



BELLS ELEMENTARY SCHOOL  
2016-2017  
Grade Span 01-05

15-5500-025  
GLOUCESTER  
WASHINGTON TWP  
227 GREENTREE RD  
TURNERSVILLE, NJ 08012

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
1	88	93	78
2	95	90	90
3	99	102	89
4	98	92	94
5	117	99	94
Ungraded	0	0	0
Total	497	476	445

Student Group	2014-15	2015-16	2016-17
Female	53%	52%	54%
Male	47%	48%	47%
Economically Disadvantaged Students	22%	28%	17%
Students with Disabilities	23%	20%	19%
English Learners	1%	4%	4%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	87.4%
Hispanic	5.8%
Asian	2.5%
Black or African American	1.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.7%

**Enrollment by Home Language**

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

Home Language	% of Students
English	99.6%
Other	0.4%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	224	98.5	52.70	52.10	54.90	52.7	54	Met Target†
White	200	98.8	53.00	53.40	63.90	53	56.4	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	126	98.7	60.30	61.00	62.20	60.3		
Male	98	98.4	42.80	43.30	48.10	42.8		
Economically Disadvantaged Students	36	100.0	44.50	35.30	36.20	44.5	39	Met Target
Non-Economically Disadvantaged Students	188	98.2	54.20	55.90	65.80	54.2		
Students with Disabilities	43	96.4	25.60	*	20.50	25.6	31.5	Met Target†
Students without Disabilities	181	99.1	59.10	*	61.90	59.1		
English Learners	N	N	N	26.80	25.20	N	**	**
Non-English Learners	224	98.5	52.70	52.30	57.40	52.7		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	740	747	749	*	21%	27%	43%	*	43%	50%
White	76	742	749	759	*	21%	26%	45%	*	45%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	741	752	754	*	*	*	47%	0%	47%	55%
Male	37	738	742	745	*	*	*	38%	0%	38%	46%
Economically Disadvantaged Students	16	731	735	731	*	*	*	*	*	38%	31%
Non-Economically Disadvantaged Students	70	742	751	762	*	*	*	*	*	44%	63%
Students with Disabilities	13	705	*	720	*	*	*	*	*	15%	24%
Students without Disabilities	73	746	*	755	*	*	*	*	*	48%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	747	746	753	*	15%	34%	44%	*	48%	56%
White	80	747	750	762	*	15%	35%	44%	*	48%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	51	753	750	758	*	*	29%	55%	*	59%	61%
Male	37	738	742	749	*	*	41%	30%	*	32%	51%
Economically Disadvantaged Students	16	746	734	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	72	747	749	764	*	*	*	*	*	50%	69%
Students with Disabilities	19	729	721	725	*	*	*	*	*	26%	25%
Students without Disabilities	69	752	751	759	*	*	*	*	*	54%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	88	747	746	755	*	15%	34%	44%	*	48%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	757	756	756	*	*	21%	62%	*	65%	59%
White	82	758	758	763	*	*	20%	65%	*	67%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	48	765	762	761	*	*	*	71%	*	75%	66%
Male	46	749	749	750	*	*	*	52%	*	54%	53%
Economically Disadvantaged Students	13	747	741	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	81	759	759	765	*	*	*	*	*	68%	71%
Students with Disabilities	21	743	736	725	*	*	*	*	*	43%	22%
Students without Disabilities	73	761	760	762	*	*	*	*	*	71%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	94	757	756	757	*	*	21%	62%	*	65%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

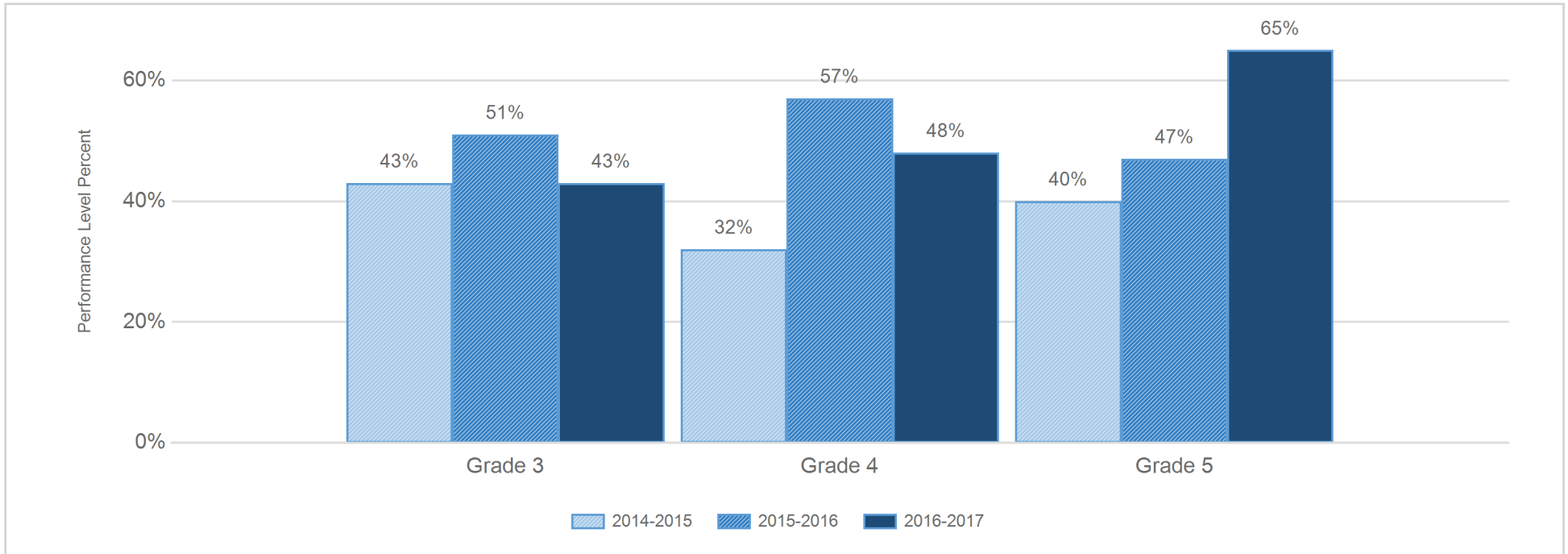


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

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Schoolwide	225	98.5	37.30	39.80	43.50	37.3	45.6	Not Met
White	201	98.8	37.80	41.00	52.40	37.8	46.9	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	127	98.7	39.40	40.10	44.10	39.4		
Male	98	98.4	34.70	39.70	42.90	34.7		
Economically Disadvantaged Students	37	100.0	24.30	*	25.10	24.3	30.2	Met Target†
Non-Economically Disadvantaged Students	188	98.2	39.90	*	54.30	39.9		
Students with Disabilities	43	96.4	23.30	15.30	16.50	23.3	24.6	Met Target†
Students without Disabilities	182	99.1	40.70	44.50	48.80	40.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	742	749	751	*	13%	36%	40%	*	42%	53%
White	76	745	752	759	*	13%	34%	42%	*	45%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	743	750	751	*	*	35%	39%	*	43%	52%
Male	37	742	749	751	*	*	38%	41%	*	41%	53%
Economically Disadvantaged Students	16	735	738	736	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	70	744	753	761	*	*	*	*	*	44%	65%
Students with Disabilities	13	715	*	729	*	*	*	*	*	15%	29%
Students without Disabilities	73	747	*	755	*	*	*	*	*	47%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	742	746	747	*	16%	43%	36%	*	36%	47%
White	81	743	750	755	*	16%	42%	37%	*	37%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	52	745	745	747	*	*	42%	39%	0%	39%	47%
Male	37	739	747	747	*	*	43%	32%	0%	32%	48%
Economically Disadvantaged Students	17	740	733	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	72	743	750	757	*	*	*	*	*	39%	61%
Students with Disabilities	19	728	725	724	*	*	*	*	*	26%	22%
Students without Disabilities	70	746	751	751	*	*	*	*	*	39%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	742	750	747	*	15%	45%	33%	*	35%	46%
White	82	741	751	754	*	15%	46%	31%	*	33%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	48	743	752	747	*	*	50%	33%	*	35%	47%
Male	46	741	747	746	*	*	39%	33%	*	35%	46%
Economically Disadvantaged Students	13	728	738	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	81	744	752	756	*	*	*	*	*	38%	59%
Students with Disabilities	21	738	736	725	*	*	*	*	*	33%	19%
Students without Disabilities	73	743	752	751	*	*	*	*	*	36%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	94	742	750	748	*	15%	45%	33%	*	35%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

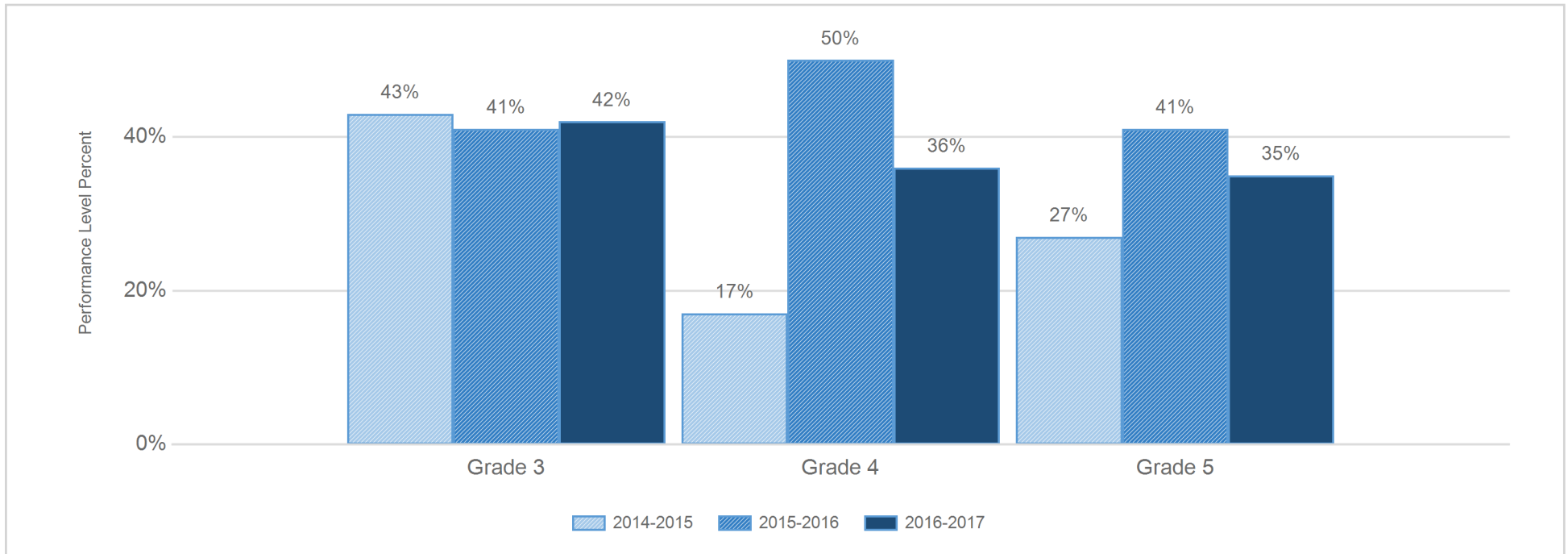


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

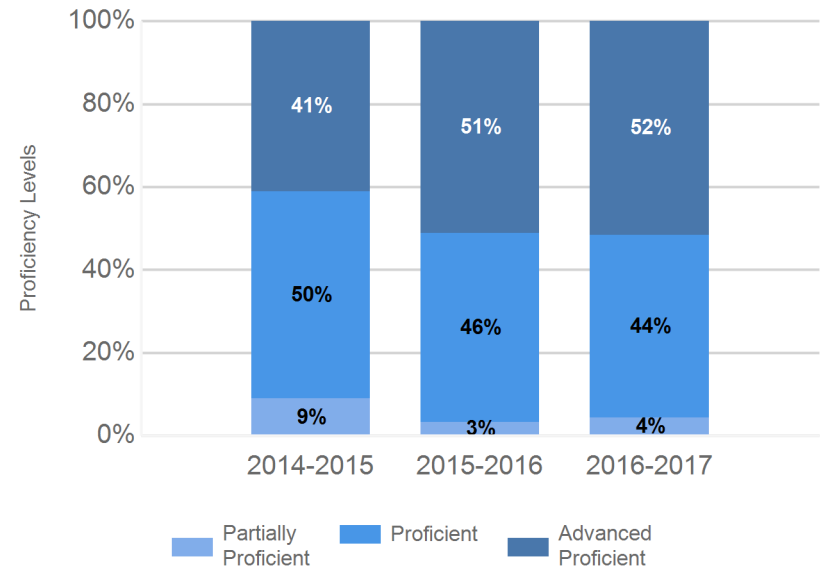
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	44%	4%
White	51%	45%	*
Hispanic	*	*	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	19%	69%	13%
Students with Disabilities	47%	47%	5%
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	53	50	Met Target	43	52	50	Met Target
White	45	52	50	Met Target	43	52	52	Met Target
Hispanic	*	51.5	49	**	*	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45	54	47	Met Target	43	49	46	Met Target
Students with Disabilities	36	47	41	Not Met	56	49	43	Met Target
English Learners	*	69	53	**	*	46	51	**

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



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

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

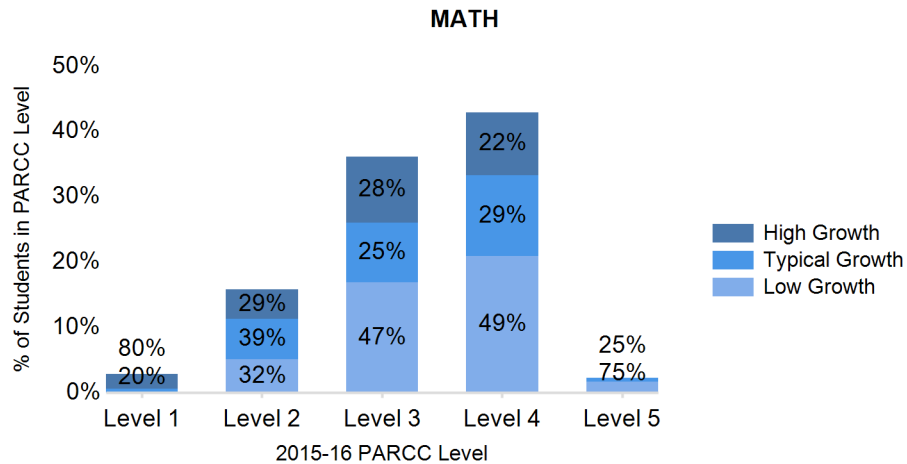
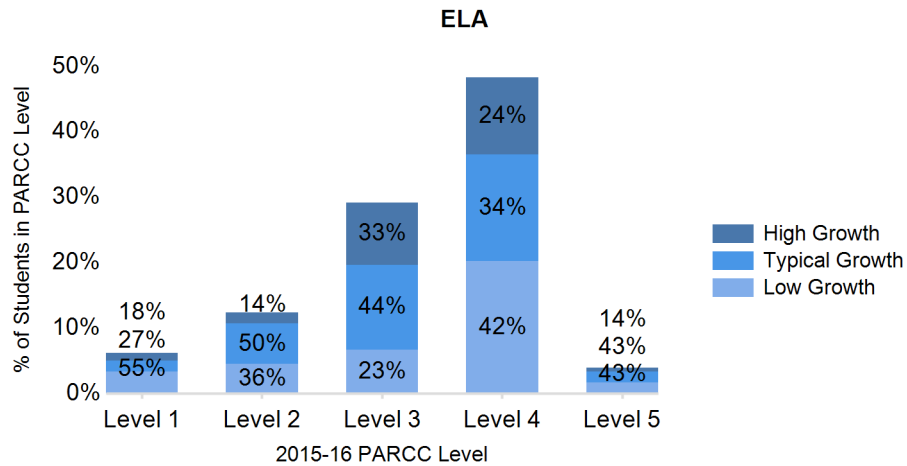
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

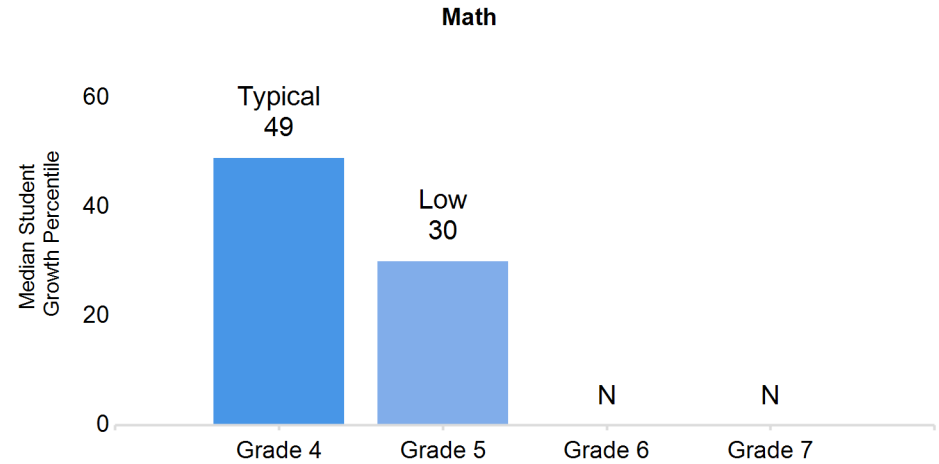
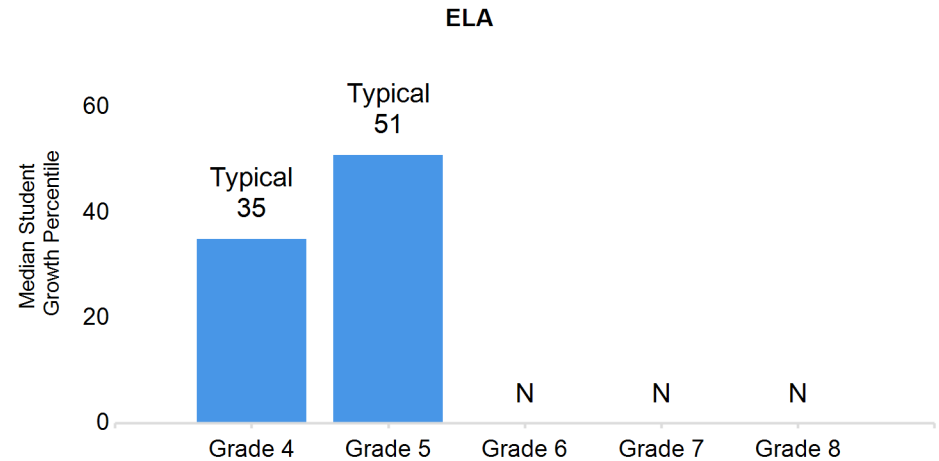
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

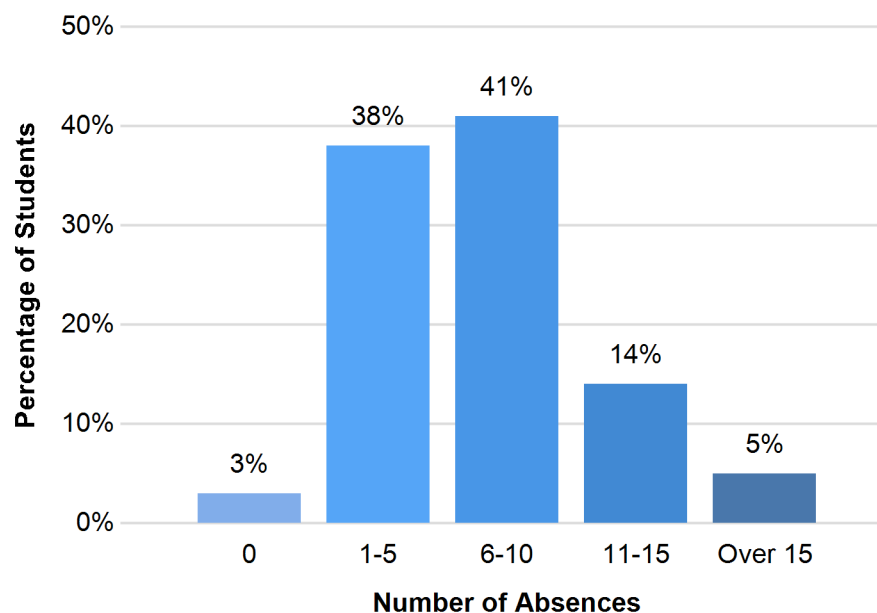
**Chronic Absenteeism**

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	7.60	Met Target
White	3.60	7.60	Met Target
Hispanic	3.80	7.60	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	7.60	Met Target
Students with Disabilities	1.10	7.60	Met Target
English Learners	N	**	**

**Days Absent**

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



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

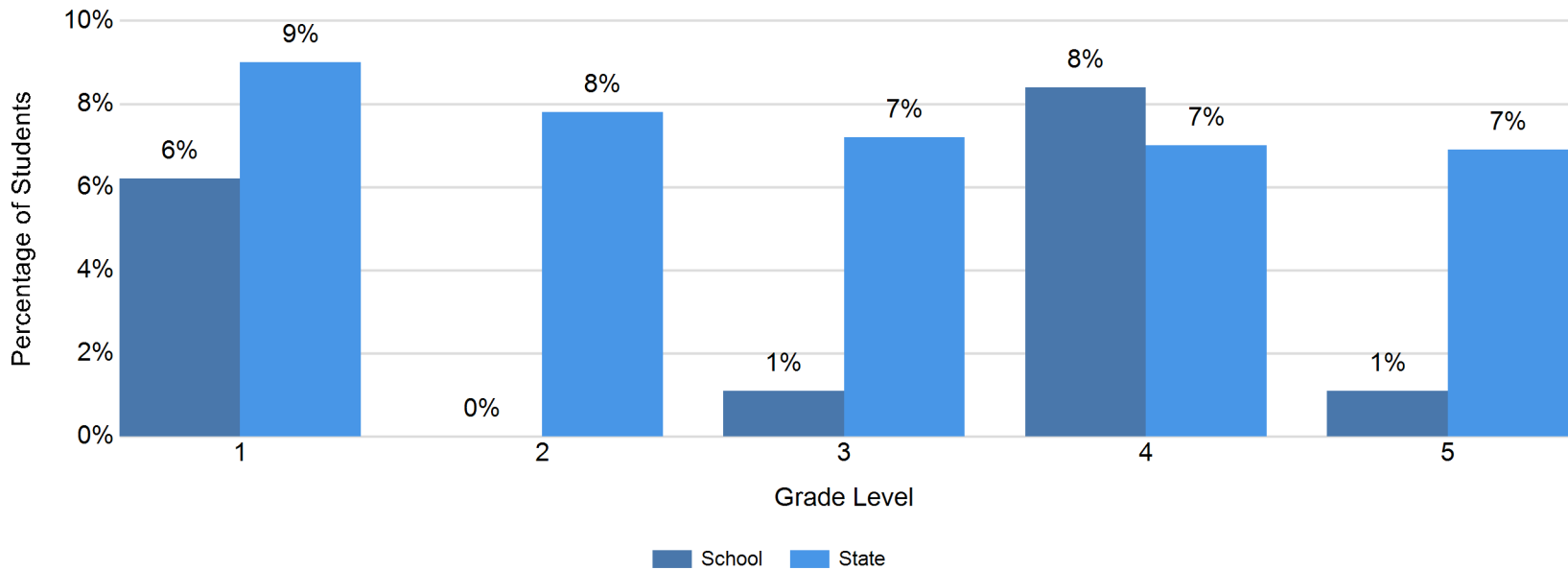


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.90

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	68%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	223:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.9	17.5%
Mathematics Proficiency	30.5	17.5%
English Language Arts Growth	27.7	25.0%
Mathematics Growth	34.5	25.0%
Chronic Absenteeism	90.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.8
<b>Summative Rating:</b> Percentile rank of Summative Score		36.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	29.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	50.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	66.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Grier	<b>Email Address:</b>	<a href="mailto:vgrier@wtps.org">vgrier@wtps.org</a>
<b>Address:</b>	227 GREENTREE RD TURNERSVILLE, NJ 08012	<b>Website:</b>	<a href="http://www.wtps.org/Bells">www.wtps.org/Bells</a>
<b>Phone:</b>	(856)589-8441		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• Character education programs including Paw Pride are awarded to students for demonstrating strong character traits.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Bells School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Birches School's dedication to "Excellence in Education" for all students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Bells School has a state winning Chess Club. The club competes at various levels throughout the state, and the club has received various high ranking awards for as a result of these competitions.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events. Bells also has a morning announcement club involving 5th graders.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction after school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>The Bells staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Bells school houses all ELL students, grade 1-5 for the district. The program teaches English while celebrating their individual cultures. The district hosts an International Night for all to attend. Teachers analyze data during data meetings and individual PLC's to direct instruction. Intervention periods are scheduled throughout the day to meet individual student needs. Friends groups are run by counselors and CST members to support students socially.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Bells School maintains a Wellness Committee which brings in local organizations to offer training and workshops on various topics such as heart health and reading food labels. Staff in turn shares this with students do ensure student wellness. There is an annual Wellness fair for the Bells' families. Students have regular physical education. Breakfast after the Bell is provided for all students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>





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**School Narrative**

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Bells' students complete the OLWEUS survey annually. The data from this survey is used to address hotspots and provide programs to meet the needs of the students. The Olweus team and school culture committee use this data to plan activities.</p>
 <p>Facilities:</p>	<p>The original Bells building was built in 1967 with an addition in 1995. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms as well as labs are available throughout the fully air conditioned building.</p>



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School Narrative

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



Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	91	74	87
2	74	95	81
3	89	79	96
4	95	93	77
5	104	107	98
Ungraded	2	8	15
Total	455	456	454

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	49%
Male	50%	52%	51%
Economically Disadvantaged Students	23%	27%	23%
Students with Disabilities	22%	20%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	76.4%
Hispanic	9.5%
Black or African American	5.7%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.5%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

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

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

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

Home Language	% of Students
English	99.3%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	267	97.9	52.40	52.10	54.90	52.4	46.1	Met Target
White	206	98.6	54.80	53.40	63.90	54.8	48.9	Met Target
Hispanic	27	96.7	33.30	40.50	39.80	33.3	31.2	Met Target
Black or African American	12	100.0	25.00	*	35.20	25	**	**
Asian, Native Hawaiian, or Pacific Islander	12	92.3	58.30	70.50	80.70	56.5	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	10	91.7	80.00	49.00	54.90	76.2	**	**
Female	131	99.3	58.00	61.00	62.20	58		
Male	136	96.6	47.00	43.30	48.10	47		
Economically Disadvantaged Students	67	98.6	40.30	35.30	36.20	40.3	36.4	Met Target
Non-Economically Disadvantaged Students	200	97.7	56.50	55.90	65.80	56.5		
Students with Disabilities	57	98.5	28.10	*	20.50	28.1	35.6	Met Target†
Students without Disabilities	210	97.8	59.10	*	61.90	59.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	N	N	N	35.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	744	747	749	*	13%	32%	43%	*	45%	50%
White	71	744	749	759	*	*	37%	44%	*	45%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	747	752	754	*	*	38%	40%	*	45%	55%
Male	60	741	742	745	*	*	28%	45%	*	45%	46%
Economically Disadvantaged Students	26	728	735	731	*	*	*	*	*	23%	31%
Non-Economically Disadvantaged Students	74	749	751	762	*	*	*	*	*	53%	63%
Students with Disabilities	23	716	*	720	*	*	*	*	*	17%	24%
Students without Disabilities	77	752	*	755	*	*	*	*	*	53%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	749	746	753	*	14%	33%	49%	*	52%	56%
White	62	751	750	762	*	*	34%	53%	*	55%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	42	751	750	758	*	*	38%	50%	*	52%	61%
Male	37	746	742	749	*	*	27%	49%	*	51%	51%
Economically Disadvantaged Students	15	750	734	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	64	749	749	764	*	*	*	*	*	53%	69%
Students with Disabilities	14	730	721	725	*	*	*	*	*	14%	25%
Students without Disabilities	65	753	751	759	*	*	*	*	*	60%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	754	756	756	*	10%	28%	57%	*	59%	59%
White	80	756	758	763	*	*	29%	60%	*	63%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	58	759	762	761	*	*	22%	67%	*	71%	66%
Male	40	746	749	750	*	*	35%	43%	*	43%	53%
Economically Disadvantaged Students	24	746	741	740	*	*	*	50%	*	50%	40%
Non-Economically Disadvantaged Students	74	756	759	765	*	*	*	60%	*	62%	71%
Students with Disabilities	19	741	736	725	*	*	*	*	*	42%	22%
Students without Disabilities	79	757	760	762	*	*	*	*	*	63%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	98	754	756	757	*	10%	28%	57%	*	59%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

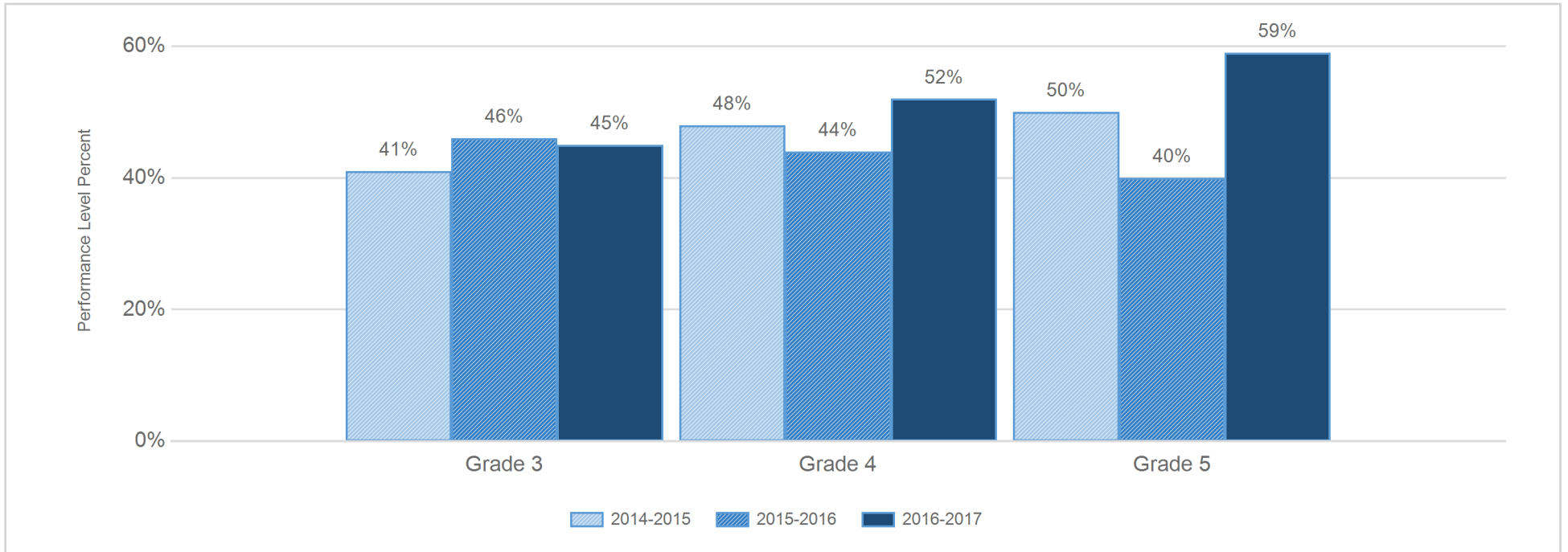


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	266	97.6	55.30	39.80	43.50	55.3	53.6	Met Target
White	205	98.2	57.10	41.00	52.40	57.1	57.4	Met Target†
Hispanic	27	96.7	63.00	32.20	27.60	63	35.6	Met Target
Black or African American	12	100.0	16.70	19.60	21.70	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	12	92.3	41.60	56.80	75.60	40.4	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	10	91.7	60.00	44.00	44.90	57.1	**	**
Female	130	98.6	59.20	40.10	44.10	59.2		
Male	136	96.6	51.50	39.70	42.90	51.5		
Economically Disadvantaged Students	66	97.3	50.00	*	25.10	50	39.2	Met Target
Non-Economically Disadvantaged Students	200	97.7	57.00	*	54.30	57		
Students with Disabilities	57	98.5	36.80	15.30	16.50	36.8	43.6	Met Target†
Students without Disabilities	209	97.3	60.30	44.50	48.80	60.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	753	749	751	*	12%	27%	46%	*	57%	53%
White	70	754	752	759	*	*	29%	44%	*	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	753	750	751	*	*	*	59%	*	67%	52%
Male	60	753	749	751	*	*	*	37%	*	50%	53%
Economically Disadvantaged Students	25	747	738	736	*	*	*	40%	*	48%	34%
Non-Economically Disadvantaged Students	74	755	753	761	*	*	*	47%	*	60%	65%
Students with Disabilities	23	728	*	729	*	*	*	*	0%	30%	29%
Students without Disabilities	76	760	*	755	*	*	*	*	15%	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**BIRCHES ELEMENTARY SCHOOL**  
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**Grade Span KG-05**

15-5500-027  
GLOUCESTER  
WASHINGTON TWP  
416 WESTMINSTER BLVD  
TURNERSVILLE, NJ 08012-1625

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	749	746	747	*	15%	37%	42%	*	46%	47%
White	62	751	750	755	*	*	37%	45%	*	50%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	747	745	747	*	*	41%	33%	*	41%	47%
Male	37	750	747	747	*	*	32%	51%	*	51%	48%
Economically Disadvantaged Students	15	741	733	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	64	750	750	757	*	*	*	*	*	47%	61%
Students with Disabilities	14	727	725	724	*	*	*	*	*	21%	22%
Students without Disabilities	65	753	751	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	754	750	747	*	*	31%	53%	*	59%	46%
White	80	755	751	754	0%	*	31%	54%	*	60%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	58	757	752	747	*	*	31%	57%	*	64%	47%
Male	40	750	747	746	*	*	30%	48%	*	53%	46%
Economically Disadvantaged Students	24	747	738	732	*	*	*	46%	*	54%	27%
Non-Economically Disadvantaged Students	74	756	752	756	*	*	*	55%	*	61%	59%
Students with Disabilities	19	749	736	725	*	*	*	*	*	47%	19%
Students without Disabilities	79	755	752	751	*	*	*	*	*	62%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	98	754	750	748	*	*	31%	53%	*	59%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

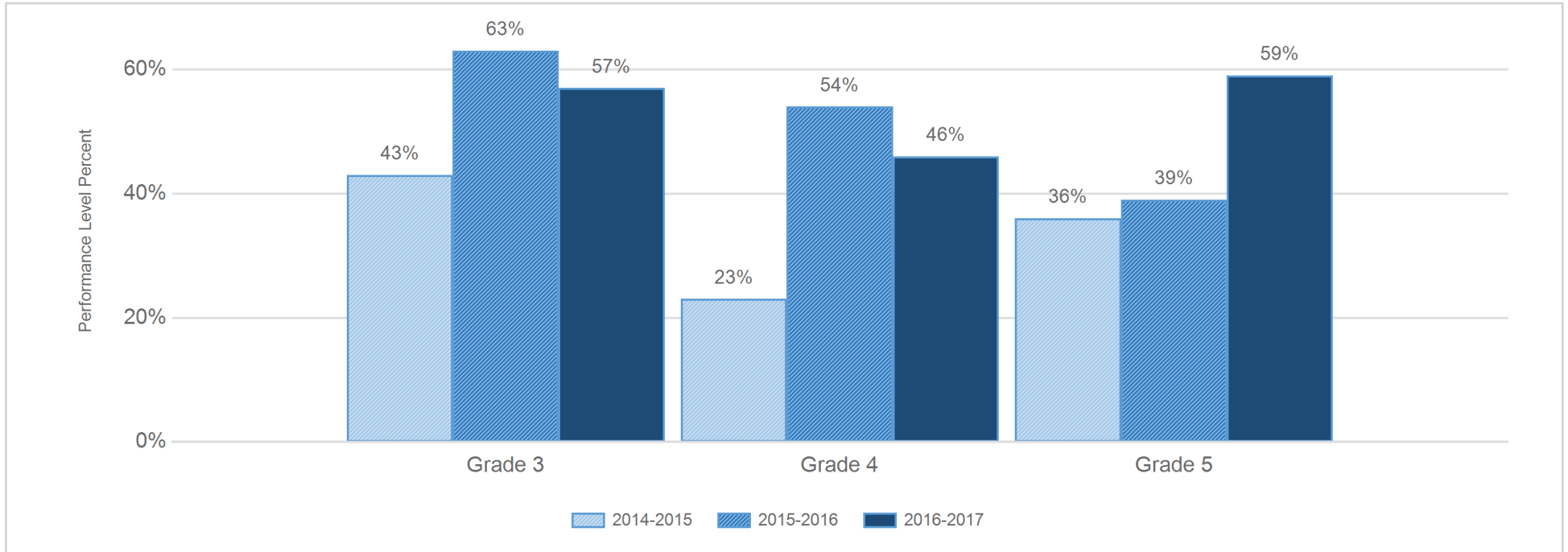


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

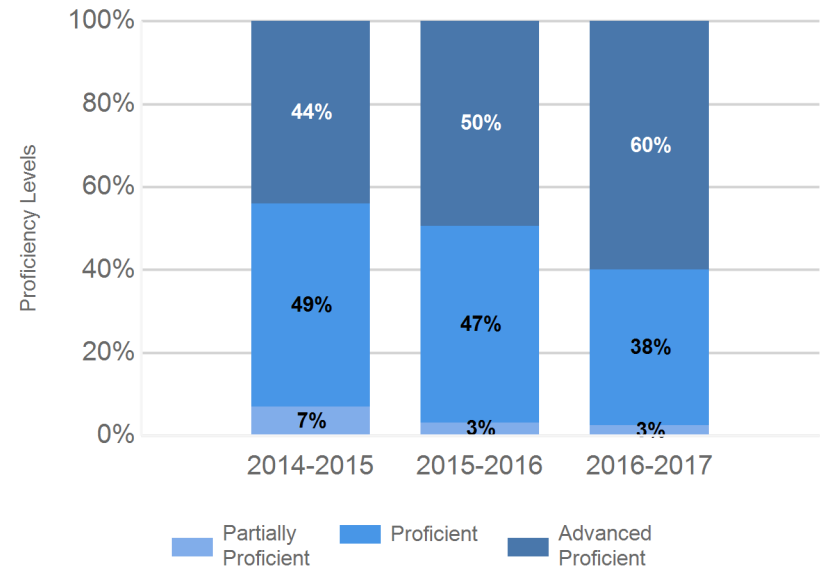
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	60%	38%	3%
White	65%	34%	*
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	56%	44%	N
Students with Disabilities	36%	64%	N
English Learners	*	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	53	50	Met Target	60.5	52	50	Exceeds Target
White	51	52	50	Met Target	59	52	52	Met Target
Hispanic	64	51.5	49	**	68	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58	54	47	Met Target	51.5	49	46	Met Target
Students with Disabilities	58	47	41	Met Target	60	49	43	Exceeds Target
English Learners	*	69	53	**	*	46	51	**

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



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

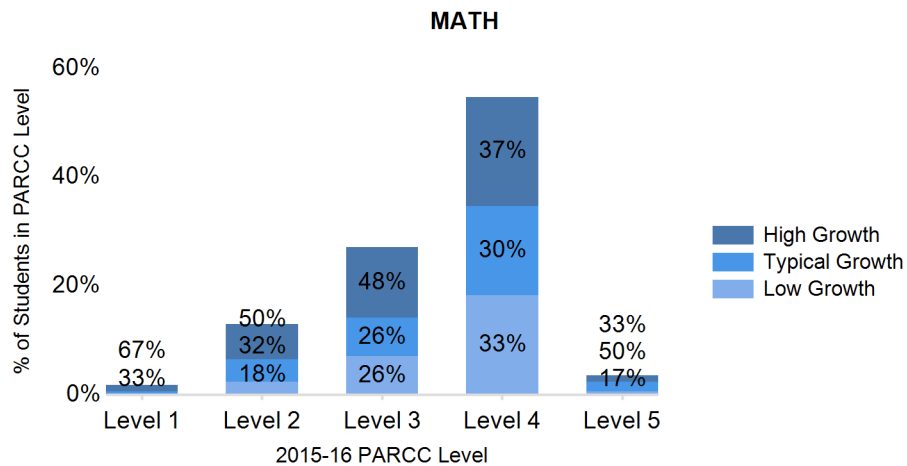
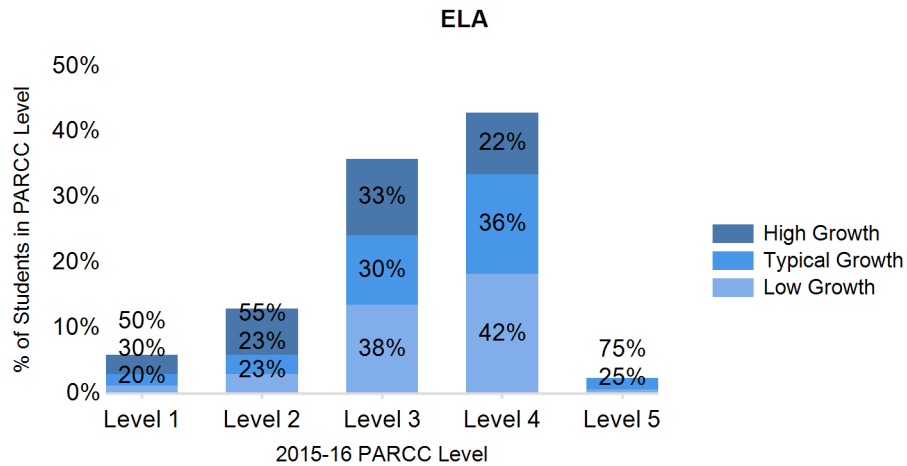
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

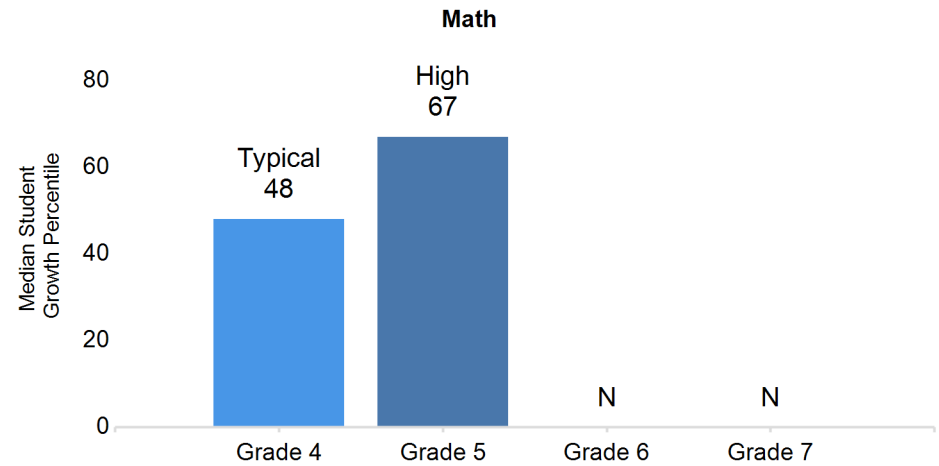
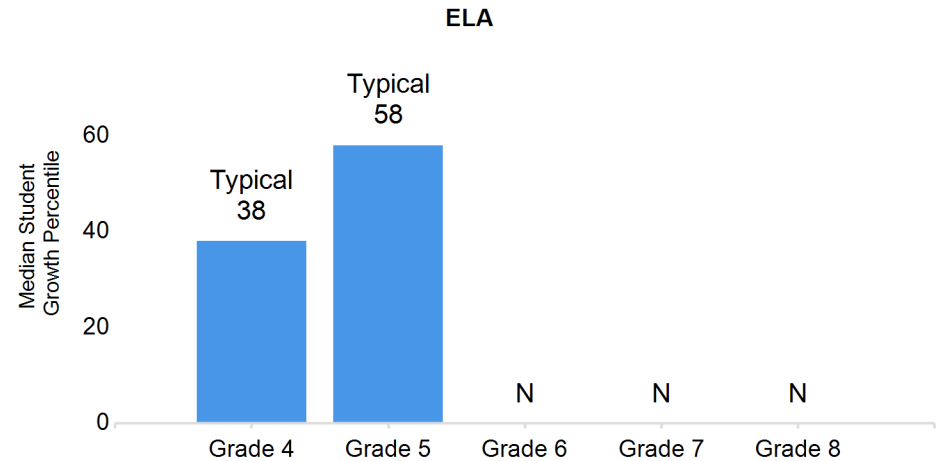
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

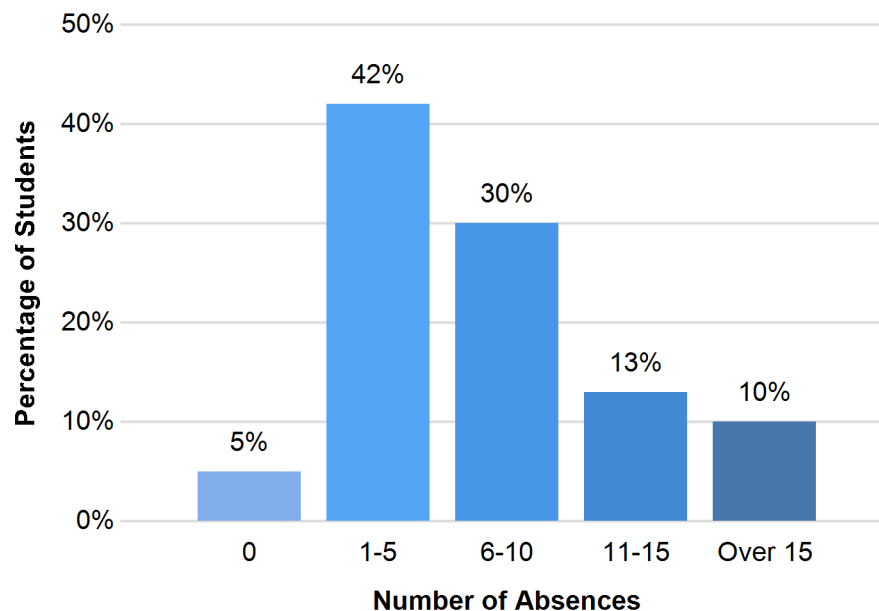
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	7.60	Met Target
White	5.40	7.60	Met Target
Hispanic	9.30	7.60	Not Met
Black or African American	3.80	7.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.50	7.60	Not Met
Students with Disabilities	7.00	7.60	Met Target
English Learners	N	**	**

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

**Days Absent**

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



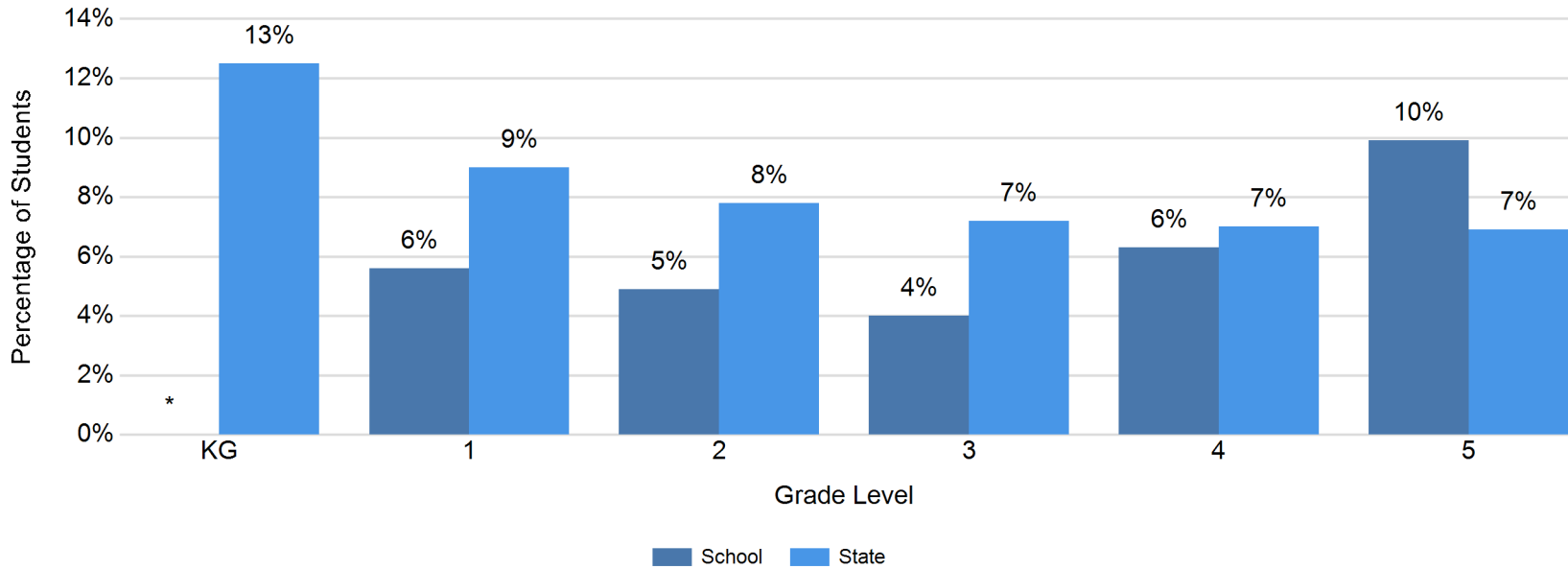


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	63%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	151:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.3	17.5%
Mathematics Proficiency	75.7	17.5%
English Language Arts Growth	66.3	25.0%
Mathematics Growth	80.3	25.0%
Chronic Absenteeism	63.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		66.2
<b>Summative Rating:</b> Percentile rank of Summative Score		74.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	66.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	51.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	84.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**BIRCHES ELEMENTARY SCHOOL**  
2016-2017

**Grade Span KG-05**



15-5500-027  
GLOUCESTER  
WASHINGTON TWP  
416 WESTMINSTER BLVD  
TURNERSVILLE, NJ 08012-1625

School General Info

<b>Principal:</b>	Ms. Rose	<b>Email Address:</b>	<a href="mailto:jrose@wtps.org">jrose@wtps.org</a>
<b>Address:</b>	416 WESTMINSTER BLVD TURNERSVILLE, NJ 08012-1625	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)232-1290	<b>Twitter:</b>	<a href="https://twitter.com/BirchesElem">https://twitter.com/BirchesElem</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• Birches has a strong Character Education Program, Character Counts which emphasizes six pillars of character.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Birches School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Birches School's dedication to "Excellence in Education" for all students.</p>






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2016-2017**

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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction before and after school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The Birches staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>All teachers analyze data during scheduled guided data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make data driven decisions regarding students' supports and services. Our focus is on providing high quality supports and interventions that are matched to the students' needs to create an environment where all students continue to progress and thrive not only academically, but also socially and emotionally.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Birches School has a Wellness Committee that recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition as well as improve concentration and performance in the classroom.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>





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**School Narrative**

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Students at Birches School complete the Olweus Anti-Bullying Survey at the end of each year. This survey is used to reflect on the anti-bullying initiatives that have been established at Birches School. The Olweus Team and the Positive School Culture Committee at Birches School use these results to help make decisions about the anti-bullying initiatives for the following year.</p>
 <p>Facilities:</p>	<p>The original building at Birches School was built in 1968. An addition that connects both sides of the original structure was added in 1995. The addition houses our library, computer lab, music room, art room, and gymnasium. You can also find our Guidance Office, Child Study Team Offices, Anti- Bully Specialist's Office, and small group instructional rooms in the newer part of the building. Birches is an air conditioned facility.</p>



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School Narrative

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



Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.



## BUNKER HILL MIDDLE SCHOOL

2016-2017


Grade Span 06-08

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

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

**Navigating through the reports:**

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

**Other Resources:**

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

**BUNKER HILL MIDDLE SCHOOL**

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**Footnotes**

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

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



## BUNKER HILL MIDDLE SCHOOL

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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	235	221	184
7	217	221	205
8	222	221	210
Ungraded	0	20	11
<b>Total</b>	<b>674</b>	<b>683</b>	<b>610</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	18%	20%	20%
Students with Disabilities	17%	17%	14%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.1%
Black or African American	6.1%
Hispanic	5.2%
Asian	5.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.3%

## Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
<i>Other</i>	2.2%



## BUNKER HILL MIDDLE SCHOOL

2016-2017

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## English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	552	97.4	54.40	52.10	54.90	54.4	53.1	Met Target
White	452	97.2	55.10	53.40	63.90	55.1	52.7	Met Target
Hispanic	28	96.9	35.70	40.50	39.80	35.7	51.5	Not Met
Black or African American	31	97.2	48.40	*	35.20	48.4	33.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	70.30	70.50	80.70	70.3	80	Met Target†
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	14	100.0	50.00	49.00	54.90	50	**	**
Female	278	97.7	64.70	61.00	62.20	64.7		
Male	274	97.0	43.80	43.30	48.10	43.8		
Economically Disadvantaged Students	102	97.3	34.30	35.30	36.20	34.3	36.4	Met Target†
Non-Economically Disadvantaged Students	450	97.4	58.90	55.90	65.80	58.9		
Students with Disabilities	76	95.1	17.10	*	20.50	17.1	19.1	Met Target†
Students without Disabilities	476	97.7	60.30	*	61.90	60.3		
English Learners	12	100.0	33.30	26.80	25.20	33.3	**	**
Non-English Learners	540	97.3	54.80	52.30	57.40	54.8		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## BUNKER HILL MIDDLE SCHOOL

2016-2017

Grade Span 06-08

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	181	755	753	752	*	9%	35%	46%	*	54%	54%
White	142	757	755	758	*	9%	32%	51%	*	59%	63%
Hispanic	15	739	740	740	0%	*	67%	*	0%	13%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	14	763	767	776	*	*	*	*	*	57%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	90	761	759	758	*	*	30%	50%	*	62%	61%
Male	91	749	748	746	*	*	41%	43%	*	46%	46%
Economically Disadvantaged Students	29	744	742	737	*	*	59%	*	0%	28%	34%
Non-Economically Disadvantaged Students	152	757	756	761	*	*	31%	*	9%	59%	65%
Students with Disabilities	21	733	728	722	*	*	*	*	0%	33%	17%
Students without Disabilities	160	758	757	758	*	*	*	*	9%	57%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	200	753	752	756	9%	13%	22%	38%	19%	57%	59%
White	163	754	754	764	7%	12%	23%	39%	19%	58%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	94	767	763	764	*	*	19%	45%	28%	72%	68%
Male	106	740	741	749	*	*	24%	31%	11%	43%	51%
Economically Disadvantaged Students	36	733	733	739	*	*	28%	*	*	31%	40%
Non-Economically Disadvantaged Students	164	757	756	766	*	*	20%	*	*	62%	70%
Students with Disabilities	25	711	712	719	*	*	*	*	*	*	19%
Students without Disabilities	175	759	757	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	200	753	752	758	9%	13%	22%	38%	19%	57%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	204	754	754	757	7%	11%	28%	47%	7%	54%	59%
White	168	753	754	764	7%	12%	28%	46%	7%	54%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	15	758	752	738	0%	*	*	67%	0%	67%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	110	762	764	766	*	*	23%	53%	*	65%	68%
Male	94	744	744	749	*	*	34%	40%	*	43%	50%
Economically Disadvantaged Students	36	747	740	739	*	*	*	50%	*	53%	40%
Non-Economically Disadvantaged Students	168	755	757	766	*	*	*	46%	*	55%	69%
Students with Disabilities	24	717	716	718	*	*	*	*	*	13%	18%
Students without Disabilities	180	758	760	764	*	*	*	*	*	60%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

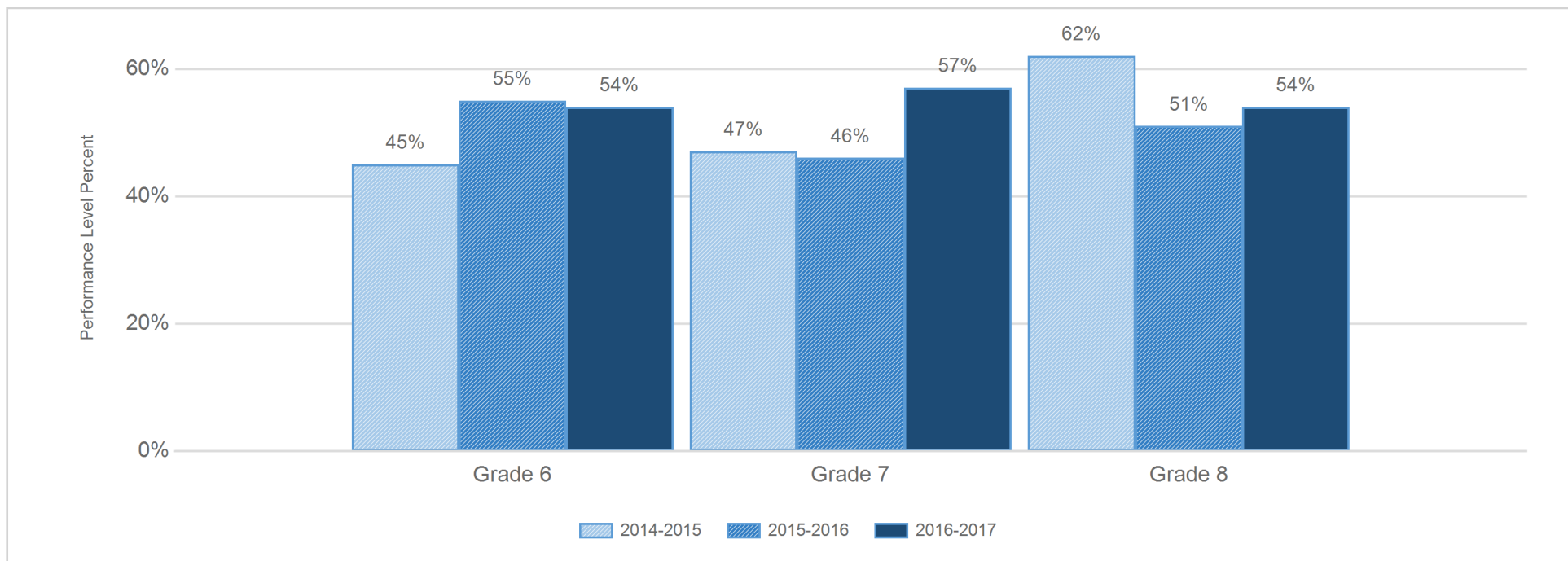


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	553	97.5	41.30	39.80	43.50	41.3	41.7	Met Target†
White	453	97.4	41.20	41.00	52.40	41.2	41.2	Met Target
Hispanic	28	96.9	25.00	32.20	27.60	25	35.6	Met Target†
Black or African American	31	97.2	29.00	19.60	21.70	29	19	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	66.60	56.80	75.60	66.6	73.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	14	100.0	50.00	44.00	44.90	50	**	**
Female	279	98.0	40.90	40.10	44.10	40.9		
Male	274	97.0	41.60	39.70	42.90	41.6		
Economically Disadvantaged Students	102	97.3	25.50	*	25.10	25.5	23.9	Met Target
Non-Economically Disadvantaged Students	451	97.6	44.70	*	54.30	44.7		
Students with Disabilities	76	95.1	*	15.30	16.50	*	12.1	Not Met
Students without Disabilities	477	97.9	*	44.50	48.80	*		
English Learners	12	100.0	*	20.40	23.30	*	**	**
Non-English Learners	541	97.5	*	40.10	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	181	740	739	743	*	18%	40%	33%	*	35%	44%
White	142	742	741	751	*	16%	43%	34%	*	37%	54%
Hispanic	15	720	724	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	749	752	771	*	*	*	*	*	50%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	90	740	738	745	*	20%	40%	32%	*	34%	45%
Male	91	739	739	742	*	17%	41%	33%	*	36%	43%
Economically Disadvantaged Students	29	729	728	728	*	38%	35%	*	*	21%	24%
Non-Economically Disadvantaged Students	152	742	742	752	*	15%	41%	*	*	38%	56%
Students with Disabilities	21	718	717	717	*	*	*	*	*	*	13%
Students without Disabilities	160	743	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	200	740	738	741	*	18%	43%	31%	*	34%	40%
White	163	742	741	748	*	15%	44%	32%	*	35%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	94	742	741	743	*	15%	48%	32%	*	34%	41%
Male	106	739	736	740	*	21%	38%	30%	*	34%	38%
Economically Disadvantaged Students	36	726	722	729	*	42%	39%	*	*	11%	22%
Non-Economically Disadvantaged Students	164	743	742	749	*	13%	43%	*	*	39%	50%
Students with Disabilities	25	713	709	716	*	*	*	*	*	*	11%
Students without Disabilities	175	744	743	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	200	740	*	742	*	18%	43%	31%	*	34%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	146	738	732	728	10%	16%	37%	37%	0%	37%	28%
White	119	737	733	736	10%	18%	36%	36%	0%	36%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	15	749	734	715	0%	*	*	*	0%	40%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	73	734	732	730	*	16%	40%	30%	*	30%	30%
Male	73	743	732	725	*	16%	34%	44%	*	44%	26%
Economically Disadvantaged Students	31	737	722	719	*	*	32%	39%	*	39%	19%
Non-Economically Disadvantaged Students	115	739	735	734	*	*	38%	37%	*	37%	34%
Students with Disabilities	24	707	700	705	*	*	*	*	*	*	*
Students without Disabilities	122	744	739	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	778	743	743	0%	0%	*	88%	*	98%	42%
White	50	775	*	751	0%	0%	*	92%	*	98%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	38	776	743	744	*	*	*	87%	*	97%	43%
Male	21	780	742	741	*	*	*	91%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	59	778	*	747	0%	0%	*	88%	*	98%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	59	778	*	745	0%	0%	*	88%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

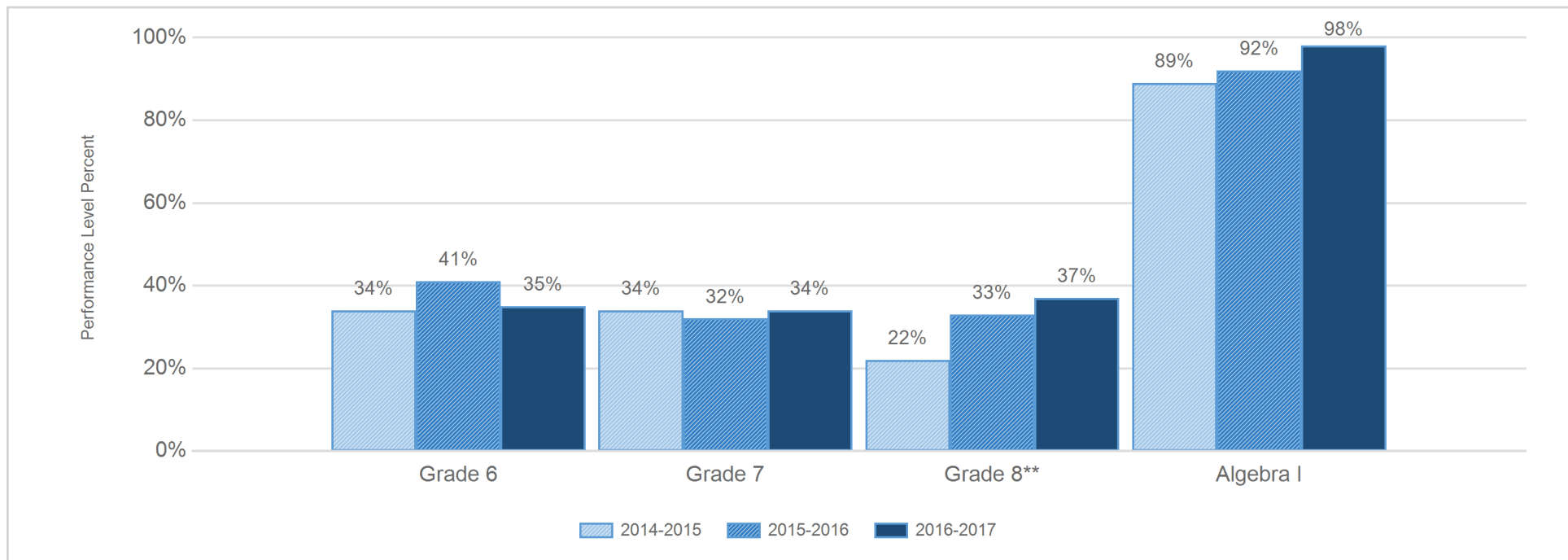


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**Mathematics Assessment – Performance Trends**

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

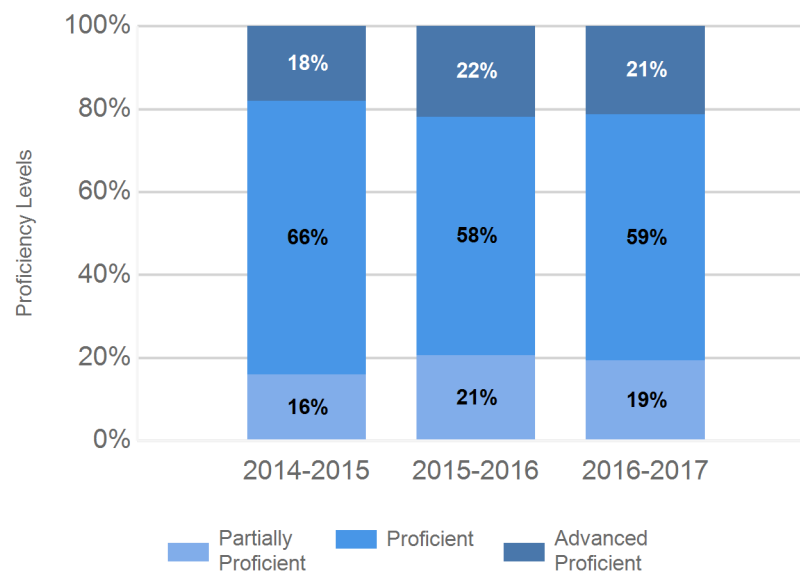
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	21%	59%	19%
White	21%	59%	20%
Hispanic	N	*	*
Black or African American	13%	73%	13%
Asian, Native Hawaiian, or Pacific Islander	*	46%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	17%	56%	28%
Students with Disabilities	4%	56%	40%
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

<http://www.state.nj.us/education/njsmart/performance/>

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	53	50	Met Target	40	52	50	Met Target
White	53.5	52	50	Met Target	39	52	52	Not Met
Hispanic	45	51.5	49	Met Target	37	51	47	**
Black or African American	53	52	45	Met Target	42.5	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	73	66	60	Exceeds Target	71	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	40	*	51	**	38.5	*	52	**
Economically Disadvantaged	46.5	54	47	Met Target	37	49	46	Not Met
Students with Disabilities	48	47	41	Met Target	34	49	43	Not Met
English Learners	70	69	53	**	*	46	51	**

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



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

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

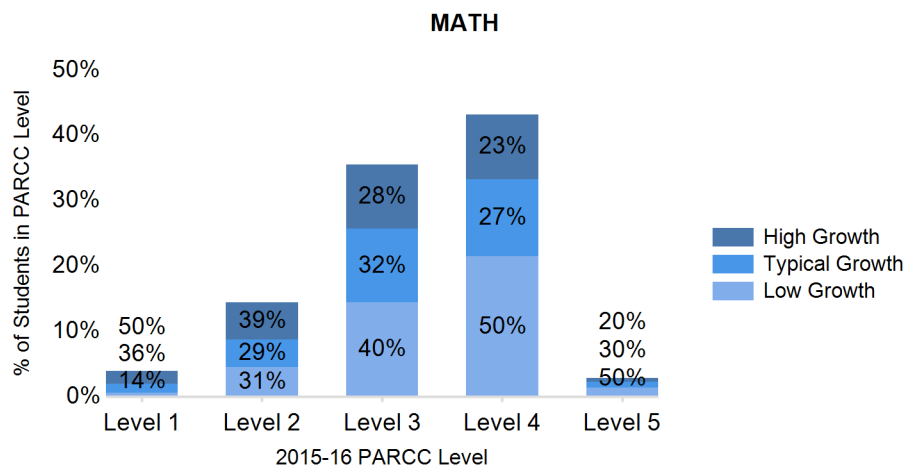
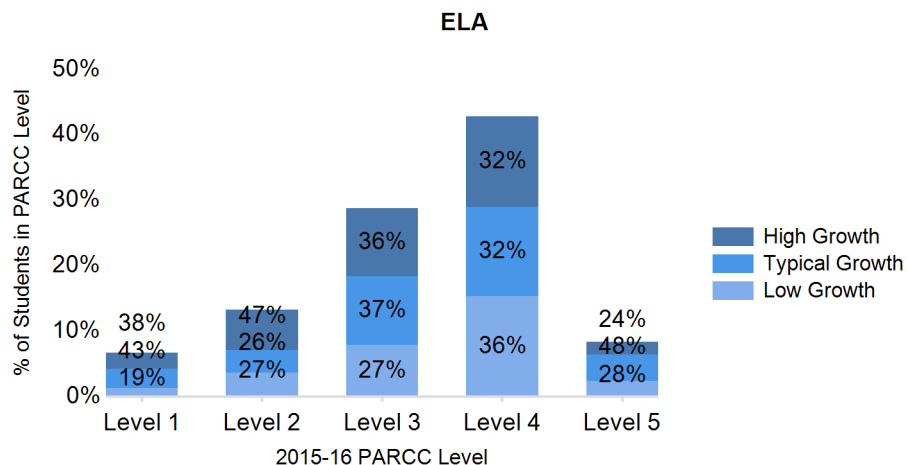
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

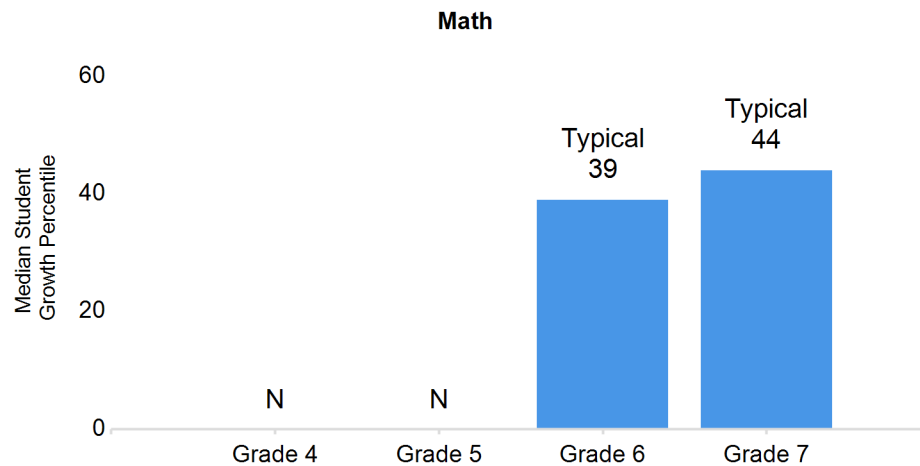
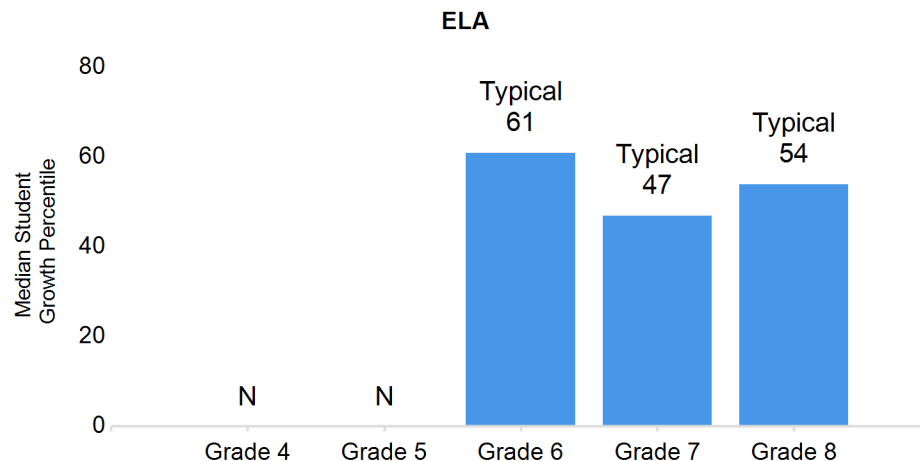
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	186
7	0	0	208
8	60	0	155
Schoolwide	60	0	549

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	84	47	0	0	26	0	0
7	2	127	0	0	23	0	0
8	77	51	0	0	37	0	0
Schoolwide	163	225	0	0	86	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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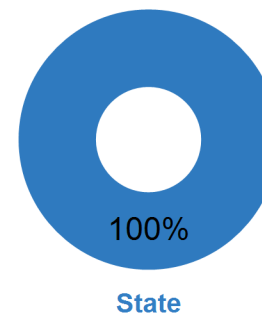
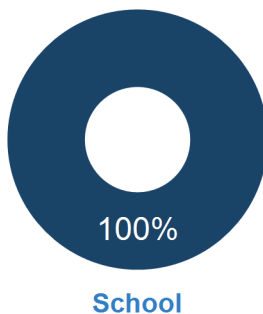
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Visual and Performing Arts – Course Participation

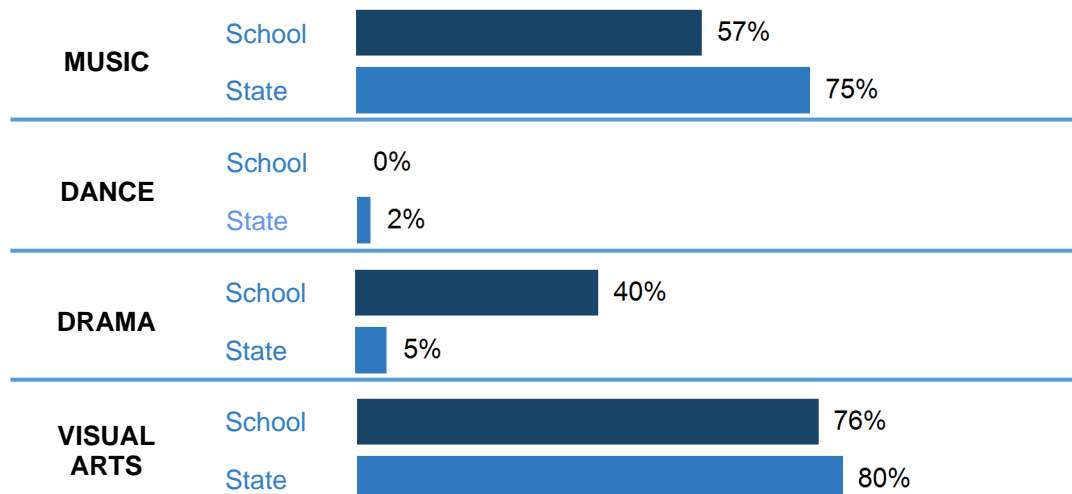
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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

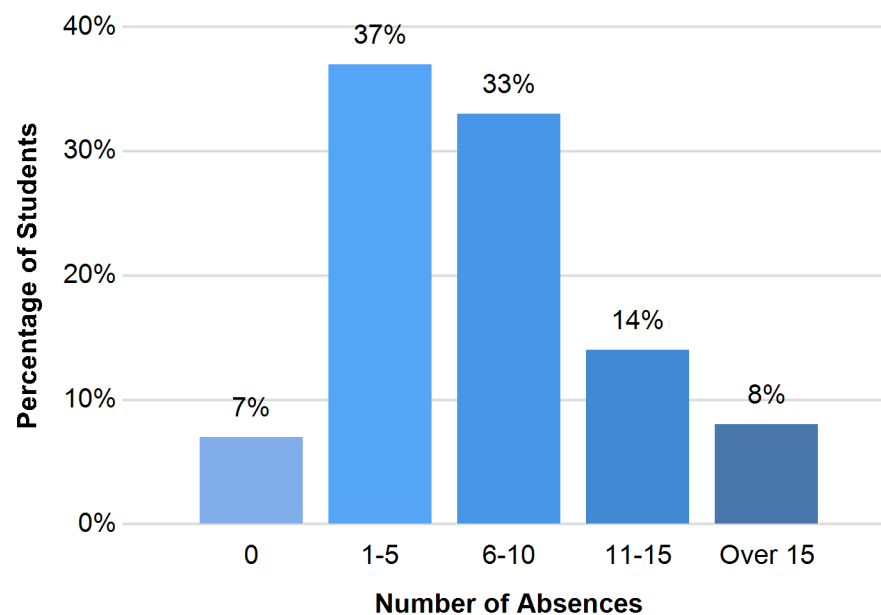
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.70	Met Target
White	6.90	8.70	Met Target
Hispanic	3.00	8.70	Met Target
Black or African American	5.40	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.10	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	8.70	Not Met
Students with Disabilities	14.10	8.70	Not Met
English Learners	N	**	**

## Days Absent

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



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



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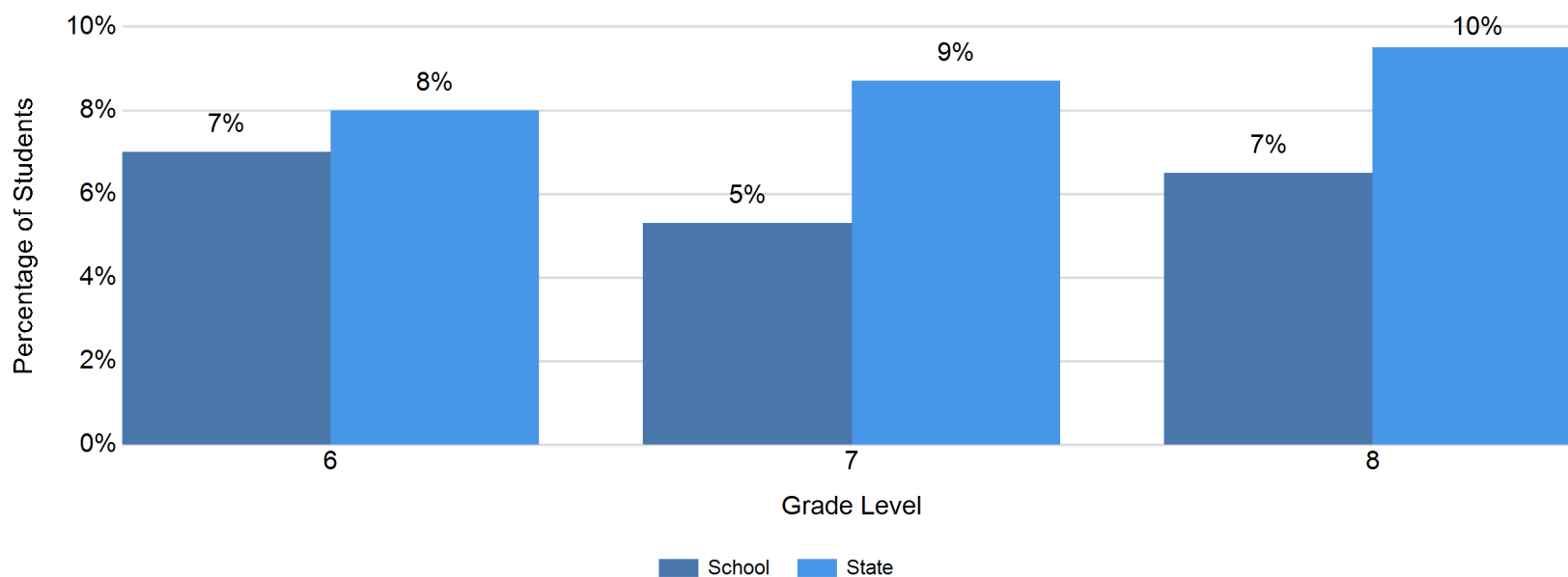
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### Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.48

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	1.0%
Any Suspension	3.9%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	70	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	84%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	610:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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

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

**Teachers and Administrators - Level of Education**

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

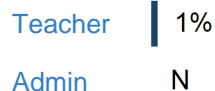
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	94%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.4	17.5%
Mathematics Proficiency	32.2	17.5%
English Language Arts Growth	63.8	25.0%
Mathematics Growth	15.6	25.0%
Chronic Absenteeism	56.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		40.7
<b>Summative Rating:</b> Percentile rank of Summative Score		34.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	40.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	30.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	42.2	11.9	No	Not Met	Met Target†	Met Target	Met Target	**	No
Black or African American	76.6	11.9	No	Met Target	Met Target	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	47.8	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.7	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	38.2	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. D'Ostilio	<b>Email Address:</b>	<a href="mailto:mdostilio@wtps.org">mdostilio@wtps.org</a>
<b>Address:</b>	372 PITMAN DOWNER RD SEWELL, NJ 08080	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)881-7007	<b>Facebook:</b>	<a href="https://www.facebook.com/TWPSchools/">https://www.facebook.com/TWPSchools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@Official_BHMS">https://twitter.com/@Official_BHMS</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Integrated English Language Arts Curriculum aligned with NJSLA, partnering with Rowan University.</li> <li>• Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.</li> <li>• Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 &amp; 8, Advanced Science 7 &amp; 8, Advanced ESL, and Humanities. With the majority of our textbooks and resources online, students can access links to research, videos, and other authentic texts about any topic. Using these resources, our students identify real-world problems, study the trends, and create viable solutions that can be immediately implemented in our communities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Co-ed), Wrestling (Boys)</p> <p>Our Middle level Sports and Athletic programs also participate in Project Unify, a form of Special Olympics which provides opportunities for our special needs population to participate alongside our athletes in areas such as track, bowling, basketball, and bacci ball. Unified sports provides a atmosphere where all students have a chance to play as one team.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have 30+ clubs and activities. They include Band, Art Club, Chorus, Computer Club, Drama Club, Engineering Club, Future Acts, Grade Level Class Councils, Orchestra, Panther Pride (OV), Paws for Action, Stage Crew, Student Council, Tech Student Association, Yearbook, Adventure Club (BHMS), Anime Club (BH), Future Teachers of America (BH), Photography club, School Musical, Peer Leadership Club (CR), Newspaper, Prep Club, News Team, Greenhouse Club (BH), World Language Cultures Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p><b>Postsecondary Information:</b></p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the acadmic learner.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and visit during our Olweus parent days. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Climate Survey is collected annually from our staff, students, and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The Middle Level enjoys state of the art facilities where students can learn specialized subject matter in a professional environment, including Next-Generation Science labs, Construction, Technology, and Visual/Performing Arts labs, and distance learning, Skype capable classrooms. Our Media Center is the hub of our research based authentic problem solving activities and projects. ELA classrooms have flexible seating, tables, student conference centers, and brand new classroom libraries.</p>



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At the Middle Level, we look at the middle school years for our students as a journey where students are constantly encouraged to set and meet their academic and social/emotional goals. Highlights of this philosophy are: 1)Bolstering positive school climate through the continued implementation of the Olweus program and peer leadership. 2) Implementing a more student-friendly middle school schedule that lengthens instructional time and reduces student passing time. 3) Adopting standard grading weights so that learning and grades become synonymous. 4) Teachers working to create assessments that transcend all levels of Webb’s Depth of Knowledge beyond lower levels of recall and understanding. 5) Middle School teachers exploring the flipped classroom model, use of social media for educational purpose and the problem based learning model. 5) recruiting high-caliber professionals whose love of middle level education inspires them to utilize innovative teaching strategies and practices. We anticipate great results as the entire school community mobilizes our available resources to achieve our ambitious goals.



Other Information:



## CHESTNUT RIDGE MIDDLE SCHOOL

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	183	195	210
7	179	191	254
8	199	189	219
Ungraded	0	11	7
<b>Total</b>	<b>561</b>	<b>586</b>	<b>690</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	52%	47%
Male	48%	48%	53%
Economically Disadvantaged Students	14%	17%	19%
Students with Disabilities	11%	12%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.7%
Black or African American	7.2%
Asian	4.8%
Hispanic	4.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	2.2%

## 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. All other students are included in Other Languages.

Home Language	% of Students
English	98.8%
<i>Other</i>	1.1%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	653	96.1	62.70	52.10	54.90	62.7	47.6	Met Target
White	540	96.1	63.70	53.40	63.90	63.7	47.4	Met Target
Hispanic	23	100.0	73.90	40.50	39.80	73.9	N	N
Black or African American	45	94.2	35.60	*	35.20	35.1	24.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	84.90	70.50	80.70	84.9	66.1	Met Goal
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	12	86.7	41.60	49.00	54.90	37.6	**	**
Female	306	94.2	73.50	61.00	62.20	72.9		
Male	347	97.8	53.30	43.30	48.10	53.3		
Economically Disadvantaged Students	102	94.0	40.20	35.30	36.20	39.6	26	Met Target
Non-Economically Disadvantaged Students	551	96.6	67.00	55.90	65.80	67		
Students with Disabilities	71	96.1	18.30	*	20.50	18.3	8.5	Met Target
Students without Disabilities	582	96.1	68.20	*	61.90	68.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	205	755	753	752	*	14%	23%	51%	*	61%	54%
White	171	757	755	758	*	12%	23%	55%	*	64%	63%
Hispanic	10	743	740	740	0%	*	0%	*	*	60%	38%
Black or African American	12	730	*	736	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	87	764	759	758	*	*	16%	54%	*	72%	61%
Male	118	749	748	746	*	*	29%	48%	*	53%	46%
Economically Disadvantaged Students	37	745	742	737	*	*	30%	30%	*	43%	34%
Non-Economically Disadvantaged Students	168	758	756	761	*	*	22%	55%	*	65%	65%
Students with Disabilities	23	727	728	722	*	*	*	*	0%	22%	17%
Students without Disabilities	182	759	757	758	*	*	*	*	12%	66%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	205	755	753	753	*	14%	23%	51%	*	61%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	241	754	752	756	5%	11%	22%	48%	13%	61%	59%
White	188	756	754	764	*	*	23%	52%	13%	64%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	27	735	*	737	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	14	772	775	784	0%	*	*	*	*	86%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	116	764	763	764	*	*	22%	47%	*	70%	68%
Male	125	745	741	749	*	*	23%	49%	*	54%	51%
Economically Disadvantaged Students	41	736	733	739	*	*	27%	32%	*	37%	40%
Non-Economically Disadvantaged Students	200	758	756	766	*	*	22%	52%	*	67%	70%
Students with Disabilities	27	716	712	719	*	*	37%	*	0%	11%	19%
Students without Disabilities	214	759	757	763	*	*	21%	*	15%	68%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	241	754	752	758	5%	11%	22%	48%	13%	61%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	222	755	754	757	7%	9%	22%	51%	11%	63%	59%
White	187	754	754	764	7%	9%	23%	52%	10%	62%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	10	751	752	738	*	0%	*	*	0%	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	107	766	764	766	*	*	18%	58%	*	76%	68%
Male	115	744	744	749	*	*	25%	45%	*	50%	50%
Economically Disadvantaged Students	30	730	740	739	*	*	*	33%	*	37%	40%
Non-Economically Disadvantaged Students	192	759	757	766	*	*	*	54%	*	67%	69%
Students with Disabilities	23	712	716	718	*	*	*	*	*	22%	18%
Students without Disabilities	199	760	760	764	*	*	*	*	*	67%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	222	755	*	759	7%	9%	22%	51%	11%	63%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

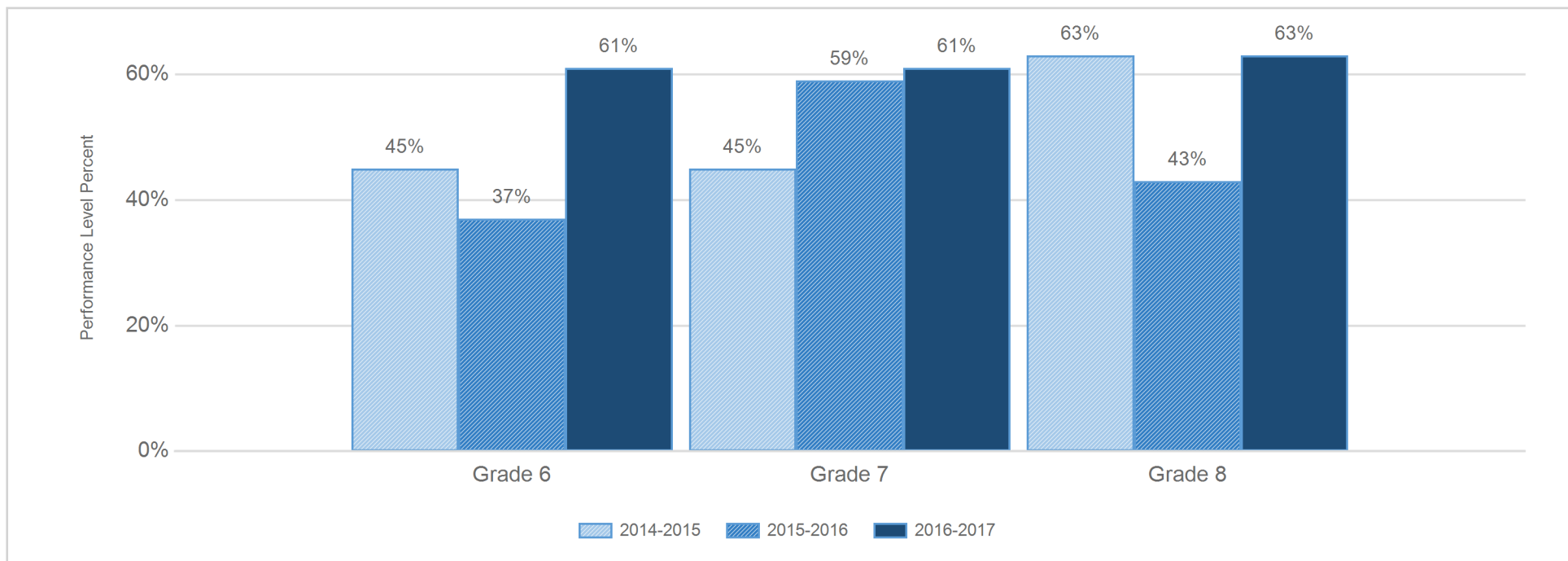


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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## Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	653	96.1	41.70	39.80	43.50	41.7	41	Met Target
White	540	96.1	43.00	41.00	52.40	43	40.7	Met Target
Hispanic	23	100.0	34.70	32.20	27.60	34.7	N	N
Black or African American	45	94.2	20.00	19.60	21.70	19.7	28.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	100.0	60.60	56.80	75.60	60.6	62.4	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	86.7	25.00	44.00	44.90	22.5	**	**
Female	306	94.2	43.20	40.10	44.10	42.7		
Male	347	97.8	40.40	39.70	42.90	40.4		
Economically Disadvantaged Students	102	94.0	20.60	*	25.10	20.2	20	Met Target
Non-Economically Disadvantaged Students	551	96.6	45.50	*	54.30	45.5		
Students with Disabilities	71	96.1	*	15.30	16.50	*	8.5	Met Target
Students without Disabilities	582	96.1	*	44.50	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	205	741	739	743	*	19%	36%	34%	*	38%	44%
White	171	744	741	751	*	18%	37%	36%	*	40%	54%
Hispanic	10	729	724	731	*	*	*	*	*	30%	27%
Black or African American	12	712	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	87	741	738	745	*	16%	37%	35%	*	38%	45%
Male	118	742	739	742	*	20%	36%	33%	*	37%	43%
Economically Disadvantaged Students	37	731	728	728	*	32%	*	*	*	30%	24%
Non-Economically Disadvantaged Students	168	744	742	752	*	16%	*	*	*	39%	56%
Students with Disabilities	23	717	717	717	*	*	*	*	*	*	13%
Students without Disabilities	182	744	742	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	205	741	739	745	*	19%	36%	34%	*	38%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	241	738	738	741	*	18%	44%	32%	*	32%	40%
White	188	740	741	748	*	15%	47%	33%	*	34%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	27	723	*	726	*	*	*	*	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	14	753	753	764	0%	0%	*	*	0%	50%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	116	741	741	743	*	17%	46%	33%	*	34%	41%
Male	125	736	736	740	*	18%	42%	30%	*	31%	38%
Economically Disadvantaged Students	41	721	722	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	200	742	742	749	*	*	*	*	*	*	50%
Students with Disabilities	27	707	709	716	*	*	*	*	*	*	11%
Students without Disabilities	214	742	743	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	241	738	*	742	*	18%	44%	32%	*	32%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	147	732	732	728	19%	16%	29%	35%	0%	35%	28%
White	127	733	733	736	18%	16%	29%	37%	0%	37%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	63	733	732	730	18%	16%	32%	35%	0%	35%	30%
Male	84	731	732	725	20%	17%	27%	36%	0%	36%	26%
Economically Disadvantaged Students	25	708	722	719	44%	*	*	*	0%	12%	19%
Non-Economically Disadvantaged Students	122	737	735	734	14%	*	*	*	0%	40%	34%
Students with Disabilities	23	698	700	705	65%	*	*	*	0%	13%	*
Students without Disabilities	124	738	739	734	11%	*	*	*	0%	40%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	147	732	732	729	19%	16%	29%	35%	0%	35%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	777	743	743	0%	0%	*	83%	*	91%	42%
White	60	776	*	751	0%	0%	*	83%	*	90%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	44	773	743	744	0%	0%	*	82%	*	86%	43%
Male	31	783	742	741	0%	0%	*	84%	*	97%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	75	777	*	747	0%	0%	*	83%	*	91%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	75	777	*	745	0%	0%	*	83%	*	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	N	725	N	N	N	N	N	N	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	N	N	N	725	N	N	N	N	N	N	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	729	N	N	N	N	N	N	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	N	N	N	726	N	N	N	N	N	N	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

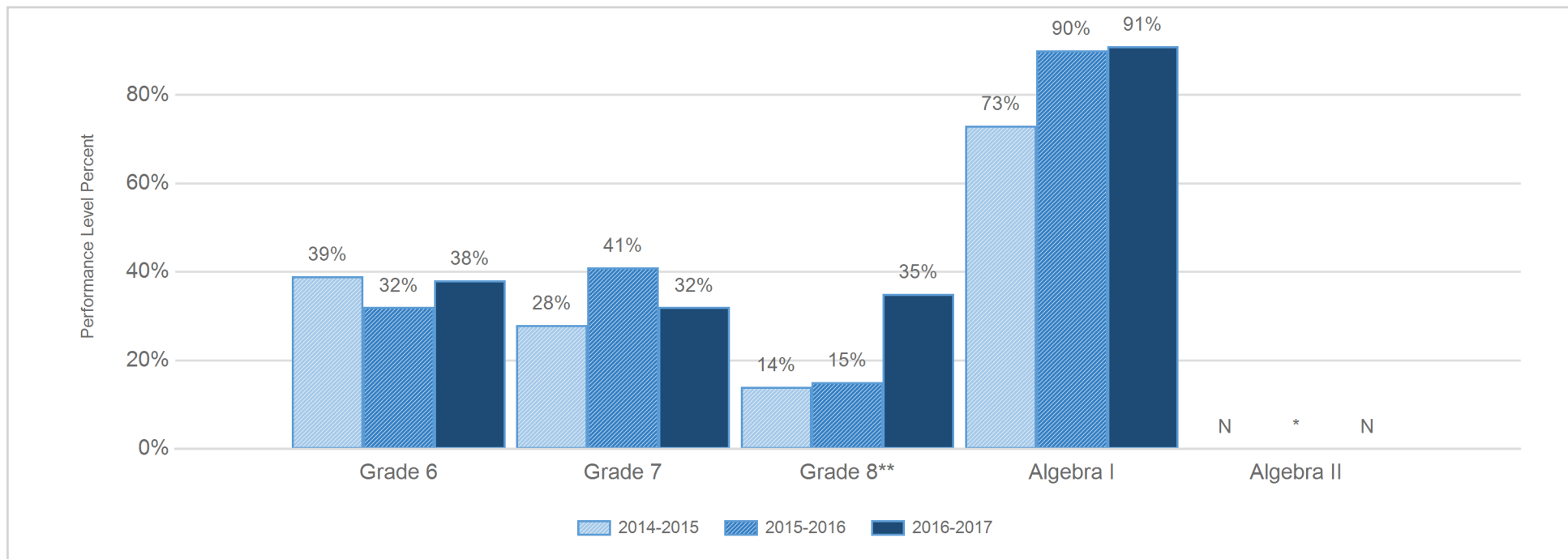


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**Mathematics Assessment – Performance Trends**

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	N	N

English Language Proficiency Test - Participation and Performance

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

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



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

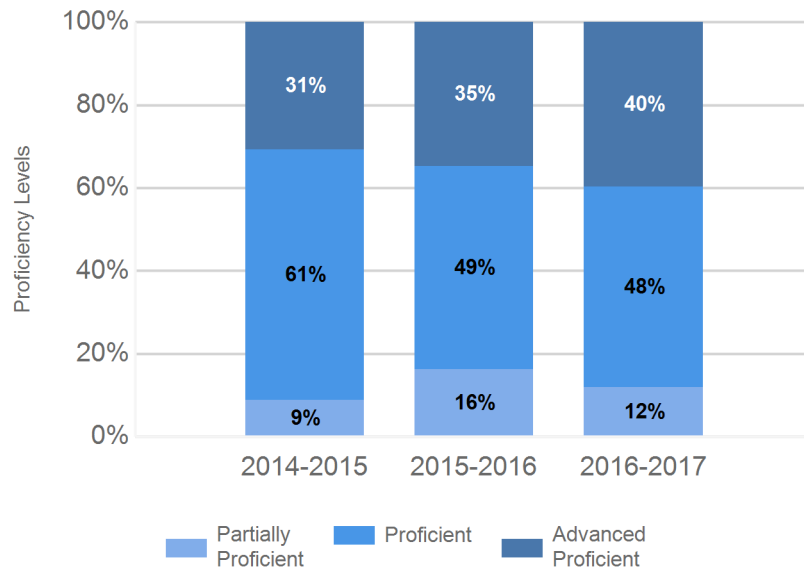
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	40%	48%	12%
White	39%	50%	11%
Hispanic	46%	36%	18%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	55%	46%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	20%	50%	30%
Students with Disabilities	N	36%	64%
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	53	50	Met Target	54	52	50	Met Target
White	55	52	50	Met Target	55	52	52	Met Target
Hispanic	58	51.5	49	Met Target	*	51	47	**
Black or African American	51	52	45	Met Target	35	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	66	60	Exceeds Target	62.5	61	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	74	*	51	**	*	*	52	**
Economically Disadvantaged	59	54	47	Met Target	52	49	46	Met Target
Students with Disabilities	49	47	41	Met Target	48.5	49	43	Met Target
English Learners	*	69	53	**	*	46	51	**

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



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

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

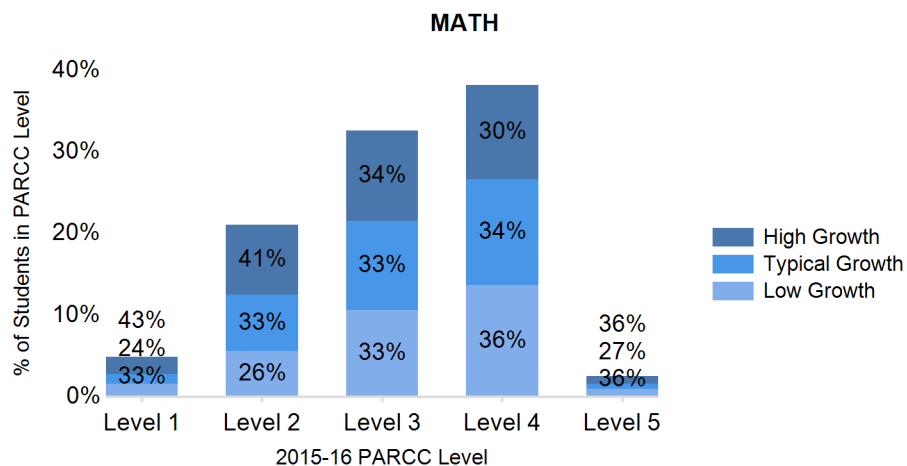
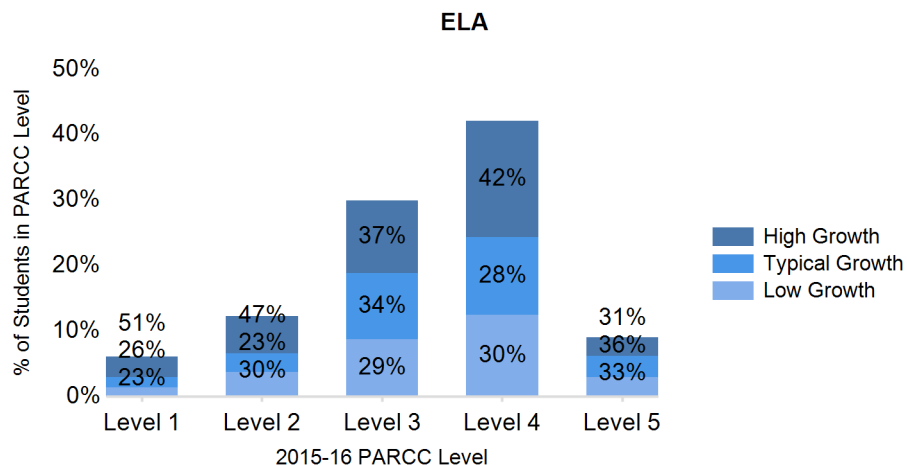
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

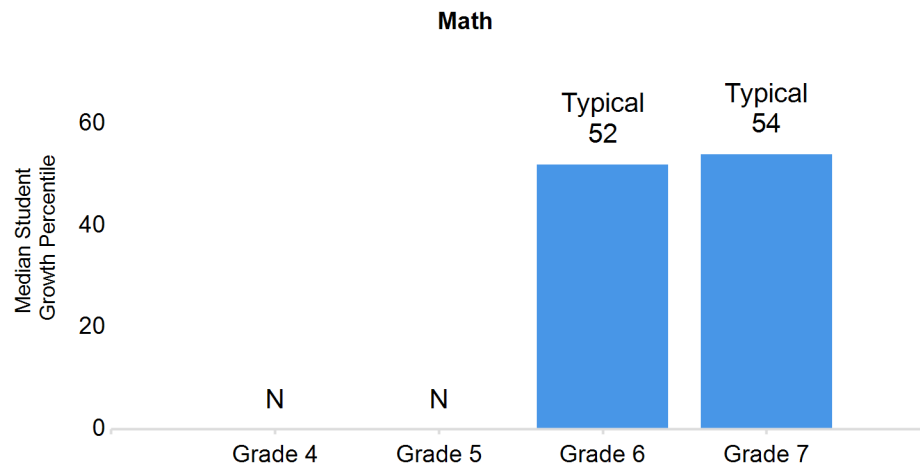
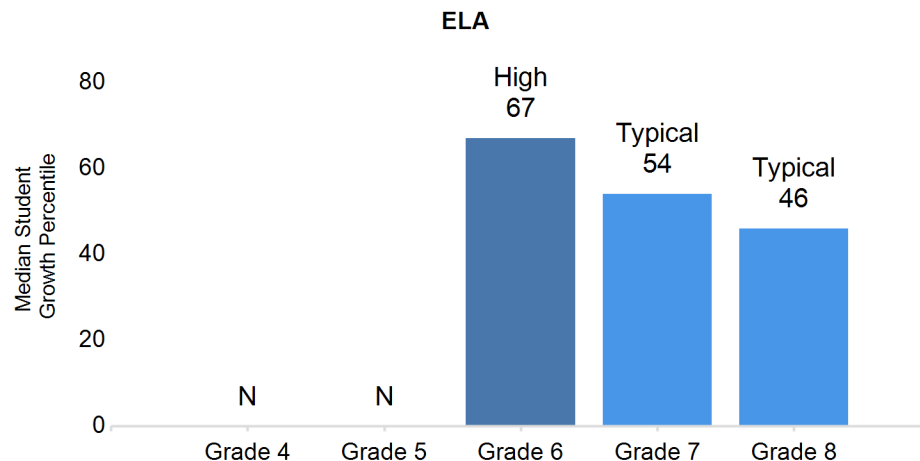
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	212
7	0	0	255
8	75	0	147
Schoolwide	75	0	614

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	115	24	0	0	25	0	0
7	126	0	0	0	26	0	0
8	114	30	0	0	28	0	0
Schoolwide	355	54	0	0	79	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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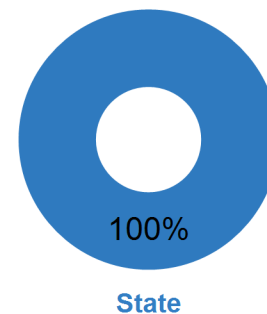
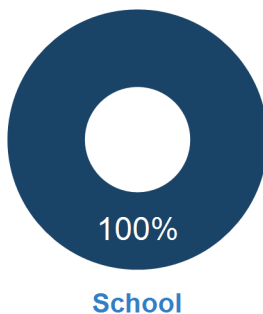
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**Visual and Performing Arts – Course Participation**

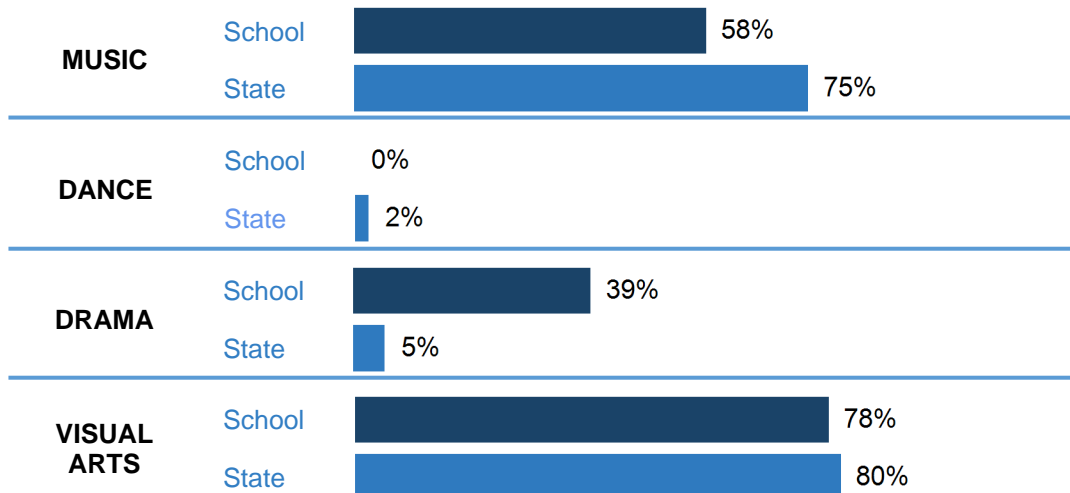
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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

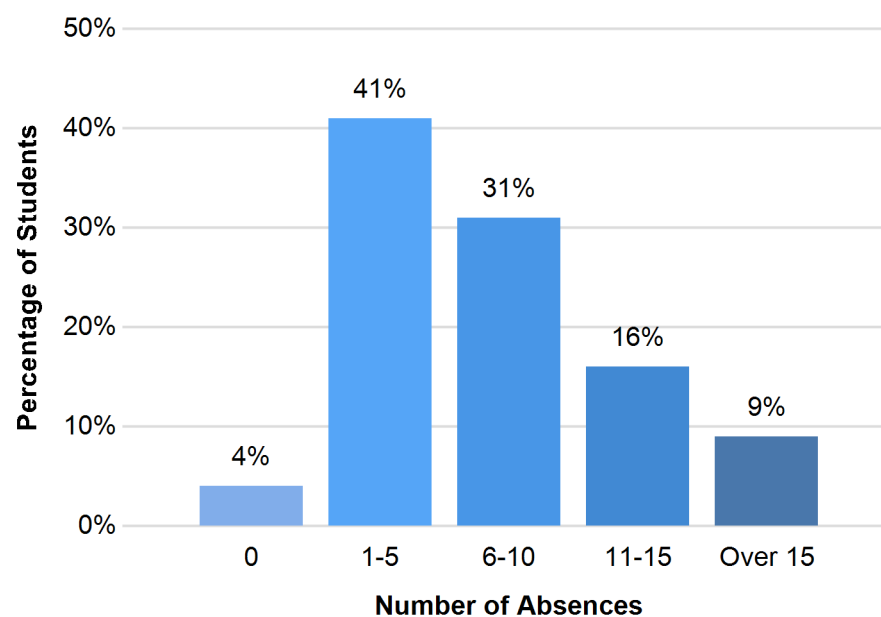
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.70	Met Target
White	4.60	8.70	Met Target
Hispanic	18.50	8.70	Not Met
Black or African American	13.70	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.90	8.70	Not Met
Students with Disabilities	15.50	8.70	Not Met
English Learners	N	**	**

## Days Absent

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



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

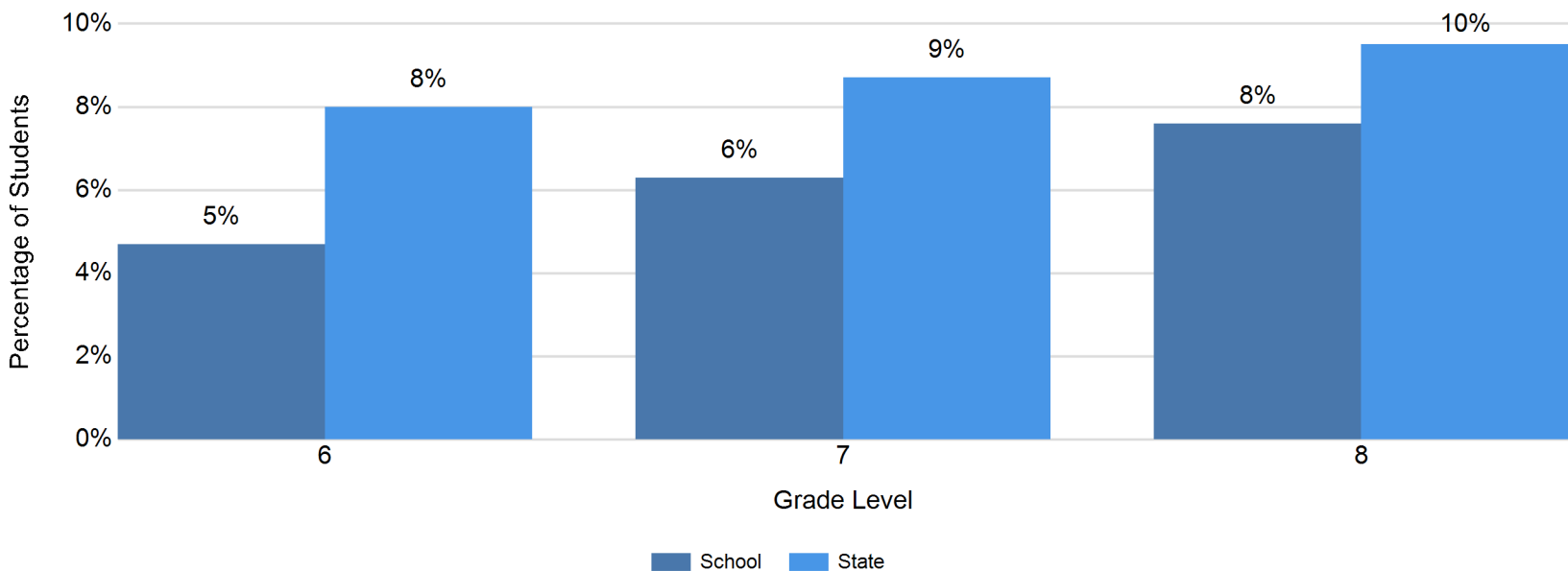


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	23
Vandalism	4
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	5.80

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	7.0%
Out-of-School Suspensions	6.8%
Any Suspension	11.0%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	64	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	12.7	10.5
Teachers in district for 4 or more years	78%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	345:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	94%



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## Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	57.3	17.5%
Mathematics Proficiency	31.0	17.5%
English Language Arts Growth	74.3	25.0%
Mathematics Growth	58.7	25.0%
Chronic Absenteeism	40.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		54.8
<b>Summative Rating:</b> Percentile rank of Summative Score		57.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	52.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	68.8	11.9	No	N	N	Not Met	Met Target	**	No
Black or African American	45.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	59.6	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	51.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. BARNES	<b>Email Address:</b>	<a href="mailto:jbarnes@wtps.org">jbarnes@wtps.org</a>
<b>Address:</b>	641 HURFFVILLE CROSSKEYS RD SEWELL, NJ 08080	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)582-3535	<b>Facebook:</b>	<a href="https://www.facebook.com/TWPSchools/">https://www.facebook.com/TWPSchools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@CRMSPincipal">https://twitter.com/@CRMSPincipal</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Integrated English Language Arts Curriculum aligned with NJSLA, partnering with Rowan University.</li> <li>• Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.</li> <li>• Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.</p>







**CHESTNUT RIDGE MIDDLE SCHOOL**  
**2016-2017**  
**Grade Span 06-08**

15-5500-026  
 GLOUCESTER  
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 SEWELL, NJ 08080

School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 &amp; 8, Advanced Science 7 &amp; 8, Advanced ESL, and Humanities. With the majority of our textbooks and resources online, students can access links to research, videos, and other authentic texts about any topic. Using these resources, our students identify real-world problems, study the trends, and create viable solutions that can be immediately implemented in our communities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Co-ed), Wrestling (Boys)</p> <p>Our Middle level Sports and Athletic programs also participate in Project Unify, a form of Special Olympics which provides opportunities for our special needs population to participate alongside our athletes in areas such as track, bowling, basketball, and baccì ball. Unified sports provides a atmosphere where all students have a chance to play as one team.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have 30+ clubs and activities. They include Band, Art Club, Chorus, Computer Club, Drama Club, Engineering Club, Future Acts, Grade Level Class Councils, Orchestra, Panther Pride (OV), Paws for Action, Stage Crew, Student Council, Tech Student Association, Yearbook, Adventure Club (BHMS), Anime Club (BH), Future Teachers of America (BH), Photography club, School Musical, Peer Leadership Club (CR), Newspaper, Prep Club, News Team, Greenhouse Club (BH), World Language Cultures Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p><b>Postsecondary Information:</b></p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the acadmic learner.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and visit during our Olweus parent days. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Climate Survey is collected annually from our staff, students, and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The Middle Level enjoys state of the art facilities where students can learn specialized subject matter in a professional environment, including Next-Generation Science labs, Construction, Technology, and Visual/Performing Arts labs, and distance learning, Skype capable classrooms. Our Media Center is the hub of our research based authentic problem solving activities and projects. ELA classrooms have flexible seating, tables, student conference centers, and brand new classroom libraries.</p>



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School Narrative

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At the Middle Level, we look at the middle school years for our students as a journey where students are constantly encouraged to set and meet their academic and social/emotional goals. Highlights of this philosophy are: 1)Bolstering positive school climate through the continued implementation of the Olweus program and peer leadership. 2) Implementing a more student-friendly middle school schedule that lengthens instructional time and reduces student passing time. 3) Adopting standard grading weights so that learning and grades become synonymous. 4) Teachers working to create assessments that transcend all levels of Webb’s Depth of Knowledge beyond lower levels of recall and understanding. 5) Middle School teachers exploring the flipped classroom model, use of social media for educational purpose and the problem based learning model. 5) recruiting high-caliber professionals whose love of middle level education inspires them to utilize innovative teaching strategies and practices. We anticipate great results as the entire school community mobilizes our available resources to achieve our ambitious goals.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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

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**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	127	11	4
KG	381	400	272
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	9	141	109
Total	517	552	385

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	45%
Male	53%	55%	55%
Economically Disadvantaged Students	6%	22%	21%
Students with Disabilities	30%	37%	41%
English Learners	1%	2%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	80.8%
Black or African American	7.8%
Hispanic	4.7%
Asian	3.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	1	2	3
PK - Full Day	0	9	1
KG - Half Day	371	383	0
KG - Full Day	4	17	272

### Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



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

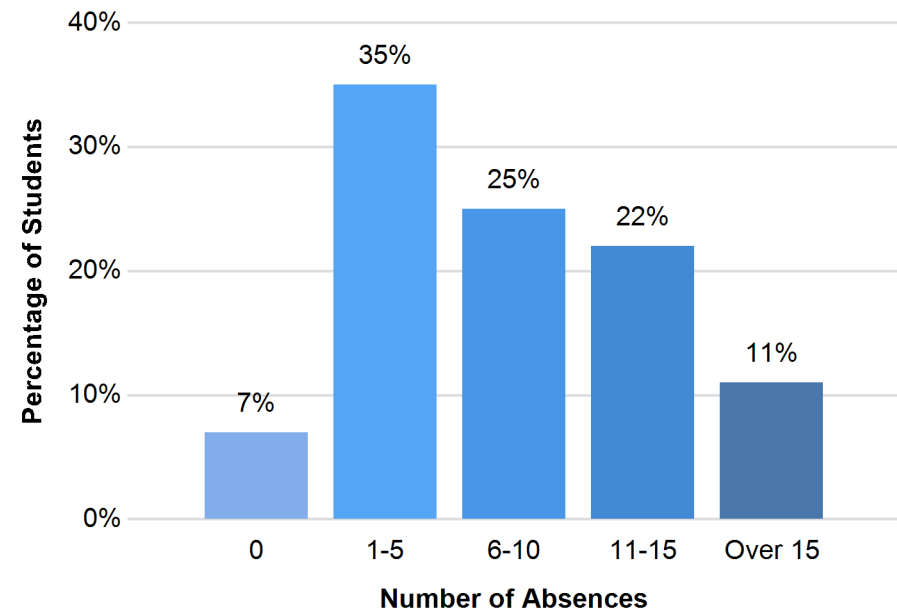
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	12.50	Met Target
White	9.70	12.50	Met Target
Hispanic	N	**	**
Black or African American	0	12.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	12.50	Met Target
Students with Disabilities	6.50	12.50	Met Target
English Learners	N	**	**

### Days Absent

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



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



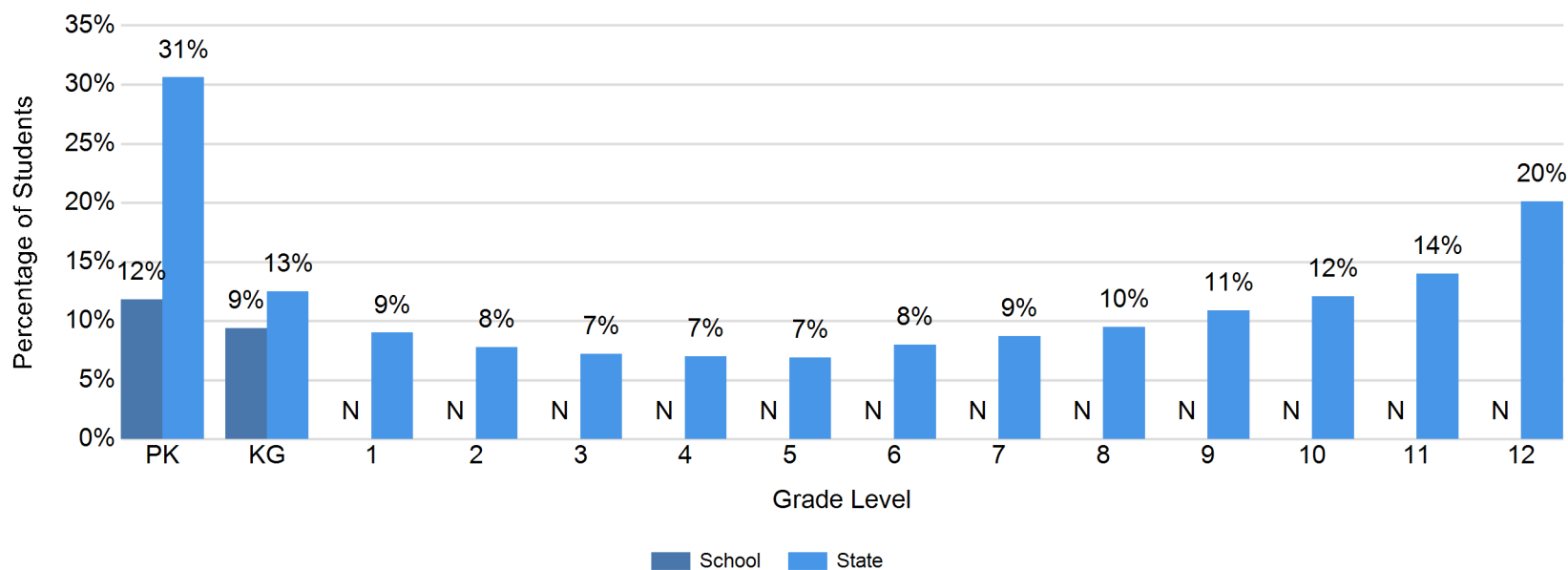
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### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	1:50PM
Length of School Day	4 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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

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

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

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	8.7	11.8
Average years experience in district	7.9	10.5
Teachers in district for 4 or more years	55%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	385:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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

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

**Teachers:** All classroom teachers

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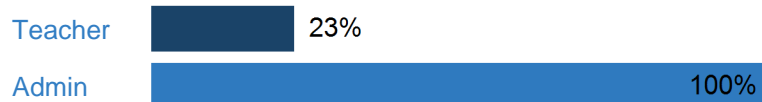
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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### School General Info

<b>Principal:</b>	Mrs. CRAWFORD	<b>Email Address:</b>	<a href="mailto:wcrawford@wtps.org">wcrawford@wtps.org</a>
<b>Address:</b>	251 WOODBURY TURNERSVILLE RD SEWELL, NJ 08080	<b>Website:</b>	<a href="https://wtps.org/Grenloch">https://wtps.org/Grenloch</a>
<b>Phone:</b>	(856)227-1303		

### School Narrative

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 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Grenloch Early Childhood Center is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Grenloch School's dedication to "Excellence in Education" for all students.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>GTECC has been recognized by New Jersey Magazine as one of the top 31 schools in New Jersey. In addition, the New Jersey Association of Supervision and Curriculum Development, the New Jersey Association of School Administrators, and the New Jersey Association of Partners in Education have each recognized our program as "Exemplary." Grenloch School was awarded a grant through the NJ Parent Information Resource Center (NJPIRC) to support our parent orientation programs.</p>



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### Courses, Curriculum, Instruction:

A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.







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 <p><b>Staff and Professional Learning:</b></p>	<p>The GTECC staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our children also enjoy physical education, art, music, computers and library instruction. A full-time nurse and a full-time guidance counselor are on campus and a range of special education services are provided, as needed. These special education services include: speech, occupational and physical therapy as appropriate, an inclusion model called our team-teaching class, and an in-class support model known as our collaborative model. English as a second language services are also provided.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>A full-time nurse and a full-time guidance counselor provide services to keep our children well both emotionally and physically. Guidance lessons are provided in the classroom on a wide range of topics geared to keeping our children safe and teaching them to make good choices. Our physical education teacher encourages safe, outdoor activities and our children have daily time to play on our outside playground, weather permitting.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>



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 SEWELL, NJ 08080

School Narrative

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



Facilities:

Our campus has two buildings, one built in 1936 and the other in 1991. Both are fully air-conditioned and each provides large classrooms for our children. An all-purpose room and library are also included, as is a well-equipped playground.



**GRENLOCH TERRACE EARLY CHILDHOOD CENTER**  
2016-2017

**Grade Span PK-KG**

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## School Narrative

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



Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	85	71	87
2	75	78	91
3	102	79	94
4	90	108	96
5	98	89	117
Ungraded	0	17	16
Total	450	442	501

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	50%
Male	52%	51%	50%
Economically Disadvantaged Students	20%	22%	18%
Students with Disabilities	20%	17%	17%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	82.0%
Black or African American	8.0%
Hispanic	3.4%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

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

Home Language	% of Students
English	100.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	210	98.1	61.00	52.10	54.90	61	60.6	Met Target
White	181	97.6	64.10	53.40	63.90	64.1	63.8	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	11	100.0	18.20	*	35.20	18.2	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	105	98.7	64.70	61.00	62.20	64.7		
Male	105	97.4	57.20	43.30	48.10	57.2		
Economically Disadvantaged Students	20	100.0	30.00	35.30	36.20	30	48.6	Not Met
Non-Economically Disadvantaged Students	190	97.7	64.20	55.90	65.80	64.2		
Students with Disabilities	30	98.1	23.30	*	20.50	23.3	33.3	Met Target†
Students without Disabilities	180	98.0	67.20	*	61.90	67.2		
English Learners	N	N	N	26.80	25.20	N	**	**
Non-English Learners	210	98.0	61.00	52.30	57.40	61		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	747	747	749	11%	*	29%	48%	*	51%	50%
White	78	751	749	759	*	*	27%	53%	*	55%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	42	751	752	754	*	*	31%	55%	*	57%	55%
Male	51	744	742	745	*	*	28%	43%	*	45%	46%
Economically Disadvantaged Students	19	734	735	731	*	*	*	*	*	32%	31%
Non-Economically Disadvantaged Students	74	751	751	762	*	*	*	*	*	55%	63%
Students with Disabilities	18	719	*	720	*	*	*	*	*	22%	24%
Students without Disabilities	75	754	*	755	*	*	*	*	*	57%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	93	747	747	752	11%	*	29%	48%	*	51%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	743	746	753	*	12%	32%	45%	*	47%	56%
White	69	745	750	762	*	*	30%	46%	*	49%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	11	723	727	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	743	750	758	*	*	33%	39%	*	43%	61%
Male	43	743	742	749	*	*	30%	51%	*	51%	51%
Economically Disadvantaged Students	16	727	734	737	*	*	*	*	*	31%	36%
Non-Economically Disadvantaged Students	76	747	749	764	*	*	*	*	*	50%	69%
Students with Disabilities	15	713	721	725	*	*	*	*	*	20%	25%
Students without Disabilities	77	749	751	759	*	*	*	*	*	52%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	92	743	746	755	*	12%	32%	45%	*	47%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	767	756	756	*	*	17%	59%	15%	74%	59%
White	98	768	758	763	*	*	15%	62%	14%	77%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	61	770	762	761	*	*	*	66%	*	79%	66%
Male	54	763	749	750	*	*	*	52%	*	69%	53%
Economically Disadvantaged Students	11	739	741	740	*	*	*	*	0%	36%	40%
Non-Economically Disadvantaged Students	104	770	759	765	*	*	*	*	16%	78%	71%
Students with Disabilities	16	740	736	725	*	*	*	*	*	25%	22%
Students without Disabilities	99	771	760	762	*	*	*	*	*	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	115	767	756	757	*	*	17%	59%	15%	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

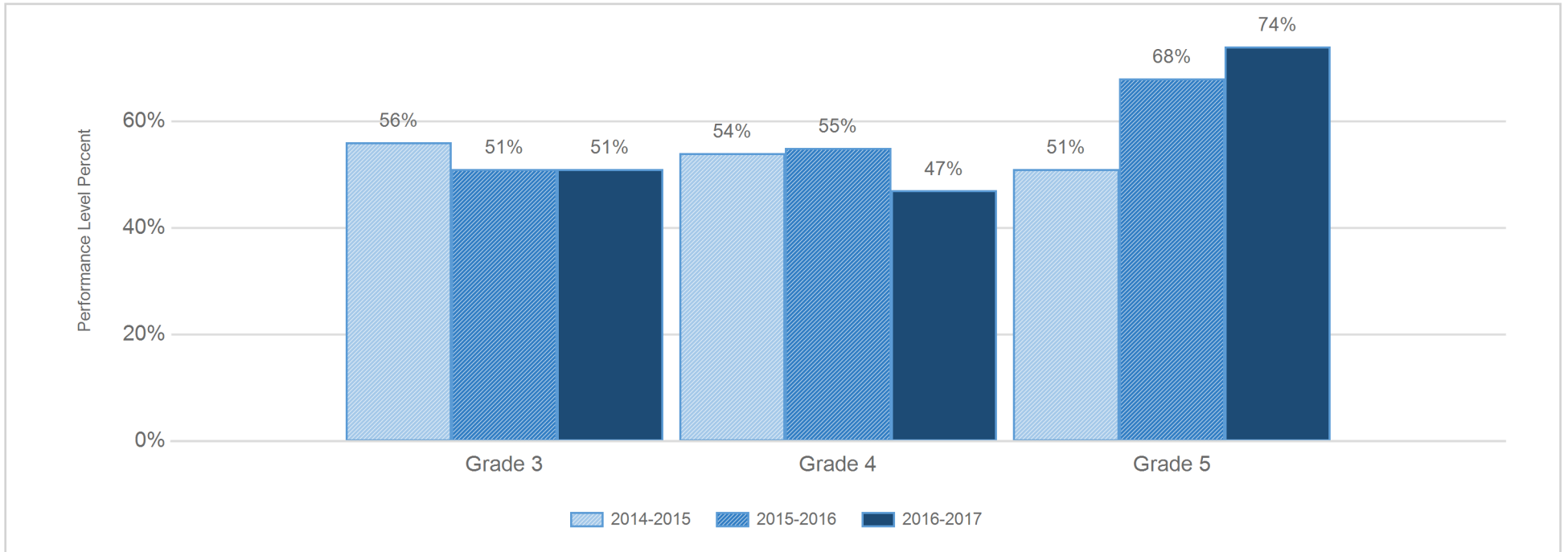


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	210	98.1	53.80	39.80	43.50	53.8	47.1	Met Target
White	181	97.6	53.60	41.00	52.40	53.6	48.6	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	11	100.0	36.40	19.60	21.70	36.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	105	98.7	49.60	40.10	44.10	49.6		
Male	105	97.4	58.10	39.70	42.90	58.1		
Economically Disadvantaged Students	20	100.0	40.00	*	25.10	40	36.1	Met Target
Non-Economically Disadvantaged Students	190	97.7	55.20	*	54.30	55.2		
Students with Disabilities	30	98.1	20.00	15.30	16.50	20	35.6	Not Met
Students without Disabilities	180	98.0	59.40	44.50	48.80	59.4		
English Learners	N	N	N	20.40	23.30	N	**	**
Non-English Learners	210	98.0	53.80	40.10	45.20	53.8		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	751	749	751	*	14%	28%	46%	*	55%	53%
White	78	754	752	759	*	*	28%	51%	*	60%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	42	747	750	751	*	*	29%	41%	*	48%	52%
Male	51	754	749	751	*	*	28%	51%	*	61%	53%
Economically Disadvantaged Students	19	736	738	736	*	*	*	*	*	37%	34%
Non-Economically Disadvantaged Students	74	755	753	761	*	*	*	*	*	60%	65%
Students with Disabilities	18	731	*	729	*	*	*	*	*	22%	29%
Students without Disabilities	75	755	*	755	*	*	*	*	*	63%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	93	751	750	753	*	14%	28%	46%	*	55%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	746	746	747	*	19%	34%	39%	*	42%	47%
White	69	748	750	755	*	19%	36%	39%	*	42%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	11	722	726	729	*	*	*	*	0%	18%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	49	742	745	747	*	*	37%	33%	*	35%	47%
Male	43	750	747	747	*	*	30%	47%	*	51%	48%
Economically Disadvantaged Students	16	730	733	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	76	750	750	757	*	*	*	*	*	45%	61%
Students with Disabilities	15	725	725	724	*	*	*	*	*	13%	22%
Students without Disabilities	77	750	751	751	*	*	*	*	*	48%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	92	746	746	749	*	19%	34%	39%	*	42%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	115	752	750	747	*	10%	33%	49%	*	56%	46%
White	98	753	751	754	*	*	34%	48%	*	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	61	751	752	747	*	*	31%	53%	*	57%	47%
Male	54	754	747	746	*	*	35%	44%	*	54%	46%
Economically Disadvantaged Students	11	733	738	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	104	755	752	756	*	*	*	*	*	59%	59%
Students with Disabilities	16	734	736	725	*	*	*	*	*	25%	19%
Students without Disabilities	99	755	752	751	*	*	*	*	*	61%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	115	752	750	748	*	10%	33%	49%	*	56%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

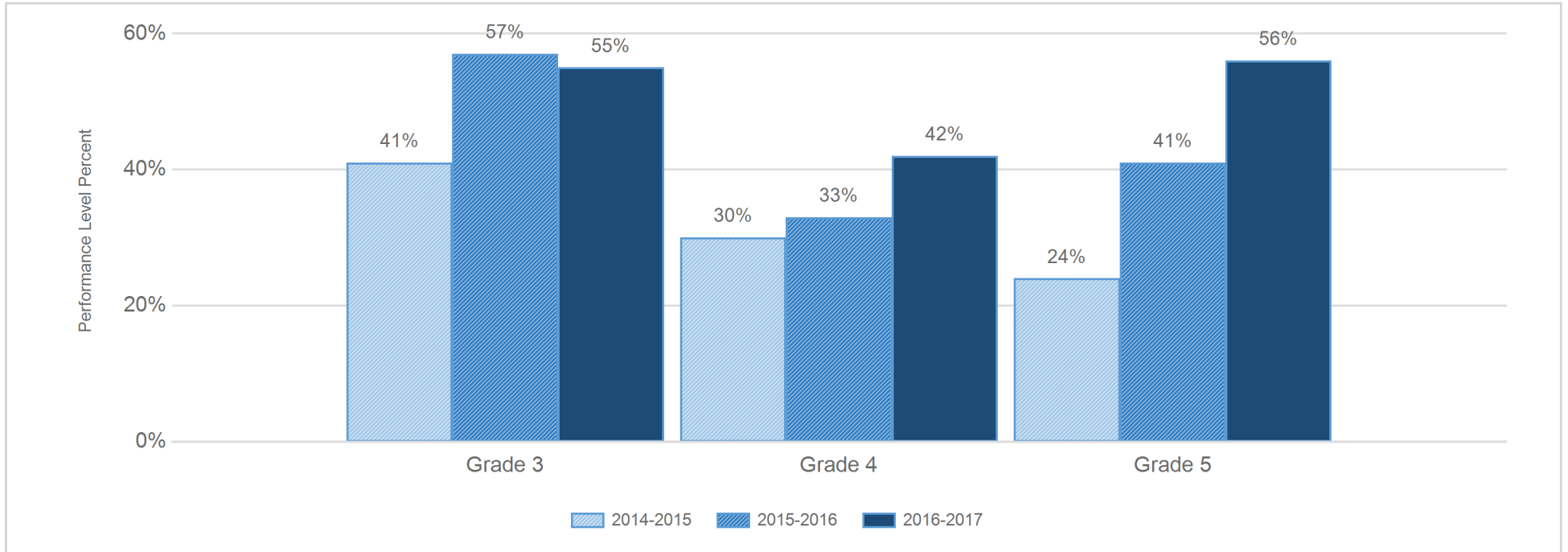


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

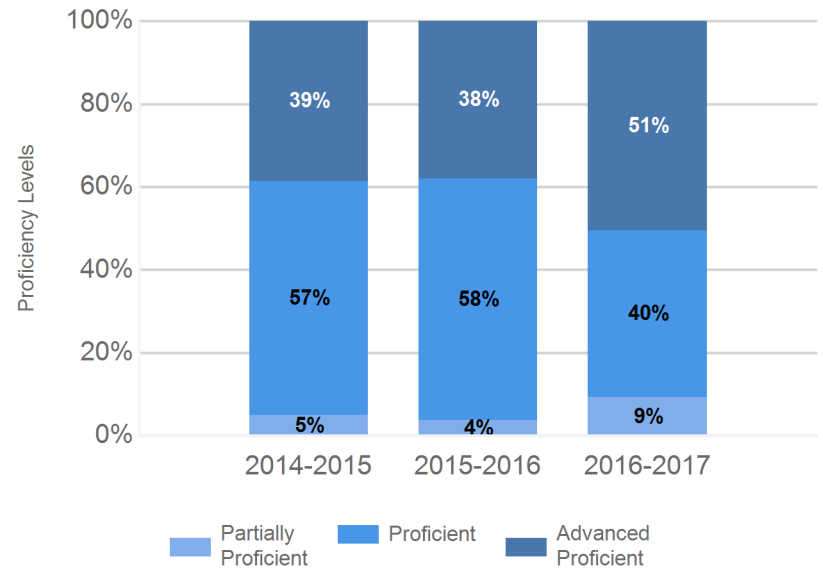
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	51%	40%	9%
White	59%	36%	6%
Hispanic	*	*	N
Black or African American	8%	58%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	20%	53%	27%
Students with Disabilities	26%	58%	16%
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50	53	50	Met Target	62	52	50	Exceeds Target
White	52	52	50	Met Target	65	52	52	Exceeds Target
Hispanic	*	51.5	49	**	*	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	37	54	47	**	62	49	46	**
Students with Disabilities	57	47	41	**	61	49	43	**
English Learners	N	N	N	N	N	N	N	N

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



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

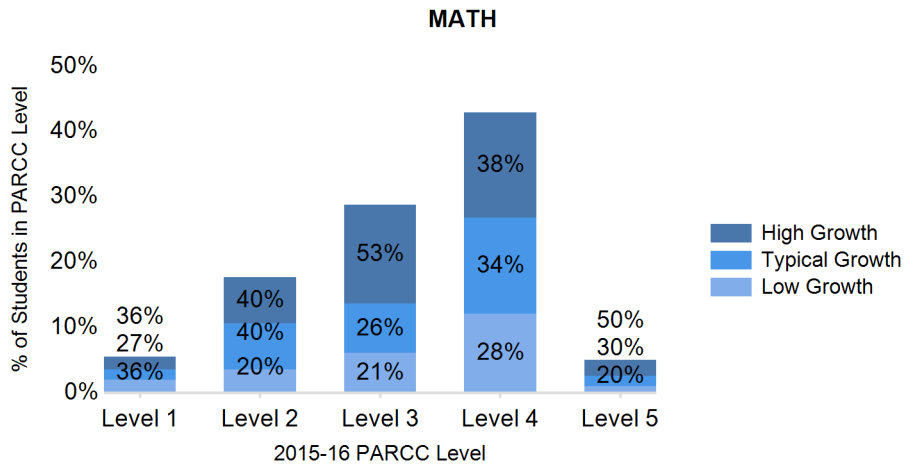
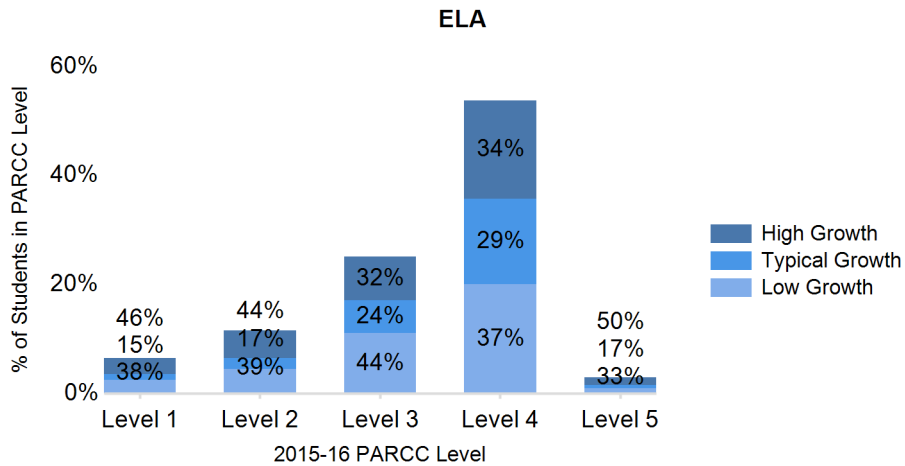
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

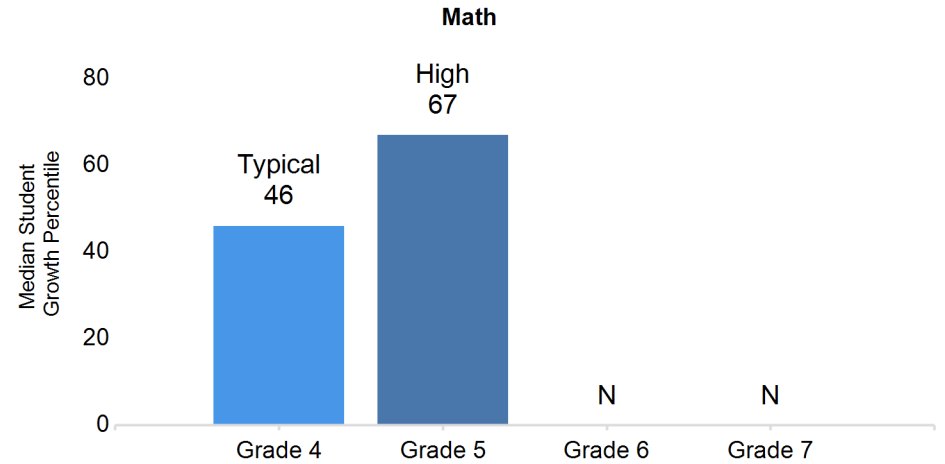
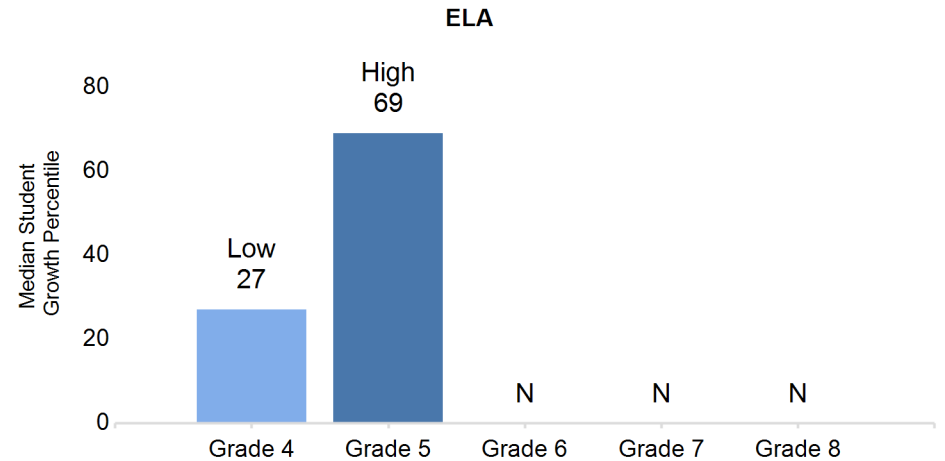
Student Growth by Performance Level

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



Student Growth by Grade

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





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

**Chronic Absenteeism**

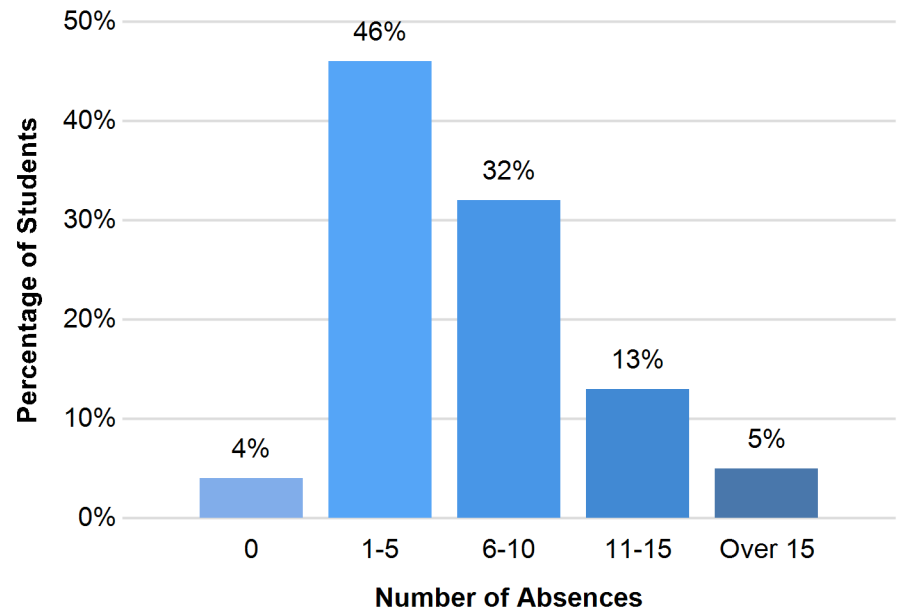
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	7.60	Met Target
White	3.40	7.60	Met Target
Hispanic	N	**	**
Black or African American	2.50	7.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	7.60	Met Target
Students with Disabilities	7.00	7.60	Met Target
English Learners	N	**	**

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

**Days Absent**

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



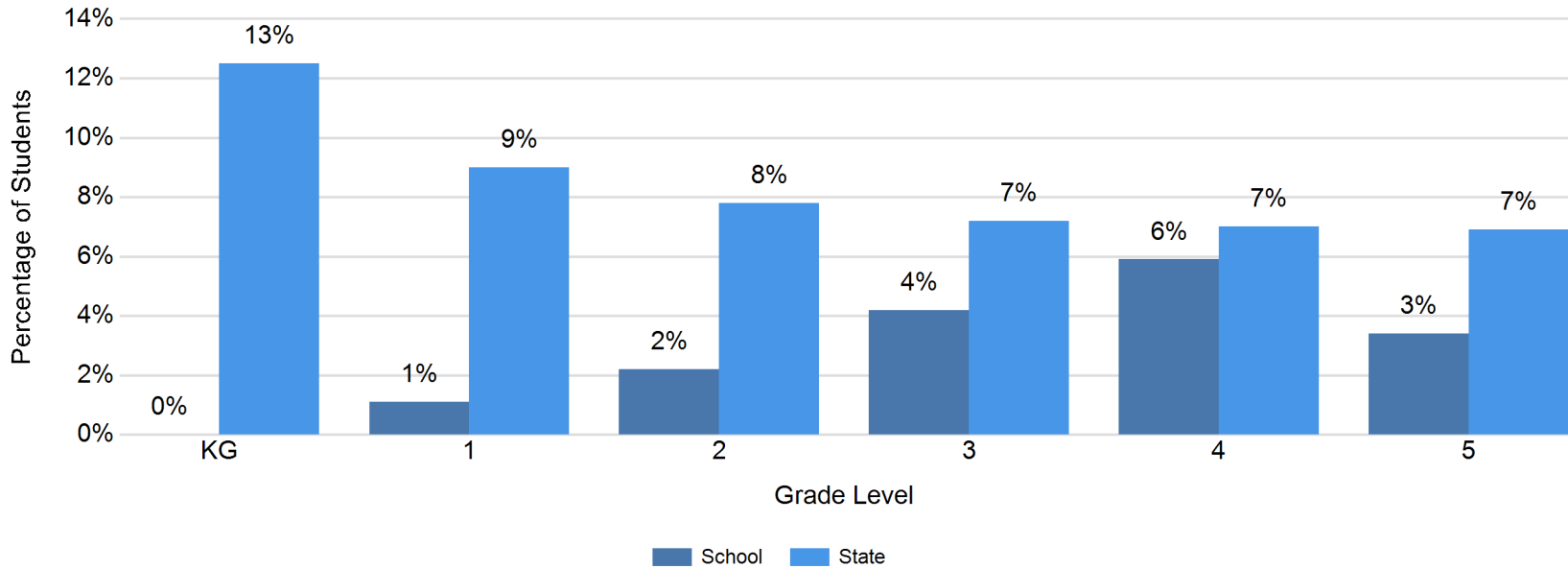


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	251:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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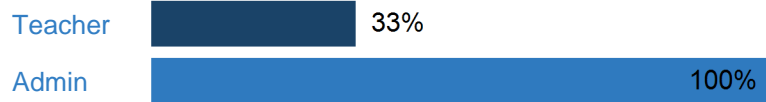
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.8	17.5%
Mathematics Proficiency	60.1	17.5%
English Language Arts Growth	49.9	25.0%
Mathematics Growth	86.3	25.0%
Chronic Absenteeism	87.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		65.1
<b>Summative Rating:</b> Percentile rank of Summative Score		73.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	65.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	62.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Not Met	Met Target	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. POLLOCK	<b>Email Address:</b>	<a href="mailto:jepollock@wtps.org">jepollock@wtps.org</a>
<b>Address:</b>	200 HURFFVILLE GRENLOCH RD SEWELL, NJ 08080-9499	<b>Website:</b>	<a href="http://www.wtps.org/Hurffville">www.wtps.org/Hurffville</a>
<b>Phone:</b>	(856)589-7459	<b>Facebook:</b>	<a href="https://www.facebook.com/groups/468303526856366/">https://www.facebook.com/groups/468303526856366/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/HurffvilleElem">https://twitter.com/HurffvilleElem</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• A School where the Number One Rule is to Be a Friend.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Hurffville School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Hurffville School's dedication to "Touching the Future Everyday."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Hurffville School prides itself on its accomplishments. The school's music program has been highlighted with awards from various music radio stations and through professional music magazines. The Hurffville School's philosophy to a positive climate has been used as a guide for a new song "Be A Friend." "Be A Friend" is a popular song that has been sung by students nationwide.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction morning school for identified students in grades two through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The 65 professional staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The Hurffville School houses the district Autism Program for students in Grades 1 to 5. The Autism students work with the General Education students throughout the day. The partnership is a benefit for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our school's Health and Wellness committee meets several times a year to review the school breakfast program, class party food offerings, and daily movement activities. The committee includes representatives from each grade level and each department.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Students at Hurffville School complete the Olweus Anti-Bullying Survey at the end of each year. This survey is used to reflect on the anti-bullying initiatives that have been established at Hurffville School. The Olweus Team and the Positive School Culture Committee at Hurffville School use these results to help make decisions about the anti-bullying initiatives for the following year.</p>
 <p>Facilities:</p>	<p>The Hurffville School was originally built in 1957 with renovations and additions added in 1995 to bring the school to a well maintained and functioning facility. The Washington Twp. Board of Education is committed to maintaining the facility to a state of the art building. The school is completely air conditioned with separate rooms for art, music, library, gym, computers, instrumental music, and gifted and talented.</p>



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School Narrative

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



Other Information:

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.



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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	189	206	172
7	197	180	185
8	202	175	172
Ungraded	0	5	0
<b>Total</b>	<b>588</b>	<b>566</b>	<b>529</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	48%
Male	53%	51%	52%
Economically Disadvantaged Students	30%	29%	30%
Students with Disabilities	19%	16%	18%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

## Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	77.1%
Black or African American	9.1%
Hispanic	6.8%
Asian	3.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.4%

## Enrollment by Home Language

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

Home Language	% of Students
English	98.3%
<i>Other</i>	1.7%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	464	94.9	52.30	52.10	54.90	52.2	45.5	Met Target
White	354	94.1	55.10	53.40	63.90	54.4	48.1	Met Target
Hispanic	30	97.1	33.30	40.50	39.80	33.3	27.8	Met Target
Black or African American	46	98.0	34.70	*	35.20	34.7	24	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.40	70.50	80.70	82.4	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	17	94.4	47.00	49.00	54.90	46.8	**	**
Female	224	96.5	62.00	61.00	62.20	62		
Male	240	93.5	43.30	43.30	48.10	42.6		
Economically Disadvantaged Students	120	95.0	36.60	35.30	36.20	*	25.1	Met Target
Non-Economically Disadvantaged Students	344	94.9	57.90	55.90	65.80	*		
Students with Disabilities	90	93.9	16.60	*	20.50	16.6	17.3	Met Target†
Students without Disabilities	374	95.2	61.00	*	61.90	61		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	165	748	753	752	8%	11%	30%	41%	11%	52%	54%
White	127	751	755	758	*	*	31%	40%	13%	54%	63%
Hispanic	12	739	740	740	*	*	*	*	*	50%	38%
Black or African American	17	736	*	736	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	73	752	759	758	*	*	30%	41%	*	55%	61%
Male	92	746	748	746	*	*	29%	40%	*	49%	46%
Economically Disadvantaged Students	53	739	742	737	*	*	32%	30%	*	38%	34%
Non-Economically Disadvantaged Students	112	753	756	761	*	*	29%	46%	*	58%	65%
Students with Disabilities	31	725	728	722	*	*	*	*	0%	26%	17%
Students without Disabilities	134	754	757	758	*	*	*	*	13%	58%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	173	747	752	756	8%	16%	25%	39%	12%	51%	59%
White	130	751	754	764	*	14%	24%	43%	*	56%	69%
Hispanic	12	720	741	742	*	*	*	*	0%	17%	44%
Black or African American	17	730	*	737	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	91	757	763	764	*	*	20%	51%	*	65%	68%
Male	82	736	741	749	*	*	31%	27%	*	35%	51%
Economically Disadvantaged Students	37	729	733	739	*	*	30%	*	*	27%	40%
Non-Economically Disadvantaged Students	136	752	756	766	*	*	24%	*	*	57%	70%
Students with Disabilities	26	710	712	719	*	*	*	*	*	*	19%
Students without Disabilities	147	753	757	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	173	747	752	758	8%	16%	25%	39%	12%	51%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	162	754	754	757	8%	14%	22%	41%	15%	57%	59%
White	126	756	754	764	*	*	23%	43%	16%	59%	68%
Hispanic	10	722	738	742	*	*	0%	*	*	30%	44%
Black or African American	13	745	752	738	*	*	*	*	0%	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	80	764	764	766	*	*	18%	49%	*	70%	68%
Male	82	745	744	749	*	*	26%	34%	*	44%	50%
Economically Disadvantaged Students	39	741	740	739	*	28%	*	44%	0%	44%	40%
Non-Economically Disadvantaged Students	123	759	757	766	*	9%	*	41%	20%	61%	69%
Students with Disabilities	31	718	716	718	*	*	*	*	0%	13%	18%
Students without Disabilities	131	763	760	764	*	*	*	*	19%	67%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	162	754	*	759	8%	14%	22%	41%	15%	57%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

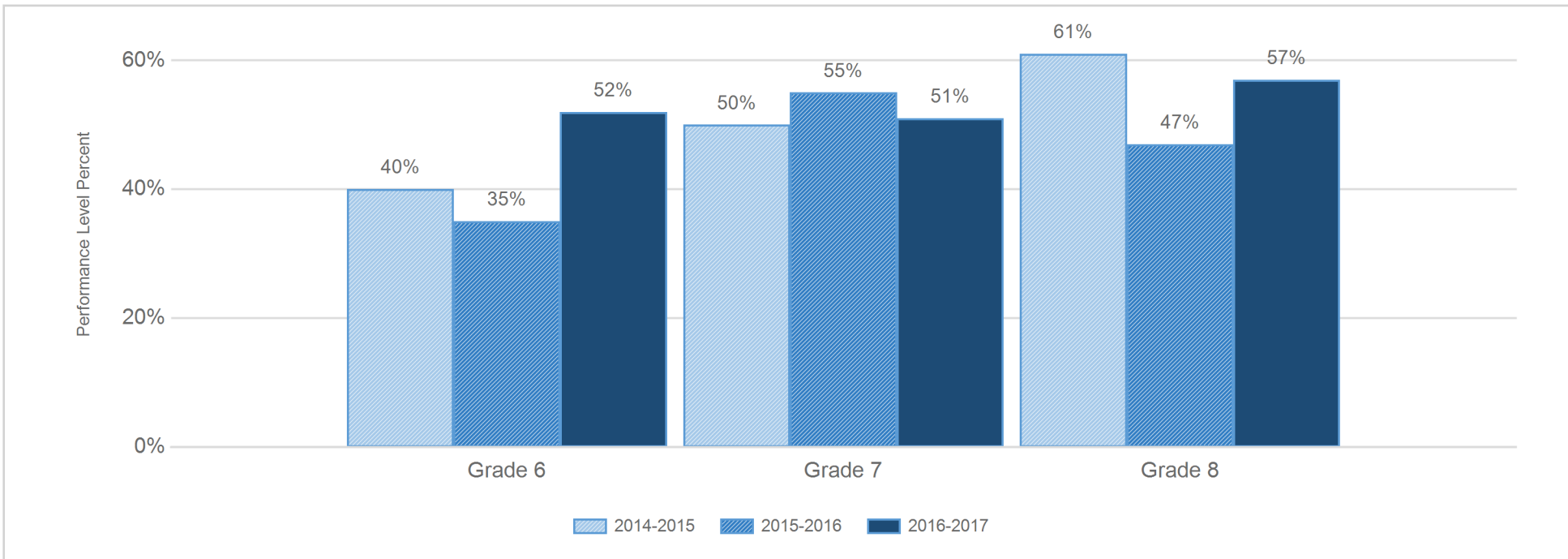


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	467	95.1	35.20	39.80	43.50	35.2	37.2	Met Target†
White	355	94.4	38.30	41.00	52.40	38	39.7	Met Target†
Hispanic	32	97.3	12.50	32.20	27.60	12.5	18.3	Met Target†
Black or African American	46	98.0	17.40	19.60	21.70	17.4	13.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	53.00	56.80	75.60	53	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	17	94.4	41.20	44.00	44.90	40.9	**	**
Female	226	96.9	35.80	40.10	44.10	35.8		
Male	241	93.5	34.40	39.70	42.90	33.9		
Economically Disadvantaged Students	122	95.1	16.40	*	25.10	16.4	18.3	Met Target†
Non-Economically Disadvantaged Students	345	95.1	41.80	*	54.30	41.8		
Students with Disabilities	91	93.9	12.10	15.30	16.50	12.1	12.1	Met Target
Students without Disabilities	376	95.4	40.70	44.50	48.80	40.7		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	165	735	739	743	8%	26%	35%	32%	0%	32%	44%
White	127	737	741	751	*	23%	37%	35%	*	35%	54%
Hispanic	12	725	724	731	*	*	*	*	0%	25%	27%
Black or African American	17	716	*	724	*	*	*	*	0%	12%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	73	733	738	745	*	34%	29%	32%	*	32%	45%
Male	92	735	739	742	*	19%	39%	33%	*	33%	43%
Economically Disadvantaged Students	53	727	728	728	*	34%	34%	21%	*	21%	24%
Non-Economically Disadvantaged Students	112	738	742	752	*	21%	35%	38%	*	38%	56%
Students with Disabilities	31	716	717	717	*	39%	*	*	*	13%	13%
Students without Disabilities	134	739	742	748	*	22%	*	*	*	37%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	174	736	738	741	*	23%	38%	28%	*	31%	40%
White	130	740	741	748	*	22%	35%	35%	*	37%	49%
Hispanic	13	713	725	730	*	*	*	*	*	*	23%
Black or African American	17	717	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	91	739	741	743	*	23%	42%	30%	*	32%	41%
Male	83	733	736	740	*	23%	34%	27%	*	29%	38%
Economically Disadvantaged Students	38	719	722	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	136	741	742	749	*	*	*	*	*	*	50%
Students with Disabilities	27	709	709	716	*	*	*	*	*	*	11%
Students without Disabilities	147	741	743	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	118	725	732	728	25%	20%	31%	25%	0%	25%	28%
White	89	726	733	736	23%	19%	33%	26%	0%	26%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	58	728	732	730	*	21%	40%	24%	*	24%	30%
Male	60	722	732	725	*	18%	23%	25%	*	25%	26%
Economically Disadvantaged Students	37	718	722	719	32%	*	30%	*	0%	16%	19%
Non-Economically Disadvantaged Students	81	728	735	734	21%	*	32%	*	0%	28%	34%
Students with Disabilities	28	694	700	705	*	*	*	*	*	*	*
Students without Disabilities	90	735	739	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	784	743	743	*	*	*	87%	*	100%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	23	780	743	744	*	*	*	100%	*	100%	43%
Male	22	789	742	741	*	*	*	73%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	45	784	*	745	*	*	*	87%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	*	725	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

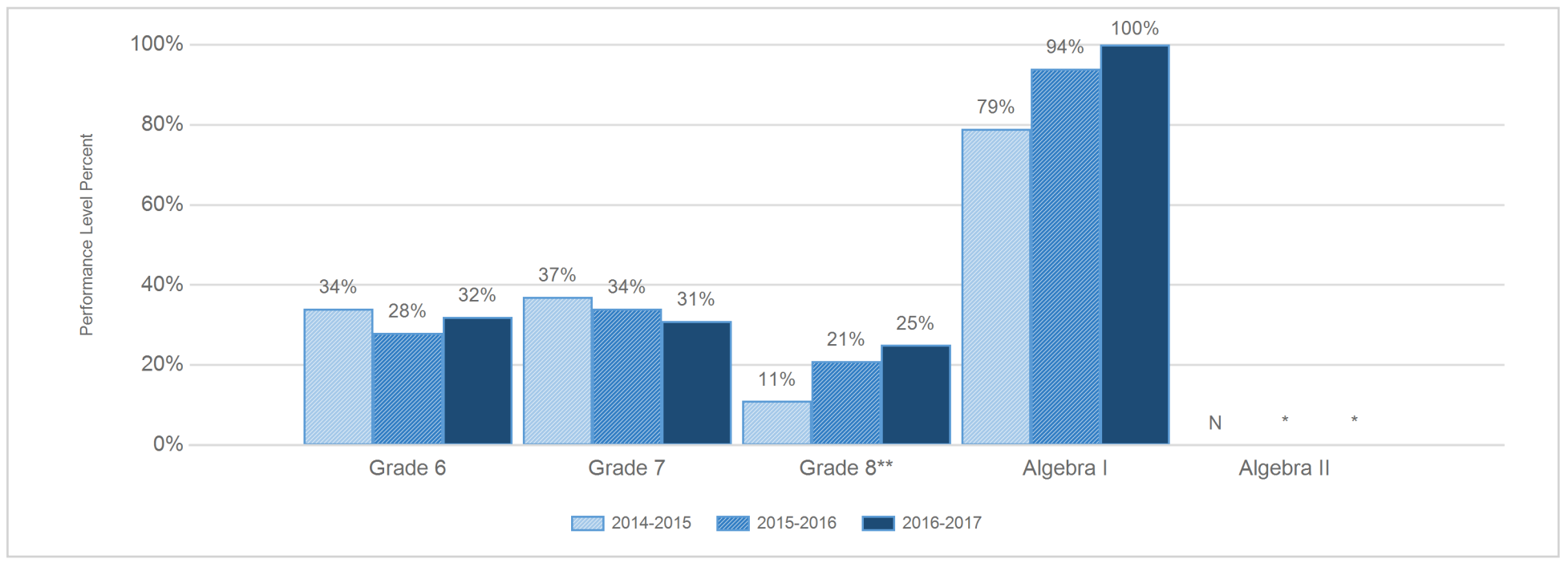


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

## English Language Proficiency Test - Participation and Performance

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

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



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

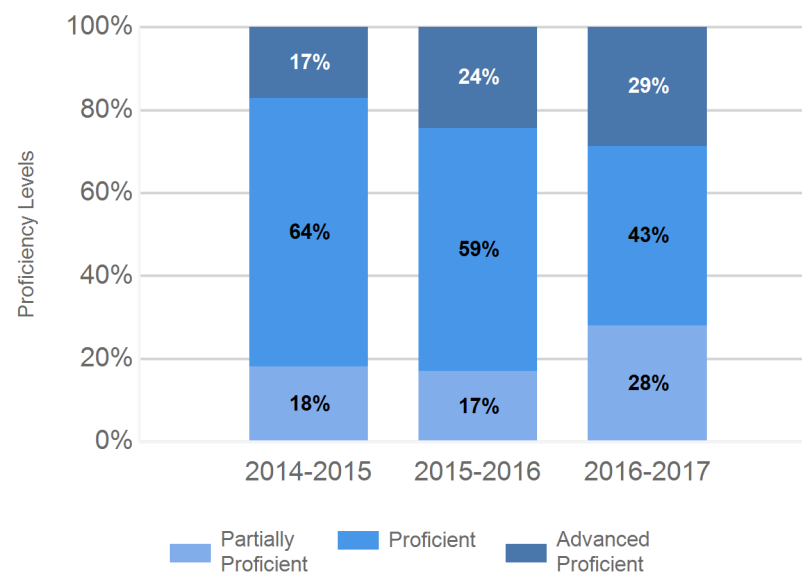
## NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	29%	43%	28%
White	30%	43%	27%
Hispanic	10%	30%	60%
Black or African American	14%	64%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	14%	46%	40%
Students with Disabilities	14%	31%	56%
English Learners	N	N	N

## NJASK Science Assessment Performance Trends: Grade 8

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

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

<http://www.state.nj.us/education/njsmart/performance/>

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	53	50	Met Target	55	52	50	Met Target
White	58	52	50	Met Target	56	52	52	Met Target
Hispanic	40	51.5	49	Met Target	53	51	47	**
Black or African American	61	52	45	Exceeds Target	34.5	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	76	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	69	*	51	**	*	*	52	**
Economically Disadvantaged	60	54	47	Exceeds Target	52	49	46	Met Target
Students with Disabilities	45	47	41	Met Target	43	49	43	Met Target
English Learners	*	69	53	**	*	46	51	**

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



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

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

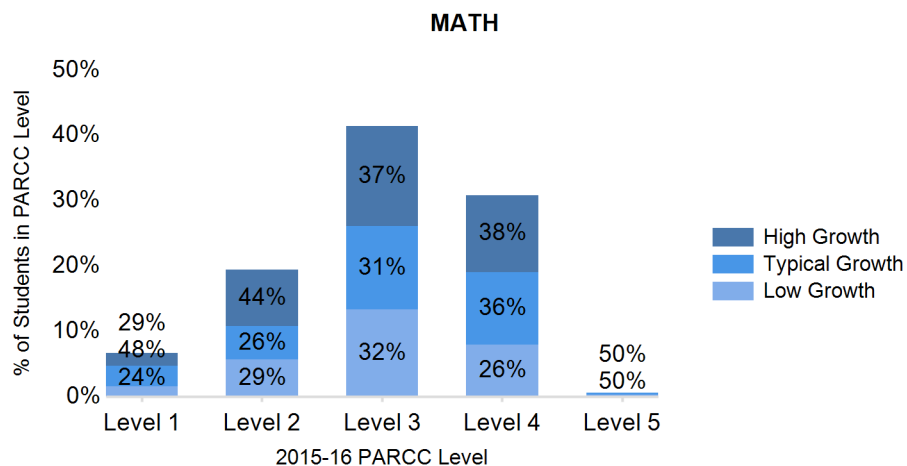
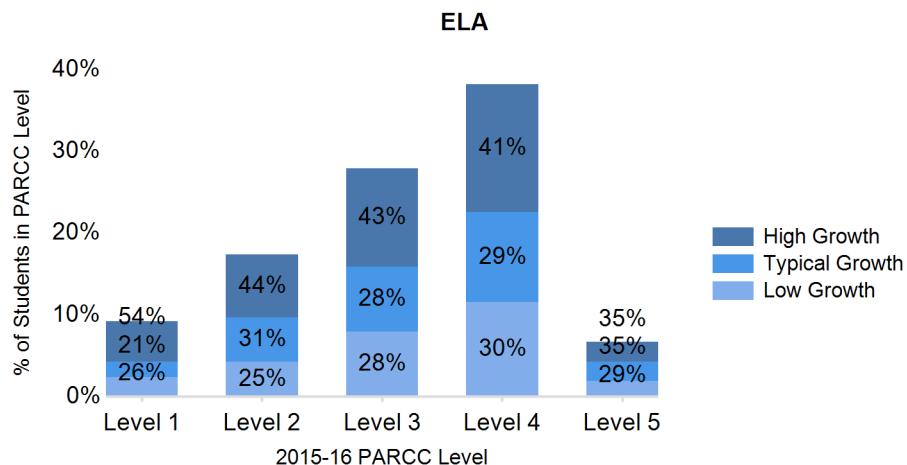
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

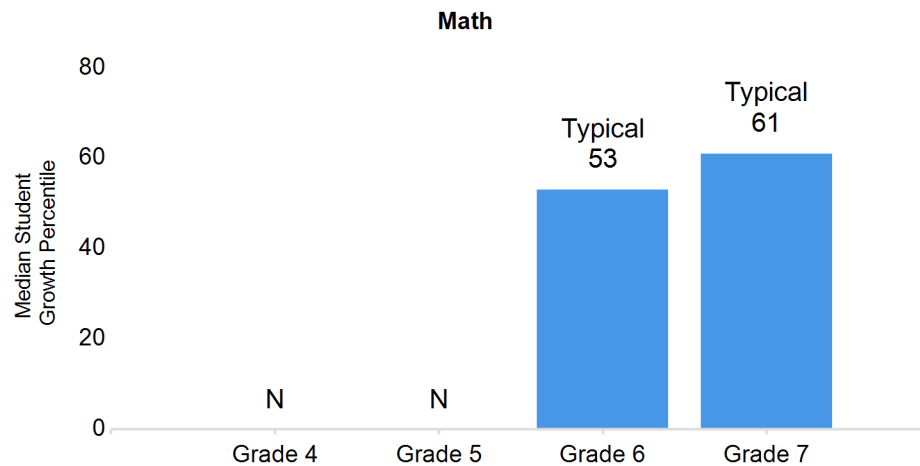
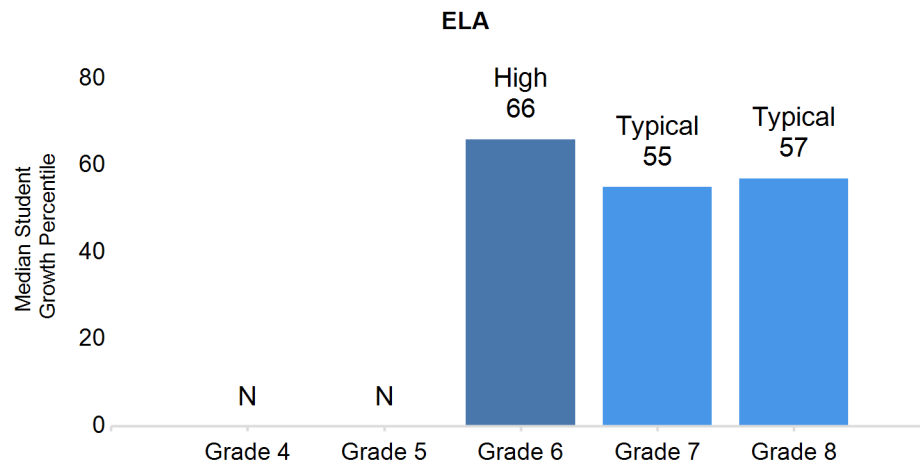
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	172
7	0	0	185
8	45	0	125
Schoolwide	45	0	482

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	66	31	0	0	19	0	0
7	88	25	0	0	34	0	0
8	74	28	0	0	26	0	0
Schoolwide	228	84	0	0	79	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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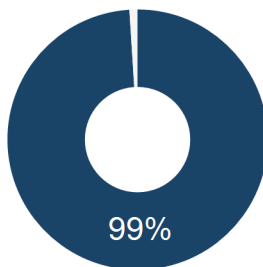
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Visual and Performing Arts – Course Participation

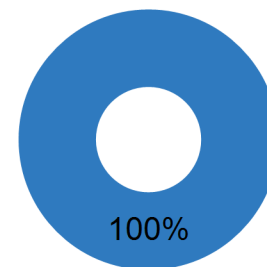
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

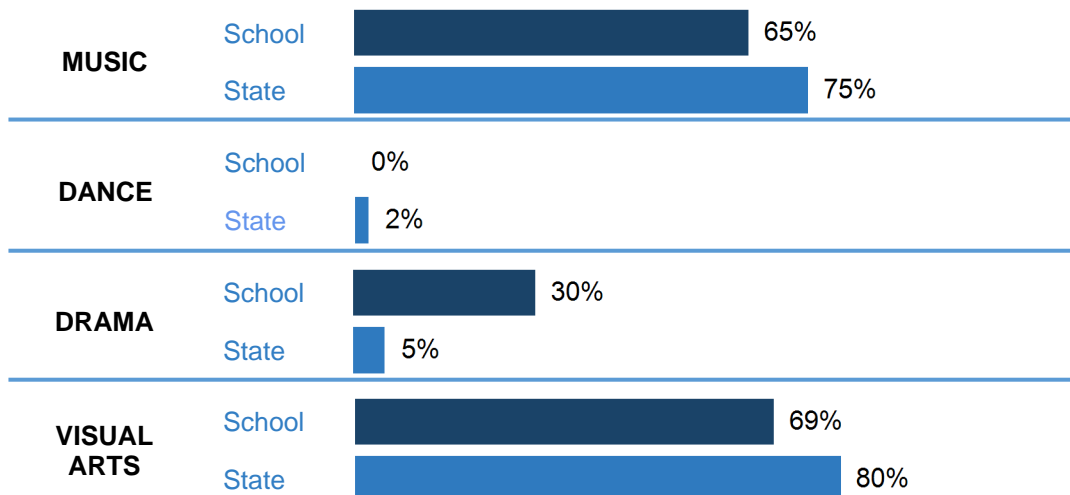


School



State

Students enrolled in one or more classes by discipline:





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

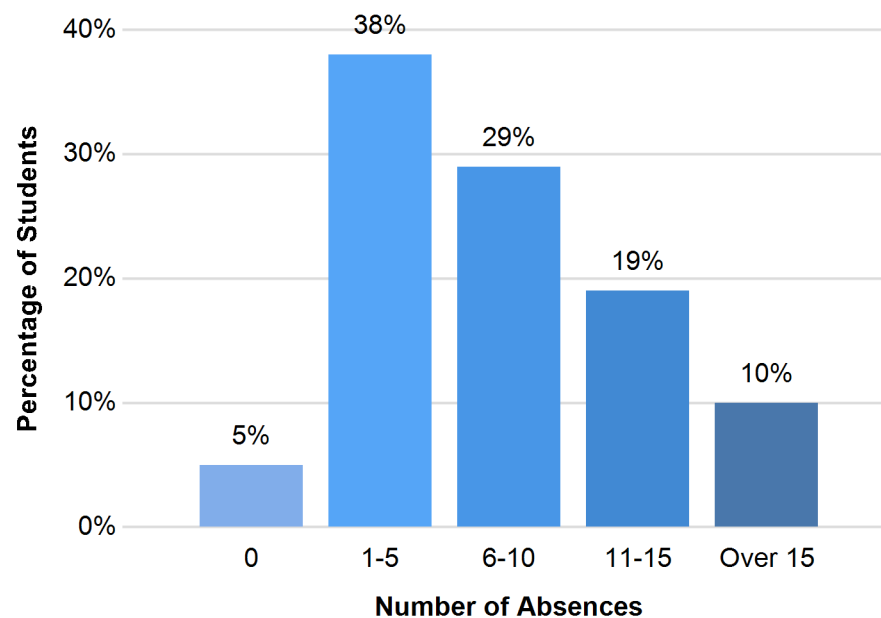
## Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	8.70	Met Target
White	8.00	8.70	Met Target
Hispanic	5.60	8.70	Met Target
Black or African American	8.20	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	8.70	Not Met
Students with Disabilities	8.30	8.70	Met Target
English Learners	N	**	**

## Days Absent

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



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

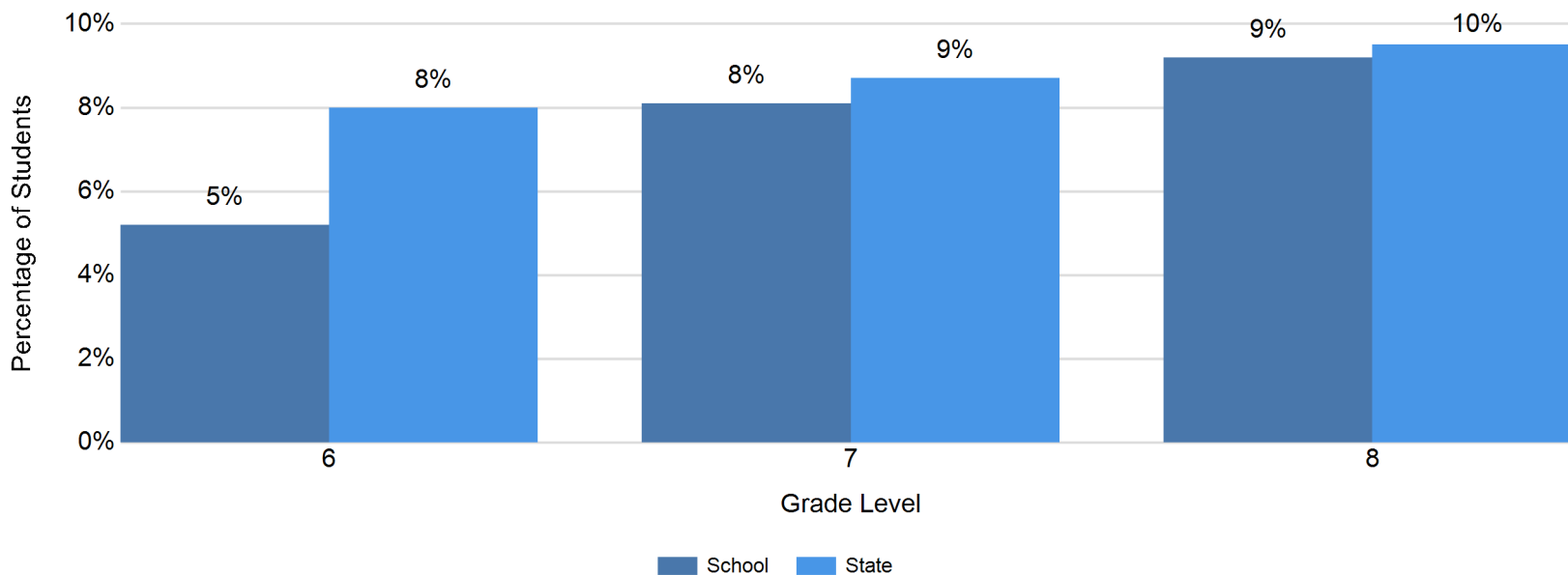


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Chronic Absenteeism by Grade

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





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## School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.95

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	4.5%
Out-of-School Suspensions	4.2%
Any Suspension	7.6%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	60	120,724
Average years experience in public schools	12.6	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	80%	74%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	176:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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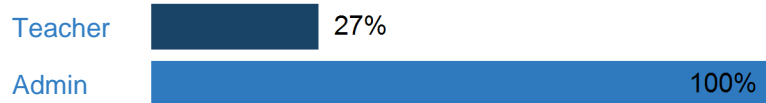
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.8	17.5%
Mathematics Proficiency	19.7	17.5%
English Language Arts Growth	76.3	25.0%
Mathematics Growth	57.6	25.0%
Chronic Absenteeism	49.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		50.4
<b>Summative Rating:</b> Percentile rank of Summative Score		50.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	50.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	44.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	26.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	**	No
Black or African American	53.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.3	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	52.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. McLAUGHLIN	<b>Email Address:</b>	<a href="mailto:cmclaughlin@wtps.org">cmclaughlin@wtps.org</a>
<b>Address:</b>	238 PITMAN DOWNER RD SEWELL, NJ 08080-2118	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)582-5353	<b>Facebook:</b>	<a href="https://www.facebook.com/TWPSchools/">https://www.facebook.com/TWPSchools/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/@ovmsprincipal">https://twitter.com/@ovmsprincipal</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Integrated English Language Arts Curriculum aligned with NJSLA, partnering with Rowan University.</li> <li>• Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction</li> <li>• Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.</p>







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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students have the opportunity to experience advanced coursework at the middle level, including Advanced Math 7 &amp; 8, Advanced Science 7 &amp; 8, Advanced ESL, and Humanities. With the majority of our textbooks and resources online, students can access links to research, videos, and other authentic texts about any topic. Using these resources, our students identify real-world problems, study the trends, and create viable solutions that can be immediately implemented in our communities.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Co-ed), Wrestling (Boys)</p> <p>Our Middle level Sports and Athletic programs also participate in Project Unify, a form of Special Olympics which provides opportunities for our special needs population to participate alongside our athletes in areas such as track, bowling, basketball, and baccì ball. Unified sports provides a atmosphere where all students have a chance to play as one team.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have 30+ clubs and activities. They include Band, Art Club, Chorus, Computer Club, Drama Club, Engineering Club, Future Acts, Grade Level Class Councils, Orchestra, Panther Pride (OV), Paws for Action, Stage Crew, Student Council, Tech Student Association, Yearbook, Adventure Club (BHMS), Anime Club (BH), Future Teachers of America (BH), Photography club, School Musical, Peer Leadership Club (CR), Newspaper, Prep Club, News Team, Greenhouse Club (BH), World Language Cultures Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>








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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>ur Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p><b>Postsecondary Information:</b></p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the acadmic learner.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and visit during our Olweus parent days. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Our School Climate Survey is collected annually from our staff, students, and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The Middle Level enjoys state of the art facilities where students can learn specialized subject matter in a professional environment, including Next-Generation Science labs, Construction, Technology, and Visual/Performing Arts labs, and distance learning, Skype capable classrooms. Our Media Center is the hub of our research based authentic problem solving activities and projects. ELA classrooms have flexible seating, tables, student conference centers, and brand new classroom libraries.</p>



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School Narrative

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

At the Middle Level, we look at the middle school years for our students as a journey where students are constantly encouraged to set and meet their academic and social/emotional goals. Highlights of this philosophy are: 1)Bolstering positive school climate through the continued implementation of the Olweus program and peer leadership. 2) Implementing a more student-friendly middle school schedule that lengthens instructional time and reduces student passing time. 3) Adopting standard grading weights so that learning and grades become synonymous. 4) Teachers working to create assessments that transcend all levels of Webb’s Depth of Knowledge beyond lower levels of recall and understanding. 5) Middle School teachers exploring the flipped classroom model, use of social media for educational purpose and the problem based learning model. 5) recruiting high-caliber professionals whose love of middle level education inspires them to utilize innovative teaching strategies and practices. We anticipate great results as the entire school community mobilizes our available resources to achieve our ambitious goals.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
KG	0	0	135
1	82	71	60
2	81	71	58
3	79	67	78
4	78	85	73
5	98	83	84
Ungraded	0	16	21
Total	418	393	509

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	51%
Male	51%	49%	50%
Economically Disadvantaged Students	34%	39%	32%
Students with Disabilities	24%	26%	22%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	74.9%
Black or African American	11.6%
Hispanic	6.1%
Asian	3.1%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.1%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	135

Home Language	% of Students
English	100.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	215	96.7	47.00	52.10	54.90	47	44.3	Met Target
White	149	96.4	51.00	53.40	63.90	51	47.3	Met Target
Hispanic	17	100.0	29.40	40.50	39.80	29.4	**	**
Black or African American	31	100.0	41.90	*	35.20	41.9	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	11	91.7	36.40	49.00	54.90	35.1	**	**
Female	117	96.8	49.60	61.00	62.20	49.6		
Male	98	96.5	43.80	43.30	48.10	43.8		
Economically Disadvantaged Students	71	98.7	39.40	35.30	36.20	39.4	31.9	Met Target
Non-Economically Disadvantaged Students	144	95.7	50.70	55.90	65.80	50.7		
Students with Disabilities	40	95.2	25.00	*	20.50	25	20.6	Met Target
Students without Disabilities	175	97.0	52.00	*	61.90	52		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	745	747	749	*	*	23%	44%	*	49%	50%
White	58	747	749	759	*	*	21%	48%	*	53%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	45	750	752	754	*	*	*	36%	*	44%	55%
Male	33	737	742	745	*	*	*	55%	*	55%	46%
Economically Disadvantaged Students	26	737	735	731	*	*	*	39%	*	39%	31%
Non-Economically Disadvantaged Students	52	749	751	762	*	*	*	46%	*	54%	63%
Students with Disabilities	13	712	*	720	*	*	*	*	*	15%	24%
Students without Disabilities	65	752	*	755	*	*	*	*	*	55%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	744	746	753	*	*	26%	42%	*	51%	56%
White	46	750	750	762	*	*	28%	46%	*	57%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	752	750	758	*	*	*	49%	*	60%	61%
Male	34	736	742	749	*	*	*	35%	*	41%	51%
Economically Disadvantaged Students	20	734	734	737	*	*	*	*	*	40%	36%
Non-Economically Disadvantaged Students	49	748	749	764	*	*	*	*	*	55%	69%
Students with Disabilities	10	702	721	725	*	*	*	*	*	10%	25%
Students without Disabilities	59	751	751	759	*	*	*	*	*	58%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	69	744	746	755	*	*	26%	42%	*	51%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	742	756	756	*	18%	38%	38%	*	38%	59%
White	52	744	758	763	*	*	39%	42%	0%	42%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	750	762	761	*	*	35%	48%	0%	48%	66%
Male	40	733	749	750	*	*	40%	28%	0%	28%	53%
Economically Disadvantaged Students	26	734	741	740	*	*	*	*	0%	31%	40%
Non-Economically Disadvantaged Students	54	745	759	765	*	*	*	*	0%	41%	71%
Students with Disabilities	13	734	736	725	*	*	*	*	0%	31%	22%
Students without Disabilities	67	743	760	762	*	*	*	*	0%	39%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	80	742	756	757	*	18%	38%	38%	*	38%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



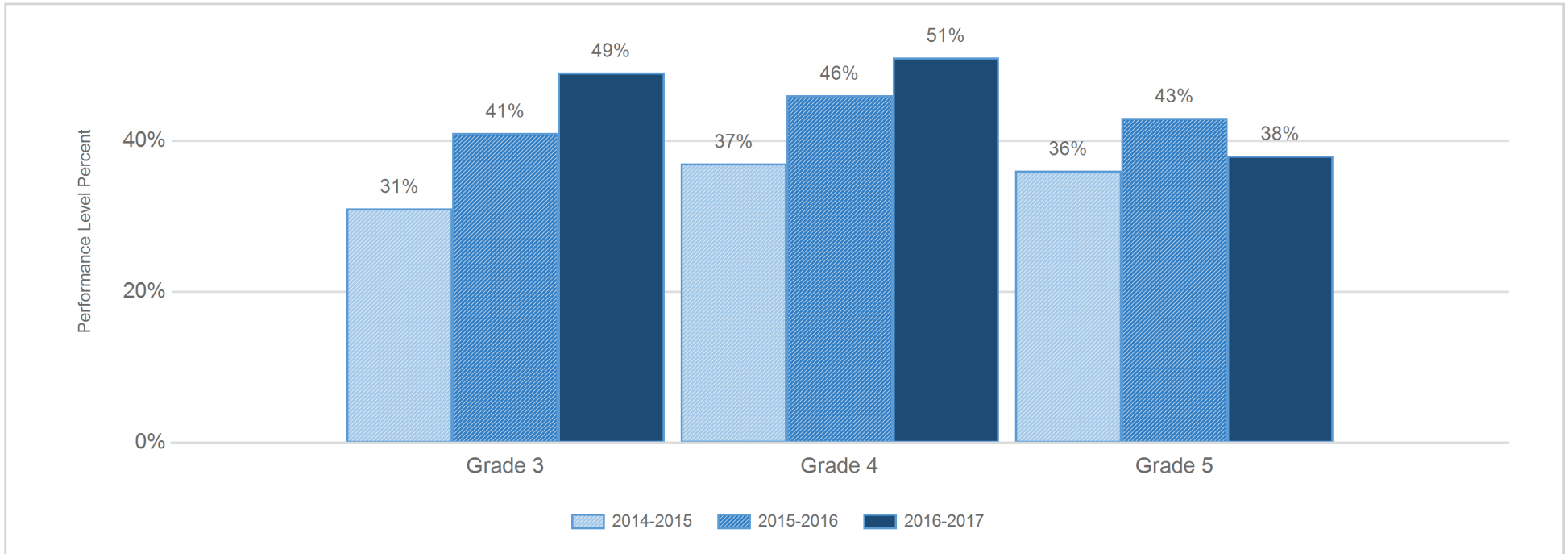
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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	215	96.7	44.20	39.80	43.50	44.2	41.5	Met Target
White	149	96.4	47.60	41.00	52.40	47.6	46.7	Met Target
Hispanic	17	100.0	35.30	32.20	27.60	35.3	**	**
Black or African American	31	100.0	32.30	19.60	21.70	32.3	16.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	91.7	45.50	44.00	44.90	43.8	**	**
Female	117	96.8	42.70	40.10	44.10	42.7		
Male	98	96.5	45.90	39.70	42.90	45.9		
Economically Disadvantaged Students	71	98.7	35.20	*	25.10	35.2	27.3	Met Target
Non-Economically Disadvantaged Students	144	95.7	48.70	*	54.30	48.7		
Students with Disabilities	40	95.2	27.50	15.30	16.50	27.5	20.6	Met Target
Students without Disabilities	175	97.0	48.00	44.50	48.80	48		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	742	749	751	*	23%	27%	37%	*	42%	53%
White	58	746	752	759	*	19%	33%	36%	*	43%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	45	744	750	751	*	*	*	36%	*	40%	52%
Male	33	740	749	751	*	*	*	39%	*	46%	53%
Economically Disadvantaged Students	26	734	738	736	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	52	746	753	761	*	*	*	*	*	44%	65%
Students with Disabilities	13	721	*	729	*	*	*	*	*	15%	29%
Students without Disabilities	65	747	*	755	*	*	*	*	*	48%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	69	744	746	747	*	15%	28%	44%	*	46%	47%
White	46	747	750	755	*	*	22%	52%	*	54%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	746	745	747	*	*	*	37%	*	43%	47%
Male	34	742	747	747	*	*	*	50%	*	50%	48%
Economically Disadvantaged Students	20	734	733	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	49	748	750	757	*	*	*	*	*	53%	61%
Students with Disabilities	10	708	725	724	*	*	*	*	*	20%	22%
Students without Disabilities	59	750	751	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	69	744	746	749	*	15%	28%	44%	*	46%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	745	750	747	*	*	39%	38%	*	43%	46%
White	52	747	751	754	*	*	37%	44%	*	48%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	40	746	752	747	*	*	38%	43%	*	45%	47%
Male	40	745	747	746	*	*	40%	33%	*	40%	46%
Economically Disadvantaged Students	26	741	738	732	*	*	42%	*	*	31%	27%
Non-Economically Disadvantaged Students	54	747	752	756	*	*	37%	*	*	48%	59%
Students with Disabilities	13	741	736	725	*	*	*	*	*	31%	19%
Students without Disabilities	67	746	752	751	*	*	*	*	*	45%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	80	745	750	748	*	*	39%	38%	*	43%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

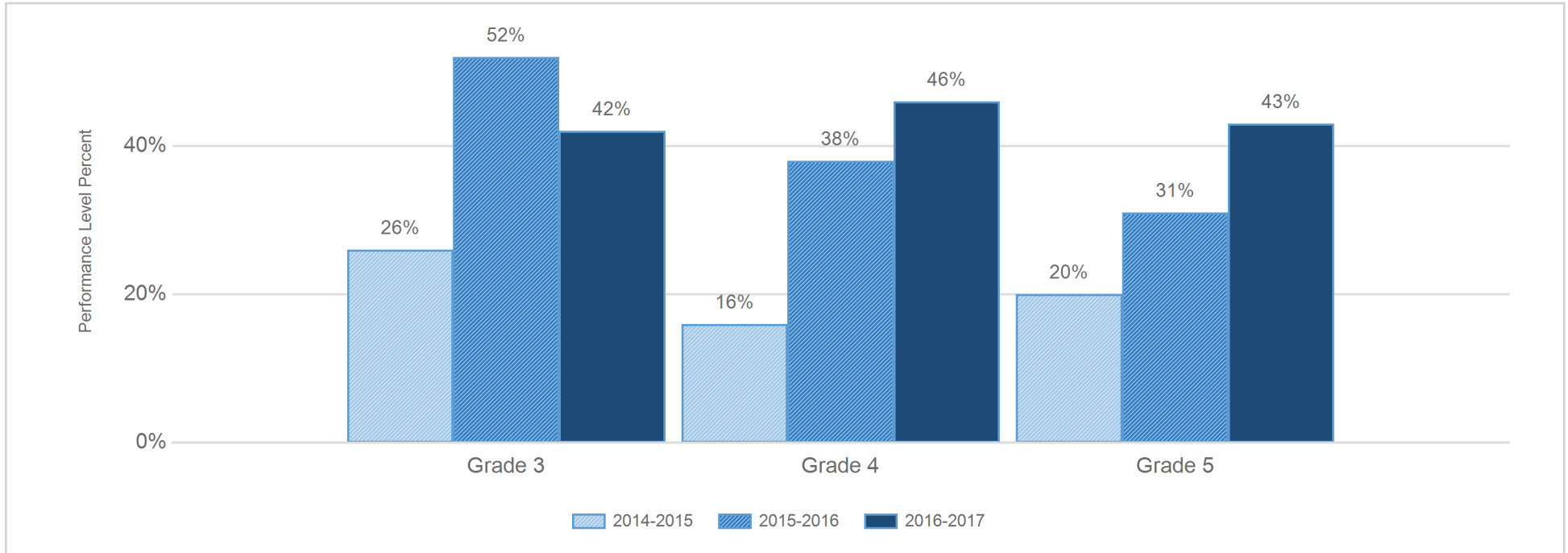


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

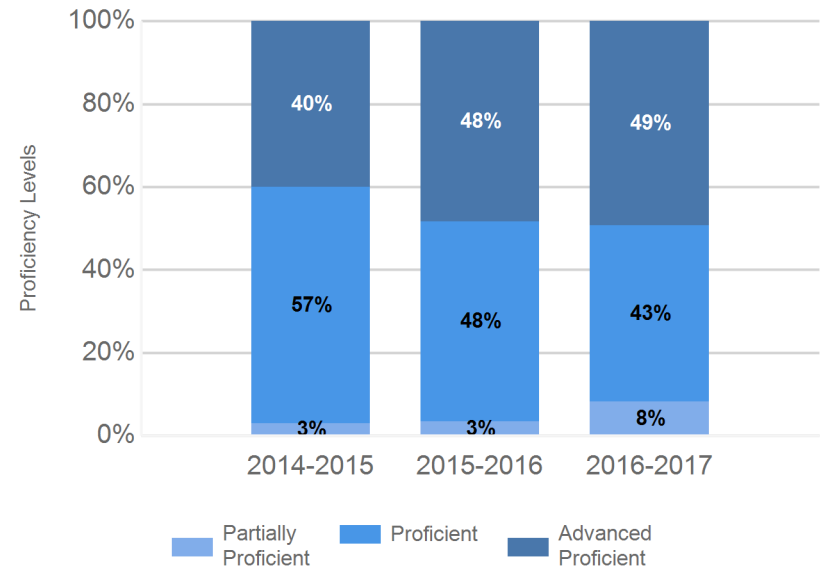
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	43%	8%
White	58%	34%	8%
Hispanic	N	*	N
Black or African American	20%	67%	13%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	N
Economically Disadvantaged Students	37%	53%	11%
Students with Disabilities	14%	50%	36%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35.5	53	50	Not Met	62	52	50	Exceeds Target
White	36	52	50	Not Met	60	52	52	Exceeds Target
Hispanic	*	51.5	49	**	*	51	47	**
Black or African American	28	52	45	Not Met	41	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	35	54	47	Not Met	55	49	46	Met Target
Students with Disabilities	38	47	41	Not Met	75	49	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

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



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

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

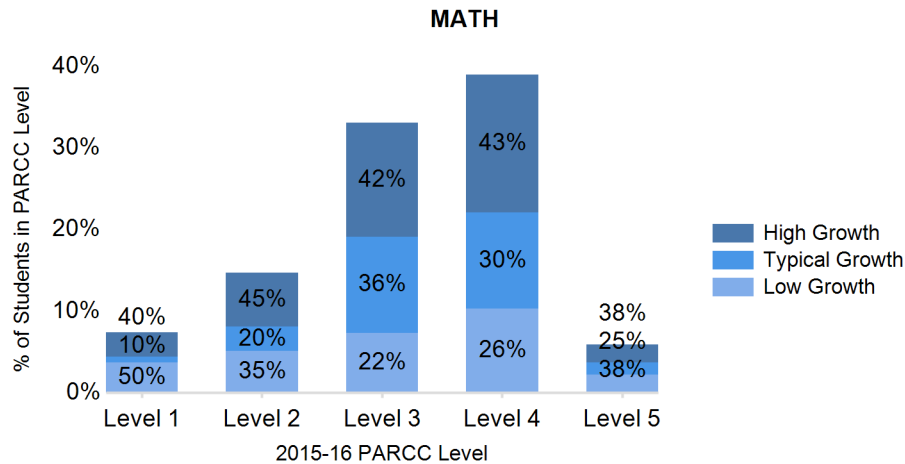
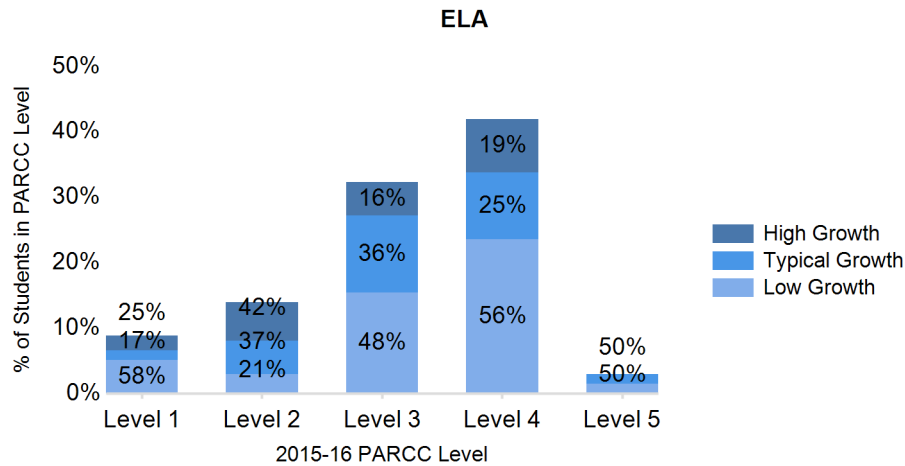
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

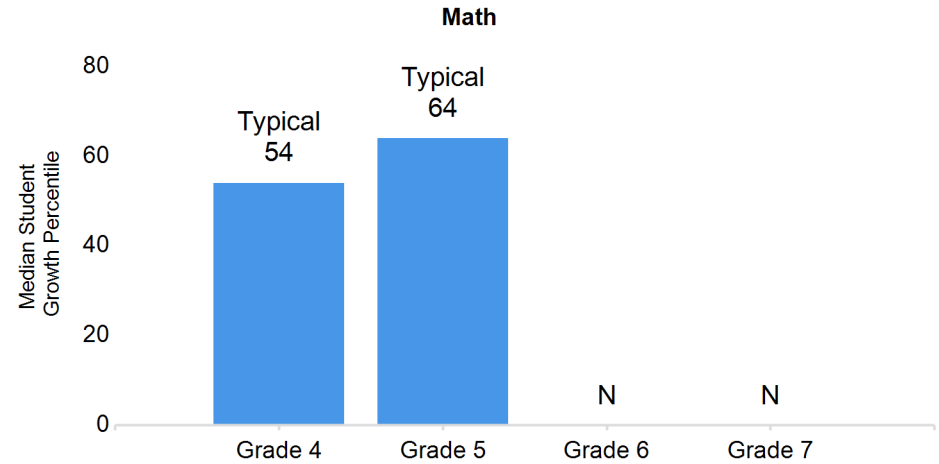
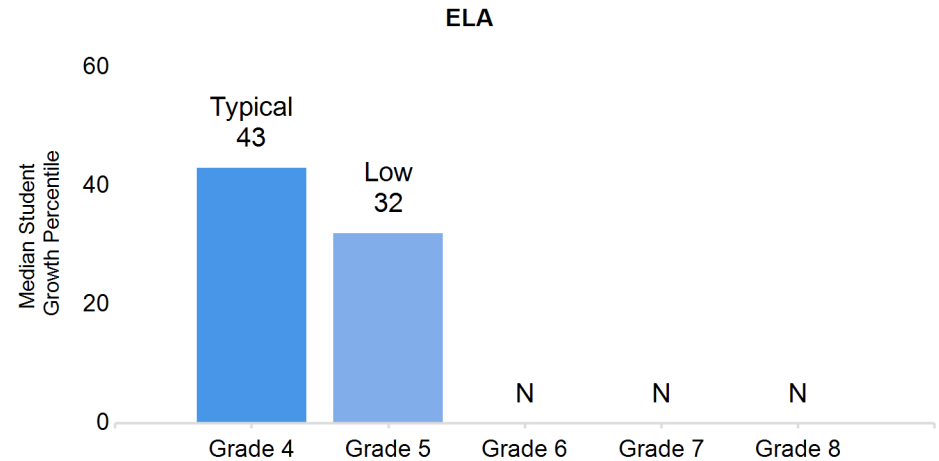
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

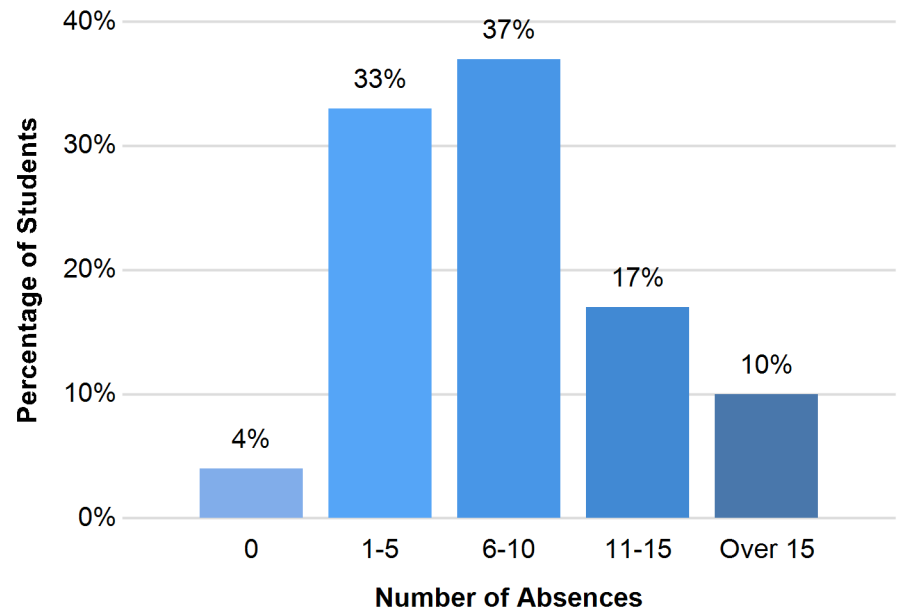
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.50	7.60	Met Target
White	7.90	7.60	Not Met
Hispanic	9.70	7.60	Not Met
Black or African American	6.80	7.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	7.60	Met Target
Economically Disadvantaged Students	9.80	7.60	Not Met
Students with Disabilities	12.60	7.60	Not Met
English Learners	N	**	**

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

**Days Absent**

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



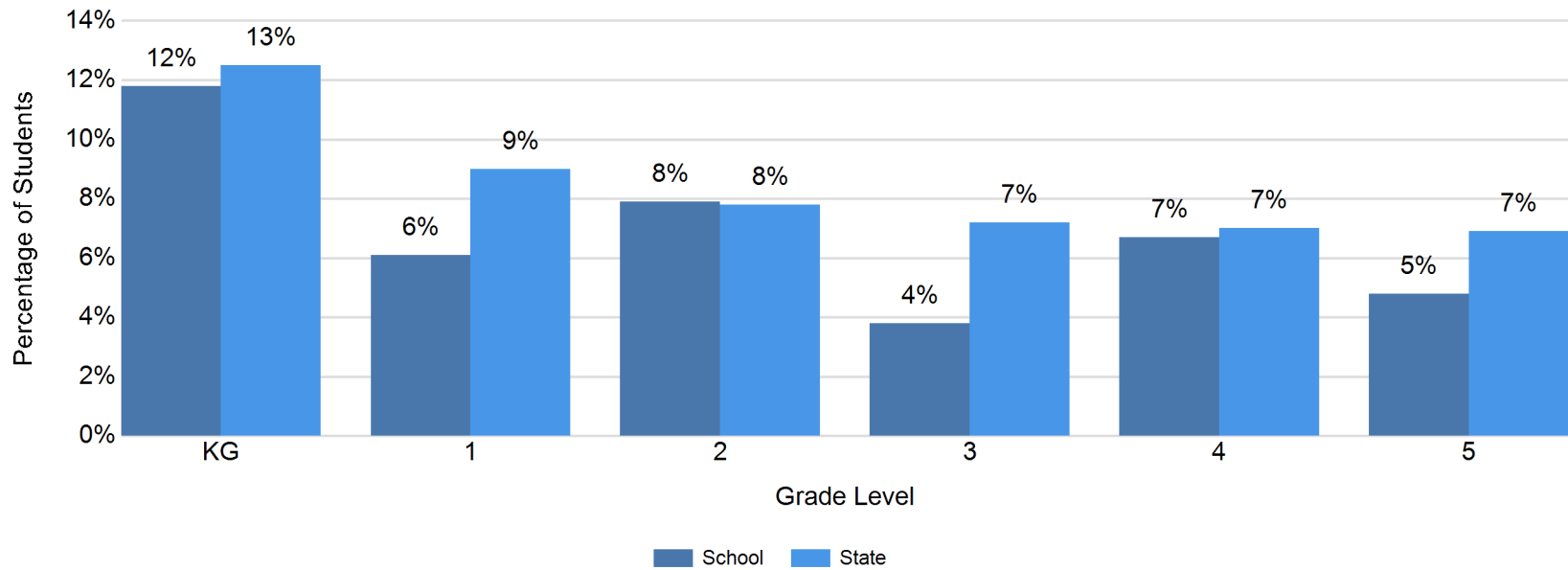


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	56	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	68%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	509:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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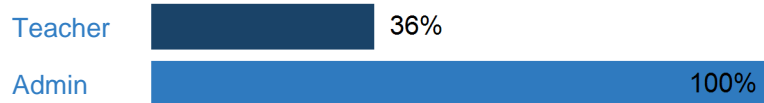
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.7	17.5%
Mathematics Proficiency	49.4	17.5%
English Language Arts Growth	7.8	25.0%
Mathematics Growth	84.1	25.0%
Chronic Absenteeism	46.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		44.8
<b>Summative Rating:</b> Percentile rank of Summative Score		41.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
White	32.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	48.2	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	53.3	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	64.8	11.9	No	Met Target	Met Target	Not Met	Not Met	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. BREEN	<b>Email Address:</b>	<a href="mailto:gbreen@wtps.org">gbreen@wtps.org</a>
<b>Address:</b>	95 ALTAIR DR TURNERSVILLE, NJ 08012-2437	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)589-8248		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• Thomas Jefferson is honored to house the kindergarten students of Bells School.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Thomas Jefferson School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Thomas Jefferson School’s dedication to “Excellence in Education” for all students.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction after school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>The Thomas Jefferson staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our Intervention and Referral Team meets regularly to look at student data to help make instructional decisions regarding specific individuals experiencing academic challenges in the classroom. Our focus on individual need allows early diagnosis and prompts intervention so that all students continue to thrive in their educational setting.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Thomas Jefferson School recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all students. Breakfast is offered and served in each classroom to promote proper nutrition to fuel young bodies and minds.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>




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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Students at Thomas Jefferson School complete the Olweus Survey at the end of each year. This survey is used to reflect on the anti-bullying initiatives that have been established and to help make decisions about the anti-bullying initiatives for the following year by our school Olweus Team.</p>
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**School Narrative**

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



**Other Information:**

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.



## WASHINGTON TOWNSHIP HIGH SCHOOL

2016-2017


Grade Span 09-12

15-5500-010  
GLOUCESTER  
WASHINGTON TWP  
519 HURFFVILLE CROSSKEYS RD  
SEWELL, NJ 08080-2700

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

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

**Navigating through the reports:**

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

**Other Resources:**

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

**WASHINGTON TOWNSHIP HIGH SCHOOL**

2016-2017

Grade Span 09-12

15-5500-010

GLOUCESTER

WASHINGTON TWP

519 HURFFVILLE CROSSKEYS RD

SEWELL, NJ 08080-2700

**Footnotes**

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

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	584	552	544
10	615	567	541
11	578	585	557
12	598	556	579
Ungraded	3	34	36
Total	2378	2294	2257

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	50%	49%
Economically Disadvantaged Students	17%	19%	17%
Students with Disabilities	15%	14%	13%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.2%
Black or African American	7.4%
Asian	5.8%
Hispanic	4.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	2257
Shared Time Students	0
Full Time Equivalent	2257

### Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Other	1.8%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1034	96.5	40.90	52.10	54.90	40.9	29.3	Met Target
White	846	96.8	41.40	53.40	63.90	41.4	29.3	Met Target
Hispanic	39	92.2	33.40	40.50	39.80	32.6	26	Met Target
Black or African American	75	96.6	17.30	*	35.20	17.3	16.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	95.5	73.80	70.50	80.70	73.8	51	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	49.00	54.90	*	**	**
Female	504	95.1	51.00	61.00	62.20	51		
Male	530	97.9	31.30	43.30	48.10	31.3		
Economically Disadvantaged Students	154	94.4	22.10	35.30	36.20	21.8	19.4	Met Target
Non-Economically Disadvantaged Students	880	96.9	44.20	55.90	65.80	44.2		
Students with Disabilities	164	93.3	*	*	20.50	*	10.1	Met Target†
Students without Disabilities	870	97.1	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	545	746	746	749	7%	15%	31%	41%	6%	47%	52%
White	450	746	746	757	6%	14%	32%	42%	5%	48%	62%
Hispanic	20	735	735	733	*	*	*	*	0%	40%	35%
Black or African American	43	730	730	730	*	33%	37%	*	*	21%	30%
Asian, Native Hawaiian, or Pacific Islander	28	769	769	777	0%	*	*	57%	*	79%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	288	752	752	756	4%	10%	27%	51%	7%	58%	60%
Male	257	738	738	741	10%	21%	35%	30%	4%	34%	43%
Economically Disadvantaged Students	80	726	726	731	19%	24%	38%	20%	0%	20%	32%
Non-Economically Disadvantaged Students	465	749	749	758	5%	14%	30%	45%	7%	51%	62%
Students with Disabilities	81	716	716	714	*	*	*	*	*	*	13%
Students without Disabilities	464	751	751	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	520	732	732	743	25%	21%	20%	24%	10%	34%	46%
White	409	733	733	749	22%	22%	22%	24%	10%	34%	52%
Hispanic	26	718	718	728	*	*	*	*	*	23%	34%
Black or African American	41	708	708	725	51%	24%	*	*	*	15%	31%
Asian, Native Hawaiian, or Pacific Islander	35	755	755	774	*	*	*	43%	*	66%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	233	742	742	752	15%	19%	27%	25%	14%	39%	54%
Male	287	723	723	734	33%	23%	15%	23%	6%	29%	39%
Economically Disadvantaged Students	79	717	717	726	42%	22%	*	14%	*	24%	32%
Non-Economically Disadvantaged Students	441	734	734	751	22%	21%	*	25%	*	35%	54%
Students with Disabilities	76	697	697	704	*	*	*	*	*	*	12%
Students without Disabilities	444	737	737	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	712	712	736	41%	24%	21%	*	*	14%	38%
White	196	714	714	738	37%	25%	23%	*	*	15%	40%
Hispanic	19	703	703	731	63%	*	*	*	0%	11%	34%
Black or African American	29	698	698	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	12	718	718	756	*	*	*	*	0%	25%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	123	720	720	744	27%	29%	28%	*	*	17%	46%
Male	138	704	704	729	54%	20%	15%	*	*	11%	31%
Economically Disadvantaged Students	52	699	699	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	209	715	715	740	*	*	*	*	*	*	42%
Students with Disabilities	59	698	698	709	*	*	*	*	*	*	12%
Students without Disabilities	202	716	716	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

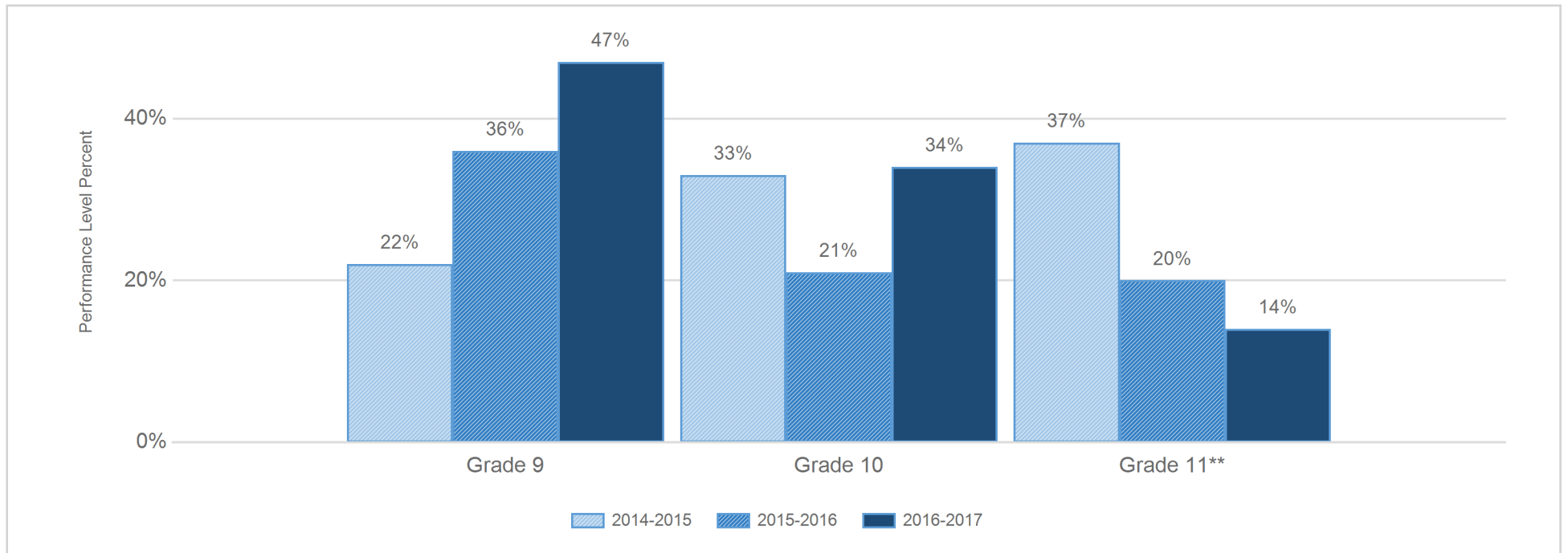


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1031	96.7	25.70	39.80	43.50	25.7	23.1	Met Target
White	842	96.9	26.00	41.00	52.40	26	23.6	Met Target
Hispanic	40	92.3	22.50	32.20	27.60	22	13.6	Met Target
Black or African American	75	96.6	*	19.60	21.70	*	8.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	61	96.9	52.50	56.80	75.60	52.5	43.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	44.00	44.90	*	**	**
Female	502	95.4	25.10	40.10	44.10	25.1		
Male	529	97.9	26.20	39.70	42.90	26.2		
Economically Disadvantaged Students	154	94.4	*	*	25.10	*	13.2	Not Met
Non-Economically Disadvantaged Students	877	97.1	*	*	54.30	*		
Students with Disabilities	164	94.9	*	15.30	16.50	*	10.3	Not Met
Students without Disabilities	867	97.0	*	44.50	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	429	727	743	743	14%	32%	37%	17%	0%	17%	42%
White	343	729	*	751	12%	32%	39%	18%	0%	18%	52%
Hispanic	18	730	739	728	*	*	*	*	0%	28%	24%
Black or African American	52	716	719	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	741	772	774	0%	*	*	*	0%	33%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	214	727	743	744	12%	36%	37%	15%	0%	15%	43%
Male	215	728	742	741	15%	28%	38%	19%	0%	19%	40%
Economically Disadvantaged Students	83	718	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	346	730	746	751	*	*	*	*	*	*	52%
Students with Disabilities	104	709	*	714	*	*	*	*	*	*	10%
Students without Disabilities	325	733	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	470	731	731	734	12%	30%	34%	21%	3%	24%	30%
White	378	732	732	740	11%	27%	38%	21%	3%	24%	38%
Hispanic	20	713	713	722	*	50%	*	*	0%	10%	14%
Black or African American	30	708	708	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	33	751	751	758	*	*	*	52%	*	61%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	209	732	732	735	*	27%	39%	21%	*	23%	31%
Male	261	730	730	733	*	32%	30%	21%	*	25%	30%
Economically Disadvantaged Students	72	717	717	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	398	733	733	740	*	*	*	*	*	*	39%
Students with Disabilities	65	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	405	735	735	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	362	719	719	725	35%	22%	*	22%	*	24%	28%
White	280	721	*	731	32%	22%	*	25%	*	26%	33%
Hispanic	24	705	705	710	50%	*	*	*	0%	13%	14%
Black or African American	28	696	696	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	25	736	736	761	*	*	*	*	*	32%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	183	721	*	725	31%	24%	*	25%	*	25%	27%
Male	179	716	716	725	39%	21%	*	20%	*	22%	29%
Economically Disadvantaged Students	48	696	696	708	63%	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	314	722	*	733	30%	*	*	*	*	26%	35%
Students with Disabilities	44	681	681	692	*	*	*	*	*	*	*
Students without Disabilities	318	724	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

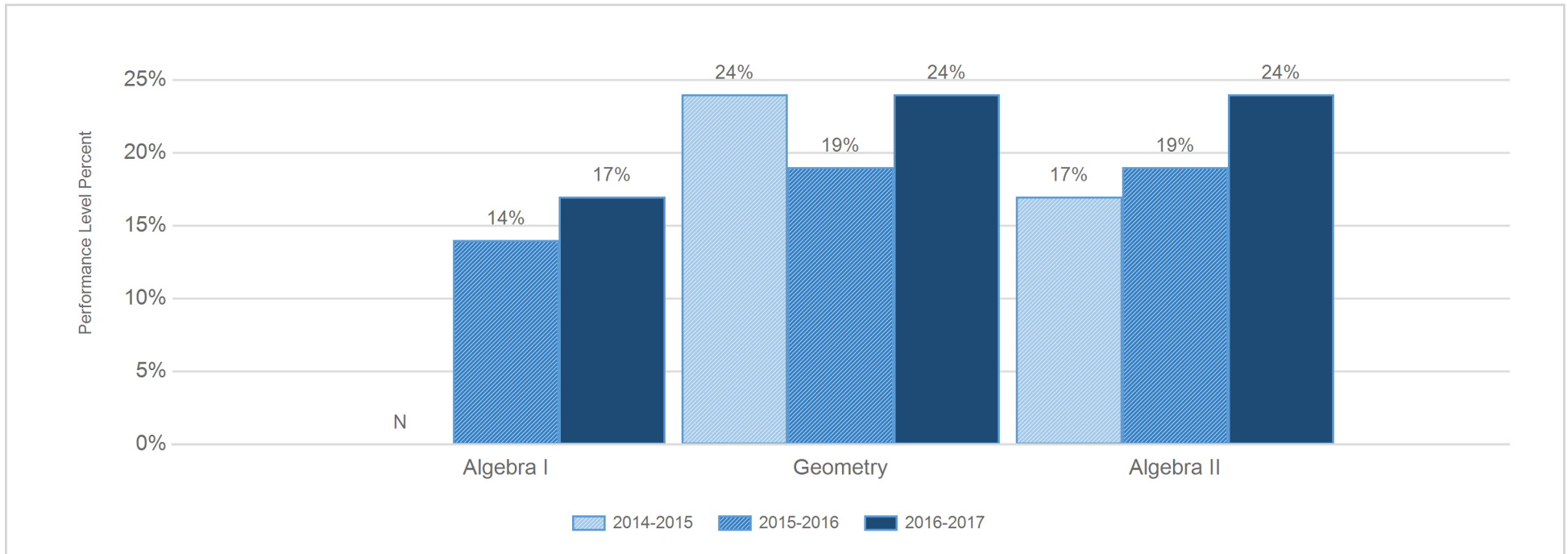


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**Mathematics Assessment – Performance Trends**

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





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### Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	11	12

### English Language Proficiency Test - Participation and Performance

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

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



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

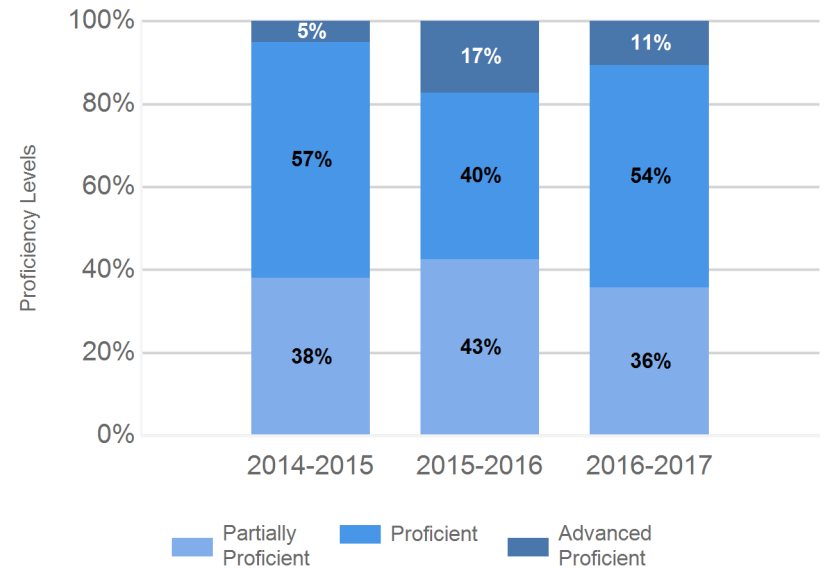
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	11%	54%	36%
White	N	*	*
Hispanic	N	N	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	11%	*	35%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	*
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	17.8%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	484	481	Varies By Grade	67%	67%
PSAT - Math	481	483	Varies By Grade	46%	49%
SAT - Reading and Writing	559	551	480	85%	77%
SAT - Math	549	552	530	59%	58%
ACT - Reading	24	24	22	62%	65%
ACT - English	22	24	18	75%	79%
ACT - Math	23	24	22	54%	65%
ACT - Science	22	23	23	50%	54%



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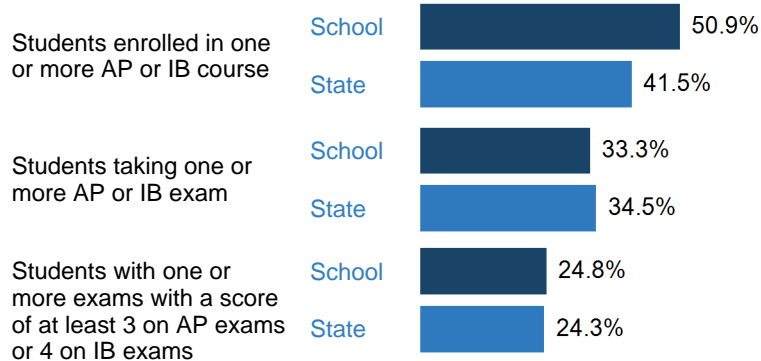
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

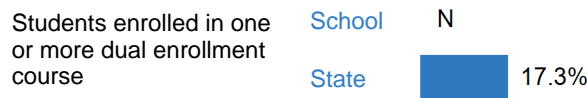
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	24	21
AP Calculus AB	47	41
AP Calculus BC	20	19
AP Chemistry	29	29
AP Computer Science A	6	5
AP English Language and Composition	65	66
AP English Literature and Composition	70	63
AP Environmental Science	8	7
AP European History	23	14
AP French Language and Culture	15	13
AP German Language and Culture	21	18
AP Macroeconomics	0	16
AP Microeconomics	35	17
AP Music Theory	8	7
AP Physics 1	0	49
AP Physics B	55	0
AP Physics C	18	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	16
AP Psychology	121	101



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	25	13
AP Statistics	36	34
AP Studio Art—Drawing Portfolio	6	8
AP Studio Art—Three-Dimensional	2	2
AP Studio Art—Two-Dimensional	4	0
AP U.S. Government and Politics	32	21
AP U.S. History	277	116
AP World History	73	73
Total Exams Taken		780
Exams with scores of at least 3 on AP exams or 4 on IB exams		530



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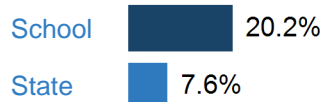
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

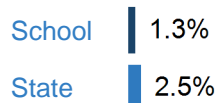
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	341	66	84	0	0	0	58
10	33	381	108	1	0	0	37
11	4	32	265	217	1	16	38
12	1	3	55	58	142	202	51
Schoolwide	379	482	513	276	143	218	184
Enrolled in AP/IB Course					67	36	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	120	0	0	0	0	429
10	318	118	0	0	0	109
11	25	345	0	5	65	126
12	44	16	0	3	92	178
Schoolwide	507	479	0	8	157	842
Enrolled in AP/IB Course	24	29		8	73	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	541	3	0	0	0	5
10	8	525	0	1	0	8
11	4	550	0	53	13	6
12	3	26	66	284	97	111
Schoolwide	556	1104	66	338	110	130
Enrolled in AP/IB Course	73	277	35	121	0	54

**World Languages - Course Participation**

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	354	104	0	0	62	11	0
10	352	89	0	0	43	6	0
11	146	52	0	0	42	13	0
12	34	19	0	0	27	6	0
Schoolwide	886	264	0	0	174	36	0
Enrolled in AP/IB Course	25	15	0	0	21	0	0
Enrolled in Level 3 or Higher	286	89	0	0	66	17	0
Earned Seal of Biliteracy	21	14	0	0	12	0	*



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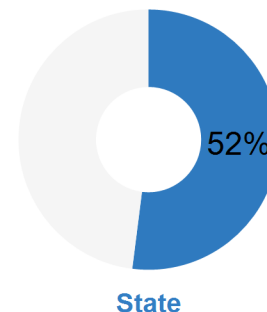
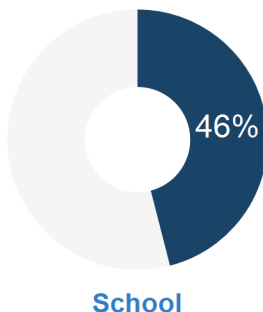
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Visual and Performing Arts – Course Participation

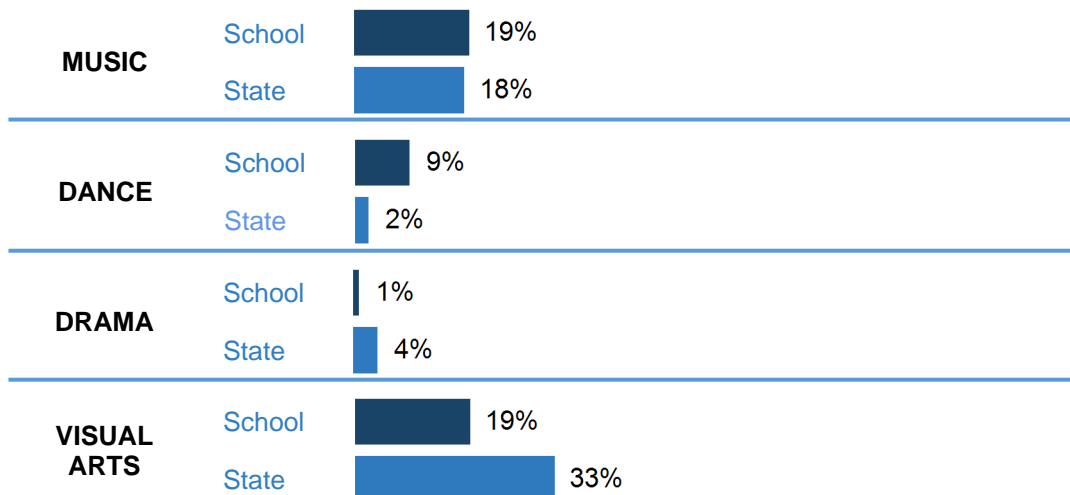
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.5%	90.5%	92.7%	91.8%	93.0%	94.1%	Not Met	92.8%	92.7%	Met Target
White	94.5%	94.5%	93.9%	95.1%	94.3%	94.2%	Met Target	*	94.4%	Not Met
Hispanic	*	84.3%	87.0%	86.3%	83.3%	88.8%	Not Met	*	81.6%	Met Target
Black or African American	95.7%	83.4%	*	85.3%	*	95.0%	Not Met	97.6%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.1%	96.6%	100.0%	97.5%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	88.6%	83.9%	78.3%	85.6%	80.0%	86.3%	Not Met	85.8%	82.6%	Met Target
Students with Disabilities	85.2%	78.8%	80.4%	82.1%	84.9%	89.6%	Not Met	82.7%	81.0%	Met Target
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	94.5%	-
2016	93.0%	92.7%
2015	94.1%	92.8%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.1%	1.1%
2015-2016	0.9%	1.1%
2014-2015	1.2%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	66.7%	30.3%	69.7%
White	69.1%	30.6%	69.4%
Hispanic	*	*	*
Black or African American	47.6%	35%	65%
Asian, Native Hawaiian, or Pacific Islander	66.7%	13.6%	86.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	44.9%	59.1%	40.9%
Students with Disabilities	30.2%	68.8%	31.3%
English Learners	*	*	0%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	74.1%	34.3%	65.7%	78.8%	21.2%	68.4%	31.6%
White	74.4%	34.1%	65.9%	79.7%	20.3%	67.4%	32.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	63.4%	26.9%	73.1%	57.7%	42.3%	61.5%	38.5%
Asian, Native Hawaiian, or Pacific Islander	93.1%	33.3%	66.7%	85.2%	14.8%	77.8%	22.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.4%	58.5%	41.5%	81.1%	18.9%	83%	17%
Students with Disabilities	33.3%	73.7%	26.3%	89.5%	10.5%	84.2%	15.8%
English Learners	*	*	*	*	*	*	*



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

**Chronic Absenteeism**

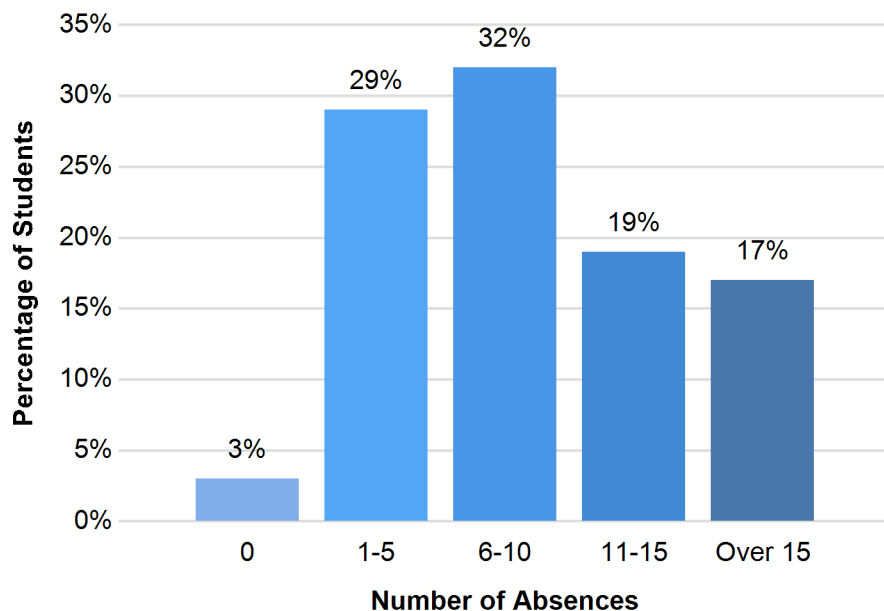
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.40	14.30	Met Target
White	13.40	14.30	Met Target
Hispanic	16.80	14.30	Not Met
Black or African American	14.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.30	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	24.10	14.30	Not Met
Economically Disadvantaged Students	21.80	14.30	Not Met
Students with Disabilities	21.20	14.30	Not Met
English Learners	N	**	**

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

**Days Absent**

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



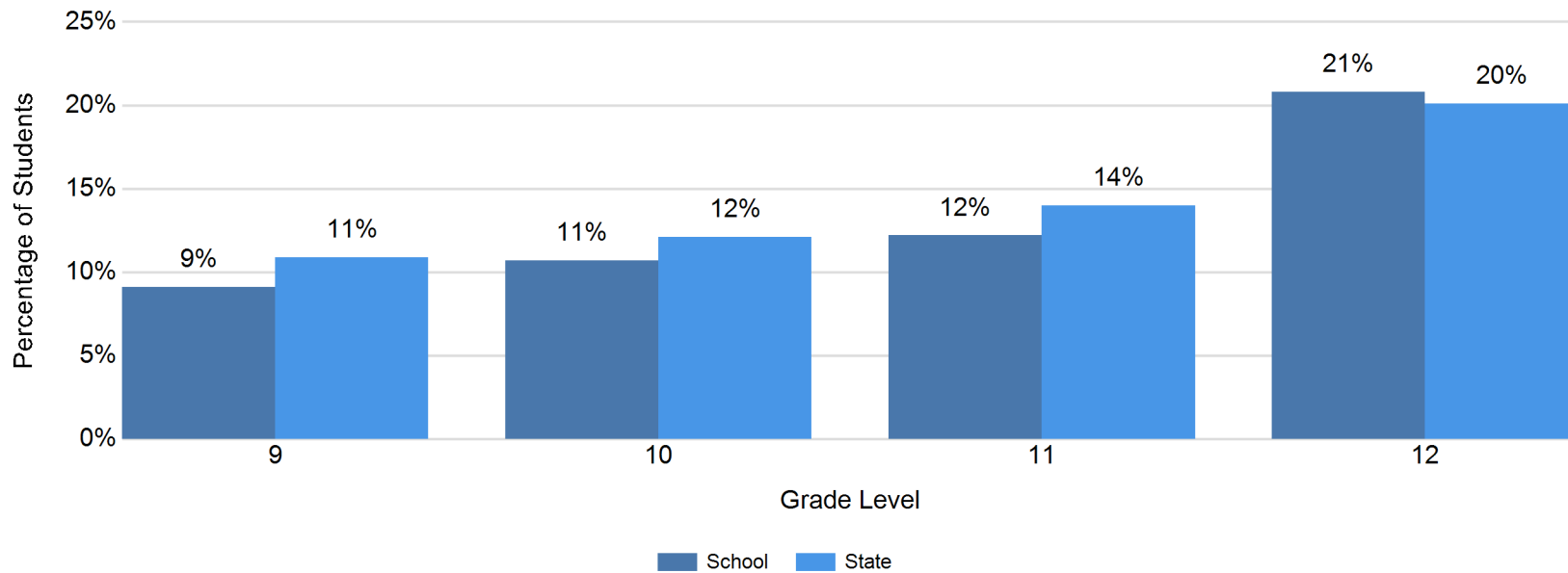


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**Chronic Absenteeism by Grade**

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





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## School Day

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

Category	School
Typical Start Time	7:20AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 25 Mins.
Shared Time - Instructional Time	*

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Vandalism	1
Weapons	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	1.33

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	6.2%
Out-of-School Suspensions	2.8%
Any Suspension	7.7%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	189	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	86%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	125:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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

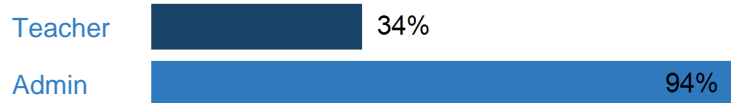
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	33.1	17.5%
Mathematics Proficiency	38.6	17.5%
Graduation - 4-Year	41.4	25.0%
Graduation - 5-Year	41.2	25.0%
Chronic Absenteeism	37.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		38.8
<b>Summative Rating:</b> Percentile rank of Summative Score		33.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	38.8	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
White	28.9	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	48.0	6.2	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Black or African American	45.9	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	60.9	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	29.4	6.2	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	43.3	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Moore	<b>Email Address:</b>	<a href="mailto:amoore@wtps.org">amoore@wtps.org</a>
<b>Address:</b>	519 HURFFVILLE CROSSKEYS RD SEWELL, NJ 08080-2700	<b>Website:</b>	<a href="https://www.wtps.org">https://www.wtps.org</a>
<b>Phone:</b>	(856)589-8500		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• 25 AP Classes, 31 Varsity Sports, 42 Clubs/Activities</li> <li>• 2017 Jefferson Award for Community Service-1st in Nation, AP Honor Roll</li> <li>• NJ Future Ready School Award &amp; 1:1 Laptop Initiative for all staff and students</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>WTHS was named as a NJ Future Ready School in June 2017. We were also named to the 7th Annual AP Honor Roll, one of 433 school districts in the U. S. and Canada. WTHS also received this honor in 2012 and 2016. The National Association of Music Merchants' NAMM Foundation named Washington Township as a 2017 Best Community for Music Education.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>2016-17 saw the implementation of the 1:1 laptop initiative at WTHS. Every one of our approximately 2,300 students began the school year with a school district provided Dell 3340 or Dell 3350 laptop computer. Additionally, WTHS offers 25 AP courses and has a dual credit agreement with Camden County College and Stockton University to allow students in eligible courses to receive college credit for successful completion of courses at WTHS.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>In 2016-17, WTHS had 1,383 students participate in one of the 31 sports programs offered and was named the 7th best high school athletic program in the state. 34 of those students continued their athletic careers at the collegiate level, with many receiving financial assistance. Of the over 400 High Schools that offer education-based athletic programs in the state of New Jersey, our Athletic Department was recognized as the 2nd best in the Philadelphia Metro area and the 52nd best in the nation.</p>
 <p><b>Clubs and Activities:</b></p>	<p>WTHS offers over 40 co-curricular and extra-curricular clubs and activities. Many of these groups participate in community service events and fundraising for a variety of causes. WTHS has received numerous awards and accolades for its outstanding community service leadership. For the second year in a row, Students in Action, a student-led group, was selected as the #1 Ambassador School in the Nation for Community Service.</p>








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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff are provided with a variety of PD opportunities which include departmental work for instructional practices and district provided training programs that focus on Learner Active Technology Infused Classroom (LATIC) and Literacy Equity. Our Technology Trainer works with our staff and students, to develop a personal technology vision for a blended learning classroom environment. Staff is also routinely trained regarding the implementation of school district policies and procedures.</p>
 <p><b>Postsecondary Information:</b></p>	<p>At Washington Township High School, our graduation rate for 2017 was 99.3%. 91% of our graduates pursued a two or four-year college to further their education and 1% entered military service. Our SAT scores for the Class of 2017 were competitive, with Critical Reading/EBRW—547 and Math—536. WTHS annually offers the PSAT test during the school day and an after school SAT prep course. On Instant Decision Days, seniors meet with college representatives and receive an admission decision instantly.</p>
 <p><b>Student Supports and Services:</b></p>	<p>We are very proud of our summer Freshman Transition Program at WTHS. Counselors and teachers actively engage in many fun learning opportunities that help ease the transition to high school for our incoming ninth graders. In addition, we offer a Peer to Peer Freshman Transition Program during the school year. Our National Honor Society tutoring program is available to any student who is in need of additional support in a given class.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students at WTHS are required to take Health/PE each year. We provide a driver's education program and a supplemental "Share the Keys" program which focuses on driver safety. Our Student Assistance program provides group counseling for grief/loss, stress/anger management, drug/alcohol programs and building self esteem. Our athletic training program provides preventive care and injury management for our athletes. Breakfast and Lunch programs are available.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>WTHS parents have full access to our student information system to monitor the child's academic progress. We encourage parental involvement through membership in our PTO, SEPAG, Project Graduation Parent Committee and numerous parent booster organizations supporting athletic, music and activity programs.</p>



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## School Narrative

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### Facilities:

WTHS first opened the doors in September of 1965; this original section of the building is what we now refer to as our 11/12 wing. The former middle school, built near the high school, opened in the fall of 1981 and is now our 9/10 wing and the "Core" building, which connects the two wings opened in 1997. The Core houses our 2,500 seat performing arts center, Instructional Media Center, our television studio and one of our daycare centers.



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Other Information:

WTHS offers a robust elective program of study across the curriculum. The Seal of Biliteracy can be earned by students in our World Language programs and we offer a comprehensive program for our English Language Learners (ELL). Our Technology Education program offers engineering, architecture, electrical and construction technology, as well as television production and graphic design. In Family & Consumer Science, our students can take classes in culinary arts, pre-natal and child development and careers in childcare. Our English department offers creative writing and journalism courses. In Visual and Performing Arts, we offer theater, dance, music, art, animation, digital illustration and photography. Through our Social Studies department students can study economics, psychology/sociology, Air Force Junior ROTC and our Tomorrow's Teachers program. In the Mathematics department we offer computer science and JAVA classes. Our Science offerings include anatomy and physiology, forensics and marine biology. We offer a wide variety of Business courses, including accounting, business law, sports & entertainment marketing, entrepreneurship, social media marketing and web page design. Our Special Education program offers support to students who have learning differences. Instruction is designed to meet the students' unique needs and address specific goals and objectives as outlined in the IEP.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
1	80	82	102
2	62	71	86
3	88	61	84
4	77	89	87
5	97	85	96
Ungraded	0	16	17
Total	404	404	472

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	51%
Male	51%	51%	49%
Economically Disadvantaged Students	14%	15%	27%
Students with Disabilities	24%	22%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	72.9%
Black or African American	13.8%
Hispanic	5.7%
Asian	4.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.0%

**Enrollment by Home Language**

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

Home Language	% of Students
English	99.8%
Other	0.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	168	97.9	46.40	52.10	54.90	46.4	47.7	Met Target†
White	143	98.1	49.70	53.40	63.90	49.7	49.4	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	11	97.4	36.40	*	35.20	36.4	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	75	95.6	57.30	61.00	62.20	57.3		
Male	93	100.0	37.60	43.30	48.10	37.6		
Economically Disadvantaged Students	29	97.1	27.60	35.30	36.20	27.6	18.6	Met Target
Non-Economically Disadvantaged Students	139	98.2	50.30	55.90	65.80	50.3		
Students with Disabilities	26	95.5	26.90	*	20.50	26.9	30.6	Met Target†
Students without Disabilities	142	98.4	50.00	*	61.90	50		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	747	747	749	*	13%	28%	47%	*	49%	50%
White	66	748	749	759	*	*	23%	53%	*	55%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	46	751	752	754	*	*	30%	46%	*	50%	55%
Male	41	743	742	745	*	*	24%	49%	*	49%	46%
Economically Disadvantaged Students	22	732	735	731	*	*	*	*	*	32%	31%
Non-Economically Disadvantaged Students	65	752	751	762	*	*	*	*	*	55%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	740	746	753	*	15%	34%	41%	*	41%	56%
White	61	750	750	762	*	*	30%	57%	0%	57%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	17	714	727	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	36	743	750	758	*	*	28%	50%	*	50%	61%
Male	56	737	742	749	*	*	38%	36%	*	36%	51%
Economically Disadvantaged Students	28	716	734	737	*	*	36%	*	0%	11%	36%
Non-Economically Disadvantaged Students	64	750	749	764	*	*	33%	*	0%	55%	69%
Students with Disabilities	18	716	721	725	*	*	*	*	0%	22%	25%
Students without Disabilities	74	745	751	759	*	*	*	*	0%	46%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	746	756	756	*	*	41%	46%	*	47%	59%
White	74	748	758	763	*	*	45%	46%	*	47%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	48	756	762	761	*	*	31%	65%	*	67%	66%
Male	50	737	749	750	*	*	50%	28%	*	28%	53%
Economically Disadvantaged Students	12	729	741	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	86	749	759	765	*	*	*	*	*	49%	71%
Students with Disabilities	11	725	736	725	*	*	*	*	*	27%	22%
Students without Disabilities	87	749	760	762	*	*	*	*	*	49%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	98	746	756	757	*	*	41%	46%	*	47%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

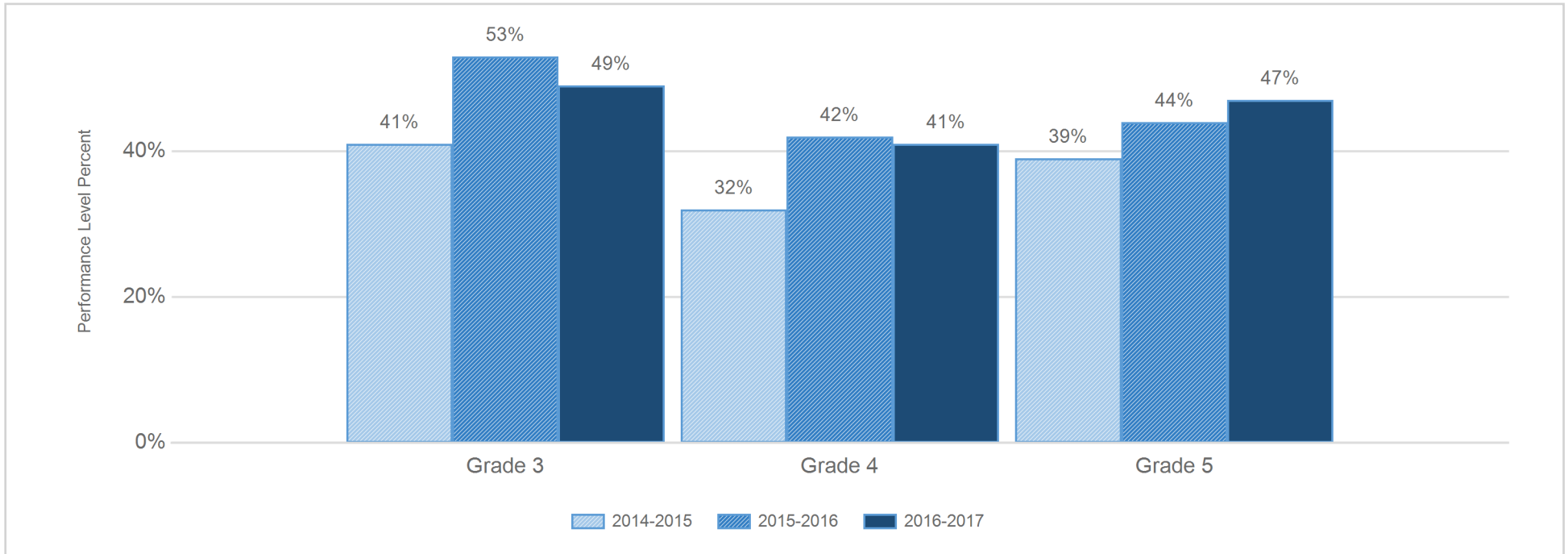


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	168	97.9	47.00	39.80	43.50	47	56.4	Not Met
White	143	98.1	50.40	41.00	52.40	50.4	58.1	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	11	97.4	18.20	19.60	21.70	18.2	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	75	95.6	48.00	40.10	44.10	48		
Male	93	100.0	46.20	39.70	42.90	46.2		
Economically Disadvantaged Students	29	97.1	17.20	*	25.10	17.2	30.8	Not Met
Non-Economically Disadvantaged Students	139	98.2	53.20	*	54.30	53.2		
Students with Disabilities	26	95.5	34.60	15.30	16.50	34.6	36.7	Met Target†
Students without Disabilities	142	98.4	49.30	44.50	48.80	49.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	745	749	751	*	*	39%	30%	*	40%	53%
White	66	746	752	759	*	*	42%	30%	*	41%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	46	744	750	751	*	*	44%	28%	*	37%	52%
Male	41	745	749	751	*	*	34%	32%	*	44%	53%
Economically Disadvantaged Students	22	726	738	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	65	751	753	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	745	746	747	*	17%	29%	39%	*	45%	47%
White	61	754	750	755	*	*	26%	54%	*	61%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	17	718	726	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	36	743	745	747	*	*	33%	36%	*	42%	47%
Male	56	746	747	747	*	*	27%	41%	*	46%	48%
Economically Disadvantaged Students	28	720	733	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	64	756	750	757	*	*	*	*	*	*	61%
Students with Disabilities	18	722	725	724	*	*	*	*	*	22%	22%
Students without Disabilities	74	750	751	751	*	*	*	*	*	50%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	740	750	747	*	20%	36%	39%	*	40%	46%
White	74	744	751	754	*	19%	35%	43%	*	45%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	48	747	752	747	*	*	38%	48%	*	50%	47%
Male	50	735	747	746	*	*	34%	30%	*	30%	46%
Economically Disadvantaged Students	12	713	738	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	86	744	752	756	*	*	*	*	*	*	59%
Students with Disabilities	11	722	736	725	*	*	*	*	*	18%	19%
Students without Disabilities	87	743	752	751	*	*	*	*	*	43%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	98	740	750	748	*	20%	36%	39%	*	40%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

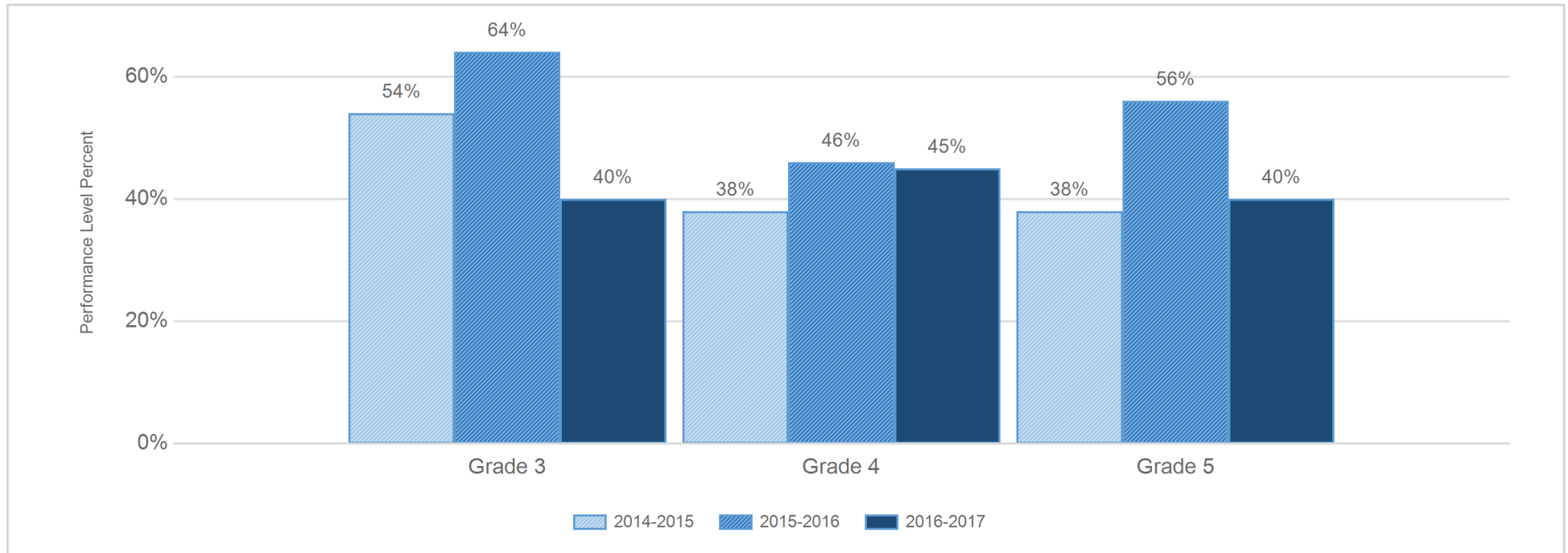


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

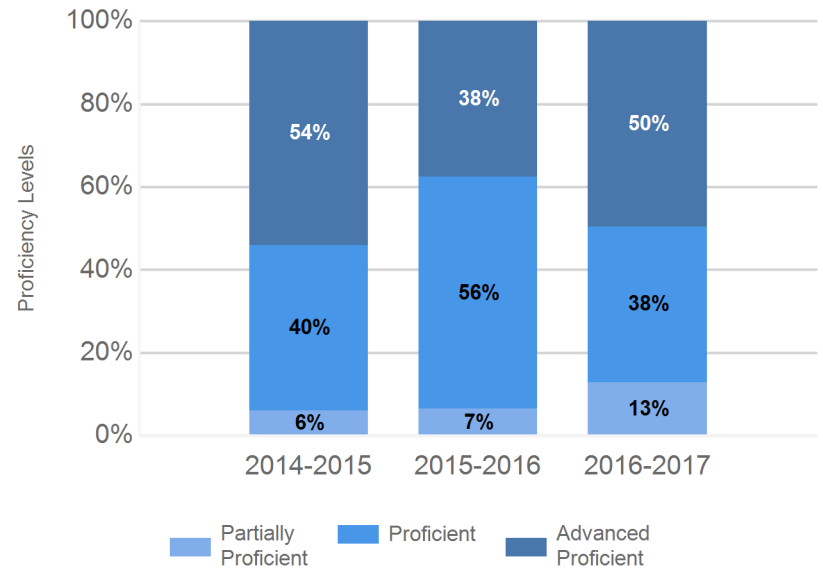
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	50%	38%	13%
White	63%	32%	5%
Hispanic	*	*	*
Black or African American	11%	53%	37%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	50%	29%
Students with Disabilities	39%	28%	33%
English Learners	*	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35	53	50	Not Met	42	52	50	Met Target
White	31	52	50	Not Met	46	52	52	Met Target
Hispanic	*	51.5	49	**	*	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	50.5	54	47	**	29	49	46	**
Students with Disabilities	30.5	47	41	**	37	49	43	**
English Learners	*	69	53	**	*	46	51	**

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



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

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

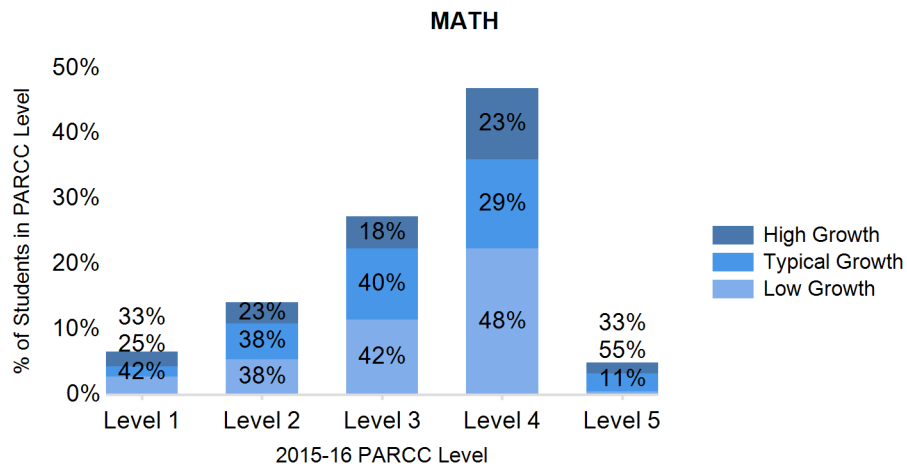
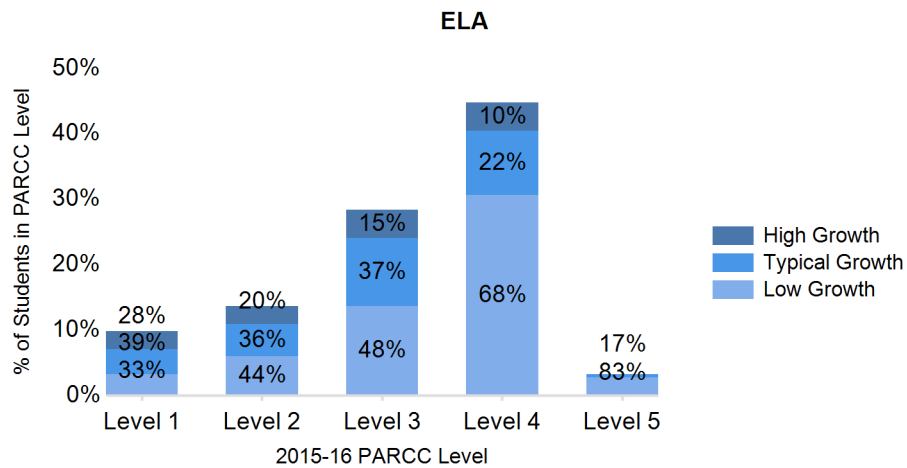
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

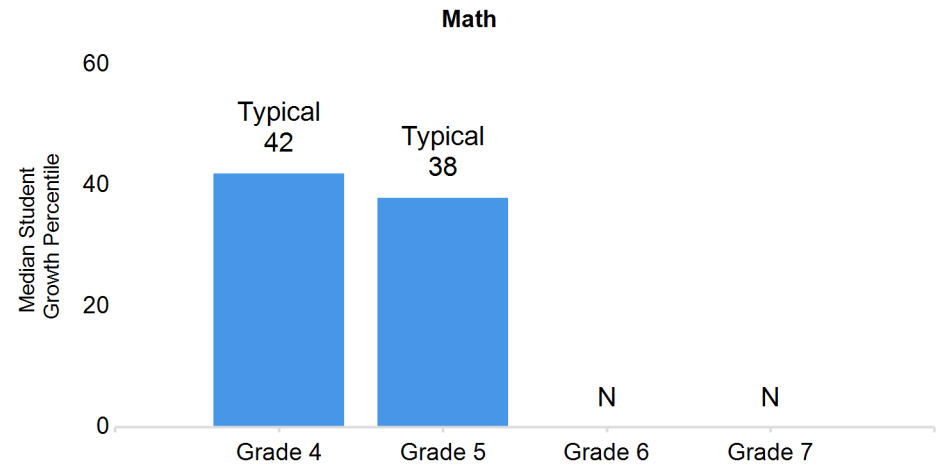
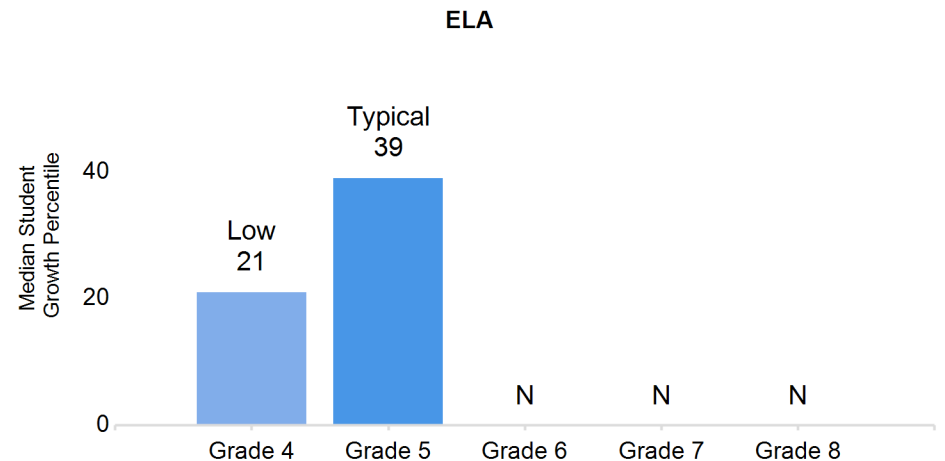
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

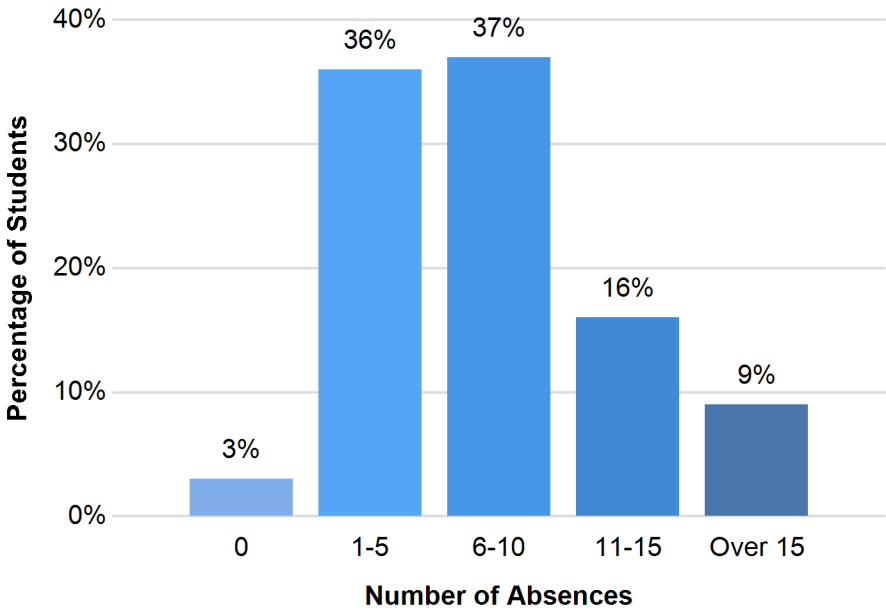
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	7.60	Met Target
White	5.80	7.60	Met Target
Hispanic	11.10	7.60	Not Met
Black or African American	14.10	7.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.60	7.60	Not Met
Students with Disabilities	11.40	7.60	Not Met
English Learners	N	**	**

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

**Days Absent**

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



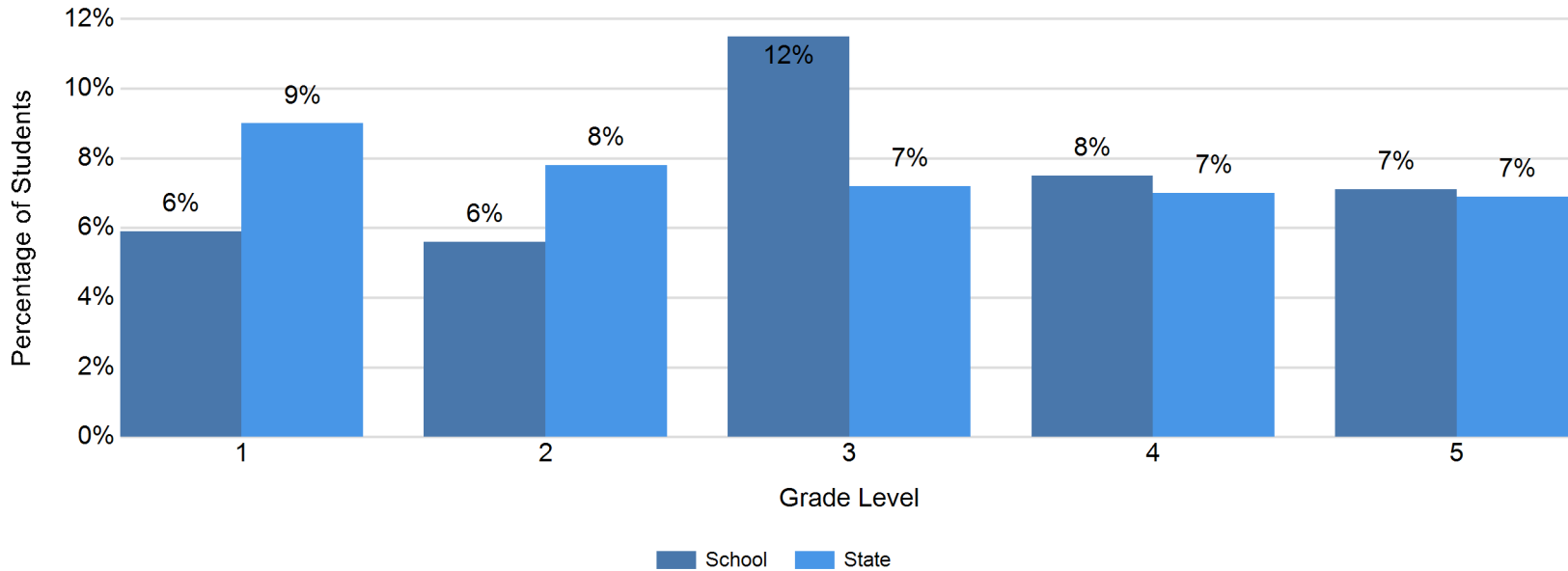


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:25AM
Typical End Time	3:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.42

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	16.5	11.8
Average years experience in district	14.2	10.5
Teachers in district for 4 or more years	80%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	236:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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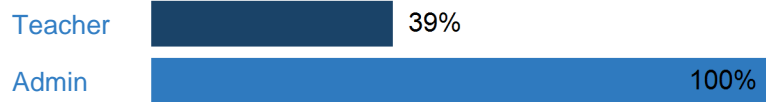
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.4	17.5%
Mathematics Proficiency	44.0	17.5%
English Language Arts Growth	3.2	25.0%
Mathematics Growth	23.2	25.0%
Chronic Absenteeism	43.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		26.0
<b>Summative Rating:</b> Percentile rank of Summative Score		15.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.0	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
White	23.9	11.9	No	Met Target	Not Met	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Not Met	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. ZIMMERMAN	<b>Email Address:</b>	<a href="mailto:czimmerman@wtps.org">czimmerman@wtps.org</a>
<b>Address:</b>	236 HURFFVILLE RD SEWELL, NJ 08080-9475	<b>Website:</b>	<a href="http://www.wtps.org/wedgwood">http://www.wtps.org/wedgwood</a>
<b>Phone:</b>	(856)227-8110	<b>Facebook:</b>	<a href="https://www.facebook.com/wedgwoodwtps">https://www.facebook.com/wedgwoodwtps</a>
		<b>Twitter:</b>	<a href="https://www.twitter.com/wedgwoodwtps">https://www.twitter.com/wedgwoodwtps</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction.</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• Technology enhances learning for students using iPads in grades 1-2, and accessing 1:1 laptops in grades 3-5.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Wedgwood School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Wedgwood School's dedication to "Excellence in Education" for all students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Wedgwood School is proud to be the home to the 2017-2018 Gloucester County Teacher of the Year, and New Jersey State Teacher of the Year Finalist, Mr. Domenick Renzi. As Wedgwood's BSI Math teacher, Mr. Renzi shapes math instruction for all students in our building. In addition, Wedgwood School has previously been recognized as a New Jersey Governor's School of Excellence.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction before school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The Wedgwood School staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>All teachers analyze data during scheduled guided data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make data driven decisions regarding students' supports and services. Our focus is on providing high quality supports and interventions that are matched to the students' needs to create an environment where all students continue to progress and thrive not only academically, but also socially and emotionally.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Wedgwood School recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity for all student, in accordance with the requirements of the Healthy, Hunger Free Kids Act of 2010 (HHFKA). Our school makes breakfast available to all students, and provides ample time for structured physical activity for students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports.</p>




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 <p>Facilities:</p>	<p>Wedgwood School first opened in September 1970. At that time, the building featured 20 classrooms, a library, and an all purpose room that served as cafeteria, auditorium, and gym. In March of 1996, Wedgwood School opened its new addition, adding to the school's capacity and the variety of programs offered. The new section included eight full-sized classrooms, ten small group instruction rooms, a state-of-the-art networked computer room, art room, music room and gym.</p>
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**School Narrative**

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



**Other Information:**

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
KG	0	0	74
1	89	86	74
2	104	84	76
3	94	93	73
4	88	85	80
5	117	85	72
Ungraded	1	20	28
Total	493	453	477

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	47%
Male	52%	49%	53%
Economically Disadvantaged Students	18%	19%	21%
Students with Disabilities	23%	21%	24%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	81.6%
Black or African American	5.0%
Hispanic	5.0%
Asian	4.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	74

Home Language	% of Students
English	99.2%
Other	0.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	94.6	66.40	52.10	54.90	65.6	67.4	Met Target†
White	165	94.3	67.30	53.40	63.90	66.4	71.6	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	12	100.0	66.70	*	35.20	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.70	70.50	80.70	66.7	**	**
American Indian or Alaska Native	*	*	*	50.00	53.70	N	**	**
Two or More Races	10	90.9	60.00	49.00	54.90	57.1	**	**
Female	101	94.0	76.20	61.00	62.20	75		
Male	104	95.2	56.70	43.30	48.10	56.7		
Economically Disadvantaged Students	48	93.0	54.10	35.30	36.20	52.6	38.9	Met Target
Non-Economically Disadvantaged Students	157	95.1	70.10	55.90	65.80	70.1		
Students with Disabilities	40	86.8	27.50	*	20.50	24.6	37.9	Not Met
Students without Disabilities	165	96.8	75.80	*	61.90	75.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	N	N	N	35.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	764	747	749	*	*	*	58%	*	68%	50%
White	54	765	749	759	*	*	*	57%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	37	777	752	754	*	*	*	65%	*	84%	55%
Male	29	746	742	745	*	*	*	48%	*	48%	46%
Economically Disadvantaged Students	13	755	735	731	*	*	*	*	*	62%	31%
Non-Economically Disadvantaged Students	53	766	751	762	*	*	*	*	*	70%	63%
Students with Disabilities	13	717	*	720	*	*	*	*	*	23%	24%
Students without Disabilities	53	775	*	755	*	*	*	*	*	79%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	753	746	753	*	*	35%	40%	*	51%	56%
White	63	755	750	762	*	*	33%	41%	*	54%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	756	750	758	*	*	31%	46%	*	57%	61%
Male	46	750	742	749	*	*	37%	35%	*	46%	51%
Economically Disadvantaged Students	16	748	734	737	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	65	754	749	764	*	*	*	*	*	54%	69%
Students with Disabilities	17	730	721	725	*	*	*	*	*	29%	25%
Students without Disabilities	64	759	751	759	*	*	*	*	*	56%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	768	756	756	*	*	*	64%	16%	79%	59%
White	62	769	758	763	*	*	*	61%	18%	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	775	762	761	*	*	*	62%	*	84%	66%
Male	40	761	749	750	*	*	*	65%	*	75%	53%
Economically Disadvantaged Students	21	750	741	740	*	*	*	57%	*	62%	40%
Non-Economically Disadvantaged Students	56	775	759	765	*	*	*	66%	*	86%	71%
Students with Disabilities	13	722	736	725	*	*	*	*	*	15%	22%
Students without Disabilities	64	777	760	762	*	*	*	*	*	92%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	77	768	756	757	*	*	*	64%	16%	79%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

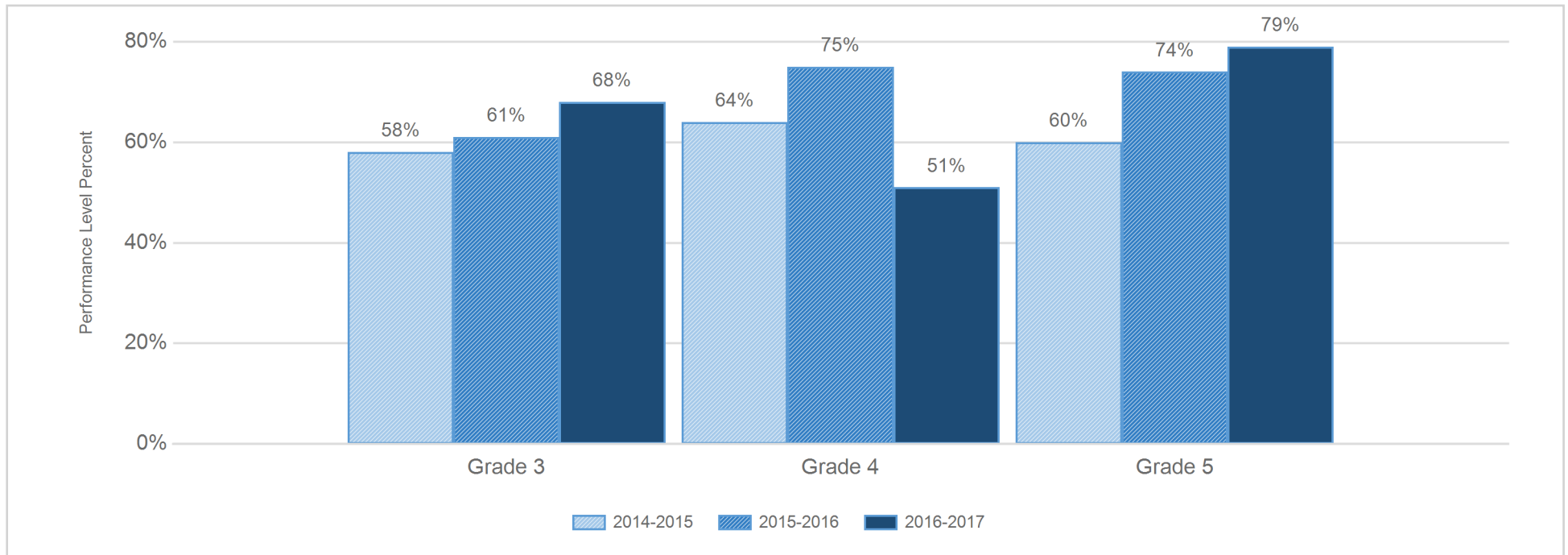


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	94.6	70.70	39.80	43.50	70	65.9	Met Target
White	165	94.3	72.70	41.00	52.40	71.7	68.3	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	12	100.0	50.00	19.60	21.70	50	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.30	56.80	75.60	83.3	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	90.9	60.00	44.00	44.90	57.1	**	**
Female	101	94.0	69.30	40.10	44.10	68.2		
Male	104	95.2	72.10	39.70	42.90	72.1		
Economically Disadvantaged Students	48	93.0	62.60	*	25.10	60.8	46.5	Met Target
Non-Economically Disadvantaged Students	157	95.1	73.20	*	54.30	73.2		
Students with Disabilities	40	86.8	37.50	15.30	16.50	33.6	36.2	Met Target†
Students without Disabilities	165	96.8	78.80	44.50	48.80	78.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	66	766	749	751	*	*	18%	53%	23%	76%	53%
White	54	768	752	759	0%	*	*	54%	26%	80%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	37	771	750	751	*	*	*	46%	*	76%	52%
Male	29	759	749	751	*	*	*	62%	*	76%	53%
Economically Disadvantaged Students	13	759	738	736	*	*	*	*	*	69%	34%
Non-Economically Disadvantaged Students	53	768	753	761	*	*	*	*	*	77%	65%
Students with Disabilities	13	742	*	729	*	*	*	*	0%	39%	29%
Students without Disabilities	53	772	*	755	*	*	*	*	28%	85%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	752	746	747	*	19%	24%	52%	*	56%	47%
White	63	755	750	755	*	18%	21%	56%	*	60%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	750	745	747	*	*	*	40%	*	46%	47%
Male	46	754	747	747	*	*	*	61%	*	63%	48%
Economically Disadvantaged Students	16	740	733	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	65	755	750	757	*	*	*	*	*	60%	61%
Students with Disabilities	17	733	725	724	*	*	*	*	*	29%	22%
Students without Disabilities	64	757	751	751	*	*	*	*	*	63%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	77	765	750	747	*	*	13%	55%	23%	78%	46%
White	62	766	751	754	*	*	*	52%	26%	77%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	37	769	752	747	*	*	*	51%	*	81%	47%
Male	40	762	747	746	*	*	*	58%	*	75%	46%
Economically Disadvantaged Students	21	748	738	732	*	*	*	67%	*	71%	27%
Non-Economically Disadvantaged Students	56	772	752	756	*	*	*	50%	*	80%	59%
Students with Disabilities	13	724	736	725	*	*	*	*	*	31%	19%
Students without Disabilities	64	773	752	751	*	*	*	*	*	88%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	77	765	750	748	*	*	13%	55%	23%	78%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

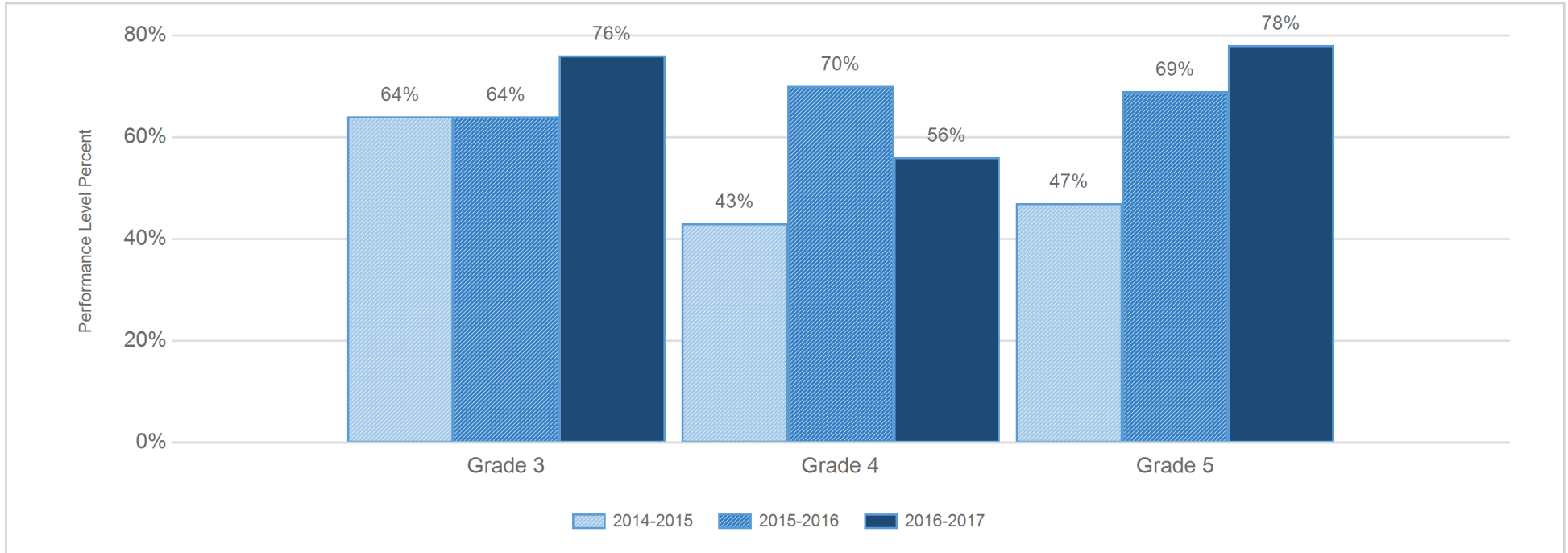


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

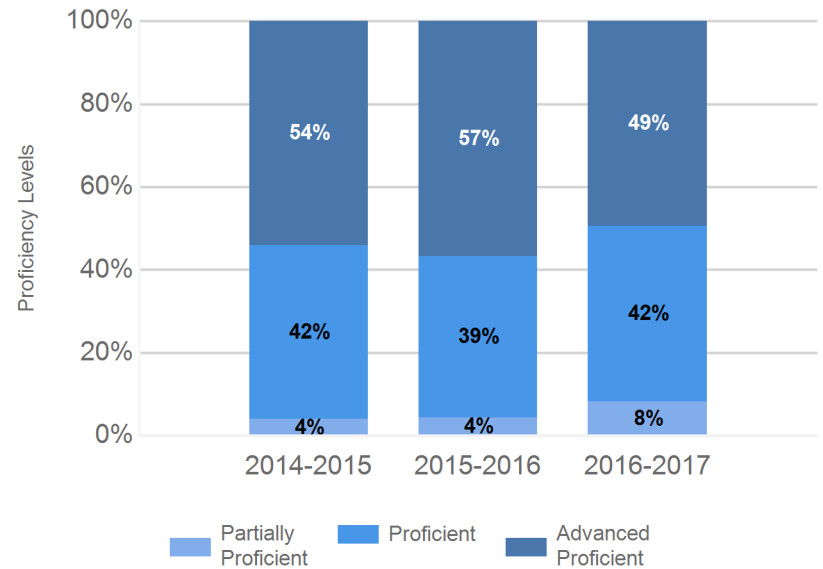
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	42%	8%
White	56%	38%	6%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	25%	55%	20%
Students with Disabilities	29%	52%	19%
English Learners	*	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	53	50	Met Target	57	52	50	Met Target
White	47	52	50	Met Target	54.5	52	52	Met Target
Hispanic	*	51.5	49	**	*	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58	54	47	Met Target	55.5	49	46	Met Target
Students with Disabilities	42	47	41	Met Target	51	49	43	Met Target
English Learners	*	69	53	**	*	46	51	**

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



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

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

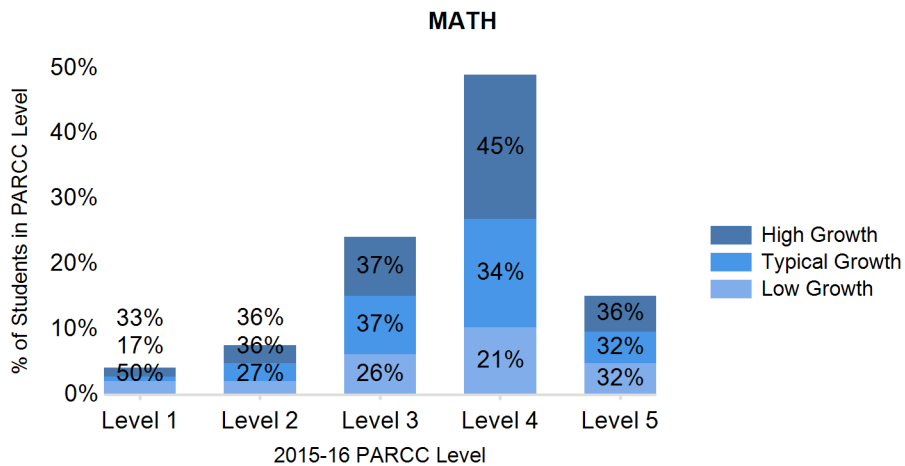
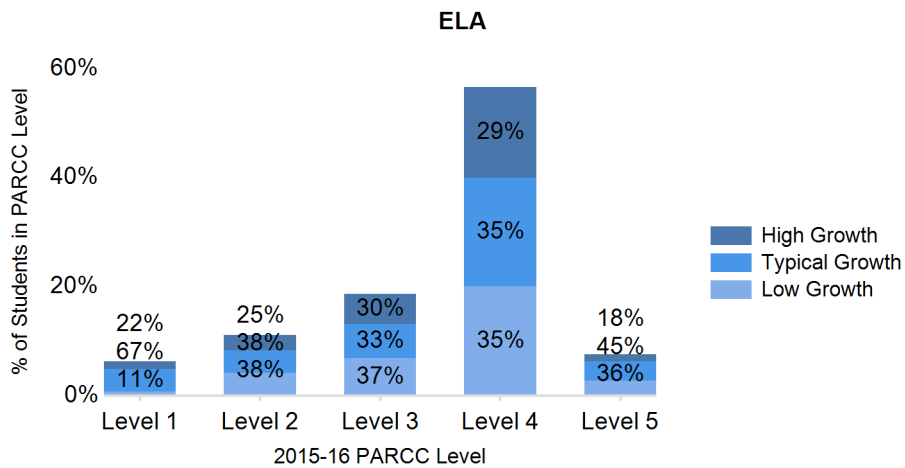
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

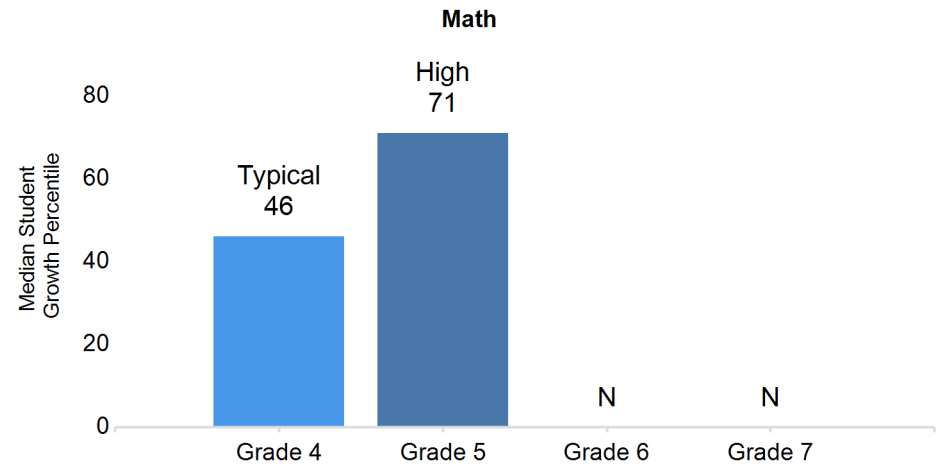
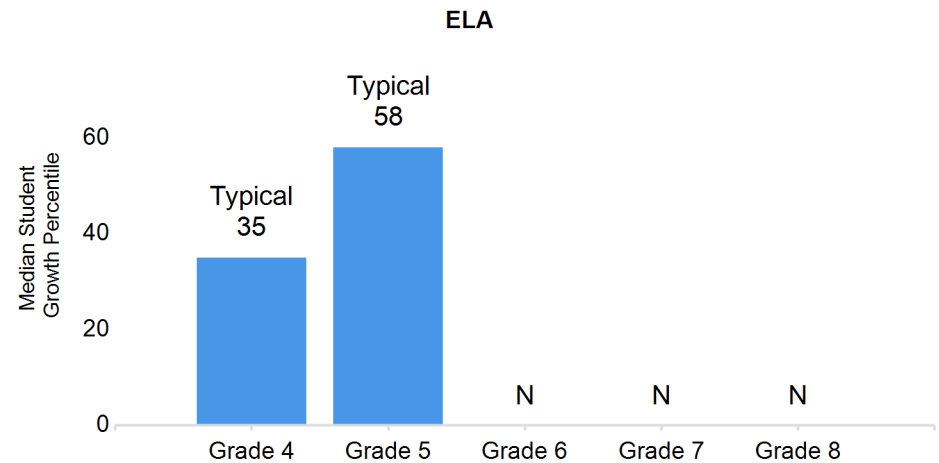
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

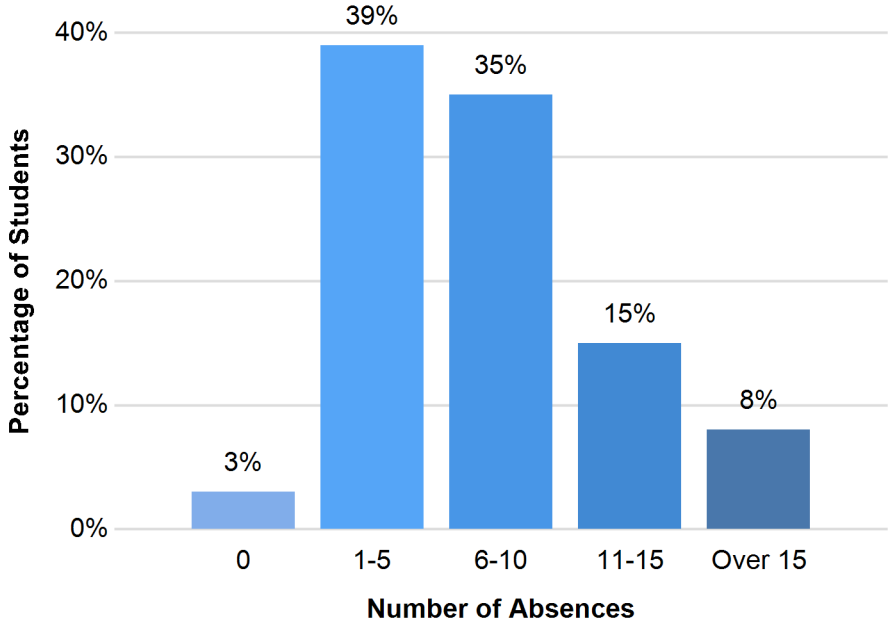
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	7.60	Met Target
White	4.90	7.60	Met Target
Hispanic	4.20	7.60	Met Target
Black or African American	12.00	7.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	7.60	Met Target
Economically Disadvantaged Students	12.00	7.60	Not Met
Students with Disabilities	10.50	7.60	Not Met
English Learners	N	**	**

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

**Days Absent**

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



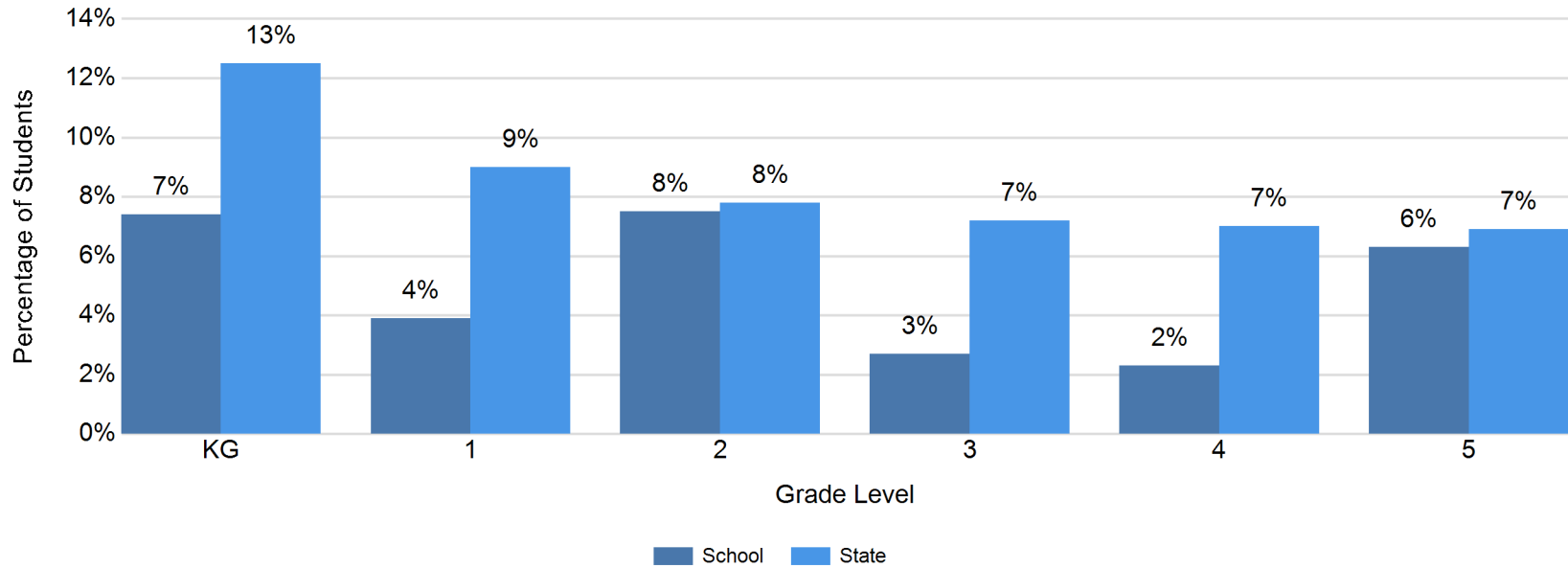


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	9
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.89

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$412	\$16,165	\$16,577



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.1	10.5
Teachers in district for 4 or more years	71%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	239:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	63.7	17.5%
Mathematics Proficiency	90.8	17.5%
English Language Arts Growth	54.0	25.0%
Mathematics Growth	71.1	25.0%
Chronic Absenteeism	66.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		68.3
<b>Summative Rating:</b> Percentile rank of Summative Score		77.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	68.3	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	56.4	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	79.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	64.8	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Anderson	<b>Email Address:</b>	<a href="mailto:randerson@wtps.org">randerson@wtps.org</a>
<b>Address:</b>	827 WHITMAN SCHOOL DR TURNERSVILLE, NJ 08012-1186	<b>Website:</b>	<a href="http://www.wtps.org">www.wtps.org</a>
<b>Phone:</b>	(856)227-1103		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction</li> <li>• Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students.</li> <li>• Our Whitman Elementary Chorus participates annually in the Winter Concert with the Philharmonic of Southern New Jersey.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Whitman Elementary School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Whitman School's dedication to "Paving the Way to Excellence."</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Whitman students consistently achieve well on standardized testing each year. Whitman is quite proud of its work to recognize our veterans each year in the form of a Veterans' Day breakfast and ceremony where we invite close to 100 veterans to the school to participate. All of these veterans are in some way affiliated with our school. The school also raises funds/materials for myriad charities and families in need.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem solving skills while students work in small guided groups or partnerships.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction before school for identified students in grades 1-5. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The Whitman Elementary staff engages in district-level and site-based, job-embedded professional development opportunities. These high quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our Whitman I&amp;RS committee meets regularly to establish interventions and strategies for our most struggling learners. Whitman's Special Education department tracks student progress using Aimsweb which requires teachers to progress monitor students' progress at least 1-2 times per month. Whitman is one of our district's elementary magnet schools for our Special Education Learning Disabled (SCLD) students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast program is offered each day at Whitman. Students engage in brain breaks throughout the day which allows them to get up and move around to stay physically engaged. Students enjoy Physical Education classes weekly and outdoor recess daily (weather-permitting). Whitman's Health and Wellness committee supports our students in their commitment to their health.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our school offers parent involvement in a variety of formats. Our Home and School Council is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade are informative sessions about curriculum, instruction, and social and emotional supports. Parents use PowerSchool to monitor their students' grades.</p>




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 <p>Facilities:</p>	<p>Whitman Elementary School was built in 1965. Improvements have been made to the property such as installing new cameras in various parts both interior and exterior. The building is air conditioned. In the summer of 2016, Whitman enjoyed the installation of two new playgrounds: one for Kindergarten students and one for grades 1-5.</p>
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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.



**Other Information:**

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 or System 44 to enhance their acquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.