

**Southampton Township School #1**

(05-4930-050)

Grades Offered: PK-02

2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Southampton Township School District
Principal Name	Mrs. Brianna Chapin
Address	26 PLEASANT STREET SOUTHAMPTON, NJ 08088-3310
Phone Number	609-859-2256
Email Address	<a href="mailto:chapinb@southampton.k12.nj.us">chapinb@southampton.k12.nj.us</a>
Website	<a href="https://1.southampton.k12.nj.us/">https://1.southampton.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/southamptontownshipschooldistrict/">https://www.facebook.com/southamptontownshipschooldistrict/</a>
Twitter	<a href="https://twitter.com/BriChapin_STS1">https://twitter.com/BriChapin_STS1</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	16	19	10
KG	63	72	83
1	75	63	73
2	74	74	67
Total	228	228	233

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.5%	46.1%	43.8%
Male	53.5%	53.9%	56.2%
Economically Disadvantaged Students	21.1%	18.0%	19.3%
Students with Disabilities	22.4%	29.4%	27.5%
English Learners	1.8%	2.2%	1.7%
Homeless Students	0.0%	0.0%	0.9%
Students in Foster Care	0.9%	0.9%	0.9%
Military-Connected Students	3.9%	2.2%	5.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.1%	81.1%	80.7%
Hispanic	12.3%	11.0%	11.2%
Black or African American	0.0%	0.4%	0.4%
Asian	0.9%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.7%	7.0%	7.3%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	16	19	10
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	63	72	83

### 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	97.4%
Spanish	2.1%
Other Languages	0.4%



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### 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	*	*	*

### 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	*	*	*
3-4	*	*	*
5 or more	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

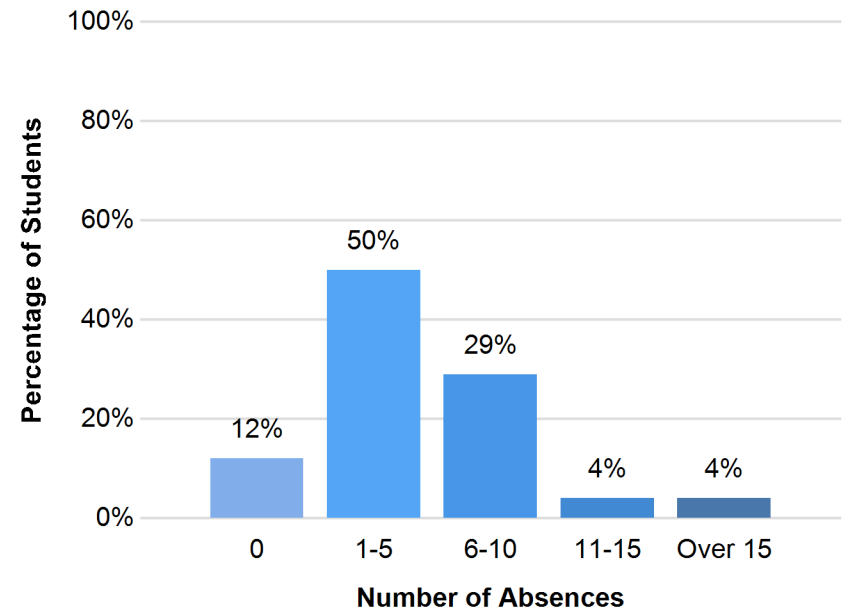
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	5	2.2	10.3	Met
White	5	2.7	10.3	Met
Hispanic	0	0	10.3	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	2	2.0		
Male	3	2.3		
Economically Disadvantaged Students	1	2.2	10.3	Met
Students with Disabilities	2	3.3	10.3	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

### Days Absent

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





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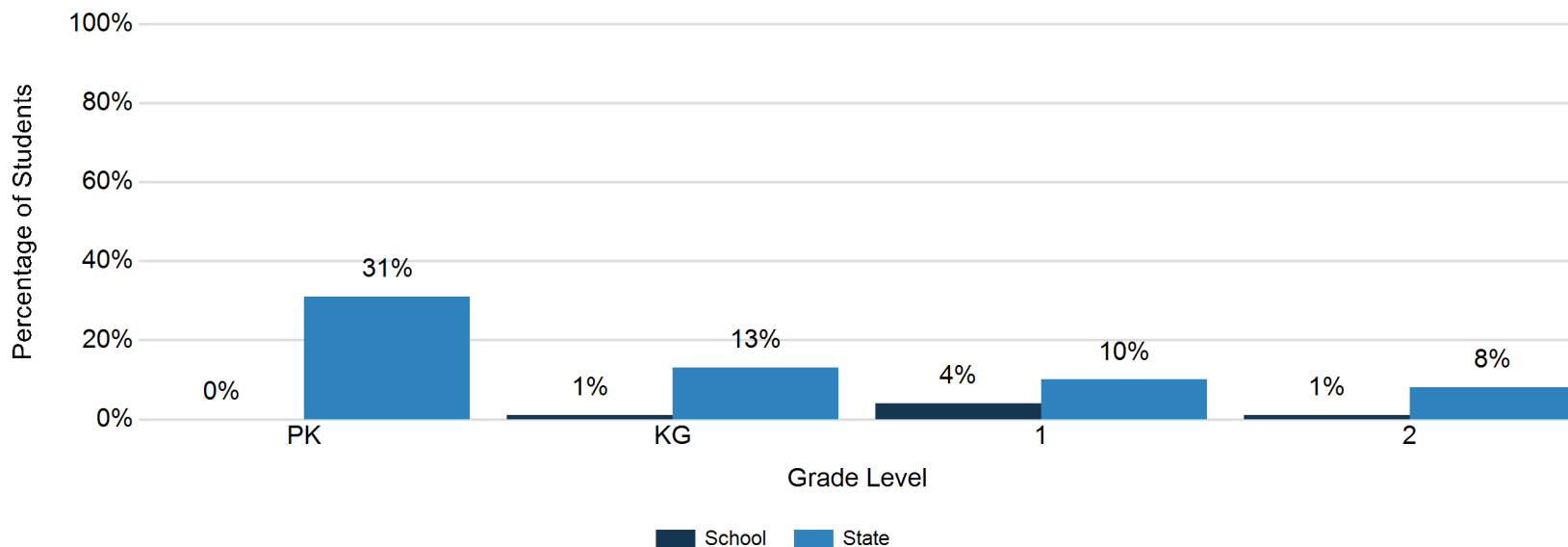
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**Chronic Absenteeism by Grade**

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	2.58

### Police Notifications

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

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



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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
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

0



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### School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 Mins.



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	61.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	117:1	103:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		362:1
Students to Counselors		362:1
Students to Child Study Team Members		145:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.8%	95.5%	100.0%	48.4%	77.1%	54.9%
Male	56.2%	4.5%	0.0%	51.6%	22.9%	45.1%
White	80.7%	95.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	11.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	0.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	4.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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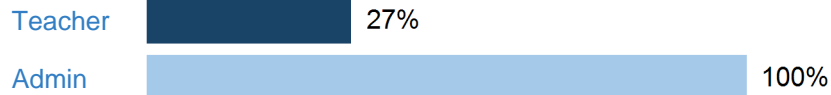
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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### School Narrative

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



#### Highlights:

- The curricula includes Reader's and Writers' workshop, GoMath, and Carolina Science. Special area instruction includes Art, Music, P.E., Health, Library and Literature.
- Southampton SPARK is our I-STEAM (Science, Technology, Engineering, Arts, and Mathematics) program that starts in Grade 2. SPARK employs problem-solving and design thinking to foster learning.
- Extra-curricular activities include the Action Program which provides literacy enrichment for kindergarten students and the Lego Club to develop creativity and collaboration of students.



#### Mission, Vision, Theme:

The Southampton Township School District shall empower our students with the life skills necessary to attain academic excellence while fostering social and emotional growth. By aligning our academic programs with the New Jersey Student Learning Standards, advocating a safe secure environment, our students will become life-long learners and responsible, caring, contributing community members both locally and globally.





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Reading Workshop and Writing Workshop are two essential curricular programs we offer. They are grounded in the belief that children learn best when instructed at their unique instructional levels. Daily instruction includes 1) the delivery of short and targeted mini-lessons; 2) time dedicated for students to be authentically engaged in independent reading and writing; and 3) small group instruction / individual conferences that meet students where they are in learning and address their specific needs. To support our strong reading and writing curricula, our two Lead Teachers offer professional development, model best practice in the workshop model, observe / give feedback to colleagues, and plan with staff as they grow as practitioners of quality reading and writing instruction.</p>
 <p><b>Clubs and Activities:</b></p>	<p>After-school opportunities for students in School #1 include 1) the Action Program which provides literacy enrichment for kindergarten students; and 2) the Lego Club which provides both structured and free-building activities to build creativity and colla</p>





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 <p>Before and After School Programs:</p>	<p>Before and after-school childcare is offered by the district via an agreement with Kindercare. Information about the program can be obtained on the Southampton School #1 website.</p>
 <p>Staff and Professional Learning:</p>	<p>There are six professional development days annually that focus on district initiatives including Reading / Writing Workshop, differentiated instruction, I-STEAM programming, and school climate. Training on these topics is sustained throughout the year. In addition, all teachers participate in Professional Learning Communities (PLCs) throughout the year, grade-level / department meetings, school faculty meetings and articulation to review assessment data and plan for instruction.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The school currently has one full-time and one-part-time school counselor to provide counseling services to students, educational programs / assemblies, social skills groups, and in-class lessons. They collaborate closely with teachers and administration in order to be responsive to students' needs and to enhance the culture and climate of the school. The school has an Intervention and Referral Services Committee (I&amp;RS) to provide support to students who are struggling academically, behaviorally, or socially / emotionally. The committee is chaired by the respective building principal and coordinated by the school counselor and integrates with our school-wide Response to Intervention (RtI) program. During RtI time, teachers give their students differentiated instructional experiences to meet them where they are as learners, which build a strong foundation in literacy and mathematics.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Southampton School #1 provides comprehensive health and physical education for all students in our school. We continue to enhance our school playground to integrate new and engaging stations for active learning and team games. Students also participate in class PE, where teachers facilitate structured and free-play activities, both indoors and outdoors. Students are encouraged to participate in school-wide and district-wide health initiatives, such as "Walking Wednesdays" and "Jump Rope for Heart." They also participate in walking field trips when possible to local agencies and businesses, such as the Vincent Fire Company and the Sally Stretch Keen Memorial Library.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Southampton School #1 encourages parent /community involvement through numerous in-school activities. Teachers provide opportunities for "Guest / Mystery Parent Readers" throughout the year. They conduct parent surveys about skills / careers they could share with students and bring in parent and community presenters that spark students' interest. Teachers work closely with PTA room parents to provide enrichment art projects that enhance the school experience for students. As a school, we invite parents to be part of committees, such as the School Safety Team and the Climate and Culture Committee. We also partner with community members, agencies, and small businesses when coordinating school-wide events, such as "Project Safe Kids" and "An Evening with STEAM," "Author Day," and the "Arbor Day Program." Our school supports families in need from our community and beyond.</p>






**Southampton Township School #1**  
(05-4930-050)  
Grades Offered: PK-02  
2018-2019

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### School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers The district has adopted a district goal for 2018-2019 that focuses on enhancing school climate and culture. As a component of this goal, a climate survey of parents and staff will be conducted in School #1 Data garnered from this survey will be used by the School #1 Climate Committee to develop an action plan to further enhance school climate and culture.</p>
 <p>Facilities:</p>	<p>Recently, School #1 has undergone upgrades to our Technology / I-STEAM lab to facilitate integrated learning in this space. It is also in the process of physical / visual enhancements throughout the building to encourage an increasingly positive school climate for students, staff, and families.</p>
 <p>School Safety:</p>	<p>The safety and security of our students and staff is an extremely high priority of the Southampton Township School #1. School safety and security protocols are continually reviewed with the staff and drills routinely conducted to enhance our preparedness for emergencies. An emphasis is placed on adhering to the best practices recommended by the New Jersey Office of Emergency Preparedness. Enhancement of physical security is ongoing. Facility security includes visitor vestibules, ID / Access systems, 911 buttons, classroom lockdown shades, lockdown notification lights, classroom door lockdown buttons, classroom / exterior door numbering, intruder doors, and a CCTV surveillance system. The district also employs a full-time armed security officer and a part-time Security Officer.</p>





**Southampton Township School #1**  
 (05-4930-050)  
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 2018-2019

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 <p><b>Technology and STEM:</b></p>	<p>Southampton School #1 continues to work toward technology and I-STEAM integration through physical enhancements to technology, curriculum revisions, and continued staff development. See the district narrative for the major building and curricular enhancements. Specific programming for technology and I-STEAM in School #1 includes “Southampton Spark” that begins in Grade 2. At this level, students are exposed to design-thinking and problem-solving through lower and higher-level technologies (examples range from consumable / non-consumable building materials to software / websites on coding and design). Lego Club is also offered for students in Grade 2 and we are working to create a Grade 1 club focused around design and creative productivity. To support the integration of I-STEAM into all classrooms, we have a “Lead Teacher” who provides professional development and after-school workshops, collaboration time with grade-level and departmental teams, and one-to-one mentoring to teach</p>
 <p><b>Early Childhood Education:</b></p>	<p>Southampton School #1 offers a half-day preschool disabled program for eligible students. The program focuses on preparation for kindergarten and early literacy / numeracy skills. “Creative Curriculum” is our recently adopted preschool curriculum, which focuses on center / play-based activities and integrates various “studies” introduce engaging themes and hands-on, cross-curricular learning.</p>



### Southampton Township School #1

(05-4930-050)

Grades Offered: PK-02

2018-2019

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### Other Information

Southampton School #1 is grateful for the generosity of the Southampton Township Academic Resources (STAR) Foundation, an education foundation that raises funds to support creative and innovative educational programs. To date the STAR Foundation has awarded over \$375,000 to the district for major and mini-grants developed by teachers and staff to enrich and supplement educational programming. Our school staff members consistently apply for and receive grants for supplemental materials, technology enhancements and software, curricular field trips, and more.



**Southampton Township School #2**  
 (05-4930-060)  
 Grades Offered: 03-05  
 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Southampton Township School #2**

(05-4930-060)

Grades Offered: 03-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Southampton Township School District
Principal Name	Mrs. Jennifer Horner
Address	100 MISS MABEL DRIVE SOUTHAMPTON, NJ 08088-3351
Phone Number	609-859-2256
Email Address	<a href="mailto:hornerj@southampton.k12.nj.us">hornerj@southampton.k12.nj.us</a>
Website	<a href="https://2.southampton.k12.nj.us/">https://2.southampton.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/southamptontownshipschooldistrict/">https://www.facebook.com/southamptontownshipschooldistrict/</a>
Twitter	<a href="https://twitter.com/JenHorner@PrincipalHorner">https://twitter.com/JenHorner@PrincipalHorner</a>



## Southampton Township School #2

(05-4930-060)

Grades Offered: 03-05

2018-2019

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	69	79	78
4	76	72	78
5	93	75	77
Total	238	226	233

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.3%	50.0%	52.8%
Male	51.7%	50.0%	47.2%
Economically Disadvantaged Students	23.5%	21.7%	24.0%
Students with Disabilities	17.2%	19.5%	21.5%
English Learners	1.3%	2.2%	2.1%
Homeless Students	0.0%	0.0%	0.4%
Students in Foster Care	0.0%	0.4%	0.4%
Military-Connected Students	2.9%	4.0%	3.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	82.8%	81.0%	80.7%
Hispanic	9.7%	12.8%	12.4%
Black or African American	2.1%	0.9%	0.4%
Asian	0.4%	0.9%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.0%	4.4%	5.2%

### Enrollment by Home Language

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

Home Language	% of Students
English	97.4%
Spanish	2.1%
Other Languages	0.4%



**Southampton Township School #2**  
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2018-2019

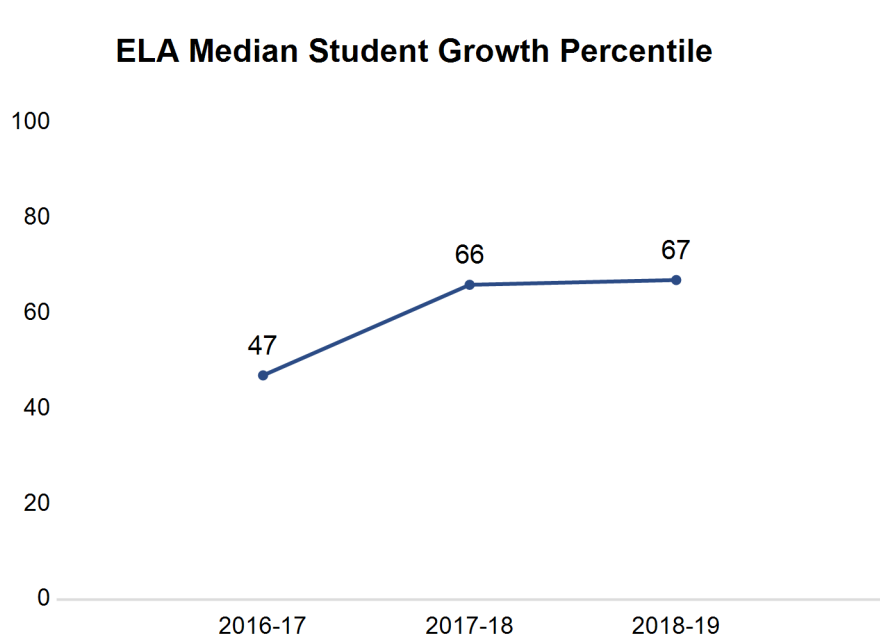
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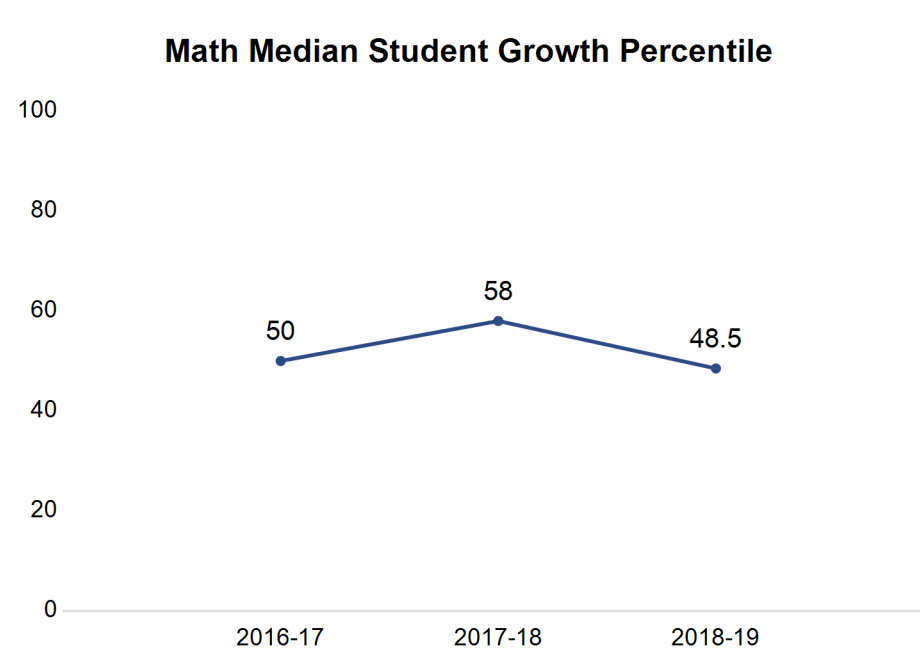
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	66	67	50	58	48.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	67	57	50	Exceeds Standard	48.5	54	50	Met Standard
White	67.5	57	50	Exceeds Standard	49	53	52	Met Standard
Hispanic	69	69	49	**	60	64	47	**
Black or African American	*	*	45	**	N	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	42.5	49	**	*	37	52	**
Female	68	59	53	N	45	56	50	N
Male	59	56.5	47	N	50	49.5	51	N
Economically Disadvantaged Students	56	55.5	48	Met Standard	52.5	57.5	46	Met Standard
Students with Disabilities	71.5	58	43	Exceeds Standard	43.5	41.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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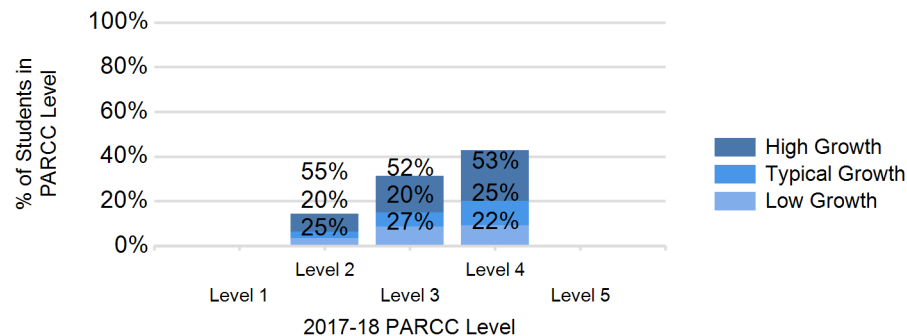
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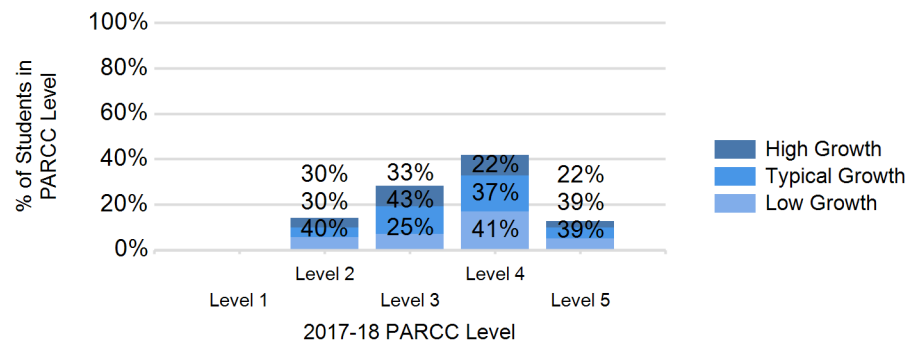
**Student Growth by Performance Level**

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

**ELA**



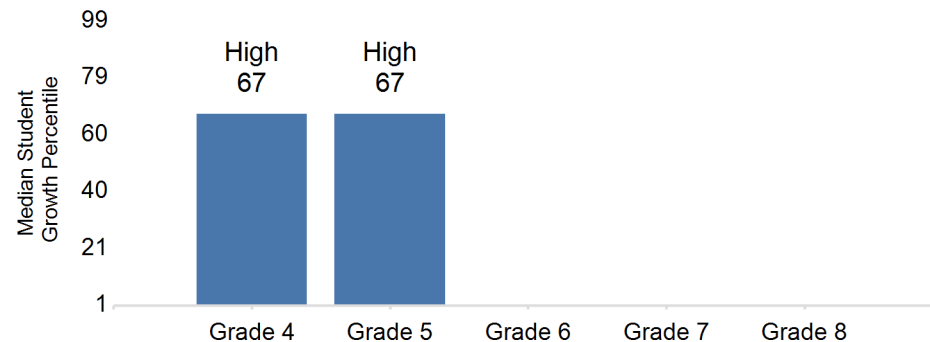
**Math**



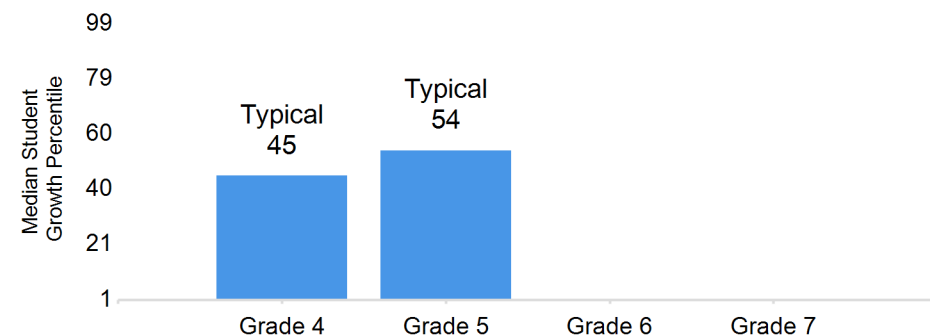
**Student Growth by Grade**

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

**ELA**



**Math**





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2018-2019

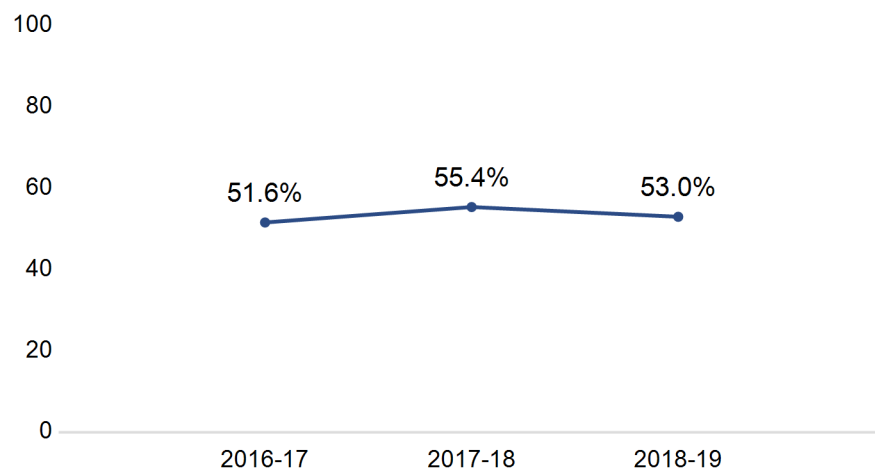
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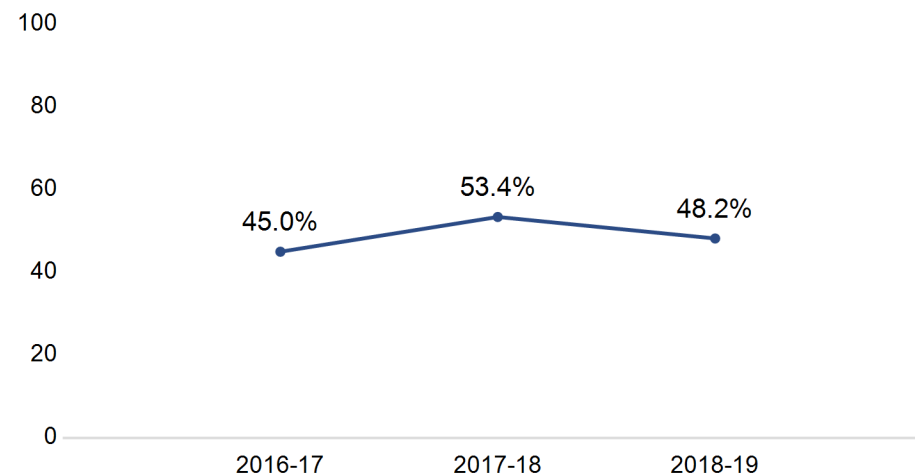
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	94.9%	95.4%	97.9%	96.2%	94.5%
Proficiency Rate for Federal Accountability	51.6%	55.4%	53.0%	45.0%	53.4%	48.2%
Annual Target	53.7%	55.1%	56.5%	54.5%	55.9%	57.2%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	95.4	53.0	64.3	57.9	53.0	56.5	Met Target†
White	176	95.3	56.8	66.8	66.9	56.8	58.1	Met Target†
Hispanic	27	93.3	37.0	54.3	43.9	37.0	50.6	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	12	100.0	33.3	56.5	64.4	33.3	**	**
Female	115	96.0	53.9	68.7	64.8	53.9		
Male	104	94.7	51.9	59.8	51.3	51.9		
Economically Disadvantaged Students	49	91.4	32.7	50.0	40.0	31.2	48	Not Met
Non-Economically Disadvantaged Students	170	96.6	58.8	68.0	67.9	58.8		
Students with Disabilities	42	86.3	33.3	35.0	22.7	30.7	29	Met Target
Students without Disabilities	177	97.8	57.6	70.4	65.1	57.6		
English Learners	*	*	*	40.0	29.3	*	**	**
Non-English Learners	*	*	*	64.8	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

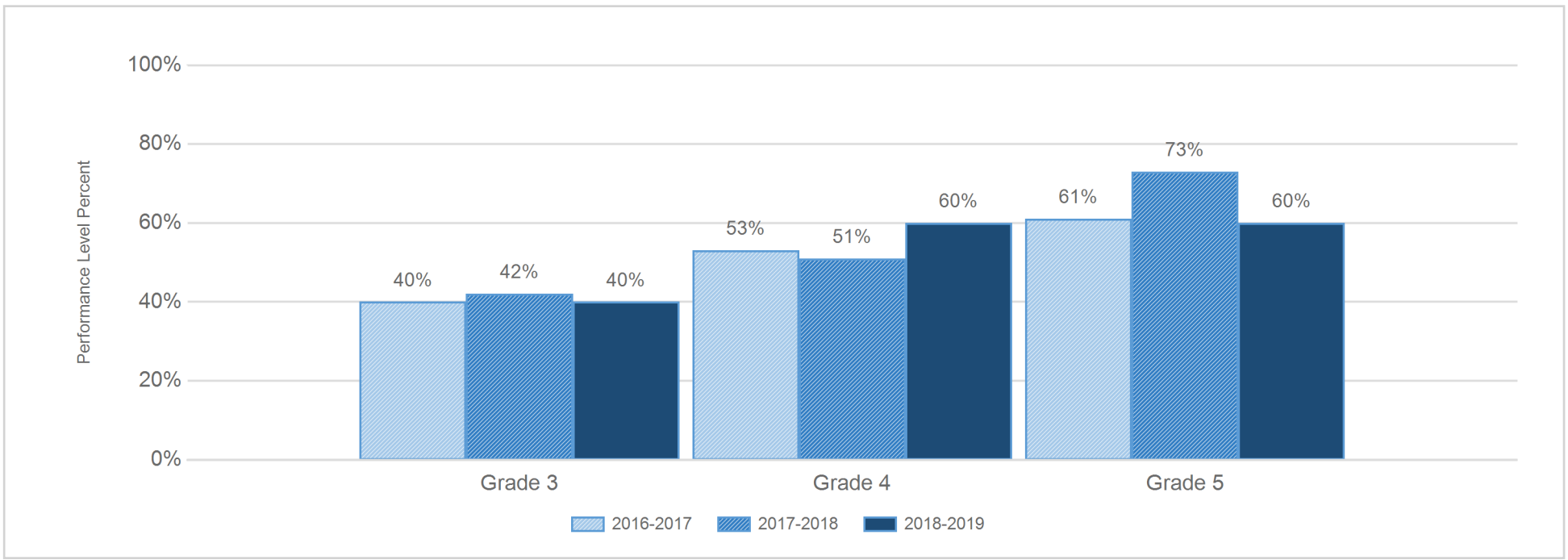


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	740	740	748	*	*	28%	40%	0%	40%	50%
White	61	742	742	757	*	*	28%	43%	0%	43%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	44	736	736	753	*	*	25%	41%	0%	41%	55%
Male	31	745	745	743	*	*	32%	39%	0%	39%	46%
Economically Disadvantaged Students	16	738	738	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	59	741	741	759	*	*	*	*	*	44%	61%
Students with Disabilities	15	721	721	719	*	*	*	*	*	27%	24%
Students without Disabilities	60	745	745	754	*	*	*	*	*	43%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	759	759	755	*	*	22%	38%	22%	60%	57%
White	61	760	760	763	*	*	21%	38%	23%	61%	67%
Hispanic	10	760	760	743	*	*	*	*	*	60%	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	766	766	760	*	*	*	*	*	62%	62%
Male	40	754	754	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	15	733	733	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	62	766	766	765	*	*	*	*	*	66%	69%
Students with Disabilities	15	736	736	725	*	*	*	*	*	47%	25%
Students without Disabilities	62	765	765	761	*	*	*	*	*	63%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Southampton Township School #2**  
(05-4930-060)  
Grades Offered: 03-05  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	757	757	756	*	*	26%	*	*	60%	58%
White	57	760	760	764	*	*	23%	*	*	67%	68%
Hispanic	10	748	748	743	0%	*	*	*	*	30%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	38	766	766	761	*	*	*	*	*	66%	64%
Male	34	746	746	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	21	746	746	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	51	761	761	766	*	*	*	*	*	67%	69%
Students with Disabilities	12	735	735	724	*	*	*	*	*	25%	23%
Students without Disabilities	60	761	761	762	*	*	*	*	*	67%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	217	94.5	48.4	54.5	44.5	48.2	57.2	Not Met
White	175	94.7	52.0	55.6	54.1	51.8	57.6	Met Target†
Hispanic	27	93.3	37.0	47.8	28.8	37.0	44	Met Target†
Black or African American	N	N	N	*	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	114	95.2	44.7	54.3	44.9	44.7		
Male	103	93.8	52.4	54.6	44.2	52.1		
Economically Disadvantaged Students	49	91.4	32.7	46.9	26.3	31.2	46.3	Not Met
Non-Economically Disadvantaged Students	168	95.5	53.0	56.5	54.9	53.0		
Students with Disabilities	41	84.3	22.0	17.7	17.4	19.7	19.3	Met Target
Students without Disabilities	176	97.3	54.5	62.1	50.0	54.5		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	55.2	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



## Southampton Township School #2

(05-4930-060)

Grades Offered: 03-05

2018-2019

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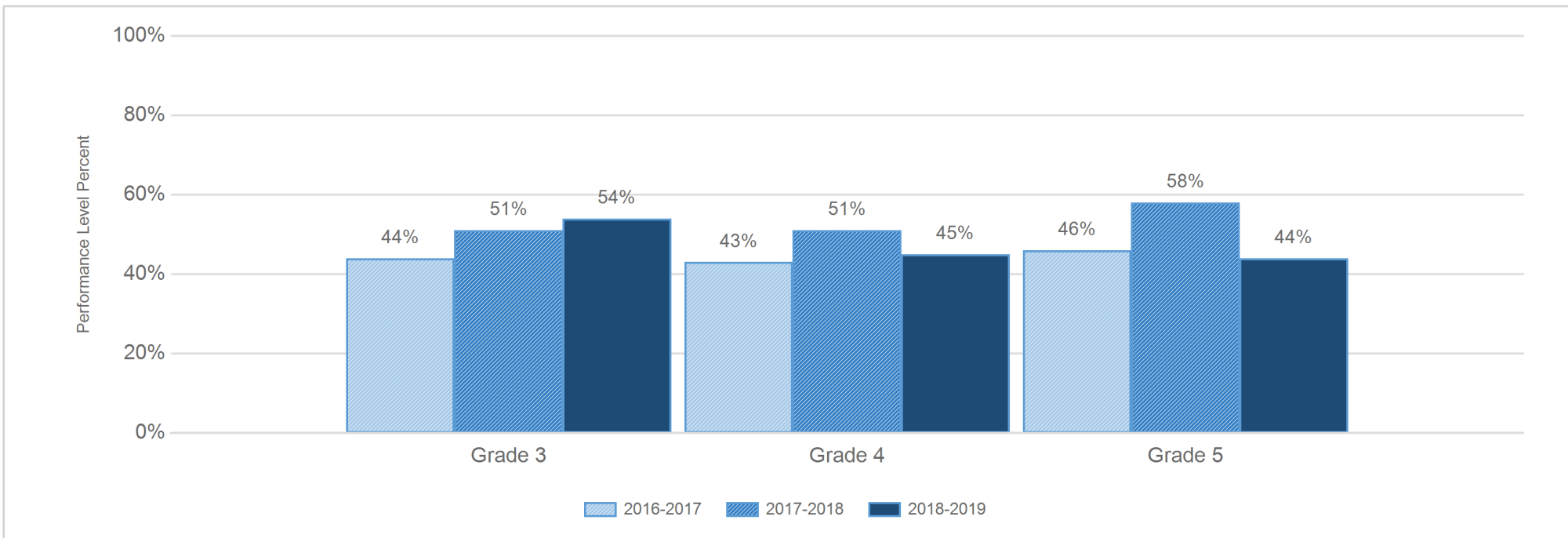
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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## Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	748	748	752	*	22%	22%	*	*	54%	55%
White	60	751	751	760	*	18%	22%	*	*	58%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	N	N	N	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	743	743	751	*	*	*	*	*	47%	54%
Male	31	755	755	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	16	746	746	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	58	749	749	761	*	*	*	*	*	59%	67%
Students with Disabilities	14	729	729	731	*	*	*	*	*	29%	31%
Students without Disabilities	60	753	753	756	*	*	*	*	*	60%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	752	752	749	*	17%	35%	*	*	45%	51%
White	61	755	755	757	*	*	36%	*	*	48%	62%
Hispanic	10	747	747	737	0%	*	*	*	*	50%	36%
Black or African American	N	N	N	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	37	750	750	749	*	*	35%	*	*	46%	50%
Male	40	754	754	749	*	*	35%	*	*	45%	52%
Economically Disadvantaged Students	15	739	739	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	62	755	755	759	*	*	*	*	*	50%	63%
Students with Disabilities	15	735	735	726	*	*	*	*	*	13%	25%
Students without Disabilities	62	756	756	754	*	*	*	*	*	53%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	71	746	746	747	*	*	41%	*	*	44%	47%
White	57	749	749	755	*	*	42%	*	*	47%	58%
Hispanic	10	735	735	735	0%	*	*	*	*	20%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	38	747	747	747	*	*	45%	*	*	45%	47%
Male	33	744	744	747	*	*	36%	*	*	42%	47%
Economically Disadvantaged Students	21	736	736	732	*	*	48%	*	*	29%	27%
Non-Economically Disadvantaged Students	50	750	750	757	*	*	38%	*	*	50%	59%
Students with Disabilities	12	722	722	725	*	*	*	*	*	17%	19%
Students without Disabilities	59	751	751	752	*	*	*	*	*	49%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

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

† 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	*	*	*
3-4	*	*	*
5 or more	*	*	*



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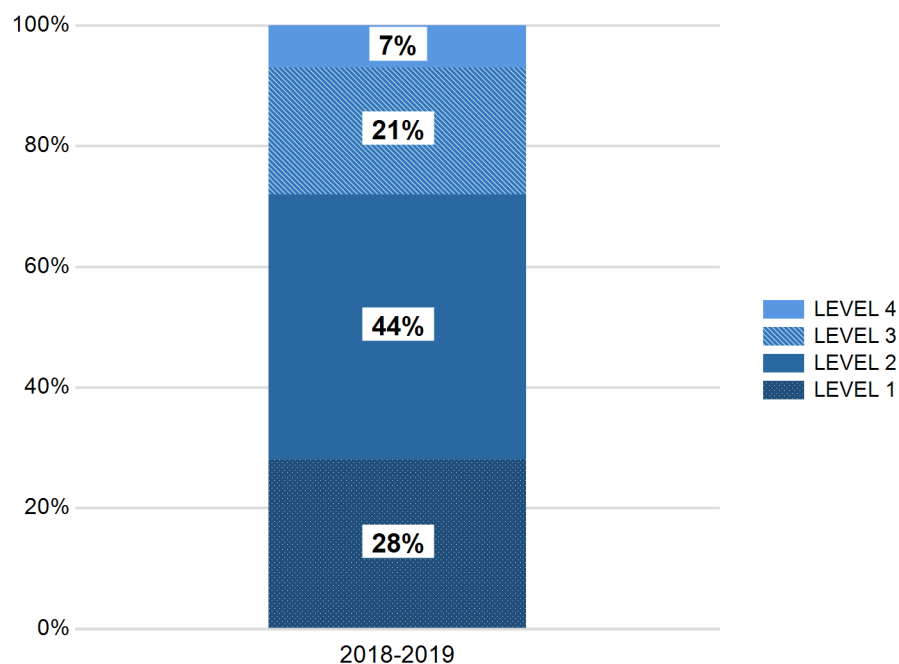
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	28	44	21	7
White	23	44	26	7
Hispanic	50	40	0	10
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	37	21	11
Male	24	52	21	3
Economically Disadvantaged Students	35	45	20	0
Non-Economically Disadvantaged Students	25	43	22	10
Students with Disabilities	67	25	8	0
Students without Disabilities	20	47	24	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

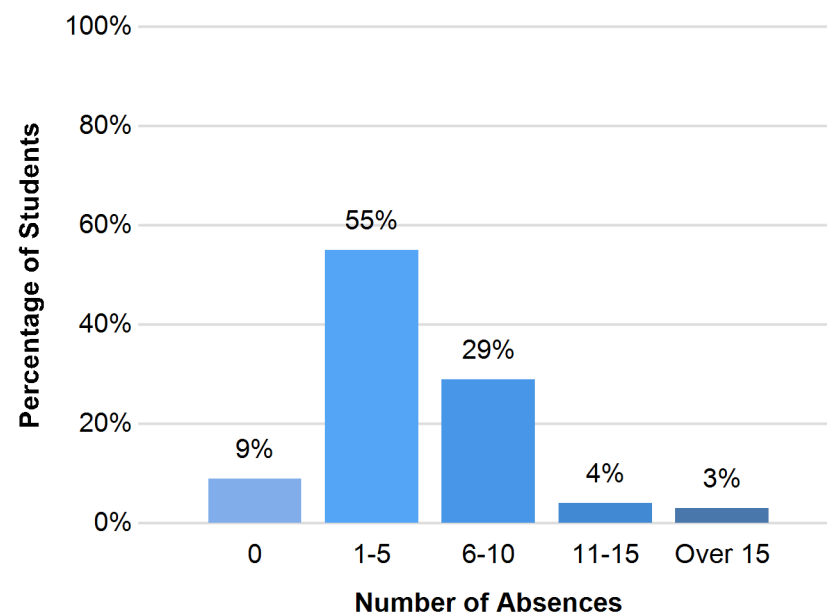
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	4	1.7	7.5	Met
White	3	1.6	7.5	Met
Hispanic	0	0	7.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	1	0.8		
Male	3	2.8		
Economically Disadvantaged Students	2	3.7	7.5	Met
Students with Disabilities	2	4.0	7.5	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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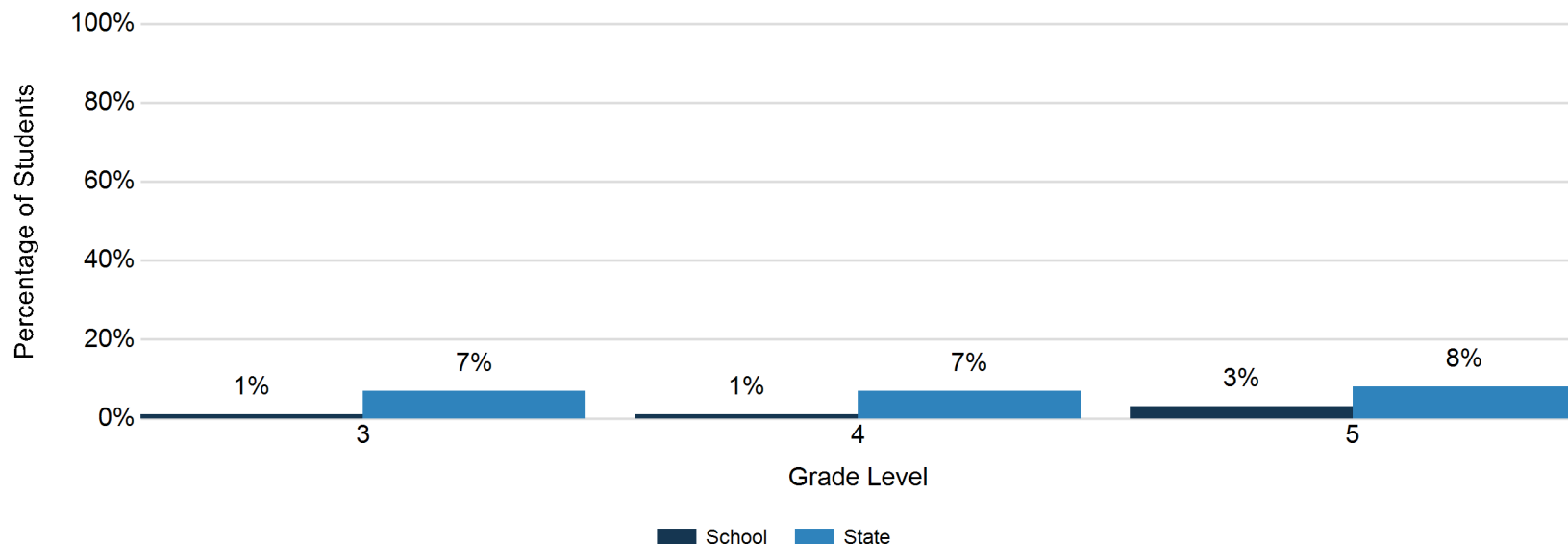
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**Chronic Absenteeism by Grade**

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.72

### Police Notifications

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

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



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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

### 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	*	*
Any Suspension	*	*
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

\*



### Southampton Township School #2

(05-4930-060)

Grades Offered: 03-05

2018-2019

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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	8:25 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 Mins.

#### Device Ratios

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

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



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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	61.5%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	78:1	103:1
Teachers to Administrators	9:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		362:1
Students to Counselors		362:1
Students to Child Study Team Members		145:1



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**Teachers:** All classroom teachers

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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.8%	85.2%	100.0%	48.4%	77.1%	54.9%
Male	47.2%	14.8%	0.0%	51.6%	22.9%	45.1%
White	80.7%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	3.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.6%	55.4%	53.0%
Math Proficiency	45.0%	53.4%	48.2%
ELA Growth	47	66	67
Math Growth	50	58	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.7%	2.2%	1.7%

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



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- The curricula includes Reader's and Writers' workshop, GoMath, and Carolina Science. Special area instruction includes Art, Music, P.E., Health, Library and Technology.
- Southampton SPARK is our I-STEAM (Science, Technology, Engineering, Arts, and Mathematics) program. SPARK employs problem-solving and design thinking to foster learning.
- We offer many afterschool opportunities which include Vets in Training, Lego Club, Logica Club, Imagination Maker Club, Drama Club, Media Club, Girls on the Run, Intramural sports, and Interscholastic



### Mission, Vision, Theme:

The Southampton Township School District shall empower our students with the life skills necessary to attain academic excellence while fostering social and emotional growth. By aligning our academic programs with the New Jersey Student Learning Standards



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Reading Workshop and Writing Workshop are two essential curricular programs we offer. They are grounded in the belief that children learn best when instructed at their unique instructional levels. Daily instruction includes 1) the delivery of short and targeted mini-lessons; 2) time dedicated for students to be authentically engaged in independent reading and writing; and 3) small group instruction / individual conferences that meet students where they are in learning and address their specific needs. To support our strong reading and writing curricula, our two Lead Teachers offer professional development, model best practice in the workshop model, observe / give feedback to colleagues, and plan with staff as they grow as practitioners of quality reading and writing instruction.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Cross Country (Boys &amp; Girls)</p> <p>We offer Intramural sport and Interscholastic Cross Country.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer many after school opportunities which include Vets in Training, Lego Club, Logica Club, Drama Club, and Media Club.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Before and after-school childcare is offered by the district via an agreement with Kindercare. Information about the program can be obtained on the Southampton School #2 website.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>There are six professional development days annually that focus on district initiatives including Reading / Writing Workshop, differentiated instruction, I-STEAM programming, and school climate. Training on these topics is sustained throughout the year. In addition, all teachers participate in Professional Learning Communities (PLCs) throughout the year, grade-level / department meetings, school faculty meetings and articulation to review assessment data and plan for instruction.</p>



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### Student Supports and Services:

The school currently has one full-time and one-part-time school counselor to provide counseling services to students, educational programs / assemblies, social skills groups, and in-class lessons. They collaborate closely with teachers and administration in order to be responsive to students' needs and to enhance the culture and climate of the school. The school has an Intervention and Referral Services Committee (I&RS) to provide support to students who are struggling academically, behaviorally, or socially / emotionally. The committee is chaired by the respective building principal and coordinated by the school counselor and integrates with our school-wide Response to Intervention (RtI) program. During RtI time, teachers give their students differentiated instructional experiences to meet them where they are as learners, which build a strong foundation in literacy and mathematics.



### Student Health and Wellness:

Southampton School #2 provides comprehensive health and physical education for all students in our school. We continue to enhance our school playground to integrate new and engaging stations for active learning and team games.



### Parent and Community Involvement:

Southampton School #2 encourages parent /community involvement through numerous in-school activities. Teachers provide opportunities for "Guest / Mystery Parent Readers" and classroom volunteers throughout the year. We also have evening programs for Family Math and Family Science. They conduct parent surveys about skills / careers they could share with students and bring in parent and community presenters that spark students' interest. Teachers also work closely with PTA room parents to provide enrichment art projects that enhance the school experience for students. As a school, we invite parents to be part of committees, such as the School Safety Team and the Climate and Culture Committee. We also partner with community members, agencies, and small businesses when coordinating school-wide



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Parents, Administrators, Teachers The district has adopted a district goal for 2018-2019 that focuses on enhancing school climate and culture. As a component of this goal, a climate survey of parents and staff will be conducted in School #1 Data garnered from this survey will be used by the School #2 Climate Committee to develop an action plan to further enhance school climate and culture,</p>
 <p>Facilities:</p>	<p>Recently, School #2 has undergone upgrades to our Technology / I-STEAM lab to facilitate integrated learning in this space. It is also in the process of physical / visual enhancements throughout the building to encourage an increasingly positive school climate / culture.</p>
 <p>School Safety:</p>	<p>The safety and security of our students and staff is an extremely high priority of the Southampton Township School #2. School safety and security protocols are continually reviewed with the staff and drills routinely conducted to enhance our preparedness for emergencies. An emphasis is placed on adhering to the best practices recommended by the New Jersey Office of Emergency Preparedness. Enhancement of physical security is ongoing. Facility security includes visitor vestibules, ID / Access systems, 911 buttons, classroom lockdown shades, lockdown notification lights, classroom door lockdown buttons, classroom / exterior door numbering, intruder doors and a CCTV surveillance system. The district also employs a full-time armed security officer and a part-time security officer.</p>



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Technology and STEM:

Southampton School #2 continues to work toward technology and I-STEAM integration through physical enhancements to technology, curriculum revisions, and continued staff development. See the district narrative for the major building and curricular enhancements.



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School Narrative

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Other Information

Southampton School #2 is grateful for the generosity of the Southampton Township Academic Resources (STAR) Foundation, an education foundation that raises funds to support creative and innovative educational programs. To date the STAR Foundation has awarded over \$375,000 to the district for major and mini-grants developed by teachers and staff to enrich and supplement educational programming. Our school staff members consistently apply for and receive grants for supplemental materials, technology enhancements and software, curricular field trips, and more.



**Southampton Township School #3**  
(05-4930-070)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



### Southampton Township School #3

(05-4930-070)

Grades Offered: 06-08

2018-2019

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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

### School Contact Information

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

Type	Contact Information
County	Burlington
District	Southampton Township School District
Principal Name	Mrs. Jennifer Horner
Address	100 WARRIOR WAY SOUTHAMPTON, NJ 08088-3349
Phone Number	609-859-2256
Email Address	<a href="mailto:hornerj@southampton.k12.nj.us">hornerj@southampton.k12.nj.us</a>
Website	<a href="https://3.southampton.k12.nj.us/">https://3.southampton.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/southamptontownshipschooldistrict/">https://www.facebook.com/southamptontownshipschooldistrict/</a>
Twitter	<a href="https://twitter.com/JenHorner@PrincipalHorner">https://twitter.com/JenHorner@PrincipalHorner</a>



**Southampton Township School #3**  
 (05-4930-070)  
 Grades Offered: 06-08  
 2018-2019

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

**Enrollment Trends by Grade**

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

Grade	2016-17	2017-18	2018-19
6	80	91	85
7	86	83	88
8	80	85	85
<b>Total</b>	<b>246</b>	<b>259</b>	<b>258</b>

**Enrollment Trends by Student Group**

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

Student Group	2016-17	2017-18	2018-19
Female	52.8%	45.9%	48.4%
Male	47.2%	54.1%	51.6%
Economically Disadvantaged Students	22.0%	17.8%	19.8%
Students with Disabilities	20.3%	18.9%	17.8%
English Learners	0.4%	0.8%	0.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.4%
Military-Connected Students	1.6%	3.9%	1.2%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	86.6%	86.1%	82.6%
Hispanic	6.5%	6.2%	8.1%
Black or African American	2.0%	2.7%	3.1%
Asian	1.6%	1.2%	0.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.3%	3.9%	4.7%

**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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	99.2%
Other Languages	0.8%

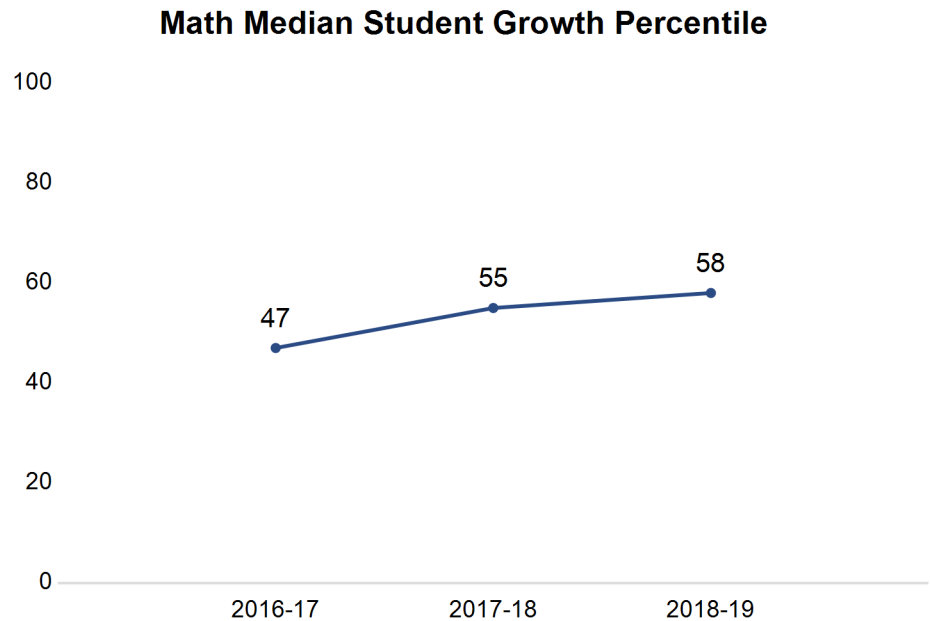
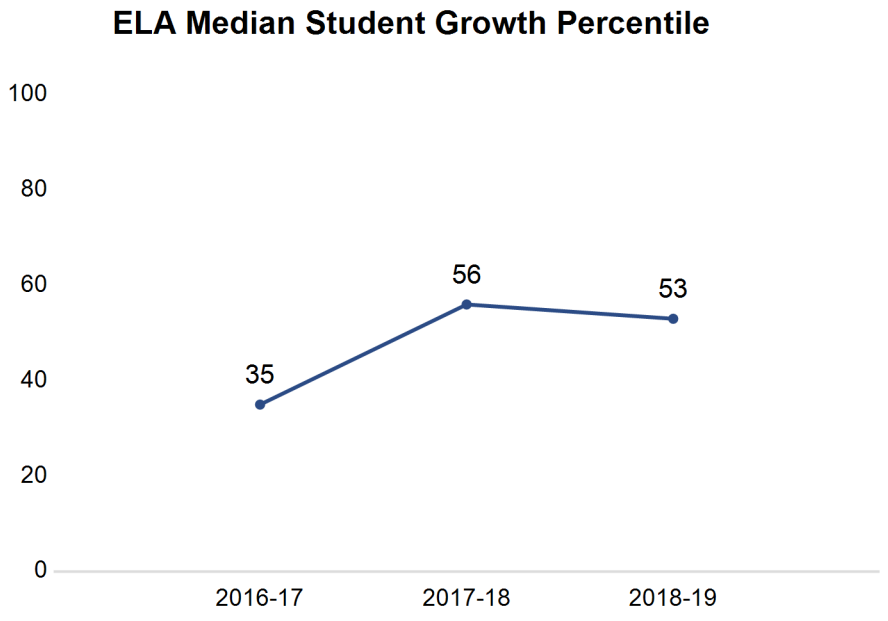


**Southampton Township School #3**  
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**Student Growth Trends and Progress**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	56	53	47	55	58
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



### Southampton Township School #3

(05-4930-070)

Grades Offered: 06-08

2018-2019

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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	57	50	Met Standard	58	54	50	Met Standard
White	53	57	50	Met Standard	55.5	53	52	Met Standard
Hispanic	65.5	69	49	**	65.5	64	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	35	42.5	49	**	*	37	52	**
Female	51.5	59	53	N	64	56	50	N
Male	55.5	56.5	47	N	46	49.5	51	N
Economically Disadvantaged Students	55	55.5	48	Met Standard	73	57.5	46	Exceeds Standard
Students with Disabilities	57	58	43	Met Standard	39	41.5	45	Not Met
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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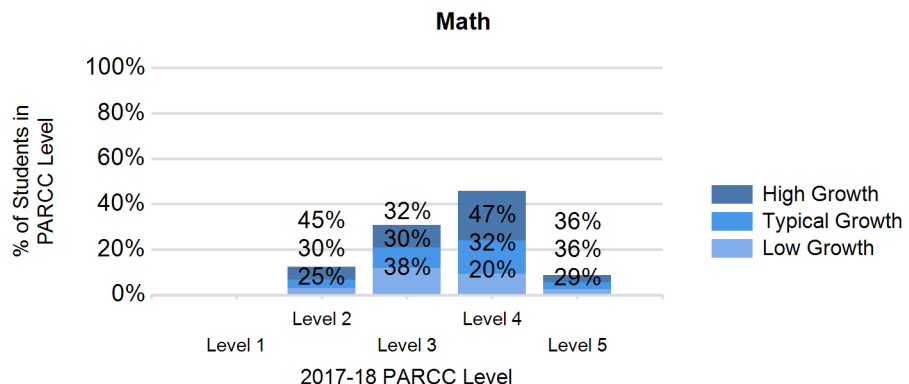
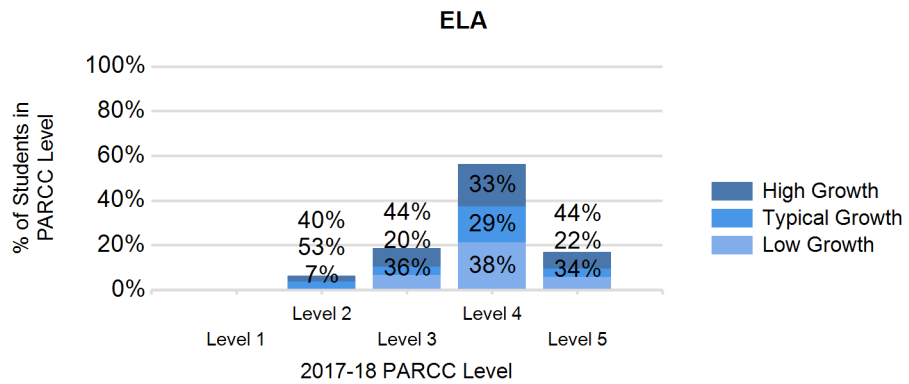
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

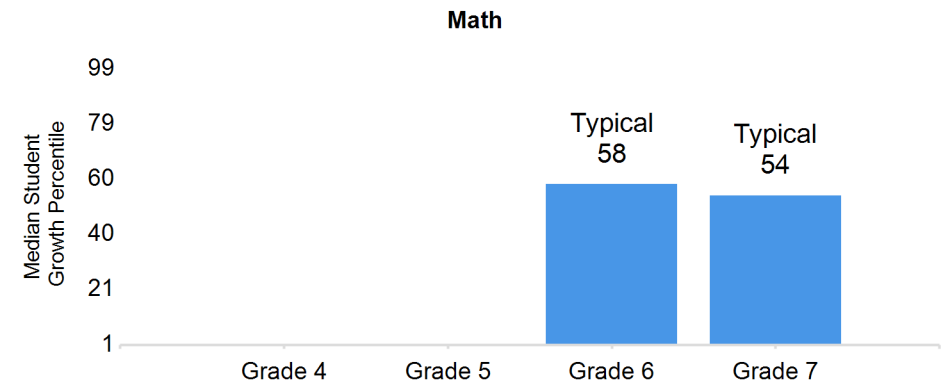
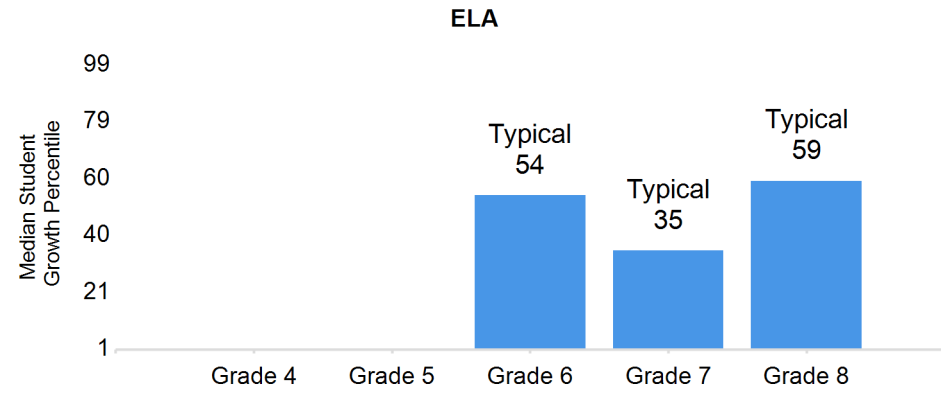
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Southampton Township School #3**  
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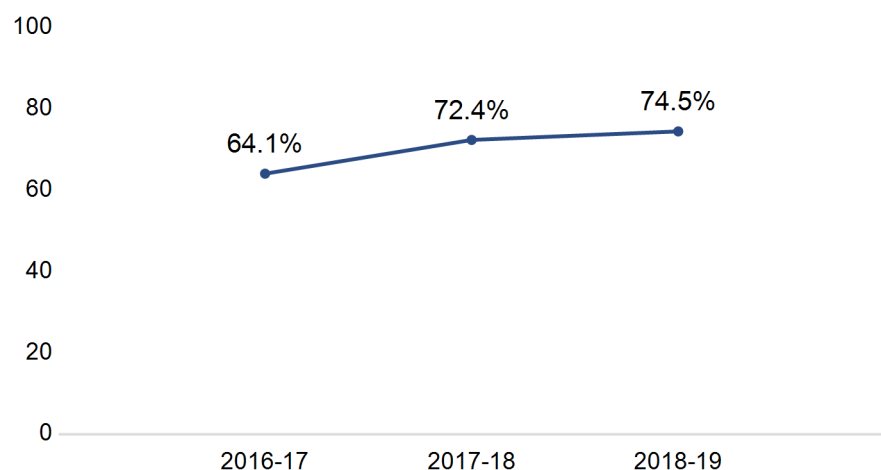
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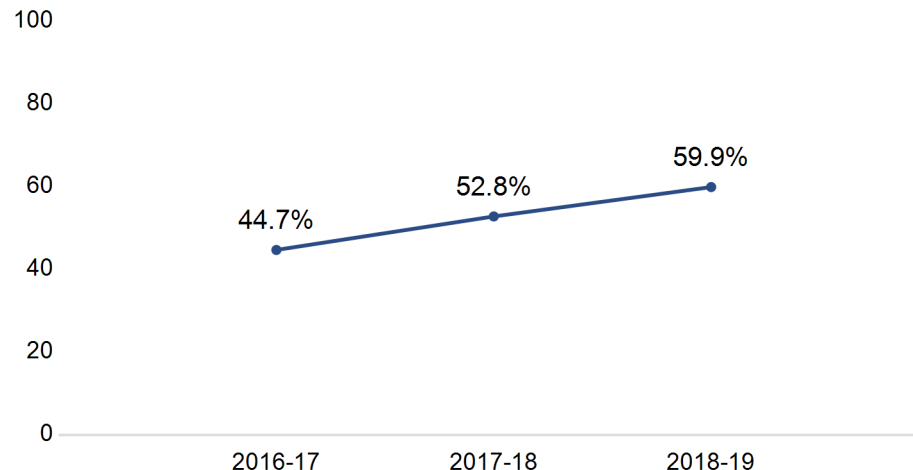
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	97.7%	96.9%	98.4%	97.7%	96.5%
Proficiency Rate for Federal Accountability	64.1%	72.4%	74.5%	44.7%	52.8%	59.9%
Annual Target	71.7%	72.2%	72.6%	52.2%	53.6%	55.1%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	243	96.9	74.5	64.3	57.9	74.5	72.6	Met Target
White	203	97.2	75.4	66.8	66.9	75.4	71.2	Met Target
Hispanic	19	95.5	78.9	54.3	43.9	78.9	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	11	100.0	81.8	56.5	64.4	81.8	**	**
Female	118	96.0	83.1	68.7	64.8	83.1		
Male	125	97.7	66.4	59.8	51.3	66.4		
Economically Disadvantaged Students	47	98.0	68.1	50.0	40.0	68.1	65.1	Met Target
Non-Economically Disadvantaged Students	196	96.7	76.0	68.0	67.9	76.0		
Students with Disabilities	38	93.2	36.8	35.0	22.7	35.9	25.6	Met Target
Students without Disabilities	205	97.7	81.5	70.4	65.1	81.5		
English Learners	*	*	*	40.0	29.3	*	**	**
Non-English Learners	*	*	*	64.8	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

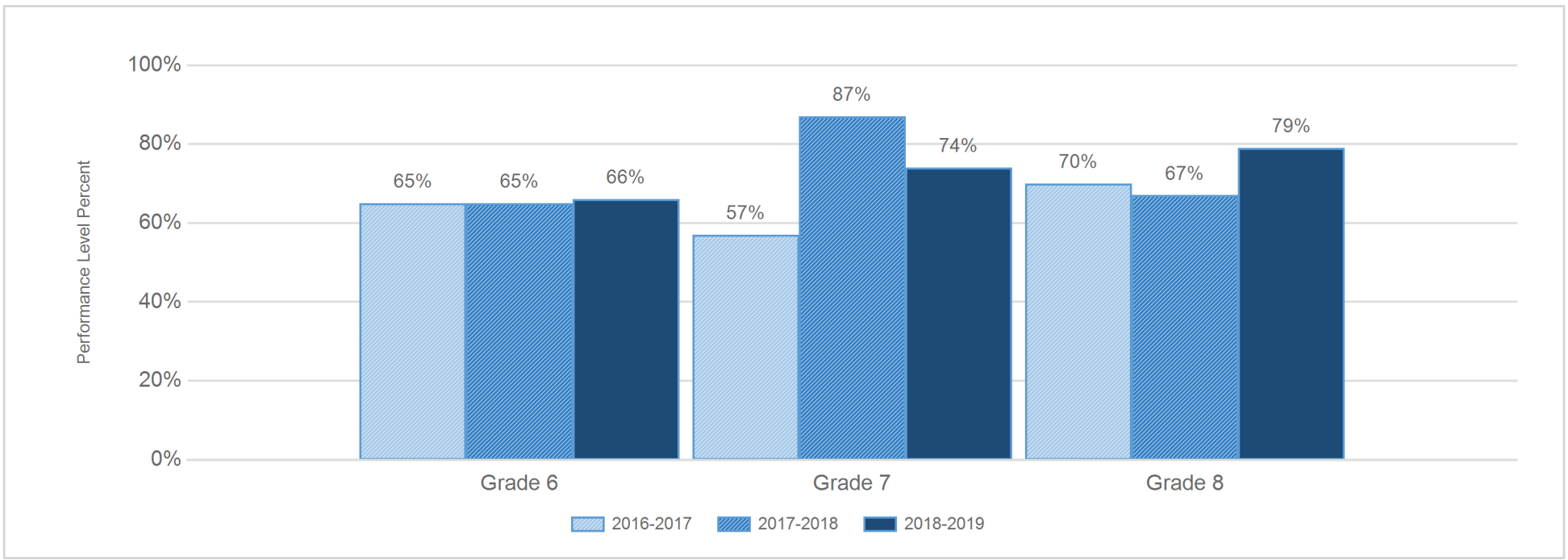


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	759	759	754	*	*	20%	51%	15%	66%	56%
White	65	761	761	762	*	*	22%	*	*	69%	65%
Hispanic	10	755	755	743	*	*	*	*	*	60%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	38	767	767	762	*	*	*	*	*	76%	64%
Male	44	752	752	748	*	*	*	*	*	57%	48%
Economically Disadvantaged Students	18	755	755	740	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	64	761	761	763	*	*	*	*	*	67%	67%
Students with Disabilities	16	723	723	722	*	*	*	*	*	19%	19%
Students without Disabilities	66	768	768	761	*	*	*	*	*	77%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	763	763	761	*	*	20%	56%	17%	74%	63%
White	76	763	763	769	*	*	20%	57%	16%	72%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	41	772	772	769	*	*	*	*	*	83%	71%
Male	46	756	756	753	*	*	*	*	*	65%	55%
Economically Disadvantaged Students	13	760	760	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	74	764	764	771	*	*	*	*	*	76%	73%
Students with Disabilities	13	743	743	720	*	*	*	*	*	46%	22%
Students without Disabilities	74	767	767	769	*	*	*	*	*	78%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	87	763	763	763	*	*	20%	56%	17%	74%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	774	774	762	*	0%	*	54%	26%	79%	63%
White	66	774	774	770	*	0%	*	56%	27%	83%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	42	781	781	771	*	0%	*	*	*	86%	71%
Male	40	767	767	753	*	0%	*	*	*	73%	55%
Economically Disadvantaged Students	18	778	778	743	*	0%	*	*	*	78%	45%
Non-Economically Disadvantaged Students	64	773	773	772	*	0%	*	*	*	80%	72%
Students with Disabilities	12	745	745	721	*	0%	*	*	*	42%	22%
Students without Disabilities	70	779	779	770	*	0%	*	*	*	86%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	82	774	774	764	*	0%	*	54%	26%	79%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	242	96.5	59.9	54.5	44.5	59.9	55.1	Met Target
White	203	97.2	58.6	55.6	54.1	58.6	54.5	Met Target
Hispanic	19	95.5	63.2	47.8	28.8	63.2	N	N
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	11	100.0	81.8	*	53.3	81.8	**	**
Female	118	96.0	63.6	54.3	44.9	63.6		
Male	124	97.0	56.5	54.6	44.2	56.5		
Economically Disadvantaged Students	47	98.0	61.7	46.9	26.3	61.7	39.6	Met Target
Non-Economically Disadvantaged Students	195	96.2	59.5	56.5	54.9	59.5		
Students with Disabilities	38	93.2	13.2	17.7	17.4	12.8	25.6	Not Met
Students without Disabilities	204	97.2	68.6	62.1	50.0	68.6		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	55.2	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Southampton Township School #3

(05-4930-070)

Grades Offered: 06-08

2018-2019

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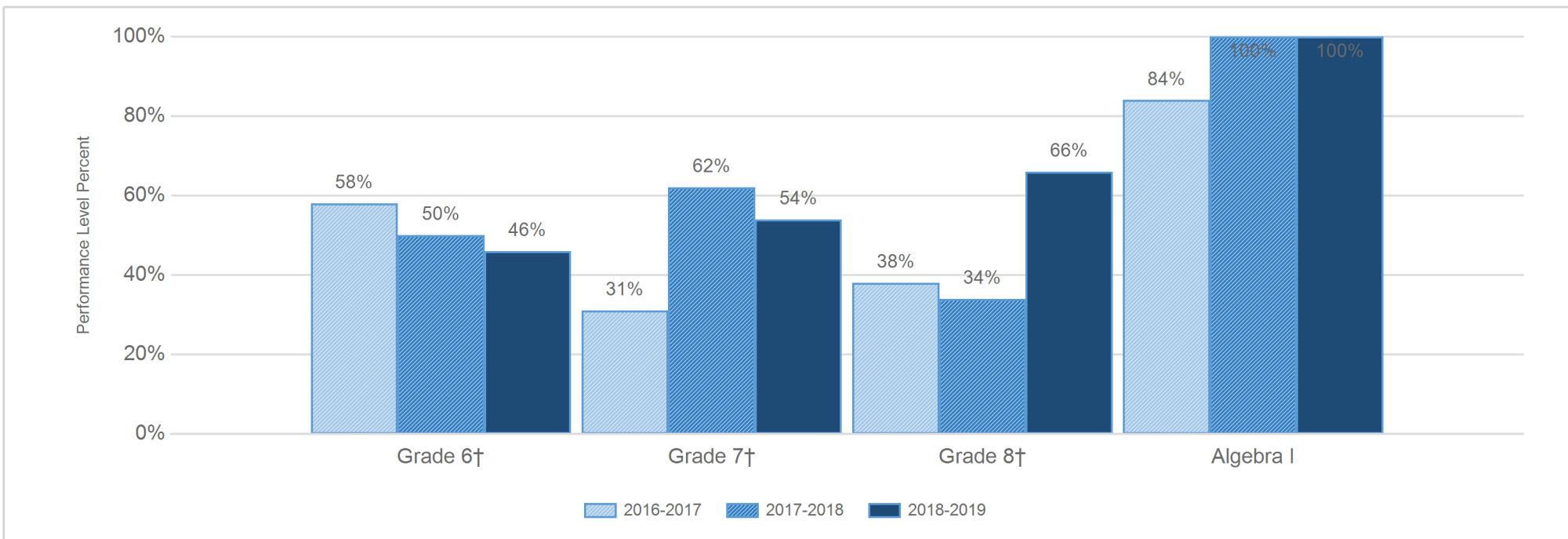
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment – Performance Trends

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



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



**Southampton Township School #3**  
(05-4930-070)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	747	747	741	*	17%	31%	*	*	46%	41%
White	65	747	747	749	*	18%	34%	*	*	43%	51%
Hispanic	10	749	749	729	*	*	*	*	*	60%	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	752	752	742	*	*	39%	*	*	47%	42%
Male	43	743	743	740	*	*	23%	*	*	44%	40%
Economically Disadvantaged Students	18	745	745	726	*	*	*	*	*	44%	21%
Non-Economically Disadvantaged Students	63	748	748	750	*	*	*	*	*	46%	53%
Students with Disabilities	16	711	711	716	*	*	*	*	*	*	12%
Students without Disabilities	65	756	756	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	752	752	744	0%	15%	32%	*	*	54%	42%
White	71	753	753	751	0%	*	32%	*	*	55%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	39	756	756	744	0%	*	28%	*	*	54%	42%
Male	43	750	750	743	0%	*	35%	*	*	53%	42%
Economically Disadvantaged Students	13	754	754	731	0%	*	*	*	*	62%	24%
Non-Economically Disadvantaged Students	69	752	752	751	0%	*	*	*	*	52%	53%
Students with Disabilities	13	724	724	718	*	*	*	*	*	*	13%
Students without Disabilities	69	758	758	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	82	752	752	745	0%	15%	32%	*	*	54%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	752	752	728	*	*	19%	*	*	66%	29%
White	55	753	753	737	*	*	22%	65%	0%	65%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	37	754	754	731	*	*	*	*	*	78%	31%
Male	30	749	749	726	*	*	*	*	*	50%	27%
Economically Disadvantaged Students	17	755	755	719	*	*	*	*	*	71%	20%
Non-Economically Disadvantaged Students	50	751	751	735	*	*	*	*	*	64%	36%
Students with Disabilities	12	720	720	707	*	*	*	*	*	33%	10%
Students without Disabilities	55	759	759	734	*	*	*	*	*	73%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	67	752	752	730	*	*	19%	*	*	66%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	20	794	794	744	0%	0%	0%	*	*	100%	42%
White	16	793	793	752	0%	0%	0%	*	*	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	20	794	794	748	0%	0%	0%	*	*	100%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	20	794	794	745	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### DLM Alternate Assessment - Participation

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

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

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

† 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	N	N	N
3-4	*	*	*
5 or more	N	N	N



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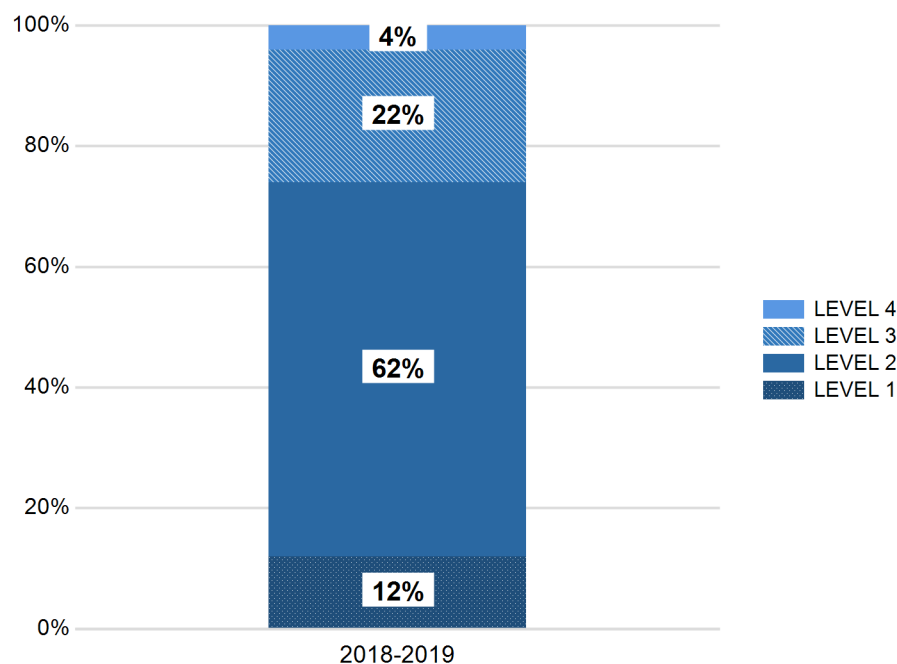
**N** No Data is available to display

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

#### NJSLA Science Assessment: Grade 8 Summary

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



#### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	12	62	22	4
White	8	66	22	5
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	7	79	14	0
Male	18	44	31	8
Economically Disadvantaged Students	6	59	35	0
Non-Economically Disadvantaged Students	14	63	19	5
Students with Disabilities	54	31	15	0
Students without Disabilities	4	68	24	4
English Learners	N	N	N	N
Non-English Learners	12	62	22	4
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	82
7	18	0	88
8	15	0	83
Total	33	0	253

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	79	0	0	0	0	0	0
7	88	0	0	0	0	0	0
8	81	0	0	0	0	0	0
Total	248	0	0	0	0	0	0



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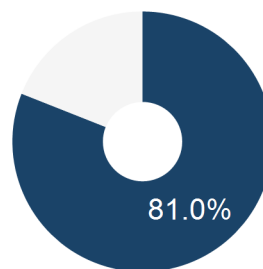
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## Visual and Performing Arts – Course Participation

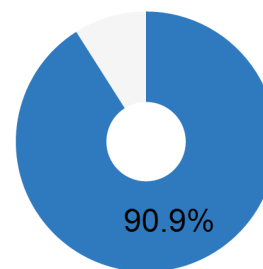
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

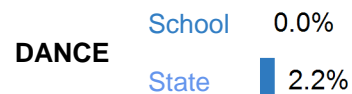


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

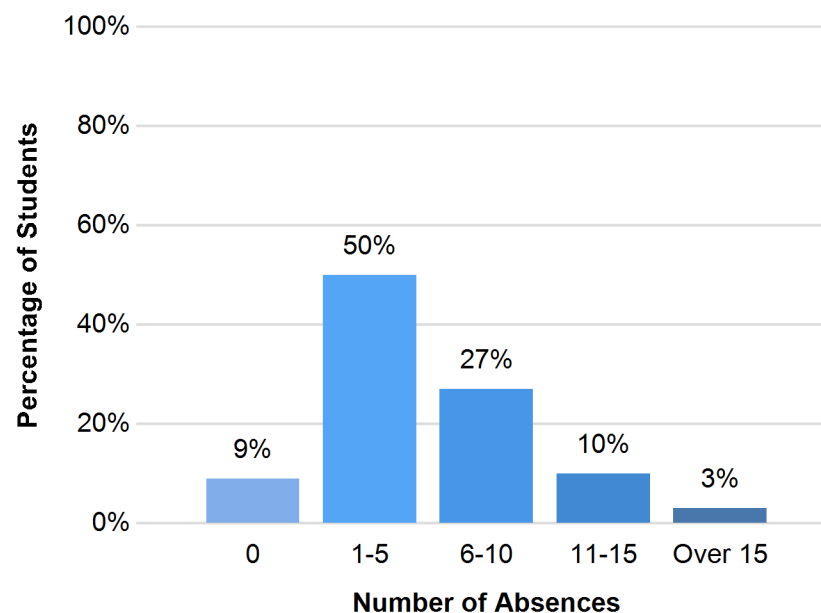
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	2.8	9.1	Met
White	5	2.4	9.1	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	1	0.8		
Male	6	4.7		
Economically Disadvantaged Students	3	5.9	9.1	Met
Students with Disabilities	1	2.3	9.1	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





**Southampton Township School #3**  
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 2018-2019

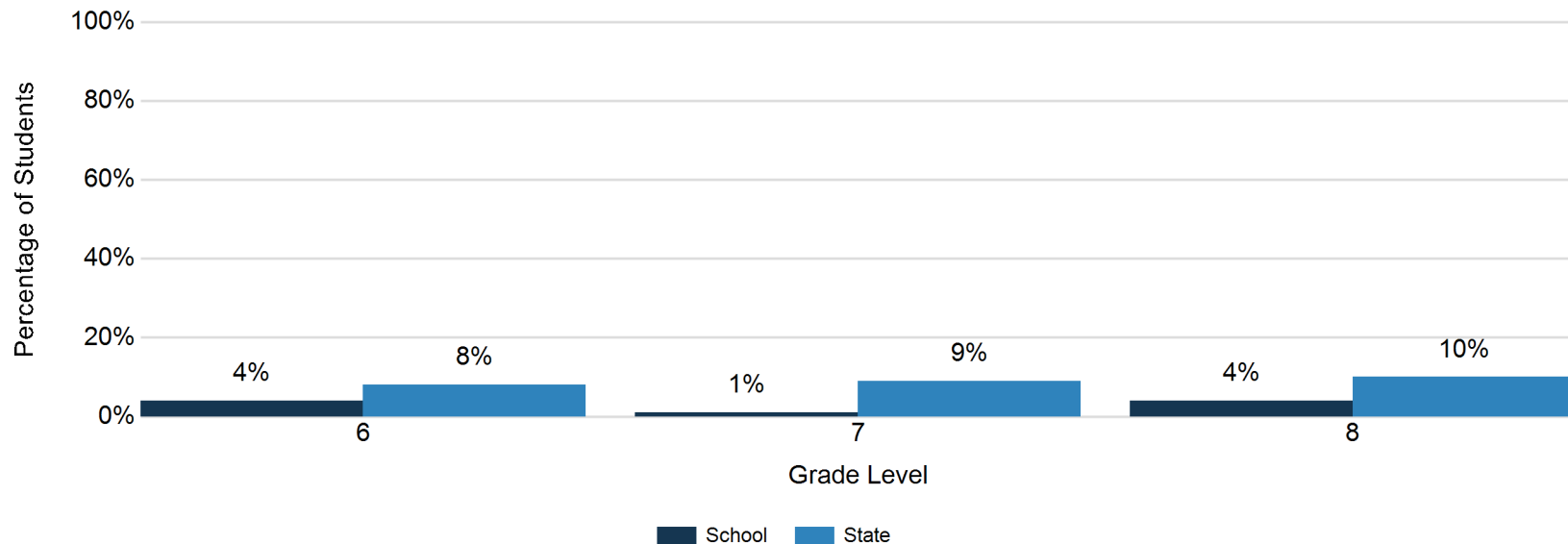
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### Chronic Absenteeism by Grade

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





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

#### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	6.98

#### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	0



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### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	7	9
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	3	3
Disability	0	0	0
Other	0	8	8
No Identified Nature	12		12

### 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	19	7.4%
Out-of-School Suspensions	10	3.9%
Any Suspension	24	9.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

37



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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	8:25 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 Mins.

**Device Ratios**

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

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



### Southampton Township School #3

(05-4930-070)

Grades Offered: 06-08

2018-2019

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#### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

#### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	7.1	12.1
Average years experience in district	5.7	10.8
Percentage of Teachers with 4 or more years experience in the district	59.3%	75.3%

#### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	7	9,530
Average years experience in public schools	16.0	16.0
Average years experience in district	8.3	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	76.9%

#### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	258:1	103:1
Teachers to Administrators	27:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		362:1
Students to Counselors		362:1
Students to Child Study Team Members		145:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	74.1%	100.0%	48.4%	77.1%	54.9%
Male	51.6%	25.9%	0.0%	51.6%	22.9%	45.1%
White	82.6%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.1%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	3.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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#### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 78%

Admin N/A

#### Master's Degree

Teacher 22%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.0%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

#### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.1%	72.4%	74.5%
Math Proficiency	44.7%	52.8%	59.9%
ELA Growth	35	56	53
Math Growth	47	55	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	1.6%	1.2%	2.8%

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



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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Curricula include Expeditionary Learning for Language Arts, Glencoe Math, Carolina Science, and History Alive. Special area instruction is provided in Art, Music, P.E., Health, Spanish and Technology
- Our morning announcements are run by our students with the help of the Media Club Advisor. Students write, produce, film and perform the daily announcements for Schools #2 and #3.



### Mission, Vision, Theme:

The Southampton Township School District shall empower our students with the life skills necessary to attain academic excellence while fostering social and emotional growth. By aligning our academic programs with the New Jersey Student Learning Standards, advocating a safe secure environment, our students will become life-long learners and responsible, caring, contributing community members both locally and globally.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our Enrichment programs offer the opportunity for students to study math, language arts, science, and social studies in another way. These marking period courses offer activities and projects that allow for direct application of the subject matter to real life applications.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls)</p> <p>Floor Hockey, and Interscholastic Sports-Cross Country, Boys' and Girls' soccer, Field Hockey, Boys' and Girls' Basketball, Cheerleading, Baseball, Softball, and Girls' Lacrosse.</p>
 <p><b>Clubs and Activities:</b></p>	<p>There are a myriad of extra-curricular opportunities which include Imagination Nation, Media Club, Chorus, Vincentones, Band, Jazz Band, Drama Club, Southampton Honor Society, Student Council, Art Club, Entrepreneur Club, Girls Excited about Math and Science, and the Games Club.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Before and after-school childcare is offered by the district via an agreement with Kindercare. Information about the program can be obtained on the Southampton School #3 website.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>There are six professional development days annually that focus on district initiatives including Reading / Writing Workshop, differentiated instruction, I-STEAM programming, and school climate. Training on these topics is sustained throughout the year. In addition, all teachers participate in Professional Learning Communities (PLCs) throughout the year, grade-level / department meetings, school faculty meetings and articulation to review assessment data and plan for instruction.</p>



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### Student Supports and Services:

The school currently has one full-time and one-part-time school counselor to provide counseling services to students, educational programs / assemblies, social skills groups, and in-class lessons. They collaborate closely with teachers and administration in order to be responsive to students' needs and to enhance the culture and climate of the school. The school has an Intervention and Referral Services Committee (I&RS) to provide support to students who are struggling academically, behaviorally, or socially / emotionally. The committee is chaired by the respective building principal and coordinated by the school counselor and integrates with our school-wide Response to Intervention (RtI) program. During RtI time, teachers give their students differentiated instructional experiences to meet them where they are as learners, which build a strong foundation in literacy and mathematics.



### Student Health and Wellness:

Southampton School #3 provides comprehensive health and physical education for all students in our school. We continue to enhance our school gymnasium to integrate new and engaging stations for active learning and team games. Students are encouraged to participate in extra-curricular activities.



### Parent and Community Involvement:

Southampton School #3 encourages parent /community involvement through numerous inprovide opporstu-school activities. Teachers nities for "Guest / Mystery Parent Readers" and classroom volunteers throughout the year. They conduct parent surveys about s



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The district is engaged in a multi-year district goal that focuses on enhancing school climate and culture. As a component of this goal, a climate survey of parents and staff was completed. Data garnered from this survey will be used by School #3 Climate Committee to develop and implement an action plan to enhance school climate / culture.</p>
 <p>Facilities:</p>	<p>Recently, School #3 has undergone upgrades to our Technology / I-STEAM lab to facilitate integrated learning in this space. It is also in the process of physical / visual enhancements throughout the building to encourage an increasingly positive school climate for students, staff, and families.</p>
 <p>School Safety:</p>	<p>The safety and security of our students and staff is an extremely high priority of the Southampton Township School #3. School safety and security protocols are continually reviewed with the staff and drills routinely conducted to enhance our preparedness for emergencies. An emphasis is placed on adhering to the best practices recommended by the New Jersey Office of Emergency Preparedness. Enhancement of physical security is ongoing. Facility security includes visitor vestibules, ID / Access systems, 911 buttons, classroom lockdown shades, lockdown notification lights, classroom door lockdown buttons, classroom / exterior door numbering, intruder doors, and a CCTV surveillance system. The district also employs a full-time armed security officer and part-time security officer.</p>




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 <p>Technology and STEM:</p>	<p>Southampton School #3 continues to work toward technology and I-STEAM integration through physical enhancements to technology, curriculum revisions, and continued staff development. See the district narrative for the major building and curricular enhancements.</p>
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### Other Information

Southampton School #3 is grateful for the generosity of the Southampton Township Academic Resources (STAR) Foundation, an education foundation that raises funds to support creative and innovative educational programs. To date the STAR Foundation has awarded over \$375,000 to the district for major and mini-grants developed by teachers and staff to enrich and supplement educational programming. Our school staff members consistently apply for and receive grants for supplemental materials, technology enhancements and software, curricular field trips, and more.