NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder

2016-2017

Grade Span 03-06

03-1270-050
BERGEN
EDGEWATER BORO
251 UNDERCLIFF AVE
EDGEWATER, NJ 07020-1112

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 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.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

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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
3	105	116	122
4	97	107	105
5	97	87	95
6	78	82	83
Ungraded	7	5	7
Total	384	397	412

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%	47%	49%
Male	50%	53%	51%
Economically Disadvantaged Students	20%	28%	17%
Students with Disabilities	9%	9%	11%
English Learners	6%	12%	11%
Homeless Students			1%
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
Asian	35.9%
White	29.4%
Hispanic	18.4%
Black or African American	8.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.5%

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	50.2%
Korean	17.5%
Spanish	6.3%
Japanese	6.1%
Russian	3.9%
Other	15.5%

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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	370	95.4	59.80	59.80	54.90	59.8	58.9	Met Target
White	109	92.6	55.00	55.00	63.90	54.9	58.9	Met Target†
Hispanic	68	97.4	52.90	52.90	39.80	52.9	31.6	Met Target
Black or African American	21	87.1	38.10	38.10	35.20	36.5	23.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	142	97.4	71.20	71.20	80.70	71.2	74.2	Met Target†
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	30	100.0	53.40	53.40	54.90	53.4	73.1	Not Met
Female	180	95.0	68.30	68.30	62.20	68.3		
Male	190	95.8	51.60	51.60	48.10	51.6		
Economically Disadvantaged Students	62	94.2	33.80	33.80	36.20	33.8	24	Met Target
Non-Economically Disadvanatged Students	308	95.6	65.00	65.00	65.80	65		
Students with Disabilities	33	90.2	12.10	12.10	20.50	12.1	21.9	Not Met
Students without Disabilities	337	96.0	64.40	64.40	61.90	64.4		
English Learners	54	96.4	44.50	44.50	25.20	44.5	46.6	Met Target†
Non-English Learners	316	95.2	62.40	62.40	57.40	62.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	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
Schoolwide	116	760	760	749	*	*	21%	53%	11%	64%	50%
White	40	756	756	759	*	*	28%	50%	*	58%	61%
Hispanic	14	749	749	734	*	*	*	*	*	50%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	52	771	771	775	*	*	*	56%	*	73%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	57	772	772	754	*	*	*	65%	*	77%	55%
Male	59	749	749	745	*	*	*	41%	*	51%	46%
Economically Disadvantaged Students	13	728	728	731	*	*	*	*	*	39%	31%
Non-Economically Disadvantaged Students	103	764	764	762	*	*	*	*	*	67%	63%
Students with Disabilities	10	716	716	720	*	*	*	*	0%	20%	24%
Students without Disabilities	106	765	765	755	*	*	*	*	12%	68%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	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	104	749	749	753	*	18%	21%	38%	*	52%	56%
White	25	749	749	762	*	*	*	*	*	48%	67%
Hispanic	25	743	743	740	*	*	*	48%	*	56%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	38	759	759	777	*	*	*	45%	*	66%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	10	736	736	755	*	*	*	*	0%	20%	56%
Female	49	757	757	758	*	*	25%	41%	*	59%	61%
Male	55	742	742	749	*	*	18%	35%	*	46%	51%
Economically Disadvantaged Students	18	729	729	737	*	*	*	*	*	17%	36%
Non-Economically Disadvantaged Students	86	754	754	764	*	*	*	*	*	59%	69%
Students with Disabilities	10	705	705	725	*	*	*	*	*	10%	25%
Students without Disabilities	94	754	754	759	*	*	*	*	*	56%	62%
English Learners	12	718	718	711	*	*	*	*	0%	25%	10%
Non-English Learners	92	753	753	755	*	*	*	*	16%	55%	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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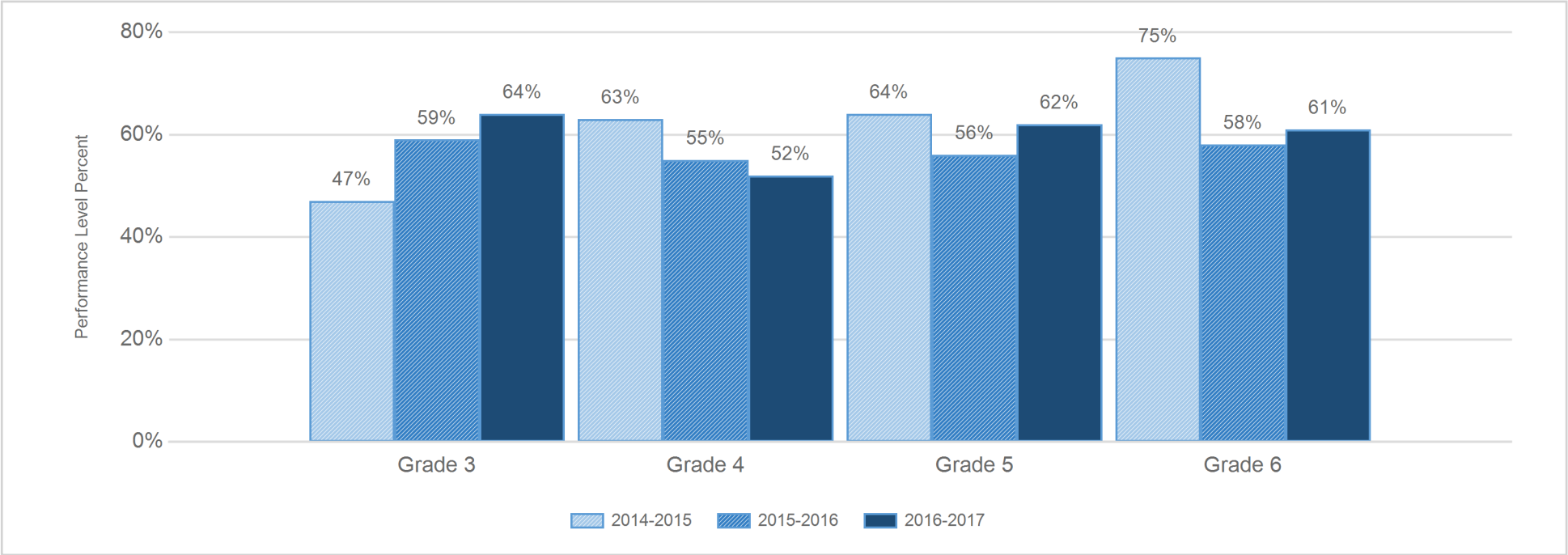EDGEWATER, NJ 07020-1112

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	92	762	762	756	*	*	23%	46%	16%	62%	59%
White	27	748	748	763	*	*	37%	44%	*	48%	69%
Hispanic	19	754	754	743	*	*	*	*	*	47%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	781	781	779	*	*	*	47%	33%	80%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	44	767	767	761	*	*	23%	50%	*	68%	66%
Male	48	757	757	750	*	*	23%	42%	*	56%	53%
Economically Disadvantaged Students	19	742	742	740	*	*	*	*	0%	42%	40%
Non-Economically Disadvantaged Students	73	767	767	765	*	*	*	*	21%	67%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	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 by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	766	766	752	*	*	24%	34%	28%	61%	54%
White	20	767	767	758	*	*	*	55%	*	75%	63%
Hispanic	16	744	744	740	0%	*	*	*	*	38%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	783	783	776	*	*	*	*	50%	73%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	40	773	773	758	*	*	*	35%	*	68%	61%
Male	40	760	760	746	*	*	*	33%	*	55%	46%
Economically Disadvantaged Students	13	741	741	737	*	*	*	*	0%	39%	34%
Non-Economically Disadvantaged Students	67	771	771	761	*	*	*	*	33%	66%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance Trends

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

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	373	95.5	52.80	52.80	43.50	52.8	60.6	Not Met
White	111	93.5	53.10	53.10	52.40	53.1	52.4	Met Target
Hispanic	68	97.4	25.00	25.00	27.60	25	32	Met Target†
Black or African American	21	87.9	14.30	14.30	21.70	13.7	37.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	143	96.8	72.10	72.10	75.60	72.1	80	Not Met
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	30	100.0	50.00	50.00	44.90	50	67.4	Not Met
Female	181	95.1	52.00	52.00	44.10	52		
Male	192	95.8	53.60	53.60	42.90	53.6		
Economically Disadvantaged Students	62	94.2	27.50	27.50	25.10	27.5	25.5	Met Target
Non-Economically Disadvanatged Students	311	95.7	57.90	57.90	54.30	57.9		
Students with Disabilities	33	90.2	12.10	12.10	16.50	12.1	21.9	Not Met
Students without Disabilities	340	96.0	56.80	56.80	48.80	56.8		
English Learners	56	95.2	51.80	51.80	23.30	51.8	63	Not Met
Non-English Learners	317	95.5	53.00	53.00	45.20	53		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	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		

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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	119	758	758	751	*	*	25%	41%	18%	59%	53%
White	40	755	755	759	*	*	*	50%	*	60%	63%
Hispanic	14	734	734	738	*	*	*	*	*	36%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	54	772	772	779	*	*	26%	43%	30%	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	59	760	760	751	*	*	27%	39%	*	59%	52%
Male	60	756	756	751	*	*	23%	43%	*	58%	53%
Economically Disadvantaged Students	13	739	739	736	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	106	760	760	761	*	*	*	*	*	61%	65%
Students with Disabilities	10	729	729	729	*	*	*	*	0%	10%	29%
Students without Disabilities	109	760	760	755	*	*	*	*	19%	63%	57%
English Learners	12	769	769	724	*	*	*	*	*	67%	21%
Non-English Learners	107	756	756	753	*	*	*	*	*	58%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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
Schoolwide	105	753	753	747	*	19%	27%	44%	*	52%	47%
White	26	751	751	755	0%	*	*	46%	*	50%	59%
Hispanic	25	738	738	734	*	*	*	*	*	32%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	38	769	769	774	0%	*	*	61%	*	76%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	10	744	744	747	0%	*	*	*	*	40%	48%
Female	49	754	754	747	*	*	31%	51%	*	55%	47%
Male	56	753	753	747	*	*	23%	38%	*	50%	48%
Economically Disadvantaged Students	18	731	731	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	87	758	758	757	*	*	*	*	*	58%	61%
Students with Disabilities	10	715	715	724	*	*	0%	*	*	20%	22%
Students without Disabilities	95	757	757	751	*	*	30%	*	*	56%	52%
English Learners	13	734	734	716	*	*	*	*	*	23%	12%
Non-English Learners	92	756	756	749	*	*	*	*	*	57%	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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NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder
2016-2017

Grade Span 03-06

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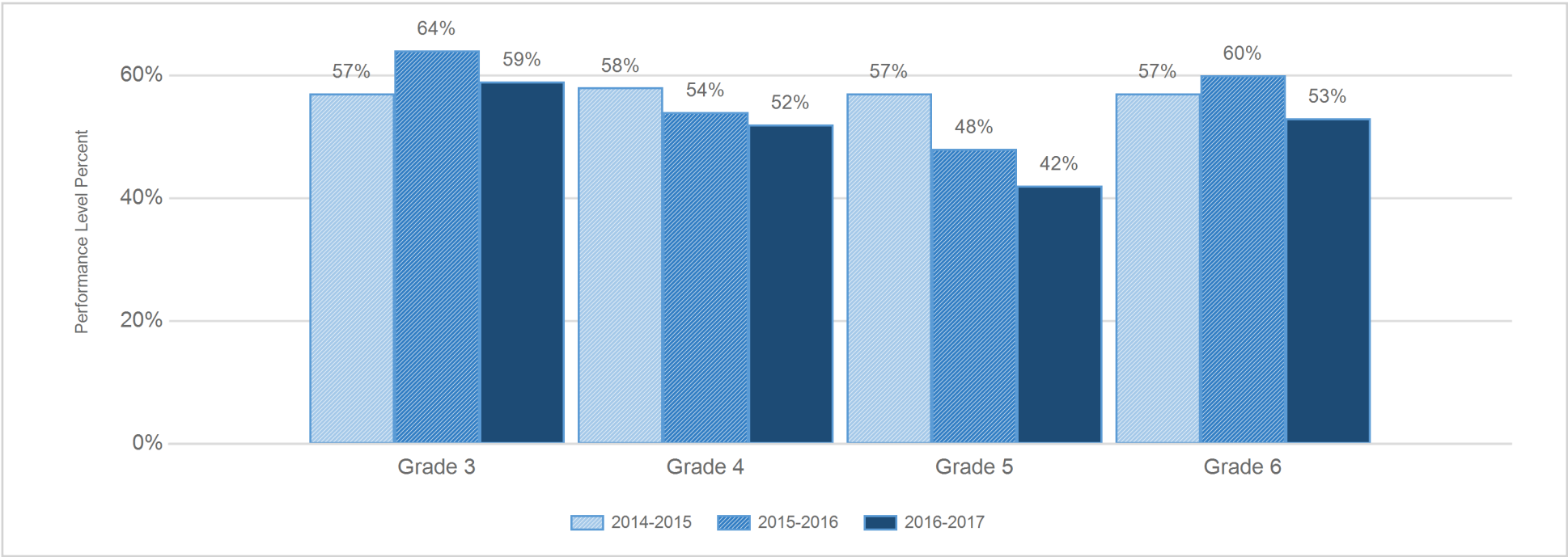## Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	745	745	747	*	26%	25%	31%	*	42%	46%
White	29	736	736	754	*	38%	*	*	*	35%	57%
Hispanic	19	729	729	735	*	*	*	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	30	766	766	774	0%	*	*	43%	*	67%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	744	744	747	*	26%	28%	*	*	37%	47%
Male	49	747	747	746	*	27%	22%	*	*	47%	46%
Economically Disadvantaged Students	19	726	726	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	76	750	750	756	*	*	*	*	*	47%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	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 by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	753	753	743	*	23%	20%	36%	*	53%	44%
White	20	750	750	751	*	*	*	60%	*	65%	54%
Hispanic	16	722	722	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	26	780	780	771	*	0%	*	39%	42%	81%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	40	755	755	745	*	*	*	28%	*	53%	45%
Male	40	750	750	742	*	*	*	45%	*	53%	43%
Economically Disadvantaged Students	13	726	726	728	*	*	*	*	0%	23%	24%
Non-Economically Disadvantaged Students	67	758	758	752	*	*	*	*	19%	58%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

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Mathematics Assessment – Performance Trends

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

Grade 3: 57% (2014-2015), 64% (2015-2016), 59% (2016-2017)
Grade 4: 58% (2014-2015), 54% (2015-2016), 52% (2016-2017)
Grade 5: 57% (2014-2015), 48% (2015-2016), 42% (2016-2017)
Grade 6: 57% (2014-2015), 60% (2015-2016), 53% (2016-2017)

Legend: 2014-2015 | 2015-2016 | 2016-2017

Performance Level Percent

**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
3	*	*
4	*	*
5	N	N
6	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	21	47.6%	52.4%
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%	38%	9%
White	57%	43%	N
Hispanic	44%	40%	16%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	63%	21%	16%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	22%	61%	17%
Students with Disabilities	*	*	*
English Learners	23%	46%	31%

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.
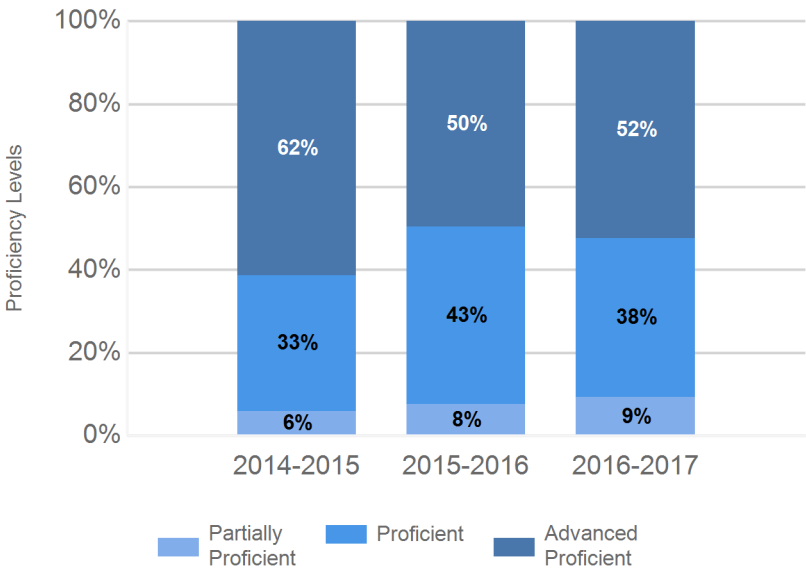
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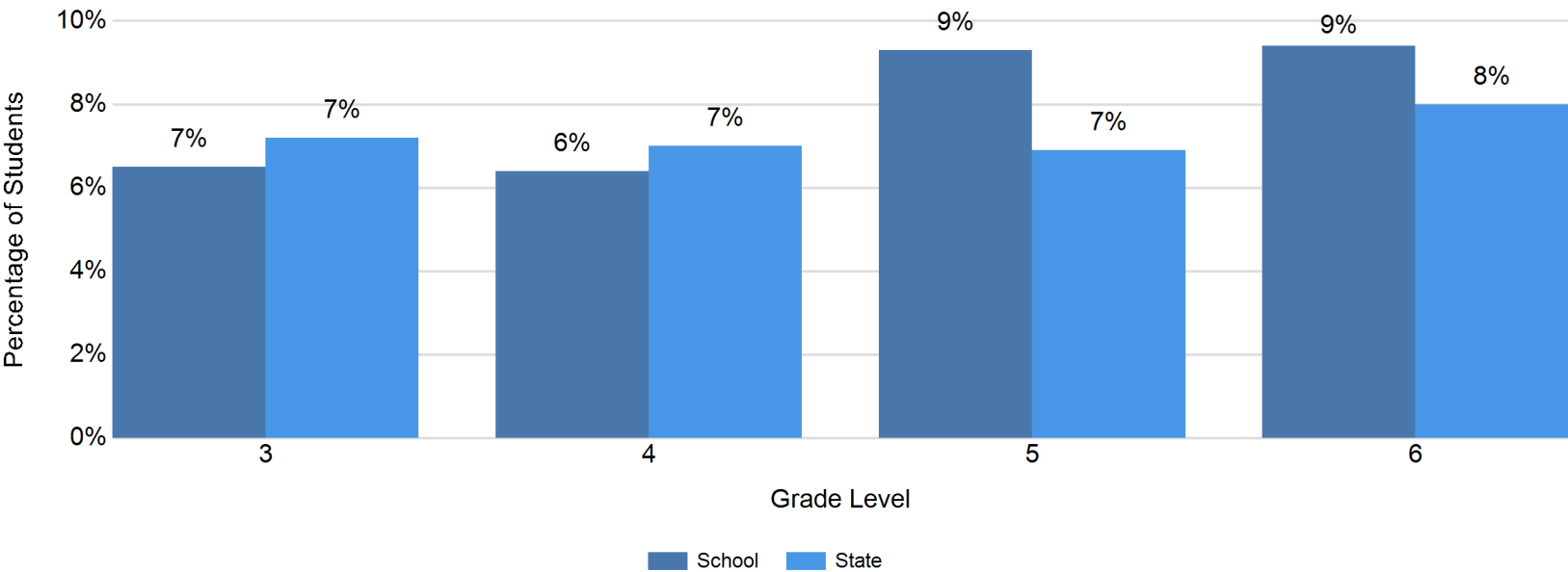
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 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	55	55	50	Met Target	46	46	50	Met Target
White	38	38	50	Not Met	37	37	52	Not Met
Hispanic	52	52	49	Met Target	46	46	47	Met Target
Black or African American	61	61	45	**	24	24	43	**
Asian, Native Hawaiian, or Pacific Islander	60.5	60.5	60	Exceeds Target	50	50	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	71	71	51	Exceeds Target	59	59	52	Met Target
Economically Disadvantaged	45	45	47	Met Target	38	38	46	Not Met
Students with Disabilities	41	41	41	Met Target	48	48	43	Met Target
English Learners	49	49	53	Met Target	46	46	51	Met Target

** 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.

ELA

MATH
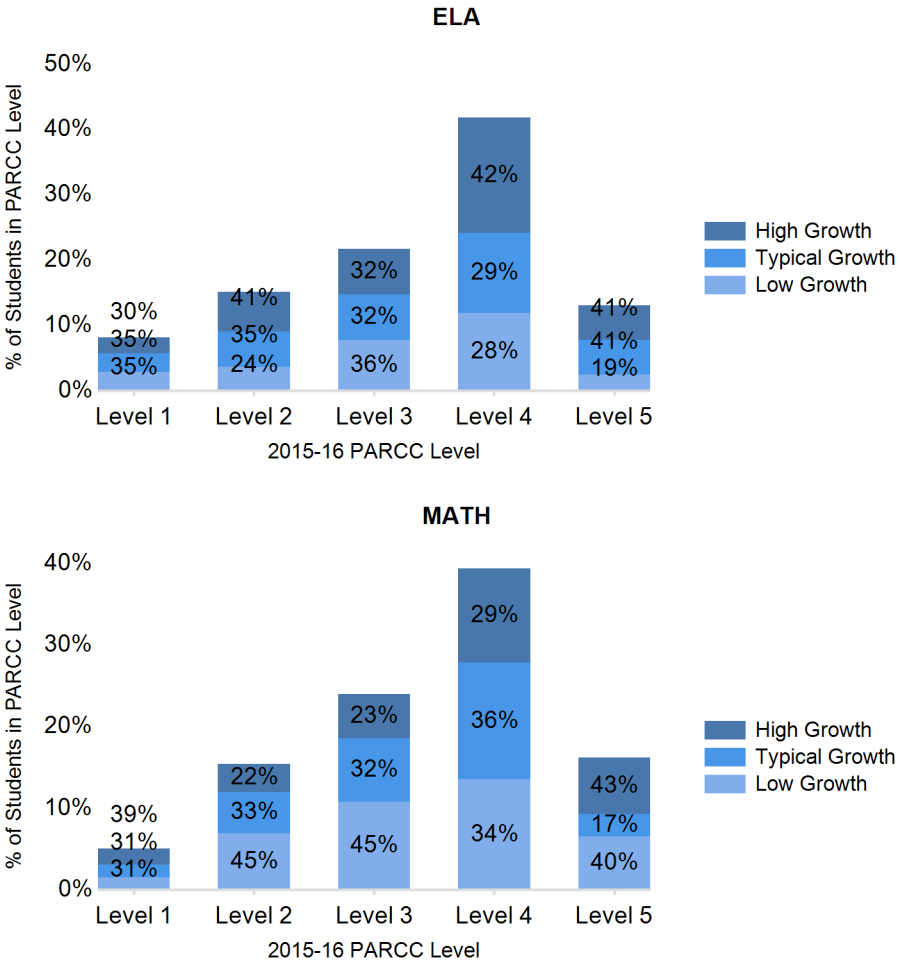
Student Growth by Grade

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

ELA

Math

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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	7.70	7.30	Not Met
White	6.50	7.30	Met Target
Hispanic	13.20	7.30	Not Met
Black or African American	8.80	7.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.00	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	6.30	7.30	Met Target
Economically Disadvantaged Students	16.90	7.30	Not Met
Students with Disabilities	12.20	7.30	Not Met
English Learners	2.80	7.30	Met Target

** 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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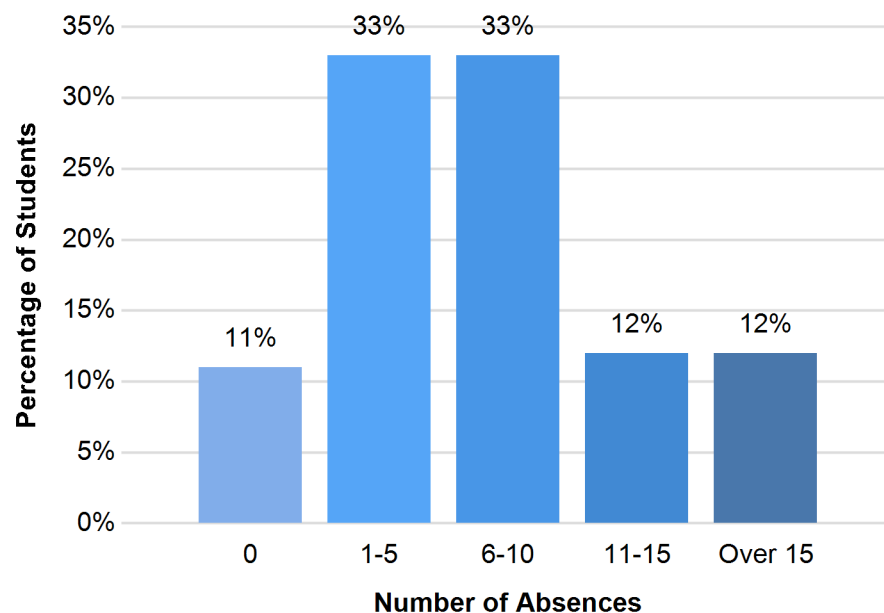
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Chronic Absenteeism by Grade

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

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School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 34 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	2.4%
Out-of-School Suspensions	0.0%
Any Suspension	2.4%

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	1:1	169.7 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	$586	$11,219	$11,805

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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	36	120,724
Average years experience in public schools	8.2	11.8
Average years experience in district	5.1	10.5
Teachers in district for 4 or more years	47%	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	6	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	33%	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	13:1
Administrators	82:1	147:1
Librarian/Media Specialists		442:1
Nurses		442:1
Counselors		884:1
Child Study Team		295:1

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

Teacher — 53%

Admin — N/A

Master's Degree

Teacher — 47%

Admin — 80%

Doctoral Degree

Teacher — N

Admin — 20%

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	78%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	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	46.8	17.5%
Mathematics Proficiency	49.5	17.5%
English Language Arts Growth	58.7	25.0%
Mathematics Growth	33.6	25.0%
Chronic Absenteeism	38.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.7
Summative Rating: Percentile rank of Summative Score		42.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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

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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.7	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	22.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Hispanic	48.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Not Met	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	29.0	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	67.9	11.9	No	Not Met	Not Met	Met Target	Exceeds Target	Met Target	No
Economically Disadvantaged Students	34.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	46.9	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	62.1	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	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.

NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder
2016-2017

Grade Span 03-06

03-1270-050
BERGEN
EDGEWATER BORO
251 UNDERCLIFF AVE
EDGEWATER, NJ 07020-1112

School General Info

Principal:	Mr. Sandoval
Address:	251 UNDERCLIFF AVE EDGEWATER, NJ 07020-1112
Phone:	(201)945-4106

Email Address:	rsandoval@edgewaterschools.org
Website:	https://www.edgewaterschools.org
Facebook:	https://www.facebook.com/EdgewaterSchool
Twitter:	https://twitter.com/edgewaterschool

School Narrative

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

	Highlights:	• Curriculum includes: GoMath, Reading and Writing Workshop, Interactive Science and Social Studies programs • Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks in grades 3-6 • Comprehensive band and choral program
	Mission, Vision, Theme:	Our Pride is Showing
	Awards, Recognition, Accomplishments:	Awarded the Bergen County Educator Team of the Year Award

Eleanor Van Gelder

2016-2017

Grade Span 03-06

03-1270-050
BERGEN
EDGEWATER BORO
251 UNDERCLIFF AVE
EDGEWATER, NJ 07020-1112

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.

	Courses, Curriculum, Instruction:	The Eleanor Van Gelder School is committed to providing students with programs of academic excellence, social development, good citizenship, and life-long living skills as they master all areas of the New Jersey Student Learning Standards. Literacy is one of our focuses and we provide authentic literacy learning experiences for our students using the Reading and Writing Workshop methodology.
	Clubs and Activities:	Clubs are open to students in grades 3-6. Examples of clubs include: Arts and Crafts, Mad Science, Chess, Reading Book Clubs, Math in the World and Theater. Students in grades 3-6 can also join and/or audition for chorus and band.

NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder

2016-2017

Grade Span 03-06

School Narrative

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Staff and Professional Learning:	The staff at the Eleanor Van Gelder School is devoted to the belief that each student is an individual with unique needs and abilities. Helping each student achieve their fullest potential, while developing a lifelong love for learning, is central to our school's goal.
Student Supports and Services:	Student supports and services include: Special Education, Remedial ELA and Math, English as a Second Language and Intervention and Referral Services (IRS) to assist students who are experiencing learning, behavior, or health difficulties. All student supports and services are dedicated to helping students achieve success in the academic, social, and emotional domains.
Student Health and Wellness:	The school has a registered nurse on staff. Students engage in daily physical activity during recess and physical education classes. To support nutrition, breakfast programs are offered.
Parent and Community Involvement:	The Parent-Teacher Organization offers additional funding for special activities such as Author's Day, International Day and curriculum-based assemblies. Parents, staff, and the broader community are committed partners to our students' education. The Edgewater Education Foundation (EEF) also supports our students by funding numerous grants, like 3D printers and drones.

NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder

2016-2017

Grade Span 03-06

03-1270-050
BERGEN
EDGEWATER BORO
251 UNDERCLIFF AVE
EDGEWATER, NJ 07020-1112

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Parents and students are surveyed yearly. Results are analyzed and actions are taken if needed. Over 92% surveyed agreed or strongly agreed that their child is supported and feel safe at school.
Facilities:	The Eleanor Van Gelder School, fondly known as EVG, houses Edgewater students in grades 3 through 6. Located in Edgewater on the west bank of the Hudson River, we enjoy a breathtaking view of the New York City skyline. Facilities include: air conditioning, computer labs, science lab, auditorium, gymnasium, media center, and updated playground.

NJ SCHOOL PERFORMANCE REPORT

Eleanor Van Gelder

2016-2017

Grade Span 03-06

03-1270-050
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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 is critical to the educational experience at Eleanor Van Gelder School. All homerooms are outfitted with Chromebook carts, hand-held devices, internet access, digital media players and short-throw projectors. The school has a stocked science lab and a fully equipped media center featuring touch-screen desktop computers and a Smart Board. In addition, the school features a state-of-the-art Mac lab. Students and teachers have access to a variety of technology tools, including document cameras and iPads. For grades 3 through 6, students have one-to-one access to Chromebooks in their classrooms. Students in grade 6 are able to take devices home to complete and assignments and collaborate via Google Classroom.

George Washington School
2016-2017

Grade Span PK-02

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] 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 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.

- Want to give us feedback? Take our feedback survey: surveylink
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

NJ SCHOOL PERFORMANCE REPORT

George Washington School
2016-2017

Grade Span PK-02

03-1270-300
BERGEN
EDGEWATER BORO
801 UNDERCLIFF AVE
EDGEWATER, NJ 07020

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	89	83	78
KG	135	135	123
1	158	147	137
2	138	134	127
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	9	7
Total	529	508	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	46%	47%	50%
Male	54%	53%	50%
Economically Disadvantaged Students	10%	14%	11%
Students with Disabilities	8%	10%	10%
English Learners	9%	17%	23%
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
Asian	51.7%
White	24.2%
Hispanic	14.4%
Black or African American	4.2%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.1%

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	0	0	0
PK - Full Day	91	83	78
KG - Half Day	0	0	0
KG - Full Day	137	135	123

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	39.2%
Korean	25.2%
Japanese	7.6%
Spanish	5.7%
Russian	4.0%
Other	18.0%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

NJ SCHOOL PERFORMANCE REPORT

George Washington School
2016-2017

Grade Span PK-02

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	9.50	9.80	Met Target
White	9.30	9.80	Met Target
Hispanic	14.10	9.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.00	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	9.80	Met Target
Economically Disadvantaged Students	22.70	9.80	Not Met
Students with Disabilities	15.20	9.80	Not Met
English Learners	8.20	9.80	Met Target

** 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.
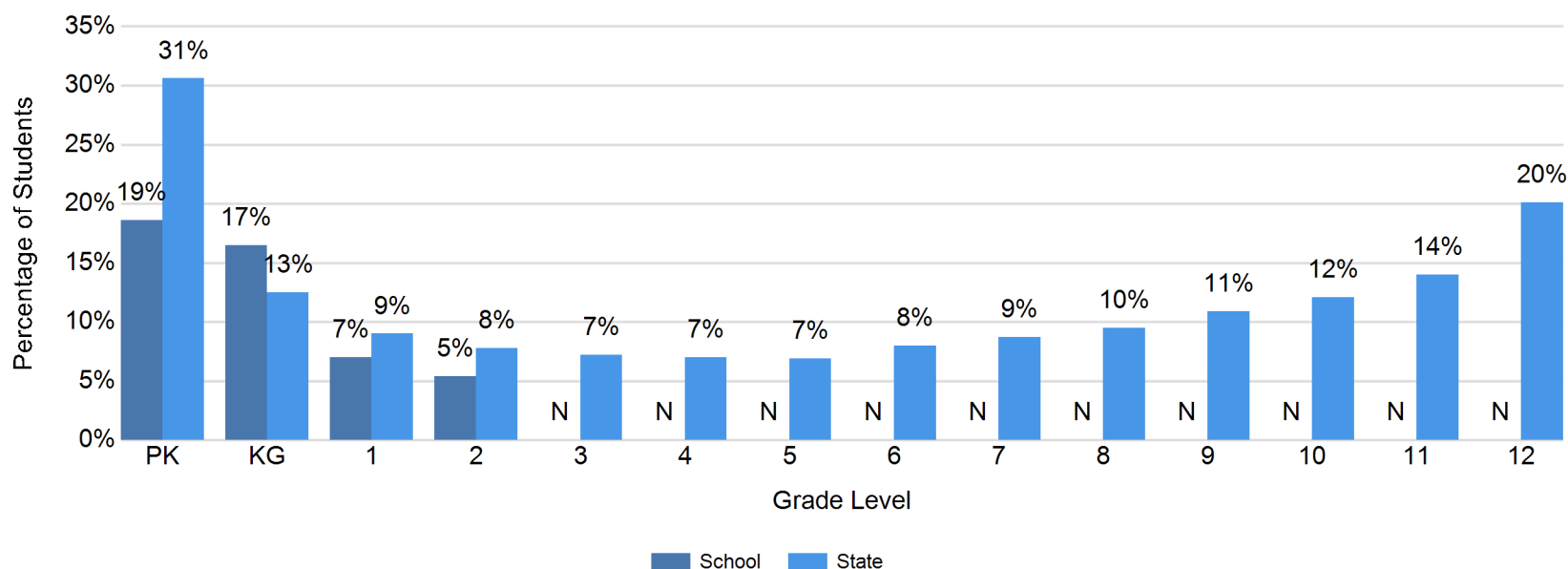

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NJ SCHOOL PERFORMANCE REPORT

George Washington School
2016-2017

Grade Span PK-02

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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George Washington School
2016-2017

Grade Span PK-02

03-1270-300
BERGEN
EDGEWATER BORO
801 UNDERCLIFF AVE
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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 34 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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NJ SCHOOL PERFORMANCE REPORT

George Washington School

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Grade Span PK-02

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	$586	$11,219	$11,805

George Washington School
2016-2017

Grade Span PK-02

NJ SCHOOL PERFORMANCE REPORT

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	33	120,724
Average years experience in public schools	8.9	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	58%	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	6	9,506
Average years experience in public schools	20.2	15.9
Average years experience in district	6.2	11.6
Administrators in district for 4 or more years	33%	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	14:1	13:1
Administrators	118:1	147:1
Librarian/Media Specialists		442:1
Nurses		442:1
Counselors		884:1
Child Study Team		295:1

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2016-2017

Grade Span PK-02

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 55%
Admin — N/A

Master's Degree

Teacher — 45%
Admin — 75%

Doctoral Degree

Teacher — N
Admin — 25%

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	78%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%

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School General Info

Principal:	Mr. Kirkby	Email Address:	ckirkby@edgewaterschools.org
Address:	801 UNDERCLIFF AVE EDGEWATER, NJ 07020	Website:	https://www.edgewaterschools.org
		Facebook:	https://www.facebook.com/EdgewaterSchool
Phone:	(201)945-4106	Twitter:	https://twitter.com/edgewaterschool

School Narrative

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

Highlights:	• Curriculum includes: GoMath, Reading and Writing Workshop, Interactive Science and Social Studies programs • George Washington School opened its doors in 2012 • New Korean Bilingual program is available, to meet the needs of our community
Mission, Vision, Theme:	A Great Place for Growth
Awards, Recognition, Accomplishments:	Along with the Edgewater Library, George Washington School was awarded the Mobile Mini-Makerspace Kit for Public and School Library Partners Grant

George Washington School
2016-2017

Grade Span PK-02

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	Clubs and Activities:	Clubs are open to students in grades 3-6. Examples of clubs include: Arts and Crafts, Mad Science, Chess, Reading Book Clubs, Math in the World and Theater. Students in grades 3-6 can also join and/or audition for chorus and band.

George Washington School
2016-2017

Grade Span PK-02

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.

Staff and Professional Learning:	George Washington School provides an optimal learning environment for Edgewater's youngest citizens to begin their educational careers. The dedicated staff utilizes our district's academic programs to deliver the New Jersey Student Learning Standards and individualize learning to meet the needs of our all students.
Student Supports and Services:	Student supports and services include: PreSchool, Special Education, Remedial ELA and Math, English as a Second Language and Intervention and Referral Services (IRS) to assist students who are experiencing learning, behavior, or health difficulties. All student supports and services are dedicated to helping students achieve success in the academic, social, and emotional domains.
Student Health and Wellness:	The school has a registered nurse on staff. Students engage in daily physical activity during recess and physical education classes. To support nutrition, breakfast programs are offered.
Parent and Community Involvement:	The Parent-Teacher Organization offers additional funding for special activities such as Author's Day, International Day and curriculum-based assemblies. Parents, staff, and the broader community are committed partners to our students' education. The Edgewater Education Foundation (EEF) also supports our students by funding numerous grants, like 3D printers and drones.

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George Washington School
2016-2017

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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Parents and students are surveyed yearly. Results are analyzed and actions are taken if needed. Over 92% surveyed agreed or strongly agreed that their child is supported and feel safe at school.
Facilities:	The George Washington School, built in 2012 with a clear view of the nearby George Washington Bridge, houses students in Pre-K through Grade 2. Facilities include: air conditioning, computer lab, maker spaces, auditorium, gymnasium, media center, 5 preschool sections and playground.

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School Narrative

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Other Information:

While a great focus is placed on academics, equally important is the social development of students at this young age. Students receive ample time at each grade level to develop their skills in working with and interacting with peers. Character development and social groups highlight the activities that students participate in on a regular basis. Technology is critical to the educational experience at George Washington School. Teachers use iPads to prepare and execute lessons. Web-based and multimedia applications are used throughout the school. Internet access, digital media players, desktop computers, hand-held devices, and state of the art projectors in each classroom offer opportunities for students to extend their learning and interactions outside the school walls and across the world. Recent increases in the number of devices in the school building allow for increased use in all grade levels. Online student programs in reading and math allow for students to practice their skills online both in school and at home.