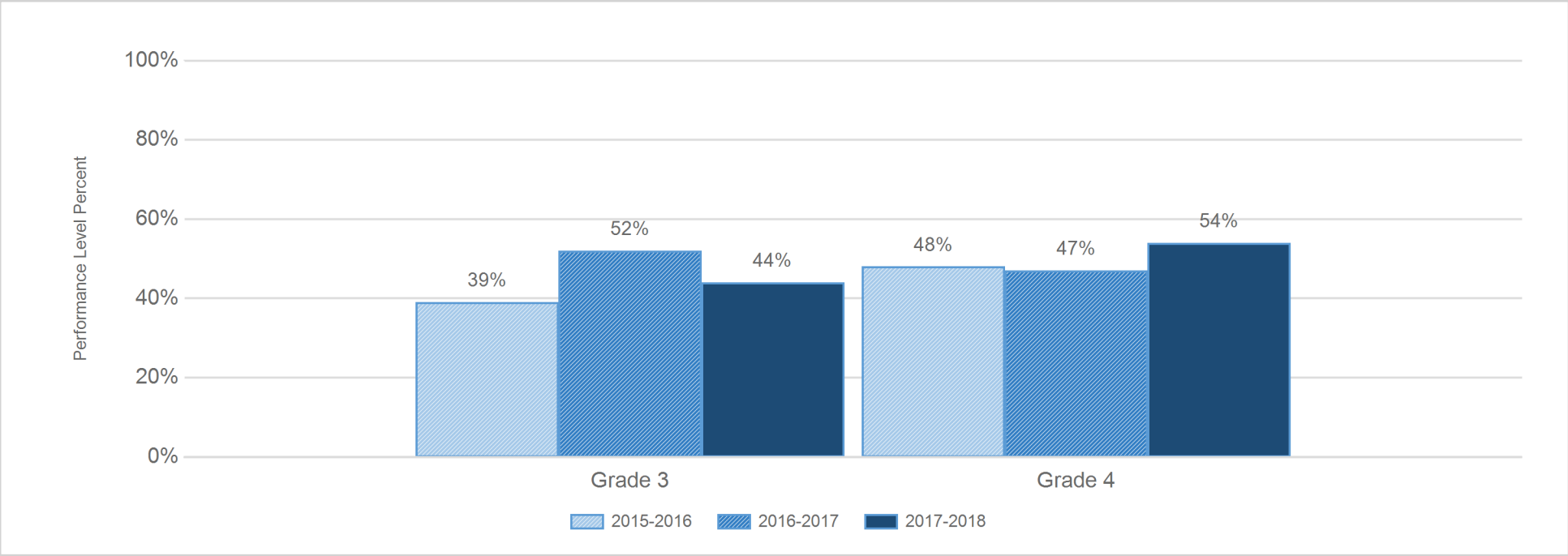
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Schoolwide	177	97.8	56.5	42.5	45.0	56.5	43.1	Met Target
White	105	97.2	70.4	52.5	54.1	70.4	48	Met Target
Hispanic	32	100.0	37.5	25.7	29.2	37.5	40.2	Met Target†
Black or African American	26	100.0	26.9	20.0	23.4	26.9	27.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	46.9	53.0	*	**	**
Female	82	96.6	63.4	43.7	46.0	63.4		
Male	95	99.0	50.5	41.4	43.9	50.5		
Economically Disadvantaged Students	79	97.6	40.5	30.3	26.6	40.5	25.7	Met Target
Non-Economically Disadvantaged Students	98	98.0	69.4	51.0	55.9	69.4		
Students with Disabilities	20	90.9	30.0	*	17.1	28.7	26.4	Met Target
Students without Disabilities	157	98.8	59.9	*	50.5	59.9		
English Learners	24	100.0	37.5	33.3	24.6	37.5	44.8	Met Target†
Non-English Learners	153	97.5	59.5	43.5	46.9	59.5		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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	80	747	747	752	*	*	*	*	*	53%	53%
White	48	759	759	760	*	*	*	40%	27%	67%	64%
Hispanic	16	717	717	739	*	*	*	*	*	25%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	33	749	749	752	*	*	*	*	*	58%	53%
Male	47	746	746	751	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	36	738	738	736	*	*	*	*	*	47%	35%
Non-Economically Disadvantaged Students	44	754	754	762	*	*	*	*	*	57%	66%
Students with Disabilities	13	711	711	730	*	*	0%	*	*	38%	29%
Students without Disabilities	67	754	754	756	*	*	22%	*	*	55%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	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	101	752	752	748	*	*	25%	*	*	58%	49%
White	57	765	765	755	0%	*	19%	*	*	74%	60%
Hispanic	16	745	745	737	*	*	*	*	*	50%	34%
Black or African American	21	725	725	730	*	*	*	*	*	29%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	51	759	759	748	*	*	22%	*	*	65%	50%
Male	50	746	746	748	*	*	28%	*	*	52%	49%
Economically Disadvantaged Students	46	736	736	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	55	766	766	758	*	*	*	*	*	78%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

H ASHTON MARSH
(01-0010-060)
Grades Offered: PK-04
2017-2018

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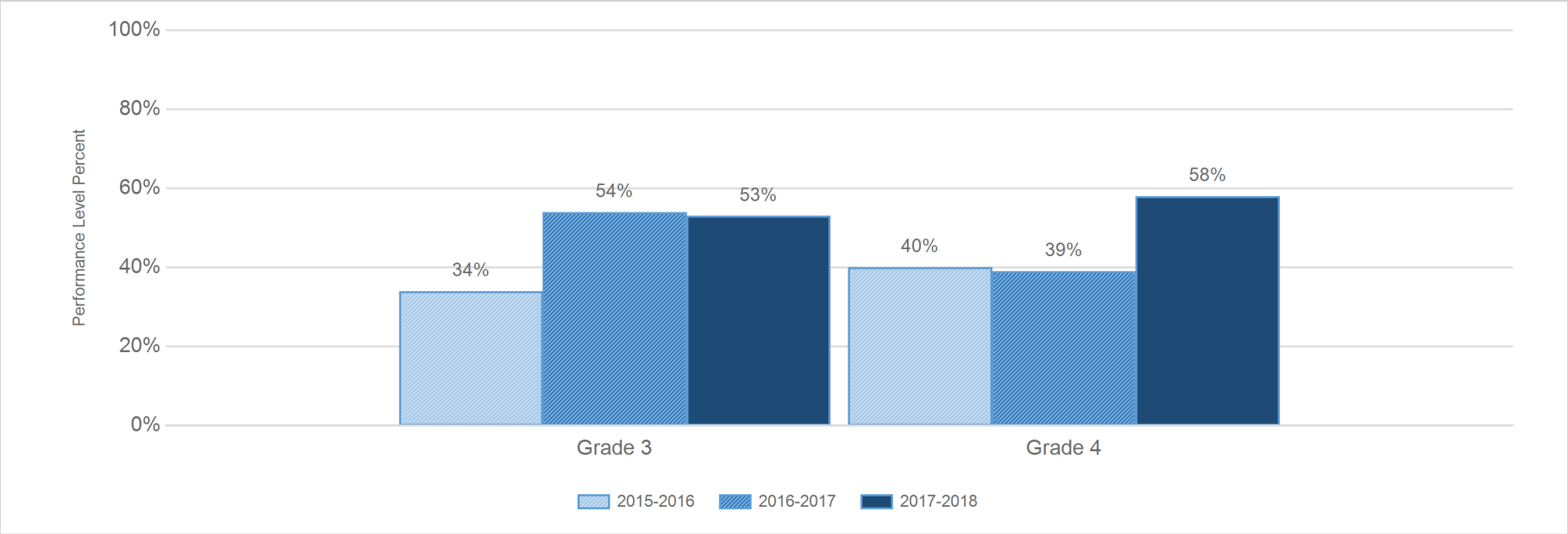
Mathematics Assessment – Performance Trends

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



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	51.7%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	85.7%	14.3%
3-4	14	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

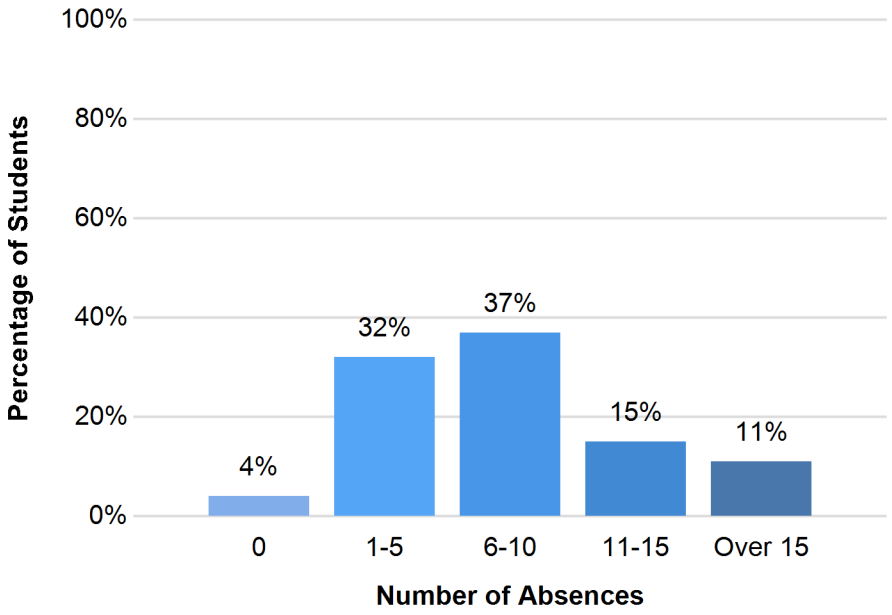
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	35	7.7	9.1	Met
White	16	6.3	9.1	Met
Hispanic	6	7.8	9.1	Met
Black or African American	8	12.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	5.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	13.0	9.1	Not Met
Economically Disadvantaged Students	22	10.2	9.1	Not Met
Students with Disabilities	7	10.3	9.1	Not Met
English Learners	6	11.5	9.1	Not Met

Days Absent

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



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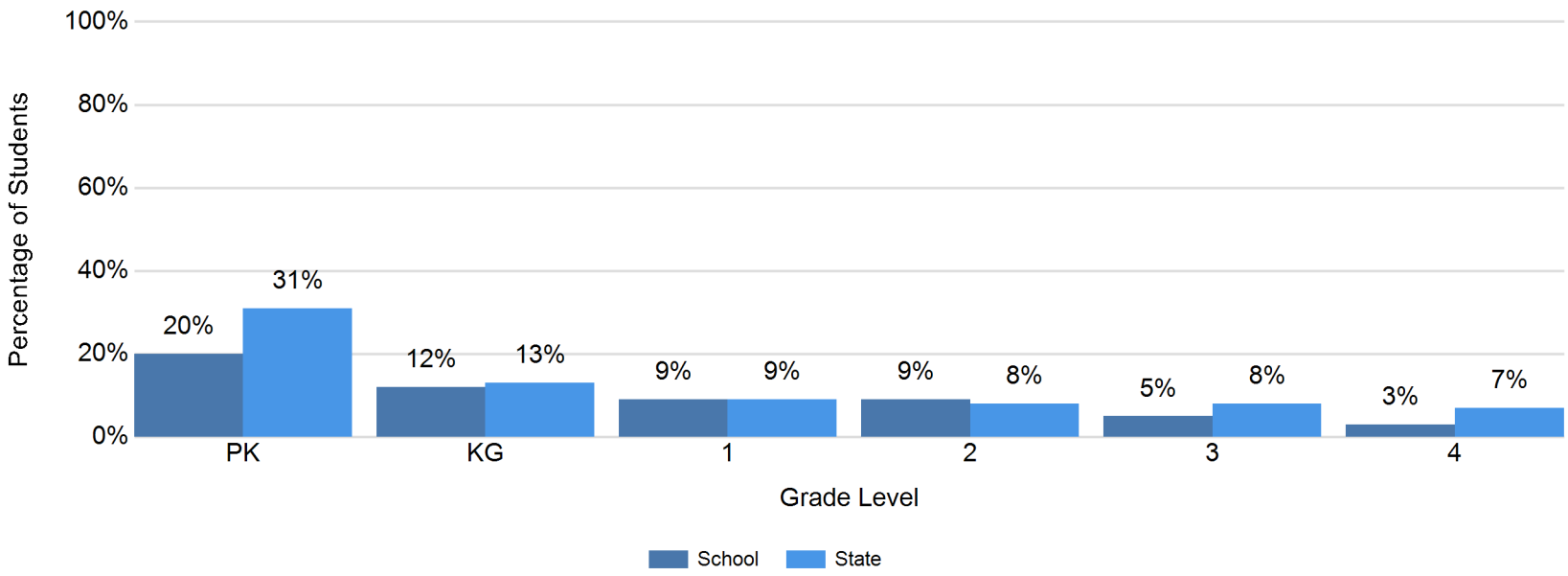
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	11	2.2%
Any Suspension	12	2.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
18

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	3 Hrs. 10 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,110	$12,199	$13,309

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	117,464
Average years experience in public schools	16.1	12.0
Average years experience in district	15.6	10.7
Teachers in district for 4 or more years	94.1%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	29.5	16.0
Average years experience in district	6.8	12.0
Administrators in district for 4 or more years	50.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	493:1	174:1
Teachers to Administrators	35:1	14:1
Students to Librarians/Media Specialists		868:1
Students to Nurses		868:1
Students to Counselors		868:1
Students to Child Study Team		434:1

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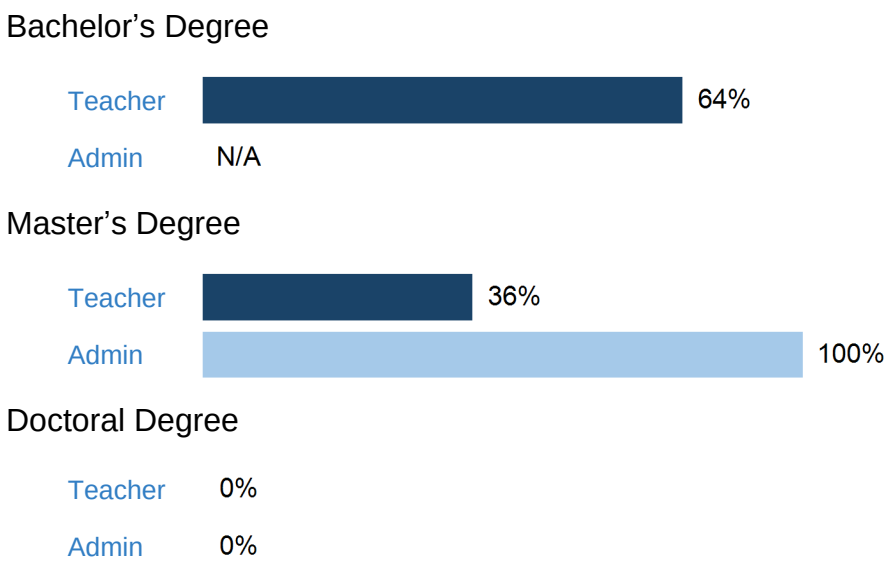
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.0%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	91.4%	0.0%
Male	8.6%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	32.64	15.0%
Mathematics Proficiency	63.03	15.0%
English Language Arts Growth	47.75	20.0%
Mathematics Growth	92.58	20.0%
Progress Towards English Language Proficiency (coming 2018)	44.26	20.0%
Chronic Absenteeism	42.21	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	55.49	n/a
Summative Rating: Percentile rank of Summative Score	57.88	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target†	Met	No
White	56.70	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	74.35	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	Not Met	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• The H. Ashton Marsh Elementary School also earned the distinction as a state of New Jersey Four Star Preschool in 2018-2019. • H. Ashton Marsh School fosters 21st century learning by providing an intensive Gifted and Talented/STEAM program to grade 4 • The H.Ashton Marsh School is a recipient of the 2019 AtlantiCare Healthy Schools award.
Mission, Vision, Theme:	The H. Ashton marsh Elementary School is committed to providing educational excellence by challenging our children with state-of-the-art programs which empower students to make responsible choices, achieve personal success and contribute to a global 21st century society. Our school philosophy is that learning activities should be individual as well as cooperative to accomodate all learners.
Awards, Recognition, Accomplishments:	The H.Ashton Marsh School was the 2000-2001 recipient of a Best Practice award from the New Jersey Department of Education in Language Arts Literacy for an International Theme project in grade four. Marsh was also selected as Atlantic County's most improved school for the Healthy Schools Initiative sponsored by AtlantiCare in 2008 and won their grant each year after up to and including 2017. Marsh was awarded a NJ grant to establish two new Preschool programs in 2013.

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Courses, Curriculum, Instruction:	The H. Ashton Marsh Elementary School serves the children of Absecon in grades Preschool through fourth. Our preschool classrooms use Creative Curriculum and are assessed through Teaching Strategies GOLD as is the Kindergarten. The Kindergarten through fourth grade curriculum focuses on reading, writing, mathematics, social studies, and science. Our constant focus on literacy has allowed us to implement a balanced literacy program, which is uniform and progressive throughout all grade levels. Kindergarten through grade four experience a total leveling of their language acquisition and reading level by using the Fountas and Pinnell benchmarking system. Math is also very intensive and has a STEAM component incorporated throughout the curriculum. Teachers involved include those from Title I, LRC, ELL and regular education. Students are immersed in writing through the execution of The Writer's Workshop program. We house an I&RS/RTI and PIRT committee to aide in student achievement.
Clubs and Activities:	Our PTO sponsors an after school program where students are exposed to many topics from academics to sports and crafts. Students may attend what is of interest. There is a thriving garden club as well as a fourth grade chorus and intrumental band.

NJ SCHOOL PERFORMANCE REPORT

H ASHTON MARSH
(01-0010-060)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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Staff and Professional Learning:	Marsh Elementary School seeks to positively influence student achievement through collaborative grade-level teacher teams with the purpose of analyzing data and reviewing the specific needs of students. Staff collaborate and share frequently to turnkey professional development and lesson materials.

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Student Supports and Services:	The H. Ashton Marsh school counselor offers small group and individual counseling sessions to support the emotional and social needs of our growing students. There are also two in house therapy dogs to aide in various student issues. Our staff, in conjunction with the District Child Study Team, utilizes a comprehensive Special Education program designed to address the specific needs of our students. Many teachers offer tutoring after school in community.
Student Health and Wellness:	All students participate in daily recess. Marsh partners with regional healthcare provider AtlantiCare to promote health and wellness in the school community. Programs include PGLA golfers working with students to make healthy choices, gardenl initiative, green mustache contest and Jump Rope for Heart along with the American Heart Association. We also have local doctors speak to the preschool students about proper care for their teeth. Annual health checks are also made on all students by the school nurse.
Parent and Community Involvement:	The H.A Marsh Elementary has a strong foundation which is our connection to the community. The PTO club supports our children, teachers and administration. They host several fundraisers during the year. All proceeds directly go to the students. Our Absecon Education foundation supplies support and seed money for new and innovative programs by hosting events such as a handbag BINGO night. Marsh maintains a relationship with AtlantiCare. We have become an AtlantiCare Healthy school as well as maintain, harvest and serve vegitables grown in the garden they joined up with Marsh to create. We also hold our annual Jump Rope for Heart event which benefits the American Heart Association. The Absecon Municipal Alliance along with Marsh Elementary school hosts the annual Hooked on Fishing Event. This allows students to learn the danger of Drugs and alcahol. There is also an active DARE program given by the Absecon Police Department.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As a means of addressing the needs identified through our school climate survey the Absecon School District has adopted the five core competencies of social and emotional learning (SEL): Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills as it relates to homes and communities, schools, classrooms, SEL curriculum and instruction, school wide practices and policies, and family and community partnership.
Facilities:	The H. Ashton Marsh Elementary School is a Preschool through grade four facility. We house both large and small group instruction rooms. There is also a large playground for grades Kindergarten through grade four as well as another for use by our preschool students. There is also an AtlantiCare award winning garden area with a greenhouse.
School Safety:	January 1st our new lockdown system went live. We now have emergency lockdown buttons where staff can activate the system. Once activated, our system closes the blackout shades in the cafeteria, art room and the library. It will also turn on access to our camera system for the police department. We added a total of 72 cameras. We worked closely with our Director of Facilities and ran all of the network cat6 runs. On the virtual side, we upgraded our firewall to a much newer, more secure and faster unit with deep packet inspection containing the latest intrusion protection. A new web filtering appliance was added that does SSL inspection to further protect our students.

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Technology and STEM:	The H. Ashton Marsh school offers a wide variety of technology at all grade levels to enhance STEAM and project based learning. Teachers in preschool expose their students during curricular "studies" to work on Kindles and Ipads. Kidergarten also uses Kindles and IPads for student usage. In Grades 1-4 students all have access to Chromebooks with grades 2-4 having a cart in each classroom. In grade four, students meet in STEAM class once a week in the STEAM lab. In the STEAM lab students have access to traditional desktops, Chromebooks, 3D printing and even a television studio.
Early Childhood Education:	The H. Ashton has three mixed delivery full day classrooms as well as one full day special education preschool classroom. These classes are grant funded and are four star rated. A new full day, mixed delivery class is scheduled to be added for the 2019-2020 school year. These classes all follow the Creative Curriculum and use Teaching Strategies GOLD as their assessment tool.