



**Ann A. Mullen Middle School**  
(07-1780-100)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mrs. Roselyn Feliciano
Address	1400 SICKLERVILLE ROAD SICKLERVILLE, NJ 08081
Phone Number	856-875-8777
Email Address	<a href="mailto:rfeliciano@gloucestertownshipschools.org">rfeliciano@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



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

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	285	278	275
7	310	289	291
8	306	310	290
Total	901	877	856

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	51.4%	50.7%
Male	51.6%	48.6%	49.3%
Economically Disadvantaged Students	32.7%	34.3%	33.8%
Students with Disabilities	15.5%	13.0%	13.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	1.3%	1.2%
Students in Foster Care	0.1%	0.5%	0.4%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	52.2%	51.4%	50.5%
Hispanic	8.5%	8.4%	8.4%
Black or African American	31.1%	30.7%	30.7%
Asian	4.6%	4.2%	4.0%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.5%
American Indian or Alaska Native	0.1%	0.3%	0.2%
Two or More Races	3.2%	4.7%	5.7%

Enrollment by Home Language

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

Home Language	% of Students
English	98.5%
Other Languages	1.5%



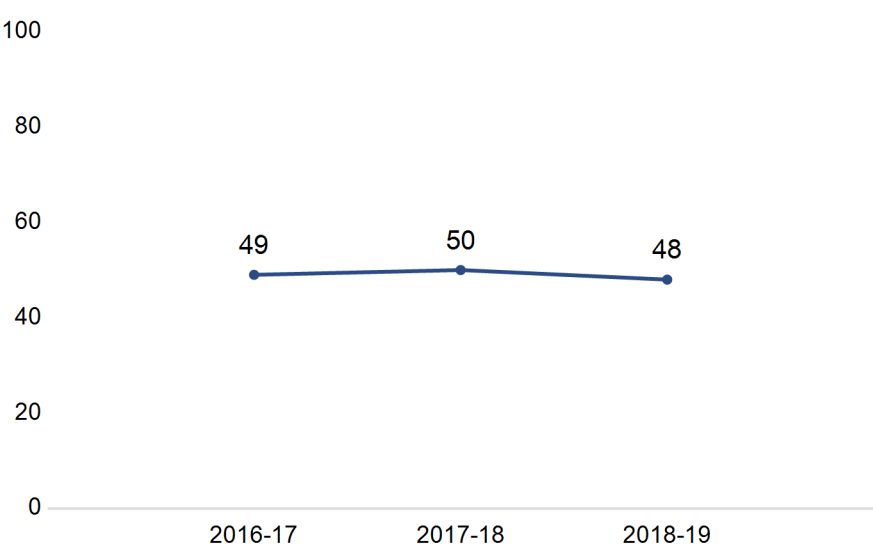
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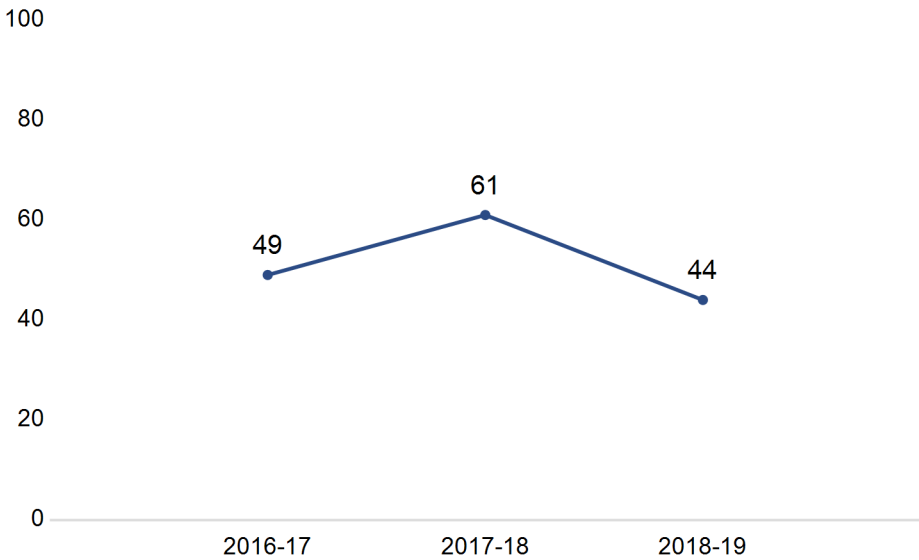
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	50	48	49	61	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	48	50	Met Standard	44	48	50	Met Standard
White	47	49	50	Met Standard	45	52	52	Met Standard
Hispanic	42	48	49	Met Standard	37	43	47	Not Met
Black or African American	50	45	45	Met Standard	41	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48.5	57	59	Met Standard	58.5	60.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	43	48	49	Met Standard	42	47	52	Met Standard
Female	49	49	53	N	41	47	50	N
Male	46.5	47	47	N	47	50	51	N
Economically Disadvantaged Students	45	46	48	Met Standard	37	42	46	Not Met
Students with Disabilities	44	41	43	Met Standard	42	38	45	Met Standard
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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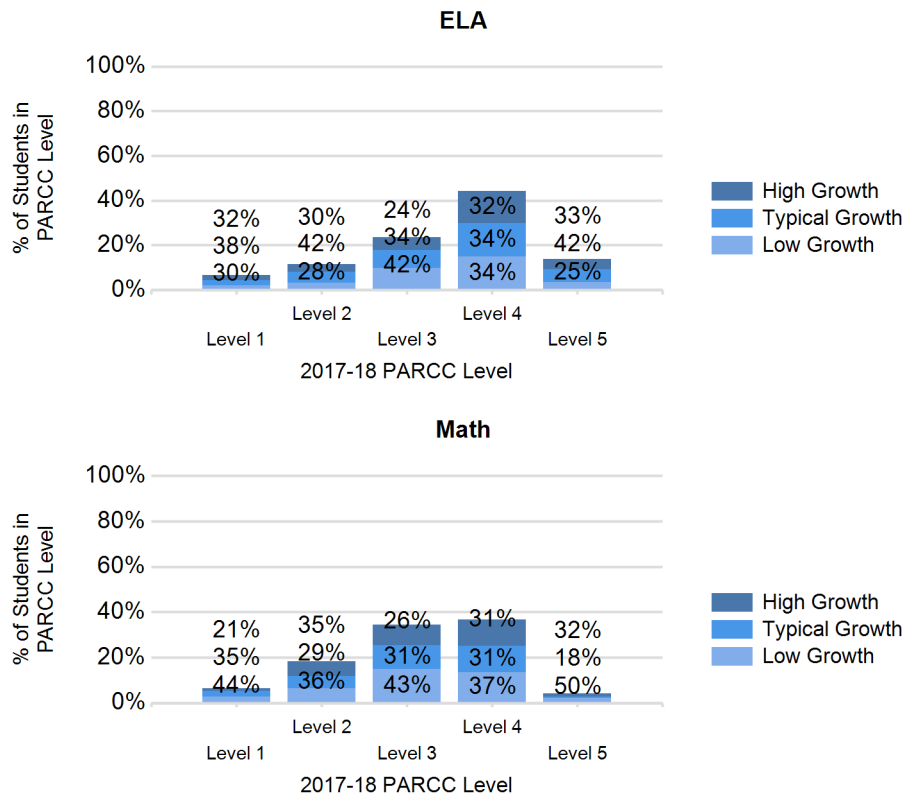
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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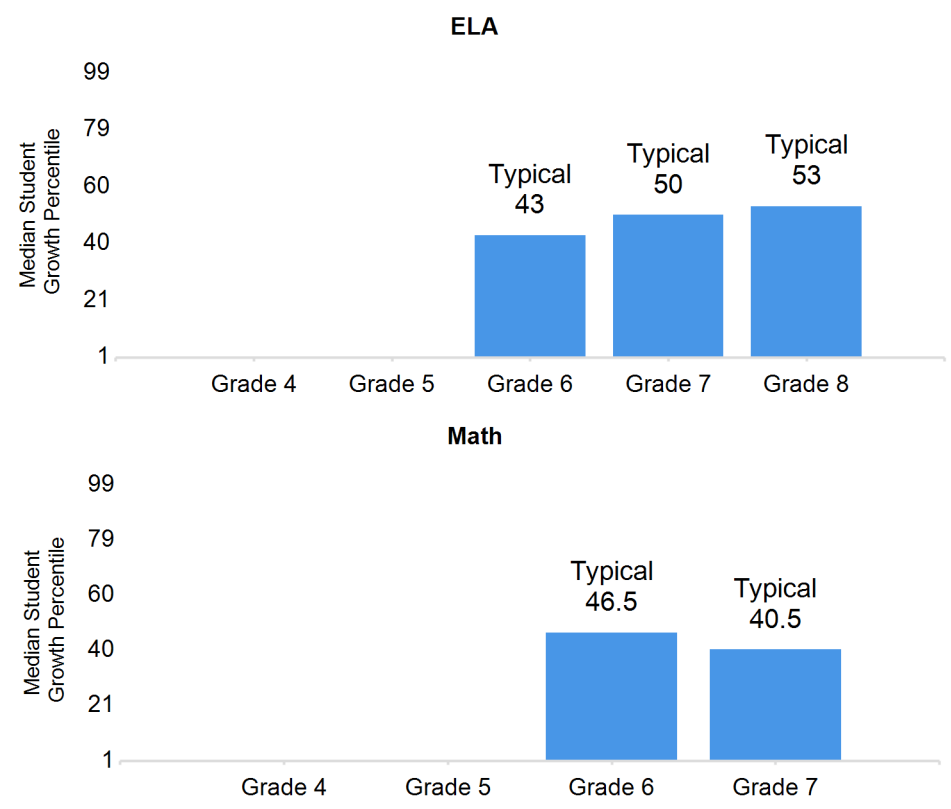
### Student Growth by Performance Level

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



### Student Growth by Grade

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



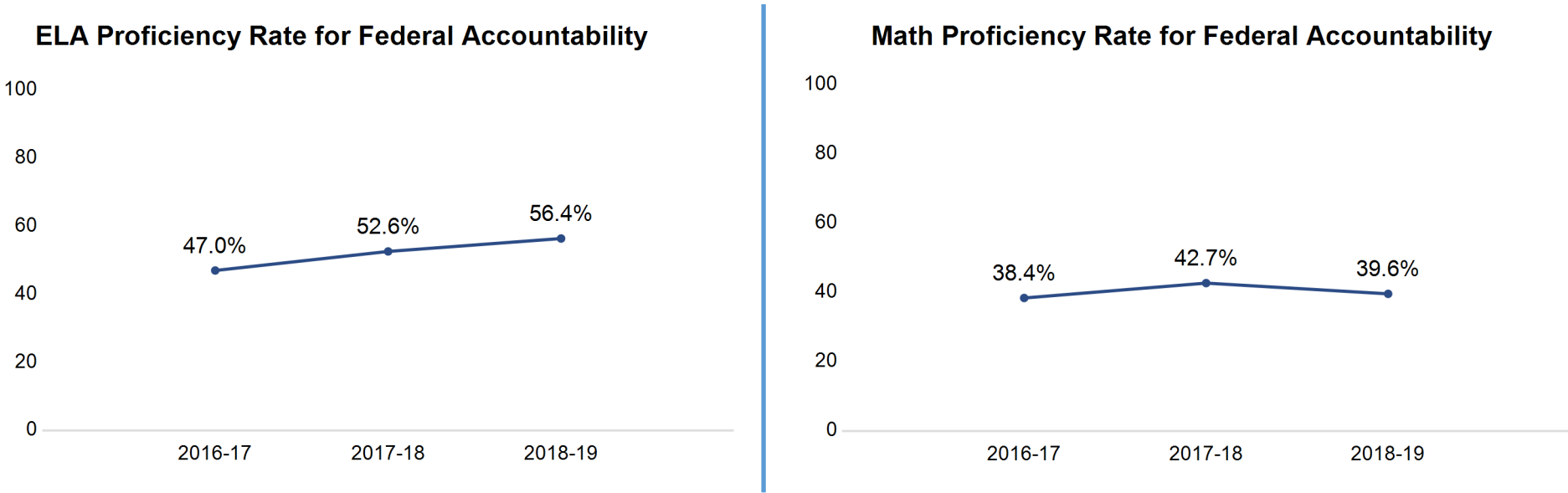


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	97.2%	97.8%	96.6%	97.3%	97.7%
Proficiency Rate for Federal Accountability	47.0%	52.6%	56.4%	38.4%	42.7%	39.6%
Annual Target	38.6%	40.8%	42.9%	38.6%	40.8%	42.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	834	97.8	56.4	54.4	57.9	56.4	42.9	Met Target
White	421	97.5	61.5	59.9	66.9	61.5	47.4	Met Target
Hispanic	70	96.0	44.3	45.0	43.9	44.3	35.4	Met Target
Black or African American	256	98.9	46.9	43.3	38.5	46.9	31.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	82.9	*	65.9	Met Target
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	45	97.9	71.1	57.8	64.4	71.1	35.2	Met Target
Female	419	98.2	69.7	64.7	64.8	69.7		
Male	415	97.5	42.9	44.7	51.3	42.9		
Economically Disadvantaged Students	275	97.9	42.5	42.3	40.0	42.5	31.2	Met Target
Non-Economically Disadvantaged Students	559	97.8	63.1	62.4	67.9	63.1		
Students with Disabilities	114	92.9	11.4	*	22.7	11.3	17.4	Not Met
Students without Disabilities	720	98.7	63.5	*	65.1	63.5		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

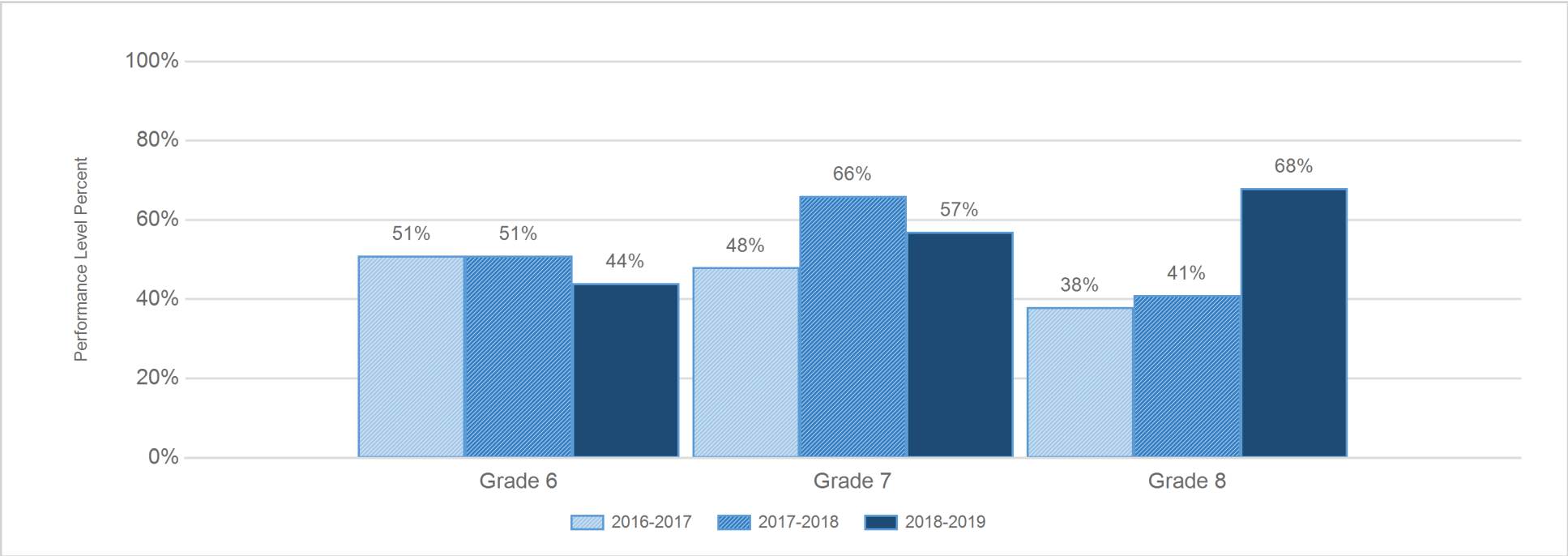


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	746	746	754	8%	19%	30%	33%	11%	44%	56%
White	135	750	752	762	*	16%	31%	*	*	48%	65%
Hispanic	25	730	736	743	*	*	44%	*	*	20%	43%
Black or African American	80	738	734	738	*	25%	29%	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	15	752	746	760	*	*	*	*	*	67%	64%
Female	132	753	755	762	*	15%	26%	*	*	56%	64%
Male	138	739	736	748	*	22%	34%	*	*	32%	48%
Economically Disadvantaged Students	89	733	736	740	*	20%	30%	*	*	30%	39%
Non-Economically Disadvantaged Students	181	753	752	763	*	18%	30%	*	*	50%	67%
Students with Disabilities	45	714	710	722	*	38%	*	*	*	11%	19%
Students without Disabilities	225	752	753	761	*	15%	*	*	*	50%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	270	746	*	756	8%	19%	30%	33%	11%	44%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	756	754	761	6%	13%	24%	33%	24%	57%	63%
White	139	759	758	769	*	*	24%	34%	26%	60%	72%
Hispanic	28	752	747	747	*	*	*	*	*	54%	50%
Black or African American	81	746	742	741	*	*	31%	28%	17%	46%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	18	772	*	768	*	*	*	*	*	78%	68%
Female	152	765	764	769	*	*	18%	38%	30%	68%	71%
Male	130	746	744	753	*	*	32%	26%	17%	43%	55%
Economically Disadvantaged Students	104	743	741	743	*	*	30%	31%	13%	43%	45%
Non-Economically Disadvantaged Students	178	763	762	771	*	*	21%	34%	31%	65%	73%
Students with Disabilities	26	708	707	720	*	*	*	*	*	12%	22%
Students without Disabilities	256	761	761	769	*	*	*	*	*	61%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%





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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	288	762	758	762	8%	8%	15%	45%	23%	68%	63%
White	145	772	763	770	*	*	11%	47%	30%	77%	72%
Hispanic	19	748	751	747	*	0%	*	*	*	58%	49%
Black or African American	99	751	746	741	*	*	18%	42%	16%	59%	43%
Asian, Native Hawaiian, or Pacific Islander	12	767	*	794	0%	*	*	*	*	58%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	759	*	769	*	*	*	*	*	69%	69%
Female	142	775	770	771	*	*	10%	52%	31%	83%	71%
Male	146	750	747	753	*	*	20%	38%	16%	54%	55%
Economically Disadvantaged Students	88	745	745	743	13%	11%	23%	*	*	53%	45%
Non-Economically Disadvantaged Students	200	770	765	772	7%	7%	12%	*	*	75%	72%
Students with Disabilities	35	707	712	721	*	*	*	*	*	14%	22%
Students without Disabilities	253	770	768	770	*	*	*	*	*	76%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%





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## Mathematics Assessment - Participation and Performance

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

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Schoolwide	835	97.7	39.6	42.9	44.5	39.6	42.9	Not Met
White	420	97.2	47.1	50.0	54.1	47.1	48.7	Met Target†
Hispanic	71	96.1	25.4	31.9	28.8	25.4	29.3	Met Target†
Black or African American	257	98.9	27.6	27.5	23.0	27.6	28.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.6	76.5	*	68	Met Target†
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	45	97.9	37.8	39.0	53.3	37.8	42.9	Met Target†
Female	419	97.7	41.8	44.4	44.9	41.8		
Male	416	97.7	37.5	41.4	44.2	37.5		
Economically Disadvantaged Students	276	98.3	24.6	28.1	26.3	24.6	29.5	Not Met
Non-Economically Disadvantaged Students	559	97.4	47.0	52.5	54.9	47.0		
Students with Disabilities	115	93.7	*	12.6	17.4	*	20	Not Met
Students without Disabilities	720	98.4	*	49.5	50.0	*		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



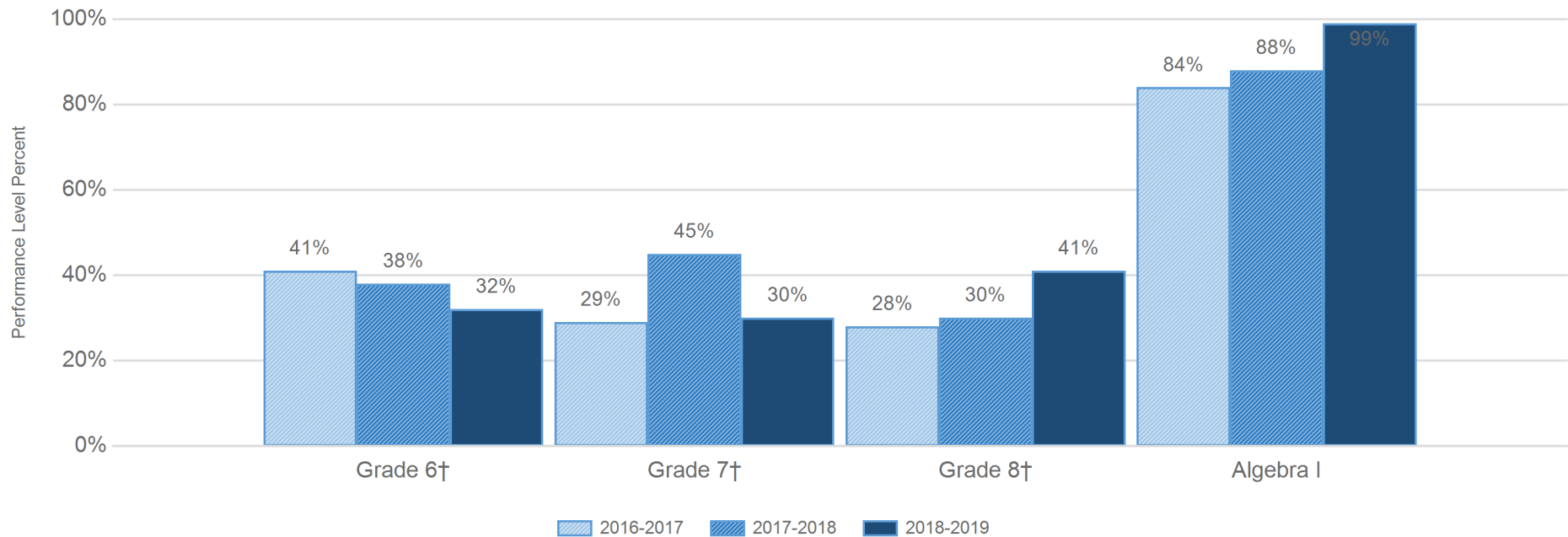
**Ann A. Mullen Middle School**  
(07-1780-100)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	271	735	732	741	12%	24%	32%	27%	5%	32%	41%
White	135	740	739	749	8%	24%	31%	*	*	36%	51%
Hispanic	25	724	724	729	*	*	44%	*	*	20%	24%
Black or African American	81	723	720	722	19%	31%	32%	19%	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	15	739	729	747	*	*	*	*	*	40%	48%
Female	132	737	736	742	10%	24%	32%	*	*	34%	42%
Male	139	733	729	740	14%	24%	32%	*	*	30%	40%
Economically Disadvantaged Students	90	721	721	726	*	21%	30%	*	*	21%	21%
Non-Economically Disadvantaged Students	181	741	740	750	*	25%	33%	*	*	38%	53%
Students with Disabilities	46	703	702	716	*	*	*	*	*	*	12%
Students without Disabilities	225	741	738	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	271	735	*	743	12%	24%	32%	27%	5%	32%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	280	739	739	744	4%	26%	41%	25%	5%	30%	42%
White	137	744	744	751	*	20%	40%	*	*	38%	53%
Hispanic	29	731	729	733	*	34%	45%	*	*	14%	26%
Black or African American	80	730	728	727	*	34%	39%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	18	743	*	749	0%	*	56%	*	*	22%	51%
Female	151	738	740	744	*	26%	44%	*	*	26%	42%
Male	129	740	738	743	*	26%	36%	*	*	33%	42%
Economically Disadvantaged Students	104	728	730	731	*	39%	41%	*	*	14%	24%
Non-Economically Disadvantaged Students	176	745	745	751	*	18%	40%	*	*	39%	53%
Students with Disabilities	26	714	713	718	*	*	*	*	*	*	13%
Students without Disabilities	254	741	743	749	*	*	*	*	*	*	48%
English Learners	*	*	726	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	210	738	733	728	14%	16%	29%	*	*	41%	29%
White	92	745	736	737	11%	*	32%	*	*	49%	38%
Hispanic	17	733	732	722	*	*	*	*	*	41%	22%
Black or African American	84	731	725	714	17%	23%	30%	31%	0%	31%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	736	730	*	*	*	*	*	*	31%
Female	102	744	737	731	11%	14%	24%	*	*	52%	31%
Male	108	733	729	726	18%	19%	33%	*	*	31%	27%
Economically Disadvantaged Students	78	735	727	719	14%	19%	35%	*	*	32%	20%
Non-Economically Disadvantaged Students	132	741	738	735	14%	14%	25%	*	*	46%	36%
Students with Disabilities	34	699	703	707	*	*	*	*	*	*	10%
Students without Disabilities	176	746	742	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	782	781	744	0%	0%	*	*	*	99%	42%
White	54	783	780	752	0%	0%	*	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	15	776	779	725	0%	0%	0%	100%	0%	100%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	40	779	780	745	0%	0%	*	*	*	98%	44%
Male	39	785	781	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	10	781	779	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	69	782	781	752	0%	0%	*	*	*	99%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	782	781	745	0%	0%	*	*	*	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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





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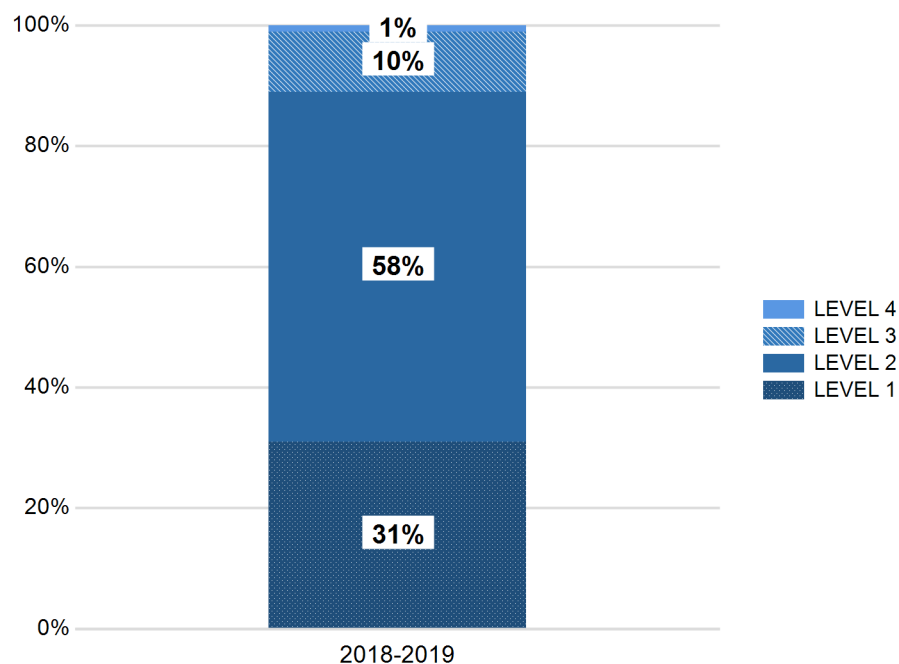
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	31	58	10	1
White	17	69	12	2
Hispanic	37	53	11	0
Black or African American	53	44	3	0
Asian, Native Hawaiian, or Pacific Islander	10	60	30	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	29	57	14	0
Female	25	66	8	1
Male	36	51	12	1
Economically Disadvantaged Students	51	44	5	0
Non-Economically Disadvantaged Students	22	65	12	2
Students with Disabilities	78	22	0	0
Students without Disabilities	24	63	11	1
English Learners	N	N	N	N
Non-English Learners	31	58	10	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	276
7	1	0	293
8	81	0	214
Total	82	0	783

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	241	0	0	0	0	0
7	0	270	0	0	0	0	0
8	0	272	0	0	0	0	0
Total	0	783	0	0	0	0	0



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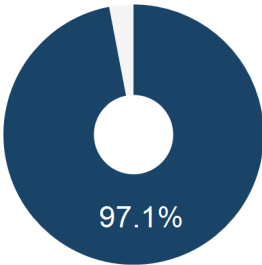
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Visual and Performing Arts – Course Participation

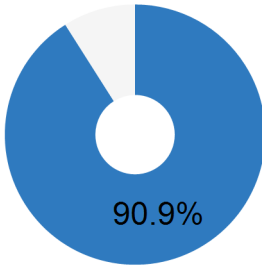
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

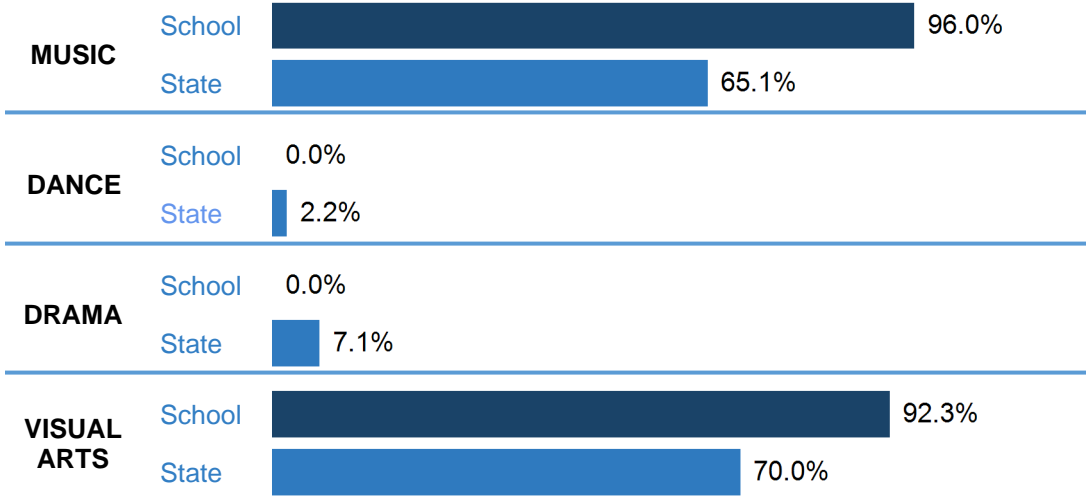


School



State

Students enrolled in one or more classes by discipline:





# Ann A. Mullen Middle School

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2018-2019

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

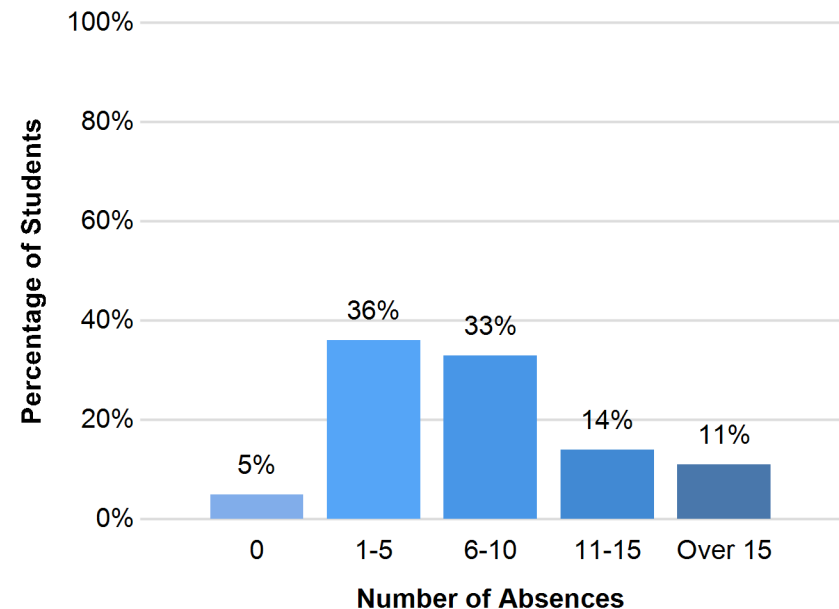
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	77	8.8	9.1	Met
White	33	7.6	9.1	Met
Hispanic	12	16.0	9.1	Not Met
Black or African American	24	8.9	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	10.6	9.1	Not Met
Female	40	9.1		
Male	37	8.5		
Economically Disadvantaged Students	47	16.3	9.1	Not Met
Students with Disabilities	16	12.5	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





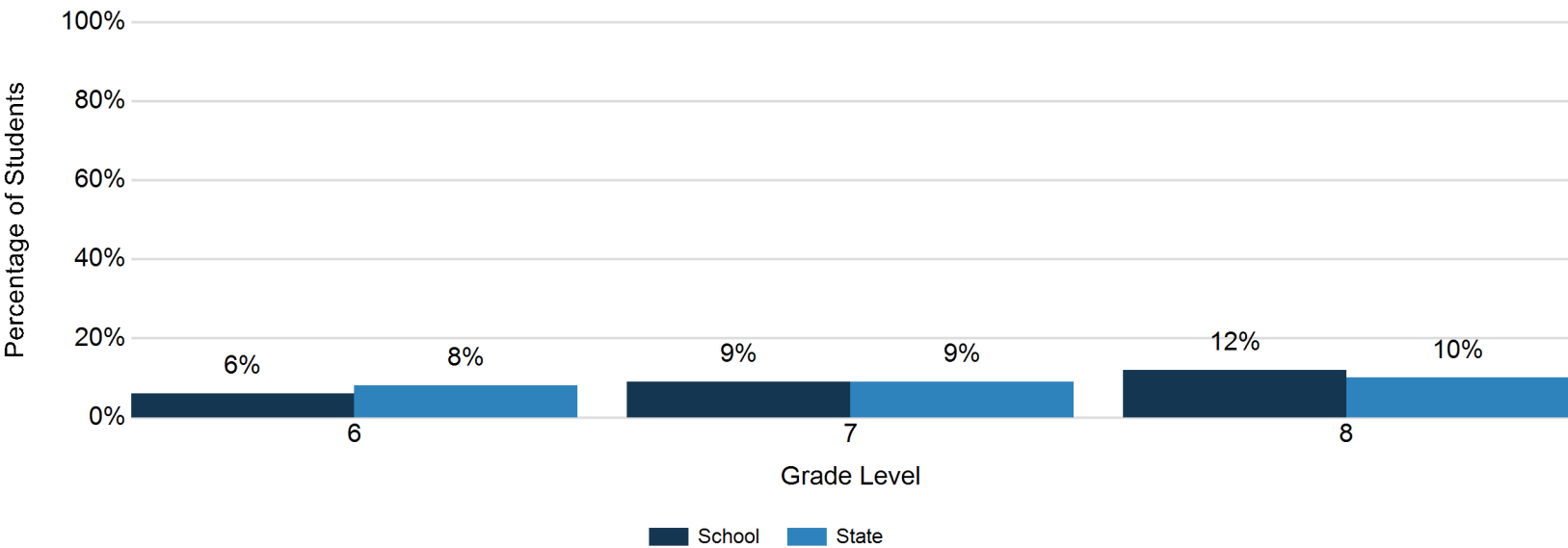
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.93

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	1	0	1
Other	5	5	10
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

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

**Ann A. Mullen Middle School**

(07-1780-100)

Grades Offered: 06-08

2018-2019

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

**School Day**

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

**Device Ratios**

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	87.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	285:1	180:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	72.6%	33.3%	48.4%	77.1%	54.9%
Male	49.3%	27.4%	66.7%	51.6%	22.9%	45.1%
White	50.5%	95.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.4%	0.0%	33.3%	29.9%	7.3%	7.2%
Black or African American	30.7%	4.1%	66.7%	15.0%	6.6%	13.9%
Asian	4.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.7%	0.0%	0.0%	2.1%	0.2%	0.2%





Ann A. Mullen Middle School  
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.0%	52.6%	56.4%
Math Proficiency	38.4%	42.7%	39.6%
ELA Growth	49	50	48
Math Growth	49	61	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	13.5%	12.4%	8.8%

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



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

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

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

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

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

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

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

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

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



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

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

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

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

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Mullen students learn within a core consisting of an interdisciplinary team of teachers and approximately 150 students.</li> <li>Mullen students learn with a 1 to 1 Chromebook initiative for grades 6 through 8. Each core class is also equipped with a SMARTBOARD for instruction.</li> <li>Mullen boasts outstanding extra-curricular activities where students are encouraged to get involved.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Ann A. Mullen Middle School is committed to providing a quality educational program that meets the needs of individual learners in a safe environment where achievement is recognized and celebrated; diversity is valued; staff collaboration is ongoing and purposeful; and where a strong home, school and community partnership exists in order to ensure that all students develop into respectful, self-confident and responsible citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Mullen acknowledges and celebrates achievement in Academics, Attendance, Citizenship, and Conduct in numerous ways. Mullen offers the following: National Junior Honor Society, Renaissance, Principal's List Breakfast, Student of the Month Luncheon, and Personal Best Rewards.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Mullen Middle School employs a Core Academic Program. The Core is a small learning community consisting of an interdisciplinary team of teachers and approximately 150 students. Each student takes the following core academic courses of Mathematics, Science, Social Studies, and English Language Arts.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Mullen offers a range of interscholastic sports that run throughout the school year. In addition to the sports listed above, Mullen also offers cheerleading during the winter season and two seasons of intramural sports during both the fall and spring marking periods.</p>
 <p>Clubs and Activities:</p>	<p>Mullen offers a wide range of extra-curricular activities designed to meet the many interests of our students. We have athletic teams, student government, drama, instrumental music, and choral music. There are numerous clubs that students are encouraged to join, including yearbook, running club, lego engineering, yoga, drill team, and extreme art to name a few.</p>







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<div>  <div>Before and After School Programs:</div> </div>	<p>Mullen has an after-school intervention/tutoring program provided to offer extra support to students who struggle. We also offer an after school program in our library.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Our staff participates in regular Professional Learning Communities (PLCs) during their teacher day. In addition, we have both full and early dismissal days used for PD to better plan for and meet student achievement goals. In addition to the required activities, our staff also participates in numerous voluntary trainings and learning activities throughout the year.</p>






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 <div>Student Supports and Services:</div>	<p>The district offers a full range of services for students including: Gifted and Talented, Individualized Educational Programs for students with disabilities, Federal 504 accommodations, and Intervention.</p>
 <div>Student Health and Wellness:</div>	<p>Mullen has an active Health and Safety Committee designed to create a safe climate conducive to learning and healthy student development. Our Physical Education courses stress lifetime fitness, healthful living and social skills. The district also fully participates in the school breakfast and lunch programs.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents are welcome in our school and are afforded opportunities to visit during Orientation, Back to School Night, American Education Week, parent-teacher conferences, and various other school functions. We recognize that parents are an important part of our school and we welcome parent participation through our Home and School Council. Mullen has an active HSC and enjoys the support of parent involvement in the school during the school year.</p>




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 Climate Surveys:	Who is surveyed: Parents Parents are given school climate survey at the beginning and end of the school year for needs assessment and compare results.
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 <div>Other Information</div>	<p>The Ann A. Mullen Middle School is committed to providing each student with a supportive and challenging environment that promotes responsible decision making, character building, and life-long learning. Our motto, ""We are here to LEARN, BE RESPECTFUL, and DO OUR PERSONAL BEST,"" is written proudly on our walls. We recognize and support the diversity of our student body in age, maturity, physical and emotional development. In addition to a solid curriculum in core subject areas of math, science, social studies and language arts literacy, Mullen offers an excellent exploratory cycle that includes fine arts and related arts. The fine arts cycle consists of music appreciation, instrumental music, art, and world language. The related arts cycle includes courses in technology and computer studies. Technology is integrated throughout the curriculum with every student possessing a district issued Chromebook. Gifted students are challenged in EXCEL through a social studies and science curriculum that is intensive and interdisciplinary. Physical education courses stress lifetime fitness, healthful living and social skills. There is an intervention program to offer extra support to students who struggle in math, and reading. We also offer an after school academic assistance program.</p>
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**Blackwood Elementary School**  
(07-1780-020)  
Grades Offered: PK-05  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:

**Blackwood Elementary School**

(07-1780-020)

Grades Offered: PK-05

2018-2019

**Report Key:**

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. Alexander Ferrante
Address	260 BLENHEIM ERIAL RD BLACKWOOD, NJ 08012
Phone Number	856-227-9510
Email Address	<a href="mailto:aferrante@gloucestertownshipschools.org">aferrante@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



**Blackwood Elementary School**  
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Grades Offered: PK-05  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	42	46	44
KG	74	89	83
1	82	94	90
2	90	84	94
3	89	85	90
4	112	90	88
5	104	108	97
Total	593	596	586

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.5%	47.1%	48.8%
Male	54.5%	52.9%	51.2%
Economically Disadvantaged Students	55.6%	51.7%	52.9%
Students with Disabilities	17.4%	16.8%	19.3%
English Learners	0.2%	0.0%	0.2%
Homeless Students	1.5%	1.5%	2.0%
Students in Foster Care	1.7%	1.3%	0.9%
Military-Connected Students	0.0%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	40.3%	39.6%	37.5%
Hispanic	11.8%	11.2%	13.5%
Black or African American	35.4%	37.9%	35.7%
Asian	9.8%	8.4%	7.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	2.2%	2.3%	4.9%

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

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	42	46	44
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	74	89	83

### Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	1.2%
Bengali	1.0%
Other Languages	1.0%



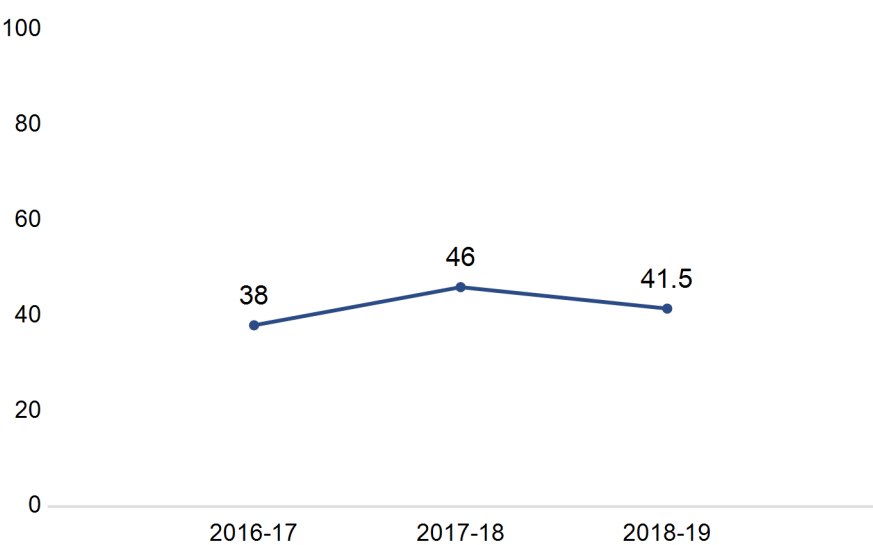
Blackwood Elementary School  
(07-1780-020)  
Grades Offered: PK-05  
2018-2019

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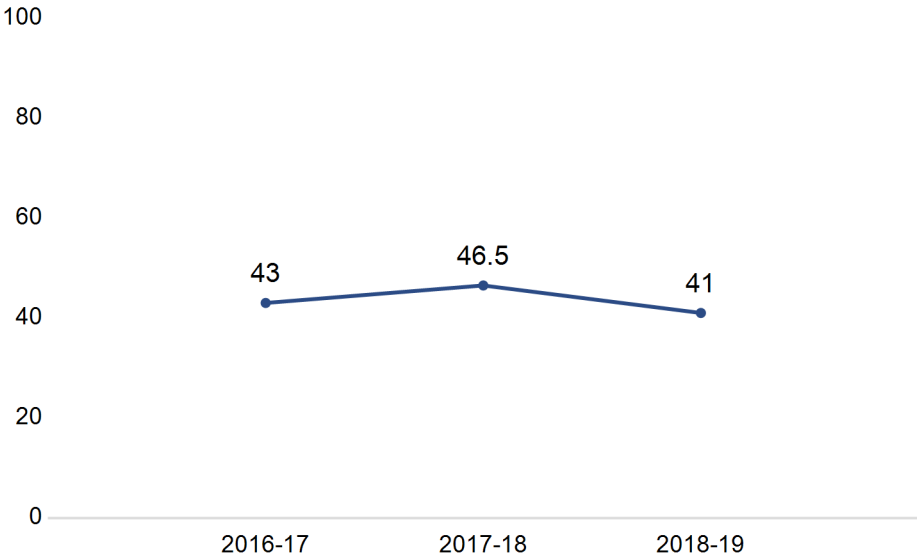
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	46	41.5	43	46.5	41
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	41.5	48	50	Met Standard	41	48	50	Met Standard
White	43	49	50	Met Standard	36	52	52	Not Met
Hispanic	28	48	49	**	27	43	47	**
Black or African American	40	45	45	Met Standard	46	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	42	57	59	Met Standard	53	60.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	51	49	53	N	42	47	50	N
Male	34	47	47	N	40.5	50	51	N
Economically Disadvantaged Students	42	46	48	Met Standard	38.5	42	46	Not Met
Students with Disabilities	35.5	41	43	Not Met	34	38	45	Not Met
English Learners	*	57	52	**	59.5	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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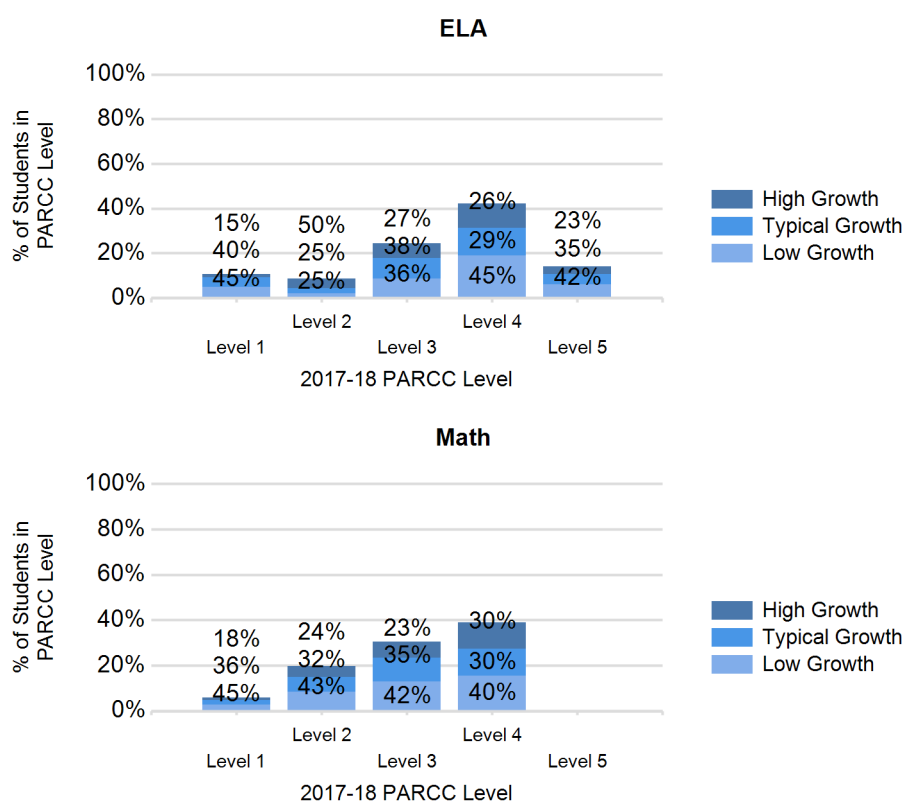
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

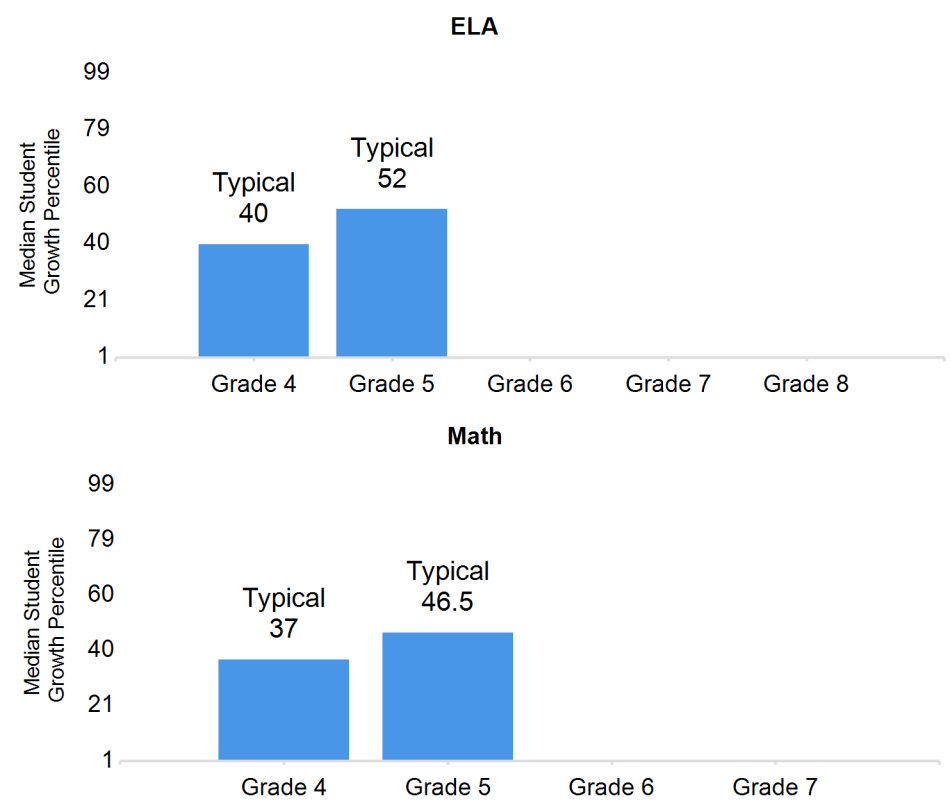
Student Growth by Performance Level

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



Student Growth by Grade

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



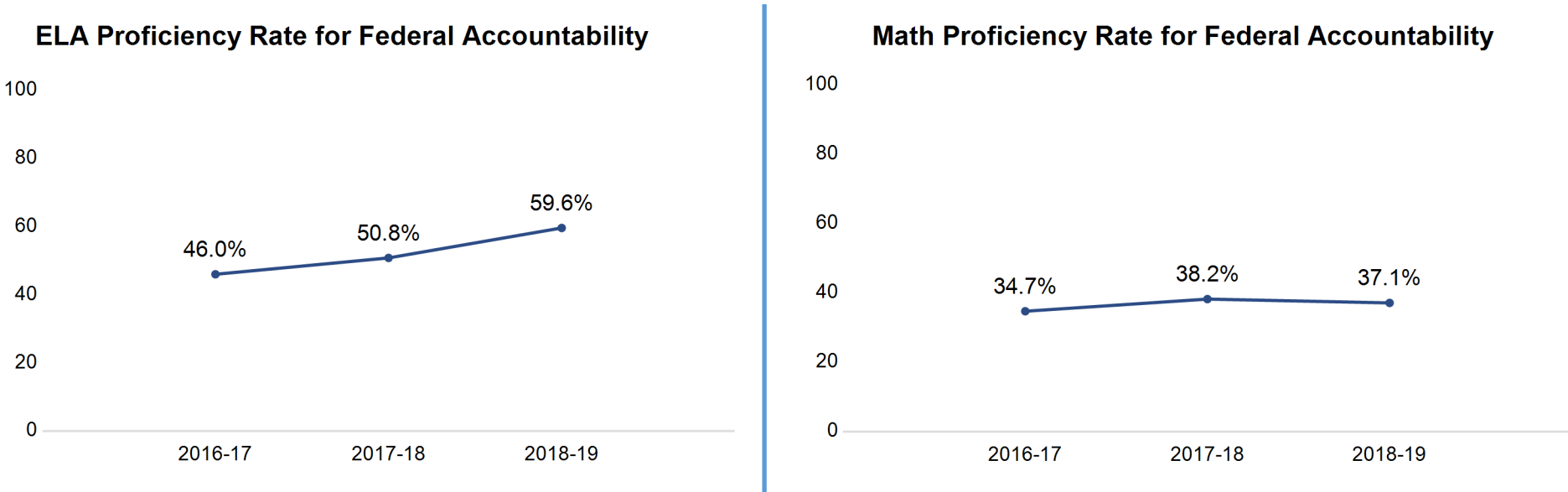


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.8%	99.7%	98.4%	98.8%	99.3%
Proficiency Rate for Federal Accountability	46.0%	50.8%	59.6%	34.7%	38.2%	37.1%
Annual Target	46.6%	48.3%	50.1%	39.1%	41.3%	43.5%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	99.7	59.6	54.4	57.9	59.6	50.1	Met Target
White	100	100.0	59.0	59.9	66.9	59.0	53	Met Target
Hispanic	35	97.2	62.9	45.0	43.9	62.9	31.8	Met Target
Black or African American	115	100.0	53.0	43.3	38.5	53.0	48.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	80.6	70.1	82.9	80.6	62	Met Goal
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	147	99.4	68.0	64.7	64.8	68.0		
Male	145	100.0	51.0	44.7	51.3	51.0		
Economically Disadvantaged Students	151	99.4	51.7	42.3	40.0	51.7	41.7	Met Target
Non-Economically Disadvantaged Students	141	100.0	68.1	62.4	67.9	68.1		
Students with Disabilities	58	100.0	19.0	*	22.7	19.0	27.2	Met Target†
Students without Disabilities	234	99.6	69.7	*	65.1	69.7		
English Learners	13	100.0	30.8	35.5	29.3	30.8	**	**
Non-English Learners	279	99.7	60.9	55.0	60.6	60.9		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

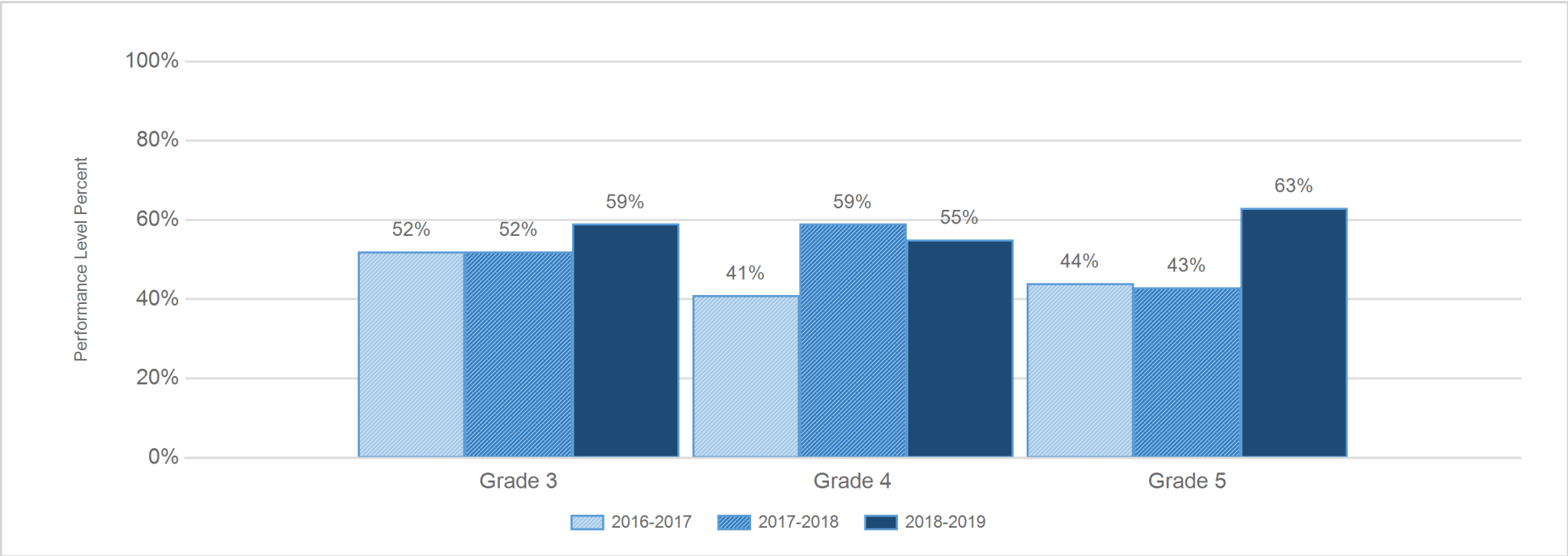


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	754	746	748	13%	12%	16%	49%	10%	59%	50%
White	31	757	753	757	*	*	*	*	*	55%	60%
Hispanic	17	754	737	734	*	*	*	*	*	59%	36%
Black or African American	37	747	736	731	*	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	49	759	754	753	*	*	*	*	*	61%	55%
Male	51	750	739	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	57	748	735	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	43	763	755	759	*	*	*	*	*	67%	61%
Students with Disabilities	21	718	708	719	*	*	*	*	*	29%	24%
Students without Disabilities	79	764	755	754	*	*	*	*	*	67%	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	748	749	755	11%	12%	23%	*	*	55%	57%
White	33	741	755	763	*	*	*	*	*	52%	67%
Hispanic	10	765	742	743	0%	0%	*	*	*	80%	44%
Black or African American	39	745	739	739	*	*	33%	*	*	44%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	42	762	754	760	*	*	*	*	*	71%	62%
Male	51	737	745	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	51	743	738	740	*	*	22%	*	*	49%	40%
Non-Economically Disadvantaged Students	42	755	757	765	*	*	24%	*	*	62%	69%
Students with Disabilities	19	710	*	725	*	*	*	*	*	16%	25%
Students without Disabilities	74	758	*	761	*	*	*	*	*	65%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	753	756	756	9%	11%	17%	54%	9%	63%	58%
White	38	758	760	764	*	*	*	*	*	71%	68%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	48	747	749	739	*	*	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	14	768	763	781	0%	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	62	761	762	761	*	*	*	*	*	69%	64%
Male	48	743	750	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	55	743	745	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	55	763	763	766	*	*	*	*	*	75%	69%
Students with Disabilities	21	712	720	724	*	*	*	*	*	14%	23%
Students without Disabilities	89	763	764	762	*	*	*	*	*	74%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%





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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	291	99.3	37.1	42.9	44.5	37.1	43.5	Not Met
White	100	100.0	35.0	50.0	54.1	35.0	43.7	Not Met
Hispanic	34	94.4	52.9	31.9	28.8	52.6	43.2	Met Target
Black or African American	115	100.0	25.2	27.5	23.0	25.2	34.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	31	100.0	71.0	70.6	76.5	71.0	67	Met Target
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	146	98.7	32.9	44.4	44.9	32.9		
Male	145	100.0	41.4	41.4	44.2	41.4		
Economically Disadvantaged Students	150	98.8	28.7	28.1	26.3	28.7	35.9	Not Met
Non-Economically Disadvantaged Students	141	100.0	46.1	52.5	54.9	46.1		
Students with Disabilities	58	100.0	10.3	12.6	17.4	10.3	27.2	Not Met
Students without Disabilities	233	99.2	43.8	49.5	50.0	43.8		
English Learners	13	100.0	53.8	33.9	25.0	53.8	**	**
Non-English Learners	278	99.3	36.3	43.1	46.5	36.3		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

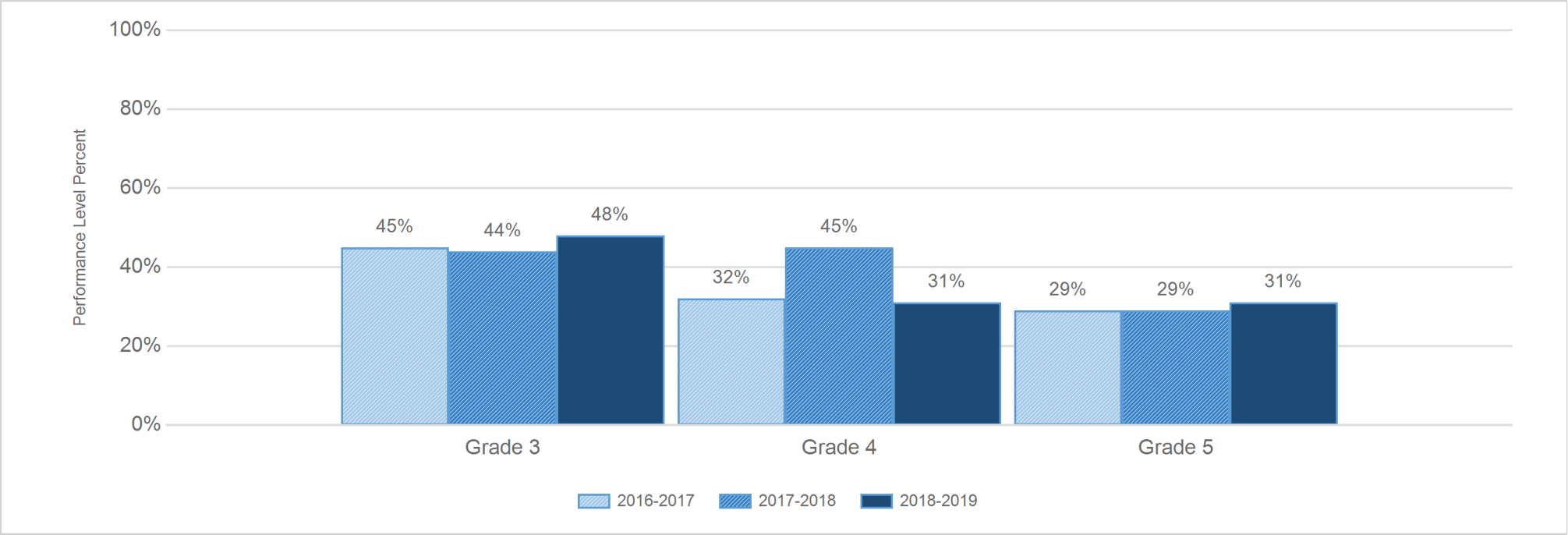


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	746	749	752	*	13%	31%	*	*	48%	55%
White	31	746	756	760	*	*	32%	*	*	42%	66%
Hispanic	16	754	740	739	0%	*	*	63%	0%	63%	40%
Black or African American	37	739	740	735	*	*	32%	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	48	745	751	751	*	*	44%	*	*	40%	54%
Male	51	747	747	752	*	*	20%	*	*	57%	56%
Economically Disadvantaged Students	56	740	737	737	*	*	36%	*	*	43%	37%
Non-Economically Disadvantaged Students	43	753	758	761	*	*	26%	*	*	56%	67%
Students with Disabilities	21	715	719	731	*	*	*	*	*	14%	31%
Students without Disabilities	78	754	756	756	*	*	*	*	*	58%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Blackwood Elementary School**  
(07-1780-020)  
Grades Offered: PK-05  
2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	93	739	745	749	*	17%	42%	*	*	31%	51%
White	33	737	750	757	*	*	36%	30%	0%	30%	62%
Hispanic	10	756	740	737	0%	*	*	*	*	60%	36%
Black or African American	39	732	735	731	*	*	54%	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	42	740	745	749	*	*	55%	*	*	26%	50%
Male	51	739	745	749	*	*	31%	*	*	35%	52%
Economically Disadvantaged Students	51	729	732	734	*	*	39%	*	*	22%	32%
Non-Economically Disadvantaged Students	42	752	754	759	*	*	45%	*	*	43%	63%
Students with Disabilities	19	714	*	726	*	*	*	*	*	16%	25%
Students without Disabilities	74	746	*	754	*	*	*	*	*	35%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	110	736	745	747	*	30%	32%	*	*	31%	47%
White	38	740	750	755	*	*	45%	*	*	34%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	48	729	733	729	*	44%	27%	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	14	754	761	775	0%	*	*	*	*	57%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	62	736	745	747	*	29%	32%	*	*	31%	47%
Male	48	735	744	747	*	31%	31%	*	*	31%	47%
Economically Disadvantaged Students	55	726	734	732	*	40%	25%	*	*	20%	27%
Non-Economically Disadvantaged Students	55	745	752	757	*	20%	38%	*	*	42%	59%
Students with Disabilities	21	711	717	725	*	*	*	*	*	*	19%
Students without Disabilities	89	741	751	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



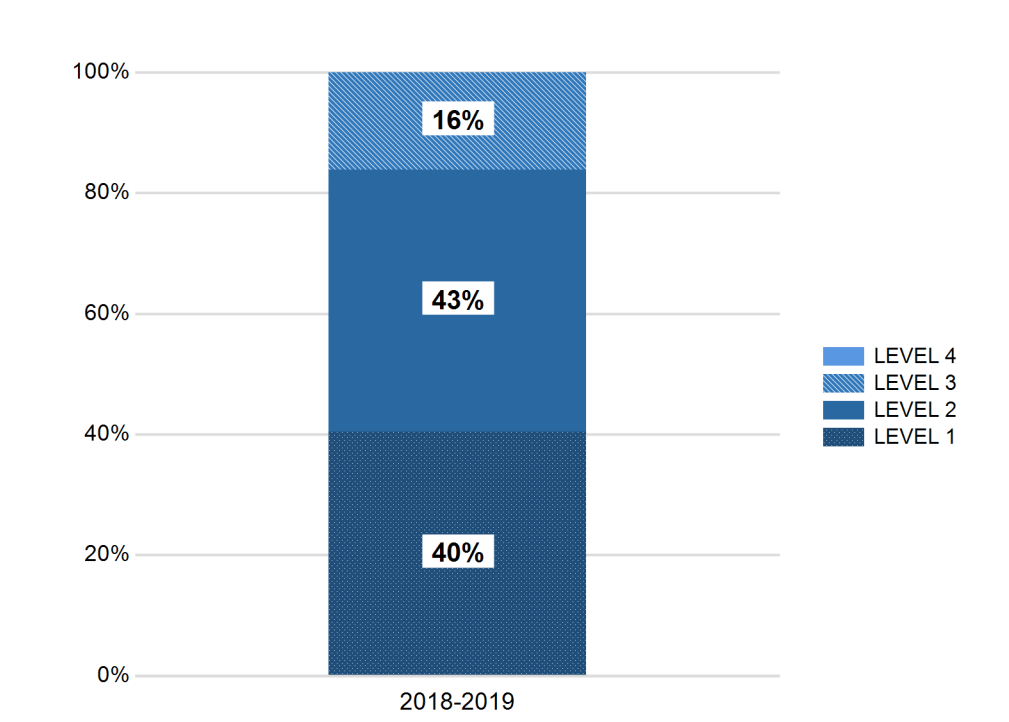
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	43	16	0
White	28	56	16	0
Hispanic	*	*	*	*
Black or African American	46	41	13	0
Asian, Native Hawaiian, or Pacific Islander	33	42	25	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	43	16	0
Male	39	44	17	0
Economically Disadvantaged Students	52	38	10	0
Non-Economically Disadvantaged Students	29	49	22	0
Students with Disabilities	83	17	0	0
Students without Disabilities	30	49	20	0
English Learners	N	N	N	N
Non-English Learners	40	43	16	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

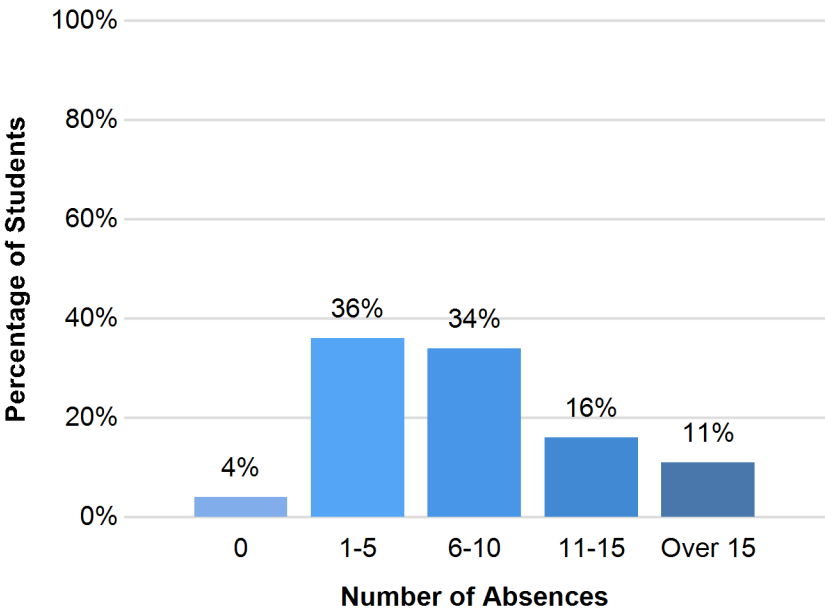
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	8.5	8.9	Met
White	18	8.5	8.9	Met
Hispanic	5	6.0	8.9	Met
Black or African American	21	10.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	5	8.6	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	29	10.4		
Male	21	6.8		
Economically Disadvantaged Students	35	10.8	8.9	Not Met
Students with Disabilities	14	12.2	8.9	Not Met
English Learners	2	8.0	8.9	Met
Homeless Students	4	36.4		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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







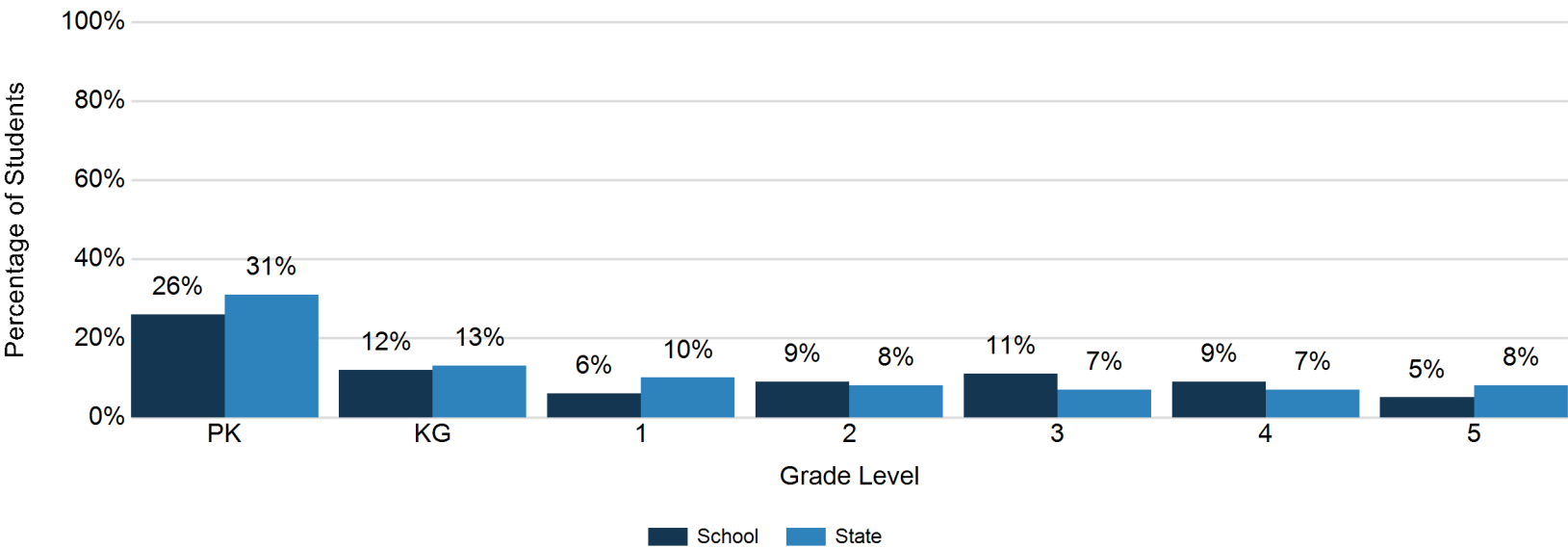
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.85

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.3:1



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	293:1	180:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	93.8%	50.0%	48.4%	77.1%	54.9%
Male	51.2%	6.3%	50.0%	51.6%	22.9%	45.1%
White	37.5%	91.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	13.5%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	35.7%	2.1%	50.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	4.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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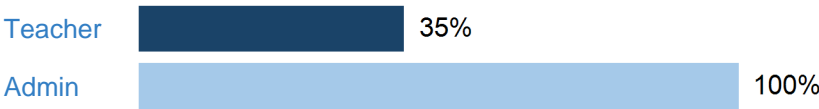
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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





Blackwood Elementary School

(07-1780-020)

Grades Offered: PK-05

2018-2019

Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.0%	50.8%	59.6%
Math Proficiency	34.7%	38.2%	37.1%
ELA Growth	38	46	42
Math Growth	43	46	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.6%	11.0%	8.5%

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



Blackwood Elementary School  
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Grades Offered: PK-05  
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Blackwood is implementing new curriculum for ELA in grades K and 1st and 3-5. The curriculum adopted is Super Kids and Wit & Wisdom respectively. The new curricula raises students expectations.
- Blackwood Elementary School is a Title 1 school that provides its students with opportunities to explore high student interest activities after school providing students with background knowledge.
- Blackwood is rich in its diversity. Diversity is celebrated with an annual Multi-Cultural Day Celebration.



### Mission, Vision, Theme:

Blackwood Elementary will uphold an oath to live up to the ideals of the school: Scholar, Honesty, Integrity, Respect, Independence, Entrepreneurialism, and Diversity. Students will observe these ideals in action, and be provided opportunities to practice them as they develop as individuals. Students may find themselves conflicted when trying to live virtuously to their ideals and will be forced to make a difficult decision. Growth will result in each time a student makes a decision that challenges their beliefs, whether their beliefs are validated or not. Through self-discovery, students will live up to their potential and develop holistically. As a fully developed, free-thinking individuals, they will contribute to the greater good of the world.



### Awards, Recognition, Accomplishments:

We recognize the accomplishments of all students be it academically or socially. We offer the Blackwood Beaver, the weekly Character Counts award, our monthly teacher recognition, our Academic Achievers, Student of the Month, Star Students, and we offer attendance awards for both students and teachers. We have been recognized for our student growth academically and continue to strive for excellence.





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 <div>Courses, Curriculum, Instruction:</div>	<p>Blackwood Elementary School delivers its instruction of the NJ State Curriculum Standards for English Language Arts (ELA) through its grades K-2 and 3-5 curriculum. Currently we are transitioning our implementation of the ELA curriculum. In grades K and 1 we have fully implemented the new Super Kids curriculum. In grade 2, we are preimplementing using the Super Kids curriculum in 1 of our 5 classes and phasing out the Wonders curriculum in the other 4 classes. Blackwood has fully implemented the Wit and Wisdom curriculum for grades 3-5. Our math curriculum is My Math. Students receive weekly instruction in Art, Computers, Library, Spanish, Health &amp; Physical Education, and Music. Science and Social Studies is facilitated through TCI.</p>
 <div>Clubs and Activities:</div>	<p>After school offerings include our enrichment clubs in Memory (Yearbook), Sportsmanship, Social &amp; Emotional Learning, Art, and Future Teachers. Extended Day programs offered to grade levels 3 to 5 were developed with students, teachers and parents of high interest include Drama, Newspaper, Advanced Math Topics, Student Government (Leadership), STEAM, Choir, and Homework Club. Students in grades 1 and 2 needing assistance are offered the Students Needing Assistance Pronto (SNAP) program. After-school program facilitation occur Tuesday through Thursday.</p>





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 <div>Before and After School Programs:</div>	Students have access to a Latch-Key Program that provides before & after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.
 <div>Staff and Professional Learning:</div>	Teachers are provided with professional learning as organized by our SCIP Committee. Administration ensures that staff is provided with in school professional learning to support district initiatives. Data and Technology, Google Classroom, Whole Brain Learning, and Social & Emotional Learning are just a few titles of our in-school workshops.



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### Student Supports and Services:

Student support services include Response to Intervention (RTI) Intervention & Referral Services Committee (I&RS), Child Study Team, Resource Room & In-Class Support instruction, Speech, Occupational and Physical Therapies and Guidance Counseling.



### Student Health and Wellness:

Our students are offered a breakfast and lunch program at a reduced/free rate. We have a Health and Safety Committee to promote the health and well being of our students. The Nurse offers a screening for sight and hearing. We have utilized a county program that supports families in purchasing glasses. Students are offered physical education and open recess where students take advantage of ropes, balls, soccer nets, and basketball nets. Games are painted on the surfaced areas of the play area.



### Parent and Community Involvement:

Blackwood School is supported by an outstanding home & school organization called Parent Teacher Organization. The PTO has monthly meetings and is responsible for fund raising activities and develops projects that enhance the student's school experience. Parents are also able to attend many school events such as Multi-Cultural Day, Field Day, Fun Day, Math Night, Literacy Night, Parents Night, and activities for American Education Week.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Teachers have been surveyed for their feedback on school climate and professional development. The survey is done annually. We gathered helpful feedback regarding professional development, program development, and school procedures.</p>
 <div>Facilities:</div>	<p>Blackwood was built in 1958. An additional wing that was added has air conditioning. There is a library, two computer labs, a gymnasium, art and music rooms. Recent improvements to the facility includes repaving and expansion of the school's parking lot, new (front) sidewalk with safety ballards, upgrades to the security system (additional cameras), and outdoor classroom.</p>
 <div>School Safety:</div>	<p>Blackwood has been upgraded with its school security camera system (17 cameras). Ballardrs line the front of the school protecting students from traffic. Blackwood"s School Safety Committee meets regularly to address building/safety concerns.</p>







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 <div>Technology and STEM:</div>	<p>Blackwood has made significant investments into establishing a "Maker Space" within its Library. Blackwood has established a Steam Club were students have access and experience with a 3D printer, Robotics, Drones, and Postermaker. The STEAM Club designed and created a sensory walk for students.</p>
 <div>Early Childhood Education:</div>	<p>The district was awarded a state funding opportunity. As a result, Blackwood Elementary is able to offer the Pre-school Expansion. This entitles students of age 3 to participated in our half day program. Students age 4 have been afforded to participate in the new full day preschool program. There are currently 2 classes of full day pre-school.</p>




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 <div>Other Information</div>	<p>Blackwood opens its doors at 8:20. Students have breakfast or organize for the day until 8:45 when instruction begins. Instruction ends at 2:42 and dismissal is at 2:45. The specials (Art, Music, Library, Spanish, PE, and Computers) are on a six day cycle. School safety drills are conducted twice a month this includes fire, bomb and intruder drills. A police officer is present at all drills for feedback purposes. We have smartboards in grades kindergarten through five. Chromebooks are 1:1 in grades two through five. Grades K-1 also have chromebooks in each room. Communication is strong. There is a calendar on the school website with all activities for the entire year, a monthly list of activities is emailed to all parents, a weekly phone call goes out every Sunday evening, teachers email by class daily or at the least weekly. There is a preschool program at Blackwood with two classrooms servicing students across the readiness spectrum to create an inclusive environment. The AM and PM sessions are both three hours. The AM session is reserved for 3 year old children and the PM session is reserved for 4 year old children.</p>
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**Charles W. Lewis Middle School**  
(07-1780-035)  
Grades Offered: 06-08  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



Charles W. Lewis Middle School  
(07-1780-035)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. Ted Otten
Address	875 ERIAL ROAD BLACKWOOD, NJ 08012
Phone Number	856-227-8400
Email Address	<a href="mailto:totten@gloucestertownshipschools.org">totten@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	234	215	219
7	183	229	230
8	217	189	233
Total	634	633	683

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	46.9%	47.3%
Male	51.1%	53.1%	52.7%
Economically Disadvantaged Students	58.5%	55.5%	56.1%
Students with Disabilities	21.8%	19.3%	16.7%
English Learners	2.5%	3.8%	4.4%
Homeless Students	1.7%	1.4%	1.5%
Students in Foster Care	0.6%	0.9%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.8%	41.4%	41.0%
Hispanic	12.9%	13.9%	15.4%
Black or African American	31.2%	30.6%	30.2%
Asian	8.5%	9.0%	9.1%
Native Hawaiian or Pacific Islander	0.9%	1.1%	0.9%
American Indian or Alaska Native	0.2%	0.0%	0.1%
Two or More Races	4.4%	3.9%	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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	89.2%
Spanish	4.1%
Bengali	2.2%
Other Languages	4.5%



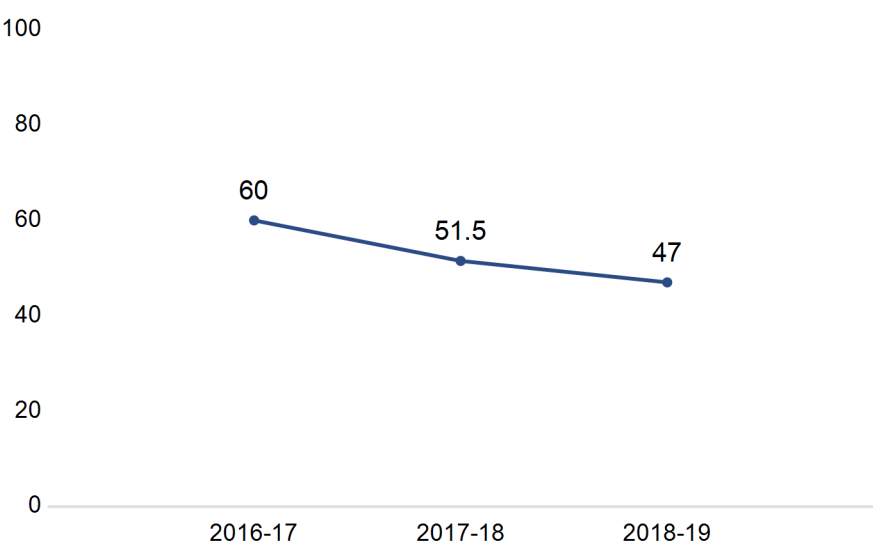
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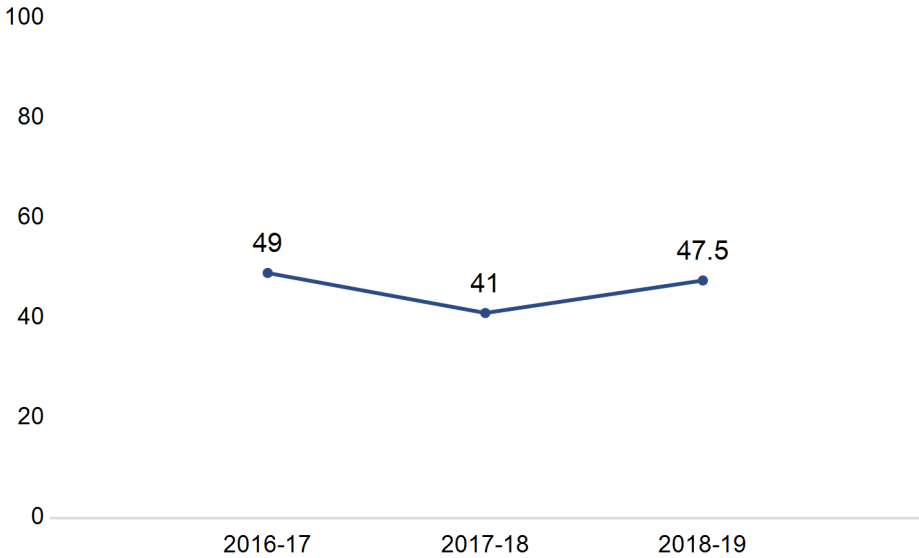
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	51.5	47	49	41	47.5
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	48	50	Met Standard	47.5	48	50	Met Standard
White	47	49	50	Met Standard	53	52	52	Met Standard
Hispanic	46	48	49	Met Standard	44	43	47	Met Standard
Black or African American	44.5	45	45	Met Standard	42	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	57	59	Exceeds Standard	67	60.5	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	43	48	49	Met Standard	39	47	52	**
Female	51	49	53	N	47	47	50	N
Male	45	47	47	N	50	50	51	N
Economically Disadvantaged Students	47	46	48	Met Standard	43	42	46	Met Standard
Students with Disabilities	42	41	43	Met Standard	41.5	38	45	Met Standard
English Learners	48	57	52	Met Standard	66	60	50	Exceeds Standard
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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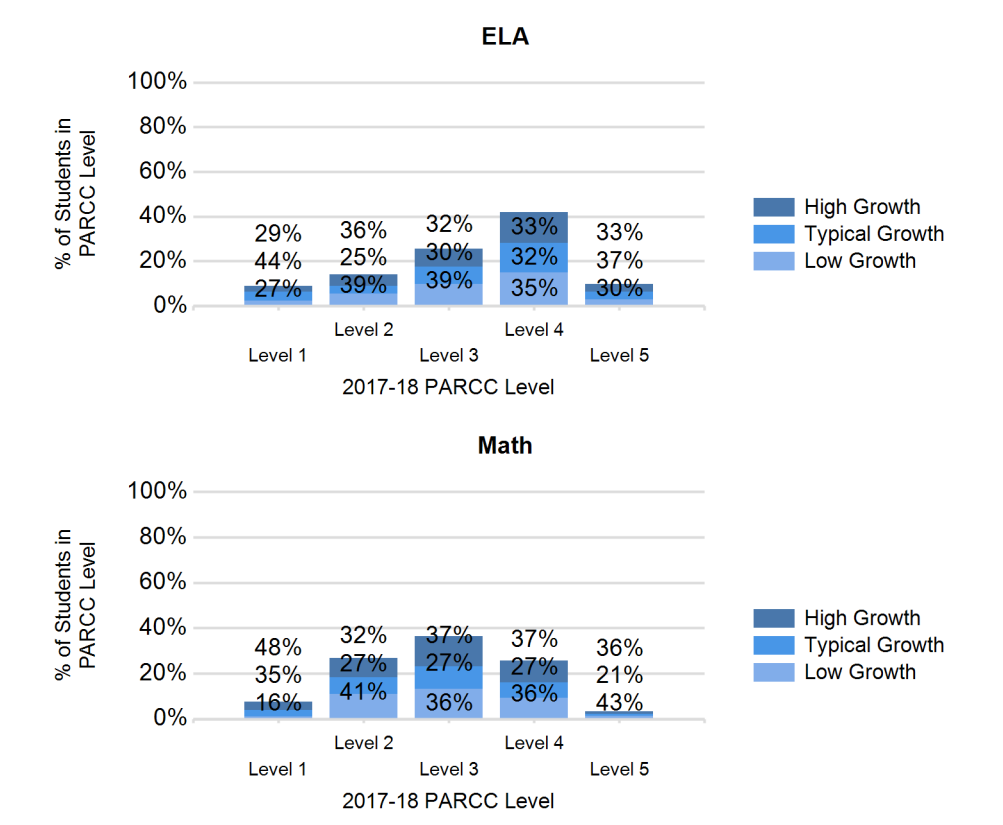
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

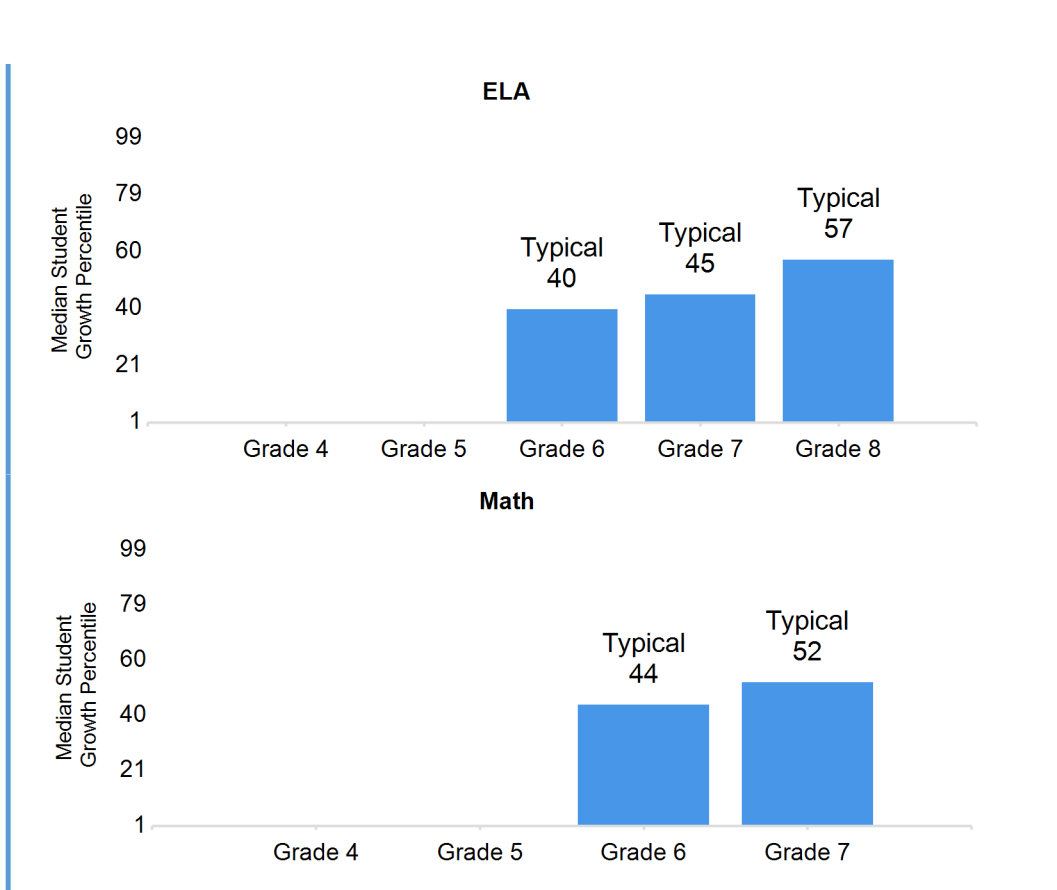
Student Growth by Performance Level

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



Student Growth by Grade

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







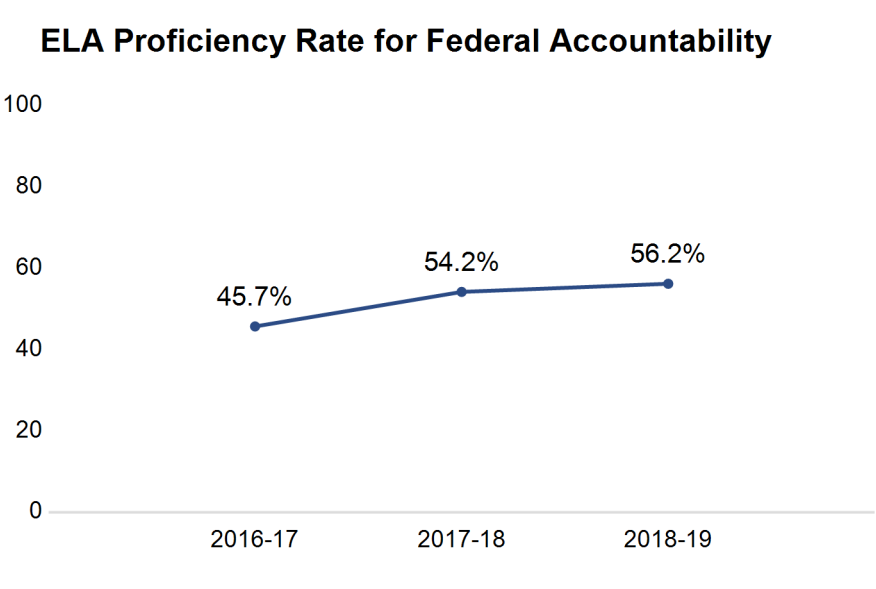
Charles W. Lewis Middle School  
(07-1780-035)  
Grades Offered: 06-08  
2018-2019

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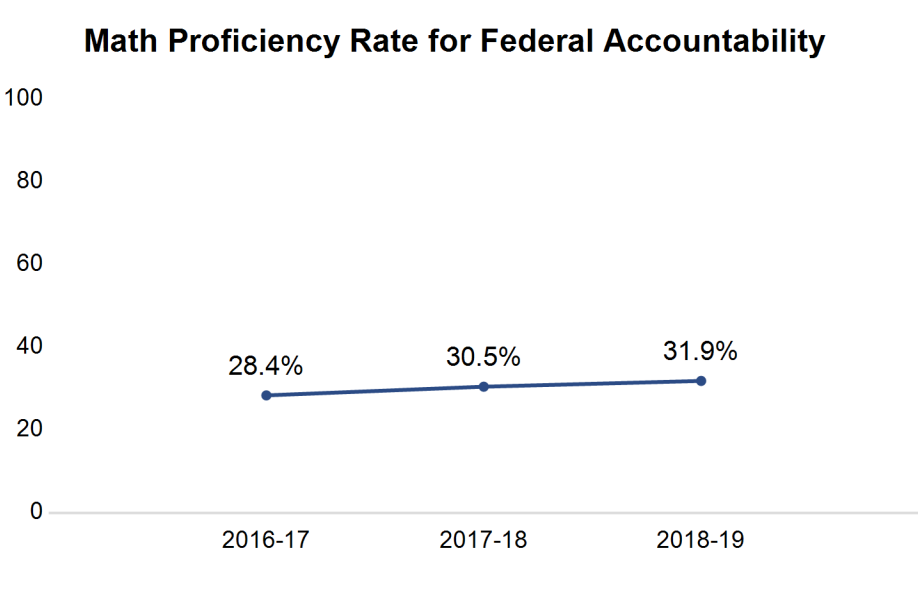
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	98.3%	98.1%	98.6%	98.1%	98.1%
Proficiency Rate for Federal Accountability	45.7%	54.2%	56.2%	28.4%	30.5%	31.9%
Annual Target	30.2%	32.8%	35.5%	25.4%	28.2%	31.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	632	98.1	56.2	54.4	57.9	56.2	35.5	Met Target
White	268	96.8	61.6	59.9	66.9	61.6	38.5	Met Target
Hispanic	90	99.0	53.3	45.0	43.9	53.3	25.9	Met Target
Black or African American	192	99.0	45.8	43.3	38.5	45.8	29.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	100.0	77.2	70.1	82.9	77.2	53.6	Met Target
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	*	*	*	57.8	64.4	*	30.4	Met Target
Female	297	98.1	68.4	64.7	64.8	68.4		
Male	335	98.1	45.4	44.7	51.3	45.4		
Economically Disadvantaged Students	351	98.4	46.4	42.3	40.0	46.4	29.9	Met Target
Non-Economically Disadvantaged Students	281	97.6	68.3	62.4	67.9	68.3		
Students with Disabilities	103	96.5	*	*	22.7	*	16.2	Not Met
Students without Disabilities	529	98.4	*	*	65.1	*		
English Learners	31	100.0	54.8	35.5	29.3	54.8	26	Met Target
Non-English Learners	601	98.0	56.2	55.0	60.6	56.2		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

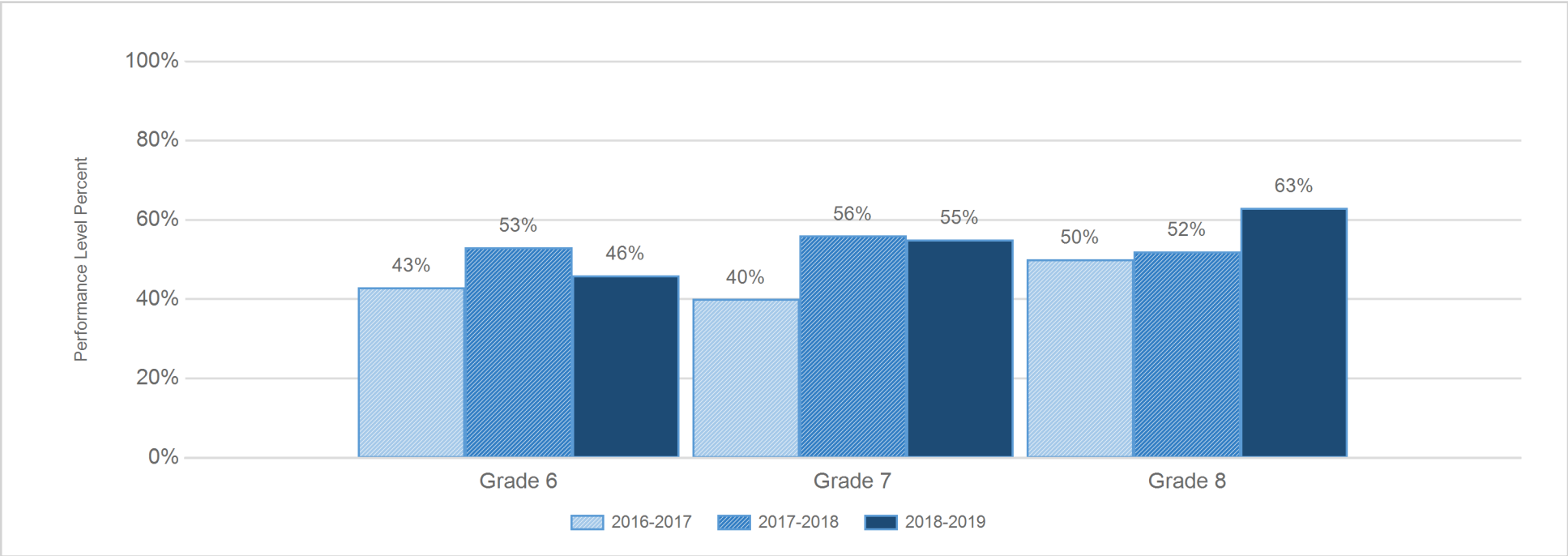


Charles W. Lewis Middle School  
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	745	746	754	9%	17%	29%	37%	9%	46%	56%
White	91	754	752	762	*	*	27%	40%	14%	54%	65%
Hispanic	35	745	736	743	*	*	31%	*	*	43%	43%
Black or African American	70	734	734	738	16%	17%	30%	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	13	758	*	780	0%	*	*	*	*	54%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	107	758	755	762	*	*	25%	*	*	61%	64%
Male	109	733	736	748	*	*	32%	*	*	31%	48%
Economically Disadvantaged Students	123	740	736	740	*	*	34%	*	*	37%	39%
Non-Economically Disadvantaged Students	93	753	752	763	*	*	22%	*	*	57%	67%
Students with Disabilities	31	700	710	722	*	*	*	*	*	*	19%
Students without Disabilities	185	753	753	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	220	752	754	761	10%	13%	23%	35%	20%	55%	63%
White	99	760	758	769	*	*	24%	37%	23%	61%	72%
Hispanic	33	741	747	747	*	*	*	*	*	48%	50%
Black or African American	63	741	742	741	19%	*	27%	*	*	43%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	101	762	764	769	*	*	15%	44%	25%	68%	71%
Male	119	744	744	753	*	*	30%	28%	15%	43%	55%
Economically Disadvantaged Students	116	744	741	743	*	*	26%	35%	11%	47%	45%
Non-Economically Disadvantaged Students	104	762	762	771	*	*	20%	35%	29%	63%	73%
Students with Disabilities	31	713	707	720	32%	42%	*	*	*	10%	22%
Students without Disabilities	189	759	761	769	6%	8%	*	*	*	62%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	218	755	758	762	10%	15%	12%	47%	16%	63%	63%
White	83	757	763	770	*	17%	*	52%	16%	67%	72%
Hispanic	27	759	751	747	*	*	*	*	*	67%	49%
Black or African American	70	743	746	741	19%	20%	*	*	*	51%	43%
Asian, Native Hawaiian, or Pacific Islander	25	785	*	794	0%	0%	*	*	*	88%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	749	*	769	*	*	*	*	*	46%	69%
Female	96	770	770	771	*	*	13%	*	*	74%	71%
Male	122	744	747	753	*	*	12%	*	*	55%	55%
Economically Disadvantaged Students	126	746	745	743	*	*	*	41%	10%	52%	45%
Non-Economically Disadvantaged Students	92	769	765	772	*	*	*	55%	24%	79%	72%
Students with Disabilities	46	709	712	721	*	*	*	*	*	13%	22%
Students without Disabilities	172	768	768	770	*	*	*	*	*	77%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	634	98.1	31.9	42.9	44.5	31.9	31.1	Met Target
White	268	96.8	37.3	50.0	54.1	37.3	33.3	Met Target
Hispanic	92	99.0	22.8	31.9	28.8	22.8	21.7	Met Target
Black or African American	192	99.0	18.8	27.5	23.0	18.8	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	100.0	70.2	70.6	76.5	70.2	51.9	Met Target
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	*	*	*	39.0	53.3	*	37.8	Not Met
Female	298	98.1	35.6	44.4	44.9	35.6		
Male	336	98.1	28.6	41.4	44.2	28.6		
Economically Disadvantaged Students	353	98.4	21.0	28.1	26.3	21.0	24.8	Not Met
Non-Economically Disadvantaged Students	281	97.6	45.6	52.5	54.9	45.6		
Students with Disabilities	103	96.5	*	12.6	17.4	*	14.5	Not Met
Students without Disabilities	531	98.4	*	49.5	50.0	*		
English Learners	33	100.0	39.4	33.9	25.0	39.4	28.2	Met Target
Non-English Learners	601	98.0	31.4	43.1	46.5	31.4		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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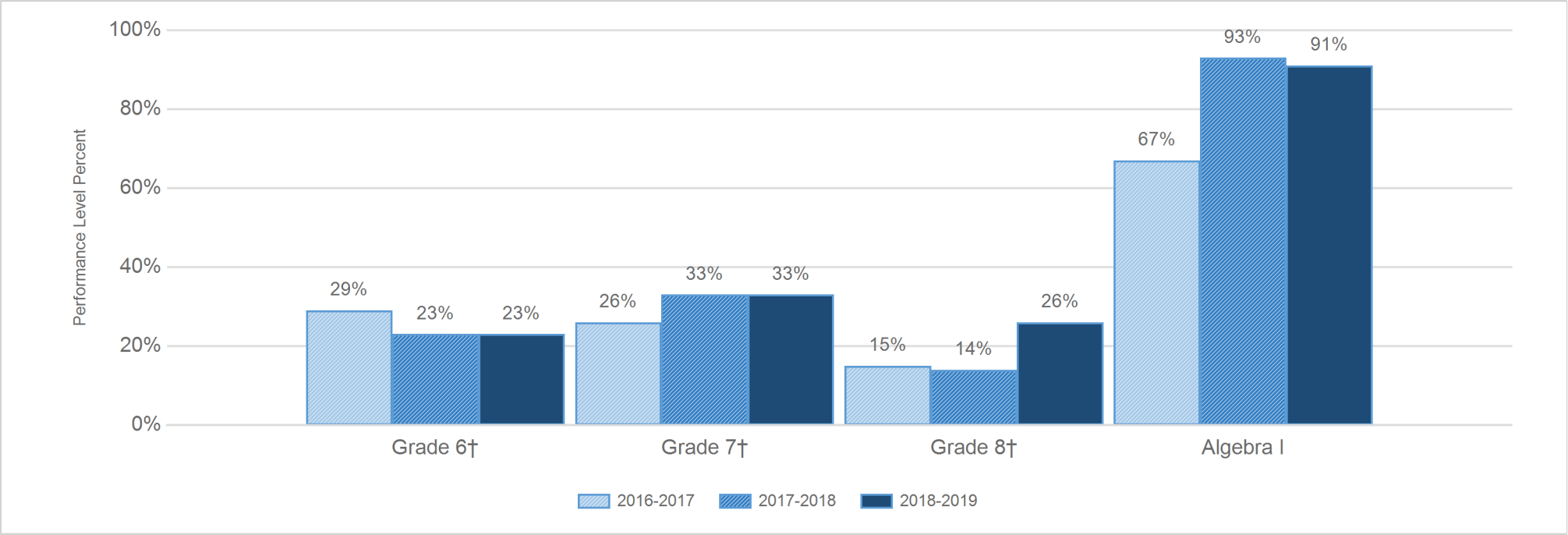


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Mathematics Assessment – Performance Trends

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



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





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## Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	217	730	732	741	11%	35%	30%	*	*	23%	41%
White	91	738	739	749	*	33%	30%	*	*	32%	51%
Hispanic	35	729	724	729	*	29%	43%	*	*	14%	24%
Black or African American	70	720	720	722	16%	44%	27%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	14	743	*	769	*	*	*	*	*	50%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	729	747	*	*	*	*	*	*	48%
Female	108	735	736	742	*	32%	31%	*	*	29%	42%
Male	109	725	729	740	*	39%	29%	*	*	17%	40%
Economically Disadvantaged Students	124	723	721	726	*	40%	35%	*	*	11%	21%
Non-Economically Disadvantaged Students	93	740	740	750	*	30%	25%	*	*	39%	53%
Students with Disabilities	31	701	702	716	*	*	*	*	*	*	12%
Students without Disabilities	186	735	738	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	222	737	739	744	6%	28%	33%	*	*	33%	42%
White	99	743	744	751	*	24%	33%	*	*	41%	53%
Hispanic	35	728	729	733	*	46%	34%	*	*	14%	26%
Black or African American	63	726	728	727	16%	30%	37%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	102	739	740	744	*	28%	36%	*	*	32%	42%
Male	120	736	738	743	*	28%	30%	*	*	33%	42%
Economically Disadvantaged Students	118	733	730	731	*	32%	32%	*	*	26%	24%
Non-Economically Disadvantaged Students	104	742	745	751	*	23%	34%	*	*	40%	53%
Students with Disabilities	31	715	713	718	*	58%	*	*	*	10%	13%
Students without Disabilities	191	741	743	749	*	23%	*	*	*	37%	48%
English Learners	*	*	726	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	184	726	733	728	22%	29%	23%	26%	0%	26%	29%
White	63	724	736	737	19%	33%	27%	*	*	21%	38%
Hispanic	26	735	732	722	*	*	*	*	*	38%	22%
Black or African American	65	716	725	714	35%	28%	20%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	18	748	750	747	0%	*	*	*	*	56%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	12	730	736	730	*	*	*	*	*	25%	31%
Female	76	727	737	731	24%	24%	22%	30%	0%	30%	31%
Male	108	725	729	726	21%	32%	24%	22%	0%	22%	27%
Economically Disadvantaged Students	120	721	727	719	*	*	*	18%	0%	18%	20%
Non-Economically Disadvantaged Students	64	733	738	735	*	*	*	39%	0%	39%	36%
Students with Disabilities	45	701	703	707	*	*	*	*	*	*	10%
Students without Disabilities	139	734	742	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Charles W. Lewis Middle School**  
(07-1780-035)  
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2018-2019

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

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	35	775	781	744	0%	*	*	*	*	91%	42%
White	20	771	780	752	0%	*	*	*	*	85%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	779	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	20	777	780	745	0%	*	*	*	*	95%	44%
Male	15	772	781	743	0%	*	*	*	*	87%	41%
Economically Disadvantaged Students	*	*	779	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	781	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	35	775	781	745	0%	*	*	*	*	91%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	39.1%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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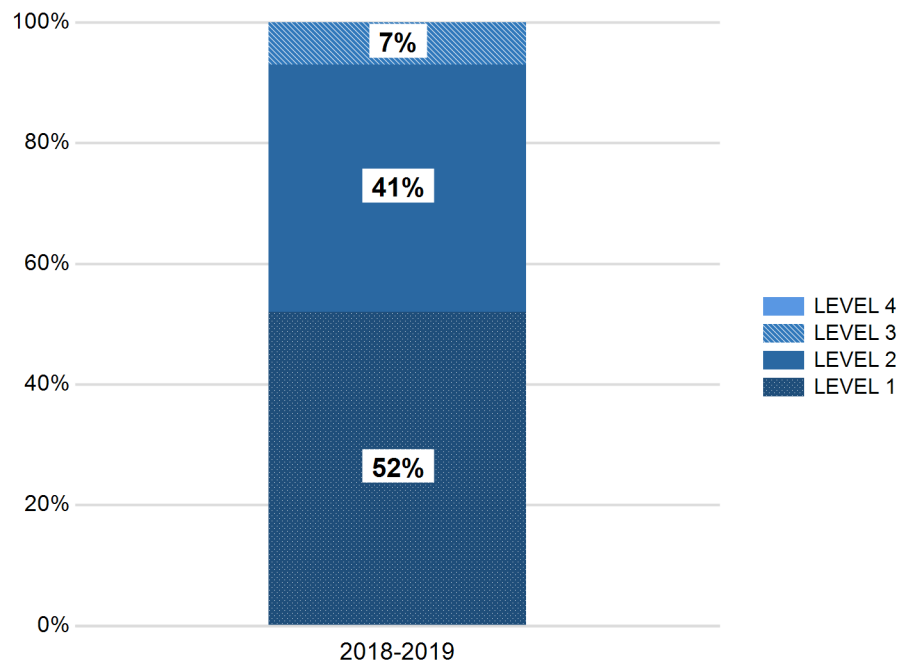
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 8 Summary

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



### NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	52	41	7	0
White	49	40	10	0
Hispanic	48	48	3	0
Black or African American	68	29	3	0
Asian, Native Hawaiian, or Pacific Islander	31	59	7	3
American Indian or Alaska Native	N	N	N	N
Two or More Races	42	50	8	0
Female	49	46	4	1
Male	55	36	9	0
Economically Disadvantaged Students	63	33	4	0
Non-Economically Disadvantaged Students	38	51	10	1
Students with Disabilities	85	12	4	0
Students without Disabilities	43	49	7	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	224
7	0	0	232
8	35	0	202
Total	35	0	658

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	224	0	0	0	0	0	0
7	232	0	0	0	0	0	0
8	236	0	0	0	0	0	0
Total	692	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

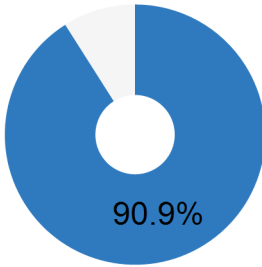
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

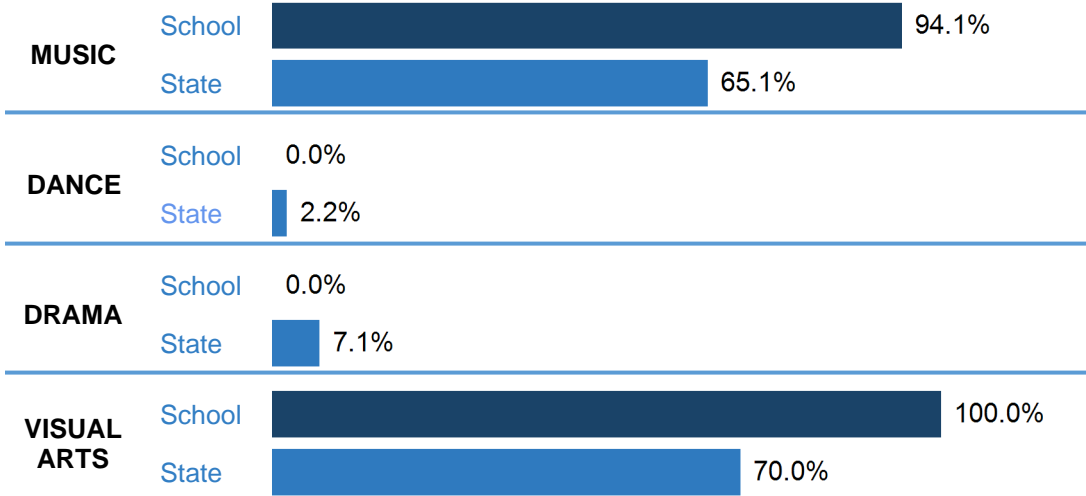


School



State

Students enrolled in one or more classes by discipline:







# Charles W. Lewis Middle School

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

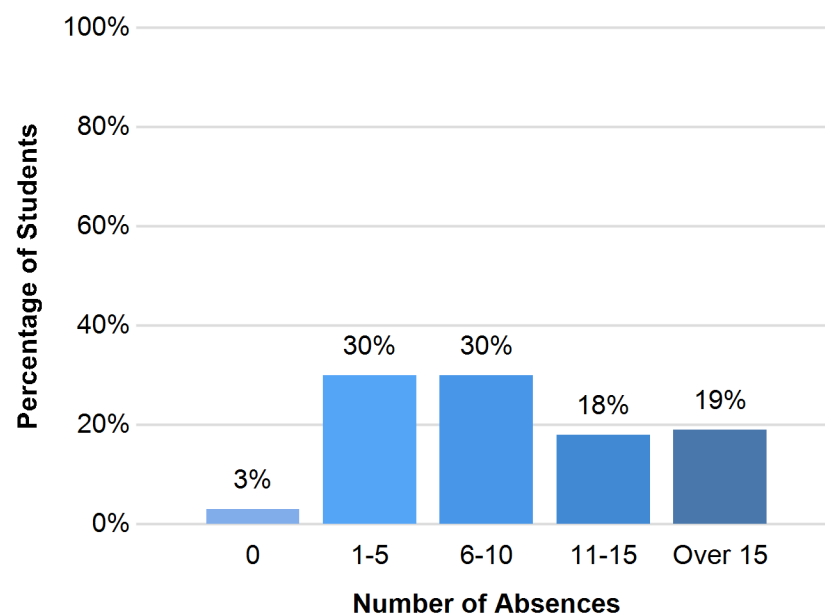
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	89	13.3	9.1	Not Met
White	44	15.7	9.1	Not Met
Hispanic	10	10.3	9.1	Not Met
Black or African American	29	14.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific	3	5.0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	35	11.2		
Male	54	15.2		
Economically Disadvantaged Students	62	16.7	9.1	Not Met
Students with Disabilities	23	20.9	9.1	Not Met
English Learners	1	6.3	**	**
Homeless Students	4	40.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





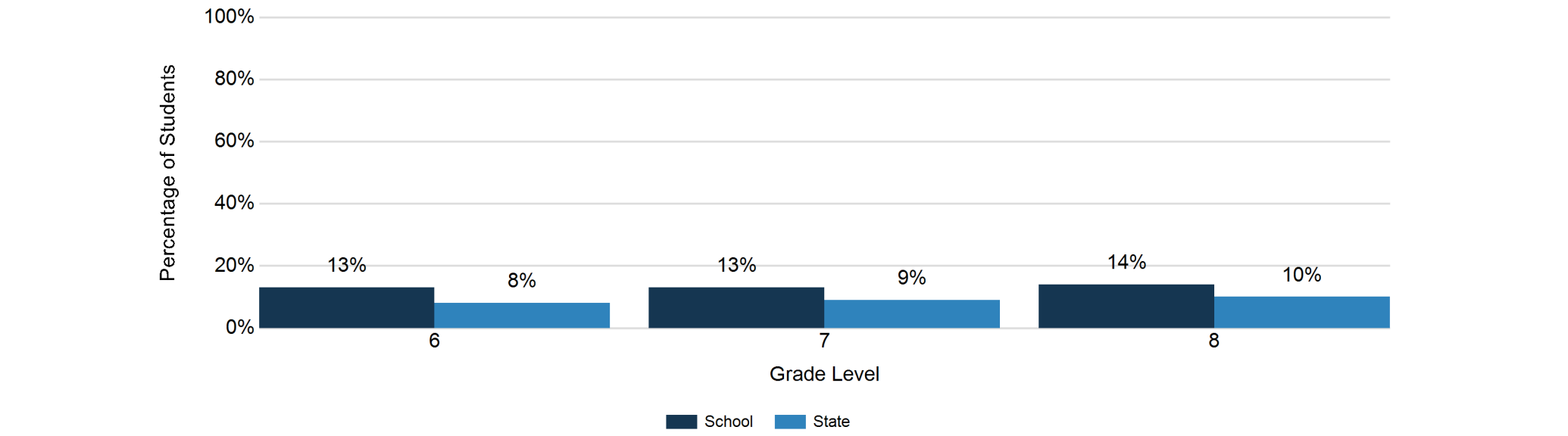
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.02

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	0	0	0
Other	7	6	13
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	111	16.3%
Out-of-School Suspensions	51	7.5%
Any Suspension	125	18.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
163

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**School Day**

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

**Device Ratios**

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

School Year	Student to Device Ratio
2018-19	1.0:1



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	76.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	228:1	180:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	76.6%	33.3%	48.4%	77.1%	54.9%
Male	52.7%	23.4%	66.7%	51.6%	22.9%	45.1%
White	41.0%	92.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	15.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.2%	6.3%	33.3%	15.0%	6.6%	13.9%
Asian	9.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

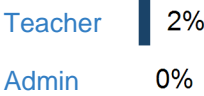
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.2%



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### Per-Pupil Expenditures by Source

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

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

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

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

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





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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Charles W. Lewis Middle School  
(07-1780-035)  
Grades Offered: 06-08  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.7%	54.2%	56.2%
Math Proficiency	28.4%	30.5%	31.9%
ELA Growth	60	52	47
Math Growth	49	41	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.1%	39.1%
Chronic Absenteeism	14.5%	14.4%	13.3%

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



Charles W. Lewis Middle School

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

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

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

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

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

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

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



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

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

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

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

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>C.W. Lewis has over 20 after school clubs and activities for students after school.</li> <li>C.W. Lewis has 9 sports for boys and girls to choose from as well as intramurals.</li> <li>CWL has a culturally rich and diverse student population that learns in a safe and nurturing educational environment.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The "Lewis Way" is founded upon providing a safe, nurturing environment that supports and celebrates students during the adolescent process. Through high expectations, it drives them to develop the academic, social and emotional skills necessary to be successful, productive citizens in today's world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Academic achievement is recognized through our membership in National Junior Honor Society. C.W. Lewis is an active participant in the national student recognition program called Renaissance. This program encourages student academic achievement, good attendance and conduct, and participation in school activities and projects. C.W. Lewis has a "Shining Star" and "Student of the Month" program to foster and encourage good citizenship and positive peer relationships. C.W. Lewis is also proud to be home to the 2018 Camden County Teacher of the Year, Mrs. Jennifer Mazzochi.</p>



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### Courses, Curriculum, Instruction:

C.W. Lewis has excellent core programs in English Language Arts, Mathematics, Social Studies and Science. The school also offers an excellent physical education and an exploratory cycle that includes fine arts and related arts. The fine arts courses include cultural and perceptual arts, music appreciation, and world languages. The related arts courses include computer literacy and related technology.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)

C.W. Lewis provides a broad range of interscholastic athletic opportunities including soccer, basketball, track, baseball, softball, field hockey, wrestling, cross country, and cheerleading. We also have an intramural sports program as well after school.



### Clubs and Activities:

C.W. Lewis offers many clubs and extra-curricular opportunities. All students are eligible to participate in the national educational enrichment program, Renaissance, as well as the National Junior Honor Society. Students can also choose to participate in a number of clubs/activities after school such as Art, Choir, Jazz Ensemble, Instrumental Music, Computer Coding, Pre-Engineering, Newspaper, Intramural sports, Games Club, Mathletics, Computer Club, Yearbook, Video Club, Drama, Green Team, Young Men of America, GALS, Mentor/Mentee, Big Brothers/Big Sisters and Robot Club.





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<div>  <div> Before and After School Programs: </div> </div>	<p>                     C.W. Lewis also has after school interventions to address the needs of the students such as Math Tutoring, ELA Tutoring, Homework Club, Catch-Up Club, Organization Club, ELL Tutoring, and Math Masters. These after school programs are run by certified staff designed to target specific weaknesses in smaller groups.                 </p>
<div>  <div> Staff and Professional Learning: </div> </div>	<p>                     The staff at C.W. Lewis participates in regular Professional Learning Communities (PLCs) based on their department. There are full and early dismissal in-service days designed to better plan for and meet student achievement goals. Staff also participates in monthly after school meetings as well as after school department meetings throughout the school year.                 </p>






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 <p>Student Supports and Services:</p>	<p>The administration and staff at the C.W. Lewis Middle School are dedicated to meeting the social, emotional and academic needs of all students. Lewis uses a team approach to determine the level and type of service needed. These include services for students including the gifted and talented, individualized educational programs for students with disabilities, 504 accommodations, English Language Learner supports and an intervention program for at-risk students.</p>
 <p>Student Health and Wellness:</p>	<p>C.W. Lewis has a School Safety Committee and Trauma Team designed to create a safe climate conducive to learning and healthy student development. Additionally, C.W. Lewis participates in the school breakfast and lunch programs with students having a physical education program that stresses, fitness, healthy choices and good social skills. Administration and staff have received training on childhood trauma to allow for better meeting of student needs.</p>
 <p>Parent and Community Involvement:</p>	<p>C.W. Lewis enjoys good support from the parents and community. At Lewis, there is an active PTO in support of parent involvement in the school. The Title 1 Stakeholder Team oversees the implementation of the Title 1 plan which incorporates parent and community involvement. Additionally, parents have the opportunity to visit during orientation, Back To School Night, American Education Week, parent-teacher conferences, and other school functions.</p>








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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers The survey for parents and teachers is conducted in order to have an insight into the perspective of the Lewis stakeholder with regard to climate and safety.</p>
 <p>Facilities:</p>	<p>C.W. Lewis is the original middle school in Gloucester Township. It is over 50 years old but the facilities staff has kept the school looking great providing a great climate for learning and student safety.</p>
 <p>School Safety:</p>	<p>C.W. Lewis has a School Safety Committee that meets regularly to address concerns regarding various safety issues. These minutes are shared with the Superintendent and addressed at the district level when appropriate. School phones at C.W. Lewis have been upgraded to have increased communication with classrooms for improved security in emergency situations. In addition, "blue light" systems have been added for speed in communicating active shooter lockdown information to staff, students and emergency responders.</p>




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 <div>Technology and STEM:</div>	Students at C.W. Lewis are issued Chromebooks on a 1:1 basis for learning both in the classroom and home use. Smartboards have been installed in Math, Science, ELA and Social Studies classrooms. STEM offerings are increasing as well. We have a Robot Club, a Pre-Engineering Club, and a Coding Club as well. Coding is utilized with resources such as 3D printers, robotics, drones and animation. A transition plan is in place to expand access to these programs with further student choice and elective courses.
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 <div>Other Information</div>	C.W. Lewis has had a tremendous technology initiative in recent years where students have been assigned a Chromebook to use in class and at home. Additionally, Math and Language Arts classrooms have Smartboards that aid in interactivity in the curriculum for teachers and students. Staff and students worked very hard in the 2018-19 school year and this again resulted in improvements in standardized test scores. We are proud of these achievements and look forward to many more in the year to come as we further develop and implement English Language Arts curriculum, adjust block instruction in Mathematics to better meet individual student needs, and implement new curriculum in Science and Social Studies. The future looks bright at C.W. Lewis.
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**Chews Elementary School**  
(07-1780-040)  
Grades Offered: PK-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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### School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. LaWayne Williams
Address	600 CHEWSLANDING SOMERDALE RD BLACKWOOD, NJ 08012
Phone Number	856-783-6607
Email Address	<a href="mailto:lwilliams@gloucestertownshipschools.org">lwilliams@gloucestertownshipschools.org</a>
Website	<a href="https://www.gloucestertownshipschools.org/schools/chews.jsp">https://www.gloucestertownshipschools.org/schools/chews.jsp</a>



Chews Elementary School

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

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	40	42	46
KG	101	95	97
1	93	105	103
2	92	99	111
3	107	100	98
4	107	114	99
5	125	110	115
Total	665	665	669

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

Student Group	2016-17	2017-18	2018-19
Female	46.5%	46.5%	46.0%
Male	53.5%	53.5%	54.0%
Economically Disadvantaged Students	27.5%	34.6%	31.8%
Students with Disabilities	21.5%	23.0%	22.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.5%	2.1%	0.7%
Students in Foster Care	0.0%	1.1%	1.9%
Military-Connected Students	0.0%	0.5%	0.4%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.7%	70.4%	70.3%
Hispanic	8.9%	8.7%	9.7%
Black or African American	13.1%	14.7%	13.8%
Asian	1.2%	1.7%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.1%	4.5%	4.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	40	42	46
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	95	97

Enrollment by Home Language

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

Home Language	% of Students
English	99.9%
Other Languages	0.1%



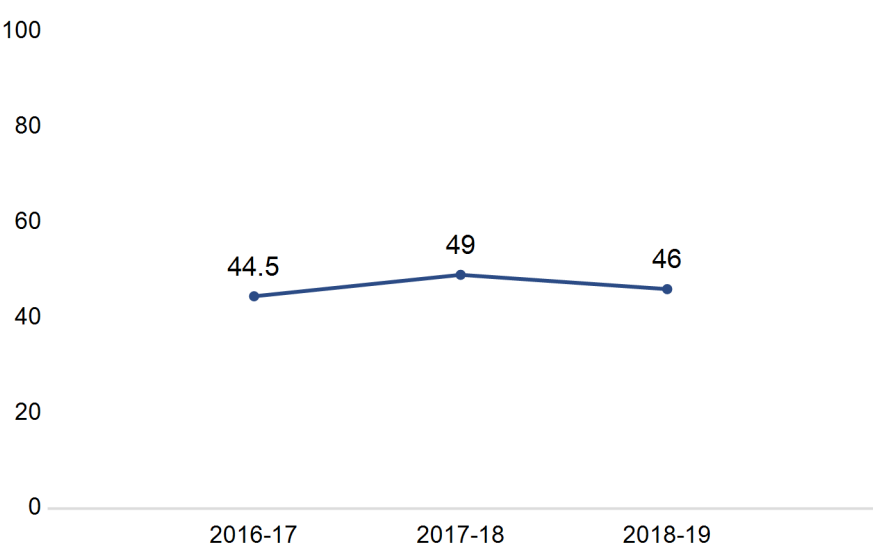
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2018-2019

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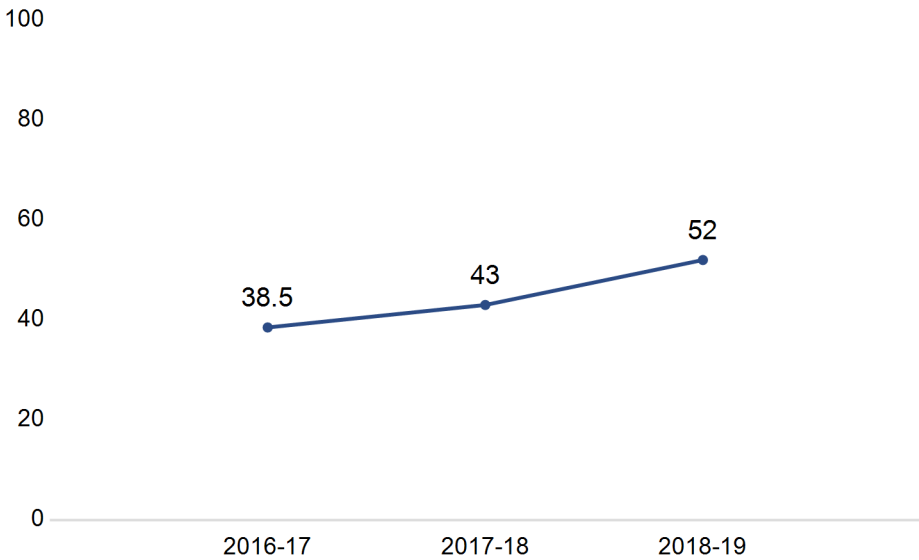
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44.5	49	46	38.5	43	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	48	50	Met Standard	52	48	50	Met Standard
White	46	49	50	Met Standard	53	52	52	Met Standard
Hispanic	49	48	49	Met Standard	52.5	43	47	Met Standard
Black or African American	36	45	45	Not Met	35	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	57	59	**	*	60.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	46	49	53	N	51.5	47	50	N
Male	41	47	47	N	53	50	51	N
Economically Disadvantaged Students	42.5	46	48	Met Standard	51	42	46	Met Standard
Students with Disabilities	35.5	41	43	Not Met	47	38	45	Met Standard
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N





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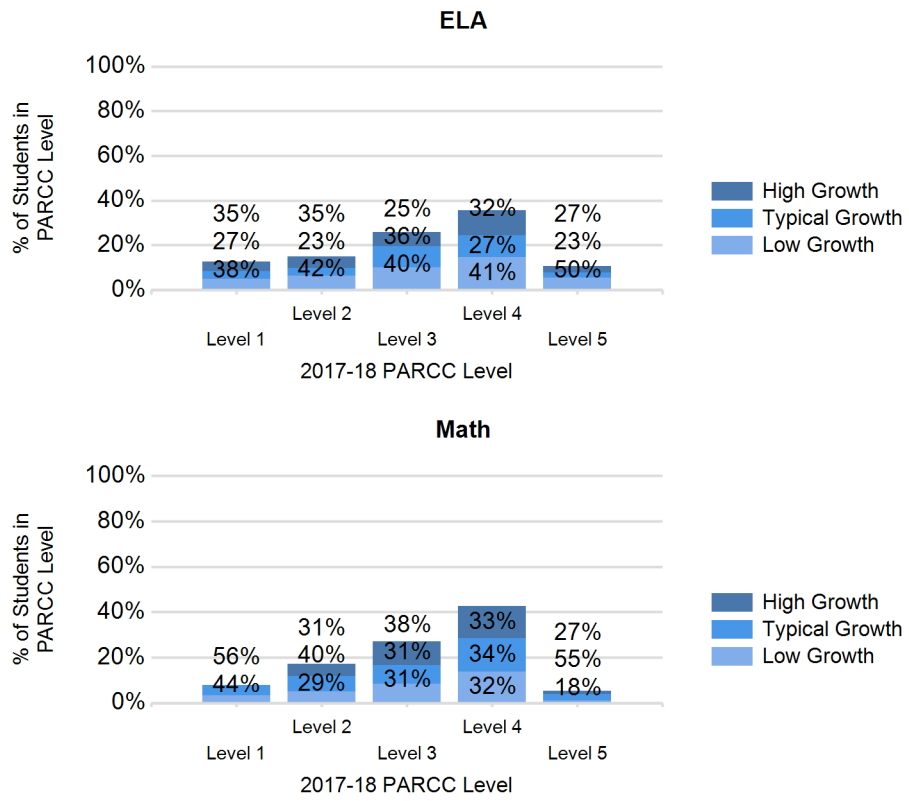
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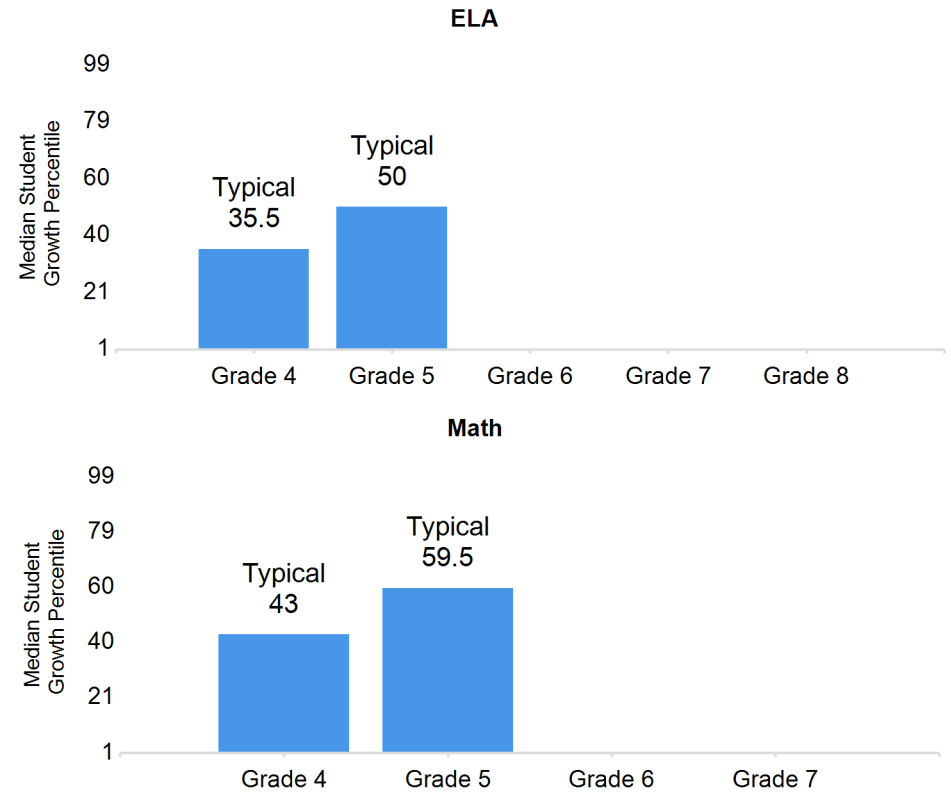
Student Growth by Performance Level

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



Student Growth by Grade

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



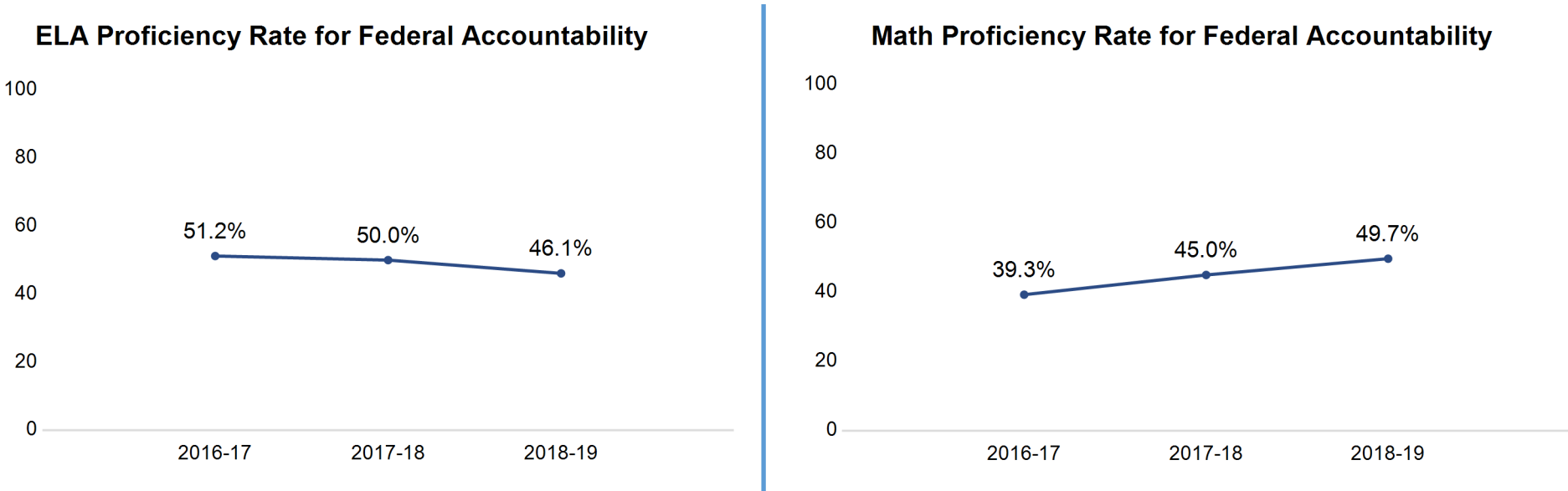


Chews Elementary School  
(07-1780-040)  
Grades Offered: PK-05  
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	97.9%	98.7%	98.2%	97.6%	98.7%
Proficiency Rate for Federal Accountability	51.2%	50.0%	46.1%	39.3%	45.0%	49.7%
Annual Target	47.0%	48.8%	50.5%	38.1%	40.3%	42.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Chews Elementary School  
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	297	98.7	46.1	54.4	57.9	46.1	50.5	Met Target†
White	211	98.6	51.7	59.9	66.9	51.7	54.3	Met Target†
Hispanic	30	96.9	40.0	45.0	43.9	40.0	51	Met Target†
Black or African American	40	100.0	20.0	43.3	38.5	20.0	29.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	40.0	56.0	N	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	135	100.0	56.3	64.7	64.8	56.3		
Male	162	97.7	37.7	44.7	51.3	37.7		
Economically Disadvantaged Students	93	99.0	33.3	42.3	40.0	33.3	38.4	Met Target†
Non-Economically Disadvantaged Students	204	98.6	52.0	62.4	67.9	52.0		
Students with Disabilities	57	95.1	15.8	*	22.7	15.8	19.9	Met Target†
Students without Disabilities	240	99.6	53.3	*	65.1	53.3		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

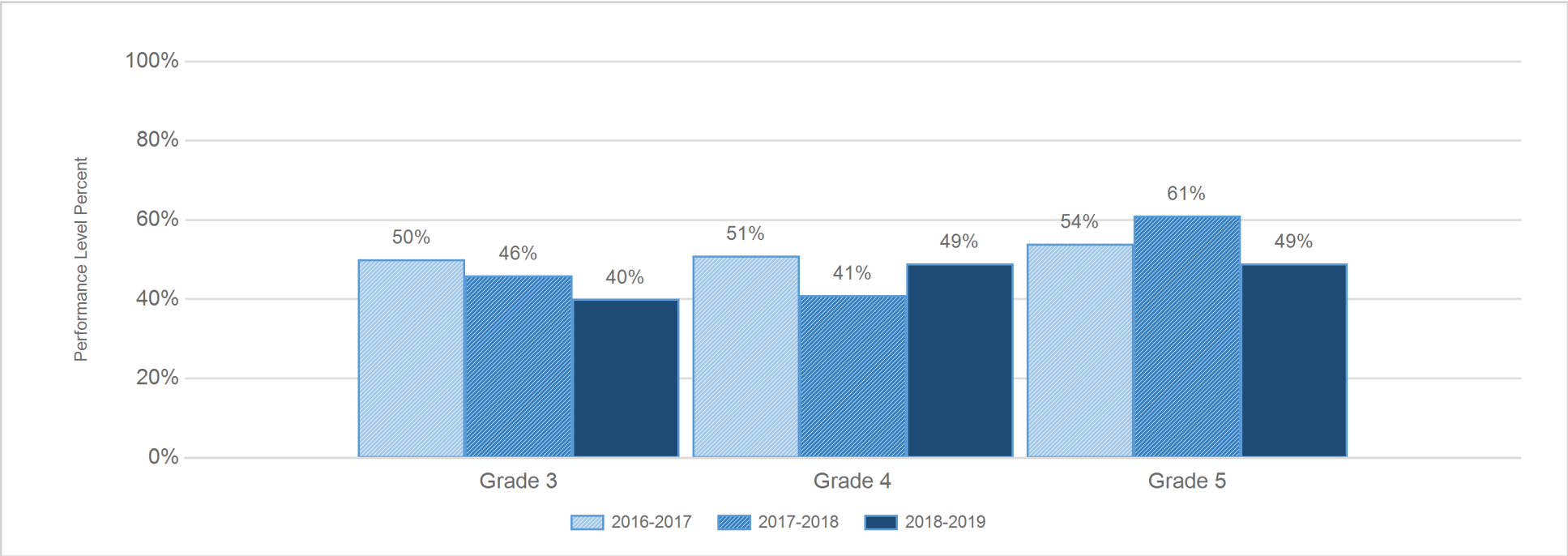


Chews Elementary School  
(07-1780-040)  
Grades Offered: PK-05  
2018-2019

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English Language Arts Assessment - Performance Trends

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





Chews Elementary School

(07-1780-040)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	741	746	748	16%	18%	26%	*	*	40%	50%
White	67	747	753	757	*	*	25%	*	*	48%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	14	734	736	731	*	*	*	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	53	756	754	753	*	*	28%	*	*	55%	55%
Male	42	722	739	743	*	*	24%	*	*	21%	46%
Economically Disadvantaged Students	37	728	735	731	*	*	32%	*	*	19%	33%
Non-Economically Disadvantaged Students	58	750	755	759	*	*	22%	*	*	53%	61%
Students with Disabilities	13	699	708	719	*	0%	*	*	*	15%	24%
Students without Disabilities	82	748	755	754	*	21%	*	*	*	44%	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	745	749	755	13%	10%	28%	*	*	49%	57%
White	70	755	755	763	*	*	26%	*	*	59%	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	15	715	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	43	752	754	760	*	*	26%	*	*	53%	62%
Male	57	740	745	750	*	*	30%	*	*	46%	53%
Economically Disadvantaged Students	30	726	738	740	*	*	33%	*	*	33%	40%
Non-Economically Disadvantaged Students	70	753	757	765	*	*	26%	*	*	56%	69%
Students with Disabilities	19	696	*	725	*	*	*	*	*	11%	25%
Students without Disabilities	81	756	*	761	*	*	*	*	*	58%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Chews Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	751	756	756	*	11%	32%	*	*	49%	58%
White	76	751	760	764	*	14%	30%	*	*	49%	68%
Hispanic	10	748	750	743	*	0%	*	*	*	60%	44%
Black or African American	15	744	749	739	*	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	43	760	762	761	*	*	26%	*	*	58%	64%
Male	69	745	750	750	*	*	36%	*	*	43%	52%
Economically Disadvantaged Students	36	745	745	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	76	754	763	766	*	*	*	*	*	49%	69%
Students with Disabilities	24	720	720	724	*	*	*	*	*	21%	23%
Students without Disabilities	88	759	764	762	*	*	*	*	*	57%	65%
English Learners	N	N	715	713	N	N	N	N	N	N	11%
Non-English Learners	112	751	757	758	*	11%	32%	*	*	49%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	298	98.7	49.7	42.9	44.5	49.7	42.5	Met Target
White	212	98.6	58.0	50.0	54.1	58.0	47.4	Met Target
Hispanic	30	96.9	30.0	31.9	28.8	30.0	39.2	Met Target†
Black or African American	40	100.0	22.5	27.5	23.0	22.5	18.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	30.0	42.7	N	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	135	100.0	49.6	44.4	44.9	49.6		
Male	163	97.7	49.7	41.4	44.2	49.7		
Economically Disadvantaged Students	93	99.0	33.3	28.1	26.3	33.3	28.1	Met Target
Non-Economically Disadvantaged Students	205	98.6	57.1	52.5	54.9	57.1		
Students with Disabilities	57	95.1	14.0	12.6	17.4	14.0	18.3	Met Target†
Students without Disabilities	241	99.6	58.1	49.5	50.0	58.1		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



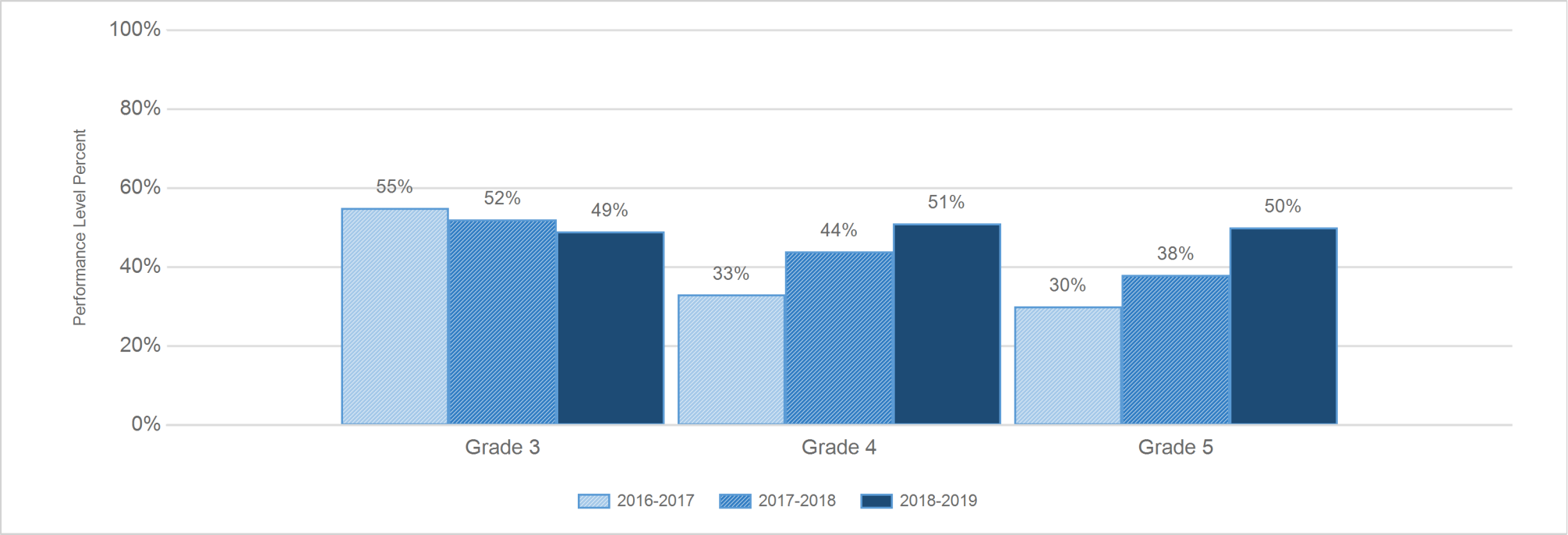


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	747	749	752	*	16%	27%	*	*	49%	55%
White	68	753	756	760	*	*	28%	*	*	57%	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	14	736	740	735	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	53	753	751	751	*	*	23%	*	*	58%	54%
Male	43	738	747	752	*	*	33%	*	*	37%	56%
Economically Disadvantaged Students	37	732	737	737	*	*	38%	*	*	24%	37%
Non-Economically Disadvantaged Students	59	756	758	761	*	*	20%	*	*	64%	67%
Students with Disabilities	13	703	719	731	*	*	*	*	*	15%	31%
Students without Disabilities	83	753	756	756	*	*	*	*	*	54%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	744	745	749	11%	12%	26%	*	*	51%	51%
White	70	752	750	757	*	*	24%	*	*	63%	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	15	717	735	731	*	*	*	*	*	13%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	43	744	745	749	*	*	*	*	*	42%	50%
Male	57	743	745	749	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	30	728	732	734	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	70	750	754	759	*	*	*	*	*	57%	63%
Students with Disabilities	19	703	*	726	*	*	*	*	*	*	25%
Students without Disabilities	81	753	*	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	746	745	747	*	24%	21%	*	*	50%	47%
White	76	747	750	755	*	26%	17%	*	*	54%	58%
Hispanic	10	745	739	735	*	*	*	*	*	40%	30%
Black or African American	15	739	733	729	*	*	*	*	*	33%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	43	745	745	747	*	*	26%	*	*	47%	47%
Male	69	748	744	747	*	*	19%	*	*	52%	47%
Economically Disadvantaged Students	36	741	734	732	*	28%	*	*	*	47%	27%
Non-Economically Disadvantaged Students	76	749	752	757	*	22%	*	*	*	51%	59%
Students with Disabilities	24	720	717	725	*	54%	*	*	*	17%	19%
Students without Disabilities	88	754	751	752	*	16%	*	*	*	59%	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	112	746	745	749	*	24%	21%	*	*	50%	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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2018-2019

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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Chews Elementary School

(07-1780-040)

Grades Offered: PK-05

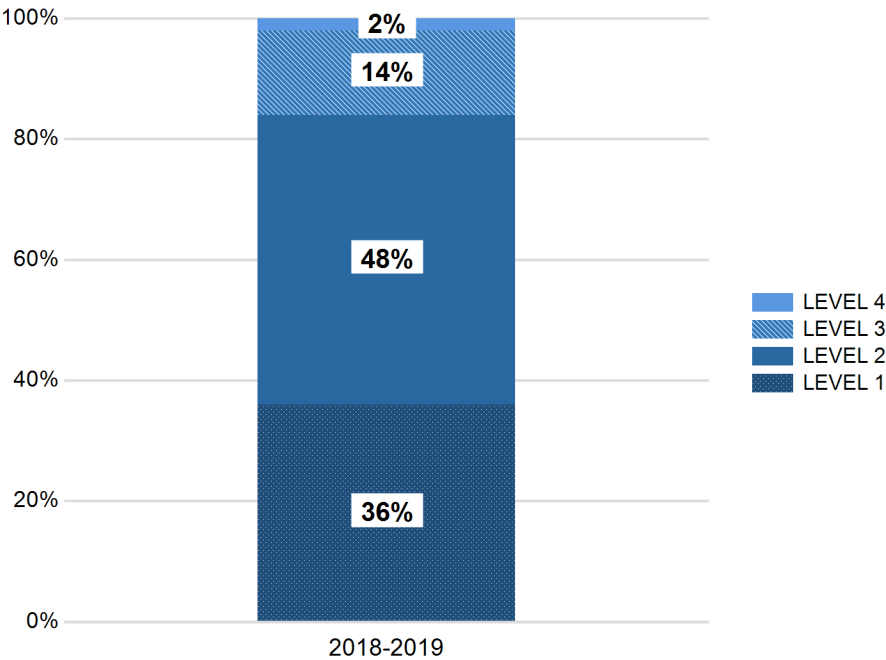
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	36	48	14	2
White	35	48	14	2
Hispanic	40	50	10	0
Black or African American	60	40	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	45	14	2
Male	35	51	13	1
Economically Disadvantaged Students	40	48	13	0
Non-Economically Disadvantaged Students	35	49	14	3
Students with Disabilities	72	24	4	0
Students without Disabilities	27	55	16	2
English Learners	N	N	N	N
Non-English Learners	36	48	14	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

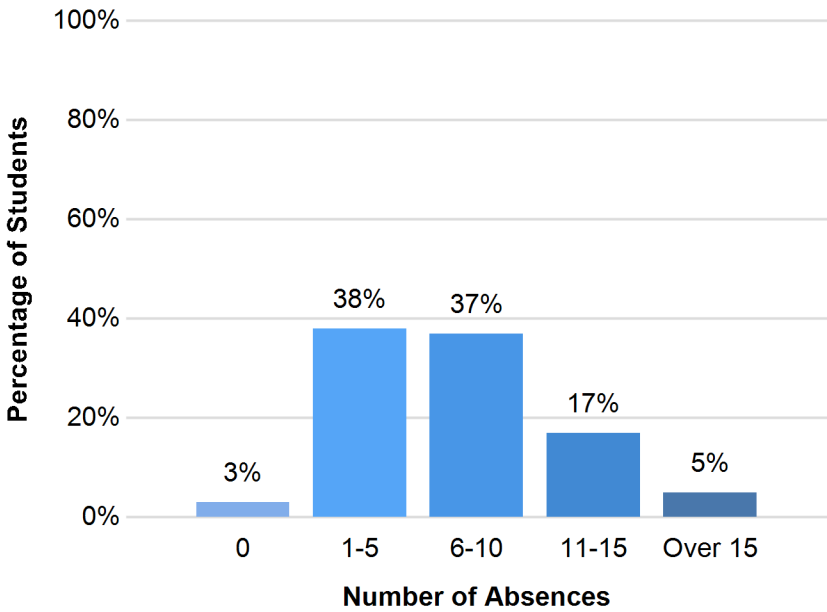
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	3.2	8.9	Met
White	8	1.9	8.9	Met
Hispanic	3	4.7	8.9	Met
Black or African American	7	8.1	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.3	8.9	Met
Female	8	2.7		
Male	12	3.7		
Economically Disadvantaged Students	10	5.0	8.9	Met
Students with Disabilities	10	9.0	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





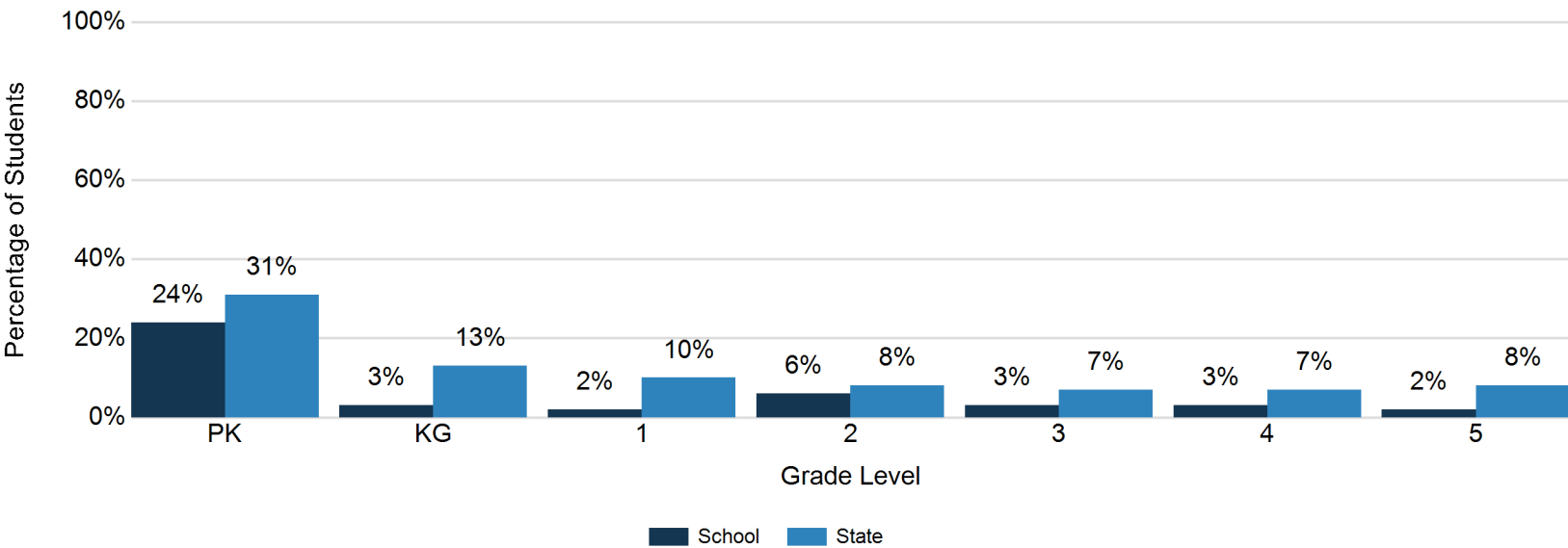
Chews Elementary School  
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Chronic Absenteeism by Grade

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







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(07-1780-040)

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	335:1	180:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	84.6%	0.0%	48.4%	77.1%	54.9%
Male	54.0%	15.4%	100.0%	51.6%	22.9%	45.1%
White	70.3%	96.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	9.7%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.8%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.9%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.2%	50.0%	46.1%
Math Proficiency	39.3%	45.0%	49.7%
ELA Growth	44	49	46
Math Growth	38	43	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.4%	6.4%	3.2%

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





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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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### School Narrative

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



#### Highlights:

- New for 2019-2020 is the adoption of the Superkids Reading Program for Grade 1 and the English Wit & Wisdom Curriculum for Grades 3-5. Also, we have 2 new full day 4 yr. old preschool classrooms.
- New technology initiatives for 2019-2010 are as follows: Student to Chromebook ratio 1:1 for each student in Grades 3-5 & mobile Smartboards for Grades K-2.
- Students in Grades 3 and 4 perform evening fall and spring musical concerts for family and friends and a yearly Art Night is held to showcase student work in Grades K-5.



#### Mission, Vision, Theme:

Our vision is to provide a diverse student population with highly effective and caring staff members, challenging curriculum that aligns with the NJSLS, and readily available technology to enhance their learning.



#### Awards, Recognition, Accomplishments:

Two students in Grade 4 won the Camden County poster contest of having pride in your community. They were recognized by Camden County Surrogate Michelle Gentek-Mayor and Gloucester Township Mayor David Mayer.





Chews Elementary School  
(07-1780-040)  
Grades Offered: PK-05  
2018-2019

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School Narrative

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

<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>The district has excellent programs meeting the New Jersey State Learning Standards in ELA, Math, Social Studies and Science. Details of these areas are available on the district website.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>After school activities include 6 enrichment clubs. These extended programs help promote social, emotional, and academic growth for our students. Additionally, K-5 mentoring is offered.</p>





**Chews Elementary School**  
(07-1780-040)  
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2018-2019

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 <div>Before and After School Programs:</div>	Students have access to a Latchkey Program that provides before & after care during the school year and the summer months.
 <div>Staff and Professional Learning:</div>	New teachers are paired with a "buddy" teacher for day-to-day questions on operational information. A Support-On-Site Program (SOS) meets monthly for teacher advisement. Grade level teachers have common planning and learning time.



Chews Elementary School  
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School Narrative

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<div>Student Supports and Services:</div>	<p>Student support services include Intervention &amp; Referral Services, Response to Intervention, Child Study Team, Resource Room &amp; In-Class Support instruction, Speech, ELA/Math tutoring, After School homework club, and Counseling.</p>
<div>Student Health and Wellness:</div>	<p>Student health and wellness is supported by a certified nurse who provides assessment on growth and development, vision, hearing, scoliosis and blood pressure. Immunizations are monitored, health plans are developed and medications administered as prescribed by doctor.</p>
<div>Parent and Community Involvement:</div>	<p>Parents are able to attend many school events such as the American Education Week, Field Day, Read Across America Week, Muffins for Moms, Dad"s Movie Night, Snow Ball Dance, &amp; Open House Visitation Day.</p>



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A blue icon of a school building with a flag on top.	Facilities:	In 1958, a modern 12-room school was built on Somerdale Road. Named for its geographic location in the township, Chews Elementary School enrolled its first students. Since that time, there have been three major additions to the school.
A blue shield icon with a white checkmark inside.	School Safety:	We work closely with our School Resource Officer (SRO) to conduct monthly fire drills and security drills. Recently, a new emergency lockdown system was installed which includes flashing blue lights inside and around the perimeter of the school.





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 <div>Technology and STEM:</div>	STEM units are embedded within our Science curriculum. Also, grade level staff members work collaboratively to incorporate STEM activities throughout other academic disciplines.
 <div>Early Childhood Education:</div>	Format of our full day preschool programs: The school day operates from 9:30 AM to 3:30 PM, & The Creative Curriculum is used to prepare students with the prerequisite skills necessary for success in future years.






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School Narrative

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<div>Other Information</div>	Uniform Policy: N/A; Mascot: Cheetah; School Colors: Green & White
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**Erial Elementary School**  
(07-1780-050)  
Grades Offered: PK-05  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

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



**Erial Elementary School**  
(07-1780-050)  
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2018-2019

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### School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. Patrick McCarthy
Address	20 ESSEX AVENUE SICKLERVILLE, NJ 08081
Phone Number	856-627-5415
Email Address	<a href="mailto:pmccarthy@gloucestertownshipschools.org">pmccarthy@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>
Twitter	<a href="https://twitter.com/ErialElementary">https://twitter.com/ErialElementary</a>



Erial Elementary School

(07-1780-050)

Grades Offered: PK-05

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

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	45	50	49
KG	101	100	82
1	99	115	101
2	99	104	110
3	87	108	104
4	101	96	114
5	129	102	98
Total	661	675	658

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

Student Group	2016-17	2017-18	2018-19
Female	46.6%	46.7%	46.4%
Male	53.4%	53.3%	53.6%
Economically Disadvantaged Students	46.0%	47.1%	46.4%
Students with Disabilities	20.4%	21.2%	24.3%
English Learners	0.0%	0.1%	0.2%
Homeless Students	1.2%	1.5%	1.8%
Students in Foster Care	1.1%	0.6%	0.3%
Military-Connected Students	0.0%	0.3%	0.2%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	49.5%	46.5%	44.2%
Hispanic	10.0%	12.9%	12.5%
Black or African American	29.5%	30.7%	31.0%
Asian	3.3%	3.4%	4.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.1%	0.2%
Two or More Races	7.4%	6.4%	7.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	45	50	49
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	101	100	82

Enrollment by Home Language

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

Home Language	% of Students
English	98.9%
Other Languages	1.1%



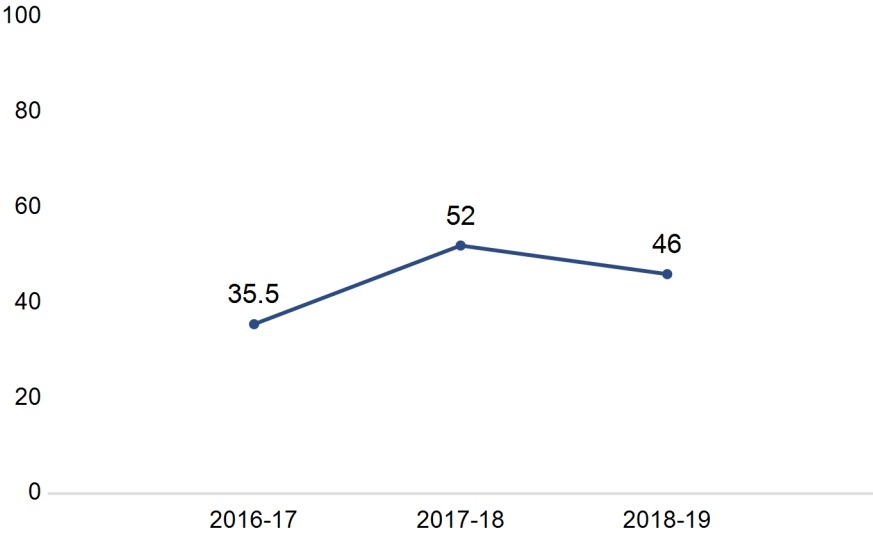
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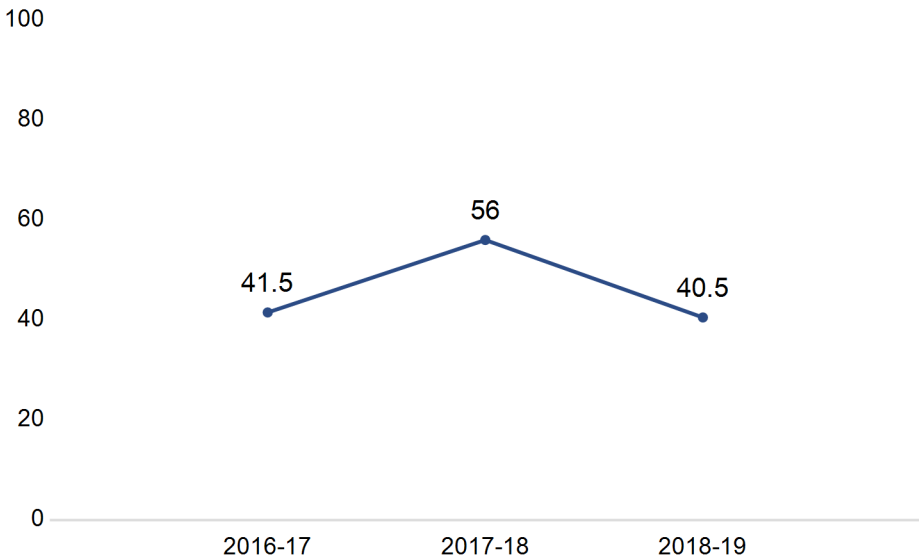
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35.5	52	46	41.5	56	40.5
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	48	50	Met Standard	40.5	48	50	Met Standard
White	46	49	50	Met Standard	52	52	52	Met Standard
Hispanic	41	48	49	**	52	43	47	**
Black or African American	47	45	45	Met Standard	30.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	55.5	57	59	**	61.5	60.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	53	48	49	**	36	47	52	**
Female	50.5	49	53	N	39.5	47	50	N
Male	44.5	47	47	N	48	50	51	N
Economically Disadvantaged Students	47	46	48	Met Standard	35	42	46	Not Met
Students with Disabilities	49.5	41	43	Met Standard	32.5	38	45	Not Met
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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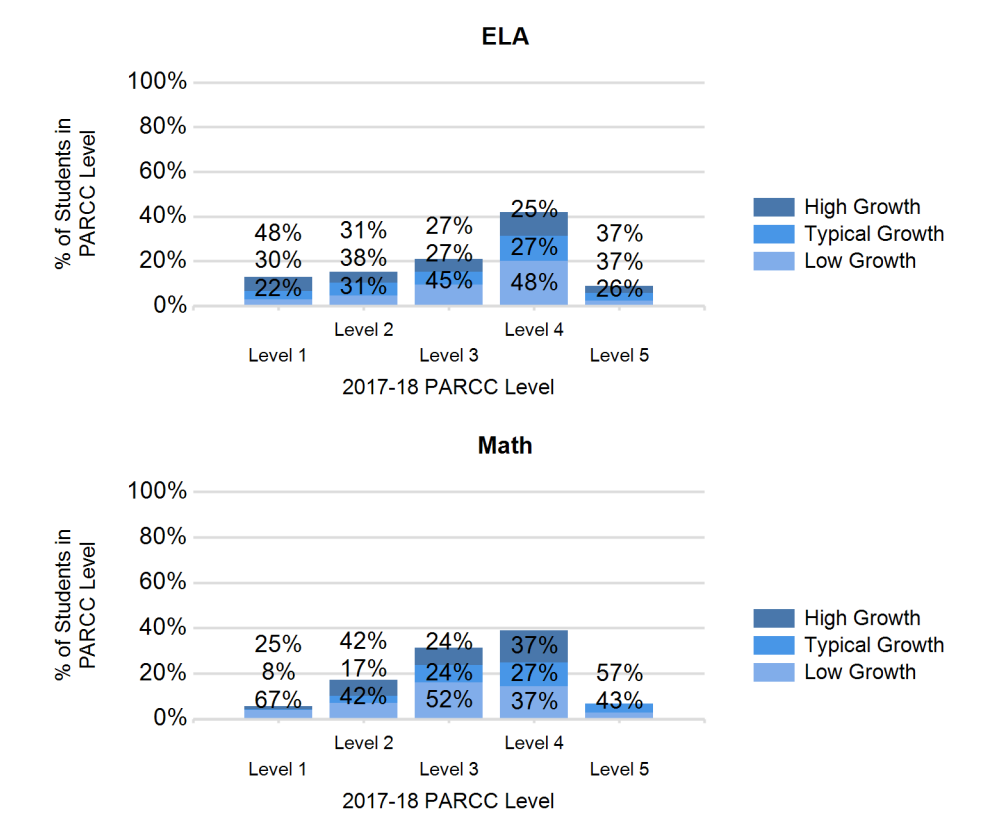
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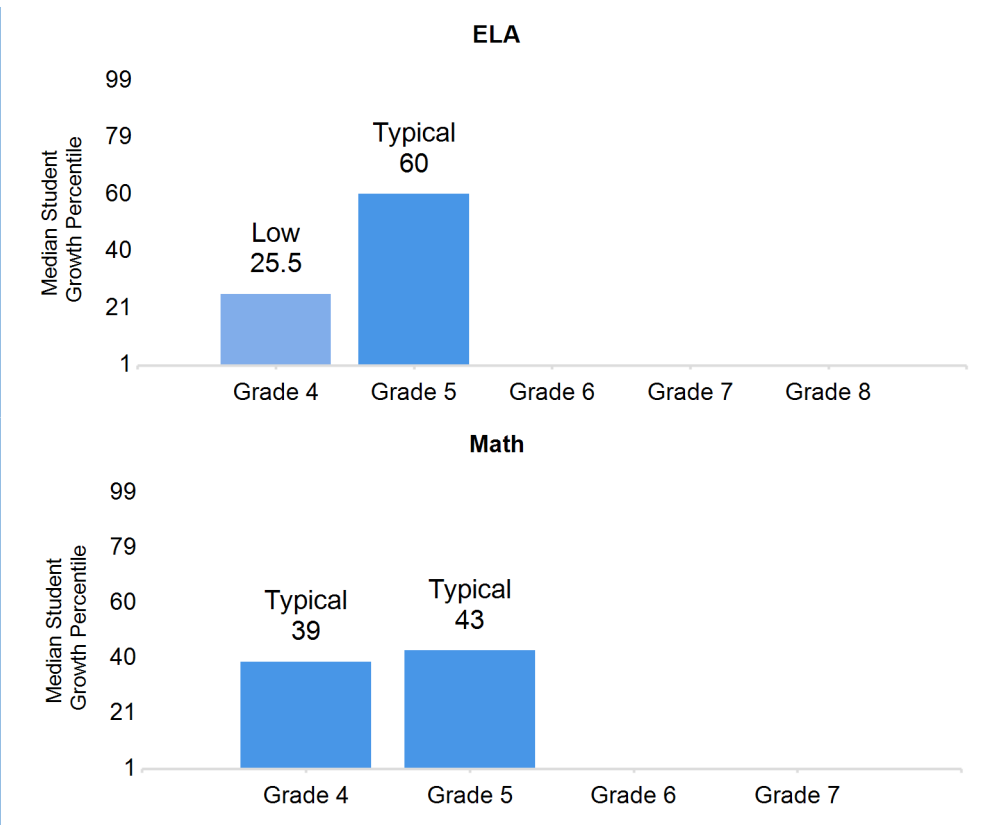
Student Growth by Performance Level

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



Student Growth by Grade

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



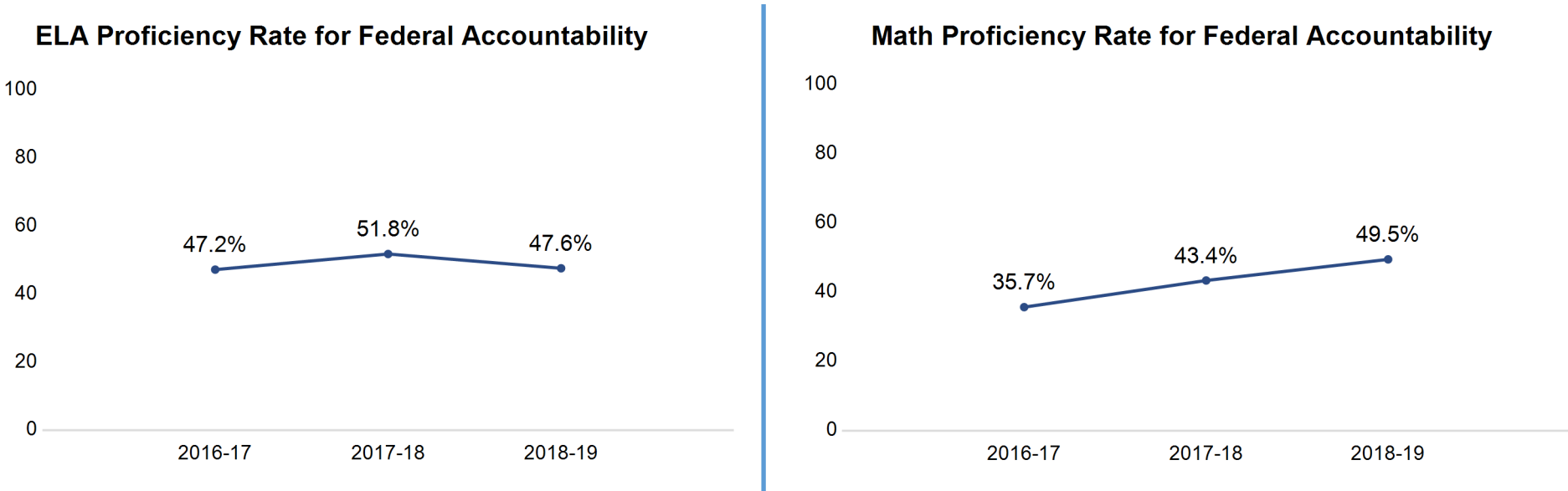


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	97.5%	98.8%	98.7%	97.8%	98.5%
Proficiency Rate for Federal Accountability	47.2%	51.8%	47.6%	35.7%	43.4%	49.5%
Annual Target	50.1%	51.6%	53.2%	35.5%	37.9%	40.2%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	98.8	47.6	54.4	57.9	47.6	53.2	Not Met
White	127	97.7	58.3	59.9	66.9	58.3	59.3	Met Target†
Hispanic	41	100.0	34.1	45.0	43.9	34.1	43.1	Met Target†
Black or African American	98	99.0	35.7	43.3	38.5	35.7	41.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	82.9	*	**	**
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	26	100.0	57.7	57.8	64.4	57.7	48.9	Met Target
Female	166	99.4	55.4	64.7	64.8	55.4		
Male	145	98.1	38.6	44.7	51.3	38.6		
Economically Disadvantaged Students	155	99.4	38.1	42.3	40.0	38.1	40.1	Met Target†
Non-Economically Disadvantaged Students	156	98.1	57.1	62.4	67.9	57.1		
Students with Disabilities	65	97.1	18.5	*	22.7	18.5	21.9	Met Target†
Students without Disabilities	246	99.2	55.3	*	65.1	55.3		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

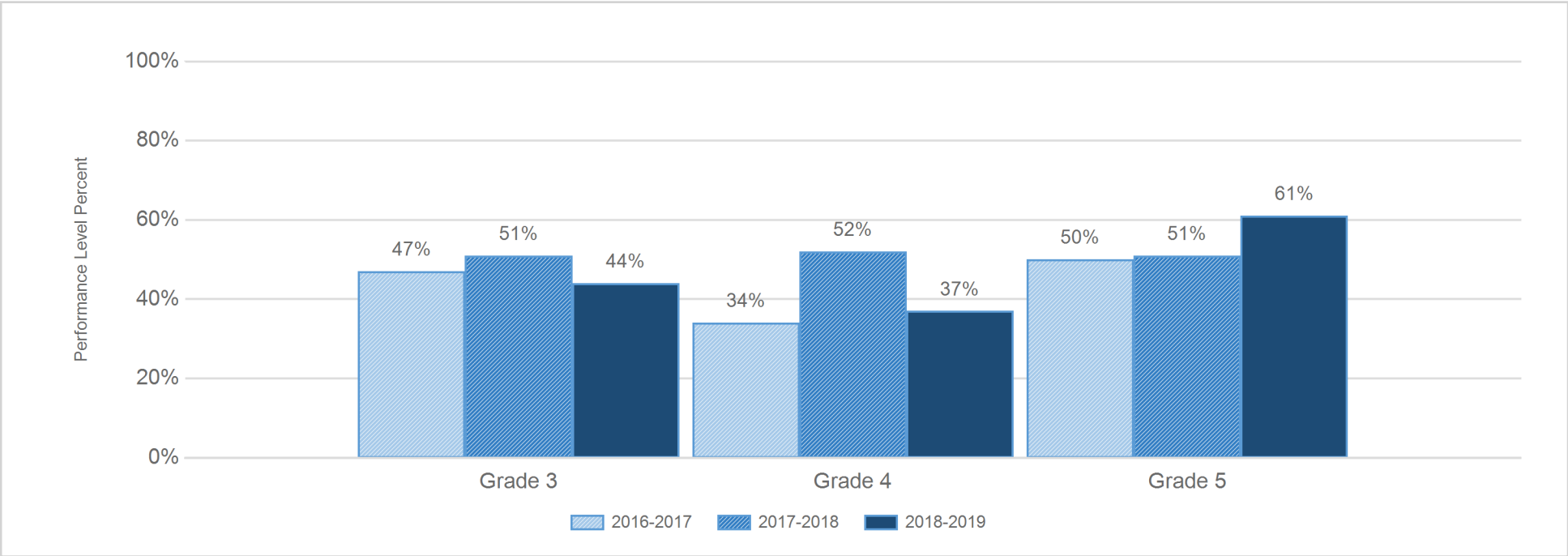


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	746	746	748	13%	19%	25%	*	*	44%	50%
White	35	752	753	757	*	*	*	*	*	57%	60%
Hispanic	19	739	737	734	*	*	*	*	*	32%	36%
Black or African American	34	738	736	731	*	*	32%	*	*	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	56	752	754	753	*	*	21%	*	*	50%	55%
Male	46	739	739	743	*	*	28%	*	*	37%	46%
Economically Disadvantaged Students	55	737	735	731	*	*	27%	*	*	31%	33%
Non-Economically Disadvantaged Students	47	756	755	759	*	*	21%	*	*	60%	61%
Students with Disabilities	18	709	708	719	*	*	*	*	*	17%	24%
Students without Disabilities	84	754	755	754	*	*	*	*	*	50%	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	741	749	755	12%	17%	34%	27%	10%	37%	57%
White	53	749	755	763	*	*	28%	*	*	49%	67%
Hispanic	10	737	742	743	*	*	*	*	*	30%	44%
Black or African American	33	727	739	739	*	*	45%	*	*	12%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	54	747	754	760	*	*	33%	*	*	44%	62%
Male	60	737	745	750	*	*	35%	*	*	30%	53%
Economically Disadvantaged Students	52	731	738	740	*	*	38%	*	*	25%	40%
Non-Economically Disadvantaged Students	62	750	757	765	*	*	31%	*	*	47%	69%
Students with Disabilities	29	719	*	725	*	*	*	*	*	17%	25%
Students without Disabilities	85	749	*	761	*	*	*	*	*	44%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Erial Elementary School  
(07-1780-050)  
Grades Offered: PK-05  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	757	756	756	*	18%	20%	*	*	61%	58%
White	40	763	760	764	0%	*	*	*	*	70%	68%
Hispanic	10	749	750	743	0%	*	0%	*	*	50%	44%
Black or African American	36	753	749	739	*	*	*	*	*	58%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	56	763	762	761	*	*	*	*	*	71%	64%
Male	44	749	750	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	55	752	745	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	45	763	763	766	*	*	*	*	*	71%	69%
Students with Disabilities	16	725	720	724	*	*	*	*	*	19%	23%
Students without Disabilities	84	763	764	762	*	*	*	*	*	69%	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	98.5	49.5	42.9	44.5	49.5	40.2	Met Target
White	127	97.7	60.6	50.0	54.1	60.6	47	Met Target
Hispanic	41	97.6	36.6	31.9	28.8	36.6	31.5	Met Target
Black or African American	98	99.0	34.7	27.5	23.0	34.7	28.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	26	100.0	50.0	39.0	53.3	50.0	32.6	Met Target
Female	166	99.4	51.8	44.4	44.9	51.8		
Male	145	97.4	46.9	41.4	44.2	46.9		
Economically Disadvantaged Students	155	98.8	35.5	28.1	26.3	35.5	30.4	Met Target
Non-Economically Disadvantaged Students	156	98.1	63.5	52.5	54.9	63.5		
Students with Disabilities	65	95.7	24.6	12.6	17.4	24.6	20.2	Met Target
Students without Disabilities	246	99.2	56.1	49.5	50.0	56.1		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

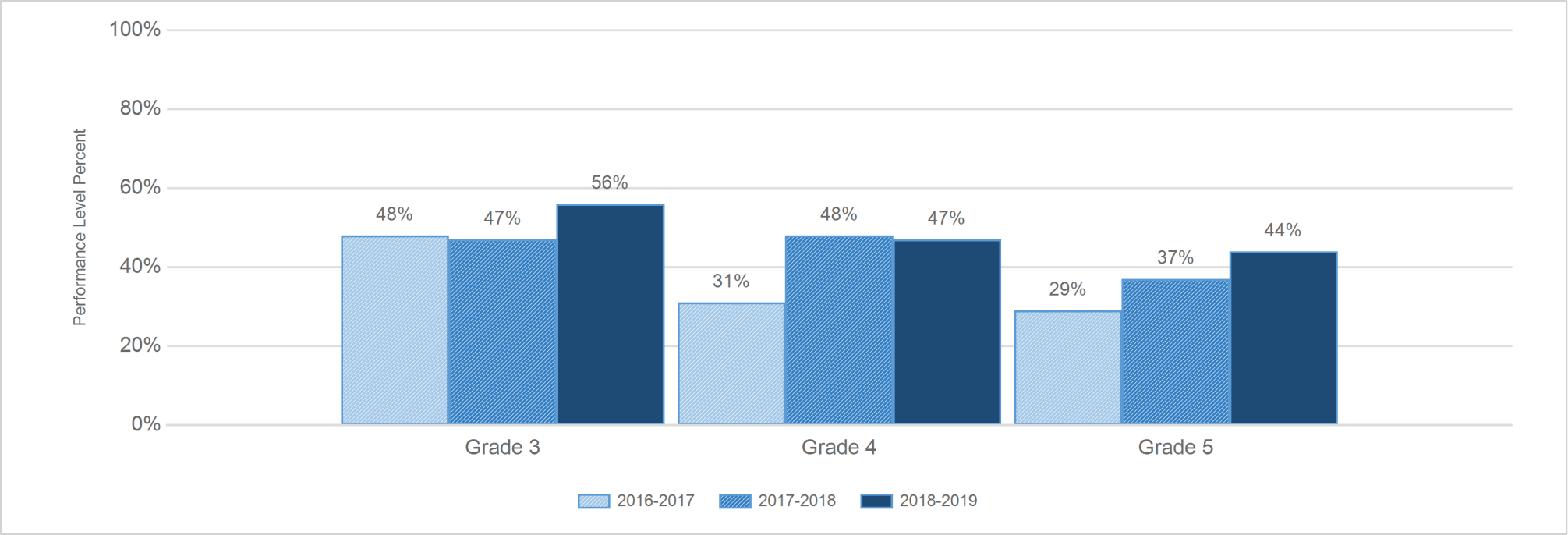


Erial Elementary School  
(07-1780-050)  
Grades Offered: PK-05  
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	749	749	752	*	22%	17%	*	*	56%	55%
White	35	754	756	760	*	*	*	*	*	60%	66%
Hispanic	19	733	740	739	*	*	*	*	*	37%	40%
Black or African American	34	745	740	735	*	*	*	*	*	53%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	56	753	751	751	*	20%	*	*	*	61%	54%
Male	46	744	747	752	*	24%	*	*	*	50%	56%
Economically Disadvantaged Students	55	738	737	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	47	762	758	761	*	*	*	*	*	77%	67%
Students with Disabilities	18	729	719	731	*	*	*	*	*	33%	31%
Students without Disabilities	84	753	756	756	*	*	*	*	*	61%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	743	745	749	14%	16%	23%	*	*	47%	51%
White	53	749	750	757	*	*	*	*	*	57%	62%
Hispanic	10	743	740	737	*	0%	*	*	*	40%	36%
Black or African American	33	728	735	731	*	*	33%	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	54	745	745	749	*	*	24%	*	*	48%	50%
Male	60	741	745	749	*	*	22%	*	*	47%	52%
Economically Disadvantaged Students	52	732	732	734	*	*	29%	*	*	35%	32%
Non-Economically Disadvantaged Students	62	752	754	759	*	*	18%	*	*	58%	63%
Students with Disabilities	29	722	*	726	*	*	*	*	*	31%	25%
Students without Disabilities	85	750	*	754	*	*	*	*	*	53%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	742	745	747	*	30%	22%	*	*	44%	47%
White	40	752	750	755	0%	*	*	*	*	65%	58%
Hispanic	10	736	739	735	0%	*	*	*	*	40%	30%
Black or African American	36	730	733	729	*	36%	31%	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	56	742	745	747	*	32%	20%	*	*	46%	47%
Male	44	742	744	747	*	27%	25%	*	*	41%	47%
Economically Disadvantaged Students	55	734	734	732	*	*	*	*	*	31%	27%
Non-Economically Disadvantaged Students	45	752	752	757	*	*	*	*	*	60%	59%
Students with Disabilities	16	717	717	725	*	*	*	*	*	*	19%
Students without Disabilities	84	747	751	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



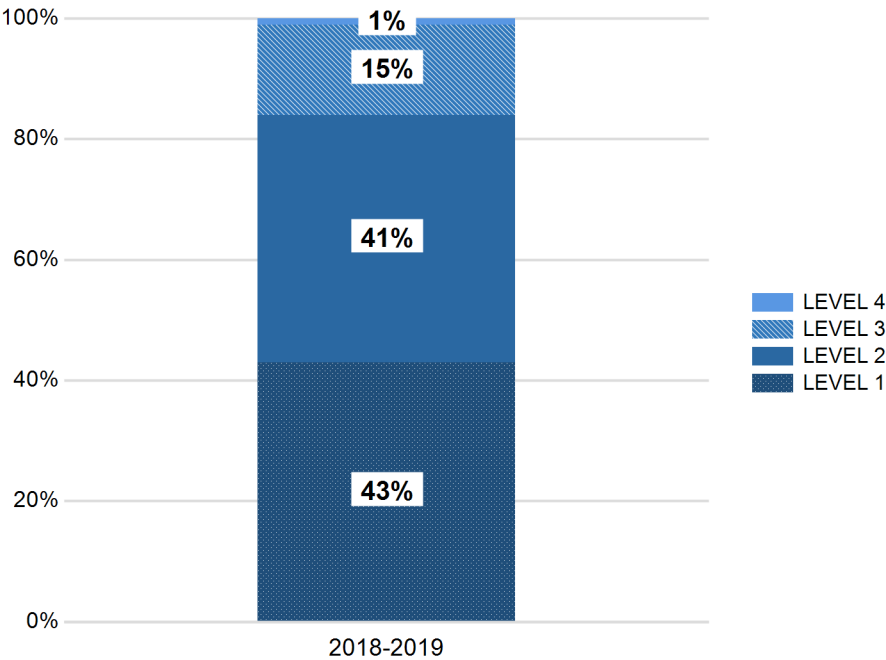
Erial Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	41	15	1
White	31	51	18	0
Hispanic	55	18	27	0
Black or African American	59	35	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	45	16	0
Male	47	37	14	2
Economically Disadvantaged Students	53	37	10	0
Non-Economically Disadvantaged Students	31	47	20	2
Students with Disabilities	75	19	6	0
Students without Disabilities	36	46	17	1
English Learners	N	N	N	N
Non-English Learners	43	41	15	1
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

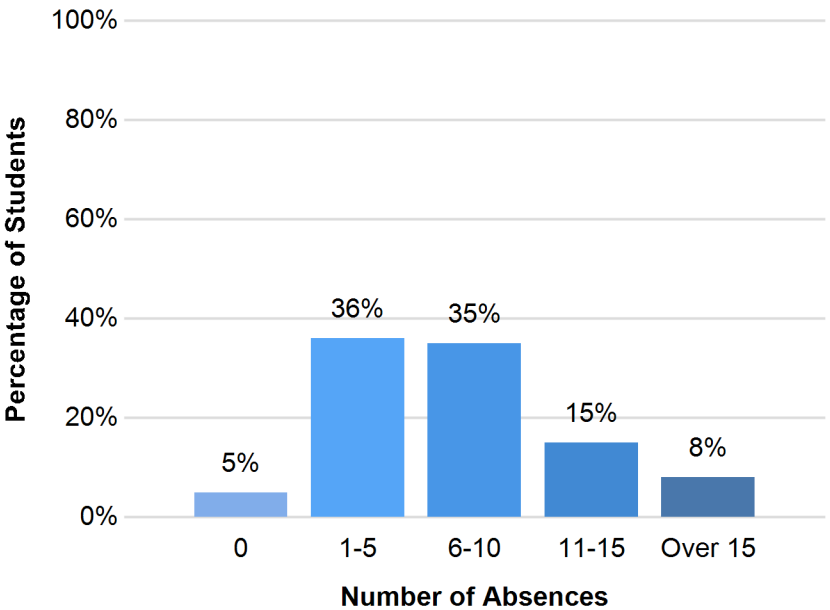
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	6.1	8.9	Met
White	12	4.6	8.9	Met
Hispanic	7	8.8	8.9	Met
Black or African American	12	6.1	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	4.2	8.9	Met
Female	17	5.7		
Male	21	6.5		
Economically Disadvantaged Students	29	9.6	8.9	Not Met
Students with Disabilities	14	11.0	8.9	Not Met
English Learners	3	23.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





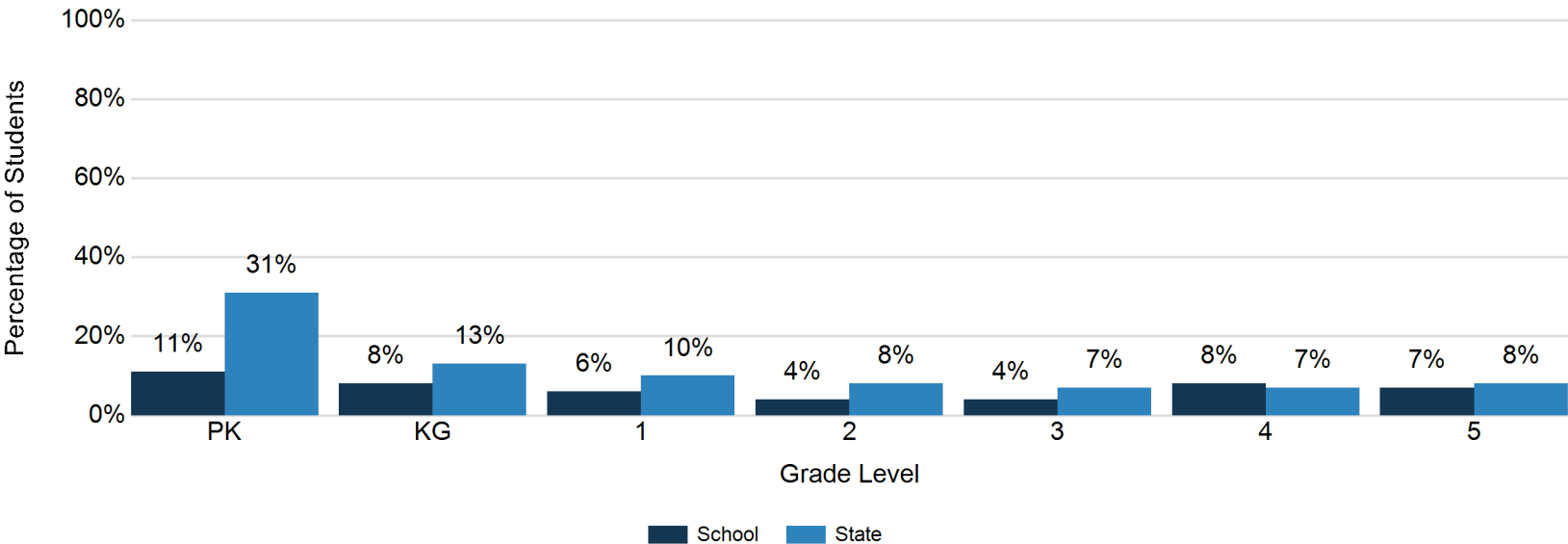
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Chronic Absenteeism by Grade

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





Erial Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.58

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	2	4
Religion	0	0	0
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	3	3	6
Disability	0	0	0
Other	2	3	5
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	45	6.8%
Out-of-School Suspensions	23	3.5%
Any Suspension	56	8.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
41



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Grades Offered: PK-05  
2018-2019

**Report Key:**

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### School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1





Erial Elementary School  
(07-1780-050)  
Grades Offered: PK-05  
2018-2019

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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	80.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	329:1	180:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	90.4%	50.0%	48.4%	77.1%	54.9%
Male	53.6%	9.6%	50.0%	51.6%	22.9%	45.1%
White	44.2%	94.2%	50.0%	42.4%	83.6%	77.4%
Hispanic	12.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	31.0%	3.8%	50.0%	15.0%	6.6%	13.9%
Asian	4.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.9%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Erial Elementary School  
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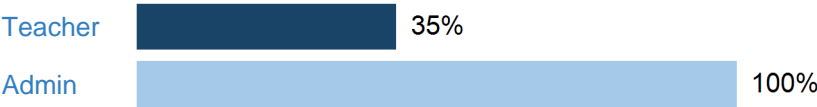
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.3%



**Erial Elementary School**  
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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.2%	51.8%	47.6%
Math Proficiency	35.7%	43.4%	49.5%
ELA Growth	36	52	46
Math Growth	42	56	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.1%	10.6%	6.1%

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



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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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## School Narrative

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



### Highlights:

- Parent/Student Academic Nights: K-2 Math Night; Grade 3-5 Math Night; PK-2 Reading Night; Grades 3-5 Reading Night.
- PTC meets monthly, supports the school program through Family Fun Nights; Holiday Shop; Book Fair; Barnes & Noble Reading Night; student assemblies.
- Support the community through the development of character with clothing, food, monetary donations.



### Mission, Vision, Theme:

Erial Elementary School strives to provide a safe learning environment that promotes rights, encourages respect, and develops responsibility for everyone. Our learning community allows us to teach, learn, and apply the skills that enable us to become responsible citizens.



### Awards, Recognition, Accomplishments:

Erial Elementary School was recognized in 2015 on NJ Classroom Close-Up when it highlighted the SOS Program which provides support for new and veteran teachers.





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 <div>Courses, Curriculum, Instruction:</div>	NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science & Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, & Library. IMPACT, Sp. Ed., Cor. Rdg., & Basic Skills Math provide intervention to further meet student needs.
 <div>Clubs and Activities:</div>	Erial Elementary School provides various after school clubs and activities for students through the Champs programs. They include Crochet, Gardening, Chess, Coping Skills, Men of Distinction, Braids and Books, & Poetry. There is also a STEM Club for student engagement. Erial also provides after-school academic support through TOP-Math and SNAP(ELA) programs.





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 <div>Before and After School Programs:</div>	Students have access to a Latch-Key Program that provides before & after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.
 <div>Staff and Professional Learning:</div>	Staff participates in various PD including Writing with Spice, Math Strategies Workshops, Intervention Strategies, iReady, SEL Book Clubs, & Handle with Care. Teachers turn-key PD with our staff and district through In-An-Hours. PLCs allow staff to meet and develop academic strategies, review data, & discuss positive student outcomes. SOS provides a support in the building for staff to share ideas in an informal setting.



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<div>Student Supports and Services:</div>	<p>Erial Elementary has a wide range of services that support students. Erial has a guidance counselor who meets with students and oversees the school Character Education Committee. Eligible students from Pre-K through 5th Grade can receive OT/PT/Speech or special education classes. The school has a Response to Intervention team as well as an Intervention &amp; Referral Service team. Academic supports include ELA nad Math after-school programs.</p>
<div>Student Health and Wellness:</div>	<p>Students participate in Physical Education classes and recess at Erial Elementary School. This year Erial has incorporated Fitness Fridays to promote a healthy lifestyle.</p>
<div>Parent and Community Involvement:</div>	<p>Erial School also boasts a very active Parent Teacher Committee (PTC). The group meets monthly and supports the school program through Family Fun Nights, Holiday Shop, Book Fair, Barnes &amp; Noble Reading Night, and multiple student assemblies. Our PTC has used their funds to support all aspects of the school and its students. Their support is essential to our success.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Erial Elementary is transitioning towards a PBSIS model. Students receive praise from staff for their positive actions through shout-outs called Wing Awards.</p>
 <div>Facilities:</div>	<p>Erial Elementary School is an older building established in 1959. It has seen many additions throughout the years as Gloucester Township has grown. The building has a separate cafeteria and gym space. There is also a Library Media Center. The building is partially air conditioned.</p>
 <div>School Safety:</div>	<p>This Year, Erial Elementary introduced an online dismissal program called School Dismissal Manager. Parents can now electronically notify school of early dismissals or changes to a student's dismissal routine. This system has also increased the safety of students who are picked up by parents or family members at dismissal. They now must enter a PIN# specific to that child for end of day pickup. This has also streamlined our dismissal process.</p>





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 <div>Technology and STEM:</div>	<p>Erial Elementary School has 1:1 chromebooks in Grades 3-5. Grades K-2 have two carts in each grade for teachers to utilize. There are also three carts divided among the MD classrooms and the Resource Center. All classroom for Grades 1-5 have Smartboards.</p>
 <div>Early Childhood Education:</div>	<p>Erial Elementary School has four sections of Pre-School Disabilities classes in which students with special needs are included with randomly selected general education students. There are two AM and two PM sections totaling up to 48 students. Erial also has a full day Pre-School Disabilities program that has up to 8 students enrolled who receive more significant supports.</p>




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 <div>Other Information</div>	<p>Erial Elementary School is located on Essex Avenue in the southern section of Gloucester Township. The building services over 650 children in Pre-School through 5th Grade. It is a very close-knit community with many of the present parents having attended the school in their youth. Erial is one of the few schools located in Gloucester Township that is situated inside of the surrounding neighborhood. This gives the school its distinctive community atmosphere. Erial Elementary School employs a staff that goes above and beyond for our students. They ensure that all our students are engaged in a quality education. They continually demonstrate professionalism and selflessness in supporting our academic mission. The secretarial and support professionals are known for their friendly and professional rapport with visitors and students. Our custodial and maintenance staff takes tremendous pride in the appearance of the building and grounds. The food services department serves breakfast and lunch with a smile. We have numerous volunteers who assist with academic and clerical support. The dedication of the staff at Erial Elementary School is evident to all who are associated with the school. The members of the Erial Elementary School community realize that it takes everyone's support to educate our children. We focus on engaging the administration, staff, and parents to support student success. The community is an important element in the success of Erial School. Our community is invited to many special activities, including inspirational guest speakers and various assemblies. Erial Elementary School supports the community through the development of character and strong citizens. We are proud of the excellence exhibited at Erial Elementary School. We are excited about the future as Gloucester Township strives to prepare our students for education in a changing world. At Erial, we continue to work to make this the best school in the district.</p>
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**Glen Landing Middle School**  
(07-1780-055)  
Grades Offered: 06-08  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:





Glen Landing Middle School  
(07-1780-055)  
Grades Offered: 06-08  
2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mrs. Takisha Jones
Address	85 LITTLE GLOUCESTER ROAD BLACKWOOD, NJ 08012
Phone Number	856-227-3534
Email Address	<a href="mailto:tjones@gloucestertownshipschools.org">tjones@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



Glen Landing Middle School

(07-1780-055)

Grades Offered: 06-08

2018-2019

**Report Key:**  
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 N No Data is available to display  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	240	227	228
7	251	250	221
8	258	257	261
Total	749	734	710

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

Student Group	2016-17	2017-18	2018-19
Female	49.3%	49.6%	50.4%
Male	50.7%	50.4%	49.6%
Economically Disadvantaged Students	26.7%	28.6%	31.4%
Students with Disabilities	16.0%	17.2%	17.6%
English Learners	0.0%	0.0%	0.1%
Homeless Students	1.1%	1.0%	1.5%
Students in Foster Care	0.1%	0.1%	0.4%
Military-Connected Students	0.0%	0.3%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.4%	74.0%	71.3%
Hispanic	7.6%	6.7%	7.7%
Black or African American	12.8%	14.3%	15.9%
Asian	2.0%	2.9%	1.7%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	1.7%	1.9%	3.2%

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Other Languages	1.8%



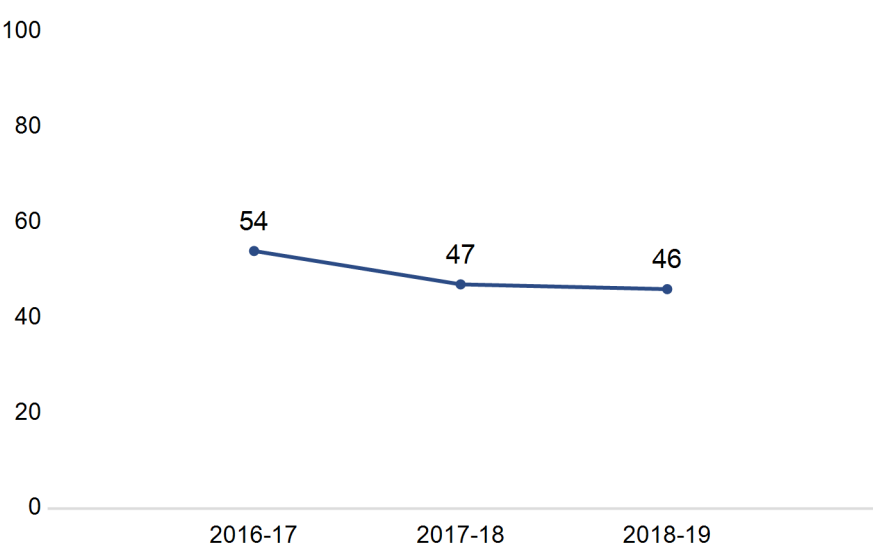
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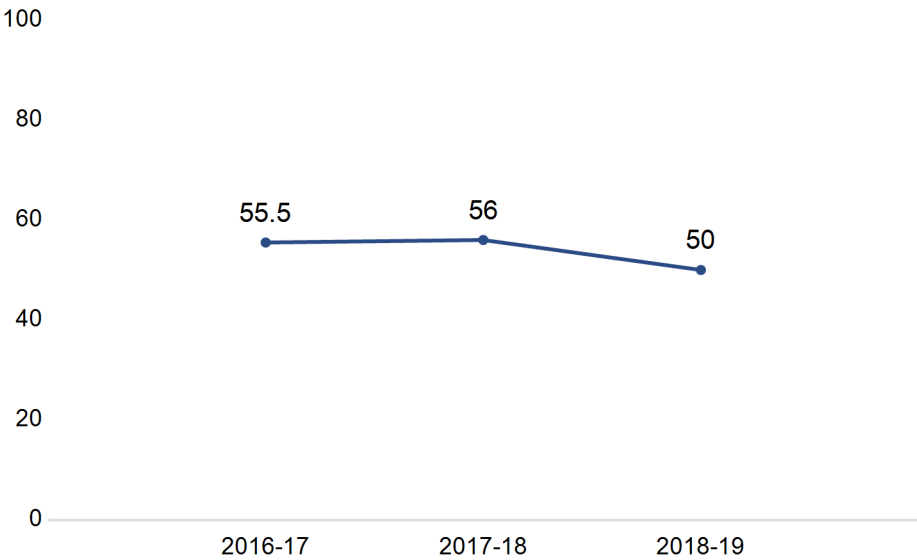
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	47	46	55.5	56	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	48	50	Met Standard	50	48	50	Met Standard
White	46	49	50	Met Standard	51	52	52	Met Standard
Hispanic	59	48	49	Met Standard	42.5	43	47	Met Standard
Black or African American	39	45	45	Not Met	43	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57.5	57	59	**	*	60.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	43.5	48	49	Met Standard	59	47	52	**
Female	46	49	53	N	43	47	50	N
Male	46	47	47	N	53	50	51	N
Economically Disadvantaged Students	43	46	48	Met Standard	41	42	46	Met Standard
Students with Disabilities	41	41	43	Met Standard	28	38	45	Not Met
English Learners	71.5	57	52	**	51	60	50	**
Homeless Students	3	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	*	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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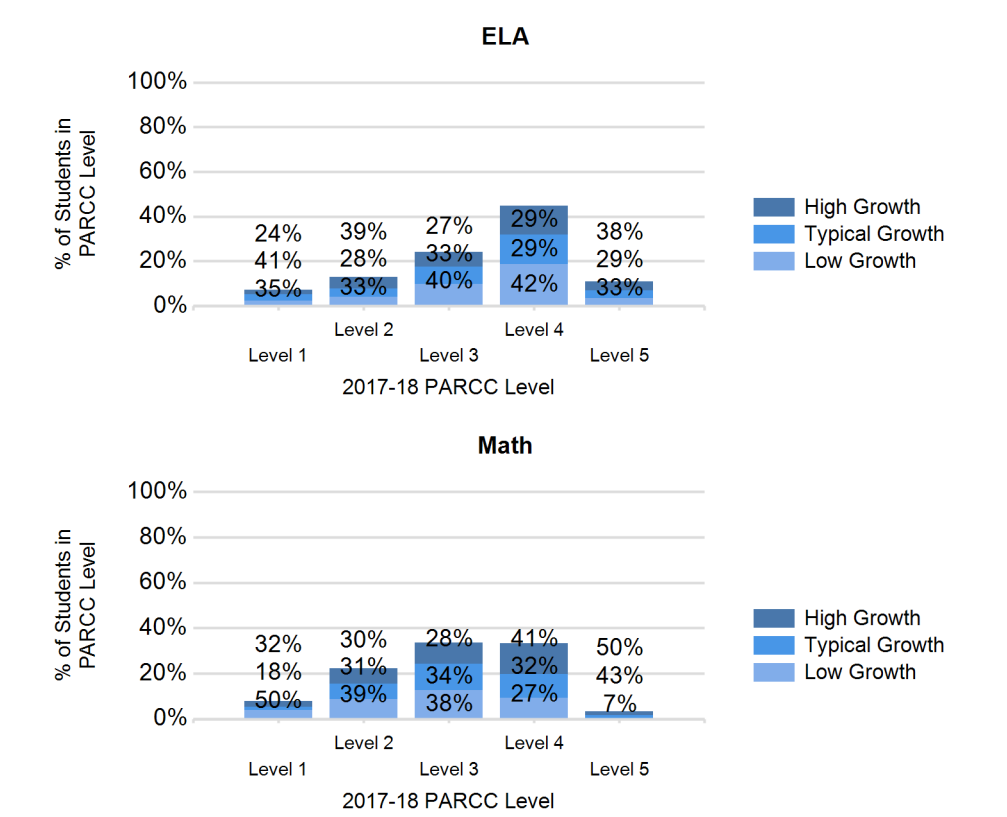
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

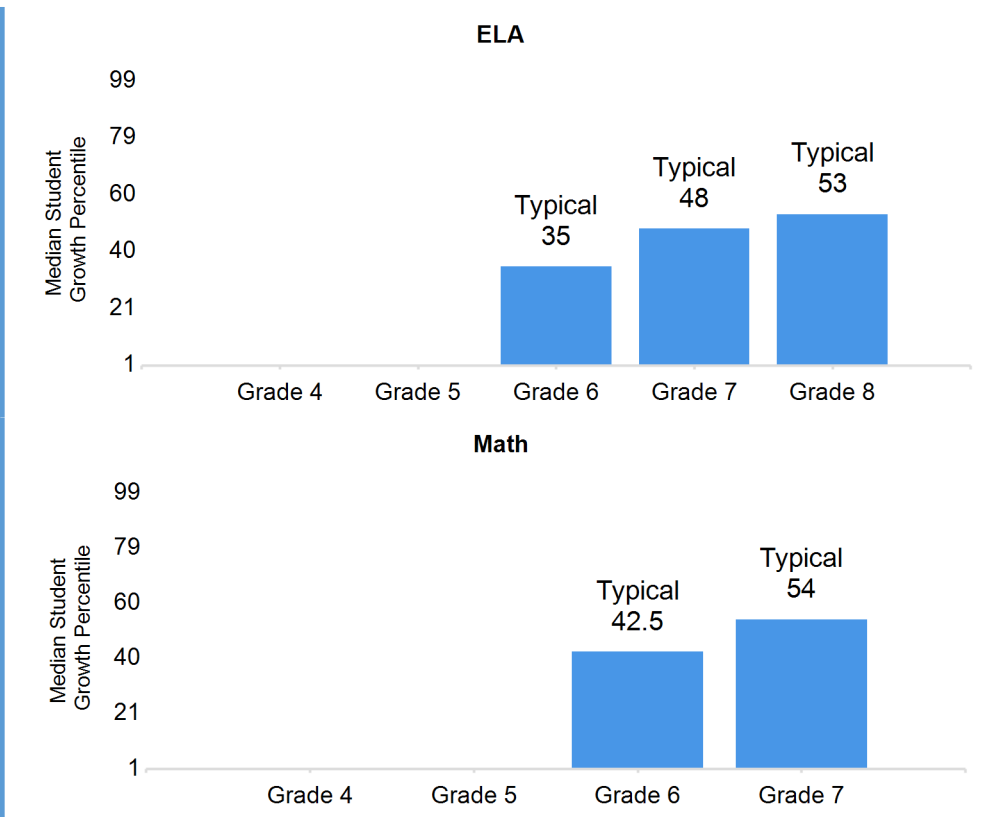
Student Growth by Performance Level

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



Student Growth by Grade

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



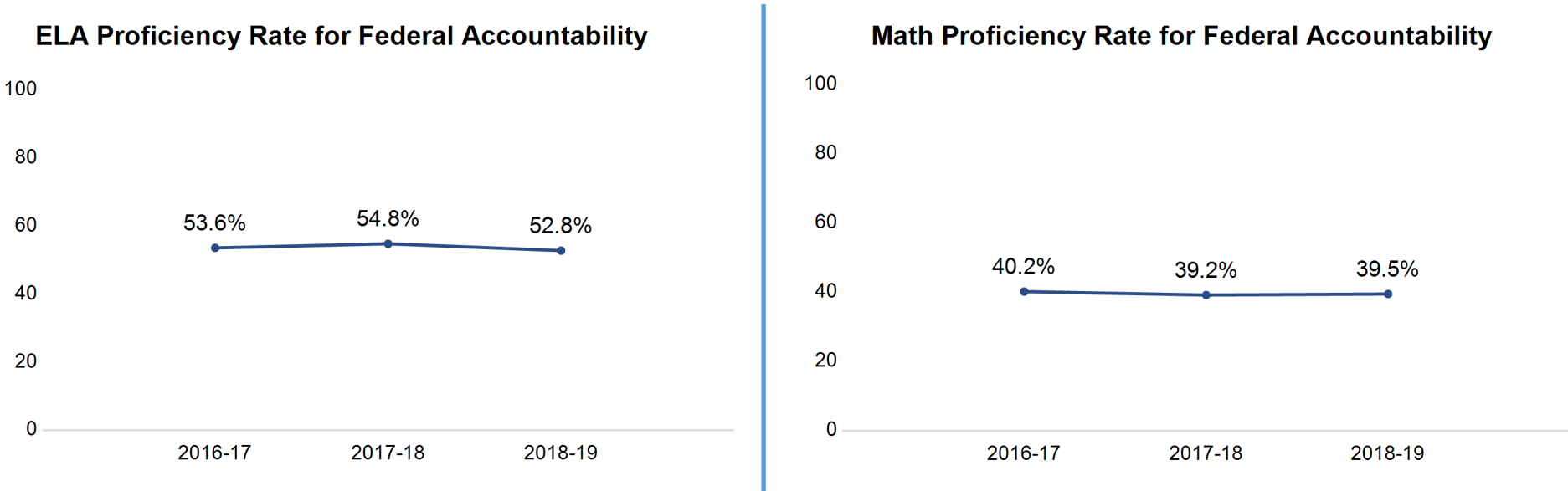


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	96.9%	97.4%	98.2%	96.9%	97.5%
Proficiency Rate for Federal Accountability	53.6%	54.8%	52.8%	40.2%	39.2%	39.5%
Annual Target	43.8%	45.7%	47.6%	38.2%	40.4%	42.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	701	97.4	52.8	54.4	57.9	52.8	47.6	Met Target
White	507	98.3	59.0	59.9	66.9	59.0	50.2	Met Target
Hispanic	54	95.2	37.0	45.0	43.9	37.0	38	Met Target†
Black or African American	106	99.2	30.2	43.3	38.5	30.2	34.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	87.5	66.7	70.1	82.9	60.2	**	**
American Indian or Alaska Native	N	N	N	40.0	56.0	N	**	**
Two or More Races	22	85.2	50.0	57.8	64.4	46.2	N	N
Female	350	97.6	66.0	64.7	64.8	66.0		
Male	351	97.3	39.6	44.7	51.3	39.6		
Economically Disadvantaged Students	221	95.5	38.9	42.3	40.0	38.9	34.9	Met Target
Non-Economically Disadvantaged Students	480	98.4	59.2	62.4	67.9	59.2		
Students with Disabilities	138	94.9	13.8	*	22.7	13.8	17.2	Met Target†
Students without Disabilities	563	98.1	62.3	*	65.1	62.3		
English Learners	13	93.7	38.5	35.5	29.3	37.6	**	**
Non-English Learners	688	97.5	53.1	55.0	60.6	53.1		
Homeless Students	12	72.2	41.7	41.5	29.1	32.9		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

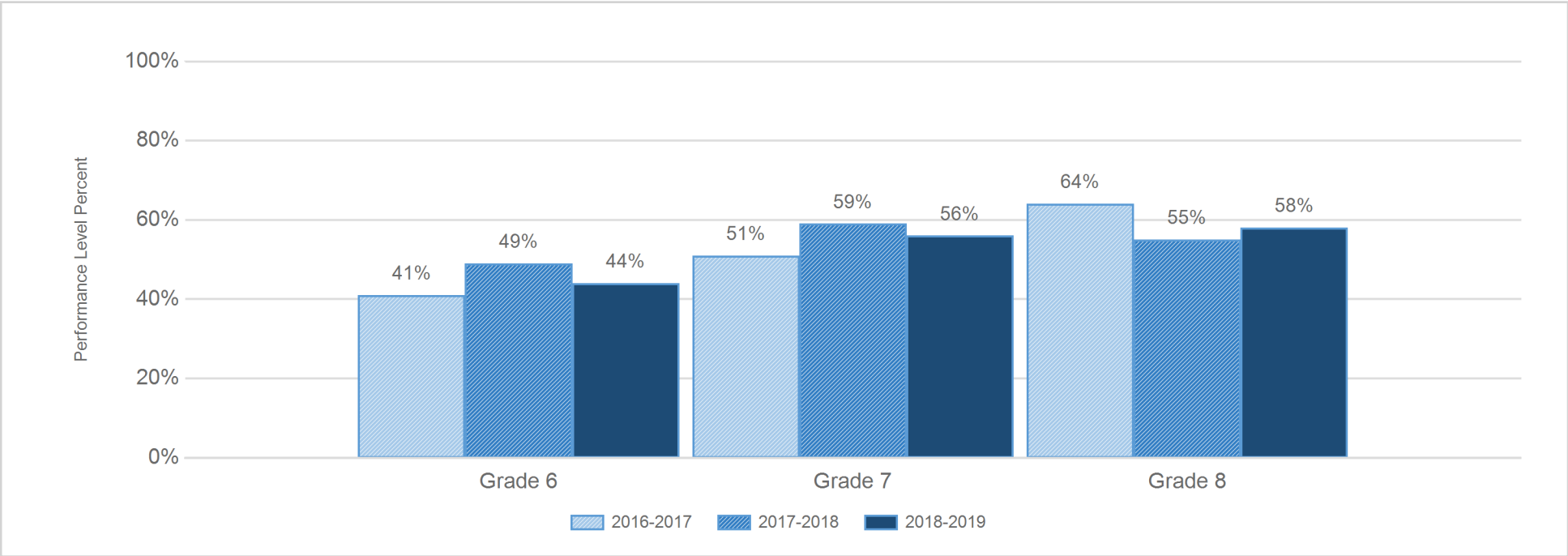


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English Language Arts Assessment - Performance Trends

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







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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	745	746	754	9%	15%	32%	37%	7%	44%	56%
White	157	752	752	762	*	11%	31%	*	*	54%	65%
Hispanic	20	729	736	743	*	*	60%	*	*	15%	43%
Black or African American	40	724	734	738	25%	28%	28%	*	*	20%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	122	754	755	762	*	*	25%	*	*	58%	64%
Male	109	735	736	748	*	*	40%	*	*	28%	48%
Economically Disadvantaged Students	87	735	736	740	*	*	31%	*	*	32%	39%
Non-Economically Disadvantaged Students	144	752	752	763	*	*	33%	*	*	51%	67%
Students with Disabilities	43	713	710	722	*	33%	*	*	*	12%	19%
Students without Disabilities	188	753	753	761	*	11%	*	*	*	52%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	752	754	761	12%	10%	22%	33%	23%	56%	63%
White	157	757	758	769	11%	8%	19%	38%	24%	62%	72%
Hispanic	17	749	747	747	*	*	*	*	*	53%	50%
Black or African American	34	731	742	741	*	*	35%	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	106	765	764	769	*	*	16%	36%	33%	69%	71%
Male	118	741	744	753	*	*	28%	30%	14%	44%	55%
Economically Disadvantaged Students	72	733	741	743	*	*	21%	24%	14%	38%	45%
Non-Economically Disadvantaged Students	152	762	762	771	*	*	23%	37%	28%	64%	73%
Students with Disabilities	41	701	707	720	*	*	*	*	*	*	22%
Students without Disabilities	183	764	761	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	266	755	758	762	8%	12%	21%	41%	17%	58%	63%
White	195	758	763	770	6%	10%	22%	45%	16%	62%	72%
Hispanic	21	745	751	747	*	*	*	*	*	43%	49%
Black or African American	43	739	746	741	*	*	23%	*	*	44%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	130	765	770	771	*	*	14%	51%	22%	73%	71%
Male	136	745	747	753	*	*	29%	32%	11%	43%	55%
Economically Disadvantaged Students	74	745	745	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	192	759	765	772	*	*	*	*	*	61%	72%
Students with Disabilities	59	718	712	721	*	*	19%	*	*	20%	22%
Students without Disabilities	207	765	768	770	*	*	22%	*	*	69%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	702	97.5	39.5	42.9	44.5	39.5	42.6	Met Target†
White	508	98.3	45.5	50.0	54.1	45.5	46.1	Met Target†
Hispanic	54	95.2	22.2	31.9	28.8	22.2	29.3	Met Target†
Black or African American	106	99.2	16.0	27.5	23.0	16.0	25.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	88.2	66.7	70.6	76.5	60.1	**	**
American Indian or Alaska Native	N	N	N	30.0	42.7	N	**	**
Two or More Races	22	85.2	40.9	39.0	53.3	37.8	N	N
Female	351	97.6	43.3	44.4	44.9	43.3		
Male	351	97.3	35.6	41.4	44.2	35.6		
Economically Disadvantaged Students	221	95.6	23.5	28.1	26.3	23.5	27.6	Met Target†
Non-Economically Disadvantaged Students	481	98.4	46.8	52.5	54.9	46.8		
Students with Disabilities	138	94.9	10.9	12.6	17.4	10.9	14.6	Met Target†
Students without Disabilities	564	98.1	46.5	49.5	50.0	46.5		
English Learners	14	94.4	14.3	33.9	25.0	14.0	**	**
Non-English Learners	688	97.5	40.0	43.1	46.5	40.0		
Homeless Students	12	72.2	33.3	18.9	17.1	26.3		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Glen Landing Middle School

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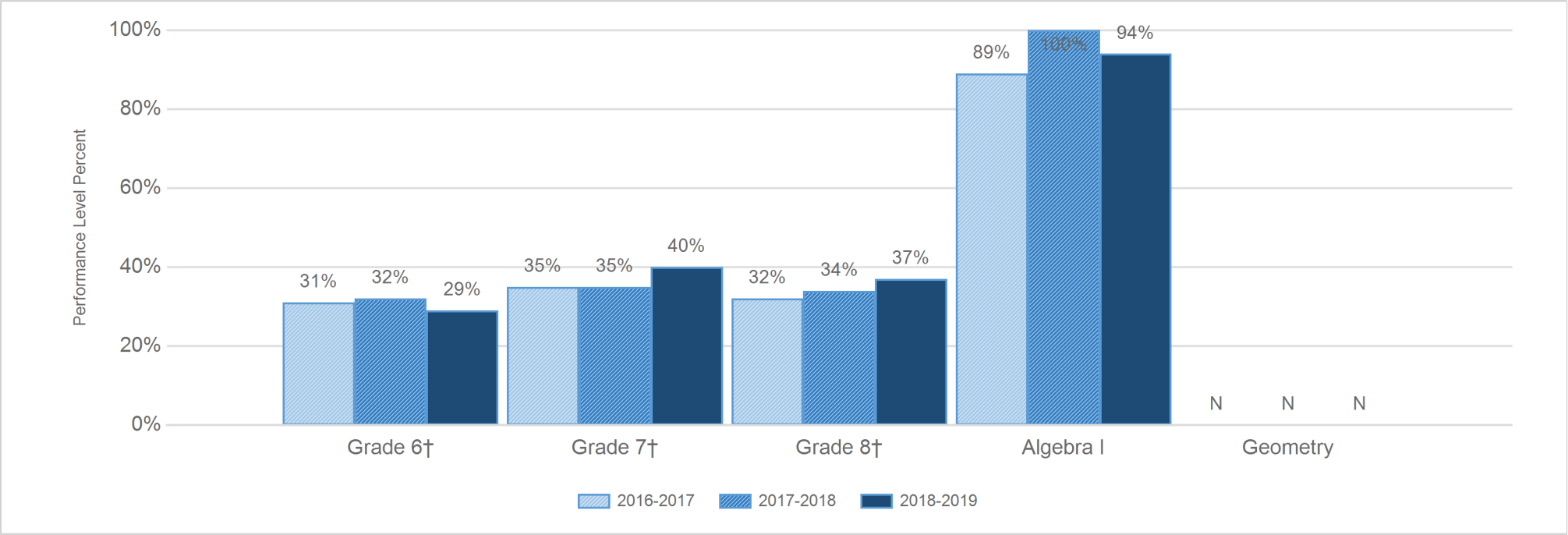
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



**Glen Landing Middle School**  
(07-1780-055)  
Grades Offered: 06-08  
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	231	732	732	741	15%	32%	24%	*	*	29%	41%
White	157	739	739	749	8%	30%	27%	*	*	36%	51%
Hispanic	20	716	724	729	*	*	*	*	*	10%	24%
Black or African American	40	712	720	722	38%	35%	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	729	747	*	*	*	*	*	*	48%
Female	122	735	736	742	11%	34%	20%	*	*	34%	42%
Male	109	727	729	740	18%	29%	28%	*	*	25%	40%
Economically Disadvantaged Students	87	720	721	726	26%	36%	20%	*	*	18%	21%
Non-Economically Disadvantaged Students	144	739	740	750	8%	30%	26%	*	*	36%	53%
Students with Disabilities	43	702	702	716	*	*	*	*	*	*	12%
Students without Disabilities	188	738	738	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



# Glen Landing Middle School

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2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	223	741	739	744	9%	21%	30%	32%	8%	40%	42%
White	156	745	744	751	8%	17%	30%	36%	9%	45%	53%
Hispanic	17	729	729	733	*	*	*	*	*	35%	26%
Black or African American	34	727	728	727	*	41%	29%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	106	743	740	744	*	19%	26%	*	*	46%	42%
Male	117	739	738	743	*	23%	32%	*	*	34%	42%
Economically Disadvantaged Students	72	726	730	731	*	33%	28%	*	*	21%	24%
Non-Economically Disadvantaged Students	151	748	745	751	*	15%	30%	*	*	49%	53%
Students with Disabilities	41	712	713	718	*	37%	*	*	*	15%	13%
Students without Disabilities	182	748	743	749	*	18%	*	*	*	46%	48%
English Learners	*	*	726	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	721	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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(07-1780-055)

Grades Offered: 06-08

2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	734	733	728	15%	23%	26%	*	*	37%	29%
White	152	737	736	737	13%	22%	22%	*	*	43%	38%
Hispanic	20	727	732	722	*	*	*	*	*	20%	22%
Black or African American	41	725	725	714	*	29%	32%	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	736	730	*	*	*	*	*	*	31%
Female	110	739	737	731	13%	17%	27%	*	*	43%	31%
Male	107	729	729	726	17%	28%	24%	*	*	31%	27%
Economically Disadvantaged Students	67	728	727	719	27%	21%	25%	*	*	27%	20%
Non-Economically Disadvantaged Students	150	737	738	735	9%	23%	26%	*	*	41%	36%
Students with Disabilities	58	707	703	707	*	*	*	*	*	*	10%
Students without Disabilities	159	744	742	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





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

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	52	783	781	744	0%	0%	*	*	*	94%	42%
White	45	781	780	752	0%	0%	*	*	*	93%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	779	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	22	785	780	745	0%	0%	*	*	*	100%	44%
Male	30	781	781	743	0%	0%	*	*	*	90%	41%
Economically Disadvantaged Students	*	*	779	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	781	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	783	781	745	0%	0%	*	*	*	94%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	737	N	N	N	N	N	N	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	738	N	N	N	N	N	N	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	738	N	N	N	N	N	N	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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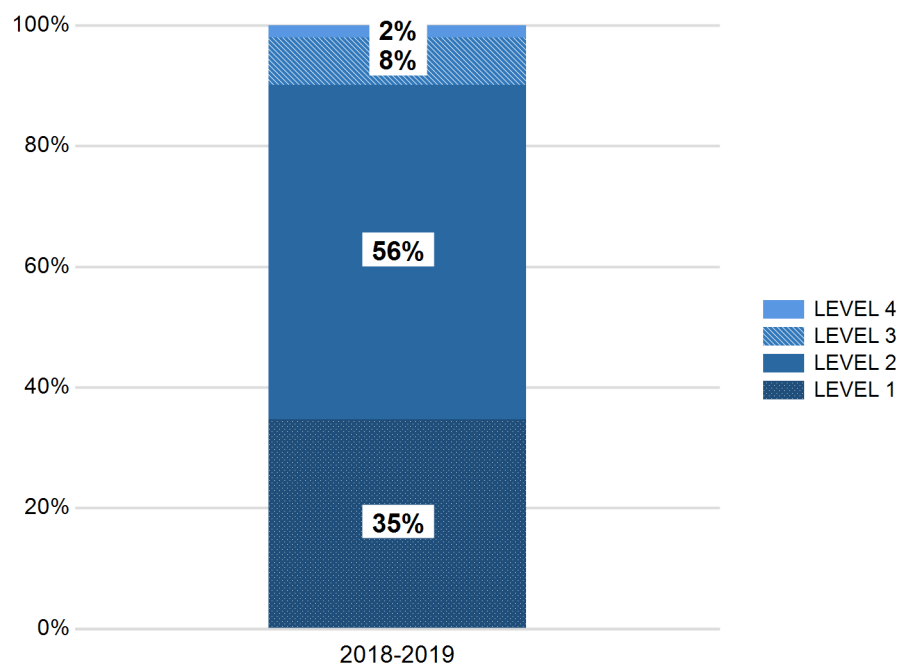
N No Data is available to display

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

## NJSLA Science Assessment: Grade 8 Summary

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



## NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	35	56	8	2
White	28	61	9	2
Hispanic	53	47	0	0
Black or African American	59	37	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	58	7	2
Male	36	53	9	2
Economically Disadvantaged Students	54	42	4	0
Non-Economically Disadvantaged Students	28	61	10	2
Students with Disabilities	76	22	2	0
Students without Disabilities	24	64	10	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	229
7	1	0	225
8	52	0	209
Total	53	0	663

## World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	226	0	0	0	0	0	0
7	224	0	0	0	0	0	0
8	257	0	0	0	0	0	0
Total	707	0	0	0	0	0	0



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Visual and Performing Arts – Course Participation

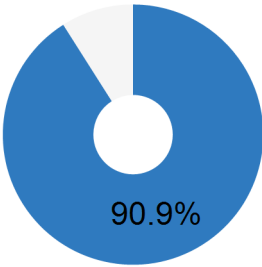
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

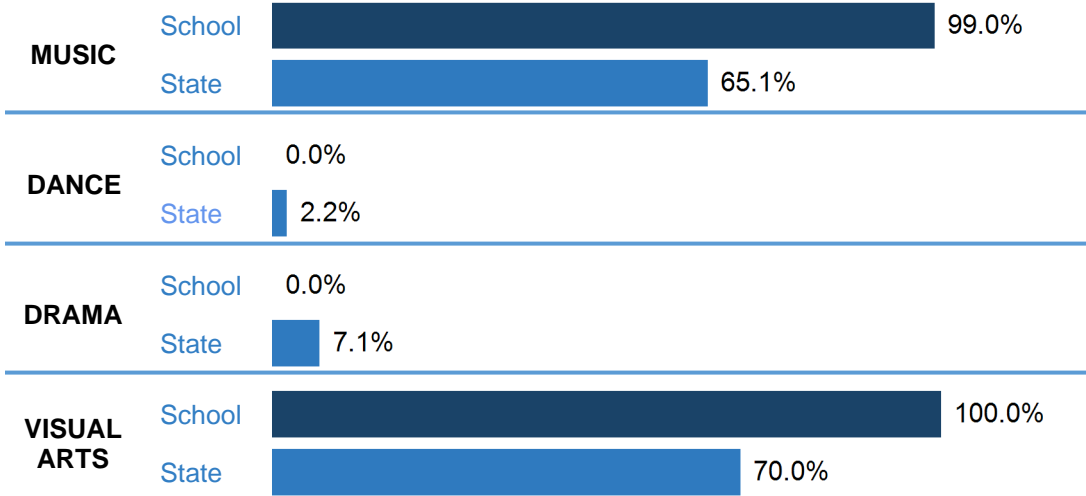


School



State

Students enrolled in one or more classes by discipline:





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

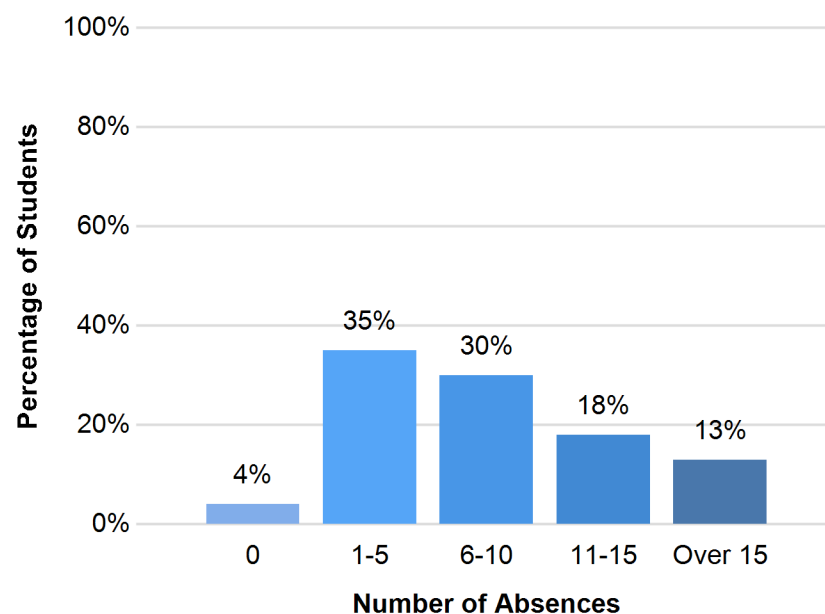
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	60	8.1	9.1	Met
White	39	7.5	9.1	Met
Hispanic	4	6.7	9.1	Met
Black or African American	11	9.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	11.8	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	15.4	9.1	Not Met
Female	36	9.7		
Male	24	6.5		
Economically Disadvantaged Students	39	16.0	9.1	Not Met
Students with Disabilities	23	15.0	9.1	Not Met
English Learners	1	10.0	**	**
Homeless Students	4	33.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





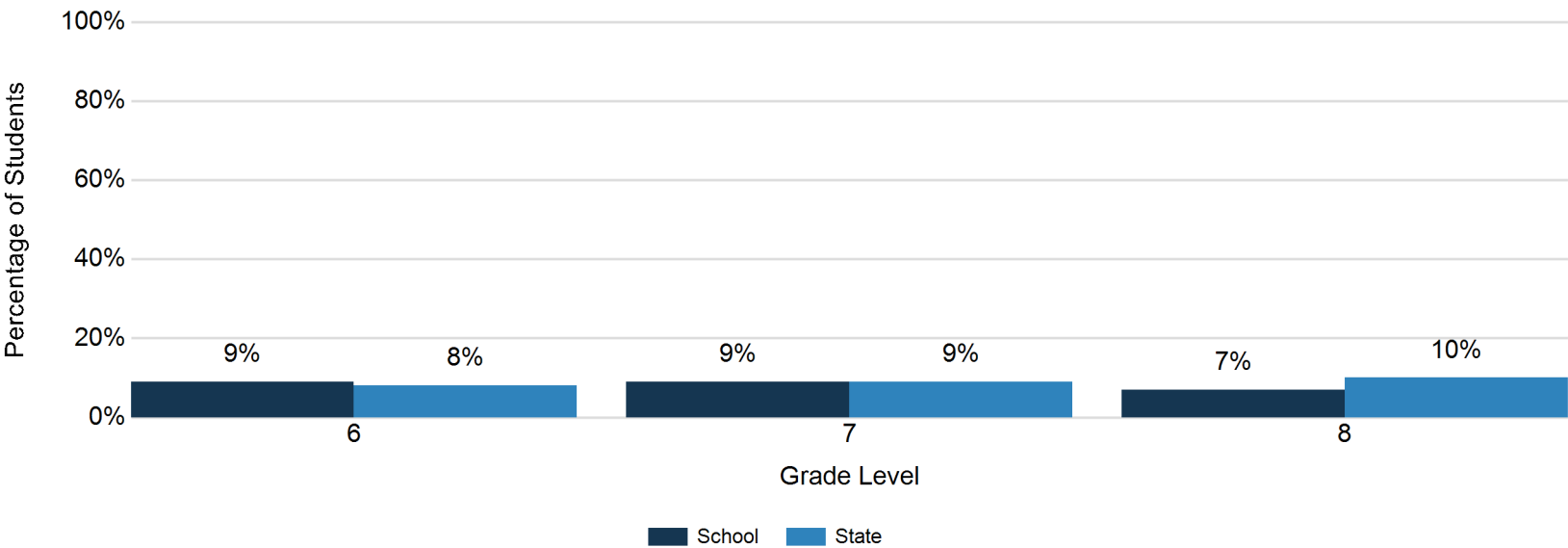
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Chronic Absenteeism by Grade

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







Glen Landing Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.99

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	2	2	4
No Identified Nature	1		1

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	63	8.9%
Out-of-School Suspensions	35	4.9%
Any Suspension	74	10.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
81



### Glen Landing Middle School

(07-1780-055)

Grades Offered: 06-08

2018-2019

#### Report Key:

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\*\* Accountability calculations require 20 or more students

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#### School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

#### Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	237:1	180:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



**Glen Landing Middle School**  
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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	69.8%	33.3%	48.4%	77.1%	54.9%
Male	49.6%	30.2%	66.7%	51.6%	22.9%	45.1%
White	71.3%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.9%	4.8%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Glen Landing Middle School  
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Teachers and Administrators - Level of Education

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

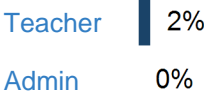
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.9%



**Glen Landing Middle School**  
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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	54.8%	52.8%
Math Proficiency	40.2%	39.2%	39.5%
ELA Growth	54	47	46
Math Growth	56	56	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.0%	13.6%	8.1%

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





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 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



# Glen Landing Middle School

(07-1780-055)

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

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

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

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

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Glen Landing offers 20 clubs and extracurricular activities.</li> <li>11 Interscholastic Sports teams compete throughout the year.</li> <li>Technology is a part of each school day, with all students utilizing their 1:1 personal Chromebook. Additionally, all core content area classes are equipped with SMARTboard technology</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Glen Landing Middle School is committed to providing each student with a supportive and challenging environment that promotes responsible decision making, character building, and life-long learning. We recognize and support the diversity of our student body in age, maturity, physical and emotional development.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Academic achievement is recognized through our membership in National Junior Honor Society. Glen Landing is an active participant in the national student recognition program called Renaissance. This program encourages student academic achievement, good attendance and conduct, and participation in school activities and projects. Glen Landing has a “Shining Star” and “Student of the Month” program to foster and encourage good citizenship and positive peer relationships. Recently, Glen Landing has added another student recognition program called "The Leo Award" where students are honored by individual teachers for their positive character and not necessarily their academic achievement.</p>






**Glen Landing Middle School**  
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<div>  <div>           Courses, Curriculum, Instruction:         </div> </div>	<p>In addition to a solid curriculum in core subject areas, math, science, social studies and language arts literacy, Glen Landing offers an excellent exploratory cycle that includes fine arts and related arts. The fine arts cycle consists of music appreciation, general music, music theatre, cultural and perceptual art, and world languages. The related arts cycle includes courses in technology and computer studies.</p>
<div>  <div>           Sports and Athletics:         </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Glen Landing offers a wide range of interscholastic sports that run throughout the school year. In addition to the sports listed above Glen Landing also offers cheerleading during the winter season and two seasons of intramural sports during both the fall and spring marking periods.</p>
<div>  <div>           Clubs and Activities:         </div> </div>	<p>Glen Landing offers a wide range of extra-curricular activities designed to meet the many interests of our students. We have athletic teams, student government, drama, instrumental music, and choral music. There are numerous clubs that students are encouraged to join, including yearbook, school newspaper, computer, technology, dance, drill team, chess, woodworking, and art.</p>





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 <p>Before and After School Programs:</p>	<p>There is an after-school intervention program provided to offer extra support to students who struggle in math, ELA, and organizational skills. We also offer an after school academic assistance program in our library.</p>
 <p>Staff and Professional Learning:</p>	<p>Our staff participates in regular Professional Learning Communities (PLCs) during their teacher day. In addition, we have both full and early dismissal days used for PD to better plan for and meet student achievement goals. In addition to the required activities, our staff also participate in numerous voluntary trainings and learning activities throughout the year.</p>






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 <p>Student Supports and Services:</p>	<p>Glen Landing offers support to students in a variety of ways. We offer tutoring and extra help to students who are struggling academically. Our CST helps to monitor the performance of our students with special needs. I&amp;RS is used to assist students who are experiencing learning, behavior, or health concerns. Our guidance department also monitors and provides supports in a variety of ways. Most recently, our school began an INTERACT club which provides a forum and social support club for students struggling with transitional issues including but not limited to: making and keeping friends, making healthy decisions and managing conflict.</p>
 <p>Student Health and Wellness:</p>	<p>Glen Landing has an active Student Safety Committee designed to create a safe climate conducive to learning and healthy student development. Our Physical Education courses stress lifetime fitness, healthful living and social skills. The district also fully participates in the school breakfast and lunch programs. This year we added a Mindfulness Club to teach self-care practices.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are welcome in our school and are afforded opportunities to visit during Orientation, Back to School Night, American Education Week, parent-teacher conferences, and various other school functions. We recognize that parents are an important part of our school and we welcome parent participation through our Home and School Association. Glen Landing has an active HSA and enjoys the support of parent involvement in the school during the school year.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The School Climate and Safety Committee conducts a student survey each year. Students are able to complete the survey using their chromebooks and the committee is able to easily use the data to gain insight regarding their perspective related to our school climate and safety.</p>
 <p>Facilities:</p>	<p>This school year we have improved our infrastructure via replacement of 21 teacher closets, an overhaul of both the security camera and emergency management systems, repaved sidewalks, added 89 BERT otlets to conserve energy, upgraded the lighting in the hallways and began initial plans to construct a vestibule in the front of our building in an effort to enhance the security of the entire school community.</p>
 <p>School Safety:</p>	<p>Glen Landing has an active Student Safety Committee designed to create a safe climate conducive to learning and healthy student development.</p>




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 <p>Technology and STEM:</p>	<p>To support student growth in the area of technology, two of our computer based exploratory classes have added both coding and 3D printing elements which serve as the foundation for our building wide STEM improvements.</p>
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 <div>Other Information</div>	Several major technology initiatives have been accomplished as all Glen Landing students (grades 6-8) have their own Chromebook which is used daily for technology integration into the classroom. Additionally, all Math and ELA classrooms have Smartboard monitors that aid in interactivity of the curriculum for teachers and students. Glen Landing is a proud school community and we look forward to even more achievements as we begin new English Language Arts materials, modify our block instruction in Math, and implement the new curriculum in Science and Social Studies. We are well positioned to support all of our Glen Landing students.
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**Glendora Elementary School**  
(07-1780-060)  
Grades Offered: KG-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Glendora Elementary School**

(07-1780-060)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Ms. Patricia Ferrier
Address	201 STATION AVE GLENDORA, NJ 08029
Phone Number	856-939-4704
Email Address	<a href="mailto:pferrier@gloucestertownshipschools.org">pferrier@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



**Glendora Elementary School**  
(07-1780-060)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	34	43	33
1	39	34	41
2	33	47	34
3	41	35	46
4	47	45	34
5	39	46	45
Total	233	250	233

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	55.8%	52.0%	51.5%
Male	44.2%	48.0%	48.5%
Economically Disadvantaged Students	30.9%	33.2%	33.0%
Students with Disabilities	14.6%	14.0%	15.0%
English Learners	0.0%	0.4%	0.0%
Homeless Students	0.9%	1.2%	0.9%
Students in Foster Care	0.0%	0.0%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.5%	80.4%	78.5%
Hispanic	9.0%	11.6%	11.6%
Black or African American	2.6%	4.8%	5.6%
Asian	2.1%	2.0%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.7%	1.2%	2.6%

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

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	34	43	33

### Enrollment by Home Language

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

Home Language	% of Students
English	99.6%
Other Languages	0.4%



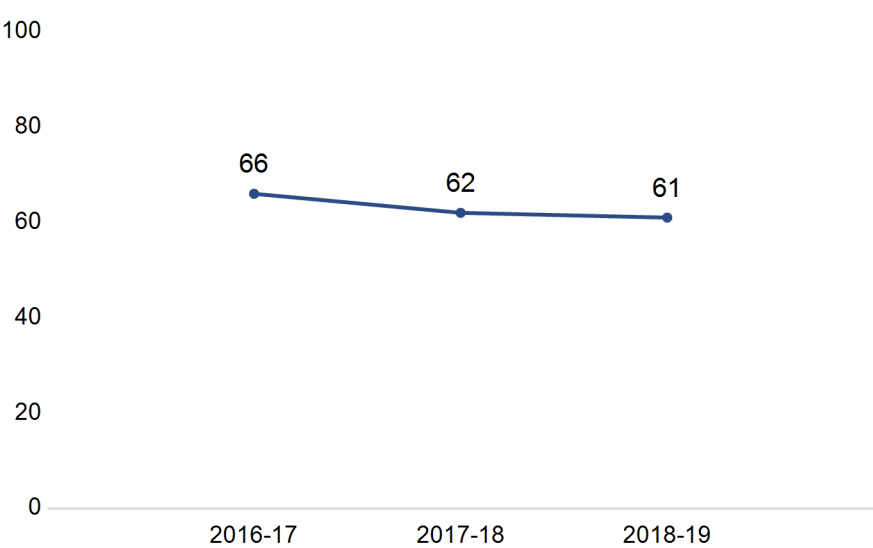
Glendora Elementary School  
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2018-2019

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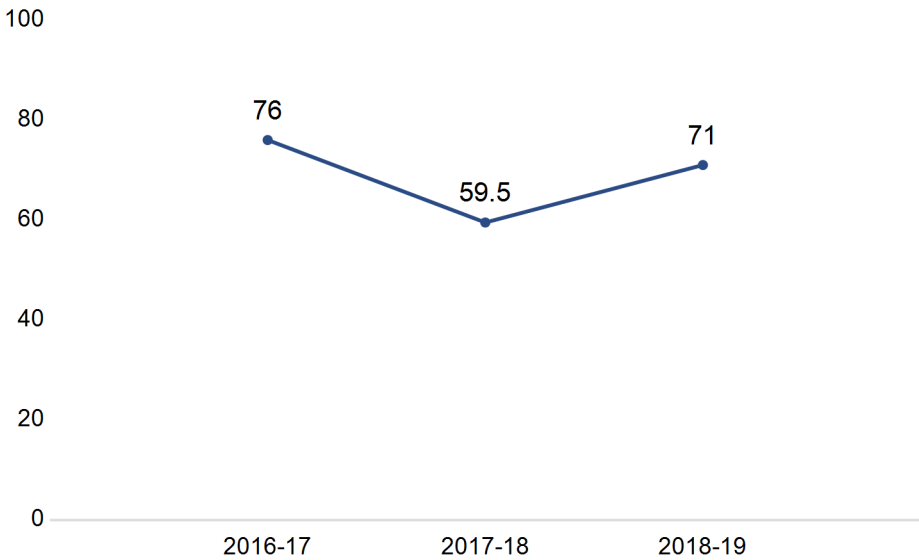
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	66	62	61	76	59.5	71
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	61	48	50	Exceeds Standard	71	48	50	Exceeds Standard
White	58.5	49	50	Met Standard	68	52	52	Exceeds Standard
Hispanic	86.5	48	49	**	55.5	43	47	**
Black or African American	*	45	45	**	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57	59	**	*	60.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	63.5	49	53	N	67.5	47	50	N
Male	60	47	47	N	75	50	51	N
Economically Disadvantaged Students	59.5	46	48	Met Standard	62.5	42	46	Exceeds Standard
Students with Disabilities	34.5	41	43	**	37.5	38	45	**
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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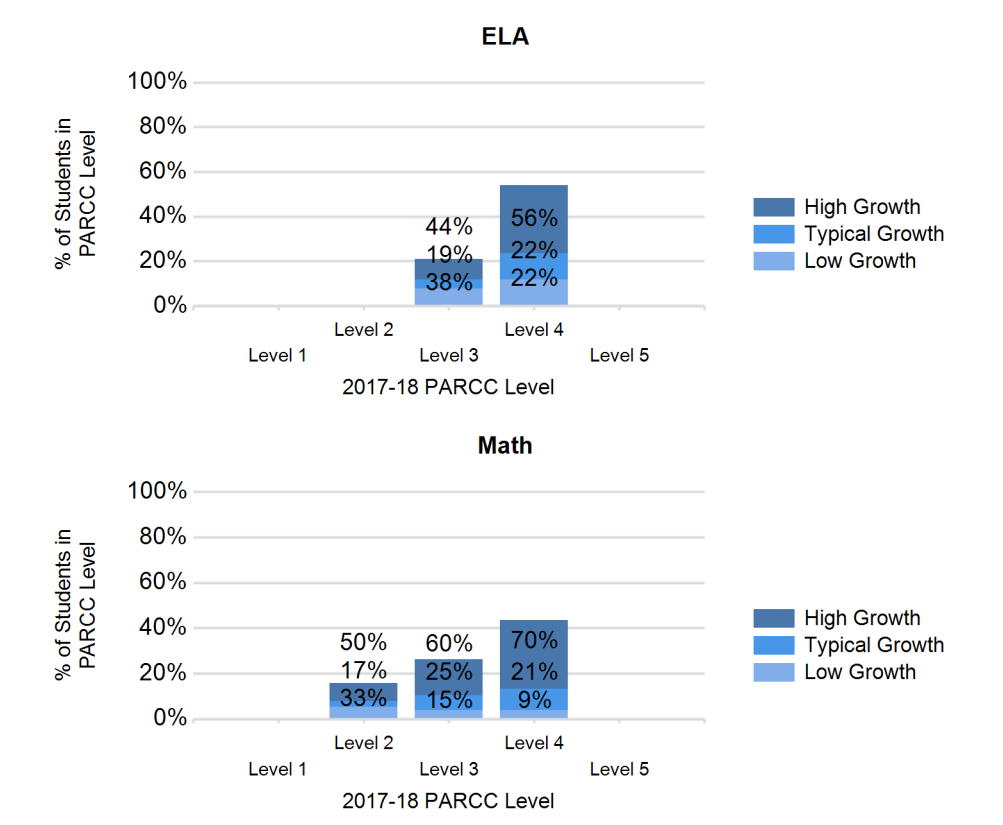
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

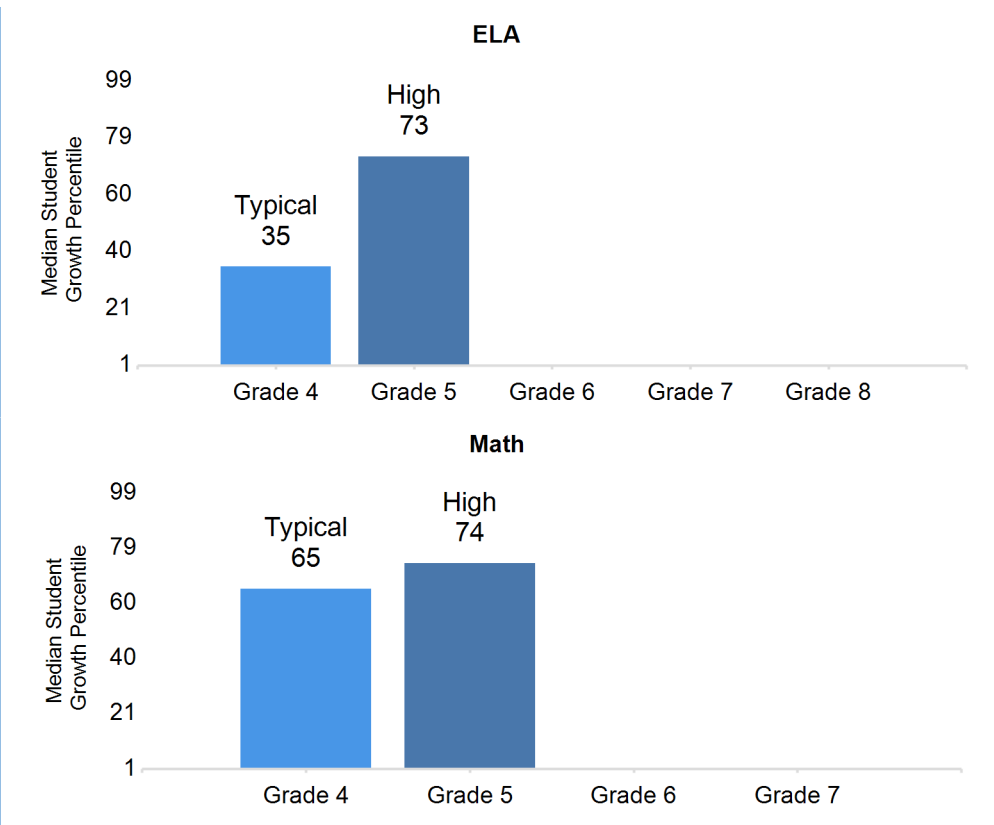
Student Growth by Performance Level

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



Student Growth by Grade

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



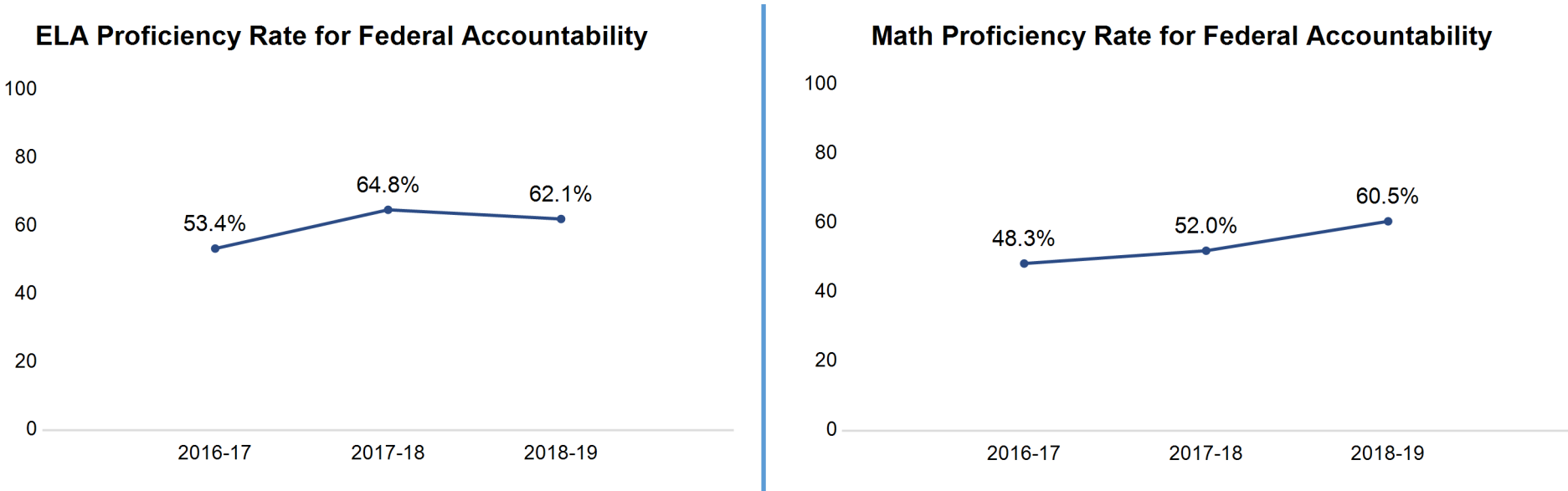


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	97.0%	98.4%	97.7%	97.1%	98.4%
Proficiency Rate for Federal Accountability	53.4%	64.8%	62.1%	48.3%	52.0%	60.5%
Annual Target	48.1%	49.8%	51.4%	36.7%	39.0%	41.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	124	98.4	62.1	54.4	57.9	62.1	51.4	Met Target
White	94	98.0	60.6	59.9	66.9	60.6	53.7	Met Target
Hispanic	16	100.0	62.5	45.0	43.9	62.5	**	**
Black or African American	*	*	*	43.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	40.0	56.0	N	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	63	98.5	65.1	64.7	64.8	65.1		
Male	61	98.4	59.0	44.7	51.3	59.0		
Economically Disadvantaged Students	40	100.0	45.0	42.3	40.0	45.0	50.2	Met Target†
Non-Economically Disadvantaged Students	84	97.7	70.2	62.4	67.9	70.2		
Students with Disabilities	24	96.3	29.2	*	22.7	29.2	18.2	Met Target
Students without Disabilities	100	99.0	70.0	*	65.1	70.0		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

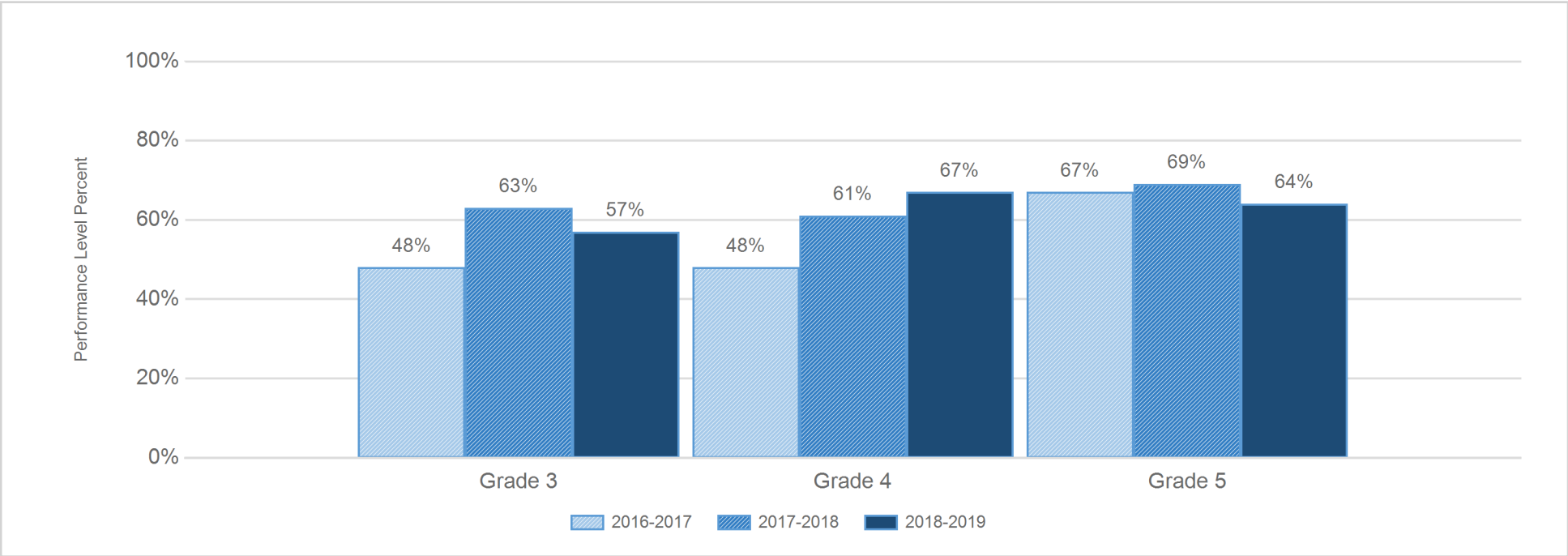


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	751	746	748	*	*	*	57%	0%	57%	50%
White	37	753	753	757	*	*	*	59%	0%	59%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	25	749	754	753	*	*	*	56%	0%	56%	55%
Male	22	752	739	743	*	*	*	59%	0%	59%	46%
Economically Disadvantaged Students	15	731	735	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	32	760	755	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	708	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	754	*	*	*	*	*	*	56%
English Learners	N	N	713	713	N	N	N	N	N	N	17%
Non-English Learners	47	751	747	751	*	*	*	57%	0%	57%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	758	749	755	*	*	*	*	*	67%	57%
White	27	755	755	763	*	*	*	*	*	63%	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	24	761	754	760	*	*	*	*	*	71%	62%
Male	12	753	745	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	11	754	738	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	25	760	757	765	*	*	*	*	*	72%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	N	N	748	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	766	756	756	*	*	*	*	*	64%	58%
White	31	765	760	764	*	*	*	*	*	61%	68%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	15	772	762	761	*	*	*	*	*	73%	64%
Male	27	762	750	750	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	14	755	745	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	28	771	763	766	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	N	N	715	713	N	N	N	N	N	N	11%
Non-English Learners	42	766	757	758	*	*	*	*	*	64%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	124	98.4	60.5	42.9	44.5	60.5	41.2	Met Target
White	94	98.0	61.7	50.0	54.1	61.7	41.9	Met Target
Hispanic	16	100.0	50.0	31.9	28.8	50.0	**	**
Black or African American	*	*	*	27.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	30.0	42.7	N	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	63	98.5	57.1	44.4	44.9	57.1		
Male	61	98.4	63.9	41.4	44.2	63.9		
Economically Disadvantaged Students	40	100.0	47.5	28.1	26.3	47.5	31	Met Target
Non-Economically Disadvantaged Students	84	97.7	66.7	52.5	54.9	66.7		
Students with Disabilities	24	96.3	20.8	12.6	17.4	20.8	15.1	Met Target
Students without Disabilities	100	99.0	70.0	49.5	50.0	70.0		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

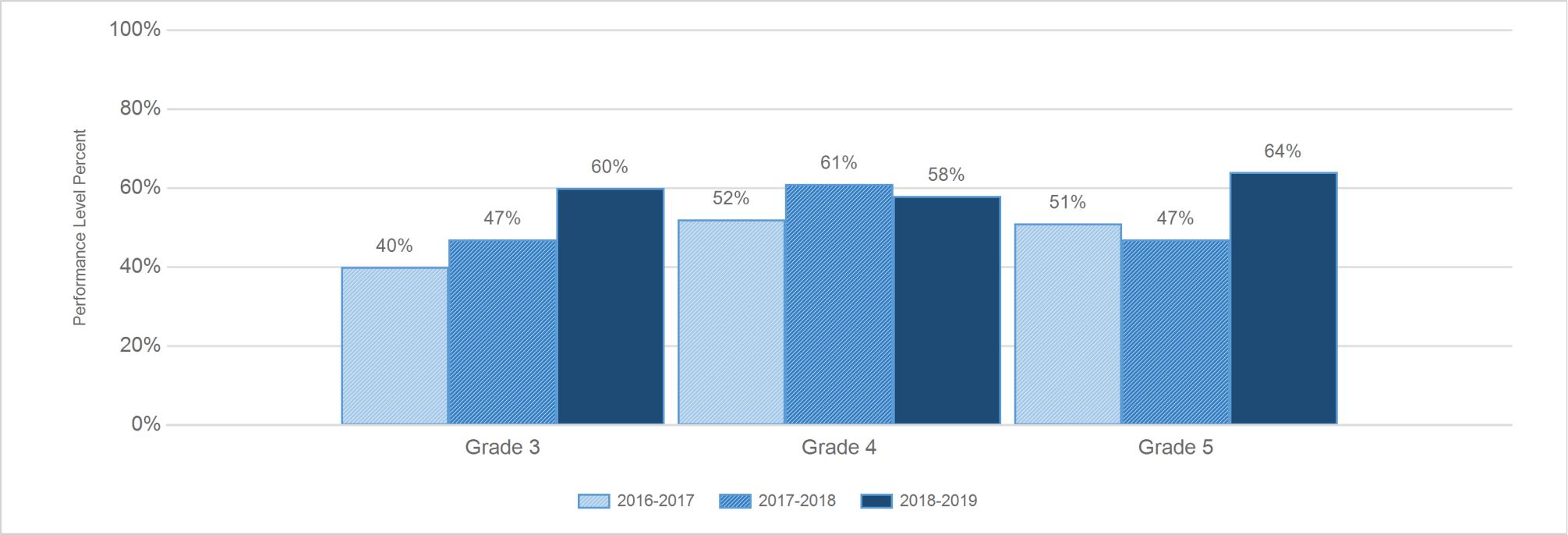


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2018-2019

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Mathematics Assessment – Performance Trends

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



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



Glendora Elementary School  
(07-1780-060)  
Grades Offered: KG-05  
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	753	749	752	*	*	26%	*	*	60%	55%
White	37	755	756	760	*	*	*	*	*	68%	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	*	*	740	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	25	748	751	751	*	*	*	*	*	52%	54%
Male	22	758	747	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	15	742	737	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	32	758	758	761	*	*	*	*	*	72%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	756	756	*	*	*	*	*	*	60%
English Learners	N	N	728	728	N	N	N	N	N	N	26%
Non-English Learners	47	753	750	754	*	*	26%	*	*	60%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%





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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	750	745	749	*	*	*	*	*	58%	51%
White	27	746	750	757	*	*	*	*	*	52%	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	24	748	745	749	*	*	*	*	*	58%	50%
Male	12	755	745	749	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	11	751	732	734	*	*	*	*	*	73%	32%
Non-Economically Disadvantaged Students	25	750	754	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	724	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	755	745	747	*	*	*	*	*	64%	47%
White	31	754	750	755	*	*	*	*	*	65%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	*	*	733	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	15	755	745	747	*	*	*	*	*	60%	47%
Male	27	755	744	747	*	*	*	*	*	67%	47%
Economically Disadvantaged Students	14	745	734	732	*	*	*	*	*	43%	27%
Non-Economically Disadvantaged Students	28	760	752	757	*	*	*	*	*	75%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	42	755	745	749	*	*	*	*	*	64%	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Glendora Elementary School

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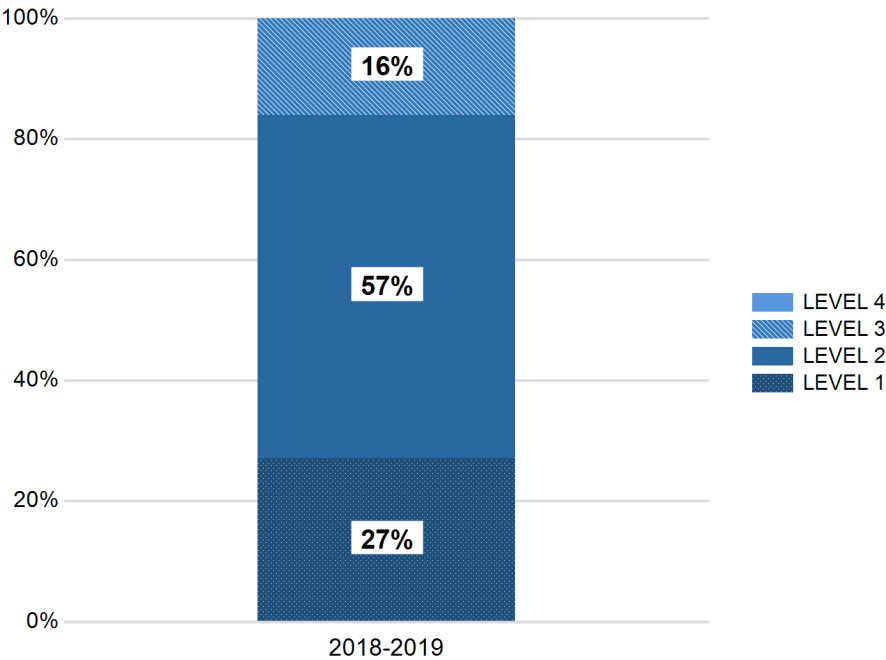
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	57	16	0
White	30	52	18	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	69	6	0
Male	29	50	21	0
Economically Disadvantaged Students	43	43	14	0
Non-Economically Disadvantaged Students	20	63	17	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	27	57	16	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

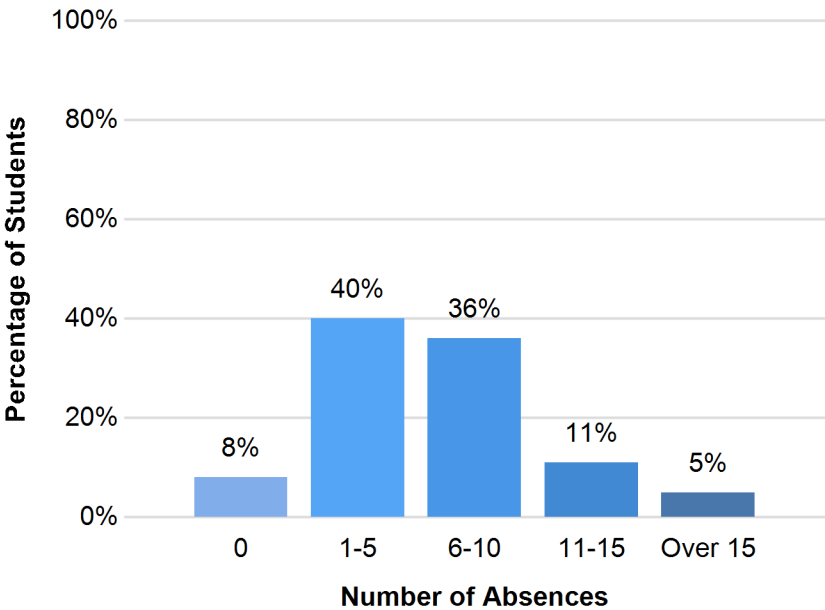
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	6	2.4	8.9	Met
White	6	3.1	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.6		
Male	4	3.2		
Economically Disadvantaged Students	1	1.2	8.9	Met
Students with Disabilities	4	7.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





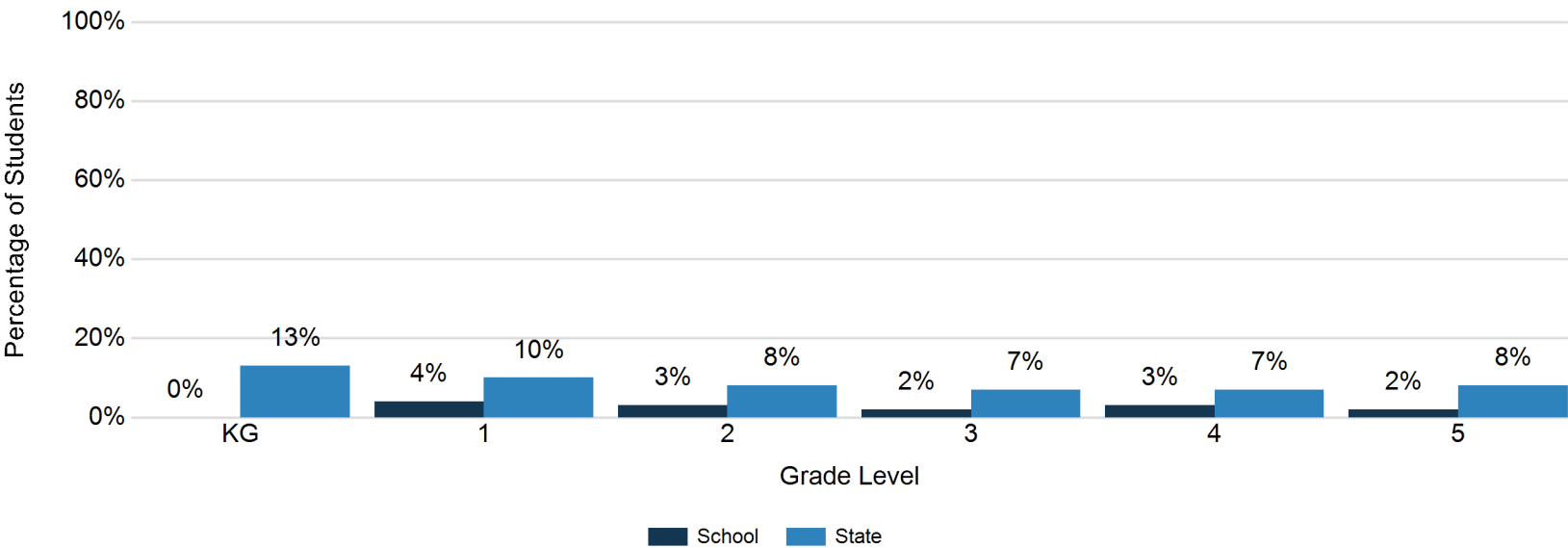
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1





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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	20	118,214
Average years experience in public schools	19.0	12.1
Average years experience in district	18.6	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	233:1	180:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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**Teachers:** All classroom teachers  
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	48.5%	0.0%	0.0%	51.6%	22.9%	45.1%
White	78.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



Glendora Elementary School  
(07-1780-060)  
Grades Offered: KG-05  
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.4%	64.8%	62.1%
Math Proficiency	48.3%	52.0%	60.5%
ELA Growth	66	62	61
Math Growth	76	60	71
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.2%	8.6%	2.4%

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



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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



**Glendora Elementary School**  
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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Exceeds Standard	N	Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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








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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Chromebooks are available and utilized at every grade level.</li> <li>Glendora boasts the 2016 District Teacher of the Year.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Glendora Elementary School is a Kindergarten through Grade Five building with a long tradition of service to the community. Our school continues to promote a friendly and secure environment with an emphasis on academic achievement, high expectations for student behavior &amp; citizenship, and close family involvement. The comfortable size of the school allows our staff to get to know families very well and work with them in a special way.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Glendora has ranked near the top of the district in proficiency on the 2016, 2017, and 2018 PARCC tests.</p>





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 <div>Courses, Curriculum, Instruction:</div>	NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the Superkids Reading Program, the My Math Program (McGraw-Hill), and TCI Program in Science & Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, & Library. IMPACT, Sp. Ed., Cor. Rdg., & Basic Skills Math provide intervention to further meet student needs.
 <div>Clubs and Activities:</div>	After school offerings include Adopt a Grandparent, Drama, STEAM, Dance, Colonial and Coding Clubs. Rocket Math, Summer Reading Rocks, Mentoring and Safety patrol are offered to interested students.





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<div>  <div>Before and After School Programs:</div> </div>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. SNAP a after school tutoring is available to grades 3-5.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Glendora has a former District Teacher of the year. A Support-On-Site Program (SOS) meets monthly for teacher advisement.</p>





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 <div>Student Supports and Services:</div>	<p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Child Study Team, Special Education Services , Speech, and Guidance Counseling.</p>
 <div>Parent and Community Involvement:</div>	<p>Our parent teacher Group (PTG) has monthly meetings and is responsible for fund raising activities and develop projects that enhance the student"s school experience. Parents are also able to attend many school events such as the Academic Rally, Field Day, &amp; Open House Visitation Day.</p>



**Gloucester Township Elementary School**  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

**Gloucester Township Elementary School**

(07-1780-070)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. Joseph Gentile
Address	270 SOUTH BLACK HORSE PIKE BLACKWOOD, NJ 08012-2996
Phone Number	856-227-8845
Email Address	<a href="mailto:jgentile@gloucestertownshipschools.org">jgentile@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



Gloucester Township Elementary School

(07-1780-070)

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

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	50	29	45
1	37	54	27
2	32	44	48
3	46	36	42
4	51	39	38
5	39	44	36
Total	255	246	236

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

Student Group	2016-17	2017-18	2018-19
Female	58.4%	56.1%	50.4%
Male	41.6%	43.9%	49.6%
Economically Disadvantaged Students	39.6%	35.4%	31.4%
Students with Disabilities	12.5%	13.8%	14.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	3.1%	1.6%	1.3%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.4%	74.4%	69.5%
Hispanic	12.9%	14.2%	15.7%
Black or African American	2.4%	4.9%	6.8%
Asian	2.7%	3.3%	4.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	3.3%	3.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	50	29	45

Enrollment by Home Language

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

Home Language	% of Students
English	98.7%
Other Languages	1.3%



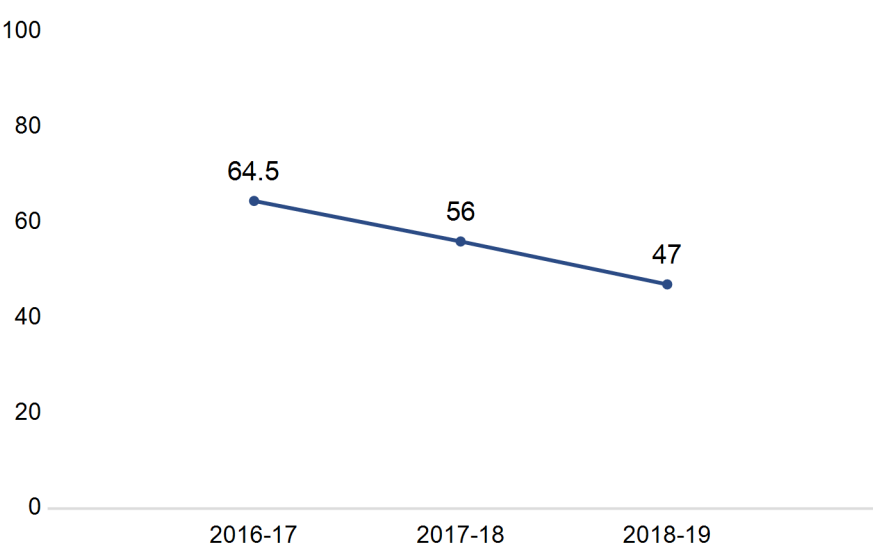
Gloucester Township Elementary School  
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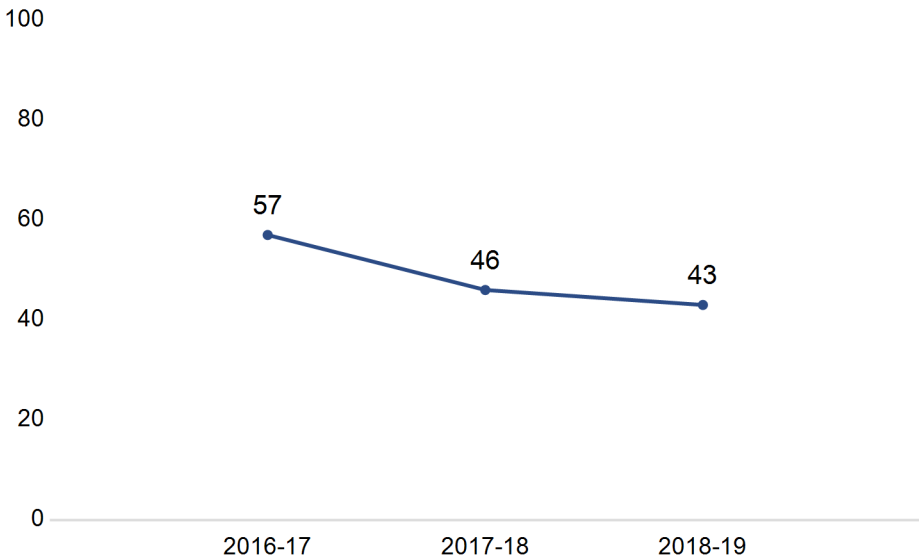
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64.5	56	47	57	46	43
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	47	48	50	Met Standard	43	48	50	Met Standard
White	47.5	49	50	Met Standard	50.5	52	52	Met Standard
Hispanic	47	48	49	**	33	43	47	**
Black or African American	*	45	45	**	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57	59	**	*	60.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	38	49	53	N	58	47	50	N
Male	57	47	47	N	36.5	50	51	N
Economically Disadvantaged Students	47	46	48	Met Standard	34	42	46	Not Met
Students with Disabilities	38	41	43	**	38	38	45	**
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	N	43	42	N	N	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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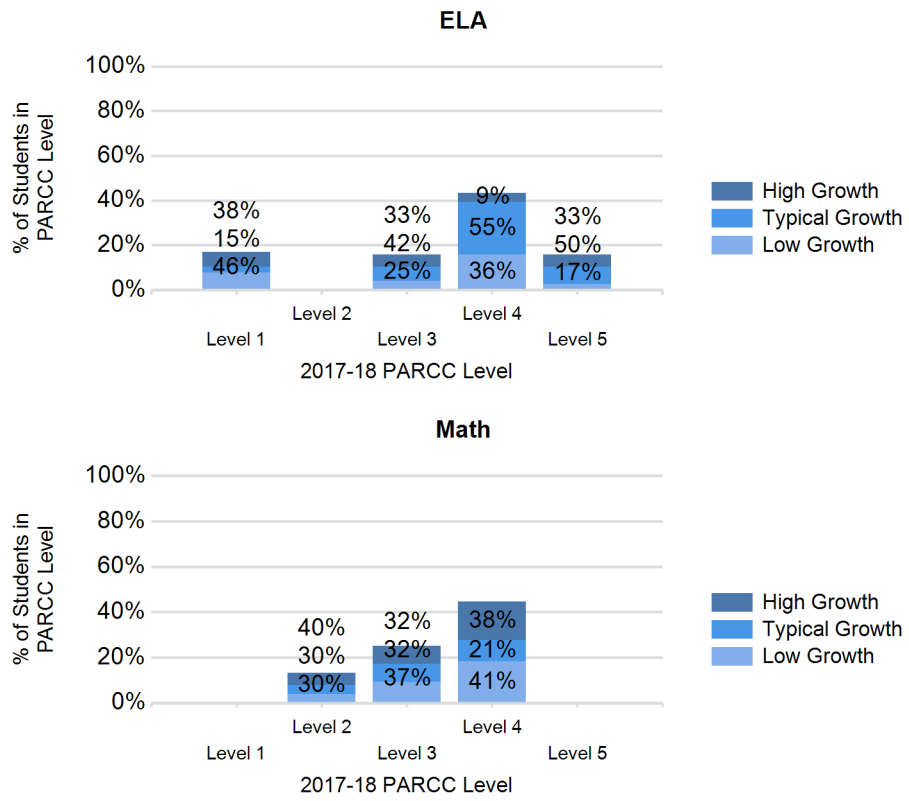
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

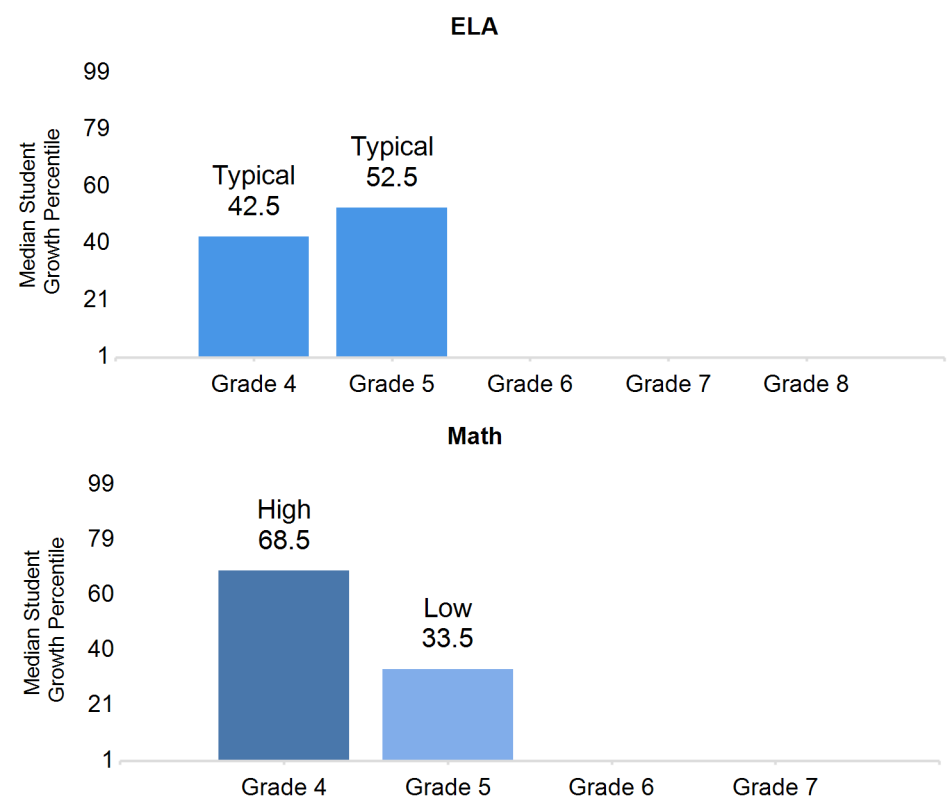
Student Growth by Performance Level

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



Student Growth by Grade

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



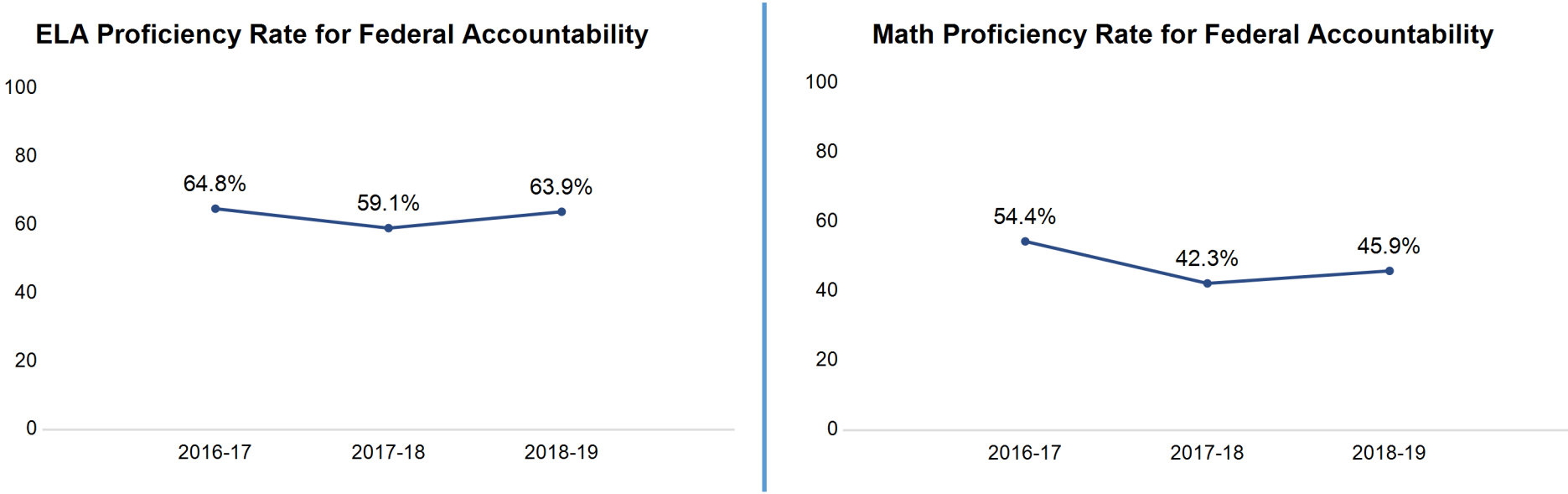


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.4%	93.3%	95.4%	94.4%	93.3%	95.4%
Proficiency Rate for Federal Accountability	64.8%	59.1%	63.9%	54.4%	42.3%	45.9%
Annual Target	59.0%	60.1%	61.2%	46.7%	48.4%	50.2%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	122	95.4	63.9	54.4	57.9	63.9	61.2	Met Target
White	81	94.3	74.1	59.9	66.9	73.4	60.5	Met Target
Hispanic	27	100.0	40.7	45.0	43.9	40.7	45.7	Met Target†
Black or African American	*	*	*	43.3	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	40.0	56.0	N	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	65	100.0	66.2	64.7	64.8	66.2		
Male	57	90.6	61.4	44.7	51.3	58.4		
Economically Disadvantaged Students	40	93.2	45.0	42.3	40.0	44.0	56.7	Met Target†
Non-Economically Disadvantaged Students	82	96.5	73.2	62.4	67.9	73.2		
Students with Disabilities	21	84.6	23.8	*	22.7	21.0	27.5	Met Target†
Students without Disabilities	101	98.1	72.3	*	65.1	72.3		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	N	N	N	37.5	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

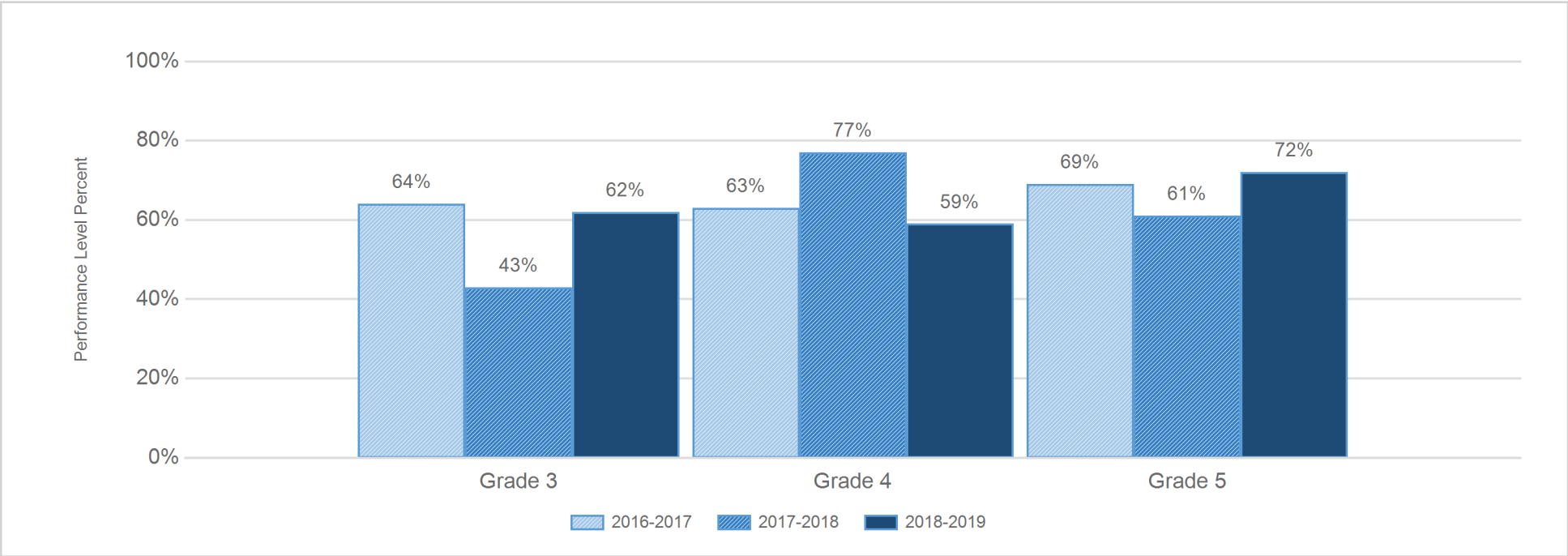


Gloucester Township Elementary School  
(07-1780-070)  
Grades Offered: KG-05  
2018-2019

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English Language Arts Assessment - Performance Trends

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





Gloucester Township Elementary School

(07-1780-070)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	754	746	748	*	*	*	*	*	62%	50%
White	29	759	753	757	*	*	*	*	*	69%	60%
Hispanic	12	732	737	734	*	*	*	*	*	33%	36%
Black or African American	*	*	736	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	27	754	754	753	*	*	*	*	*	59%	55%
Male	18	754	739	743	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	12	744	735	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	33	758	755	759	*	*	*	*	*	67%	61%
Students with Disabilities	*	*	708	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Gloucester Township Elementary School  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	749	749	755	*	*	*	*	*	59%	57%
White	31	756	755	763	*	*	*	*	*	71%	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	21	753	754	760	*	*	*	*	*	67%	62%
Male	20	744	745	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	12	738	738	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	29	753	757	765	*	*	*	*	*	69%	69%
Students with Disabilities	14	717	*	725	*	*	*	*	*	21%	25%
Students without Disabilities	27	765	*	761	*	*	*	*	*	78%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





Gloucester Township Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	762	756	756	*	*	*	*	*	72%	58%
White	22	766	760	764	*	*	*	*	*	82%	68%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	749	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	17	764	762	761	*	*	*	*	*	76%	64%
Male	19	759	750	750	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	16	741	745	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	20	778	763	766	*	*	*	*	*	90%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	739	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%





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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	122	95.4	45.9	42.9	44.5	45.9	50.2	Met Target†
White	81	94.3	50.6	50.0	54.1	50.2	51.3	Met Target†
Hispanic	27	100.0	33.3	31.9	28.8	33.3	37.3	Met Target†
Black or African American	*	*	*	27.5	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	30.0	42.7	N	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	65	100.0	47.7	44.4	44.9	47.7		
Male	57	90.6	43.9	41.4	44.2	41.8		
Economically Disadvantaged Students	40	93.2	25.0	28.1	26.3	24.4	41.8	Not Met
Non-Economically Disadvantaged Students	82	96.5	56.1	52.5	54.9	56.1		
Students with Disabilities	21	84.6	*	12.6	17.4	*	42.9	Not Met
Students without Disabilities	101	98.1	*	49.5	50.0	*		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	N	N	N	25.0	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

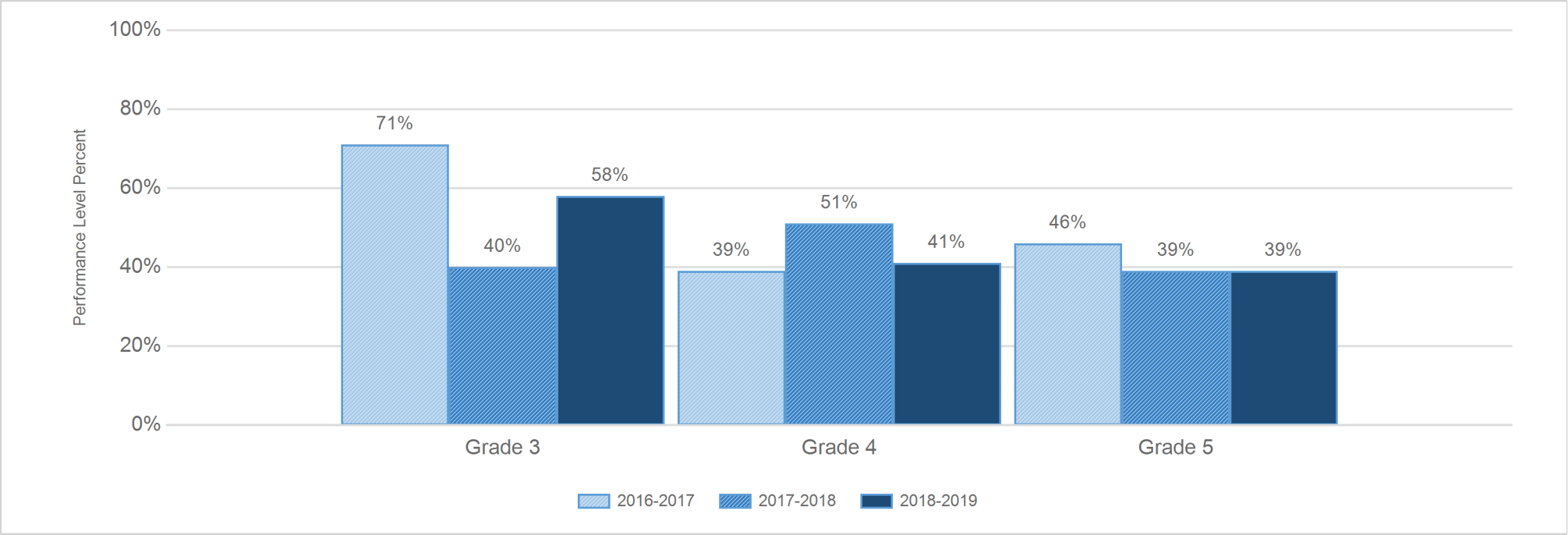


Gloucester Township Elementary School  
(07-1780-070)  
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	752	749	752	*	*	*	*	*	58%	55%
White	29	754	756	760	*	*	*	*	*	55%	66%
Hispanic	12	740	740	739	*	*	*	*	*	50%	40%
Black or African American	*	*	740	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	27	749	751	751	*	*	*	*	*	48%	54%
Male	18	756	747	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	12	744	737	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	33	755	758	761	*	*	*	*	*	61%	67%
Students with Disabilities	*	*	719	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	756	756	*	*	*	*	*	*	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	41	748	745	749	*	*	37%	*	*	41%	51%
White	31	755	750	757	*	*	*	*	*	55%	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	*	*	735	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	21	756	745	749	*	*	*	*	*	57%	50%
Male	20	738	745	749	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	12	736	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	29	752	754	759	*	*	*	*	*	*	63%
Students with Disabilities	14	716	*	726	*	*	*	*	*	*	25%
Students without Disabilities	27	764	*	754	*	*	*	*	*	*	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	743	745	747	*	*	42%	*	*	39%	47%
White	22	746	750	755	*	*	45%	*	*	41%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	*	*	733	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	17	743	745	747	*	*	*	*	*	41%	47%
Male	19	742	744	747	*	*	*	*	*	37%	47%
Economically Disadvantaged Students	16	729	734	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	20	753	752	757	*	*	*	*	*	50%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



# Gloucester Township Elementary School

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2018-2019

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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



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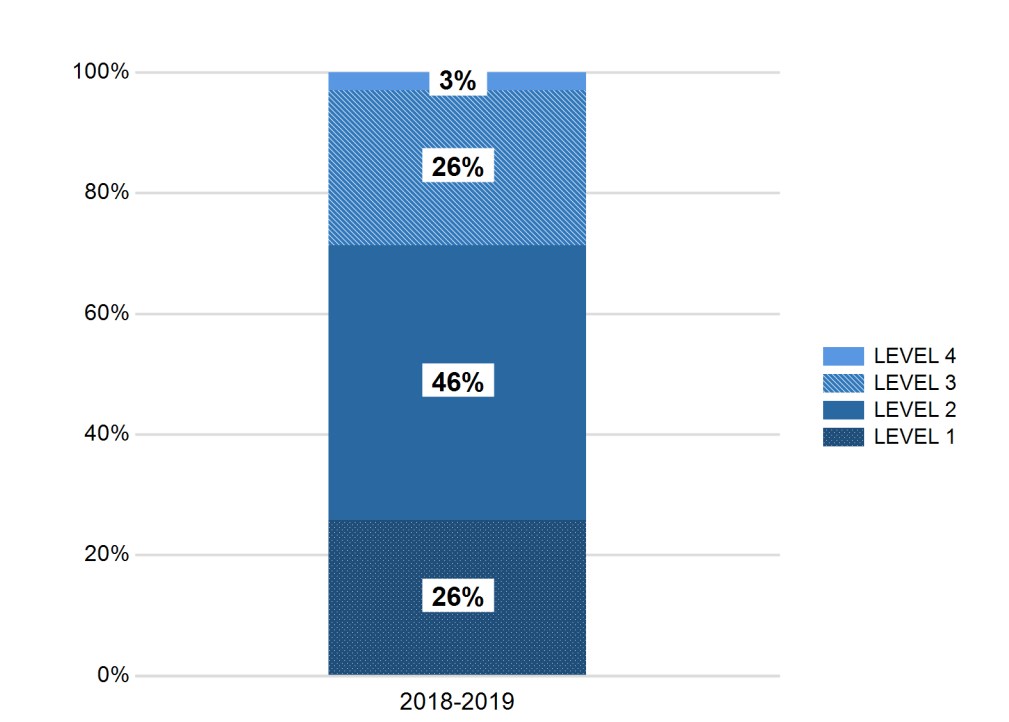
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	26	46	26	3
White	13	57	26	4
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	44	25	0
Male	21	47	26	5
Economically Disadvantaged Students	50	21	29	0
Non-Economically Disadvantaged Students	10	62	24	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	26	46	26	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

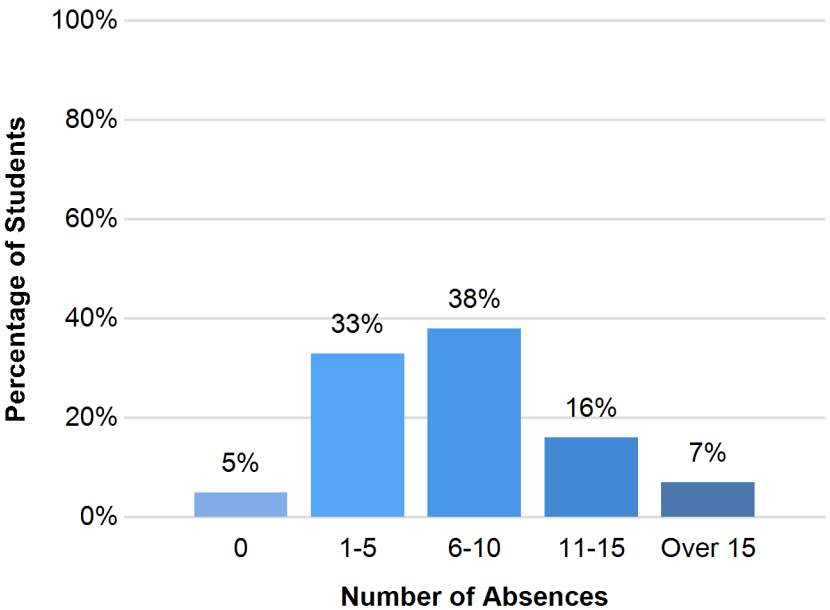
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	4.5	8.9	Met
White	9	5.2	8.9	Met
Hispanic	2	3.9	8.9	Met
Black or African American	1	5.0	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	5	3.8		
Male	7	5.2		
Economically Disadvantaged Students	6	6.7	8.9	Met
Students with Disabilities	5	9.3	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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







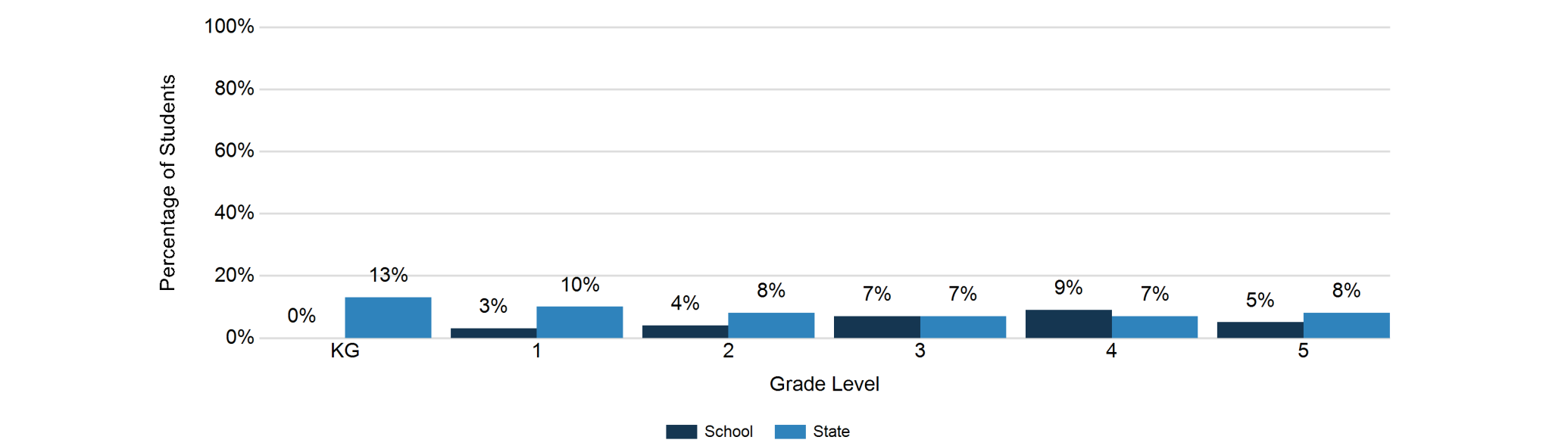
Gloucester Township Elementary School  
(07-1780-070)  
Grades Offered: KG-05  
2018-2019

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Chronic Absenteeism by Grade

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





Gloucester Township Elementary School

(07-1780-070)

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	16.4	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	94.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	236:1	180:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	94.4%	0.0%	48.4%	77.1%	54.9%
Male	49.6%	5.6%	100.0%	51.6%	22.9%	45.1%
White	69.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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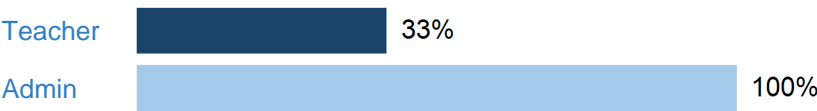
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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





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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.8%	59.1%	63.9%
Math Proficiency	54.4%	42.3%	45.9%
ELA Growth	64	56	47
Math Growth	57	46	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	13.0%	10.8%	4.5%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- The TCI Program initiated in 2017-18 delivers Science & Social Studies. Two new programs were introduced this year in ELA: Wit & Wisdom and Zaner-Bloser Super Kids.
- GTES staff has two County Teachers of the Year & 2 National Bd. Certified Teachers. A new roof and upgraded electrical service were added in 2019.
- GTES was a featured school on NJTV-PBS Classroom Close-ups in 2017. The 42nd Annual Americanism Program was again a success with two performances honoring our Veterans.



### Mission, Vision, Theme:

The mission of Gloucester Township Elementary School is to provide an educational program for all its students. This program contains a vision that includes building a strong foundation of academic knowledge, develops thinking & cognitive skills, and teaches accountability for one's citizenship & behavior. GTES will engage all segments of the school community to accomplish its mission.



### Awards, Recognition, Accomplishments:

GTES has received the the George Washington Honor Medal in 2008, the AMVETS Silver Helmet Award in 2010, the County Women's Center STAR Service Award in 2012, and was a featured school on NJTV-PBS in spring 2017. It has ranked near the top of the district in % proficient on the PARCC test in 2016 & 2017. Its Grade 4 students scored the highest rank in the district on PARCC ELA test for Spring 2018. Despite being a Title I school, GTES students in Grades 3 & 5 ranked first in the district in % proficient on the 2019 NJSLA ELA test.





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 <p>Courses, Curriculum, Instruction:</p>	<p>NJ state curriculum standards (NJCCS) are delivered by the Wit &amp; Wisdom, My Math Program, Zaner-Bloser Super Kids, and TCI Program in Science &amp; Social Studies. Students receive instruction in 6 special areas: PE, Art, Music, Computers, Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs. The after school package is extensive with club programs on Tuesdays &amp; Thursdays, Instrumental Music on Mondays, and after school tutoring programs on Wednesdays, close to half the school is serviced by after school programs. GTES is a Title I school for 2019-20.</p>
 <p>Clubs and Activities:</p>	<p>After school offerings include 3 enrichment clubs in Art, The GTES Dance Team, and Running. Extended programs offered to different grade levels include tutoring for Grades K to 5, Homework &amp; Study Club, Summer SuperKids Reading Program and Summer Math Camp.</p>



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<div>  <div>Before and After School Programs:</div> </div>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>GTES's 2 County Teachers of the Year, 2 NJ Achievement Coaches, its Literacy Coach, and its 2 National Bd. Certified Teacher provide professional development on a school &amp; district level. A Support-On-Site Program (SOS) meets monthly for teacher advisement. GTES developed the "Released Time Template for Job-Embedded Prof. Development" which is used several times per yr. for staff workshops.</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 the school or district directly.

An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue upward-pointing arrow to the right of the person.	<p>Student Supports and Services:</p> <p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Child Study Team, Resource Room &amp; In-Class Support instruction, Speech, and Guidance Counseling.</p>
An icon showing two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>Gloucester Twp. Elementary School is supported by an outstanding home &amp; school organization called Educators &amp; Parents Committee (EPC). The EPC has monthly meetings and is responsible for fund raising activities and develop projects that enhance the student's school experience. Parents are also able to attend many school events such as the Americanism Program, Field Day, &amp; Open House Visitation Day.</p>



**James W. Lilley, Jr. Elementary School**  
(07-1780-085)  
Grades Offered: PK-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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





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### School Contact Information

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

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mrs. Angela Rose-Bounds
Address	1275 WILLIAMSTOWN ROAD ERIAL, NJ 08081
Phone Number	856-875-0991
Email Address	<a href="mailto:arosebounds@gloucestertownshipschools.org">arosebounds@gloucestertownshipschools.org</a>
Website	<a href="https://www.gloucestertownshipschools.org/schools/lilley.jsp">https://www.gloucestertownshipschools.org/schools/lilley.jsp</a>
Facebook	<a href="https://m.facebook.com/Lilley-HSA-167118166811752/">https://m.facebook.com/Lilley-HSA-167118166811752/</a>



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

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	5	7	5
KG	82	83	80
1	78	98	79
2	85	76	88
3	80	87	77
4	89	79	89
5	86	89	84
Total	505	519	502

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

Student Group	2016-17	2017-18	2018-19
Female	45.7%	45.5%	45.2%
Male	54.3%	54.5%	54.8%
Economically Disadvantaged Students	48.1%	47.2%	45.6%
Students with Disabilities	16.8%	18.7%	17.9%
English Learners	10.7%	11.8%	12.9%
Homeless Students	1.0%	1.0%	0.8%
Students in Foster Care	0.6%	0.8%	0.6%
Military-Connected Students	0.0%	0.4%	0.6%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.4%	35.3%	32.7%
Hispanic	18.4%	19.5%	18.3%
Black or African American	27.7%	29.7%	32.3%
Asian	7.9%	8.7%	10.6%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.0%
American Indian or Alaska Native	0.4%	0.6%	0.4%
Two or More Races	5.7%	6.2%	5.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	5	7	5
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	82	83	80

Enrollment by Home Language

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

Home Language	% of Students
English	88.0%
Spanish	5.6%
Chinese	1.6%
Arabic	1.4%
Other Languages	3.4%



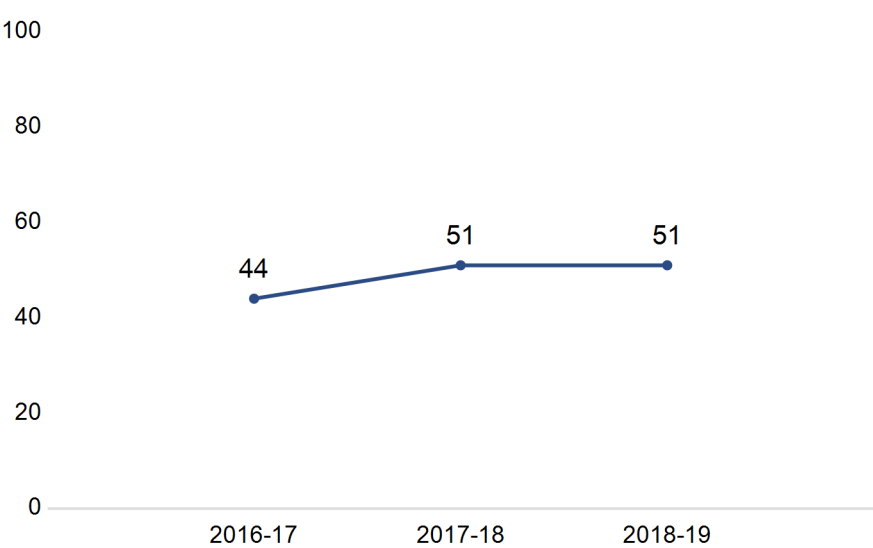
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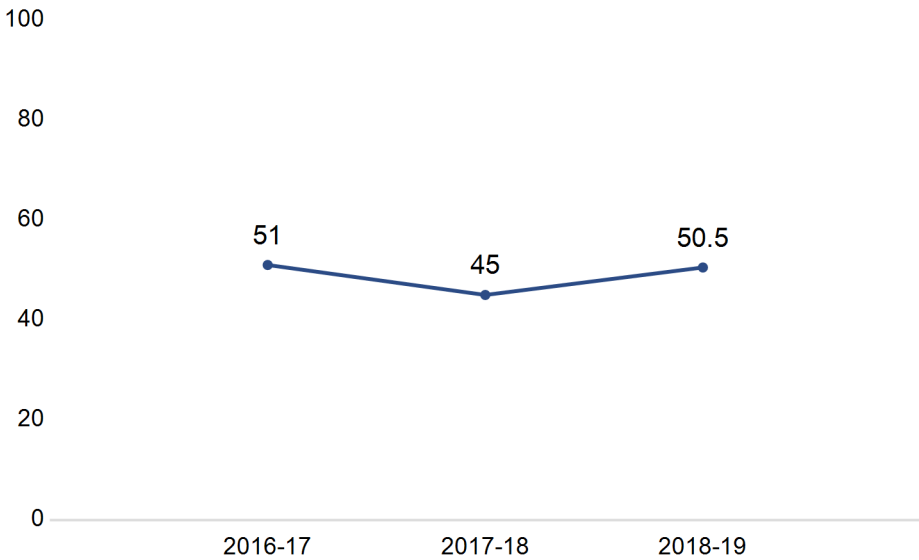
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	51	51	51	45	50.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	48	50	Met Standard	50.5	48	50	Met Standard
White	59.5	49	50	Met Standard	61.5	52	52	Exceeds Standard
Hispanic	43	48	49	**	48	43	47	**
Black or African American	46	45	45	Met Standard	44.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	57	59	**	*	60.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	45	49	53	N	54	47	50	N
Male	58	47	47	N	48	50	51	N
Economically Disadvantaged Students	46	46	48	Met Standard	43	42	46	Met Standard
Students with Disabilities	42	41	43	Met Standard	37.5	38	45	Not Met
English Learners	*	57	52	**	*	60	50	**
Homeless Students	N	37.5	43	N	N	38	44	N
Students in Foster Care	*	43	42	N	*	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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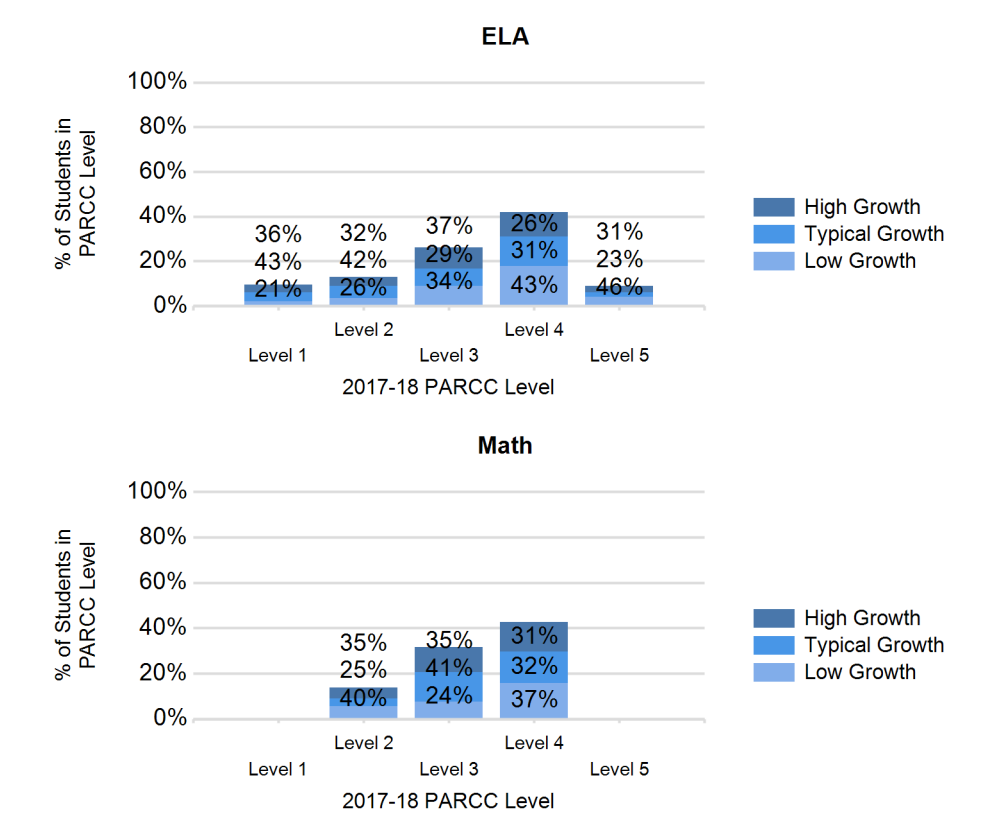
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

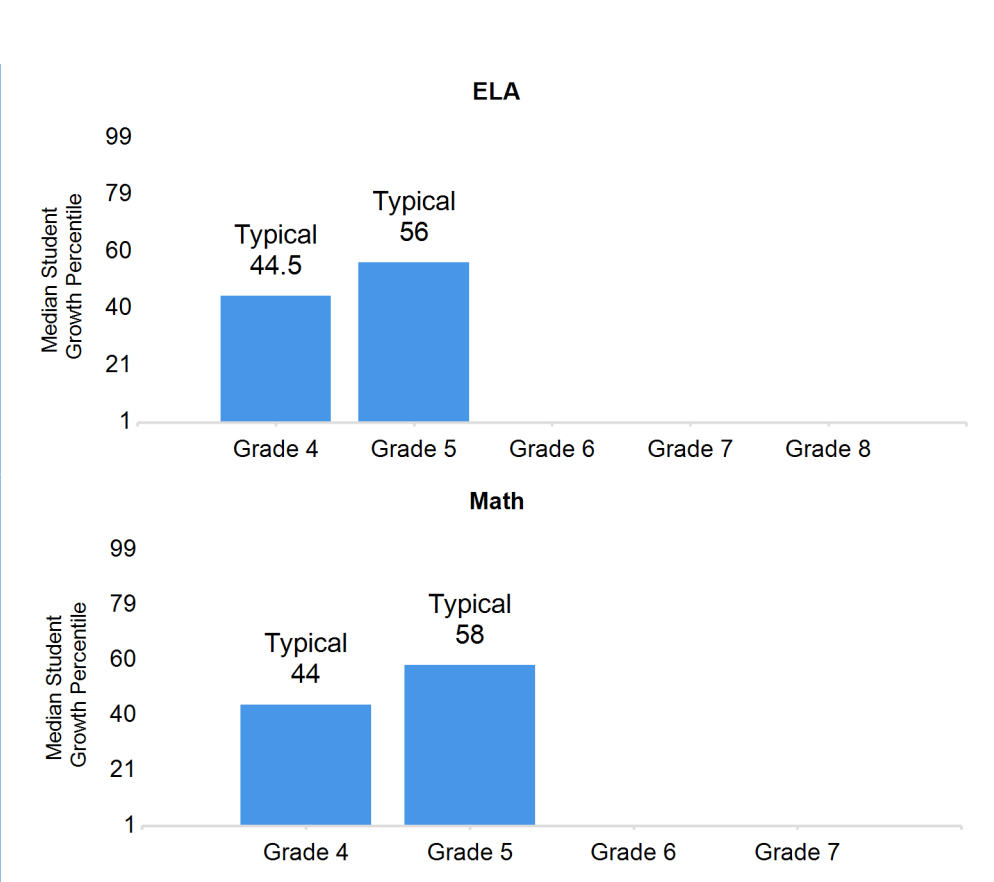
Student Growth by Performance Level

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



Student Growth by Grade

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





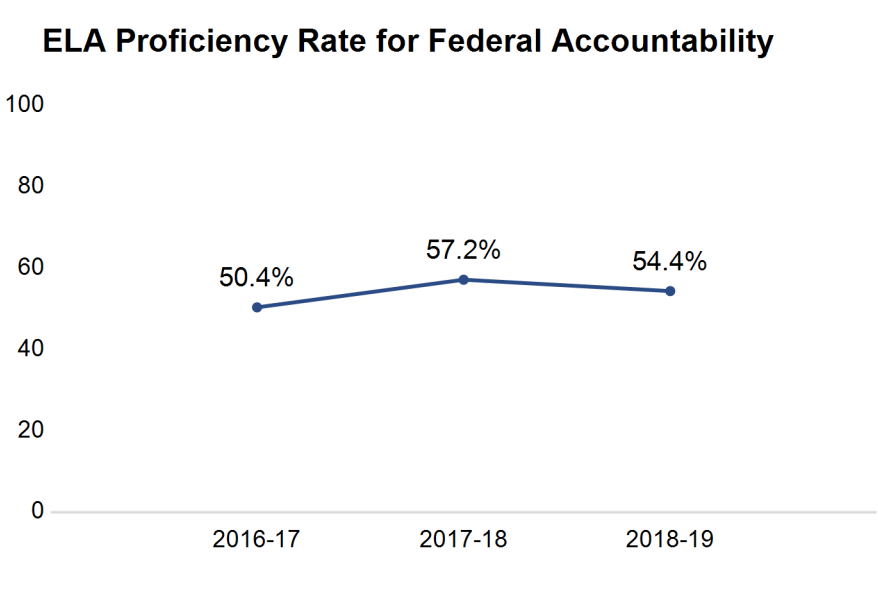
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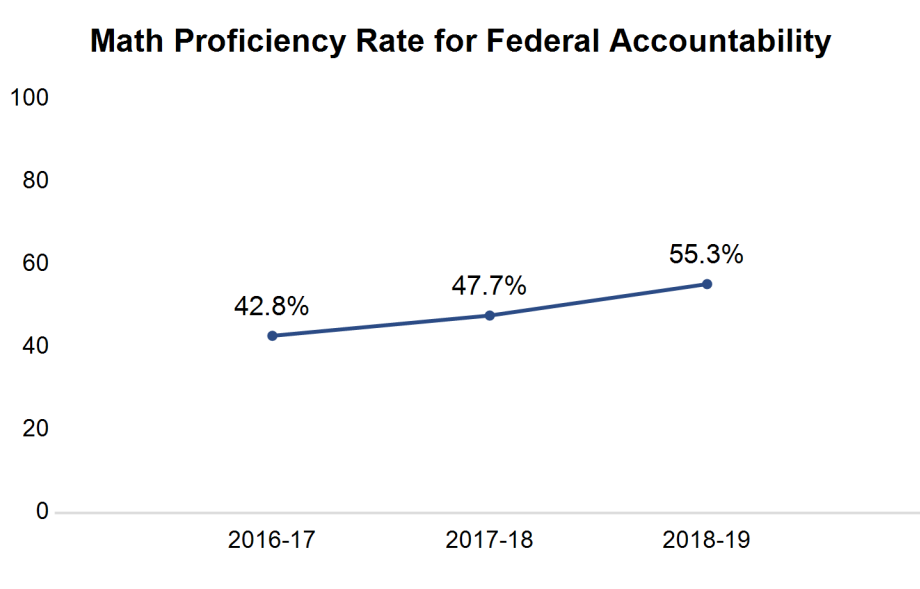
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	99.1%	99.6%	99.2%	99.1%	99.6%
Proficiency Rate for Federal Accountability	50.4%	57.2%	54.4%	42.8%	47.7%	55.3%
Annual Target	48.3%	49.9%	51.6%	40.2%	42.3%	44.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	217	99.6	54.4	54.4	57.9	54.4	51.6	Met Target
White	91	98.9	58.2	59.9	66.9	58.2	61.6	Met Target†
Hispanic	28	100.0	28.6	45.0	43.9	28.6	34	Met Target†
Black or African American	71	100.0	53.5	43.3	38.5	53.5	41.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.3	70.1	82.9	73.3	**	**
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	92	100.0	59.8	64.7	64.8	59.8		
Male	125	99.3	50.4	44.7	51.3	50.4		
Economically Disadvantaged Students	82	98.9	43.9	42.3	40.0	43.9	34.9	Met Target
Non-Economically Disadvantaged Students	135	100.0	60.7	62.4	67.9	60.7		
Students with Disabilities	38	97.6	13.2	*	22.7	13.2	26.2	Not Met
Students without Disabilities	179	100.0	63.1	*	65.1	63.1		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

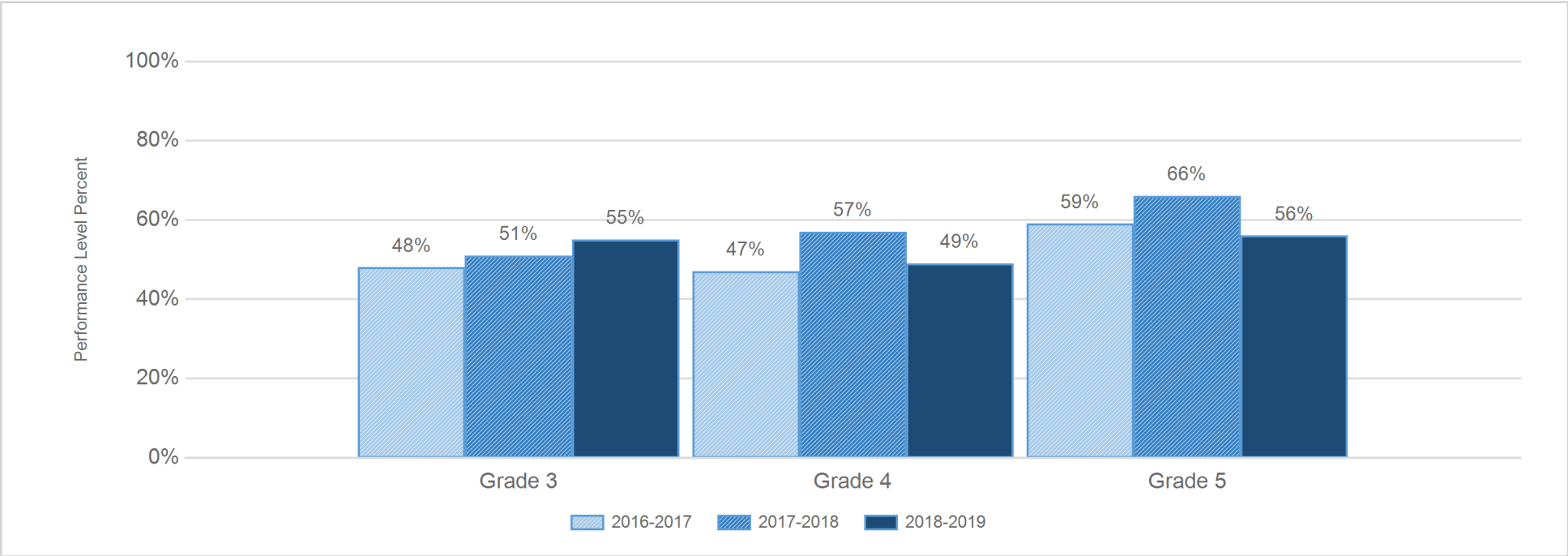


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English Language Arts Assessment - Performance Trends

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







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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	749	746	748	*	*	22%	*	*	55%	50%
White	30	751	753	757	*	*	*	*	*	63%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	28	747	736	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	32	756	754	753	*	*	*	*	*	63%	55%
Male	42	744	739	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	28	739	735	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	46	756	755	759	*	*	*	*	*	59%	61%
Students with Disabilities	13	710	708	719	*	*	*	*	*	23%	24%
Students without Disabilities	61	758	755	754	*	*	*	*	*	62%	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	746	749	755	*	16%	32%	*	*	49%	57%
White	29	750	755	763	0%	*	*	*	*	52%	67%
Hispanic	10	743	742	743	0%	*	*	*	*	30%	44%
Black or African American	33	740	739	739	*	*	36%	45%	0%	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	34	750	754	760	*	*	29%	*	*	56%	62%
Male	48	743	745	750	*	*	33%	*	*	44%	53%
Economically Disadvantaged Students	31	740	738	740	*	*	45%	*	*	35%	40%
Non-Economically Disadvantaged Students	51	749	757	765	*	*	24%	*	*	57%	69%
Students with Disabilities	14	711	*	725	*	*	*	*	*	*	25%
Students without Disabilities	68	753	*	761	*	*	*	*	*	*	64%
English Learners	N	N	725	720	N	N	N	N	N	N	17%
Non-English Learners	82	746	750	758	*	16%	32%	*	*	49%	60%
Homeless Students	N	N	748	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	757	756	756	*	*	31%	*	*	56%	58%
White	31	764	760	764	*	*	*	*	*	61%	68%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	18	756	749	739	*	0%	*	*	*	56%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	762	762	761	*	*	*	*	*	62%	64%
Male	39	754	750	750	*	*	*	*	*	51%	52%
Economically Disadvantaged Students	28	744	745	740	*	*	36%	*	*	43%	39%
Non-Economically Disadvantaged Students	40	767	763	766	*	*	28%	*	*	65%	69%
Students with Disabilities	*	*	720	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	764	762	*	*	*	*	*	*	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	739	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



James W. Lilley, Jr. Elementary School  
(07-1780-085)  
Grades Offered: PK-05  
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	217	99.6	55.3	42.9	44.5	55.3	44.4	Met Target
White	91	98.9	64.8	50.0	54.1	64.8	51.9	Met Target
Hispanic	28	100.0	42.9	31.9	28.8	42.9	21.1	Met Target
Black or African American	71	100.0	46.5	27.5	23.0	46.5	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	66.7	70.6	76.5	66.7	**	**
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	92	100.0	63.0	44.4	44.9	63.0		
Male	125	99.3	49.6	41.4	44.2	49.6		
Economically Disadvantaged Students	82	98.9	40.2	28.1	26.3	40.2	30.6	Met Target
Non-Economically Disadvantaged Students	135	100.0	64.4	52.5	54.9	64.4		
Students with Disabilities	38	97.6	21.1	12.6	17.4	21.1	17.4	Met Target
Students without Disabilities	179	100.0	62.6	49.5	50.0	62.6		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

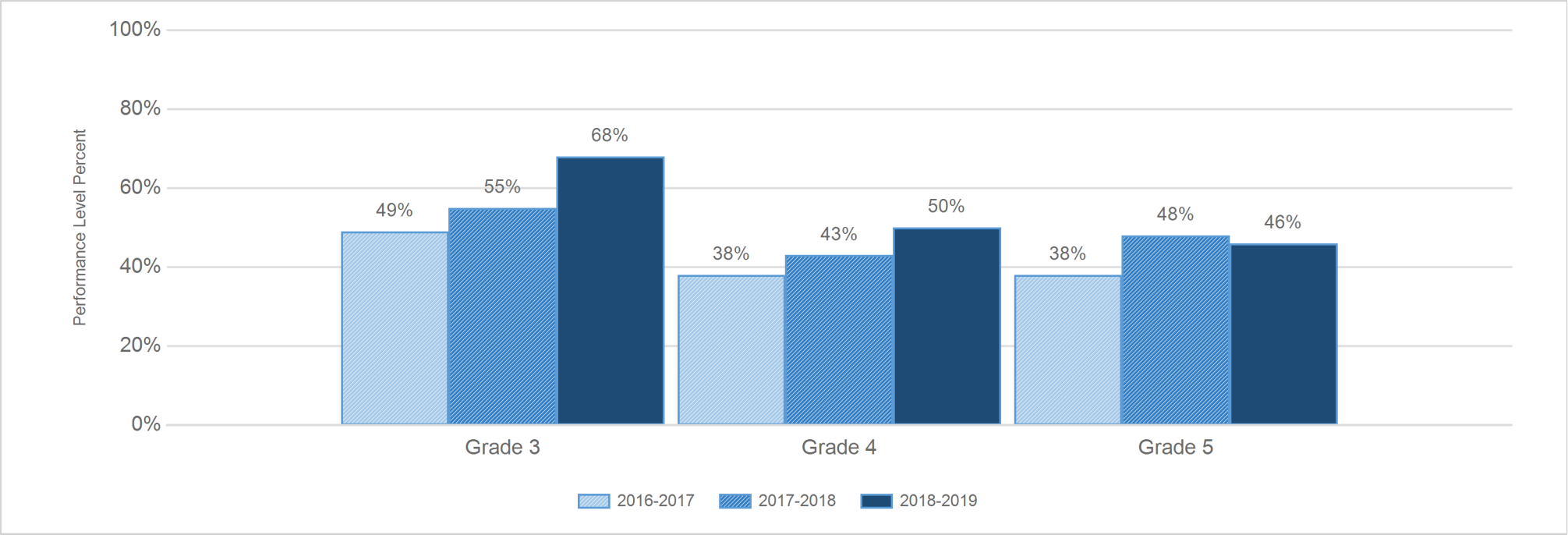


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	758	749	752	*	*	19%	50%	18%	68%	55%
White	30	759	756	760	*	*	*	*	*	70%	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	28	756	740	735	*	*	*	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	32	760	751	751	*	*	*	*	*	78%	54%
Male	42	755	747	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	28	748	737	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	46	763	758	761	*	*	*	*	*	76%	67%
Students with Disabilities	13	726	719	731	*	*	*	*	*	23%	31%
Students without Disabilities	61	764	756	756	*	*	*	*	*	77%	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	748	745	749	*	16%	29%	*	*	50%	51%
White	29	757	750	757	0%	*	*	*	*	66%	62%
Hispanic	10	744	740	737	*	*	*	*	*	30%	36%
Black or African American	33	739	735	731	*	*	*	42%	0%	42%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	34	746	745	749	*	*	*	*	*	50%	50%
Male	48	749	745	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	31	737	732	734	*	*	39%	*	*	32%	32%
Non-Economically Disadvantaged Students	51	754	754	759	*	*	24%	*	*	61%	63%
Students with Disabilities	14	725	*	726	*	*	*	*	*	21%	25%
Students without Disabilities	68	752	*	754	*	*	*	*	*	56%	56%
English Learners	N	N	733	722	N	N	N	N	N	N	18%
Non-English Learners	82	748	745	751	*	16%	29%	*	*	50%	54%
Homeless Students	N	N	724	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	750	745	747	*	15%	35%	*	*	46%	47%
White	31	761	750	755	0%	*	*	*	*	61%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	18	736	733	729	*	*	*	*	*	22%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	754	745	747	*	*	*	*	*	55%	47%
Male	39	747	744	747	*	*	*	*	*	38%	47%
Economically Disadvantaged Students	28	737	734	732	*	*	39%	*	*	29%	27%
Non-Economically Disadvantaged Students	40	760	752	757	*	*	33%	*	*	58%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%





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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	61.9%	56.6%	Met Target

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	37	83.8%	16.2%
3-4	18	72.2%	27.8%
5 or more	*	*	*



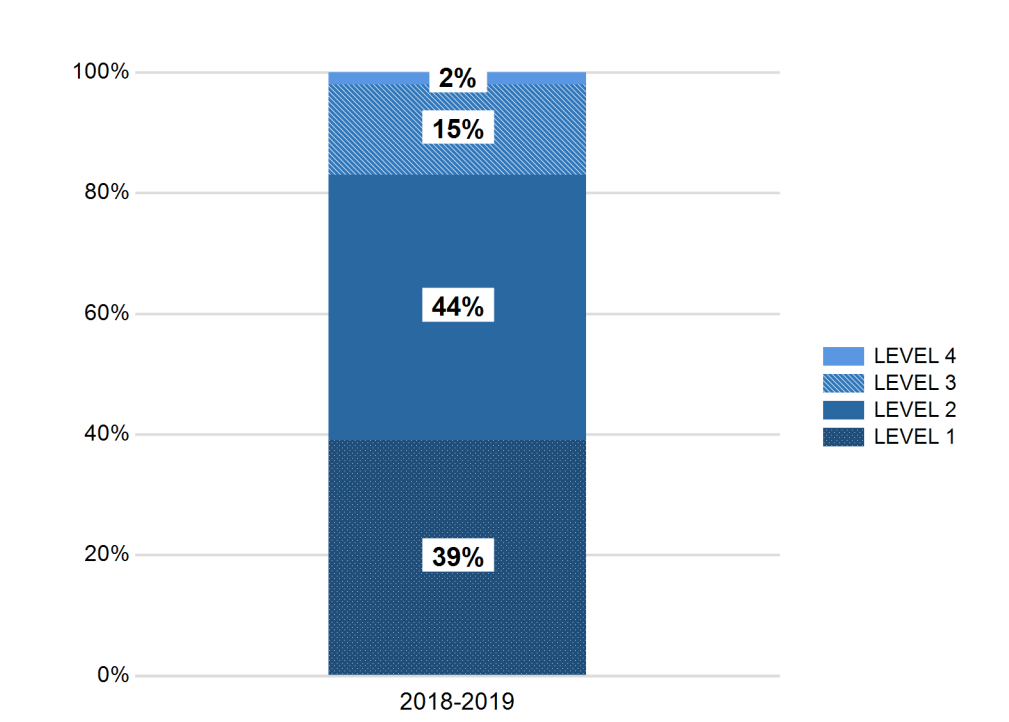
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	44	15	2
White	26	50	18	6
Hispanic	42	58	0	0
Black or African American	50	40	10	0
Asian, Native Hawaiian, or Pacific Islander	45	36	18	0
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	34	51	11	3
Male	43	38	17	2
Economically Disadvantaged Students	49	43	8	0
Non-Economically Disadvantaged Students	31	44	20	4
Students with Disabilities	79	14	7	0
Students without Disabilities	31	50	16	3
English Learners	80	20	0	0
Non-English Learners	33	47	17	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

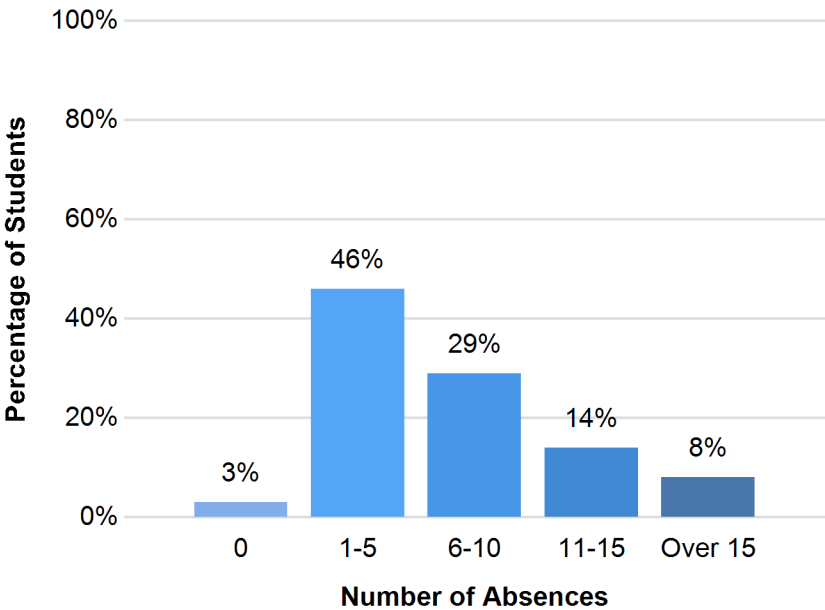
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	4.8	8.9	Met
White	3	1.9	8.9	Met
Hispanic	2	3.0	8.9	Met
Black or African American	12	7.9	8.9	Met
Asian, Native Hawaiian, or Pacific	1	3.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Not Met
Female	8	4.0		
Male	13	5.5		
Economically Disadvantaged Students	18	10.1	8.9	Not Met
Students with Disabilities	3	3.9	8.9	Met
English Learners	1	10.0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





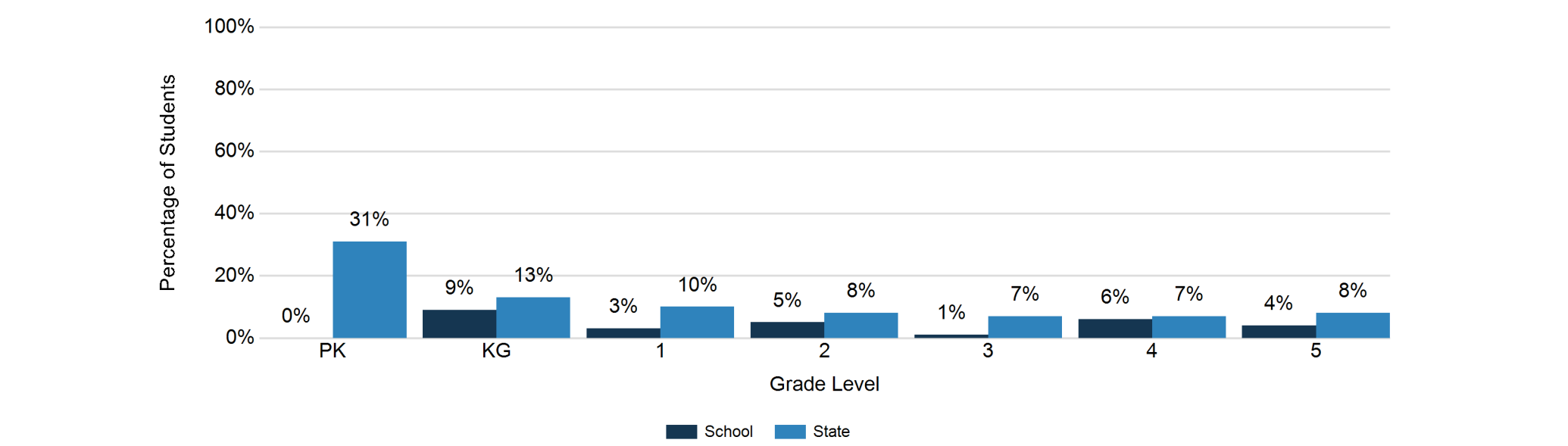
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Chronic Absenteeism by Grade

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





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

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

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

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

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

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

\*



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.6:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.0	10.8
Percentage of Teachers with 4 or more years experience in the district	84.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	251:1	180:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	88.9%	50.0%	48.4%	77.1%	54.9%
Male	54.8%	11.1%	50.0%	51.6%	22.9%	45.1%
White	32.7%	91.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	18.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	32.3%	6.7%	50.0%	15.0%	6.6%	13.9%
Asian	10.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	2.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%





James W. Lilley, Jr. Elementary School  
(07-1780-085)  
Grades Offered: PK-05  
2018-2019

**Report Key:**  
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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

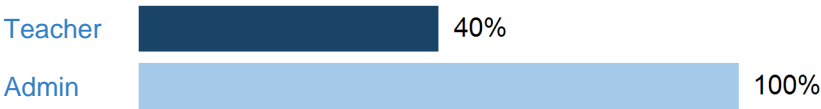
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.5%



**James W. Lilley, Jr. Elementary School**  
(07-1780-085)  
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2018-2019

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



James W. Lilley, Jr. Elementary School  
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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



James W. Lilley, Jr. Elementary School  
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.4%	57.2%	54.4%
Math Proficiency	42.8%	47.7%	55.3%
ELA Growth	44	51	51
Math Growth	51	45	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.1%	61.9%
Chronic Absenteeism	6.1%	7.4%	4.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	**	**	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).





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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <div>Mission, Vision, Theme:</div>	<p>At the James W. Lilley Elementary School we believe "Childhood should be a journey - not a race!" By offering a wide variety of opportunities and experiences designed to develop the whole student; academically, emotionally, and socially, we provide a safe and educationally stimulating environment for all children to learn.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The James W. Lilley School Family is know for having caring hearts and helping hands. Staff and students have been recognized for raising thousands of dollars in support of the Alex's Lemonade Stand Foundation for Childhood Cancer, Susan G. Komen for the Cure, Juvenile Diabetes Research Foundation, MS Society, Autism Society, the Ronald McDonald House, and the Red Nose Day Campaign to end childhood poverty. The Governor's Teacher of the Year honoree for James W. Lilley School for the 2018-2019 school year is Julie Robinson, special education teacher.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our enrollment consists of approximately 525 students in grades Pre-Kindergarten through Fifth Grade. Classroom practices and instructional strategies are aligned with the New Jersey Student Learning Standards. We use Zaner-Bloser's Super Kids Reading program (grades K-1); McGraw Hill's Reading Wonders (grade 2); and Great Mind's Wit and Wisdom (grades 3-5). We use McGraw Hill's My Math as well as TCI Science and Social Studies. We share a gifted/talented teacher who works to challenge students through the IMPACT program.</p>
 <p>Clubs and Activities:</p>	<p>Students who enjoy a challenge or the visual and performing arts are invited to take part in after school programs (i.e. Game/Puzzle Club, Art and Music clubs). To address to social and emotional learning of the whole child we facilitate a Boys Group and Girls Group that meet after school for select students. In order to remediate skill deficiencies of stuggling students, Lilley School provides the after-school SuperSNAP (Students Needing Assistance Pronto) program.</p>







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<div>  <div>Before and After School Programs:</div> </div>	<p>James W. Lilley Elemenatry School offers a before and after school Latchkey program for students in Kindergarten through 5th grade.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Pride is taken in our highly qualified teachers, who work to implement researched based instructional strategies to promote student achievement within our diverse community. Additionally, classroom practices and instructional strategies are aligned with the New Jersey Student Learning Standards. Professional development opportunities for staff are on going through in-services, workshop, and professional learning committees.</p>






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 <div>Student Supports and Services:</div>	<p>Our school Guidance Counselors are readily available to assist students and parents/guardians newly developed or enduring issues. Reading and Math Interventionist reinforce classroom content while developing strategies tailored to individual student needs of students. IEP students are serviced in an appropriate LRE. Sheltered English Instruction is offered to English Language Learners. Speech Services focuses on articulation, auditory processing, and receptive language.</p>
 <div>Student Health and Wellness:</div>	<p>We pride ourselves in providing a structured and caring environment with an emphasis on academics and good citizenship. Health and wellness is a major role in the students' academic performance. Age-appropriate puberty and hygiene lessons are taught during the school year. Hearing, vision and blood pressure screening are completed to promote wellness and determine students at risk. Emotional support is given to students through interventions learned from trauma based programs. Due to the ever changing healthcare environment, ongoing nursing care is continuously provided in the school setting to meet the needs of the students.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents and guardians are an active and welcomed force in our school community. We have an alliance with the local police department, who visit our school as part of the Law Enforcement Against Drugs effort and the Society Improvement Program. We also have an active Home and School Association. Their mission is to promote the best educational opportunities possible for the children and to ensure their well-being. Several fundraisers are held throughout the school year to augment the Lilley School budget. Monies raised are used to purchase items such as recess equipment, computers, video equipment, projectors, ceiling fans, etc. In addition, funding for school assemblies (educational programs) are also supported by HSA fundraisers.</p>





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 <div>Facilities:</div>	<p>James W. Lilley Elementary School is a PK-5 school in Gloucester Township, NJ. Built in 1986, it was named after former Superintendent James W. Lilley, Jr., whose career in the Gloucester Township Public School District spanned three decades.</p>
 <div>School Safety:</div>	<p>Lilley School has a School Safety Committee that meets regularly with school administration to address concerns regarding various safety issues. These minutes are shared with the Superintendent and addressed at the district level when appropriate. Facility improvements have been made in an effort to improve school security. School phones system upgrades have increased communication with classrooms for improved security in emergency situations. In addition, "blue light" systems have been added to each building for speed in communicating active shooter lockdown information to staff, students and emergency responders. Special procedures are in place for various emergencies and these procedures are practiced routinely.</p>




**James W. Lilley, Jr. Elementary School**  
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 <div>Technology and STEM:</div>	<p>The district is proud of its technology and STEM plans. Students in grades 3-8 are issued Chromebooks on a 1:1 basis for learning in the classroom. Grade level sets of Chromebooks are available for grades K-2 with several units available in each classroom. The district continues to expand implementation of Smartboards with one in every general education classroom. STEM projects are a part of the Science curriculum. Additional we hold an annual STEM night for parents and students.</p>
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James W. Lilley, Jr. Elementary School  
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 <div>Other Information</div>	<p>The goal of James W. Lilley, Jr. Elementary School is to provide a safe and educationally stimulating environment for all students. We offer a wide variety of opportunities and experiences designed to develop the whole student: academically, emotionally, and socially. Our students are expected to demonstrate the core values of PRIDE: Positivity, Respect, Integrity, Dependability, &amp; Effort. It is the Lilley School principle that excellence in educational achievement is realized through an intimate and collaborative relationship between the home and the school. Together we keep the children motivated and focused on their total development. In closing, we are very proud of our Home &amp; School Association, faculty, and student body. Collectively, we have a vested interest in the future success of every child. The work we do daily builds a solid foundation and provides the best opportunities for ALL students at the James W. Lilley, Jr. Elementary School.</p>
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**Loring Flemming Elementary School**  
(07-1780-090)  
Grades Offered: KG-05  
2018-2019

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## How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

## Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

## Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:

**Loring Flemming Elementary School**

(07-1780-090)

Grades Offered: KG-05

2018-2019

**Report Key:**

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## School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mr. Aaron Rose
Address	135 LITTLE GLOUCESTER RD BLACKWOOD, NJ 08012-3311
Phone Number	856-227-4045
Email Address	<a href="mailto:arose@gloucestertownshipschools.org">arose@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



Loring Flemming Elementary School

(07-1780-090)

Grades Offered: KG-05

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	121	104	111
1	115	124	105
2	111	115	117
3	129	121	115
4	108	128	119
5	122	117	122
Total	706	709	689

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	49.4%	47.8%
Male	51.3%	50.6%	52.2%
Economically Disadvantaged Students	40.8%	43.0%	40.1%
Students with Disabilities	14.4%	18.3%	15.7%
English Learners	7.2%	8.2%	7.4%
Homeless Students	2.1%	2.4%	1.5%
Students in Foster Care	0.4%	0.1%	0.6%
Military-Connected Students	0.1%	0.4%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	55.5%	52.8%	50.8%
Hispanic	11.3%	13.3%	16.7%
Black or African American	22.2%	22.3%	20.3%
Asian	6.4%	6.5%	6.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.4%	5.2%	6.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	121	104	111

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	91.0%
Spanish	3.6%
Bengali	2.3%
Arabic	1.0%
Other Languages	2.0%





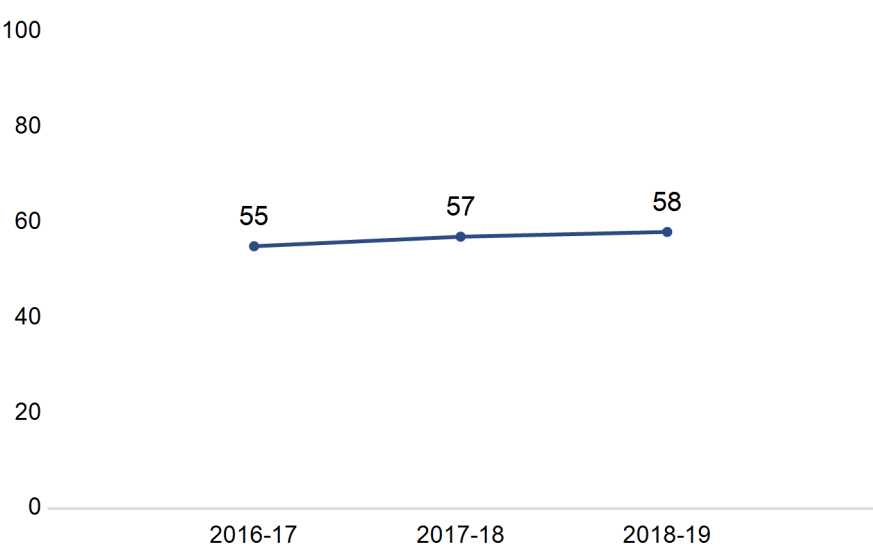
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2018-2019

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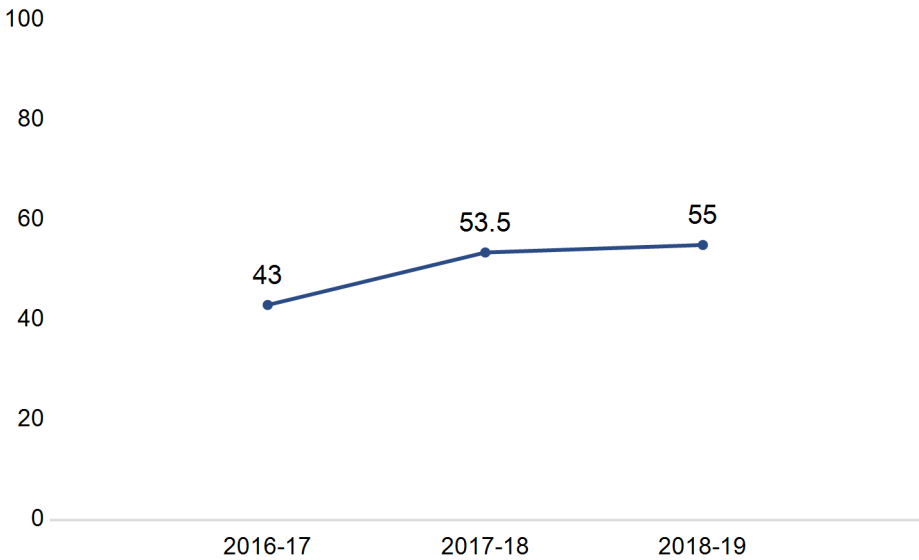
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	57	58	43	53.5	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	58	48	50	Met Standard	55	48	50	Met Standard
White	61	49	50	Exceeds Standard	56.5	52	52	Met Standard
Hispanic	38.5	48	49	Not Met	44.5	43	47	Met Standard
Black or African American	55.5	45	45	Met Standard	52	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	57	59	**	85	60.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	73	48	49	**	42	47	52	**
Female	57.5	49	53	N	48	47	50	N
Male	58	47	47	N	56	50	51	N
Economically Disadvantaged Students	54	46	48	Met Standard	52	42	46	Met Standard
Students with Disabilities	57	41	43	Met Standard	30	38	45	Not Met
English Learners	62.5	57	52	**	49.5	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	N	43	42	N	N	58	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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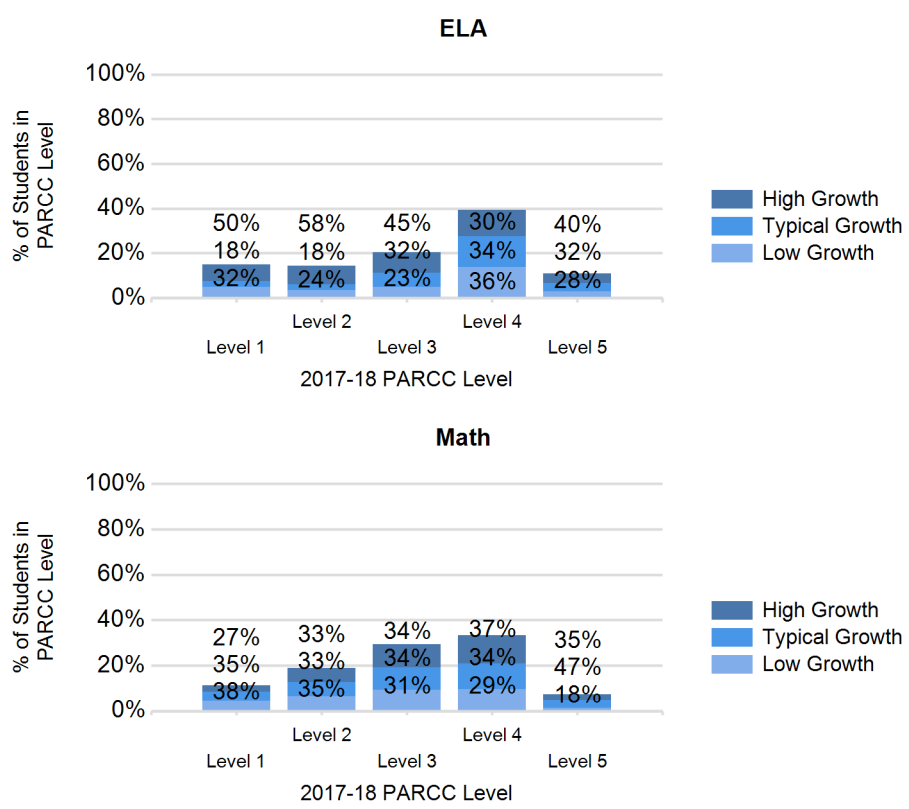
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

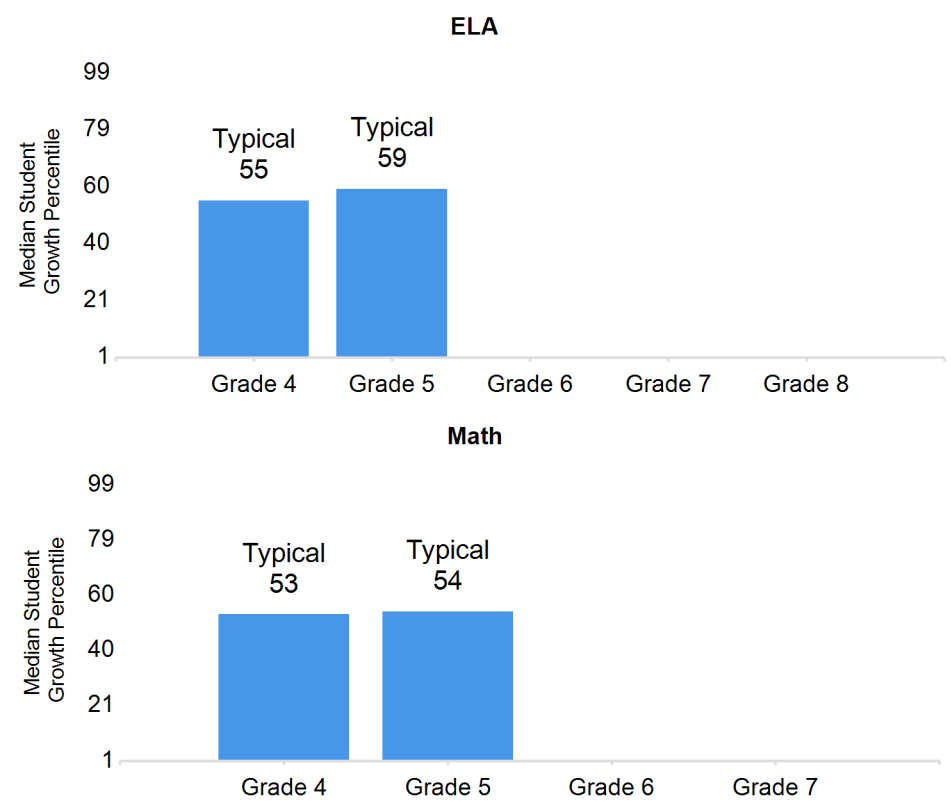
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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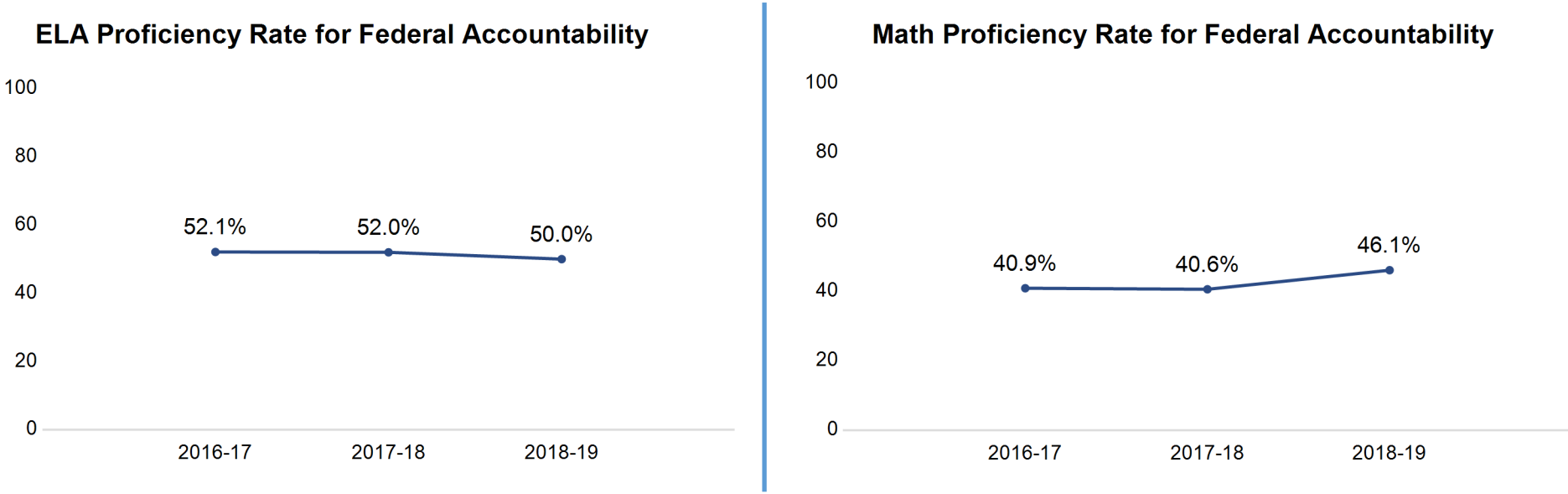
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.0%	97.8%	98.4%	98.0%	97.8%
Proficiency Rate for Federal Accountability	52.1%	52.0%	50.0%	40.9%	40.6%	46.1%
Annual Target	43.5%	45.4%	47.4%	42.5%	44.4%	46.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	336	97.8	50.0	54.4	57.9	50.0	47.4	Met Target
White	173	96.2	57.8	59.9	66.9	57.8	54.1	Met Target
Hispanic	48	100.0	43.8	45.0	43.9	43.8	39.5	Met Target
Black or African American	78	98.8	32.1	43.3	38.5	32.1	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.7	70.1	82.9	64.7	**	**
American Indian or Alaska Native	N	N	N	40.0	56.0	N	**	**
Two or More Races	20	100.0	55.0	57.8	64.4	55.0	N	N
Female	164	97.7	55.5	64.7	64.8	55.5		
Male	172	97.9	44.8	44.7	51.3	44.8		
Economically Disadvantaged Students	135	99.3	37.0	42.3	40.0	37.0	33.2	Met Target
Non-Economically Disadvantaged Students	201	96.7	58.7	62.4	67.9	58.7		
Students with Disabilities	70	97.4	11.4	*	22.7	11.4	17.6	Met Target†
Students without Disabilities	266	97.9	60.2	*	65.1	60.2		
English Learners	21	100.0	38.1	35.5	29.3	38.1	29.6	Met Target
Non-English Learners	315	97.6	50.8	55.0	60.6	50.8		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	*	*	*	37.5	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

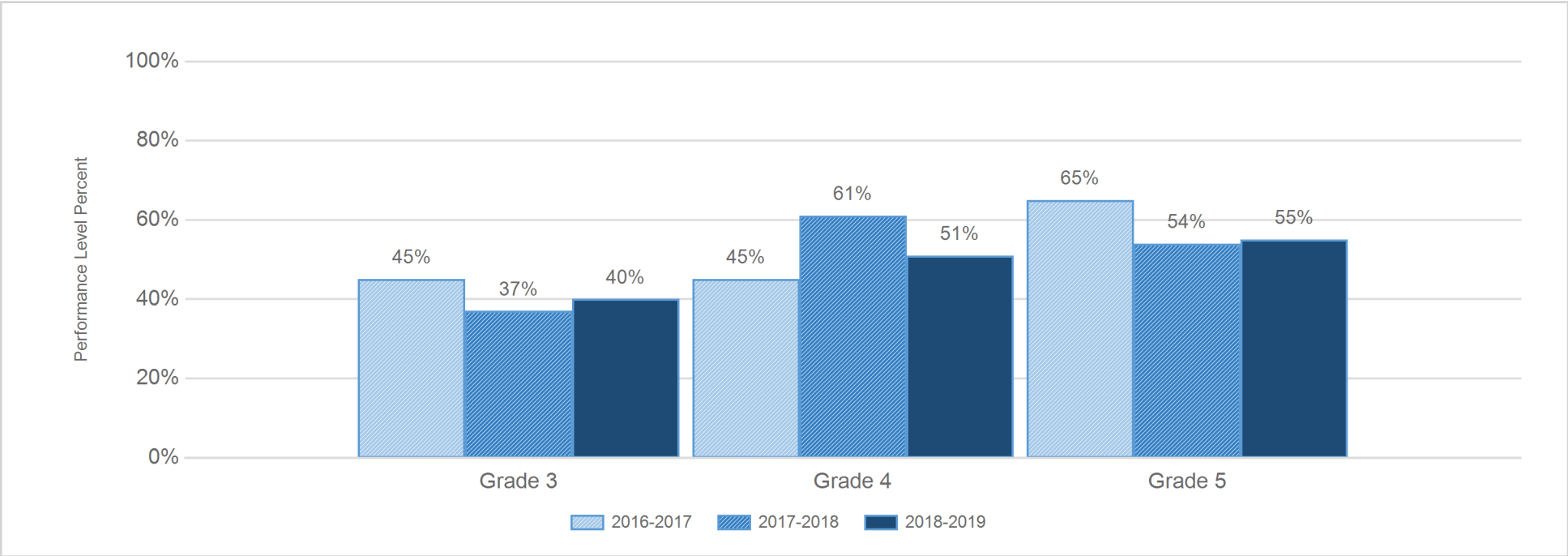


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	737	746	748	19%	16%	26%	*	*	40%	50%
White	56	751	753	757	*	*	29%	*	*	52%	60%
Hispanic	20	724	737	734	*	*	*	*	*	25%	36%
Black or African American	27	709	736	731	41%	*	*	*	*	19%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	50	746	754	753	*	*	20%	*	*	52%	55%
Male	63	729	739	743	*	*	30%	*	*	30%	46%
Economically Disadvantaged Students	47	720	735	731	*	*	26%	*	*	23%	33%
Non-Economically Disadvantaged Students	66	749	755	759	*	*	26%	*	*	52%	61%
Students with Disabilities	22	695	708	719	*	*	*	*	*	*	24%
Students without Disabilities	91	747	755	754	*	*	*	*	*	*	56%
English Learners	*	*	713	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	750	749	755	9%	16%	24%	36%	15%	51%	57%
White	47	757	755	763	*	*	*	34%	23%	57%	67%
Hispanic	20	743	742	743	*	*	*	*	*	45%	44%
Black or African American	35	744	739	739	*	*	43%	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	57	748	754	760	*	*	28%	*	*	46%	62%
Male	59	753	745	750	*	*	20%	*	*	56%	53%
Economically Disadvantaged Students	55	741	738	740	*	*	27%	*	*	38%	40%
Non-Economically Disadvantaged Students	61	759	757	765	*	*	21%	*	*	62%	69%
Students with Disabilities	25	709	*	725	40%	*	*	*	*	12%	25%
Students without Disabilities	91	762	*	761	0%	*	*	*	*	62%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	755	756	756	*	13%	28%	*	*	55%	58%
White	72	763	760	764	0%	*	29%	*	*	61%	68%
Hispanic	14	741	750	743	*	*	*	*	*	50%	44%
Black or African American	22	745	749	739	*	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	63	760	762	761	*	*	24%	*	*	62%	64%
Male	58	751	750	750	*	*	33%	*	*	48%	52%
Economically Disadvantaged Students	43	744	745	740	*	*	30%	*	*	44%	39%
Non-Economically Disadvantaged Students	78	762	763	766	*	*	27%	*	*	62%	69%
Students with Disabilities	23	717	720	724	*	*	*	*	*	*	23%
Students without Disabilities	98	764	764	762	*	*	*	*	*	*	65%
English Learners	*	*	715	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	758	*	*	*	*	*	*	60%
Homeless Students	N	N	739	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	336	97.8	46.1	42.9	44.5	46.1	46.4	Met Target†
White	173	96.2	57.8	50.0	54.1	57.8	51.9	Met Target
Hispanic	48	100.0	33.3	31.9	28.8	33.3	25.8	Met Target
Black or African American	78	98.8	25.6	27.5	23.0	25.6	28.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	70.6	76.5	70.6	**	**
American Indian or Alaska Native	N	N	N	30.0	42.7	N	**	**
Two or More Races	20	100.0	35.0	39.0	53.3	35.0	N	N
Female	164	97.7	40.2	44.4	44.9	40.2		
Male	172	97.9	51.7	41.4	44.2	51.7		
Economically Disadvantaged Students	135	99.3	31.9	28.1	26.3	31.9	34.4	Met Target†
Non-Economically Disadvantaged Students	201	96.7	55.7	52.5	54.9	55.7		
Students with Disabilities	70	97.4	14.3	12.6	17.4	14.3	24.8	Not Met
Students without Disabilities	266	97.9	54.5	49.5	50.0	54.5		
English Learners	21	100.0	42.9	33.9	25.0	42.9	44.8	Met Target†
Non-English Learners	315	97.6	46.3	43.1	46.5	46.3		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

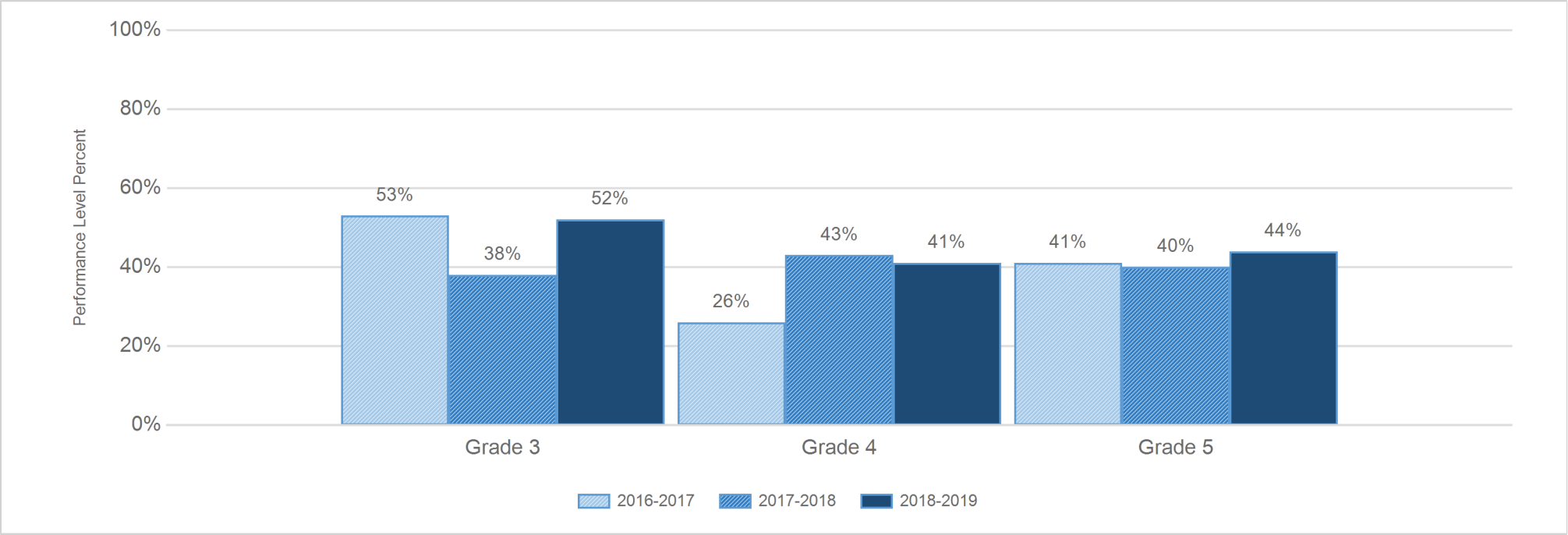


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	745	749	752	12%	13%	23%	*	*	52%	55%
White	56	756	756	760	*	*	23%	*	*	64%	66%
Hispanic	20	738	740	739	*	*	*	*	*	45%	40%
Black or African American	27	721	740	735	*	*	*	*	*	26%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	50	746	751	751	*	*	24%	*	*	52%	54%
Male	63	743	747	752	*	*	22%	*	*	52%	56%
Economically Disadvantaged Students	47	730	737	737	*	*	26%	*	*	36%	37%
Non-Economically Disadvantaged Students	66	755	758	761	*	*	21%	*	*	64%	67%
Students with Disabilities	22	709	719	731	*	*	*	*	*	*	31%
Students without Disabilities	91	753	756	756	*	*	*	*	*	*	60%
English Learners	*	*	728	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	116	740	745	749	16%	17%	26%	*	*	41%	51%
White	47	745	750	757	*	*	21%	*	*	51%	62%
Hispanic	20	731	740	737	*	*	*	*	*	30%	36%
Black or African American	35	735	735	731	*	*	37%	*	*	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	57	735	745	749	*	*	30%	*	*	32%	50%
Male	59	744	745	749	*	*	22%	*	*	51%	52%
Economically Disadvantaged Students	55	728	732	734	*	*	27%	*	*	27%	32%
Non-Economically Disadvantaged Students	61	750	754	759	*	*	25%	*	*	54%	63%
Students with Disabilities	25	704	*	726	*	*	*	*	*	12%	25%
Students without Disabilities	91	749	*	754	*	*	*	*	*	49%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Loring Flemming Elementary School**  
(07-1780-090)  
Grades Offered: KG-05  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	121	744	745	747	*	21%	28%	*	*	44%	47%
White	72	750	750	755	*	14%	25%	*	*	56%	58%
Hispanic	14	735	739	735	*	*	*	*	*	21%	30%
Black or African American	22	731	733	729	*	*	*	*	*	27%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	63	744	745	747	*	22%	35%	*	*	38%	47%
Male	58	744	744	747	*	19%	21%	*	*	50%	47%
Economically Disadvantaged Students	43	733	734	732	*	30%	28%	*	*	30%	27%
Non-Economically Disadvantaged Students	78	750	752	757	*	15%	28%	*	*	51%	59%
Students with Disabilities	23	715	717	725	*	48%	*	*	*	17%	19%
Students without Disabilities	98	751	751	752	*	14%	*	*	*	50%	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	N	N	720	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Loring Flemming Elementary School

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	51.4%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	19	*	*
5 or more	*	*	*



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(07-1780-090)

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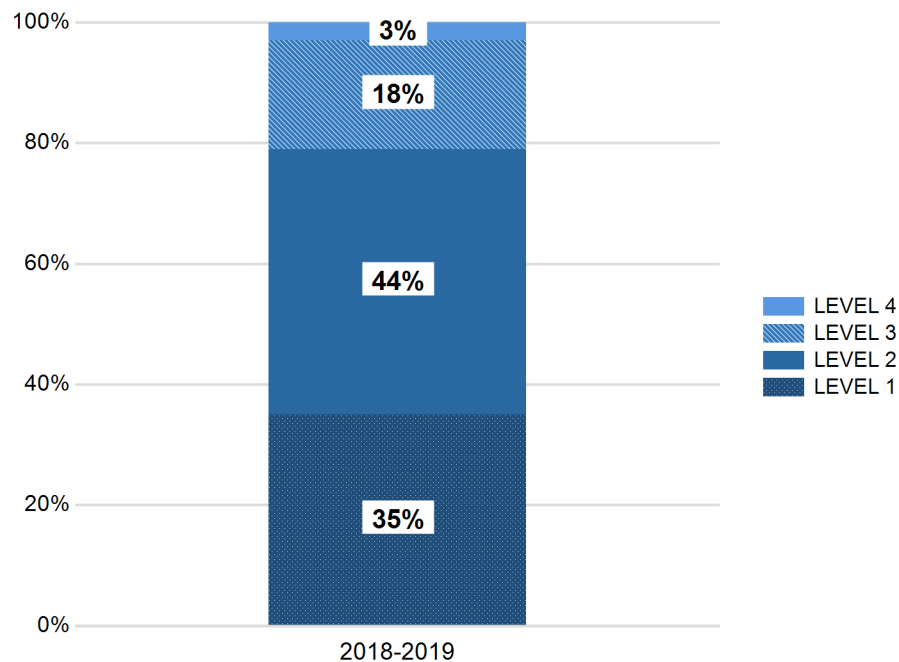
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

## NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



## NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	35	44	18	3
White	26	49	20	6
Hispanic	38	38	23	0
Black or African American	55	41	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	40	13	5
Male	28	48	22	2
Economically Disadvantaged Students	43	48	10	0
Non-Economically Disadvantaged Students	30	42	22	5
Students with Disabilities	88	12	0	0
Students without Disabilities	26	50	21	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

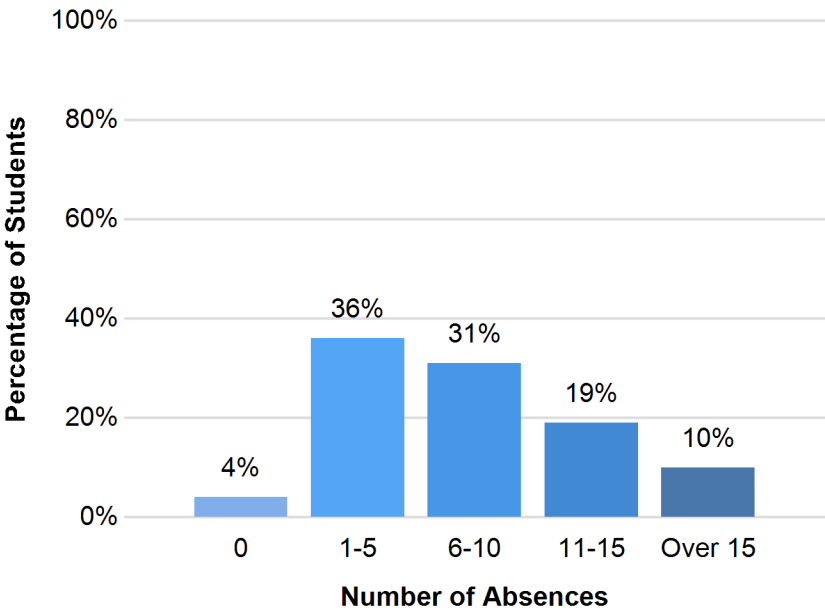
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	7.1	8.9	Met
White	11	3.1	8.9	Met
Hispanic	13	11.8	8.9	Not Met
Black or African American	17	11.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	4	9.5	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	11.6	8.9	Not Met
Female	17	5.1		
Male	33	8.9		
Economically Disadvantaged Students	37	12.6	8.9	Not Met
Students with Disabilities	16	11.7	8.9	Not Met
English Learners	4	10.0	8.9	Not Met
Homeless Students	2	20.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





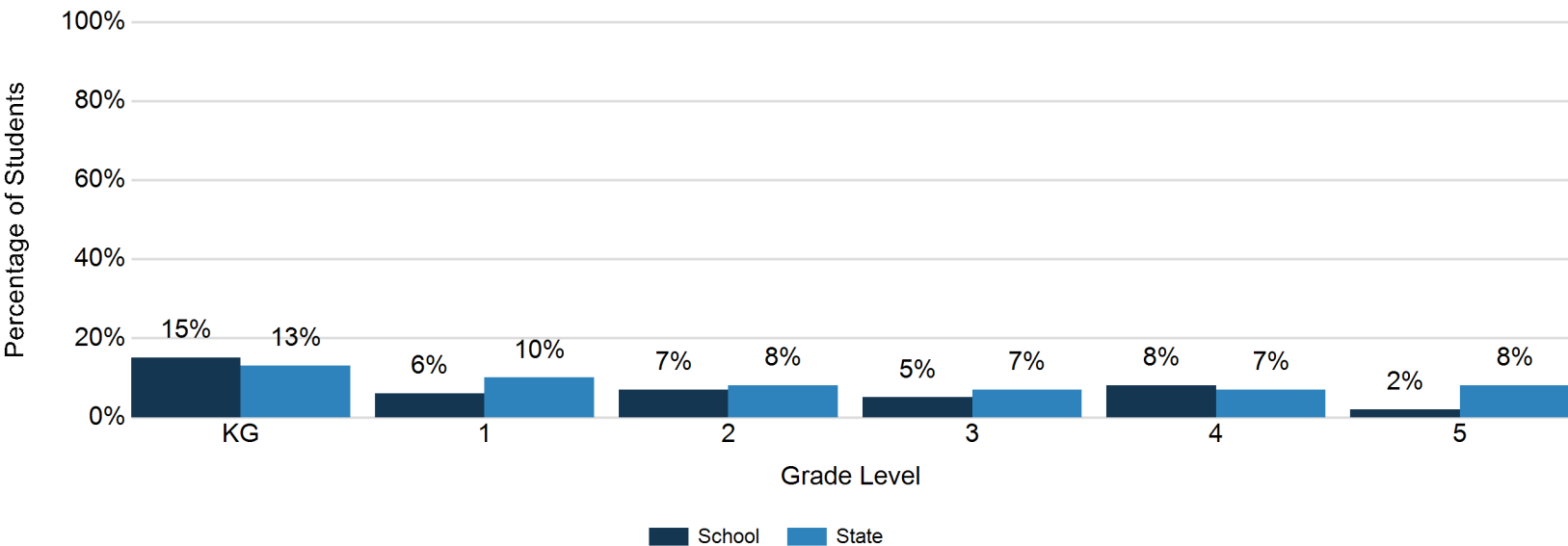
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.44

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	2	4
No Identified Nature	0		0

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	16	2.3%
Any Suspension	20	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
46



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.3:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	345:1	180:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	88.5%	0.0%	48.4%	77.1%	54.9%
Male	52.2%	11.5%	100.0%	51.6%	22.9%	45.1%
White	50.8%	90.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	16.7%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.3%	5.8%	50.0%	15.0%	6.6%	13.9%
Asian	6.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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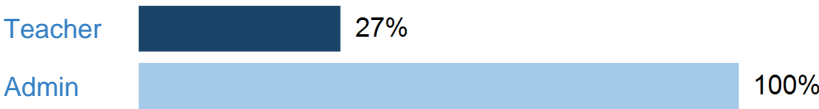
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.





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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.1%	52.0%	50.0%
Math Proficiency	40.9%	40.6%	46.1%
ELA Growth	55	57	58
Math Growth	43	54	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.8%	51.4%
Chronic Absenteeism	8.6%	9.0%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Loring Flemming Elementary School

(07-1780-090)

Grades Offered: KG-05

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>Loring Flemming was featured on NJTV series Classroom Close-up in 2013 and 2015.</li> <li>Two teachers from LFES were honored by the State for their participation in the NJ Achievement Coaches Program.</li> <li>Technology is part of daily instruction. We are 1:1 with Chromebooks schoolwide.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The mission of Gloucester Township Schools is to provide a program for all students. At Loring Flemming Elementary School, we provide an environment where all students can grow and succeed. We are committed to preparing our students to be life-long learners as well as productive members in an ever-changing society. Our school is rich in diversity. We embrace our differences as well as teach students in an environment where their individual needs can best be met.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>In 2013, and again in 2015, Loring Flemming was featured on the NJTV Classroom Close-up. During the 2016-2017 school year, achievement coaches from Loring Flemming Elementary School were honored by the State Board of Education for their participation in the New Jersey State Achievement Coach Program. Administration and staff have been recognized by Gloucester Township for their community service efforts.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>The Reading (SuperKids, Wonders, Wit &amp; Wisdom) and Math (My Math) programs along with the TCI program positively meet the New Jersey Student Learning Standards in English Language Arts, Mathematics, Science, and Social Studies. Students receive instruction in six specials classes: Art, Computers, Library, Music, Physical Education, and Spanish. Special Education, Intervention, IMPACT, and ELL services are coupled with an Extended Day program to further address individual student needs. This year, we have introduced the SuperKids program at the first grade level and have implemented Wit and Wisdom for ELA in third, fourth, and fifth grades. Full copies of all district curriculum can be found on the district website- <a href="http://www.gloucestertownshipschools.org">www.gloucestertownshipschools.org</a></p>
 <div>Clubs and Activities:</div>	<p>At Loring Flemming Elementary School, we have a CHAMPS program which offers three clubs in the fall and spring. This year, we have Kids Care Club, Yearbook Club, and Computer Club in the fall. In the spring, we will be offering Sports Club, Dance Club, and Coding Club. This year we have also introduced a Young People of Character club. During the summer months, Summer Reading Rocks and Summer Math Fact programs are made available to students.</p>





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 <div>Before and After School Programs:</div>	Before and after school care is provided through our Latchkey Program for students in grades kindergarten through fifth both during the school year and the summer. Gloucester Township offers a variety of activities for elementary-age students.
 <div>Staff and Professional Learning:</div>	Loring Flemming staff participate in regular Professional Learning Communities (PLCs). In addition, staff have both full and early dismissal days trainings and meetings designed to better plan for and meet student achievement goals. An additional day of professional development was added for the current year to accommodate additional training for technology and student social emotional learning. Staff release time is used for specific content area instruction above and beyond district in-service days. In addition to these required activities, staff participate in numerous voluntary trainings and learning communities.






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 <div>Student Supports and Services:</div>	<p>Loring Flemming meets students" individual needs through push-in and pull-out instructional environments for students with disabilities, students with Federal 504 accommodations, and English Language Learners. Our Response to Intervention (RTI) program provides tiered levels of supports for students in ELA and Math. The I&amp;RS team meets regularly to assist students with learning, behavioral, or health difficulties. Loring Flemming students have a daily Intervention and Enrichment period to meet individual needs.</p>
 <div>Student Health and Wellness:</div>	<p>Loring Flemming has a School Safety Committee designed to create a safe climate conducive to learning and healthy student development. The School’s Health and Safety Committee meets to address facility and maintenance issues. Loring Flemming also participates in the state school breakfast and lunch programs. All students are eligible to participate in our kindergarten through fifth grade physical education program and recess.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents and family members play an integral part in the educational process. We promote parents as partners and we look forward to working together for the best interests of the child. Loring Flemming Elementary School has a dedicated parent organization (called the PEC) that meets monthly to plan fundraising activities and school sponsored events for the benefit of our students. Parents and family members are extremely generous of their time. The district has a Special Education Parent Advisory Group. Many activities take place which benefit from parent involvement throughout the year. Parents also have access to student and school information through the Parent Portal. Further information about these programs is available on the district website.</p>





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<div>An icon showing three stylized human figures in blue, standing side-by-side with their arms raised and hands joined in a celebratory gesture.</div> <div>Climate Surveys:</div>	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students, staff members, parents, and community members are surveyed at various points throughout the year. Survey results are shared on our website and at parent teacher conferences and the comments contained are responded to and used to improve school climate.
<div>A blue icon of a school building with a central entrance, several windows, and a small flag flying from a pole on the roof.</div> <div>Facilities:</div>	Loring Flemming was built in 1976 with a significant addition made in 1988. Each room in our building is air conditioned and the building has had regular maintenance efforts including carpet removal, parking lot reconfigurations, and general renovations.
<div>A blue icon of a shield with a white checkmark inside, symbolizing safety or approval.</div> <div>School Safety:</div>	Loring Flemming has both a School Safety Team and a Health and Safety team. These groups meet regularly to discuss school safety issues and devise precautionary procedures.




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<div><div>Technology and STEM:</div></div>	Classroom teachers do a minimum of three STEAM activities throughout the course of the year to develop students' understanding of Science, Technology, Engineering, Arts, and Math.
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 <div>Other Information</div>	<p>At our school, we look for many ways to address the emotional and social needs of our students. We use character education and a school-wide incentive program which provides a framework for student success. Our newly implemented PBIS (Positive Behavior Interventions and Supports) program has created a climate in which positivity, kindness, and a desire to learn are emphasized. The staff focus on acknowledging and praising students who demonstrate Respect, Ownership, Appreciation, Responsibility, and Safety (ROARS). The school's Safety program empowers selected fifth grade students who are trained to assist their peers and model desired behaviors. The school communicates with parents through a variety of means including a weekly newsletter, Global Connect notifications, and regular website maintenance. At Loring Flemming, technology is integrated into everyday instruction. Every grade level classroom is equipped with a projector, a document camera, and Chromebooks that enrich teaching and learning. Our Chromebook initiative in 3rd-5th grade ensures that all students in these grade levels has a device for use during the school day.</p>
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**Union Valley Elementary School**  
(07-1780-180)  
Grades Offered: PK-05  
2018-2019

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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Union Valley Elementary School**

(07-1780-180)

Grades Offered: PK-05

2018-2019

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## School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Camden
District	Gloucester Township Public Schools
Principal Name	Mrs. Tracy Elwell
Address	1300 JARVIS ROAD SICKLERVILLE, NJ 08081
Phone Number	856-309-5031
Email Address	<a href="mailto:telwell@gloucestertownshipschools.org">telwell@gloucestertownshipschools.org</a>
Website	<a href="http://www.gloucestertownshipschools.org">http://www.gloucestertownshipschools.org</a>



Union Valley Elementary School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	10	9	19
KG	63	53	63
1	78	59	59
2	82	74	64
3	71	84	84
4	83	74	89
5	76	87	89
Total	463	440	467

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	47.0%	45.2%
Male	52.7%	53.0%	54.8%
Economically Disadvantaged Students	25.9%	27.0%	30.8%
Students with Disabilities	20.1%	20.7%	25.9%
English Learners	0.0%	0.2%	0.6%
Homeless Students	1.1%	0.9%	0.9%
Students in Foster Care	0.4%	0.7%	0.4%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	61.6%	60.0%	55.9%
Hispanic	6.5%	6.6%	9.2%
Black or African American	22.5%	22.7%	24.2%
Asian	4.3%	5.0%	5.8%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.2%
American Indian or Alaska Native	0.4%	0.7%	0.6%
Two or More Races	4.1%	4.3%	4.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	10	9	10
PK - Full Day	0	0	9
KG - Half Day	0	0	0
KG - Full Day	63	53	63

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.8%
Spanish	1.3%
Other Languages	1.9%



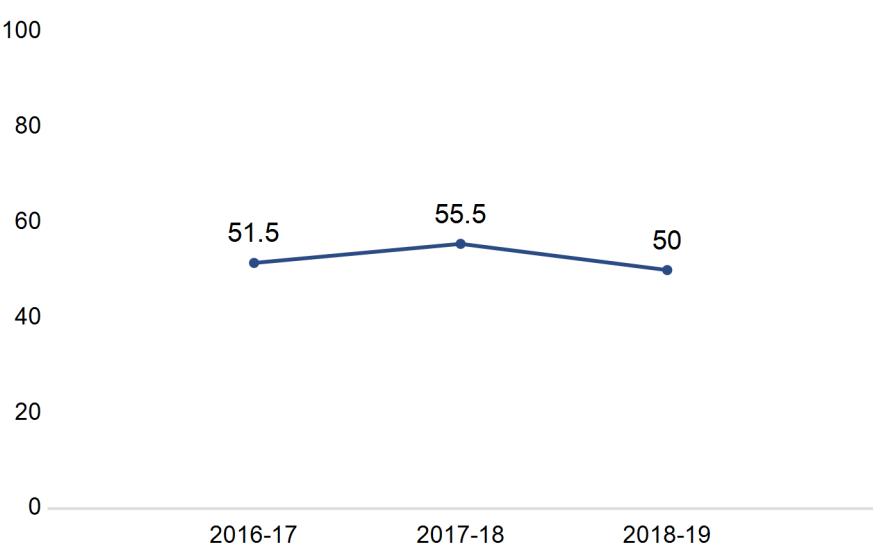
Union Valley Elementary School  
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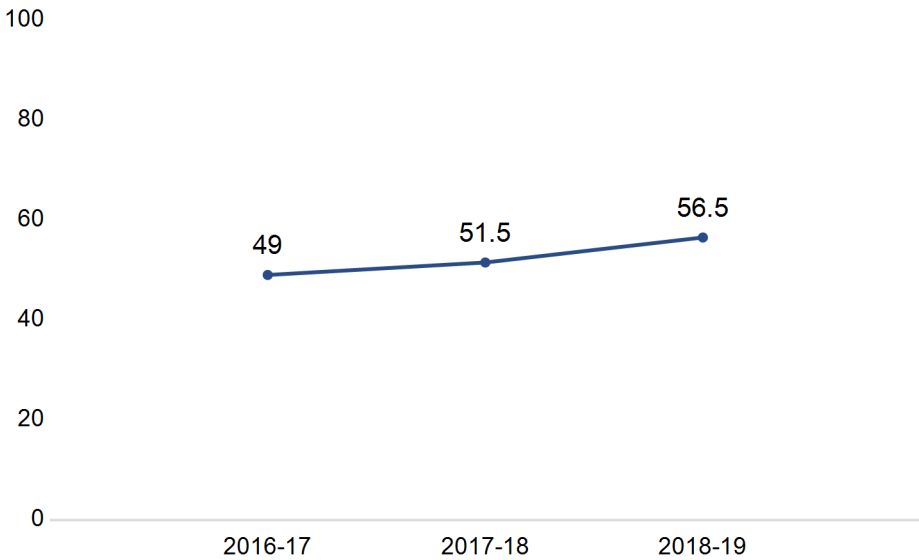
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51.5	55.5	50	49	51.5	56.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels:
 

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	48	50	Met Standard	56.5	48	50	Met Standard
White	55	49	50	Met Standard	60	52	52	Exceeds Standard
Hispanic	*	48	49	**	*	43	47	**
Black or African American	35.5	45	45	Not Met	50.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	57	59	**	*	60.5	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	48	49	**	*	47	52	**
Female	53	49	53	N	60	47	50	N
Male	49	47	47	N	50	50	51	N
Economically Disadvantaged Students	41	46	48	Met Standard	47	42	46	Met Standard
Students with Disabilities	41.5	41	43	Met Standard	57.5	38	45	Met Standard
English Learners	*	57	52	**	*	60	50	**
Homeless Students	*	37.5	43	N	*	38	44	N
Students in Foster Care	N	43	42	N	N	58	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N





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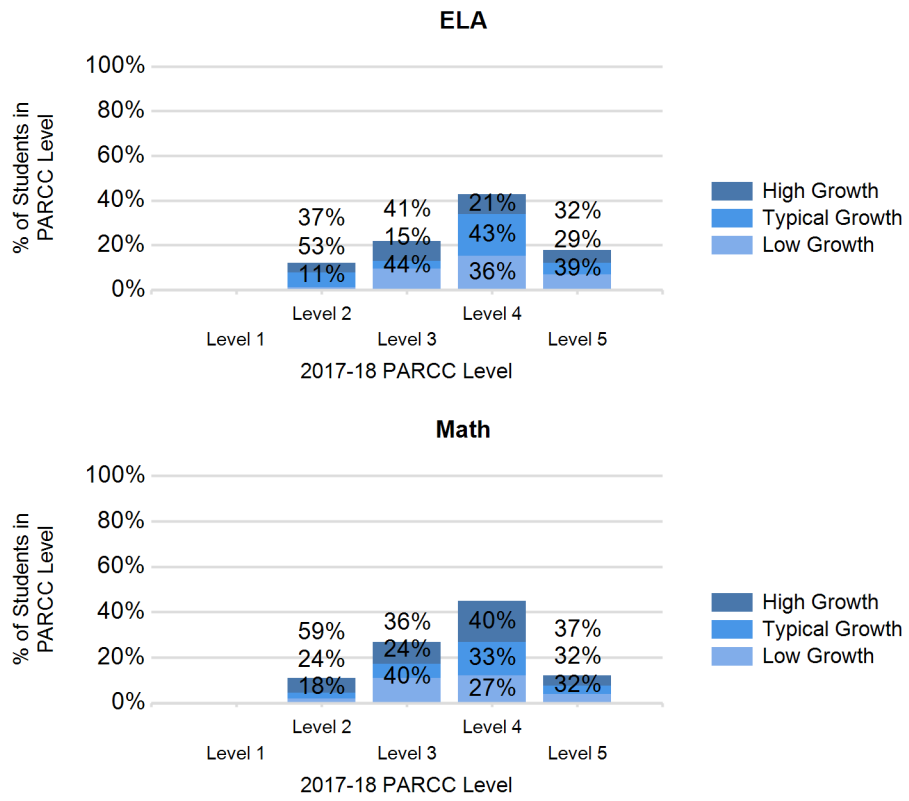
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

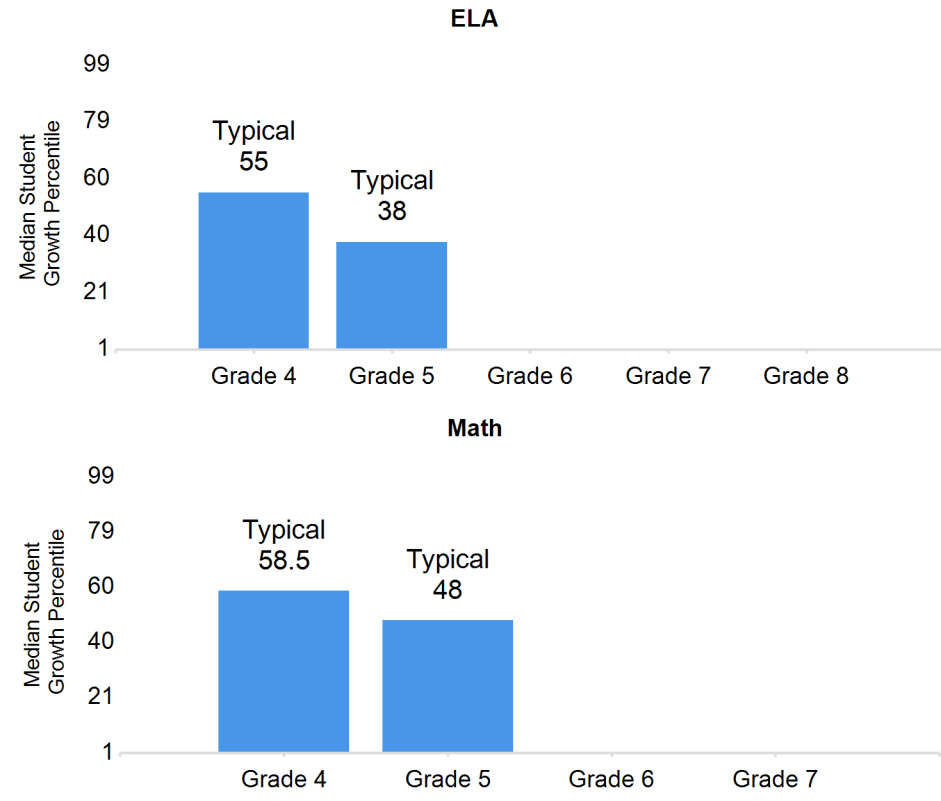
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



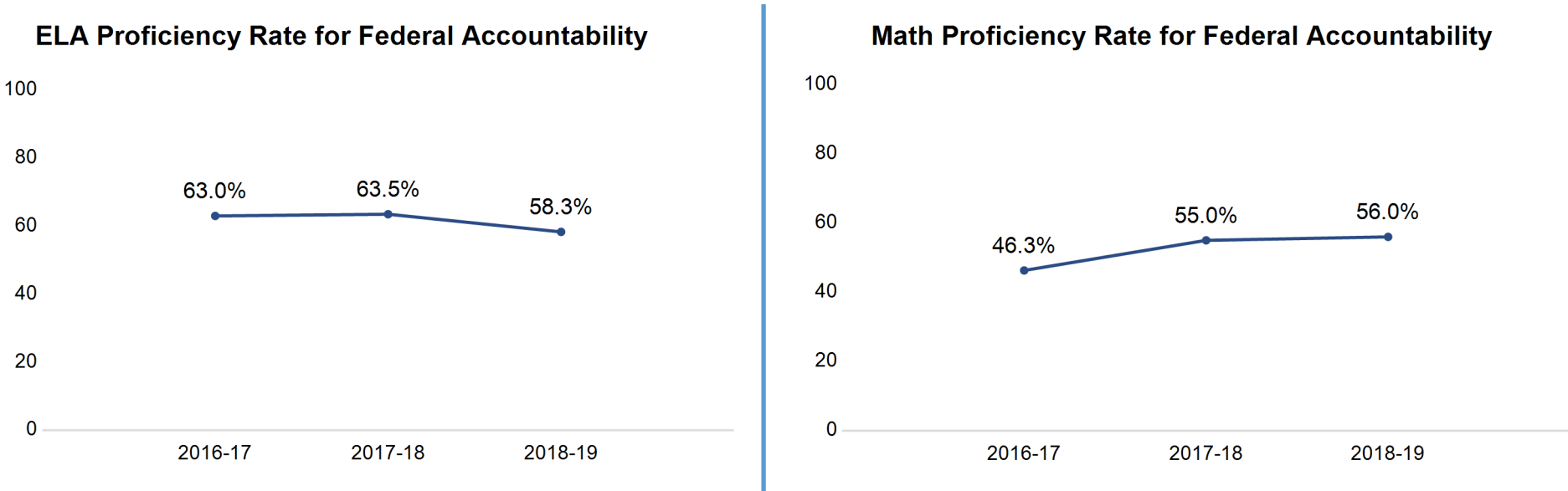


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	98.0%	99.2%	96.1%	98.0%	99.2%
Proficiency Rate for Federal Accountability	63.0%	63.5%	58.3%	46.3%	55.0%	56.0%
Annual Target	57.7%	58.8%	60.0%	46.3%	48.0%	49.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Union Valley Elementary School  
 (07-1780-180)  
 Grades Offered: PK-05  
 2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	252	99.2	58.3	54.4	57.9	58.3	60	Met Target†
White	148	100.0	64.2	59.9	66.9	64.2	64.5	Met Target†
Hispanic	17	94.4	47.1	45.0	43.9	46.8	**	**
Black or African American	65	98.5	50.8	43.3	38.5	50.8	54.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	41.7	70.1	82.9	41.7	**	**
American Indian or Alaska Native	*	*	*	40.0	56.0	*	**	**
Two or More Races	*	*	*	57.8	64.4	*	**	**
Female	114	98.3	67.5	64.7	64.8	67.5		
Male	138	100.0	50.7	44.7	51.3	50.7		
Economically Disadvantaged Students	80	97.6	37.5	42.3	40.0	37.5	45	Met Target†
Non-Economically Disadvantaged Students	172	100.0	68.0	62.4	67.9	68.0		
Students with Disabilities	52	100.0	13.5	*	22.7	13.5	33.8	Not Met
Students without Disabilities	200	99.0	70.0	*	65.1	70.0		
English Learners	*	*	*	35.5	29.3	*	**	**
Non-English Learners	*	*	*	55.0	60.6	*		
Homeless Students	*	*	*	41.5	29.1	*		
Students In Foster Care	N	N	N	37.5	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

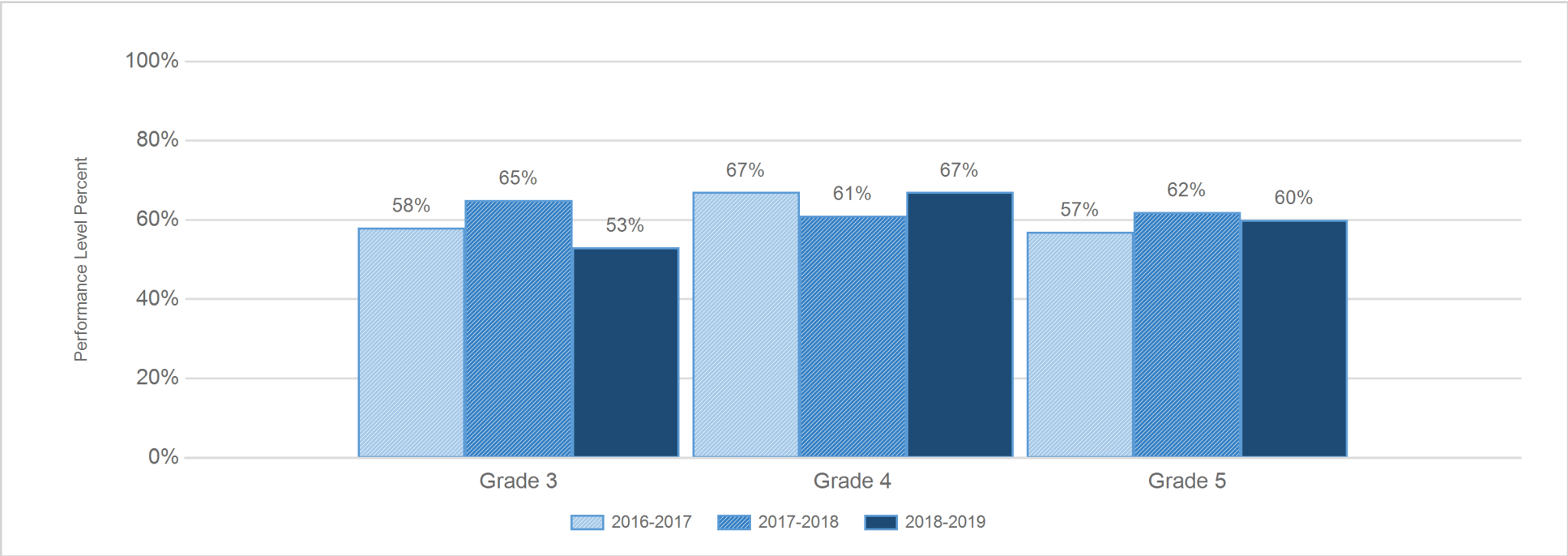


Union Valley Elementary School  
(07-1780-180)  
Grades Offered: PK-05  
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Union Valley Elementary School

(07-1780-180)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	748	746	748	14%	20%	14%	*	*	53%	50%
White	41	760	753	757	*	*	*	*	*	68%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	20	731	736	731	*	*	*	*	*	35%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	746	756	*	*	*	*	*	*	58%
Female	41	755	754	753	*	*	*	*	*	61%	55%
Male	39	740	739	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	29	732	735	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	51	757	755	759	*	*	*	*	*	61%	61%
Students with Disabilities	18	704	708	719	*	*	*	*	*	11%	24%
Students without Disabilities	62	761	755	754	*	*	*	*	*	65%	56%
English Learners	N	N	713	713	N	N	N	N	N	N	17%
Non-English Learners	80	748	747	751	14%	20%	14%	*	*	53%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Union Valley Elementary School  
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	765	749	755	*	*	19%	39%	27%	67%	57%
White	57	768	755	763	*	*	19%	40%	28%	68%	67%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	20	754	739	739	*	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	753	762	*	*	*	*	*	*	64%
Female	38	770	754	760	*	*	*	39%	34%	74%	62%
Male	46	761	745	750	*	*	*	39%	22%	61%	53%
Economically Disadvantaged Students	23	739	738	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	61	775	757	765	*	*	*	*	*	77%	69%
Students with Disabilities	10	710	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	74	773	*	761	*	*	*	*	*	74%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	758	*	*	*	*	*	*	60%
Homeless Students	*	*	748	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	756	756	756	*	14%	21%	*	*	60%	58%
White	48	758	760	764	*	*	*	*	*	60%	68%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	25	750	749	739	*	*	*	*	*	60%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	35	766	762	761	*	*	*	*	*	71%	64%
Male	49	749	750	750	*	*	*	*	*	51%	52%
Economically Disadvantaged Students	25	740	745	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	59	763	763	766	*	*	*	*	*	68%	69%
Students with Disabilities	19	727	720	724	*	*	*	*	*	21%	23%
Students without Disabilities	65	765	764	762	*	*	*	*	*	71%	65%
English Learners	N	N	715	713	N	N	N	N	N	N	11%
Non-English Learners	84	756	757	758	*	14%	21%	*	*	60%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%





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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	252	99.2	56.0	42.9	44.5	56.0	49.8	Met Target
White	148	100.0	60.8	50.0	54.1	60.8	54.4	Met Target
Hispanic	17	94.4	47.1	31.9	28.8	46.7	**	**
Black or African American	65	98.5	44.6	27.5	23.0	44.6	43.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	70.6	76.5	58.3	**	**
American Indian or Alaska Native	*	*	*	30.0	42.7	*	**	**
Two or More Races	*	*	*	39.0	53.3	*	**	**
Female	114	98.3	59.6	44.4	44.9	59.6		
Male	138	100.0	52.9	41.4	44.2	52.9		
Economically Disadvantaged Students	80	97.6	36.3	28.1	26.3	36.3	38.7	Met Target†
Non-Economically Disadvantaged Students	172	100.0	65.1	52.5	54.9	65.1		
Students with Disabilities	52	100.0	21.2	12.6	17.4	21.2	35.4	Not Met
Students without Disabilities	200	99.0	65.0	49.5	50.0	65.0		
English Learners	*	*	*	33.9	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	*	*	*	18.9	17.1	*		
Students In Foster Care	N	N	N	25.0	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



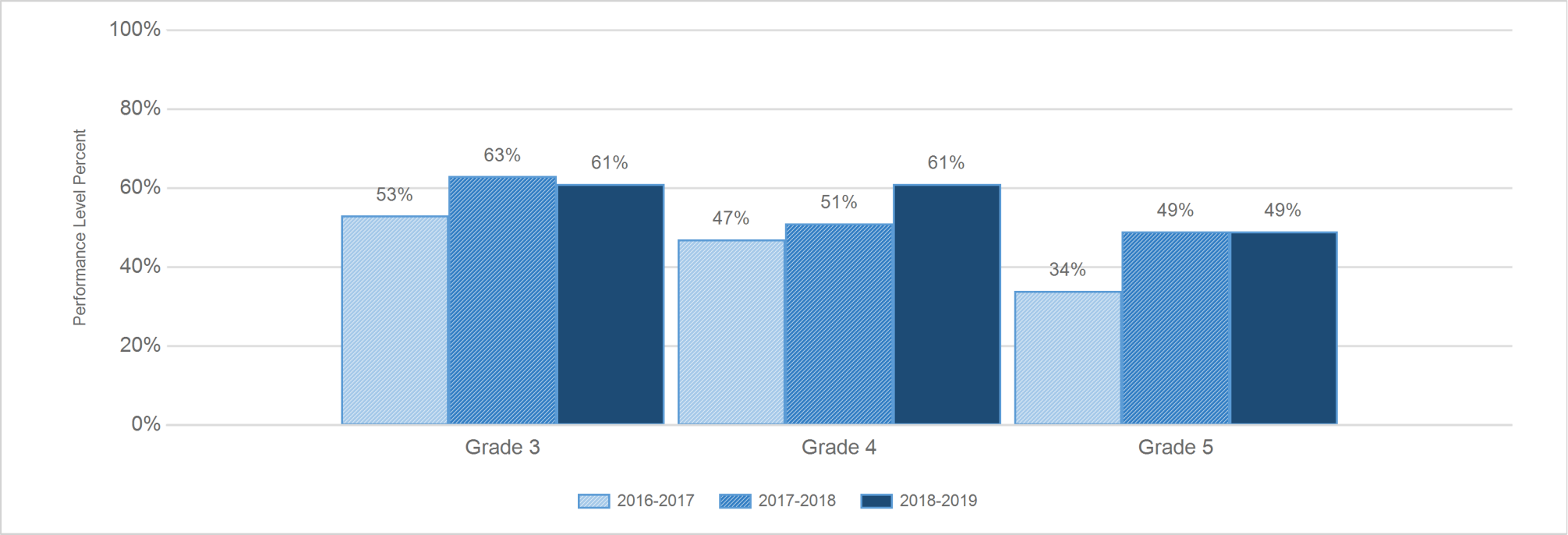


Union Valley Elementary School  
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	752	749	752	*	14%	18%	*	*	61%	55%
White	41	765	756	760	*	*	*	*	*	78%	66%
Hispanic	*	*	740	739	*	*	*	*	*	*	40%
Black or African American	20	734	740	735	*	*	*	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	749	758	*	*	*	*	*	*	62%
Female	41	755	751	751	*	*	*	*	*	61%	54%
Male	39	749	747	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	29	735	737	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	51	762	758	761	*	*	*	*	*	73%	67%
Students with Disabilities	18	721	719	731	*	*	*	*	*	33%	31%
Students without Disabilities	62	761	756	756	*	*	*	*	*	69%	60%
English Learners	N	N	728	728	N	N	N	N	N	N	26%
Non-English Learners	80	752	750	754	*	14%	18%	*	*	61%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	758	745	749	*	*	27%	47%	14%	61%	51%
White	58	758	750	757	*	*	28%	*	*	59%	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	20	754	735	731	*	0%	*	*	*	65%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	745	754	*	*	*	*	*	*	58%
Female	38	761	745	749	*	*	26%	*	*	63%	50%
Male	47	757	745	749	*	*	28%	*	*	60%	52%
Economically Disadvantaged Students	24	733	732	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	61	768	754	759	*	*	*	*	*	72%	63%
Students with Disabilities	11	709	*	726	*	*	*	*	*	18%	25%
Students without Disabilities	74	766	*	754	*	*	*	*	*	68%	56%
English Learners	*	*	733	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	724	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	748	745	747	*	21%	24%	*	*	49%	47%
White	48	750	750	755	*	25%	21%	*	*	52%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	25	742	733	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	35	753	745	747	*	*	*	*	*	57%	47%
Male	49	745	744	747	*	*	*	*	*	43%	47%
Economically Disadvantaged Students	25	740	734	732	*	*	40%	*	*	36%	27%
Non-Economically Disadvantaged Students	59	752	752	757	*	*	17%	*	*	54%	59%
Students with Disabilities	19	722	717	725	*	*	*	*	*	16%	19%
Students without Disabilities	65	756	751	752	*	*	*	*	*	58%	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	84	748	745	749	*	21%	24%	*	*	49%	49%
Homeless Students	*	*	720	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	N
5	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



Union Valley Elementary School

(07-1780-180)

Grades Offered: PK-05

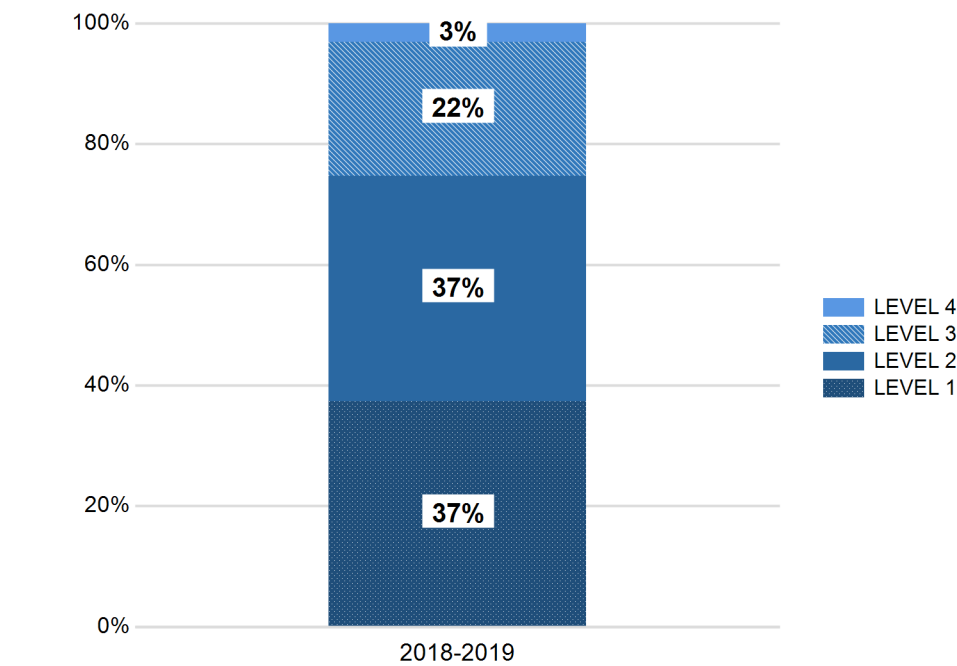
2018-2019

**Report Key:**  
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 N No Data is available to display  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	37	37	22	3
White	34	38	23	4
Hispanic	*	*	*	*
Black or African American	42	35	19	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	30	51	16	3
Male	43	27	27	4
Economically Disadvantaged Students	57	32	11	0
Non-Economically Disadvantaged Students	28	40	28	5
Students with Disabilities	80	15	5	0
Students without Disabilities	24	44	27	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Union Valley Elementary School

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2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

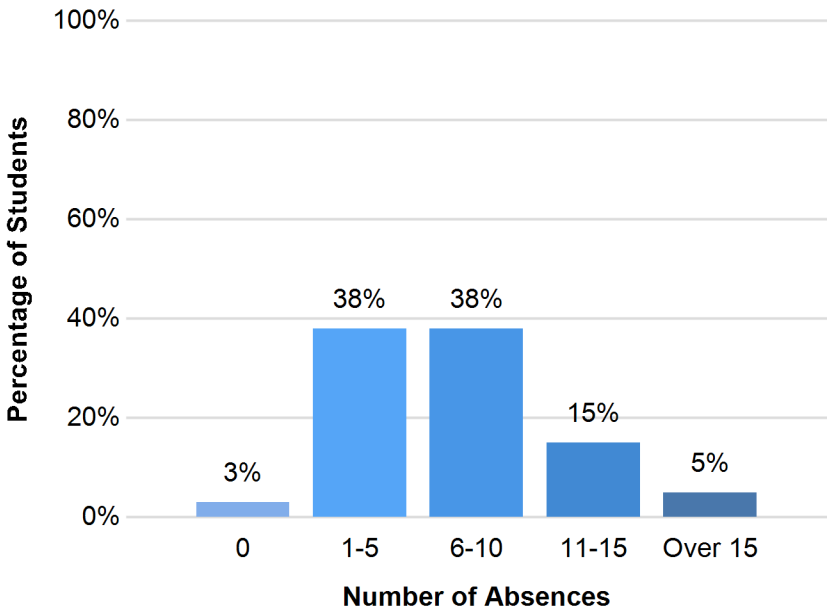
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	14	3.2	8.9	Met
White	4	1.6	8.9	Met
Hispanic	2	5.1	8.9	Met
Black or African American	6	5.7	8.9	Met
Asian, Native Hawaiian, or Pacific	1	4.3	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	6	2.9		
Male	8	3.4		
Economically Disadvantaged Students	11	8.1	8.9	Met
Students with Disabilities	6	6.3	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





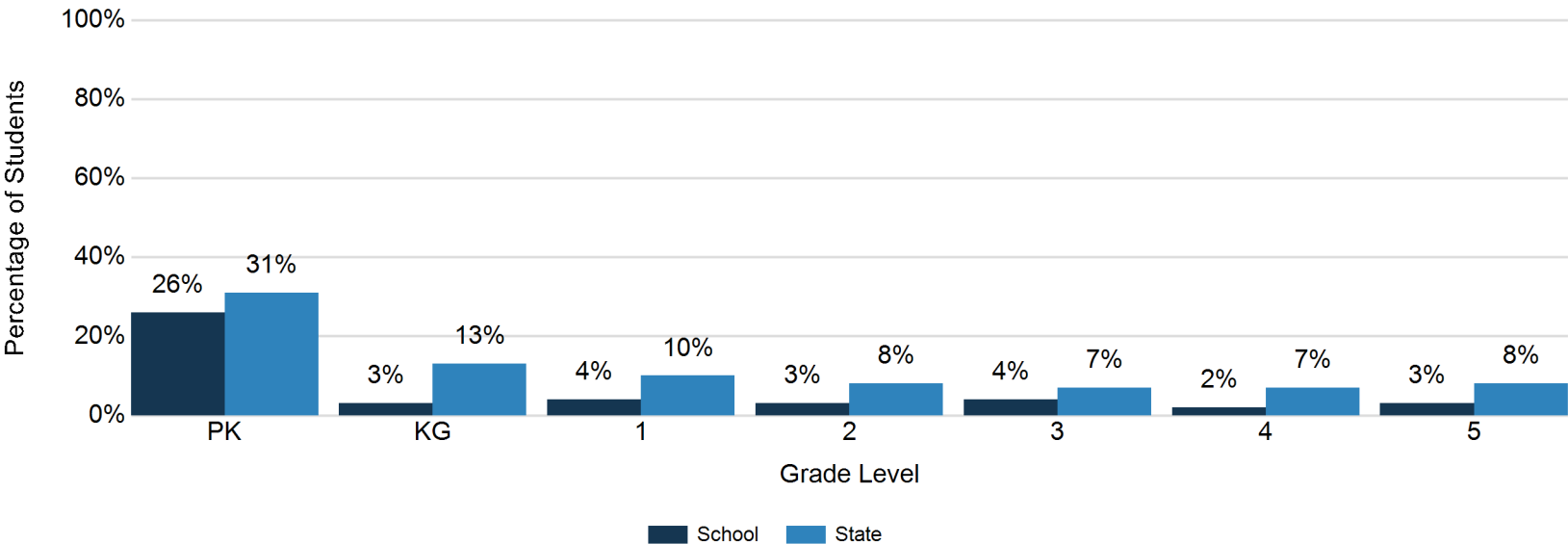
Union Valley Elementary School  
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.







Union Valley Elementary School

(07-1780-180)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	10	2.1%
Out-of-School Suspensions	*	*
Any Suspension	10	2.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.9:1



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Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	14.0	10.8
Percentage of Teachers with 4 or more years experience in the district	88.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	82.9%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	234:1	180:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists		572:1
Students to Nurses		572:1
Students to Counselors		393:1
Students to Child Study Team Members		349:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	93.2%	50.0%	48.4%	77.1%	54.9%
Male	54.8%	6.8%	50.0%	51.6%	22.9%	45.1%
White	55.9%	95.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	9.2%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.2%	2.3%	50.0%	15.0%	6.6%	13.9%
Asian	5.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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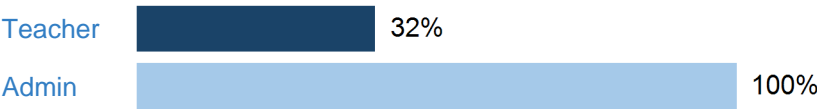
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.7%	90.5%
2017-18 Administrators: Same district 2018-19	91.4%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).  
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Union Valley Elementary School

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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.0%	63.5%	58.3%
Math Proficiency	46.3%	55.0%	56.0%
ELA Growth	52	56	50
Math Growth	49	52	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	4.2%	5.3%	3.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- Offers after school Champs Clubs to 5th grade students
- Offers after school enrichment/remediation to identified students in grades 3-5
- Students in grades 1-5 utilize 1:1 Chromebooks



### Mission, Vision, Theme:

The mission of Union Valley remains constant: to provide a safe, stimulating environment which offers a wide variety of opportunities and experiences designed to develop the whole child...academically, socially and emotionally. Classroom practices and instructional strategies are developed and implemented in alignment with the New Jersey Student Learning Standards.



### Awards, Recognition, Accomplishments:

In 2016-2017, Union Valley applied for and was awarded a grant from the Gloucester Township Educational Foundation to purchase Sphero robots to be used in a 4th grade STEAM unit. The students learned how to work together in a small group, program their robot using code, and complete a challenge. In September, 2019, Gloucester Township applied for and was awarded money to implement a preschool expansion program. Union Valley now houses 3 full-day preschool expansion classrooms.



Union Valley Elementary School

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2018-2019

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School Narrative

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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our Language Arts program for grades K-1 is Superkids and is aligned to the standards. It encompasses whole group instruction, phonics, spelling, writing, and small group instruction. The Superkids program has 14 relatable characters paired with an animated song reinforcing new letter sounds. Second grade uses the Wonders program by McGraw Hill. This is a core literacy curriculum. It teaches all aspects of reading seamlessly integrated with the language arts. Grades 3-5 adopted a new language arts program this year called Wit &amp; Wisdom. This program was created by Great Minds. Our Literacy program is complimented by the My Math McGraw Hill curriculum. Students receive weekly instruction in Art, Computers, Library, Spanish, Music and Physical Education.</div>
<div>  <div>Clubs and Activities:</div> </div>	<div>Union Valley offers the Champs Clubs to 5th grade students in both the Fall and Spring. These club offerings change but have included Art, STEAM, Coding, Chess, Running, Music, Cheerleading, Zumba, and board games. Students in grades 3-5 needing assistance are offered the Snap program after school on Tuesdays and Thursdays. Students in 4th and 5th grade can apply to be on Student Council and/or serve as Peer Helpers in Specials in our reverse mainstreaming concept.</div>



Union Valley Elementary School

(07-1780-180)

Grades Offered: PK-05

2018-2019

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<div> <div>Before and After School Programs:</div> </div>	<div>The district offers a before and after school Latchkey program for students in Preschool through 5th grade. This program has a cost for parents/guardians.</div>
<div> <div>Staff and Professional Learning:</div> </div>	<div>District staff participates in regular Professional Learning Communities (PLCs) through their teacher schedules. In addition, staff have both full and early dismissal days, trainings, and meetings designed to better plan for and meet student achievement goals. Staff can attend monthly S.O.S.(Support on Site) meetings in addition to participating in numerous voluntary trainings and learning communities.</div>






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 <div>Student Supports and Services:</div>	<p>Union Valley offers a full range of services for students including: Gifted and Talented, Individualized Educational Programs for students with disabilities, Federal 504 accommodations, and an excellent Tiered Response to Intervention program. A daily intervention and Enrichment period(FIRM) is offered to students in grades 1-5 to meet individual needs.</p>
 <div>Student Health and Wellness:</div>	<p>The district participates in the school breakfast and lunch program with students having Physical Education and recess. Union Valley also implemented a walking club at recess this year. Annually, we partner with our PTO to provide a Run for Recess student fun run which is enjoyed by all students.</p>
 <div>Parent and Community Involvement:</div>	<p>Union Valley proudly recognizes our strong commitment to our community. An active PTO works in collaboration with the school to provide school assemblies, school functions both during the day and in the evenings. Parents run the school store and the Helping Hands committee that provides supplies/food to needy families. Parents run monthly pretzel sales, help with the Giving Tree, organize the Science Fair, take pictures during assemblies, and create the yearbook.</p>





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 <div>Facilities:</div>	Union Valley opened its doors in 2001. It has central air conditioning and is the newest Gloucester Township school. We have brand new cafeteria tables, two computer labs and our classrooms are equipped with 1:1 chromebooks in grades 1-5. Kindergarten through Fifth grade classrooms have newly added Smartboards.
 <div>School Safety:</div>	Union Valley conducts monthly fire drills and security drills. Last year,, a new emergency lockdown system was installed which includes flashing blue lights around the perimeter of the schools. If this emergency alert went into effect, a pre-recorded lockdown message would immediately alert the staff, students, Gloucester Township Police, and the Superintendent.




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 <div>Technology and STEM:</div>	Union Valley has incorporated STEAM units into each grade level that correspond with a Science unit being taught. Each grade level works together to incorporate activities that focus on incorporating science, technology, engineering, art, and math. Our fourth graders do a unit on robotics and use Sphero robots to code Sphero through a maze as the culminating project. Our new Wit & Wisdom ELA program incorporates multiple science units in the modules.
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 <div>Other Information</div>	<p>Union Valley is proud of the positive school climate which has been established through our various Character Education programs. The Union Valley monthly Bylaws, student led daily announcements, Student Council, and Spotlight Student program allows staff to recognize students for demonstrating good citizenship and sets the tone for positive behavior within the walls of the valley. Students being recognized as a Spotlight Student each month participate in a special "Lunch with the Principal" sponsored by our PTO. We celebrate the Week of Respect with school-wide activities as well as planned Spirit Week activities to unite the students as a whole. We honor our bus drivers during School Bus Safety Week. Our Special Area teachers select fifth graders to serve as "helpers"throughout the school year. Our student council works hard doing service activities. Most recently the student council sponsored a food drive and all the food was donated to The Unforgotten Haven. They also collected donations including sweaters and other outdoor wear for veterans.</p>
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