



**George C. Baker Elementary School**  
(05-3360-060)  
Grades Offered: PK-03  
2018-2019

**Report Key:**

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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	Burlington
District	Moorestown Township Public School District
Principal Name	Mrs. Michelle Rowe
Address	139 W MAPLE AVE MOORESTOWN, NJ 08057
Phone Number	856-778-6630
Email Address	<a href="mailto:mrowe@mtps.com">mrowe@mtps.com</a>
Website	<a href="http://baker.mtps.com/">http://baker.mtps.com/</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798</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	0	0	1
KG	83	84	77
1	93	95	98
2	100	104	99
3	100	111	110
Total	376	394	385

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%	47.5%	47.3%
Male	51.3%	52.5%	52.7%
Economically Disadvantaged Students	8.5%	10.2%	10.4%
Students with Disabilities	21.3%	19.5%	20.5%
English Learners	0.0%	0.3%	0.0%
Homeless Students	0.0%	0.0%	1.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.3%	0.5%	0.8%
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	71.3%	72.8%	69.4%
Hispanic	7.2%	6.9%	7.3%
Black or African American	5.9%	7.4%	7.0%
Asian	9.3%	6.9%	8.8%
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	6.4%	6.1%	7.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	1
PK - Full Day	0	0	0
KG - Half Day	82	84	77
KG - Full Day	1	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	96.6%
Other Languages	3.4%

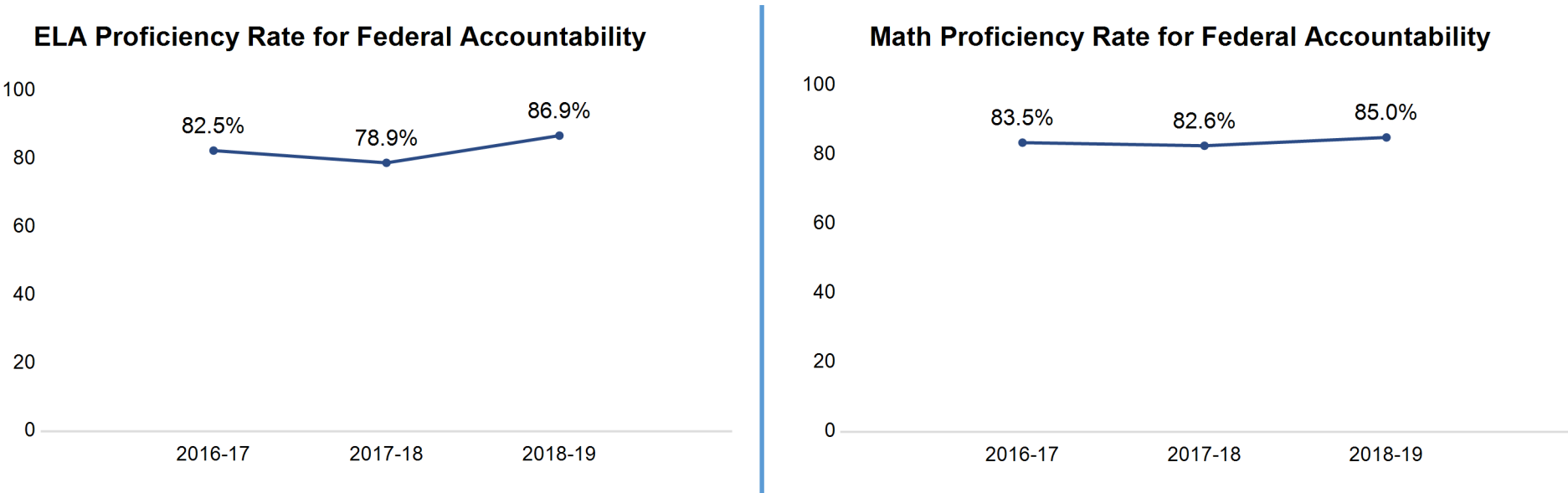


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English Language Arts and Mathematics Performance Trends

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	100.0%	98.2%	98.2%	100.0%	98.2%	98.2%
Proficiency Rate for Federal Accountability	82.5%	78.9%	86.9%	83.5%	82.6%	85.0%
Annual Target	79.0%	79.0%	79.1%	77.0%	77.1%	77.3%
Met Annual Target?	Met Goal	Met Target†	Met Goal	Met Goal	Met Goal	Met Goal
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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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	107	98.2	86.9	76.3	57.9	86.9	79.1	Met Goal
White	76	98.7	90.8	77.1	66.9	90.8	78.3	Met Goal
Hispanic	*	*	*	62.8	43.9	*	**	**
Black or African American	*	*	*	51.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.7	*	82.9	91.7	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	81.3	64.4	*	**	**
Female	56	100.0	96.4	83.0	64.8	96.4		
Male	51	96.2	76.5	69.8	51.3	76.5		
Economically Disadvantaged Students	15	100.0	60.0	*	40.0	60.0	**	**
Non-Economically Disadvantaged Students	92	97.9	91.3	*	67.9	91.3		
Students with Disabilities	25	96.2	48.0	41.4	22.7	48.0	49.3	Met Target†
Students without Disabilities	82	98.8	98.8	85.9	65.1	98.8		
English Learners	*	*	*	41.9	29.3	*	**	**
Non-English Learners	*	*	*	76.9	60.6	*		
Homeless Students	*	*	*	63.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## NJ SCHOOL PERFORMANCE REPORT

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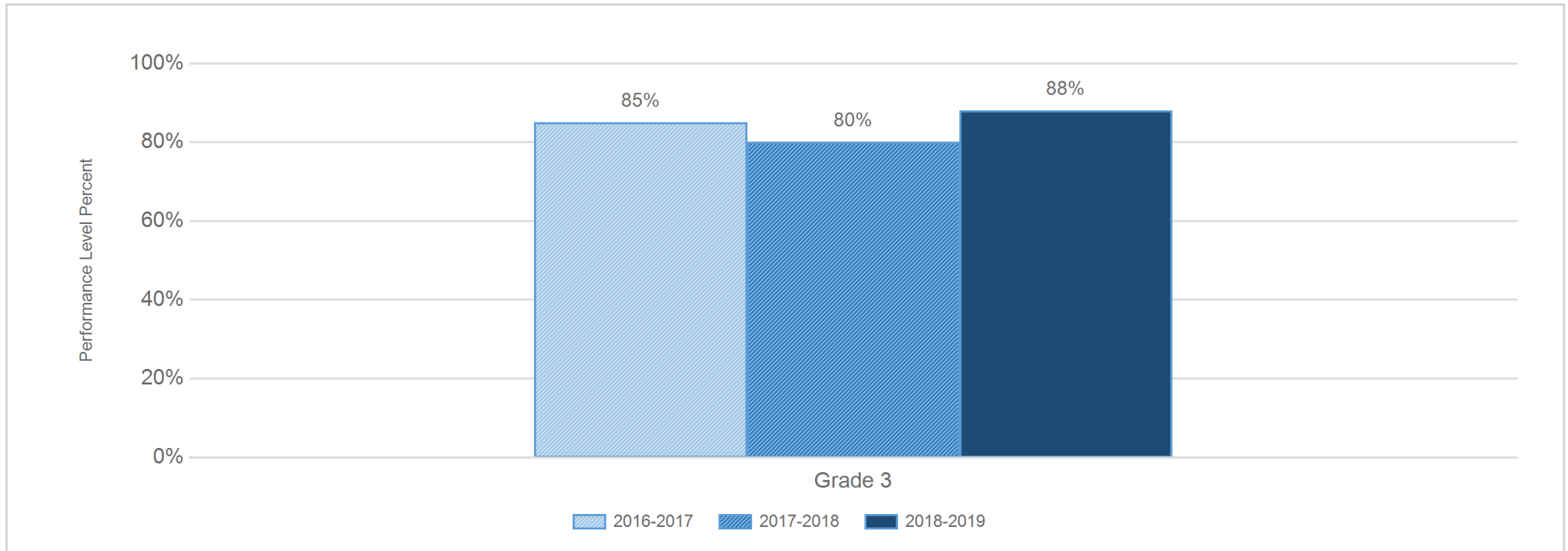
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### English Language Arts Assessment - Performance Trends

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	107	785	781	748	*	*	*	54%	34%	88%	50%
White	75	787	780	757	*	*	*	61%	31%	92%	60%
Hispanic	*	*	762	734	*	*	*	*	*	*	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	812	*	773	0%	*	0%	*	*	92%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	779	756	*	*	*	*	*	*	58%
Female	57	798	787	753	*	*	*	*	*	96%	55%
Male	50	770	774	743	*	*	*	*	*	78%	46%
Economically Disadvantaged Students	15	740	*	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	92	793	*	759	*	*	*	*	*	92%	61%
Students with Disabilities	24	738	746	719	*	*	*	*	*	50%	24%
Students without Disabilities	83	799	791	754	*	*	*	*	*	99%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	107	785	*	751	*	*	*	54%	34%	88%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	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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### 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	107	98.2	85.0	70.4	44.5	85.0	77.3	Met Goal
White	76	98.7	89.5	72.3	54.1	89.5	77.2	Met Goal
Hispanic	*	*	*	56.3	28.8	*	**	**
Black or African American	*	*	*	34.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.7	*	76.5	91.7	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	70.4	53.3	*	**	**
Female	56	100.0	94.6	71.0	44.9	94.6		
Male	51	96.2	74.5	69.9	44.2	74.5		
Economically Disadvantaged Students	15	100.0	53.3	*	26.3	53.3	**	**
Non-Economically Disadvantaged Students	92	97.9	90.2	*	54.9	90.2		
Students with Disabilities	25	96.2	40.0	29.7	17.4	40.0	49.3	Met Target†
Students without Disabilities	82	98.8	98.8	81.9	50.0	98.8		
English Learners	*	*	*	42.9	25.0	*	**	**
Non-English Learners	*	*	*	70.9	46.5	*		
Homeless Students	*	*	*	45.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.





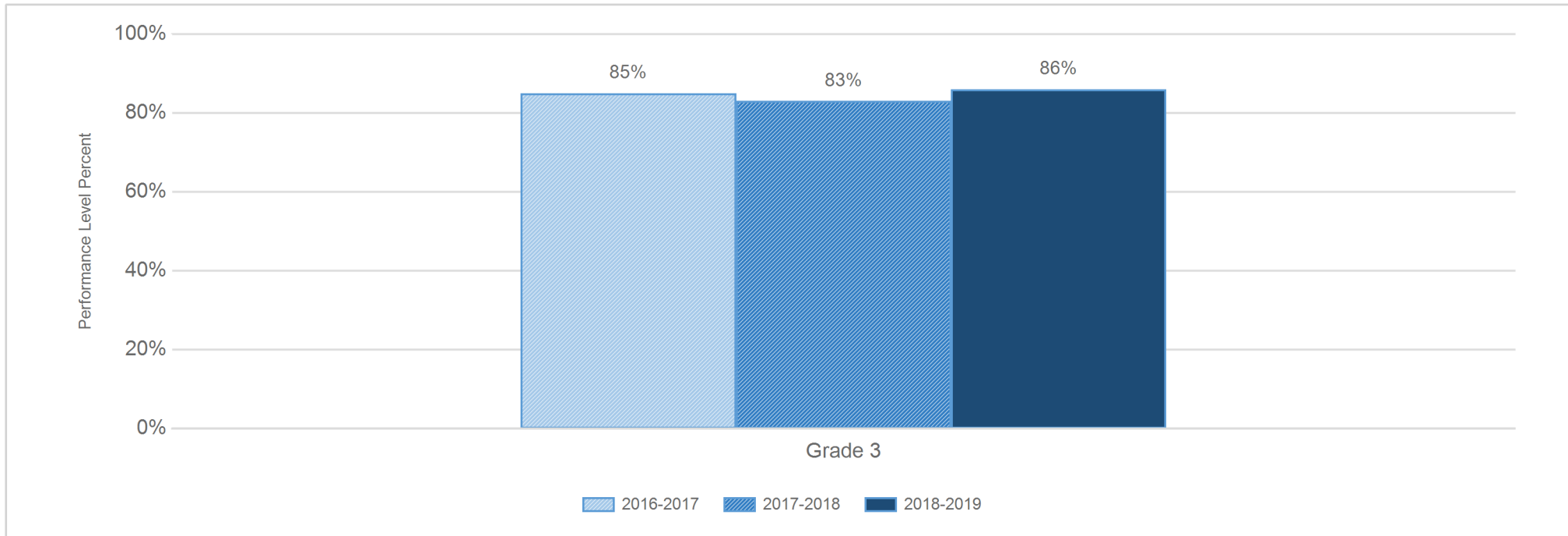
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## Mathematics Assessment – Performance Trends

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	107	777	775	752	*	*	*	52%	34%	86%	55%
White	75	779	775	760	*	*	*	57%	33%	91%	66%
Hispanic	*	*	763	739	*	*	*	*	*	*	40%
Black or African American	*	*	745	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	794	*	778	0%	*	0%	*	*	92%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	57	783	777	751	*	*	*	*	*	95%	54%
Male	50	770	773	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	15	733	*	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	92	784	*	761	*	*	*	*	*	91%	67%
Students with Disabilities	24	745	747	731	*	*	*	*	*	42%	31%
Students without Disabilities	83	786	784	756	*	*	*	*	*	99%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	107	777	*	754	*	*	*	52%	34%	86%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	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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## 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	*	*

## 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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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 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

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
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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.

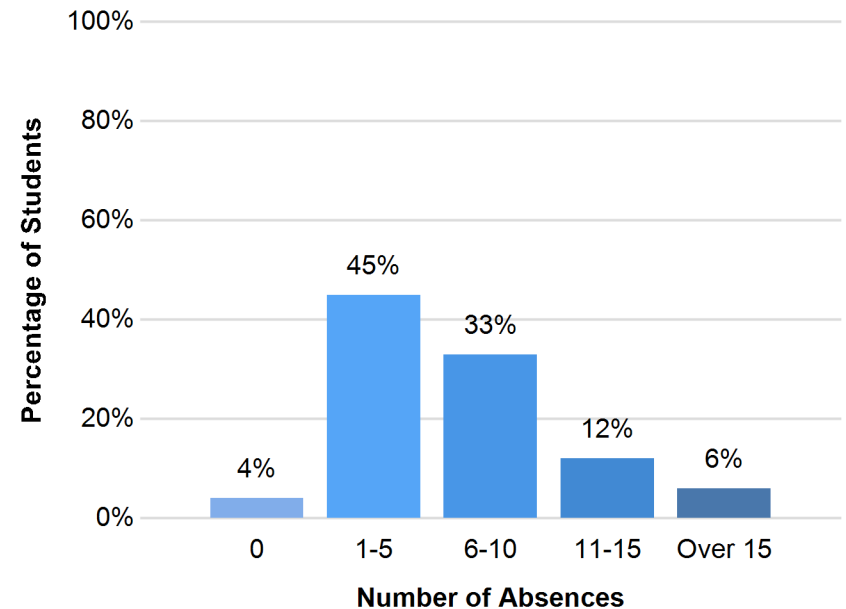
### Chronic Absenteeism

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	3.7	9.6	Met
White	8	2.9	9.6	Met
Hispanic	0	0	9.6	Met
Black or African American	3	12.0	9.6	Not Met
Asian, Native Hawaiian, or Pacific	3	9.4	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	9.6	Met
Female	9	4.9		
Male	5	2.5		
Economically Disadvantaged Students	7	19.4	9.6	Not Met
Students with Disabilities	4	5.5	9.6	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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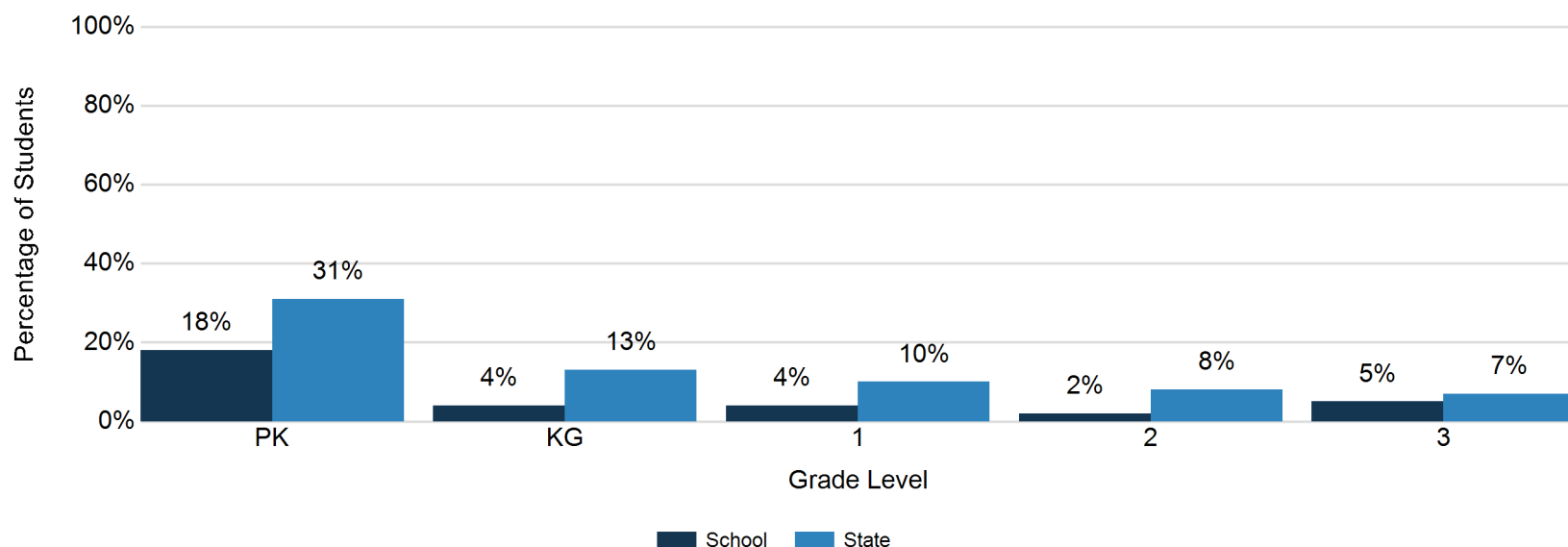
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 by Grade

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





# George C. Baker Elementary School

(05-3360-060)

Grades Offered: PK-03

2018-2019

## Report Key:

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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

## 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



George C. Baker Elementary School

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	N	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	





# George C. Baker Elementary School

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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	3:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	29	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	93.1%	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	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	385:1	153:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



**George C. Baker Elementary 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	47.3%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	10.3%	0.0%	51.6%	22.9%	45.1%
White	69.4%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	6.9%	0.0%	15.0%	6.6%	13.9%
Asian	8.8%	3.4%	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	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%



George C. Baker Elementary School  
(05-3360-060)  
Grades Offered: PK-03  
2018-2019

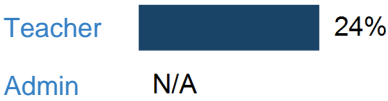
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**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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%



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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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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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	82.5%	78.9%	86.9%
Math Proficiency	83.5%	82.6%	85.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	2.4%	3.8%	3.7%

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



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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 Goal	Met Goal	**	**	N	Met	No
White	Met Goal	Met Goal	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not 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	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not 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>Curriculum includes Reading &amp; Writing Workshop, NJSLS-based Math &amp; Soc Studies, and NGSS.</li> <li>Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>Social/Emotional Learning focused on mindfulness, grit and growth mindset.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>We believe it is our responsibility to foster a caring learning community which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. As elementary school educators, we value the development of the whole child.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>National Blue Ribbon School of Excellence</p>





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 Courses, Curriculum, Instruction:	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students.
 Clubs and Activities:	Each grade level performs one concert per year. 3rd grade students can participate in the school chorus.





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 <div>Before and After School Programs:</div>	Creative Minds Enrichment Program, Title 1 Tutoring for students grades K-3.
 <div>Staff and Professional Learning:</div>	We believe it is imperative to expand our knowledge & skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth & development of engaged, learners; Targeted instruction & interventions tailored to learners' needs; Promote self-awareness, responsibility & mindfulness to provide the foundation for competent local and global citizenship.



### George C. Baker Elementary School

(05-3360-060)

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2018-2019

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### Student Supports and Services:

Students at Baker utilize many of the support services provided, such as guidance, resource room support, reading & math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.



### Student Health and Wellness:

School nurse provides Health and wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly.



### Parent and Community Involvement:

We at Baker enjoy a very active Home & School Association which helps and supports us in many ways, including purchasing resources and playground equipment. Additionally, the Home & School Association provides educational cultural arts assembly programs throughout the school year for our students. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.




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 <div>Facilities:</div>	Baker is a neighborhood school tucked away among the tree-lined streets of Moorestown. Built in 1957, renovated in 1992, and again in 2015 it currently houses 33 air-conditioned classrooms which include a media center, technology center, cafeteria, multipurpose room, art room, music room and small group instructional classroom. Major upgrades to the roof and HVAC occured in 2016.
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<div>Other Information</div>	Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 2 computer labs, 2 iPad carts, 5 Chromebook carts. Upgraded building security system in 2015. Communication with the community through School Messenger email and text messaging as well as Instagram, Twitter and school website. Tuition students are accepted.
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**Mary E. Roberts Elementary School**  
(05-3360-100)  
Grades Offered: PK-03  
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:**



**Mary E. Roberts Elementary School**

(05-3360-100)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Moorestown Township Public School District
Principal Name	Mr. Brian Carter
Address	290 CRESCENT AVENUE MOORESTOWN, NJ 08057
Phone Number	856-778-6635
Email Address	<a href="mailto:bcarter@mtps.com">bcarter@mtps.com</a>
Website	<a href="http://roberts.mtps.com">http://roberts.mtps.com</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798</a>
Twitter	<a href="https://twitter.com/MaryRobertsElem">https://twitter.com/MaryRobertsElem</a>



Mary E. Roberts Elementary School

(05-3360-100)

Grades Offered: PK-03

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

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	35	43	54
KG	54	67	75
1	81	63	74
2	69	81	62
3	74	72	81
Total	313	326	346

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	49.2%	51.2%	50.9%
Male	50.8%	48.8%	49.1%
Economically Disadvantaged Students	22.7%	18.7%	20.8%
Students with Disabilities	22.0%	21.2%	20.8%
English Learners	6.4%	6.1%	6.6%
Homeless Students	1.0%	1.2%	1.4%
Students in Foster Care	1.0%	0.0%	0.0%
Military-Connected Students	1.0%	1.5%	1.7%
Migrant Students	0.0%	0.0%	0.3%

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	67.7%	69.6%	70.5%
Hispanic	11.5%	10.7%	10.4%
Black or African American	8.3%	6.4%	5.8%
Asian	6.1%	6.4%	6.1%
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	6.4%	6.7%	7.2%

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
PK - Half Day	27	30	41
PK - Full Day	8	13	13
KG - Half Day	54	67	75
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Arabic	2.6%
Spanish	2.0%
Chinese	1.7%
Other Languages	4.9%



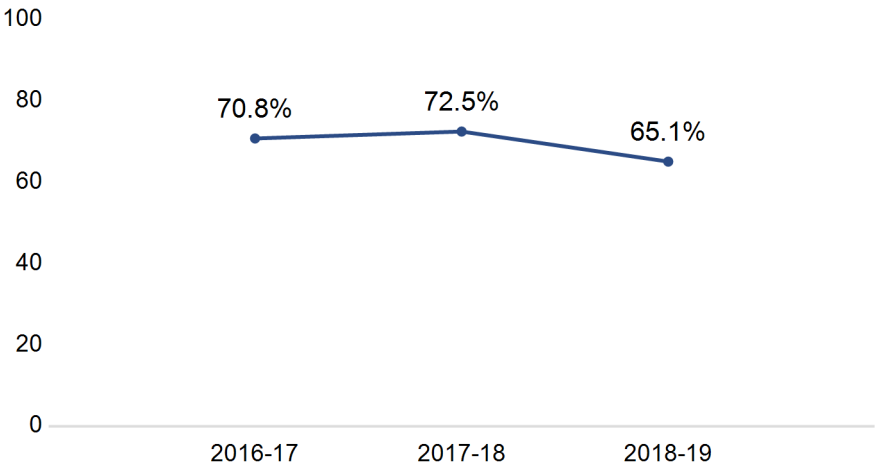
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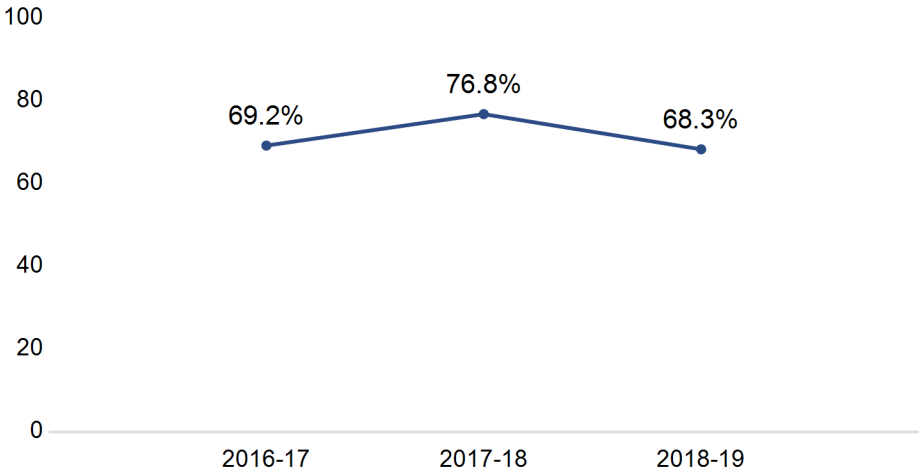
English Language Arts and Mathematics Performance Trends

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	97.3%	97.2%	100.0%	97.3%	97.2%	98.8%
Proficiency Rate for Federal Accountability	70.8%	72.5%	65.1%	69.2%	76.8%	68.3%
Annual Target	65.5%	66.2%	67.0%	65.5%	66.2%	67.0%
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	83	100.0	65.1	76.3	57.9	65.1	67	Met Target†
White	57	100.0	70.2	77.1	66.9	70.2	72.3	Met Target†
Hispanic	*	*	*	62.8	43.9	*	**	**
Black or African American	*	*	*	51.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	81.3	64.4	*	**	**
Female	36	100.0	69.4	83.0	64.8	69.4		
Male	47	100.0	61.7	69.8	51.3	61.7		
Economically Disadvantaged Students	15	100.0	33.3	*	40.0	33.3	**	**
Non-Economically Disadvantaged Students	68	100.0	72.1	*	67.9	72.1		
Students with Disabilities	23	100.0	39.1	41.4	22.7	39.1	35.2	Met Target
Students without Disabilities	60	100.0	75.0	85.9	65.1	75.0		
English Learners	*	*	*	41.9	29.3	*	**	**
Non-English Learners	*	*	*	76.9	60.6	*		
Homeless Students	*	*	*	63.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



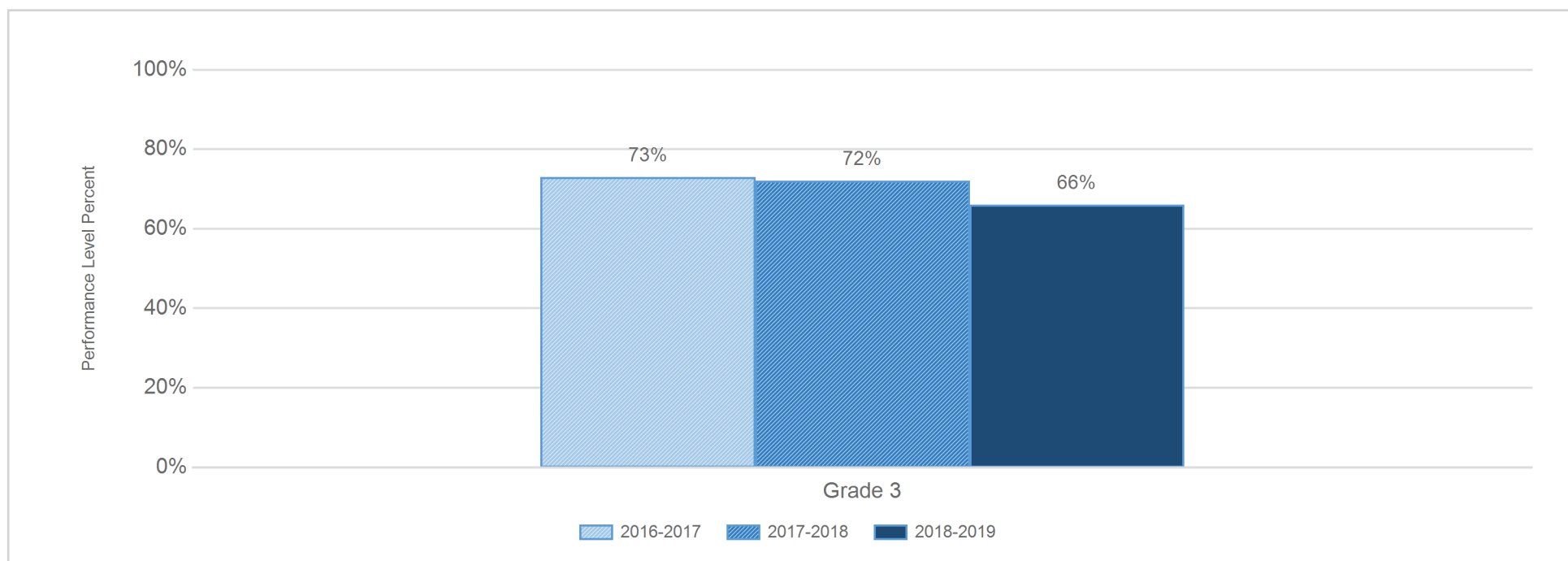
**Mary E. Roberts Elementary School**  
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2018-2019

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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.





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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	83	762	781	748	*	*	20%	*	*	66%	50%
White	57	765	780	757	*	*	*	*	*	72%	60%
Hispanic	*	*	762	734	*	*	*	*	*	*	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	779	756	*	*	*	*	*	*	58%
Female	38	762	787	753	*	*	*	*	*	68%	55%
Male	45	763	774	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	16	739	*	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	67	768	*	759	*	*	*	*	*	73%	61%
Students with Disabilities	21	739	746	719	*	*	*	*	*	43%	24%
Students without Disabilities	62	770	791	754	*	*	*	*	*	74%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	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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### 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	82	98.8	68.3	70.4	44.5	68.3	67	Met Target
White	57	100.0	73.7	72.3	54.1	73.7	74.1	Met Target†
Hispanic	*	*	*	56.3	28.8	*	**	**
Black or African American	*	*	*	34.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	70.4	53.3	*	**	**
Female	36	100.0	63.9	71.0	44.9	63.9		
Male	46	97.9	71.7	69.9	44.2	71.7		
Economically Disadvantaged Students	14	93.7	42.9	*	26.3	42.0	**	**
Non-Economically Disadvantaged Students	68	100.0	73.5	*	54.9	73.5		
Students with Disabilities	23	100.0	34.8	29.7	17.4	34.8	35.2	Met Target†
Students without Disabilities	59	98.4	81.4	81.9	50.0	81.4		
English Learners	*	*	*	42.9	25.0	*	**	**
Non-English Learners	*	*	*	70.9	46.5	*		
Homeless Students	*	*	*	45.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

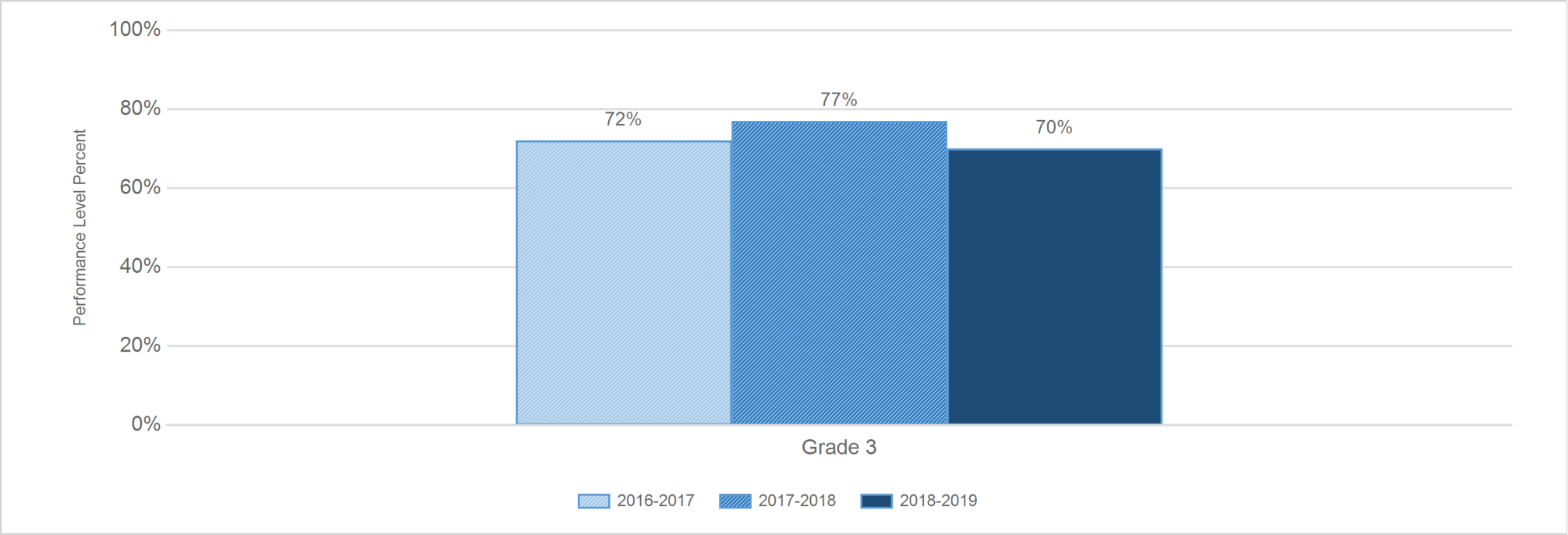


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Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	82	764	775	752	*	*	18%	50%	20%	70%	55%
White	57	768	775	760	*	*	*	51%	25%	75%	66%
Hispanic	*	*	763	739	*	*	*	*	*	*	40%
Black or African American	*	*	745	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	38	766	777	751	*	*	*	*	*	63%	54%
Male	44	762	773	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	15	742	*	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	67	769	*	761	*	*	*	*	*	75%	67%
Students with Disabilities	21	740	747	731	*	*	*	*	*	38%	31%
Students without Disabilities	61	772	784	756	*	*	*	*	*	80%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	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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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	*	*

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



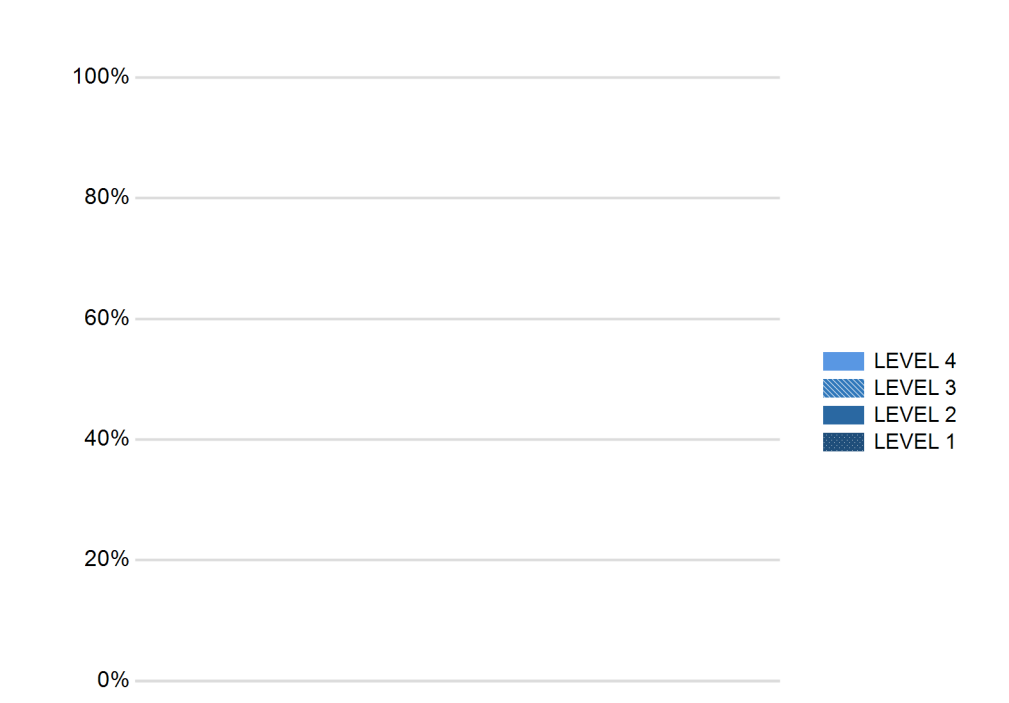
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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

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
---------------	-----------	-----------	-----------	-----------



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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.

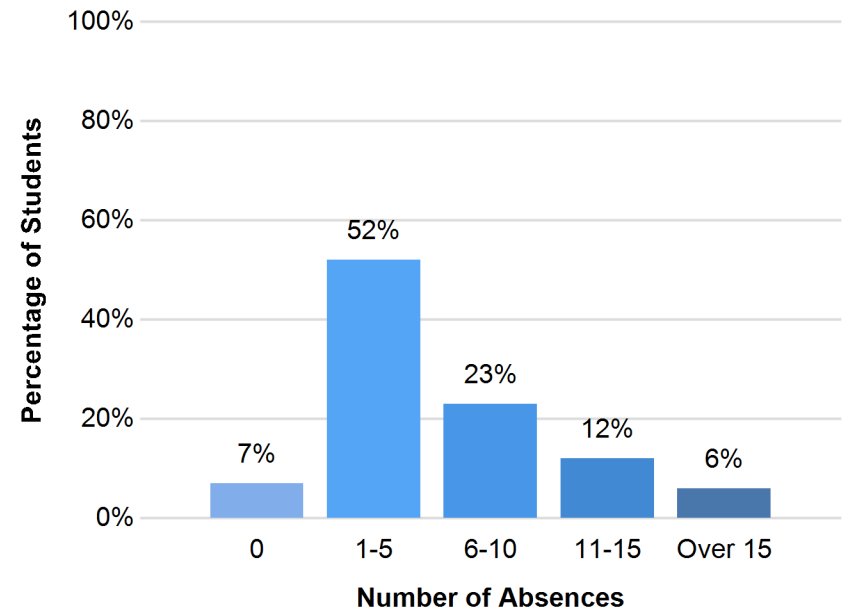
### Chronic Absenteeism

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	15	5.1	9.6	Met
White	7	3.3	9.6	Met
Hispanic	2	6.7	9.6	Met
Black or African American	2	9.5	9.6	Met
Asian, Native Hawaiian, or Pacific	4	25.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	6	3.9		
Male	9	6.2		
Economically Disadvantaged Students	10	19.2	9.6	Not Met
Students with Disabilities	6	9.2	9.6	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
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.





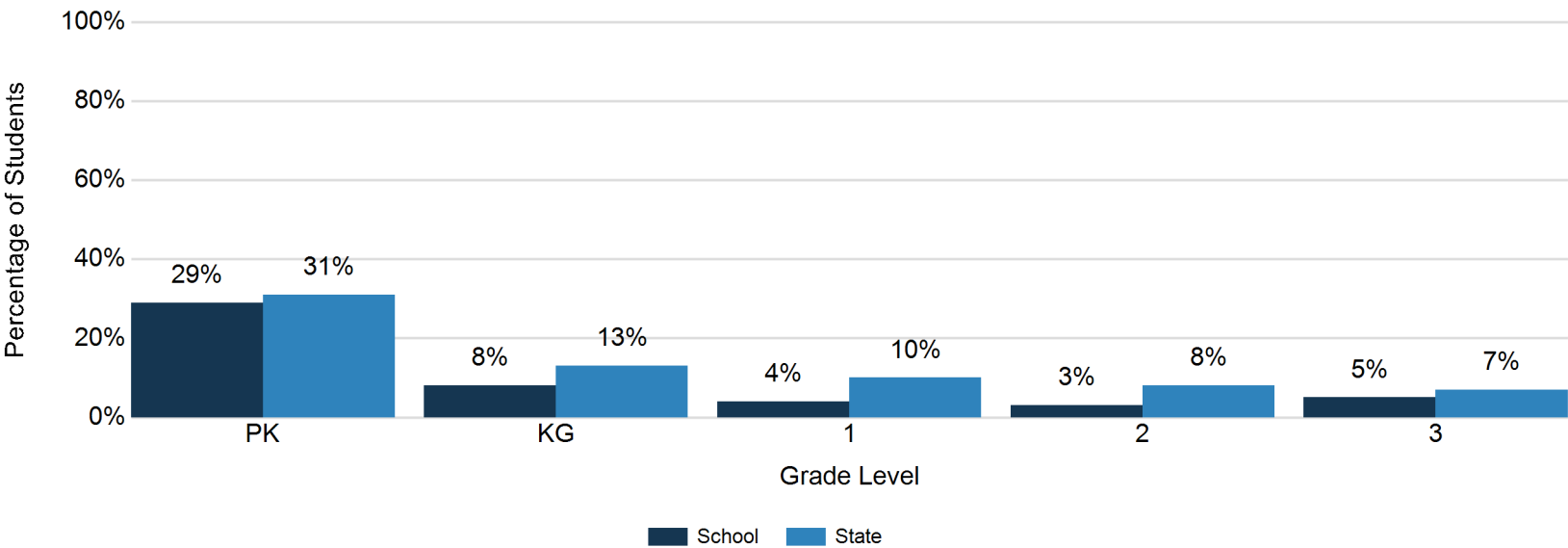
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Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.29

**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



Mary E. Roberts Elementary School

(05-3360-100)

Grades Offered: PK-03

2018-2019

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



# Mary E. Roberts Elementary School

(05-3360-100)

Grades Offered: PK-03

2018-2019

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## School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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





**Mary E. Roberts Elementary School**  
(05-3360-100)  
Grades Offered: PK-03  
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	28	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	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	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	346:1	153:1
Teachers to Administrators	28:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



### Mary E. Roberts Elementary School

(05-3360-100)

Grades Offered: PK-03

2018-2019

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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	50.9%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	49.1%	0.0%	100.0%	51.6%	22.9%	45.1%
White	70.5%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.1%	7.1%	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	7.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Mary E. Roberts Elementary School  
(05-3360-100)  
Grades Offered: PK-03  
2018-2019

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Key terms for staff data:

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**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.

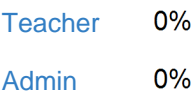
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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	93.0%



**Mary E. Roberts 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.



Mary E. Roberts 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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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.



**Mary E. Roberts Elementary School**  
(05-3360-100)  
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2018-2019

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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	70.8%	72.5%	65.1%
Math Proficiency	69.2%	76.8%	68.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	*
Chronic Absenteeism	5.5%	6.7%	5.1%

† 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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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.



Mary E. Roberts Elementary School

(05-3360-100)

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2018-2019

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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	No
White	Met Target†	Met Target†	**	**	n/a	Met	No
Hispanic	**	**	**	**	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	**	**	**	**	n/a	Not 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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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>Highlights:</div>	<ul style="list-style-type: none"> <li>Curriculum includes Reading &amp; Writing Workshop, NJSLS-based Math &amp; Soc Studies, and NGSS.</li> <li>Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>Social/Emotional Learning Program promotes mindfulness, grit and respect.</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>We believe it is our responsibility to foster a caring learning community which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. As elementary school educators, we value the development of the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>National Blue Ribbon School of Excellence National Blue Ribbon School of Excellence</p>





Mary E. Roberts Elementary School  
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 <div>Courses, Curriculum, Instruction:</div>	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students.
 <div>Clubs and Activities:</div>	Each grade level performs one concert per year. 3rd grade students can participate in the school chorus.





Mary E. Roberts Elementary School  
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<div>  <div>Before and After School Programs:</div> </div>	<div>Creative Minds Enrichment Program, Title 1 Tutoring for students grades K-3.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</div>






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 <div>Student Supports and Services:</div>	<p>Students at Roberts utilize many of the support services provided, such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.</p>
 <div>Student Health and Wellness:</div>	<p>School nurse provides Health and wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly.</p>
 <div>Parent and Community Involvement:</div>	<p>We at Roberts enjoy a very active Home &amp; School Association which helps and supports us in many ways, including purchasing resources and playground equipment. Additionally the Home &amp; School Association provides educational cultural arts assembly programs throughout the school year for our students. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.</p>




Mary E. Roberts Elementary School  
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 <div>Facilities:</div>	<p>Mary E. Roberts is a neighborhood school tucked away among the tree-lined streets of Moorestown. Built in 1957, renovated in 1992, and again in 2015 it currently houses 31 air-conditioned classrooms which include a media center, technology center, cafeteria, multipurpose room, art room, music room and small group instructional classroom. Major upgrades to the roof and HVAC occured in 2016.</p>
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Mary E. Roberts Elementary School  
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<div><div><div>A</div><div>BC</div></div><div>Early Childhood Education:</div></div> <div>3 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. The goal of the program is to provide an enriched preschool experience that meets the social, emotional, physical, communication and cognitive needs of young children. Throughout the week, our preschoolers attend art, library, music and physical education classes. The classroom is staffed with a certified teacher and paraprofessional(s) as needed.</div>
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Mary E. Roberts Elementary School  
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<div>Other Information</div>	Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 1 computer lab, 3 iPad carts, 2 Chromebook carts. Upgraded building security system in 2015. Communication with the community through School Messenger email and text messaging as well as Instagram (@maryrobertselem), Twitter and school website. Tuition students are accepted.
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**Moorestown High School**  
 (05-3360-040)  
 Grades Offered: 09-12  
 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:





**Moorestown High School**  
 (05-3360-040)  
 Grades Offered: 09-12  
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Burlington
District	Moorestown Township Public School District
Principal Name	Mr. Andrew Seibel
Address	350 BRIDGEBORO ROAD MOORESTOWN, NJ 08057-3702
Phone Number	856-778-6610
Email Address	<a href="mailto:aseibel@mtps.com">aseibel@mtps.com</a>
Website	<a href="http://mhs.mtps.com">http://mhs.mtps.com</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798</a>
Twitter	<a href="https://twitter.com/mhsquakers">https://twitter.com/mhsquakers</a>



**Moorestown High School**  
(05-3360-040)  
Grades Offered: 09-12  
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
9	304	313	325
10	342	301	308
11	317	335	301
12	343	318	345
Total	1,307	1,268	1,279

### 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	51.3%	50.9%	49.3%
Male	48.7%	49.1%	50.7%
Economically Disadvantaged Students	8.6%	8.0%	8.3%
Students with Disabilities	10.6%	14.3%	17.5%
English Learners	0.6%	0.9%	0.9%
Homeless Students	0.5%	0.7%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.6%	0.4%	0.7%
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	74.6%	72.3%	72.2%
Hispanic	5.1%	5.4%	5.3%
Black or African American	7.8%	7.5%	6.8%
Asian	10.3%	12.6%	12.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	1.8%	2.1%	3.2%

### Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,307	1,268	1,279
Shared Time Students	0	0	0
Full Time Equivalent	1,307	1,268	1,279

### 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	88.6%
Chinese	2.2%
Spanish	1.2%
Other Languages	8.1%

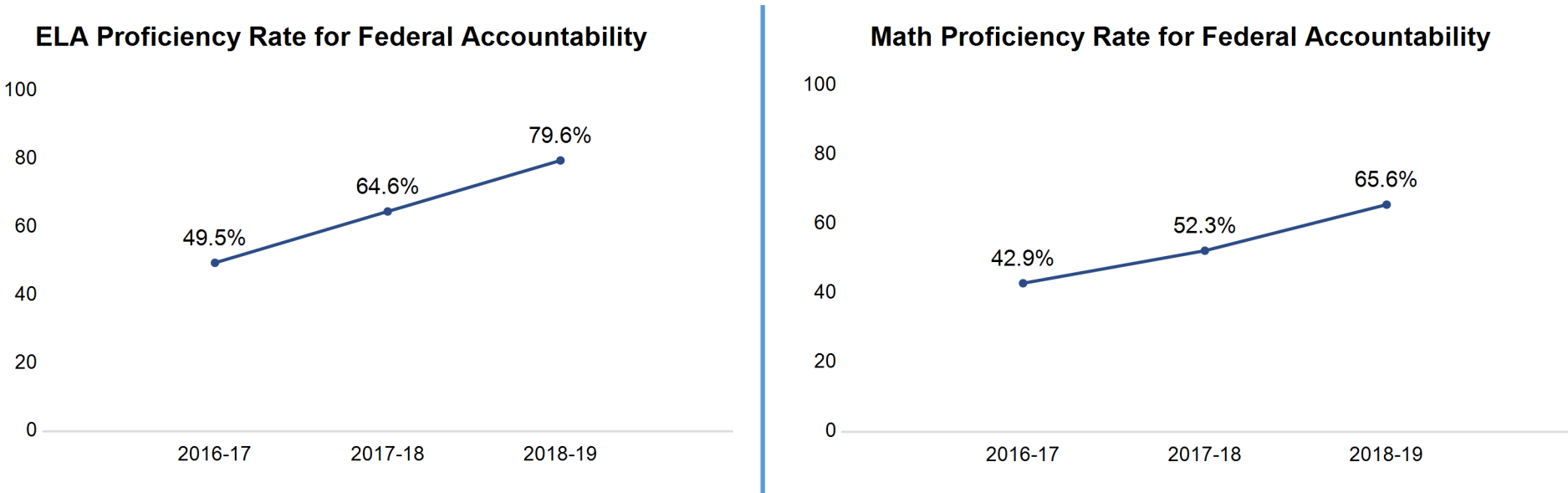


Moorestown High School  
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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	80.5%	99.5%	97.5%	82.0%	99.2%	97.7%
Proficiency Rate for Federal Accountability	49.5%	64.6%	79.6%	42.9%	52.3%	65.6%
Annual Target	37.1%	39.3%	41.6%	34.6%	37.0%	39.4%
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	618	97.5	79.6	76.3	57.9	79.6	41.6	Met Target
White	435	97.1	79.8	77.1	66.9	79.8	40.6	Met Target
Hispanic	26	96.3	65.4	62.8	43.9	65.4	37.2	Met Target
Black or African American	44	97.8	61.4	51.6	38.5	61.4	34.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	89.3	*	82.9	89.3	58.1	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	29	96.7	89.7	81.3	64.4	89.7	N	N
Female	304	96.8	85.9	83.0	64.8	85.9		
Male	314	98.1	73.6	69.8	51.3	73.6		
Economically Disadvantaged Students	47	97.9	51.1	*	40.0	51.1	29.6	Met Target
Non-Economically Disadvantaged Students	571	97.5	82.0	*	67.9	82.0		
Students with Disabilities	119	95.3	42.0	41.4	22.7	42.0	19.7	Met Target
Students without Disabilities	499	98.0	88.6	85.9	65.1	88.6		
English Learners	*	*	*	41.9	29.3	*	**	**
Non-English Learners	*	*	*	76.9	60.6	*		
Homeless Students	*	*	*	63.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

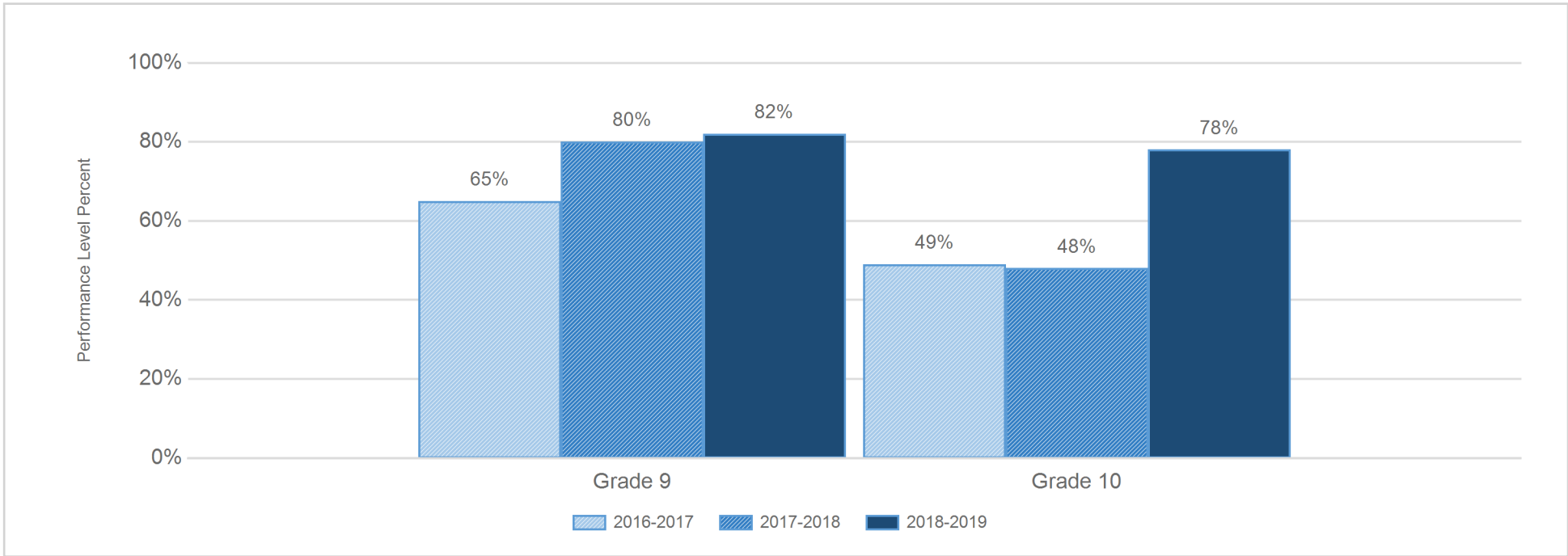


Moorestown High School  
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English Language Arts Assessment - Performance Trends

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 9

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>	312	775	775	753	*	*	12%	48%	33%	82%	56%
White	224	774	774	762	*	*	11%	51%	31%	82%	65%
Hispanic	13	771	771	737	0%	*	*	*	*	62%	40%
Black or African American	21	764	764	732	*	*	*	*	*	67%	33%
Asian, Native Hawaiian, or Pacific Islander	34	784	784	783	0%	0%	*	*	*	91%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	20	789	789	761	0%	0%	*	*	*	95%	63%
Female	148	781	781	760	*	*	*	51%	39%	89%	63%
Male	164	771	771	746	*	*	*	46%	29%	75%	49%
Economically Disadvantaged Students	32	756	756	734	*	*	34%	*	*	56%	36%
Non-Economically Disadvantaged Students	280	778	778	762	*	*	10%	*	*	85%	65%
Students with Disabilities	66	751	751	717	*	*	*	*	*	53%	17%
Students without Disabilities	246	782	782	760	*	*	*	*	*	89%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

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>	304	777	777	757	*	*	14%	45%	33%	78%	58%
White	211	776	776	767	*	*	15%	48%	31%	79%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	22	755	755	733	*	*	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	49	793	793	792	*	*	*	39%	51%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	157	784	784	766	*	*	13%	41%	42%	83%	66%
Male	147	770	770	749	*	*	16%	50%	23%	73%	51%
Economically Disadvantaged Students	15	744	744	735	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	289	779	779	767	*	*	*	*	*	80%	67%
Students with Disabilities	50	739	739	711	*	*	42%	*	*	30%	19%
Students without Disabilities	254	785	785	765	*	*	9%	*	*	88%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	602	97.7	65.6	70.4	44.5	65.6	39.4	Met Target
White	436	97.3	66.5	72.3	54.1	66.5	38.4	Met Target
Hispanic	26	96.3	57.7	56.3	28.8	57.7	34.4	Met Target
Black or African American	44	97.8	43.2	34.6	23.0	43.2	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	68	100.0	79.4	*	76.5	79.4	58.9	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	28	100.0	60.7	70.4	53.3	60.7	N	N
Female	300	97.4	66.3	71.0	44.9	66.3		
Male	302	98.1	64.9	69.9	44.2	64.9		
Economically Disadvantaged Students	47	97.9	44.7	*	26.3	44.7	24.8	Met Target
Non-Economically Disadvantaged Students	555	97.7	67.4	*	54.9	67.4		
Students with Disabilities	121	96.9	24.0	29.7	17.4	24.0	18.5	Met Target
Students without Disabilities	481	98.0	76.1	81.9	50.0	76.1		
English Learners	*	*	*	42.9	25.0	*	**	**
Non-English Learners	*	*	*	70.9	46.5	*		
Homeless Students	*	*	*	45.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



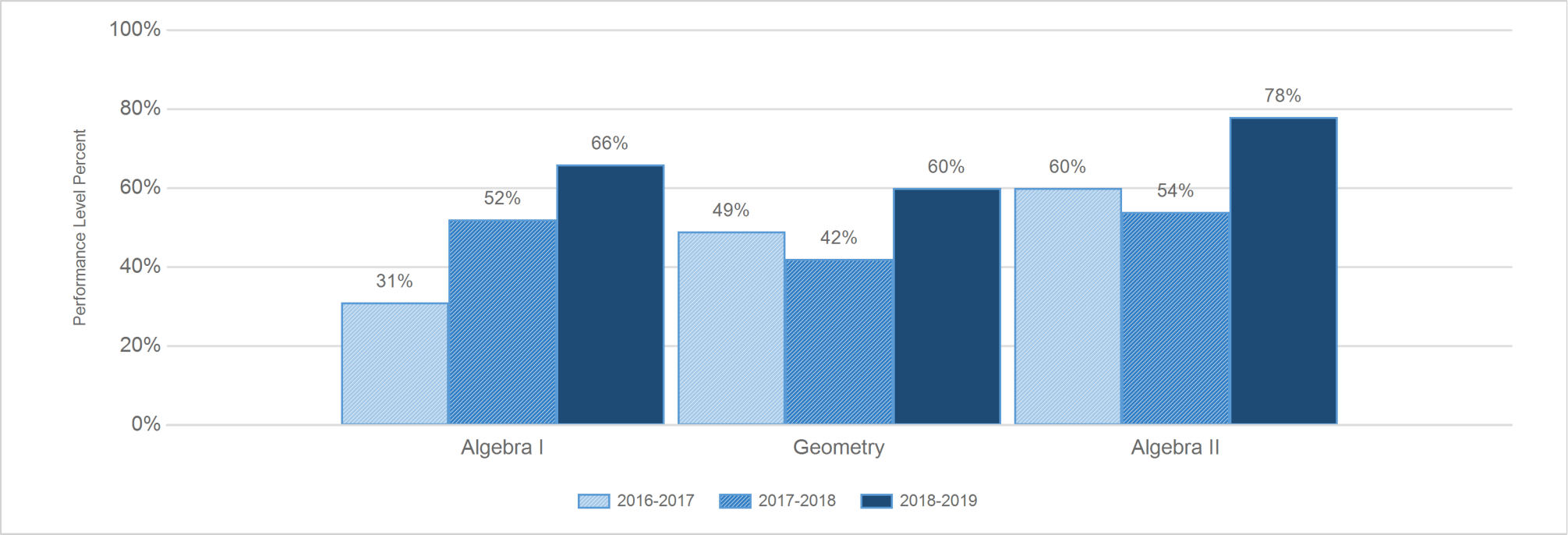


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Mathematics Assessment – Performance Trends

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 Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	199	759	778	744	*	13%	17%	*	*	66%	42%
White	150	759	*	752	*	12%	15%	*	*	67%	53%
Hispanic	*	*	768	728	*	*	*	*	*	*	24%
Black or African American	17	759	*	725	*	*	*	*	*	65%	20%
Asian, Native Hawaiian, or Pacific Islander	14	765	*	775	0%	*	*	*	*	79%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	785	752	*	*	*	*	*	*	51%
Female	98	763	*	745	*	11%	15%	*	*	71%	44%
Male	101	755	*	743	*	14%	19%	*	*	60%	41%
Economically Disadvantaged Students	30	755	*	727	*	*	*	*	*	60%	23%
Non-Economically Disadvantaged Students	169	759	779	752	*	*	*	*	*	67%	52%
Students with Disabilities	62	733	*	717	*	*	*	*	*	29%	12%
Students without Disabilities	137	770	788	748	*	*	*	*	*	82%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	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.

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>	266	754	755	737	*	*	29%	48%	12%	60%	35%
White	188	754	*	743	*	*	31%	53%	8%	61%	43%
Hispanic	16	744	744	724	0%	*	*	*	*	50%	17%
Black or African American	19	731	731	720	0%	*	*	*	*	21%	14%
Asian, Native Hawaiian, or Pacific Islander	28	767	*	762	*	0%	*	46%	36%	82%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	15	765	*	745	*	0%	*	*	*	73%	46%
Female	135	749	*	738	*	*	28%	*	*	56%	36%
Male	131	759	*	736	*	*	30%	*	*	65%	34%
Economically Disadvantaged Students	14	735	735	722	*	*	*	*	*	21%	16%
Non-Economically Disadvantaged Students	252	755	*	743	*	*	*	*	*	62%	43%
Students with Disabilities	46	734	734	712	*	*	48%	*	*	22%	*
Students without Disabilities	220	758	*	741	*	*	25%	*	*	68%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	769	770	755	*	*	13%	64%	13%	78%	58%
White	98	769	769	758	*	*	14%	66%	11%	78%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	25	778	*	777	0%	*	*	*	*	80%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	68	768	*	752	*	*	*	*	*	79%	55%
Male	67	770	770	758	*	*	*	*	*	76%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	10	694	694	715	*	*	*	*	*	10%	25%
Students without Disabilities	125	775	*	756	*	*	*	*	*	83%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	135	769	*	755	*	*	13%	64%	13%	78%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Moorestown High School**  
(05-3360-040)  
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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
9	N	N
10	N	N
11	*	*

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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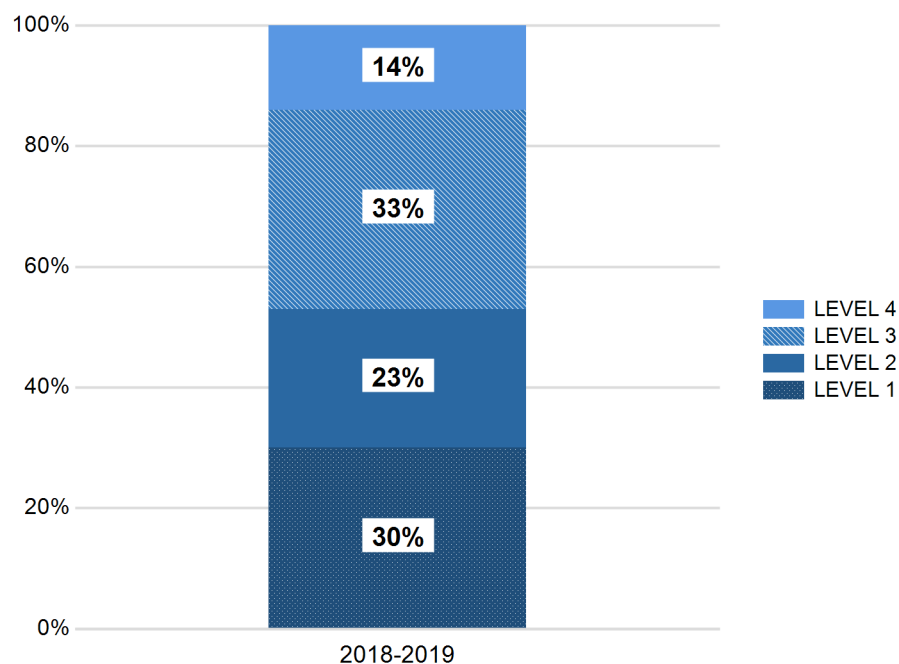
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 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 11

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>	30	23	33	14
White	30	20	35	14
Hispanic	33	47	13	7
Black or African American	37	42	11	11
Asian, Native Hawaiian, or Pacific Islander	21	21	39	18
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	28	25	32	15
Male	32	21	34	14
Economically Disadvantaged Students	29	38	19	14
Non-Economically Disadvantaged Students	30	22	34	14
Students with Disabilities	67	23	10	0
Students without Disabilities	24	23	37	17
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	38.0%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	536	476	Grade 10: 430 Grade 11: 460	86%	61%
PSAT 10/NMSQT - Math	537	477	Grade 10: 480 Grade 11: 510	70%	43%
SAT - Reading and Writing	610	539	480	95%	70%
SAT - Math	617	541	530	83%	53%
ACT - Reading	26	25	22	79%	66%
ACT - English	26	24	18	93%	81%
ACT - Math	26	24	22	80%	65%
ACT - Science	25	24	23	67%	57%





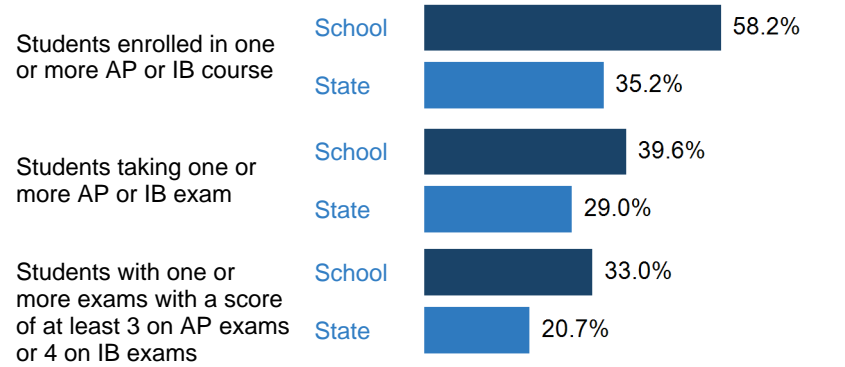
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	8	6
AP Biology	44	28
AP Calculus AB	52	28
AP Calculus BC	29	27
AP Chemistry	21	16
AP Chinese Language and Culture	0	4
AP Computer Science A	30	12
AP Computer Science Principles	0	8
AP English Language and Composition	36	35
AP English Literature and Composition	64	23
AP Environmental Science	74	51
AP European History	28	7
AP French Language and Culture	6	6
AP Latin (Virgil, Catullus and Horace)	10	4
AP Macroeconomics	73	52
AP Microeconomics	74	30





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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	17	15
AP Physics 1	91	44
AP Physics 2	16	6
AP Physics C: Electricity and Magnetism	16	8
AP Physics C: Mechanics	39	23
AP Psychology	97	68
AP Spanish Language	13	11
AP Statistics	52	44
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Three-Dimensional	2	2
AP Studio Art—Two-Dimensional	6	1
AP U.S. Government and Politics	88	73
AP U.S. History	94	90
AP World History	0	1
Total Exams taken		728
Exams with scores of at least 3 on AP exams or 4 on IB exams		622



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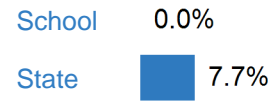
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

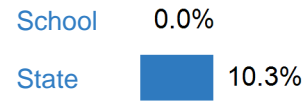
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



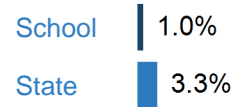
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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**Career and Technical Education Participation by Student Group**

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	209	111	9	0	0	0	7
10	4	171	140	17	0	0	2
11	3	6	159	122	12	3	15
12	0	2	9	59	136	49	124
Total	216	290	317	198	148	52	148
Enrolled in AP/IB Course					81	52	0
Enrolled in Dual Enrollment Course	0	0	0	0	81	52	6

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	327	0	0	0	0	5
10	3	299	0	8	1	2
11	19	15	0	71	169	42
12	27	10	0	75	97	152
Total	376	324	0	154	267	201
Enrolled in AP/IB Course	44	21		74	160	0
Enrolled in Dual Enrollment Course	44	21	0	74	160	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	325	0	0	0	0	5
10	6	302	29	0	0	2
11	1	218	61	7	2	87
12	3	14	72	188	83	34
Total	335	534	162	195	85	128
Enrolled in AP/IB Course	0	94	146	97		114
Enrolled in Dual Enrollment Course	0	94	146	97	0	114

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	214	28	0	42	0	0	13
10	207	32	0	51	0	1	17
11	155	31	0	41	0	0	28
12	37	18	0	12	0	0	20
Total	613	109	0	146	0	1	78
Enrolled in AP/IB Course	13	6	0	10	0	0	0
Enrolled in Dual Enrollment Course	13	6	0	0	0	0	0
Enrolled in Level 3 or Higher	272	44	0	81	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	20	0	0	0	0	0
10	17	0	0	0	0	0
11	18	0	0	0	0	0
12	16	0	0	0	0	0
Total	71	0	0	0	0	0
Enrolled in AP/IB Course	30		0			0
Enrolled in Dual Enrollment Course	30	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0





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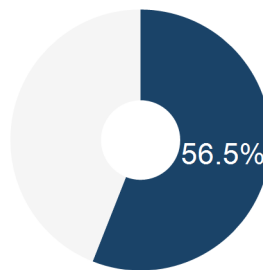
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## Visual and Performing Arts – Course Participation

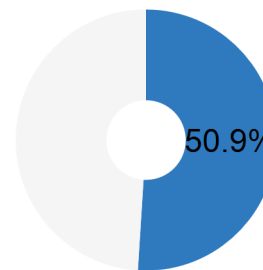
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 9-12:

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

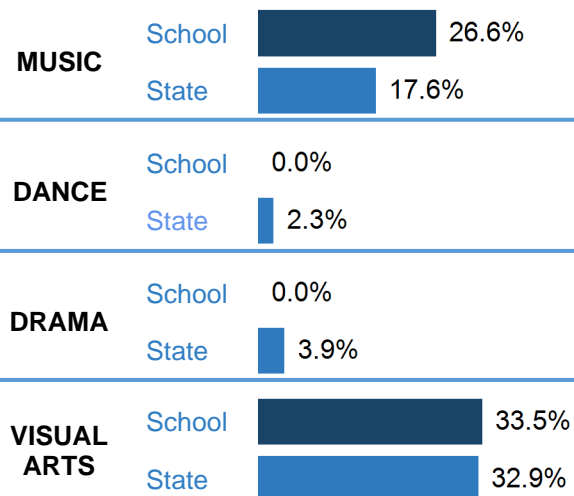


School



State

Students enrolled in one or more classes by discipline:





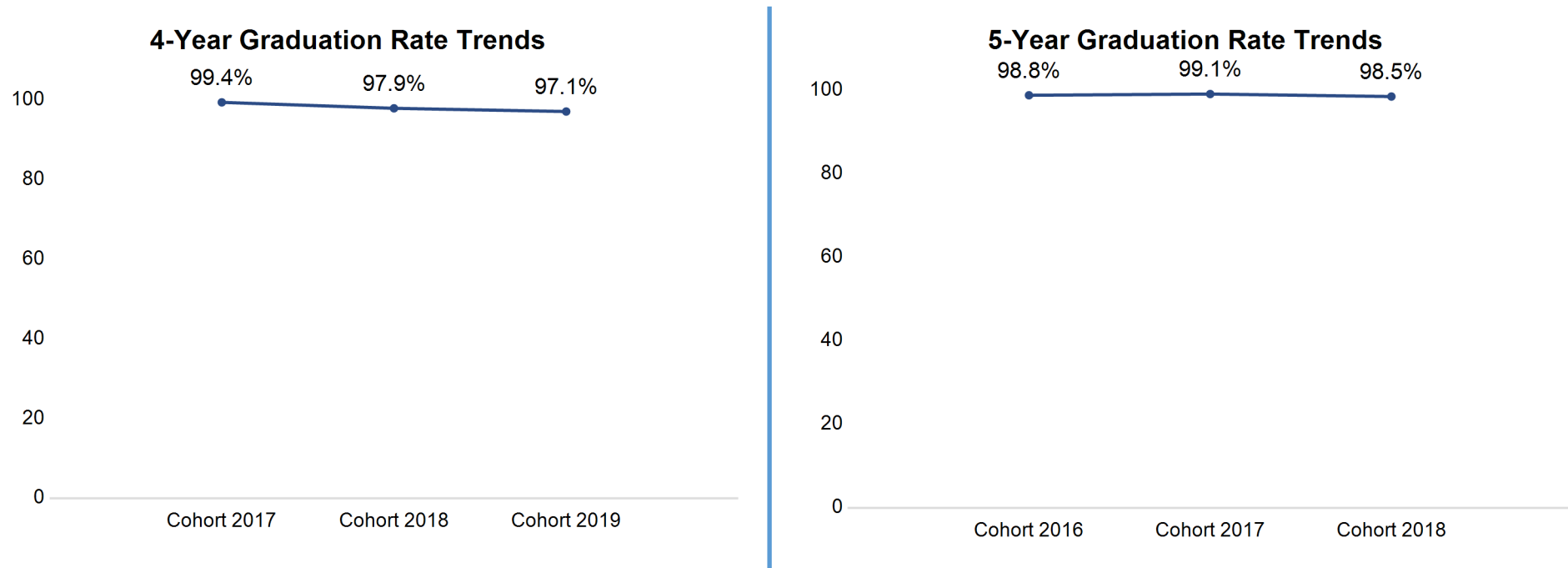
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	99.4%	97.9%	97.1%	98.8%	99.1%	98.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.1%	90.6%	98.5%	92.5%	97.9%	N	Met Goal	99.1%	N	Met Goal
White	96.2%	94.9%	99.2%	95.9%	98.3%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.5%	100.0%	87.3%	100.0%	**	**	88.9%	**	**
Black or African American	*	83.3%	90.6%	87.1%	90.3%	91.9%	Not Met	96.6%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	100.0%	92.8%	99.4%	94.4%	98.8%			99.5%		
Male	94.5%	88.5%	97.6%	90.8%	97.0%			98.7%		
Economically Disadvantaged Students	100.0%	84.0%	97.2%	87.3%	100.0%	N	Met Goal	94.4%	84.9%	Met Target
Students with Disabilities	82.6%	79.2%	89.7%	83.8%	82.9%	84.8%	Not Met	94.4%	85.5%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Moorestown High School**  
 (05-3360-040)  
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 2018-2019

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**Graduation Pathways**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	53.4%	63.7%
Substitute Competency Test	41.9%	31.9%
Portfolio Appeals Process	1.5%	0.6%
Alternate Requirements specified in IEP	2.9%	3.5%
Unknown	0.3%	0.3%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.1%	1.1%



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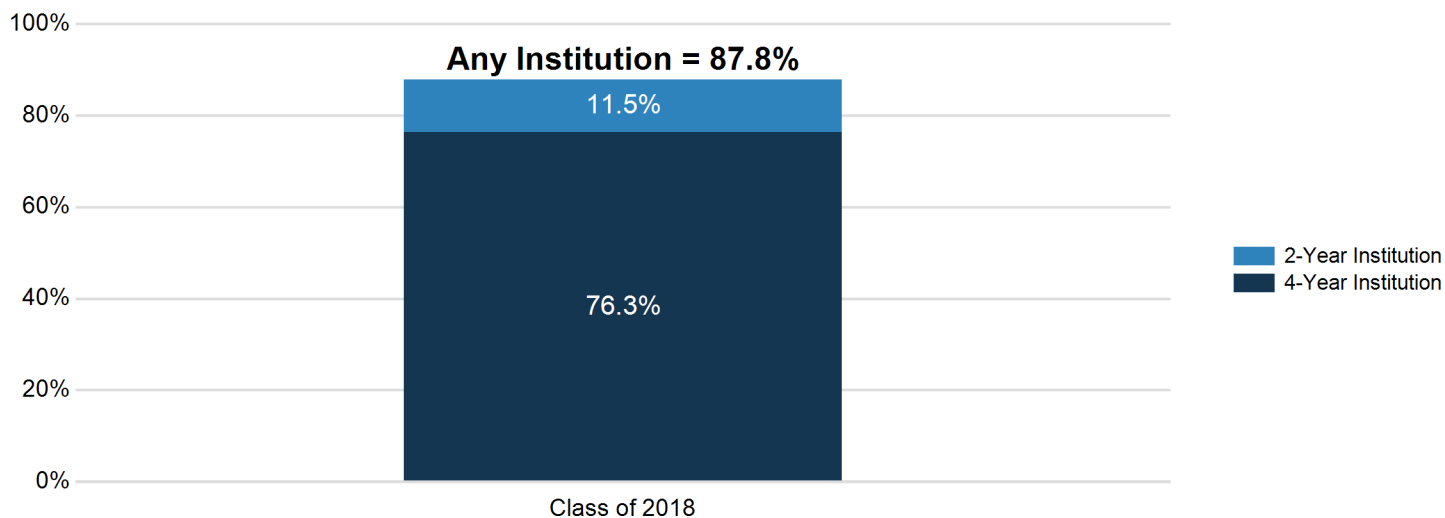
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	11.5%
% Enrolled in 4-Year Institution	76.3%
% Enrolled in Any Postsecondary Institution	87.9%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	84.8%	14.1%	85.9%
White	85.6%	10.7%	89.3%
Hispanic	65.2%	20%	80%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95%	15.8%	84.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	69%	70%	30%
Students with Disabilities	65.2%	26.7%	73.3%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.9%	13.1%	86.9%	60.6%	39.4%	35.1%	64.9%
White	88.3%	12.3%	87.7%	55.7%	44.3%	27.6%	72.4%
Hispanic	73.3%	9.1%	90.9%	90.9%	9.1%	54.5%	45.5%
Black or African American	85.7%	33.3%	66.7%	87.5%	12.5%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	92.5%	8.1%	91.9%	62.2%	37.8%	43.2%	56.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	69.7%	43.5%	56.5%	91.3%	8.7%	87%	13%
Students with Disabilities	65.8%	48%	52%	76%	24%	68%	32%
English Learners	*	*	*	*	*	*	*



Moorestown High School

(05-3360-040)

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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.

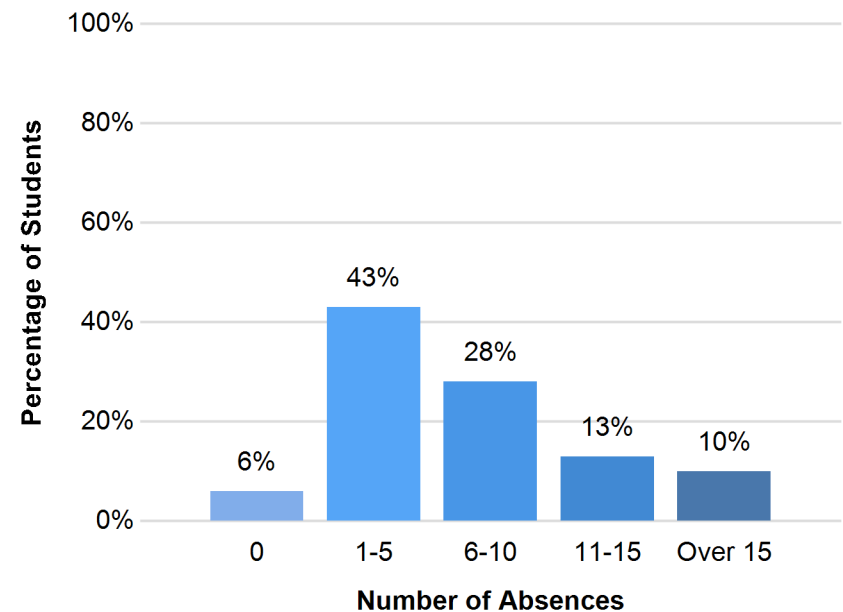
## Chronic Absenteeism

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	70	5.4	14.2	Met
White	48	5.2	14.2	Met
Hispanic	12	16.9	14.2	Not Met
Black or African American	4	4.5	14.2	Met
Asian, Native Hawaiian, or Pacific	4	2.5	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	31	4.9		
Male	39	6.0		
Economically Disadvantaged Students	12	11.2	14.2	Met
Students with Disabilities	24	10.4	14.2	Met
English Learners	2	18.2	**	**
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.





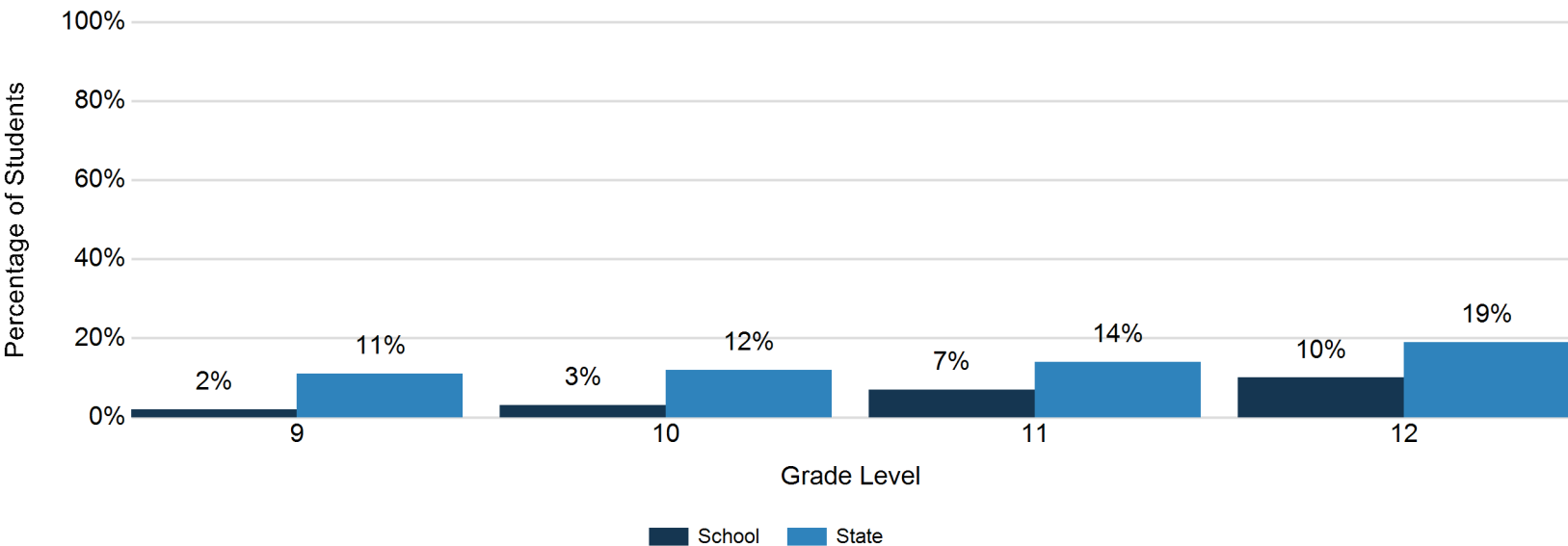
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Chronic Absenteeism by Grade

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	8
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.25

### Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	26	2.0%
Out-of-School Suspensions	28	2.2%
Any Suspension	48	3.8%
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

81



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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	7:35 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 20 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	117	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	83.8%	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	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	183:1	153:1
Teachers to Administrators	17:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



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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	49.3%	60.7%	28.6%	48.4%	77.1%	54.9%
Male	50.7%	39.3%	71.4%	51.6%	22.9%	45.1%
White	72.2%	94.0%	85.7%	42.4%	83.6%	77.4%
Hispanic	5.3%	0.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	3.4%	14.3%	15.0%	6.6%	13.9%
Asian	12.4%	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	0.0%	1.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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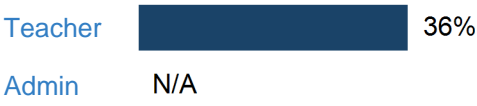
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Teachers and Administrators - Level of Education

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.

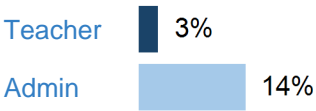
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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	96.3%



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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	49.5%	64.6%	79.6%
Math Proficiency	42.9%	52.3%	65.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	99.4%	97.9%	97.1%
5-Year Graduation Rate†	98.8%	99.1%	98.5%
Progress toward English Language Proficiency		18.2%	*
Chronic Absenteeism	4.5%	7.4%	5.4%

† 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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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.



**Moorestown High School**  
 (05-3360-040)  
 Grades Offered: 09-12  
 2018-2019

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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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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 Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Goal	Met Target	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Not Met	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).






Moorestown High School  
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 2018-2019

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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Moorestown High School catalogues over 280 courses: 28 Advanced Placement and 66 Honors</li> <li>Students at MHS log over 30,000 hours of community service per year.</li> <li>MHS is a 1:1 computing environment.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Moorestown High School believes in high expectations, high support and high achievement. We offer a wide array of academic, elective and extra-curricular programs for students to develop their minds and engage in meaningful experiences. We are committed to innovation and self-inquiry in the pursuit of becoming active, conscientious and altruistic citizens of the world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>A National Blue Ribbon School, Moorestown High School is consistently recognized for its excellence in programs including: National Merit, AP Scholars, Boys and Girls State Delegates, Girls Career Institute, National Spanish Exam, National Latin Exam, National French Exam, American Mathematics Competition, All South Jersey, All State, NJ Governor's School. In addition, Moorestown High School students log over 30,000 hours in community service per year (service is not a graduation requirement).</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>Moorestown High School is a four-year comprehensive high school with a long-standing history of academic excellence. Our vision focuses on the maintenance of and expansion of programs that effectively balance academic, aesthetic, athletic, and service elements. Our school relies upon a shared commitment by parents, students, and faculty to attain academic and personal growth.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>Moorestown supports more than 30 athletic programs with 58 total teams with more than 70% of our students participating in interscholastic athletics. Accolades include eight state championships, eighteen regional championships, and forty-two conference championships. On multiple occasions, Moorestown has also been recognized with the Group III Shop Rite Cup for having the best sports program in the state as measured by a combination of championship caliber teams and good sportsmanship.</p>
 <div>Clubs and Activities:</div>	<p>Over 50 different clubs and activities are offered through the high school: bands, orchestras, choruses and specialty vocal and instrumental groups boast a membership of approximately 25% of the student body. Our student association is comprised of the student-elected leaders who are charged with serving as a voice for students within administrative and peer settings.</p>





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<div>  <div>Staff and Professional Learning:</div> </div>	<p>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>On average, 95% of Moorestown High School students attend a post-secondary institution. Approximately 35% of graduates attend college in New Jersey, while 65% of graduates attend colleges across the country and internationally. We also have students who opt for taking a gap year, going into the workforce and serving our country in a branch of the military.</p>






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 <p>Student Supports and Services:</p>	<p>The high school maintains a Multiply Disabled Program that provides students with life and employment skills in the building and in the community. Teachers remain available in their classrooms to work with students during the end-of-day tutorial period. Students are also supported by a four-person Child Study Team, six School Counselors and three building administrators.</p>
 <p>Student Health and Wellness:</p>	<p>The Moorestown Township Public Schools' Strategic Plan includes a goal for Social Emotional Learning. Our key topics are mindfulness, grit and growth mindset.</p>
 <p>Parent and Community Involvement:</p>	<p>Several parent organizations support the mission and work of the school. Our Home and School organization provides monthly meetings for parents and features administration and special programs. A variety of Parent Booster Clubs support our student teams and clubs.</p>




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 <div>Facilities:</div>	<p>                             Sitting on an idyllic 90 acre campus, the 330,000 square foot facility houses 102 classrooms, including a six-room music suite, an updated auditorium seating 700 and two and a half gymnasiums and fitness center. The turf field was installed in 2015 and is the corner stone of the athletic fields on campus.                         </p>
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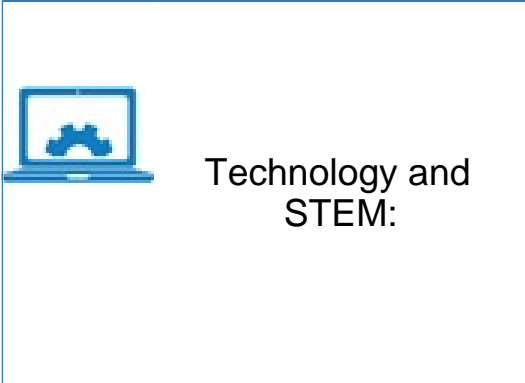


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 <div>Technology and STEM:</div>	<p>                             MHS has realized the fruits of our labors in establishing a complete, four year video broadcasting program. Following several years of planning and a four year roll-out cycle, students can now engage in programming designed to create, direct, and produce high quality news and short video programs to share school information, personal interests, and their overall creativity. During the 2018-2019 school year, several groups of students entered the NJ 10 Day Film Challenge Film Festival for the first time. The students were honored to be among the top 30 films in a highly competitive field of entries. Our MHS students were very excited to see their film on the big screen at a movie theater!                         </p>
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<div>  <div>Other Information</div> </div>	<p>                             Moorestown High School is committed to providing our students with information for making good decisions and living healthy lives. To that end, during the 2018-2019 school year a host of programs were delivered to support the curriculum. Project SARAH representatives spoke with students about developing healthy relationships and how to assess when relationships are toxic or dangerous. Mental health and suicide prevention was delivered by the National Alliance for Mental Illness via the End the Silence Program. Our post-PSAT program included presentations by Scott Backovich, a motivational speaker, and Brett Daniels, a STEAM/STEM assembly, in addition to a career fair. We also believe parent education. In the spring the high school worked in coordination with our parent organization to create Not My Kid. The Hidden In Plain Sight and If They Had Known programs were tied together in an evening event for parents. This program included information about vaping, drugs, alcohol and the teen party culture. The school and the district provide on-going professional development in these areas for teachers as well.                         </p>
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**Moorestown Upper Elementary School**  
(05-3360-115)  
Grades Offered: 04-06  
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:**

**Moorestown Upper Elementary School**

(05-3360-115)

Grades Offered: 04-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Moorestown Township Public School District
Principal Name	Mrs. Susan Powell
Address	325 BORTON LANDING ROAD MOORESTOWN, NJ 08057
Phone Number	856-793-0333
Email Address	<a href="mailto:spowell@mtps.com">spowell@mtps.com</a>
Website	<a href="http://ues.mtps.com">http://ues.mtps.com</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798/</a>
Twitter	<a href="https://twitter.com/UES_Moorestown">https://twitter.com/UES_Moorestown</a>



Moorestown Upper Elementary School

(05-3360-115)

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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
4	291	274	302
5	281	318	288
6	297	295	327
Total	872	889	918

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	47.1%	47.0%	50.1%
Male	52.9%	53.0%	49.9%
Economically Disadvantaged Students	10.7%	10.6%	11.2%
Students with Disabilities	22.9%	23.4%	22.8%
English Learners	0.5%	1.0%	1.2%
Homeless Students	0.5%	0.1%	0.1%
Students in Foster Care	0.5%	0.1%	0.0%
Military-Connected Students	0.8%	1.3%	0.8%
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	70.6%	69.3%	68.3%
Hispanic	6.0%	6.0%	6.5%
Black or African American	7.0%	5.4%	5.7%
Asian	9.9%	12.6%	12.6%
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	6.5%	6.7%	6.9%

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	91.6%
Chinese	2.5%
Spanish	1.3%
Other Languages	4.6%



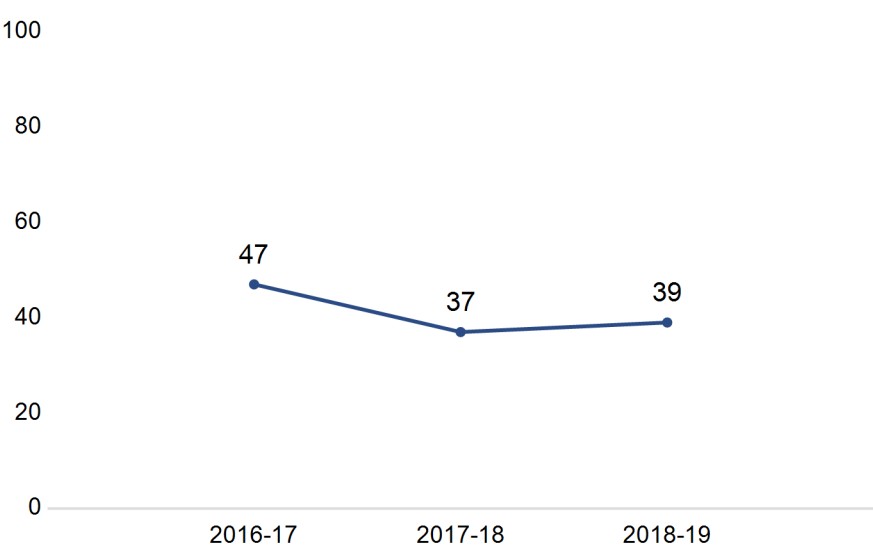
Moorestown Upper Elementary School  
 (05-3360-115)  
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 2018-2019

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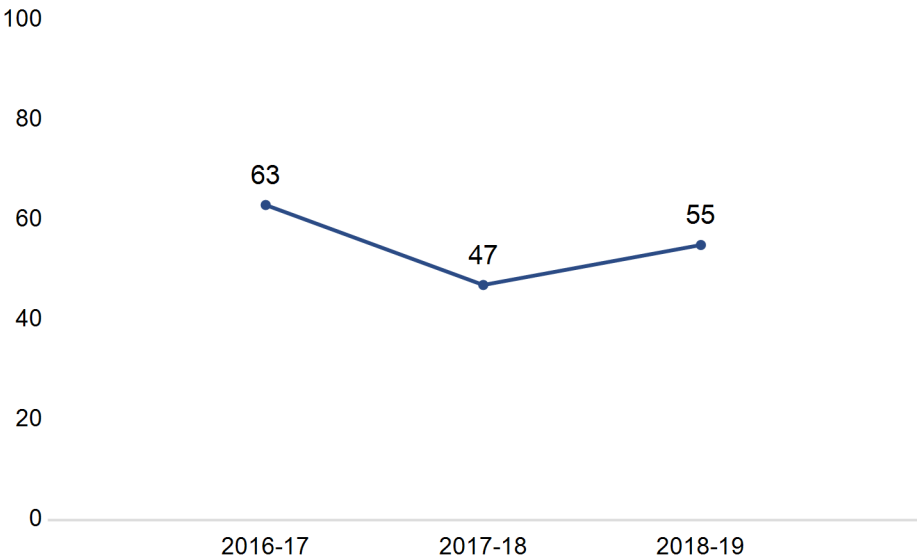
Student Growth Trends and Progress

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	47	37	39	63	47	55
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Exceeds 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	39	42	50	Not Met	55	58	50	Met Standard
White	39	42	50	Not Met	56	60	52	Met Standard
Hispanic	31	31	49	Not Met	38	44	47	Not Met
Black or African American	23	39.5	45	Not Met	31.5	33.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	43	59	Met Standard	58	59	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	51	51	49	Met Standard	61.5	62	52	Exceeds Standard
Female	39	46	53	N	51	57.5	50	N
Male	38	37	47	N	56	59	51	N
Economically Disadvantaged Students	28	36.5	48	Not Met	41.5	44	46	Met Standard
Students with Disabilities	39	42	43	Not Met	50	51.5	45	Met Standard
English Learners	36	36	52	Not Met	38	41	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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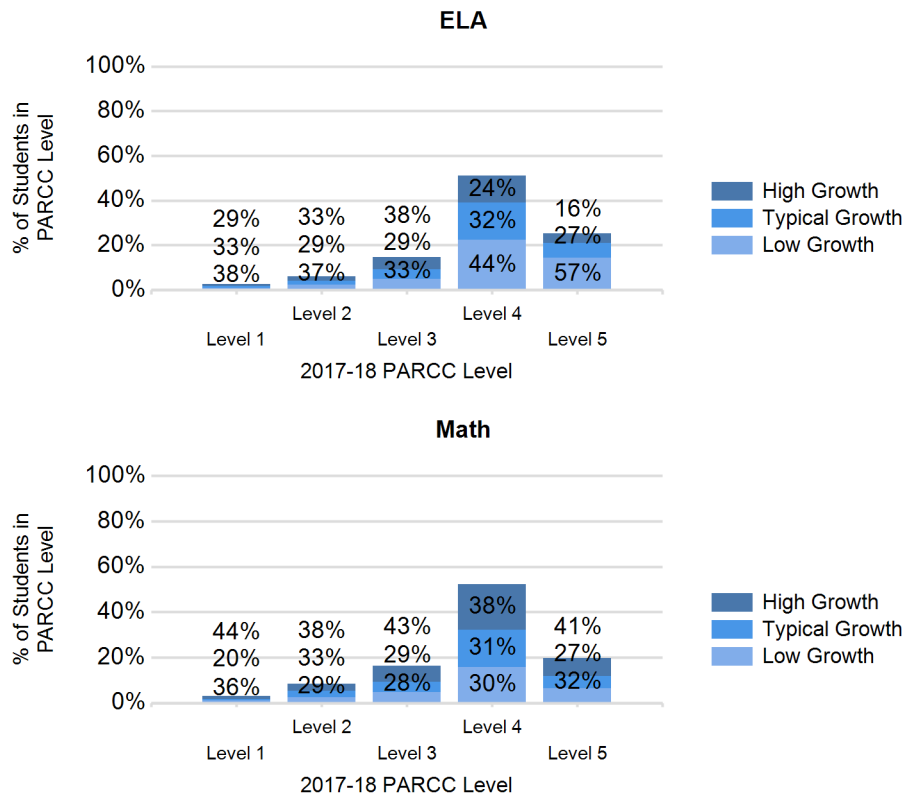
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

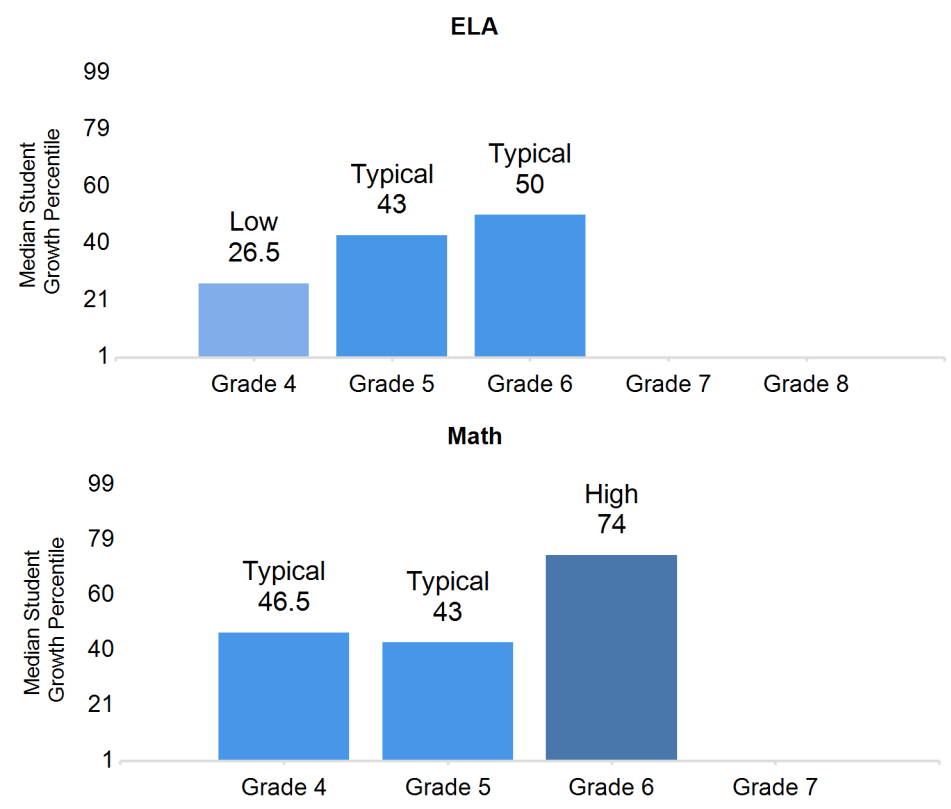
Student Growth by Performance Level

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.





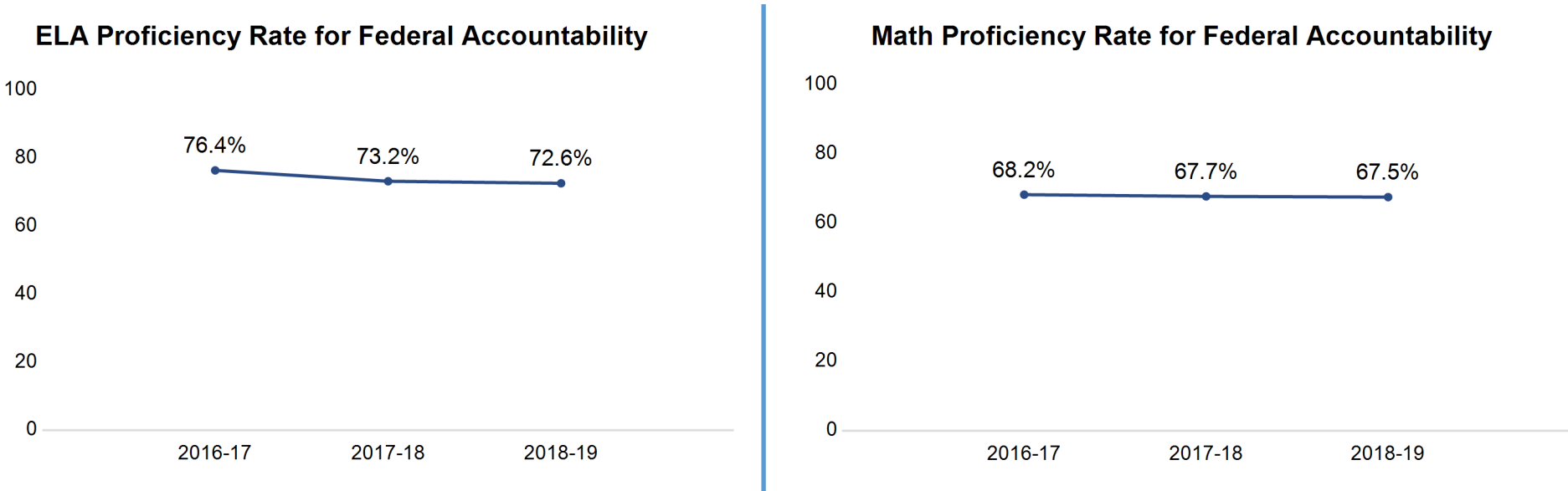


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English Language Arts and Mathematics Performance Trends

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%	95.4%	97.7%	94.2%	95.4%	97.5%
Proficiency Rate for Federal Accountability	76.4%	73.2%	72.6%	68.2%	67.7%	67.5%
Annual Target	71.2%	71.6%	72.1%	62.8%	63.7%	64.6%
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	893	97.7	72.6	76.3	57.9	72.6	72.1	Met Target
White	613	97.8	73.2	77.1	66.9	73.2	73.5	Met Target†
Hispanic	57	96.8	61.4	62.8	43.9	61.4	56.7	Met Target
Black or African American	50	96.4	44.0	51.6	38.5	44.0	45.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	114	99.1	84.2	*	82.9	84.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	59	96.7	78.0	81.3	64.4	78.0	69.7	Met Target
Female	447	97.2	76.5	83.0	64.8	76.5		
Male	446	98.3	68.6	69.8	51.3	68.6		
Economically Disadvantaged Students	91	96.0	34.1	*	40.0	34.1	45	Not Met
Non-Economically Disadvantaged Students	802	97.9	76.9	*	67.9	76.9		
Students with Disabilities	213	96.0	36.2	41.4	22.7	36.2	37.2	Met Target†
Students without Disabilities	680	98.3	84.0	85.9	65.1	84.0		
English Learners	23	96.0	39.1	41.9	29.3	39.1	N	N
Non-English Learners	870	97.8	73.4	76.9	60.6	73.4		
Homeless Students	*	*	*	63.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

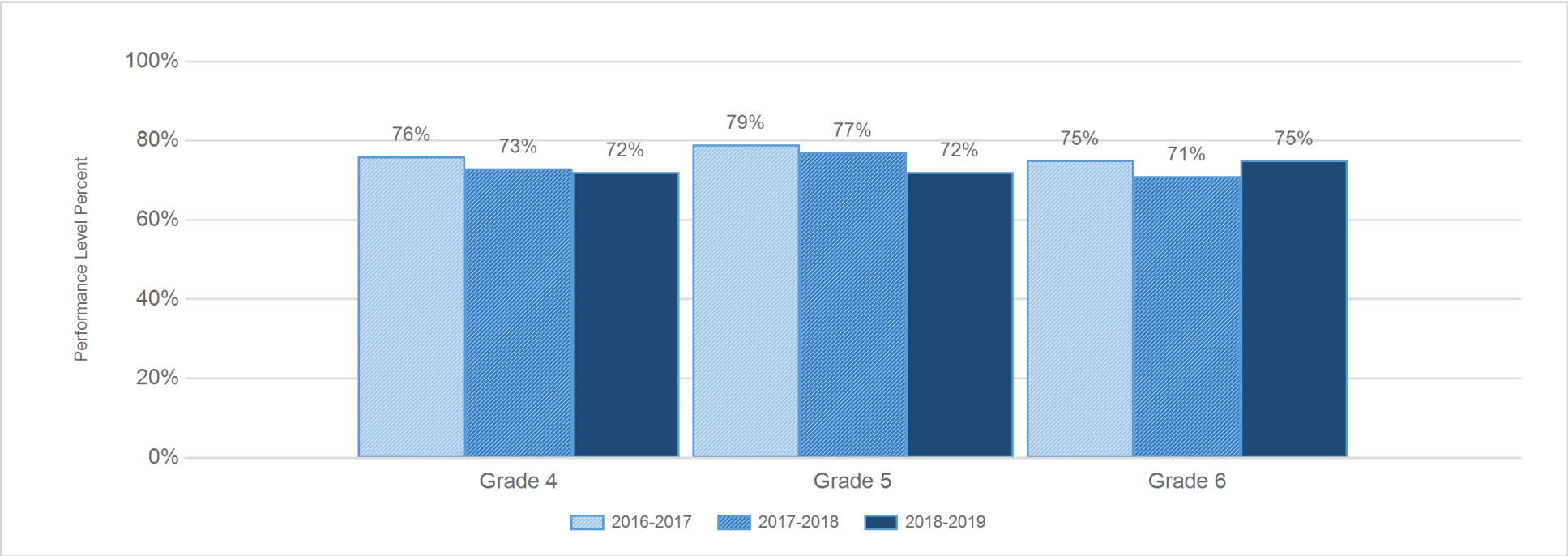


Moorestown Upper Elementary School  
(05-3360-115)  
Grades Offered: 04-06  
2018-2019

**Report Key:**  
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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.





Moorestown Upper Elementary School

(05-3360-115)

Grades Offered: 04-06

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	300	766	766	755	*	*	18%	52%	20%	72%	57%
White	213	767	767	763	0%	6%	20%	55%	19%	74%	67%
Hispanic	24	751	751	743	*	*	*	*	*	54%	44%
Black or African American	18	749	749	739	*	*	*	*	*	61%	39%
Asian, Native Hawaiian, or Pacific Islander	29	778	778	779	*	0%	*	48%	38%	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	16	767	767	762	0%	*	*	*	*	69%	64%
Female	162	769	769	760	*	*	16%	53%	23%	77%	62%
Male	138	762	762	750	*	*	21%	51%	17%	67%	53%
Economically Disadvantaged Students	27	734	734	740	*	*	*	41%	0%	41%	40%
Non-Economically Disadvantaged Students	273	769	769	765	*	*	*	53%	22%	75%	69%
Students with Disabilities	65	740	740	725	*	*	*	*	*	42%	25%
Students without Disabilities	235	773	773	761	*	*	*	*	*	81%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Moorestown Upper Elementary School  
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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	283	766	766	756	4%	7%	18%	58%	14%	72%	58%
White	169	766	766	764	*	*	21%	57%	14%	71%	68%
Hispanic	20	763	763	743	*	0%	*	*	*	75%	44%
Black or African American	19	735	735	739	*	*	*	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	53	775	775	781	*	*	*	60%	21%	81%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	22	772	772	762	*	*	*	*	*	77%	65%
Female	132	772	772	761	*	*	14%	57%	20%	77%	64%
Male	151	761	761	750	*	*	21%	59%	9%	68%	52%
Economically Disadvantaged Students	31	736	736	740	*	*	*	35%	0%	35%	39%
Non-Economically Disadvantaged Students	252	770	770	766	*	*	*	61%	16%	77%	69%
Students with Disabilities	65	737	737	724	*	*	35%	*	*	35%	23%
Students without Disabilities	218	775	775	762	*	*	12%	*	*	83%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Moorestown Upper Elementary School

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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	310	768	768	754	*	*	18%	54%	21%	75%	56%
White	224	769	769	762	*	*	19%	58%	19%	77%	65%
Hispanic	15	745	745	743	*	*	*	*	*	47%	43%
Black or African American	16	738	738	738	*	*	*	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	34	779	779	780	0%	*	*	47%	38%	85%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	21	777	777	760	0%	*	*	*	*	86%	64%
Female	152	771	771	762	*	*	17%	52%	26%	78%	64%
Male	158	764	764	748	*	*	20%	55%	17%	72%	48%
Economically Disadvantaged Students	37	736	736	740	*	*	41%	30%	0%	30%	39%
Non-Economically Disadvantaged Students	273	772	772	763	*	*	15%	57%	24%	81%	67%
Students with Disabilities	72	740	740	722	*	*	39%	*	*	35%	19%
Students without Disabilities	238	776	776	761	*	*	12%	*	*	87%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### 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	892	97.5	67.5	70.4	44.5	67.5	64.6	Met Target
White	613	97.6	69.5	72.3	54.1	69.5	64.5	Met Target
Hispanic	57	96.8	49.1	56.3	28.8	49.1	56.7	Met Target†
Black or African American	50	96.4	24.0	34.6	23.0	24.0	39.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	114	99.1	80.7	*	76.5	80.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	58	95.1	75.9	70.4	53.3	75.9	68.1	Met Target
Female	447	97.2	65.8	71.0	44.9	65.8		
Male	445	97.9	69.2	69.9	44.2	69.2		
Economically Disadvantaged Students	91	95.0	19.8	*	26.3	19.8	36.7	Not Met
Non-Economically Disadvantaged Students	801	97.8	72.9	*	54.9	72.9		
Students with Disabilities	213	95.6	28.6	29.7	17.4	28.6	37.8	Not Met
Students without Disabilities	679	98.2	79.7	81.9	50.0	79.7		
English Learners	23	96.0	34.8	42.9	25.0	34.8	N	N
Non-English Learners	869	97.6	68.4	70.9	46.5	68.4		
Homeless Students	*	*	*	45.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



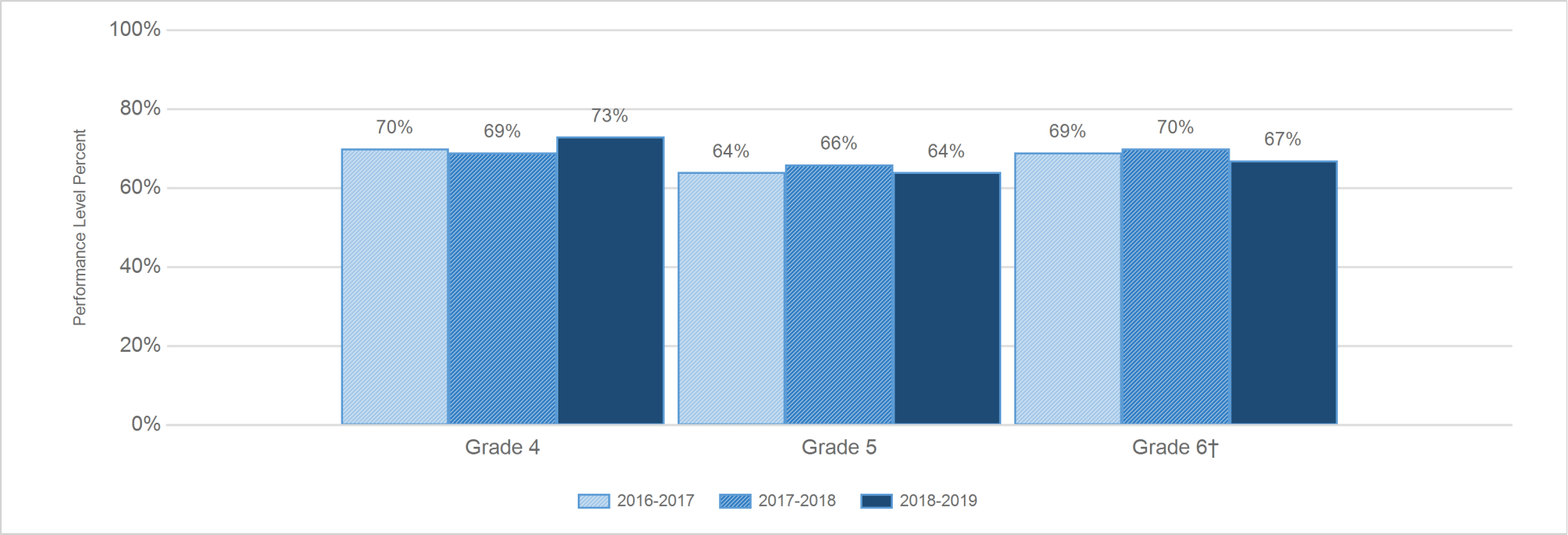


Moorestown Upper Elementary School  
(05-3360-115)  
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Mathematics Assessment – Performance Trends

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 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>	300	764	764	749	5%	4%	18%	59%	14%	73%	51%
White	213	766	766	757	*	*	16%	65%	12%	77%	62%
Hispanic	24	751	751	737	*	*	*	*	*	50%	36%
Black or African American	18	742	742	731	*	*	*	*	*	39%	29%
Asian, Native Hawaiian, or Pacific Islander	29	779	779	776	*	0%	*	48%	34%	83%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	16	768	768	754	*	*	0%	*	*	81%	58%
Female	162	763	763	749	*	*	20%	56%	15%	71%	50%
Male	138	766	766	749	*	*	14%	63%	13%	76%	52%
Economically Disadvantaged Students	27	734	734	734	*	*	41%	*	*	33%	32%
Non-Economically Disadvantaged Students	273	767	767	759	*	*	15%	*	*	77%	63%
Students with Disabilities	65	742	742	726	*	*	22%	*	*	46%	25%
Students without Disabilities	235	771	771	754	*	*	17%	*	*	81%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Moorestown Upper Elementary School

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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	281	758	758	747	*	*	21%	48%	15%	64%	47%
White	168	757	757	755	*	*	23%	51%	13%	63%	58%
Hispanic	20	750	750	735	*	*	*	65%	0%	65%	30%
Black or African American	19	728	728	729	*	*	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	53	772	772	775	0%	*	*	49%	28%	77%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	21	768	768	753	*	*	*	*	*	71%	55%
Female	132	759	759	747	*	*	25%	49%	13%	62%	47%
Male	149	758	758	747	*	*	17%	48%	17%	65%	47%
Economically Disadvantaged Students	30	730	730	732	*	*	37%	*	*	20%	27%
Non-Economically Disadvantaged Students	251	762	762	757	*	*	19%	*	*	69%	59%
Students with Disabilities	64	730	730	725	*	36%	28%	*	*	23%	19%
Students without Disabilities	217	767	767	752	*	6%	19%	*	*	76%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### 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>	308	762	762	741	*	*	20%	46%	21%	67%	41%
White	223	764	764	749	*	*	21%	52%	19%	70%	51%
Hispanic	15	737	737	729	*	*	*	*	*	*	24%
Black or African American	16	721	721	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	33	780	780	769	*	*	*	36%	45%	82%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	21	770	770	747	0%	*	*	*	*	76%	48%
Female	151	760	760	742	*	*	22%	47%	17%	64%	42%
Male	157	765	765	740	*	*	18%	45%	24%	69%	40%
Economically Disadvantaged Students	37	728	728	726	*	*	46%	*	*	11%	21%
Non-Economically Disadvantaged Students	271	767	767	750	*	*	17%	*	*	74%	53%
Students with Disabilities	72	732	732	716	*	35%	35%	*	*	22%	12%
Students without Disabilities	236	772	772	746	*	4%	16%	*	*	80%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	778	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	768	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	785	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	*	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	779	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	788	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	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	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



# Moorestown Upper 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
4	N	N
5	10	10
6	*	*

### 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	*	*	*



Moorestown Upper Elementary School

(05-3360-115)

Grades Offered: 04-06

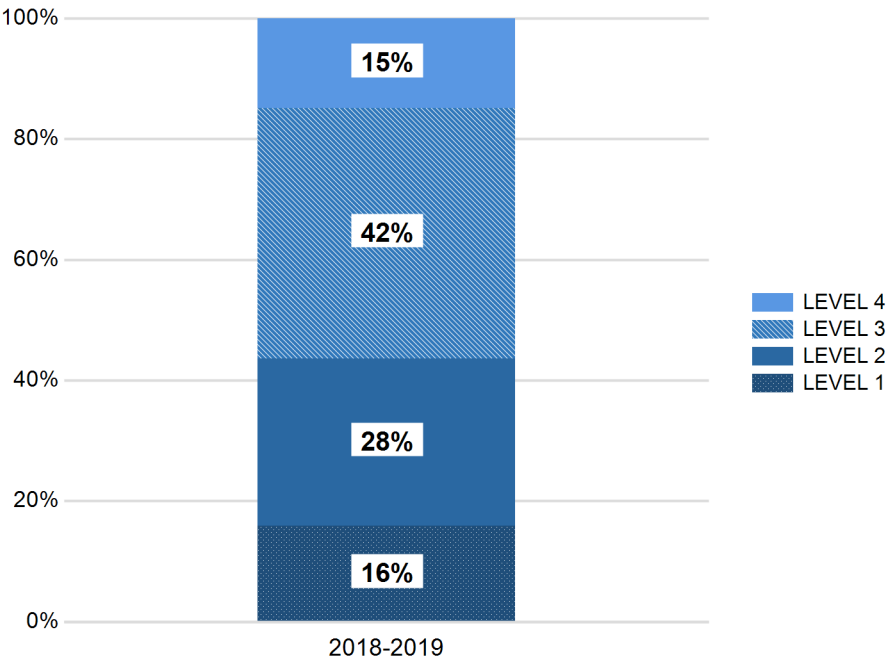
2018-2019

**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

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	16	28	42	15
White	14	29	43	14
Hispanic	22	39	39	0
Black or African American	33	50	17	0
Asian, Native Hawaiian, or Pacific Islander	11	21	40	28
American Indian or Alaska Native	N	N	N	N
Two or More Races	21	13	58	8
Female	21	26	42	11
Male	11	30	41	18
Economically Disadvantaged Students	50	38	13	0
Non-Economically Disadvantaged Students	11	27	46	17
Students with Disabilities	48	24	29	0
Students without Disabilities	6	29	46	19
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Moorestown Upper Elementary School
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Grades Offered: 04-06
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.

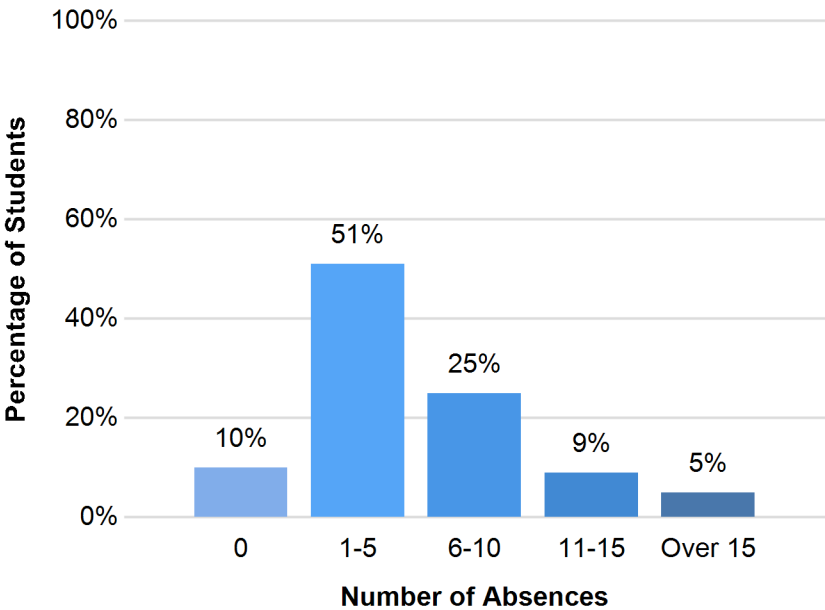
Chronic Absenteeism

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	28	3.0	7.8	Met
White	15	2.4	7.8	Met
Hispanic	5	8.2	7.8	Not Met
Black or African American	3	5.7	7.8	Met
Asian, Native Hawaiian, or Pacific	3	2.6	7.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	3.2	7.8	Met
Female	17	3.7		
Male	11	2.4		
Economically Disadvantaged Students	11	10.8	7.8	Not Met
Students with Disabilities	12	5.6	7.8	Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
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.





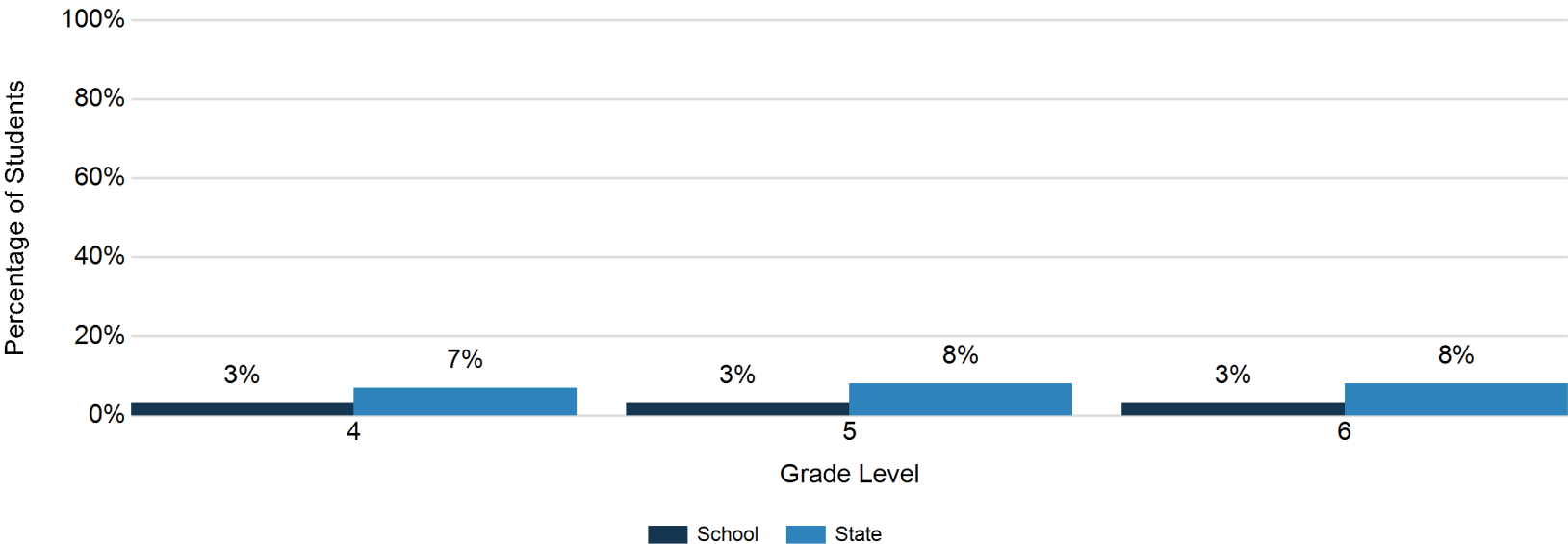
Moorestown Upper Elementary School  
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Chronic Absenteeism by Grade

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





**Moorestown Upper Elementary School**

(05-3360-115)

Grades Offered: 04-06

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	5
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.42

**Police Notifications**

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	18	2.0%
Out-of-School Suspensions	*	*
Any Suspension	21	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
13



Moorestown Upper Elementary School

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Grades Offered: 04-06

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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	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 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	1.1:1



Moorestown Upper Elementary School  
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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	89	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.4%	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	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	230:1	153:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



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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	50.1%	84.3%	50.0%	48.4%	77.1%	54.9%
Male	49.9%	15.7%	50.0%	51.6%	22.9%	45.1%
White	68.3%	98.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.7%	1.1%	0.0%	15.0%	6.6%	13.9%
Asian	12.6%	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	6.9%	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.

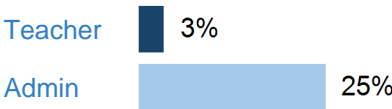
Bachelor's Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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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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.





**Moorestown Upper Elementary School**  
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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	76.4%	73.2%	72.6%
Math Proficiency	68.2%	67.7%	67.5%
ELA Growth	47	37	39
Math Growth	63	47	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.8%	4.3%	3.0%

† 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	Not Met	Met Standard	**	Met	No
White	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	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	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	N	N	Not Met	Not Met	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>• Commitment to Excellence</li> <li>• Excellent Band, Orchestra, and Choral programs. Excellent School Musical each year.</li> <li>• Technology is a part of each school day for all students. Currently grades 5 and 6 are utilizing 1:1 personal laptops.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The UES seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We are committed to provide a nurturing environment that supports all students in achieving their own personal level of excellence.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Each year our students perform well on the National Math League Competition. We regularly have our music students invited to perform in All South Jersey Orchestra, Band and Choral program.</p>





Moorestown Upper Elementary School  
(05-3360-115)  
Grades Offered: 04-06  
2018-2019

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

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>Courses, Curriculum, Instruction:</div>	NJ Student Learning Standards Aligned curriculum for Language Arts, Math & Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&T students. Enriched mathematics program.
 <div>Clubs and Activities:</div>	For the 2018-2019 school year the clubs offered are Strategy Club, Art Club, Robotics Club, Unified Activities Club, Coriell Science Fair (Grade 6 only), and Environmental Nature Club. The UES also has a School Musical program that involves over 150 students each year. We offer band, orchestra, and choral electives as well as electives dance, art, and media technology.



Moorestown Upper Elementary School

(05-3360-115)

Grades Offered: 04-06

2018-2019

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School Narrative

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<div> <div>Before and After School Programs:</div> </div>	<div>We currently offer a Title I funded after school tutoring program for identified students in both English Language Arts and Math. We offer both before and after school child care and an after school enrichment program entitled Creative Minds.</div>
<div> <div>Staff and Professional Learning:</div> </div>	<div>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</div>






Moorestown Upper Elementary School  
(05-3360-115)  
Grades Offered: 04-06  
2018-2019

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School Narrative

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 <div>Student Supports and Services:</div>	<p>Our I&amp;RS team meets regularly, we have a full Child Study Team, and one counselor and administrator for each grade. Students at the UES utilize many of the support services provided, such as guidance, resource room support, reading &amp; math support instruction, speech, occupational therapy, physical therapy, ESL and gifted education. Enrichment math courses are offered in all three grades.</p>
 <div>Student Health and Wellness:</div>	<p>Students participate in Health and Physical Education and have daily recess period. Health and wellness is also addressed through guidance lessons and curriculum.</p>
 <div>Parent and Community Involvement:</div>	<p>We have an active Home and School association that meets monthly and plans various assemblies and programs for our students throughout the school year. Home and School provides our book fair, school assemblies, and after school class events. All UES parents have access to our MTPS.com website and Genesis for communication. We also partner with Llive Civilly, MooreKids, and MooreArts for many schoolwide activities and programs.</p>



**Moorestown Upper Elementary School**  
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Grades Offered: 04-06  
2018-2019

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A blue icon of a school building with a flag on top. <div>Facilities:</div>	<p>The UES opened its doors as a new school building in 2001. In recent years the building has been updated with new carpeting, new HVAC, new roofing. The center of our building houses a beautiful Media Center. Each classroom is equipped with a Smart Board.</p>
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Moorestown Upper Elementary School  
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School Narrative

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 <div>Other Information</div>	<p>Today the UES is home to approximately 900 Undeniably Excellent Students in grades four through six, and approximately 150 Undeniably Excellent Staff members. Our focus is on creating small learning environments within the larger community to ensure each child receives a personalized education that meets his or her needs. The UES is a time of transition from elementary school to being fully prepared for middle school. Each year we welcome grade four students from our three district elementary schools, as well as from the larger community, and out of state. We believe that with support, each student will transition through grades four, five and six, continuously striving to reach their own personal level of excellence, and will be prepared to transition to the rigor and demands of middle school and high school. Our Undeniably Excellent School (UES) operates on an eight-day rotating schedule that allows for a full and rich academic program. Grade four and five students receive instruction in the major content areas in a traditional elementary model. Grade six students receive instruction in the major content areas in a teamed middle school model. As part of the eight-day rotation, all students enjoy opportunities to study world language, technology, health, music, art and physical education. In addition to these regularly scheduled programs, students also have opportunities to choose elective courses in orchestra, band, chorus and theatre arts. Qualifying students also benefit from enrichment programs in both language arts and mathematics. The UES celebrates the arts with its own musical production, which provides Fine and Performing Arts opportunities outside the academic day. A variety of clubs and activities are offered outside of the school day. Each UES classroom is equipped with a Smart Board, we have several technology labs and computer carts throughout the building.</p>
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### South Valley Elementary School

(05-3360-120)

Grades Offered: PK-03

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:

**South Valley Elementary School**

(05-3360-120)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Moorestown Township Public School District
Principal Name	Ms. Heather Hackl
Address	210 S STANWICK RD MOORESTOWN, NJ 08057
Phone Number	856-778-6640
Email Address	<a href="mailto:hhackl@mtps.com">hhackl@mtps.com</a>
Website	<a href="http://sv.mtps.com">http://sv.mtps.com</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798</a>
Twitter	<a href="https://twitter.com/SouthValleySchool">https://twitter.com/SouthValleySchool</a>



### South Valley Elementary School

(05-3360-120)

Grades Offered: PK-03

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
PK	40	59	62
KG	74	88	62
1	91	85	98
2	92	96	84
3	87	96	99
Total	384	424	405

#### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	50.0%	47.7%
Male	53.1%	50.0%	52.3%
Economically Disadvantaged Students	7.0%	6.8%	5.2%
Students with Disabilities	21.6%	19.6%	21.7%
English Learners	0.0%	0.0%	1.5%
Homeless Students	0.3%	0.0%	0.5%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	1.3%	1.2%	1.5%
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	60.7%	60.8%	55.8%
Hispanic	4.2%	4.7%	5.7%
Black or African American	3.6%	4.7%	4.4%
Asian	22.9%	21.0%	25.7%
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	8.6%	8.7%	8.4%

#### 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	58	62
PK - Full Day	0	1	0
KG - Half Day	74	88	62
KG - Full Day	0	0	0

#### Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Chinese	3.5%
Telugu	2.2%
Hindi	1.2%
Panjabi	1.0%
Other Languages	5.4%

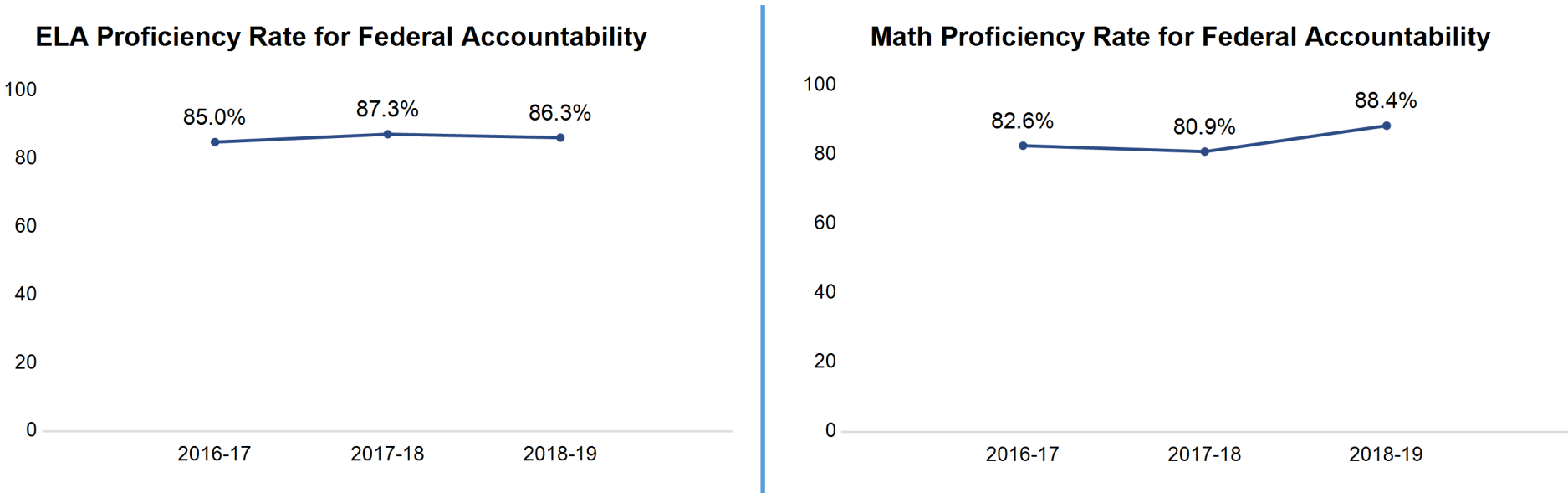


South Valley Elementary School  
(05-3360-120)  
Grades Offered: PK-03  
2018-2019

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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	98.9%	97.9%	97.0%	98.9%	97.9%	97.0%
Proficiency Rate for Federal Accountability	85.0%	87.3%	86.3%	82.6%	80.9%	88.4%
Annual Target	74.2%	74.5%	74.8%	74.2%	74.5%	74.8%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal
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	95	97.0	86.3	76.3	57.9	86.3	74.8	Met Goal
White	49	96.1	83.7	77.1	66.9	83.7	74.1	Met Goal
Hispanic	*	*	*	62.8	43.9	*	**	**
Black or African American	*	*	*	51.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	90.0	*	82.9	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	81.3	64.4	*	**	**
Female	51	96.3	90.2	83.0	64.8	90.2		
Male	44	97.8	81.8	69.8	51.3	81.8		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	19	86.4	57.9	41.4	22.7	52.6	50.2	Met Target
Students without Disabilities	76	100.0	93.4	85.9	65.1	93.4		
English Learners	*	*	*	41.9	29.3	*	**	**
Non-English Learners	*	*	*	76.9	60.6	*		
Homeless Students	N	N	N	63.6	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



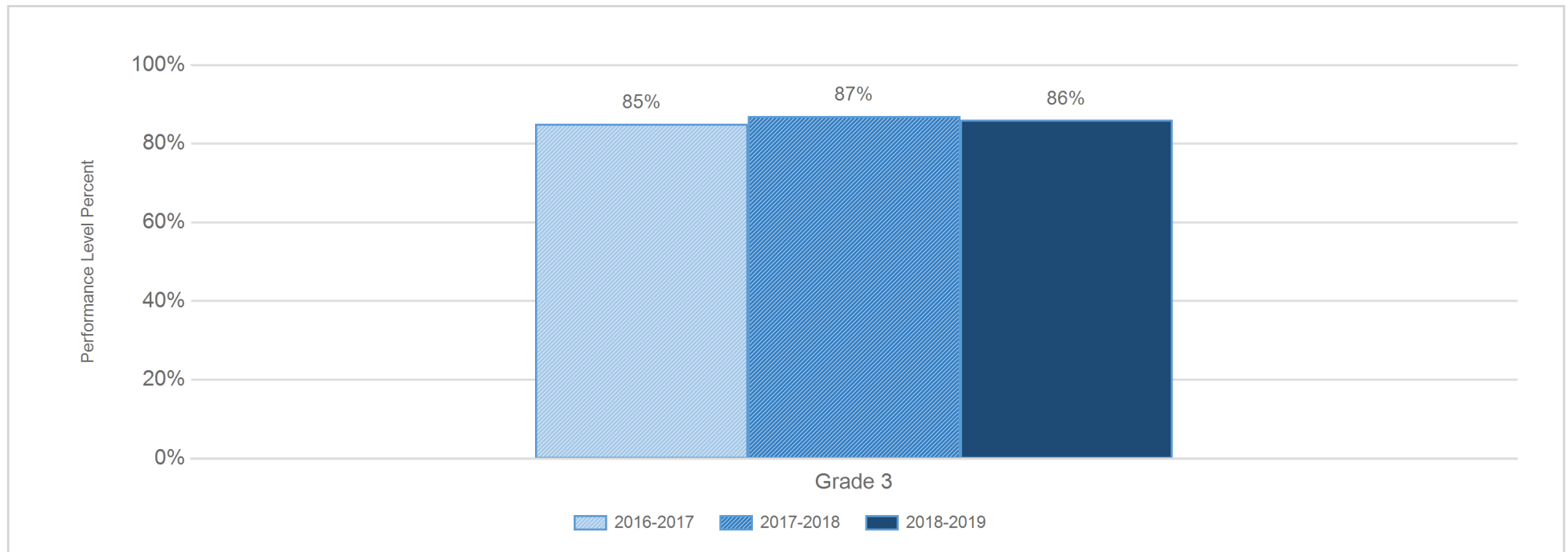
**South Valley Elementary School**  
(05-3360-120)  
Grades Offered: PK-03  
2018-2019

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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.





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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	96	792	781	748	0%	*	*	51%	35%	86%	50%
White	49	785	780	757	0%	*	*	57%	27%	84%	60%
Hispanic	*	*	762	734	*	*	*	*	*	*	36%
Black or African American	*	*	749	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	31	806	*	773	0%	*	*	32%	58%	90%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	779	756	*	*	*	*	*	*	58%
Female	52	794	787	753	0%	*	*	54%	37%	90%	55%
Male	44	791	774	743	0%	*	*	48%	34%	82%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	19	764	746	719	0%	*	*	*	*	58%	24%
Students without Disabilities	77	799	791	754	0%	*	*	*	*	94%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	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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### 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	95	97.0	88.4	70.4	44.5	88.4	74.8	Met Goal
White	49	96.1	81.6	72.3	54.1	81.6	76.7	Met Goal
Hispanic	*	*	*	56.3	28.8	*	**	**
Black or African American	*	*	*	34.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	100.0	*	76.5	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	70.4	53.3	*	**	**
Female	51	96.3	86.3	71.0	44.9	86.3		
Male	44	97.8	90.9	69.9	44.2	90.9		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	19	86.4	52.6	29.7	17.4	47.9	50.2	Met Target†
Students without Disabilities	76	100.0	97.4	81.9	50.0	97.4		
English Learners	*	*	*	42.9	25.0	*	**	**
Non-English Learners	*	*	*	70.9	46.5	*		
Homeless Students	N	N	N	45.5	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

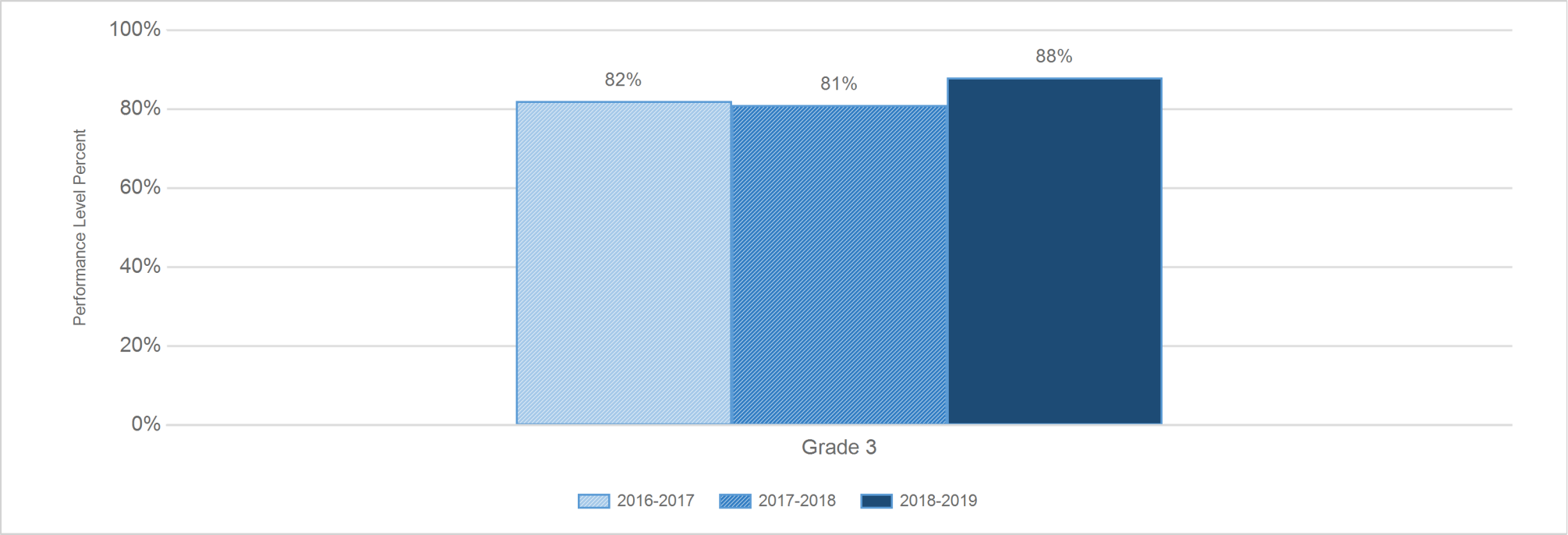


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Mathematics Assessment – Performance Trends

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	96	784	775	752	*	*	*	43%	45%	88%	55%
White	49	775	775	760	*	*	*	51%	31%	82%	66%
Hispanic	*	*	763	739	*	*	*	*	*	*	40%
Black or African American	*	*	745	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	31	794	*	778	0%	0%	*	*	*	97%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	778	758	*	*	*	*	*	*	62%
Female	52	780	777	751	*	*	*	44%	40%	85%	54%
Male	44	789	773	752	*	*	*	41%	50%	91%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	19	756	747	731	*	*	*	*	*	53%	31%
Students without Disabilities	77	791	784	756	*	*	*	*	*	96%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	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%



# South Valley Elementary School

(05-3360-120)

Grades Offered: PK-03

2018-2019

## Report Key:

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

## 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

## 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	N	N	N
5 or more	N	N	N



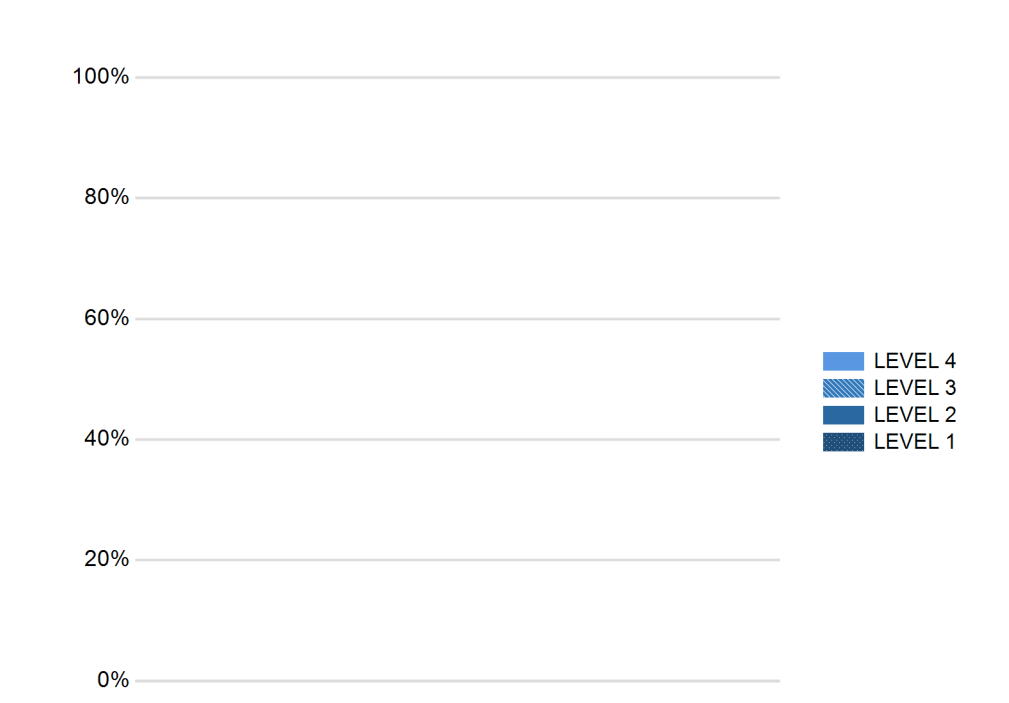
South Valley Elementary School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science 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 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

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
---------------	-----------	-----------	-----------	-----------



### South Valley Elementary 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.

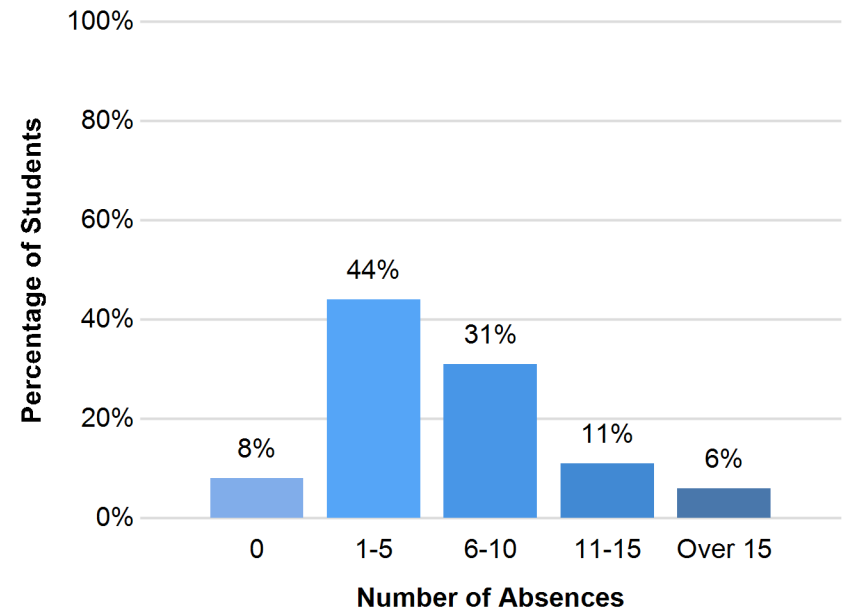
#### Chronic Absenteeism

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	14	4.1	9.6	Met
White	7	3.6	9.6	Met
Hispanic	1	4.8	9.6	Met
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific	4	4.7	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.4	9.6	Met
Female	5	3.0		
Male	9	5.2		
Economically Disadvantaged Students	3	13.0	9.6	Not Met
Students with Disabilities	5	8.3	9.6	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
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.





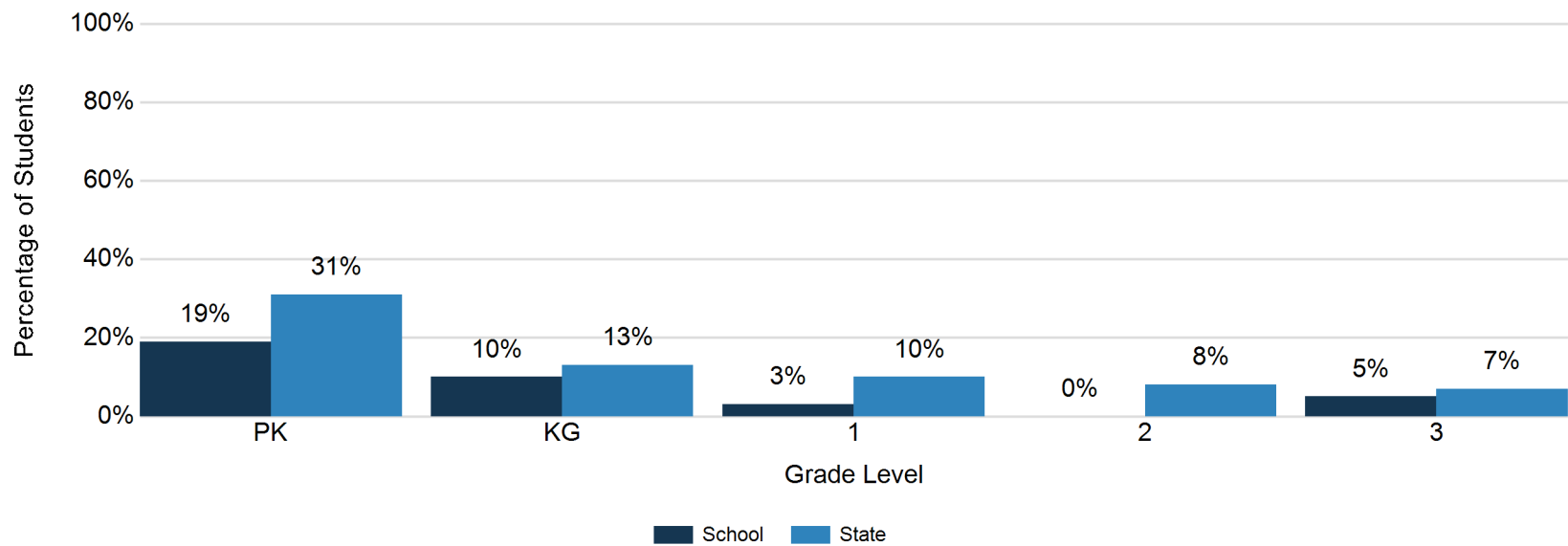
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Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

#### 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





South Valley Elementary School

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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	3:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 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	31	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	64.5%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	405:1	153:1
Teachers to Administrators	31:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



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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	47.7%	93.5%	100.0%	48.4%	77.1%	54.9%
Male	52.3%	6.5%	0.0%	51.6%	22.9%	45.1%
White	55.8%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	5.7%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	25.7%	3.2%	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	8.4%	0.0%	0.0%	2.1%	0.2%	0.2%



South Valley Elementary School

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**Teachers:** All classroom teachers

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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.

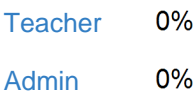
Bachelor’s Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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	97.4%



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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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	85.0%	87.3%	86.3%
Math Proficiency	82.6%	80.9%	88.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	3.5%	5.2%	4.1%

† 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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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 Goal	Met Goal	**	**	**	Met	No
White	Met Goal	Met Goal	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not 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>Highlights:</div>	<ul style="list-style-type: none"> <li>Students create digital portfolios, learn coding, robotics and cloud-based computing basics via multiple technologies.</li> <li>Curriculum includes Reading &amp; Writing Workshops, NJSLS-based Math &amp; SS, NJSS.</li> <li>Social Emotional Learning promotes mindfulness, peace and respect. Instagram: @southvalleyelementary</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>We believe it is our responsibility to foster a caring learning community which promotes a love of learning by focusing on the emotional, moral, social, physical and intellectual growth of each student. Research studies show that a comprehensive approach to education is most effective when preparing students to be productive members of a global society. As elementary school educators, we value the development of the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>National Blue Ribbon School of Excellence; Ranked among the top 10% in New Jersey; Currently #2 in Burlington County.</p>





South Valley Elementary School  
(05-3360-120)  
Grades Offered: PK-03  
2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>NJ Student Learning Standards Aligned curriculum for Language Arts, Math &amp; Social Studies. NGSS aligned Science curriculum. Challenge curriculum for G&amp;T students.</p>
 <p>Clubs and Activities:</p>	<p>All students are involved in community service projects, i.e. Food for All Fridays; Annual Activities are Celebrated: Book Fairs, Halloween Parade, Field Day, Holiday Sing-A-Long, Author Day &amp; Unity Day. Each grade level performs one concert per year. Entire school participates in Monthly Spirit Assemblies based on Character Education Concepts.</p>





South Valley Elementary School  
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2018-2019

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<div>  <div>Before and After School Programs:</div> </div>	<div>Creative Minds Enrichment Program; Girls Be Fit</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>We believe it is imperative to expand our knowledge &amp; skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth &amp; development of engaged, learners; Targeted instruction &amp; interventions tailored to learners' needs; Promote self-awareness, responsibility &amp; mindfulness to provide the foundation for competent local and global citizenship.</div>



### South Valley Elementary School

(05-3360-120)

Grades Offered: PK-03

2018-2019

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## School Narrative

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### Student Supports and Services:

Students at South Valley utilize many of the support services available: such as guidance, resource room support, reading & math support instruction, speech, occupational therapy, physical therapy and gifted education. In addition, all of our students receive instruction in art, music, media/technology, physical education, health and computer instruction on a weekly basis.



### Student Health and Wellness:

School nurse provides Health and Wellness instruction weekly. Students enjoy daily recess and physical development as well as physical education weekly. Counselor & Principal join the students for recess occasionally. Parent Volunteers lead Playground Fun 2 days per week.



### Parent and Community Involvement:

South Valley is supported by a very active Home & School Association which helps us in many ways, including purchasing resources and playground equipment. Home & School also provides educational cultural arts assembly programs throughout the school year. Students, staff and parents are invited to participate in a variety of activities throughout the school year as we educate our community on strategies that we can implement to maximize resources.




South Valley Elementary School  
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 <div>Facilities:</div>	South Valley is a neighborhood school for PS-3rd grades nestled away among the tree-lined streets of Moorestown. Opened in September of 1967, renovated in 1993, and again in 2015, SV currently houses 31 air-conditioned classrooms including a media center, 1 Innovations/STEAM lab, 1 computer lab, all-purpose room, gym, art room, music room and small group instruction classrooms. Major upgrades to the HVAC and the roof occurred in 2016.
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South Valley Elementary School  
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 <div>Early Childhood Education:</div>	4 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. The goal of the program is to provide an enriched preschool experience that meets the social, emotional, physical, communication and cognitive needs of young children. Throughout the week, our preschoolers attend art, library, music and physical education classes. The classroom is staffed with a certified teacher and paraprofessional(s) as needed.
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 <div>Other Information</div>	Daily schedule involves Reading, Writing, Math, Science or Social Studies, Handwriting and Special Area instruction along with lunch and recess. 1 Innovations/STEAM lab, 1 computer lab, 4 iPad carts, 4 Chromebook carts. 4 half-day integrated preschool programs for typically developing and special needs students 3-5 years of age. Upgraded building security system in 2015. Communication with the community through School Messenger email and text messaging as well as Instagram, Twitter and school website. Tuition students are accepted.
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**William Allen Middle School**  
(05-3360-110)  
Grades Offered: 07-08  
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:



**William Allen Middle School**  
(05-3360-110)  
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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	Burlington
District	Moorestown Township Public School District
Principal Name	Mr. Matthew Keith
Address	801 N STANWICK ROAD MOORESTOWN, NJ 08057
Phone Number	856-778-6620
Email Address	<a href="mailto:mkeith@mtps.com">mkeith@mtps.com</a>
Website	<a href="http://wams.mtps.com">http://wams.mtps.com</a>
Facebook	<a href="https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798">https://www.facebook.com/Moorestown-Township-Public-Schools-917703535009798</a>
Twitter	<a href="https://twitter.com/wamsquakers">https://twitter.com/wamsquakers</a>



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	308	319	318
8	300	319	321
Total	608	638	639

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	49.8%	47.0%	47.1%
Male	50.2%	53.0%	52.9%
Economically Disadvantaged Students	7.2%	10.0%	11.0%
Students with Disabilities	19.2%	19.6%	19.7%
English Learners	0.8%	0.3%	0.3%
Homeless Students	0.2%	0.6%	0.8%
Students in Foster Care	0.0%	0.5%	0.3%
Military-Connected Students	0.5%	0.8%	0.9%
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	71.9%	70.1%	69.6%
Hispanic	4.6%	5.6%	7.0%
Black or African American	6.7%	7.8%	7.0%
Asian	12.2%	10.5%	10.8%
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	4.6%	6.0%	5.5%

Enrollment by Home Language

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

Home Language	% of Students
English	90.8%
Chinese	2.0%
Spanish	1.9%
Other Languages	5.3%



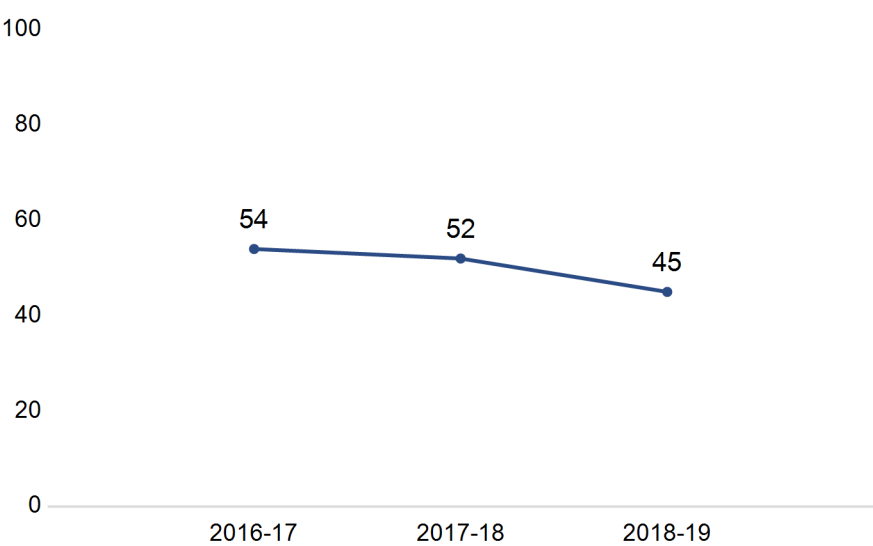
William Allen Middle School  
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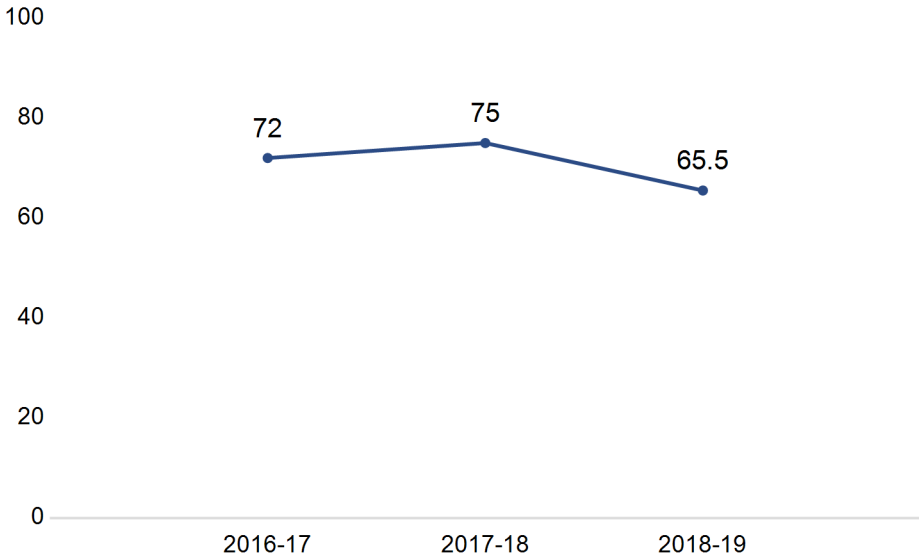
Student Growth Trends and Progress

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	54	52	45	72	75	65.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds 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	45	42	50	Met Standard	65.5	58	50	Exceeds Standard
White	45	42	50	Met Standard	66	60	52	Exceeds Standard
Hispanic	30.5	31	49	Not Met	68.5	44	47	Exceeds Standard
Black or African American	53.5	39.5	45	Met Standard	53	33.5	43	**
Asian, Native Hawaiian, or Pacific Islander	45	43	59	Met Standard	65	59	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	53.5	51	49	Met Standard	65	62	52	**
Female	53.5	46	53	N	68	57.5	50	N
Male	37	37	47	N	63	59	51	N
Economically Disadvantaged Students	42.5	36.5	48	Met Standard	62	44	46	Exceeds Standard
Students with Disabilities	44	42	43	Met Standard	54	51.5	45	Met Standard
English Learners	*	36	52	**	*	41	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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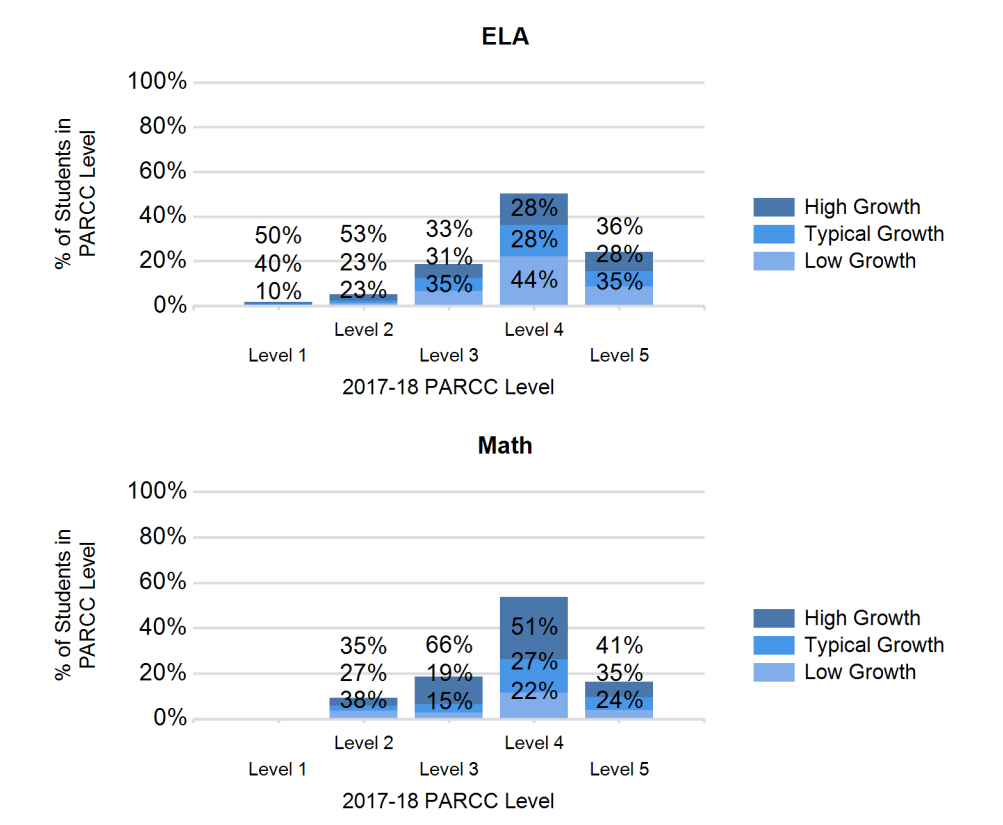
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

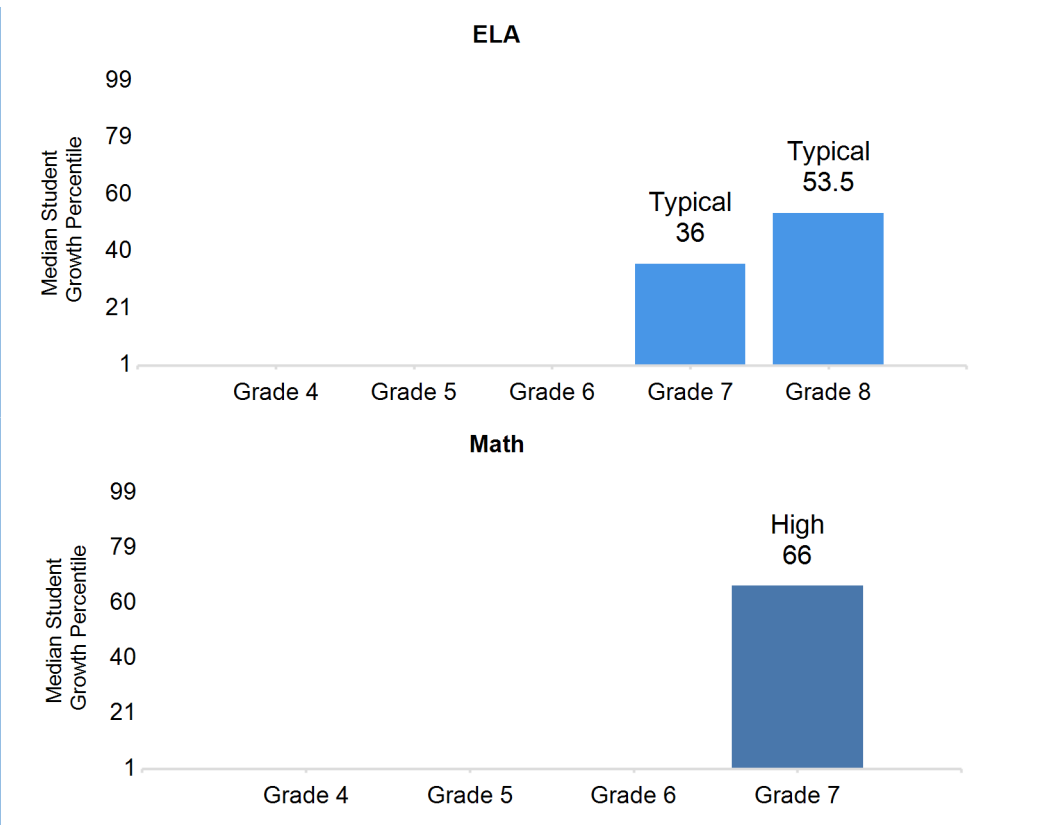
Student Growth by Performance Level

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.



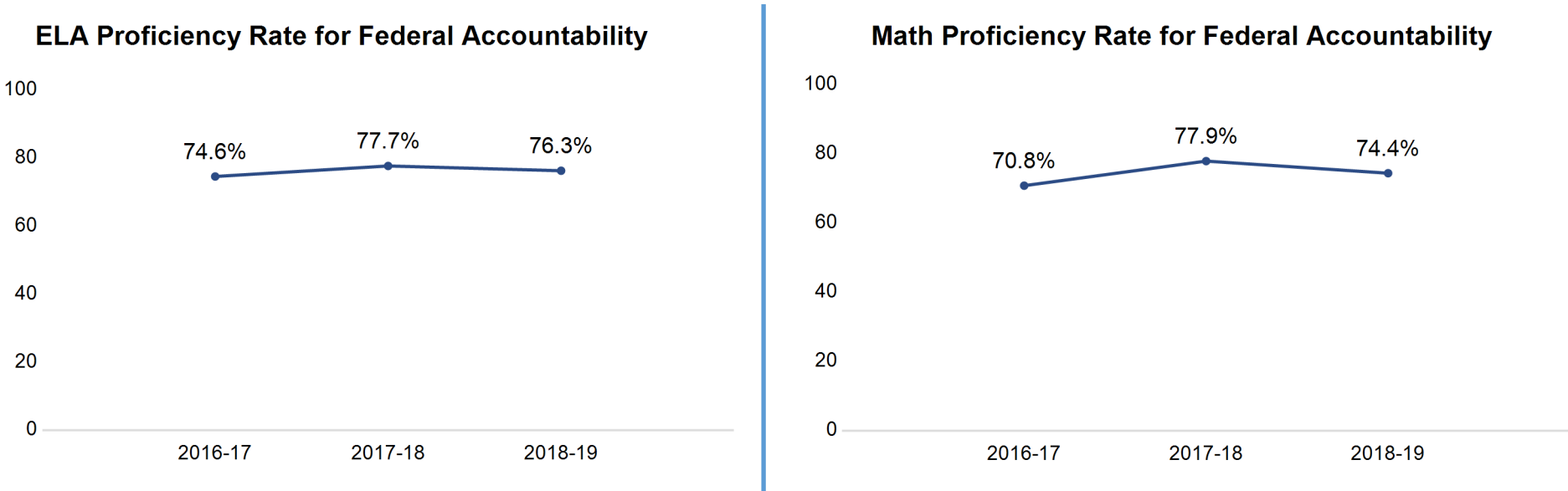


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	96.3%	96.9%	95.9%	96.4%	96.9%
Proficiency Rate for Federal Accountability	74.6%	77.7%	76.3%	70.8%	77.9%	74.4%
Annual Target	63.4%	64.2%	65.1%	59.0%	60.1%	61.2%
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	617	96.9	76.3	76.3	57.9	76.3	65.1	Met Target
White	430	96.9	77.7	77.1	66.9	77.7	63.8	Met Target
Hispanic	43	95.6	65.1	62.8	43.9	65.1	49.8	Met Target
Black or African American	43	93.6	51.2	51.6	38.5	50.3	49.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	100.0	91.0	*	82.9	91.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	34	97.1	76.5	81.3	64.4	76.5	80	Met Target†
Female	288	97.0	87.8	83.0	64.8	87.8		
Male	329	96.8	66.3	69.8	51.3	66.3		
Economically Disadvantaged Students	62	94.2	53.2	*	40.0	52.6	36.2	Met Target
Non-Economically Disadvantaged Students	555	97.2	78.9	*	67.9	78.9		
Students with Disabilities	125	92.6	46.4	41.4	22.7	45.2	40.7	Met Target
Students without Disabilities	492	98.0	83.9	85.9	65.1	83.9		
English Learners	*	*	*	41.9	29.3	*	**	**
Non-English Learners	*	*	*	76.9	60.6	*		
Homeless Students	*	*	*	63.6	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	63.6	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### William Allen Middle School

(05-3360-110)

Grades Offered: 07-08

2018-2019

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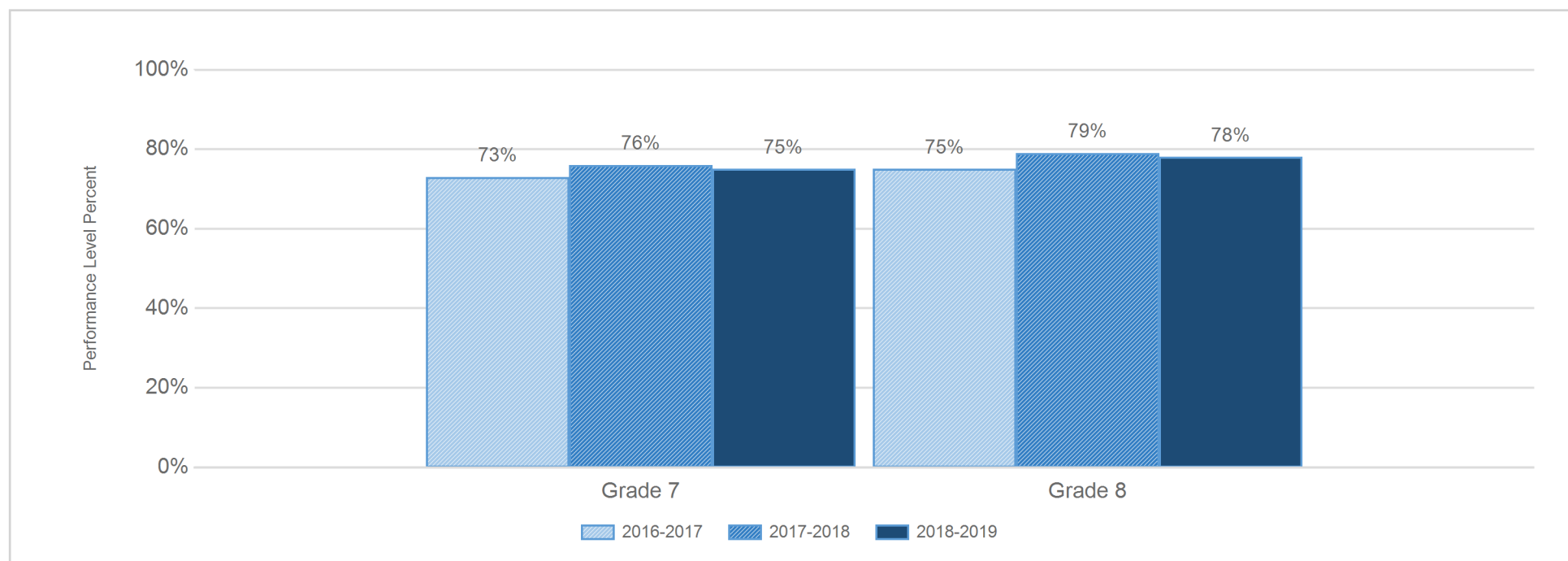
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## English Language Arts Assessment - Performance Trends

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 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	306	768	768	761	*	*	19%	50%	25%	75%	63%
White	222	768	768	769	*	*	20%	54%	22%	75%	72%
Hispanic	21	765	765	747	0%	*	*	*	*	67%	50%
Black or African American	14	751	751	741	0%	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	34	778	778	790	*	0%	*	41%	47%	88%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	15	760	760	768	0%	*	*	*	*	67%	68%
Female	142	777	777	769	*	*	15%	48%	35%	83%	71%
Male	164	759	759	753	*	*	23%	52%	15%	67%	55%
Economically Disadvantaged Students	32	751	751	743	*	*	38%	*	*	50%	45%
Non-Economically Disadvantaged Students	274	770	770	771	*	*	17%	*	*	77%	73%
Students with Disabilities	62	746	746	720	*	*	31%	*	*	47%	22%
Students without Disabilities	244	773	773	769	*	*	16%	*	*	82%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	311	780	780	762	*	*	16%	35%	42%	78%	63%
White	208	781	781	770	*	*	16%	36%	44%	79%	72%
Hispanic	21	765	765	747	*	*	*	*	*	62%	49%
Black or African American	28	752	752	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	35	798	798	794	0%	*	0%	*	*	97%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	19	790	790	769	0%	*	*	*	*	84%	69%
Female	148	795	795	771	*	*	*	31%	61%	92%	71%
Male	163	767	767	753	*	*	*	39%	26%	65%	55%
Economically Disadvantaged Students	31	756	756	743	*	*	*	*	*	55%	45%
Non-Economically Disadvantaged Students	280	783	783	772	*	*	*	*	*	80%	72%
Students with Disabilities	57	743	743	721	*	*	37%	*	*	42%	22%
Students without Disabilities	254	788	788	770	*	*	11%	*	*	86%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	311	780	780	764	*	*	16%	35%	42%	78%	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%



**William Allen Middle School**  
(05-3360-110)  
Grades Offered: 07-08  
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	617	96.9	74.4	70.4	44.5	74.4	61.2	Met Target
White	430	96.9	77.9	72.3	54.1	77.9	60.4	Met Target
Hispanic	43	95.6	55.8	56.3	28.8	55.8	42.9	Met Target
Black or African American	43	93.6	34.9	34.6	23.0	34.3	38.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	67	100.0	91.0	*	76.5	91.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	34	97.1	70.6	70.4	53.3	70.6	76.2	Met Target†
Female	288	97.0	77.4	71.0	44.9	77.4		
Male	329	96.8	71.7	69.9	44.2	71.7		
Economically Disadvantaged Students	62	94.2	33.9	*	26.3	33.5	28.7	Met Target
Non-Economically Disadvantaged Students	555	97.2	78.9	*	54.9	78.9		
Students with Disabilities	125	92.6	30.4	29.7	17.4	29.6	27.2	Met Target
Students without Disabilities	492	98.0	85.6	81.9	50.0	85.6		
English Learners	*	*	*	42.9	25.0	*	**	**
Non-English Learners	*	*	*	70.9	46.5	*		
Homeless Students	*	*	*	45.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	59.1	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

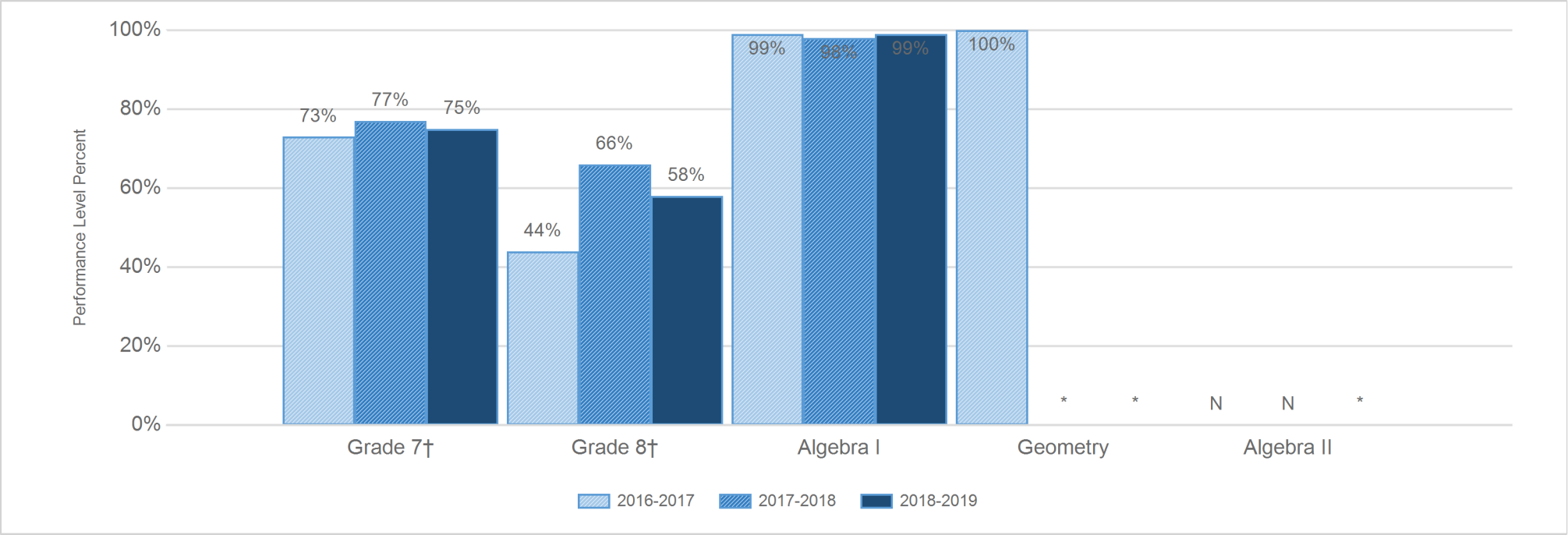


William Allen Middle School  
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Mathematics Assessment – Performance Trends

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 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>	304	766	766	744	*	*	15%	51%	24%	75%	42%
White	221	767	767	751	*	*	15%	56%	23%	78%	53%
Hispanic	21	762	762	733	0%	*	*	*	*	62%	26%
Black or African American	14	731	731	727	*	*	*	*	*	21%	21%
Asian, Native Hawaiian, or Pacific Islander	34	782	782	768	0%	*	*	44%	44%	88%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	14	752	752	749	*	*	*	*	*	57%	51%
Female	142	764	764	744	*	*	15%	56%	19%	75%	42%
Male	162	767	767	743	*	*	15%	47%	28%	75%	42%
Economically Disadvantaged Students	32	740	740	731	*	*	*	*	*	34%	24%
Non-Economically Disadvantaged Students	272	769	769	751	*	*	*	*	*	79%	53%
Students with Disabilities	62	734	734	718	*	*	*	*	*	32%	13%
Students without Disabilities	242	774	774	749	*	*	*	*	*	86%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





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## Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	182	755	755	728	*	10%	29%	*	*	58%	29%
White	124	758	758	737	*	*	27%	*	*	63%	38%
Hispanic	16	745	745	722	*	*	*	*	*	38%	22%
Black or African American	24	741	741	714	*	*	*	*	*	33%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	82	760	760	731	*	*	22%	*	*	67%	31%
Male	100	751	751	726	*	*	35%	*	*	50%	27%
Economically Disadvantaged Students	26	736	736	719	*	*	46%	*	*	27%	20%
Non-Economically Disadvantaged Students	156	758	758	735	*	*	26%	*	*	63%	36%
Students with Disabilities	54	736	736	707	*	*	44%	*	*	26%	10%
Students without Disabilities	128	763	763	734	*	*	23%	*	*	71%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	182	755	755	730	*	10%	29%	*	*	58%	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.

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>	126	807	778	744	0%	0%	*	*	*	99%	42%
White	85	804	*	752	0%	0%	*	*	*	99%	53%
Hispanic	*	*	768	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	24	815	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	785	752	*	*	*	*	*	*	51%
Female	65	804	*	745	0%	0%	*	*	*	98%	44%
Male	61	810	*	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	779	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	788	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	126	807	*	745	0%	0%	*	*	*	99%	*
Homeless Students	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	*	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.

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	*	*	755	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	744	724	N	N	N	N	N	N	17%
Black or African American	N	N	731	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	735	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	734	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	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	*	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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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	770	755	*	*	*	*	*	*	58%
White	N	N	769	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	N	N	770	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	694	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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
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



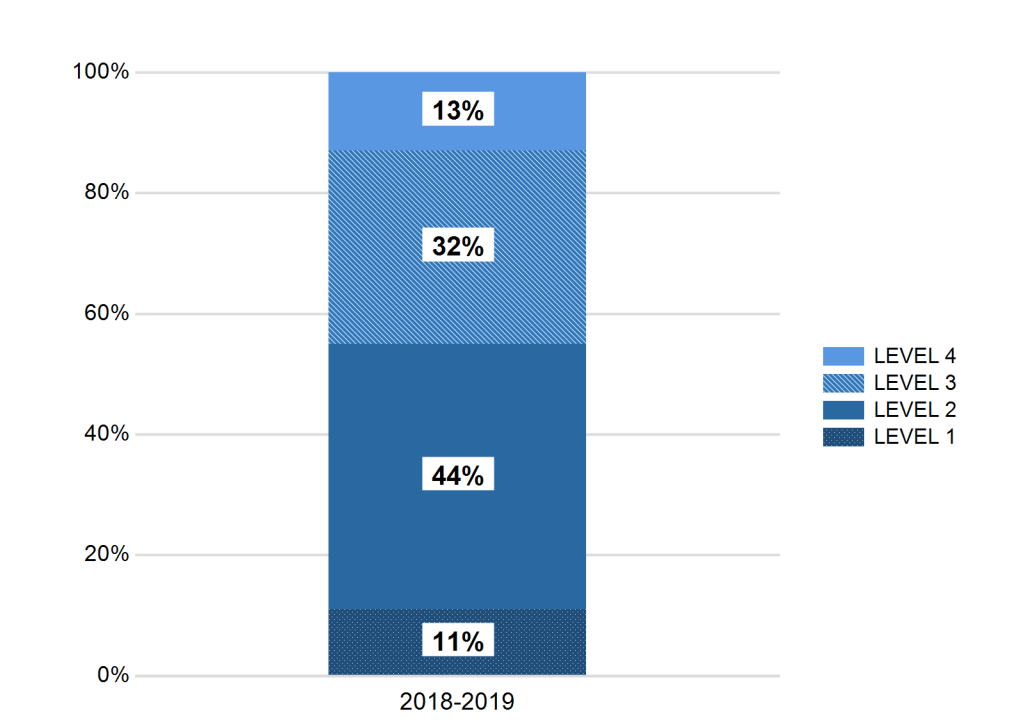
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
Schoolwide	11	44	32	13
White	9	47	32	12
Hispanic	9	55	27	9
Black or African American	45	31	21	3
Asian, Native Hawaiian, or Pacific Islander	3	31	49	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	47	21	32
Female	6	47	35	11
Male	16	41	28	15
Economically Disadvantaged Students	29	47	21	3
Non-Economically Disadvantaged Students	9	44	33	14
Students with Disabilities	32	54	14	0
Students without Disabilities	6	42	36	16
English Learners	N	N	N	N
Non-English Learners	11	44	32	13
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
7	3	0	319
8	126	5	202
Total	129	5	521

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
7	128	53	0	38	0	0	0
8	155	49	0	60	0	0	0
Total	283	102	0	98	0	0	0



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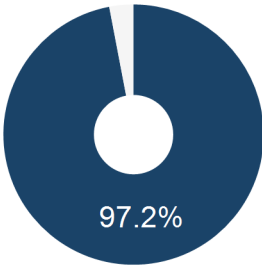
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Visual and Performing Arts – Course Participation

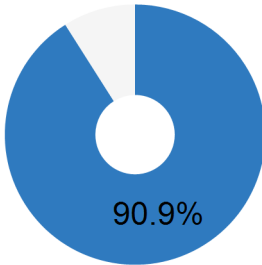
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

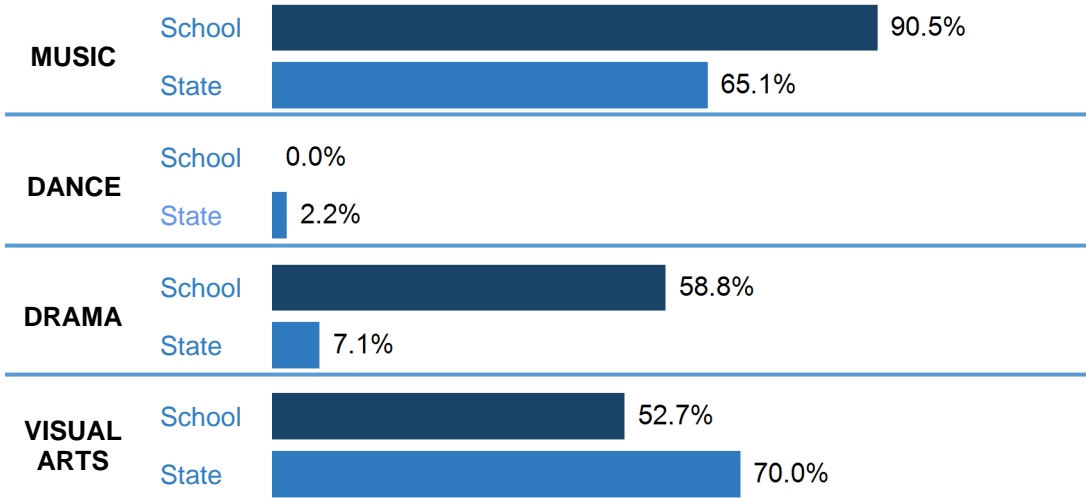


School



State

Students enrolled in one or more classes by discipline:





# William Allen Middle School

(05-3360-110)

Grades Offered: 07-08

2018-2019

## Report Key:

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\*\* Accountability calculations require 20 or more students

N No Data is available to display

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

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.

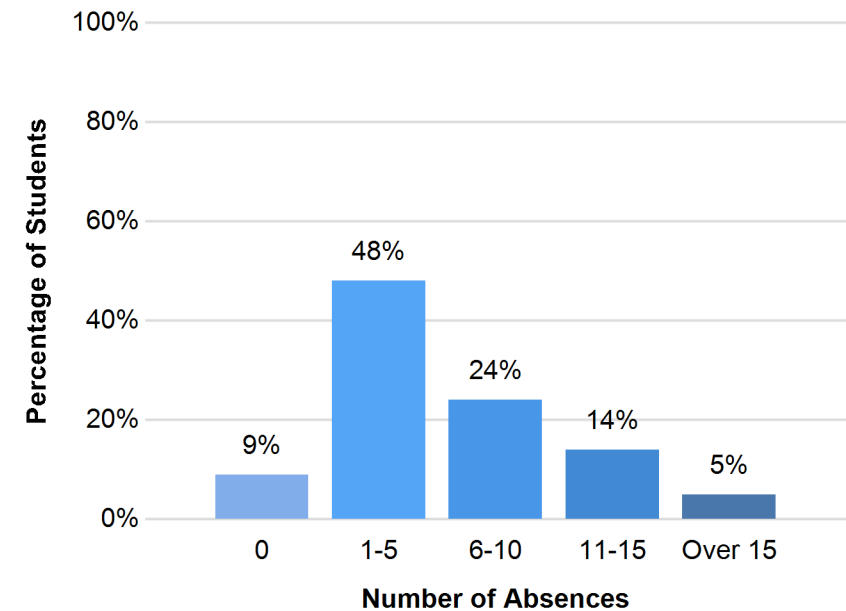
## Chronic Absenteeism

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	18	2.8	9.5	Met
White	12	2.7	9.5	Met
Hispanic	3	6.7	9.5	Met
Black or African American	0	0	9.5	Met
Asian, Native Hawaiian, or Pacific	1	1.4	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	5.7	9.5	Met
Female	8	2.7		
Male	10	2.9		
Economically Disadvantaged Students	6	8.5	9.5	Met
Students with Disabilities	8	6.1	9.5	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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







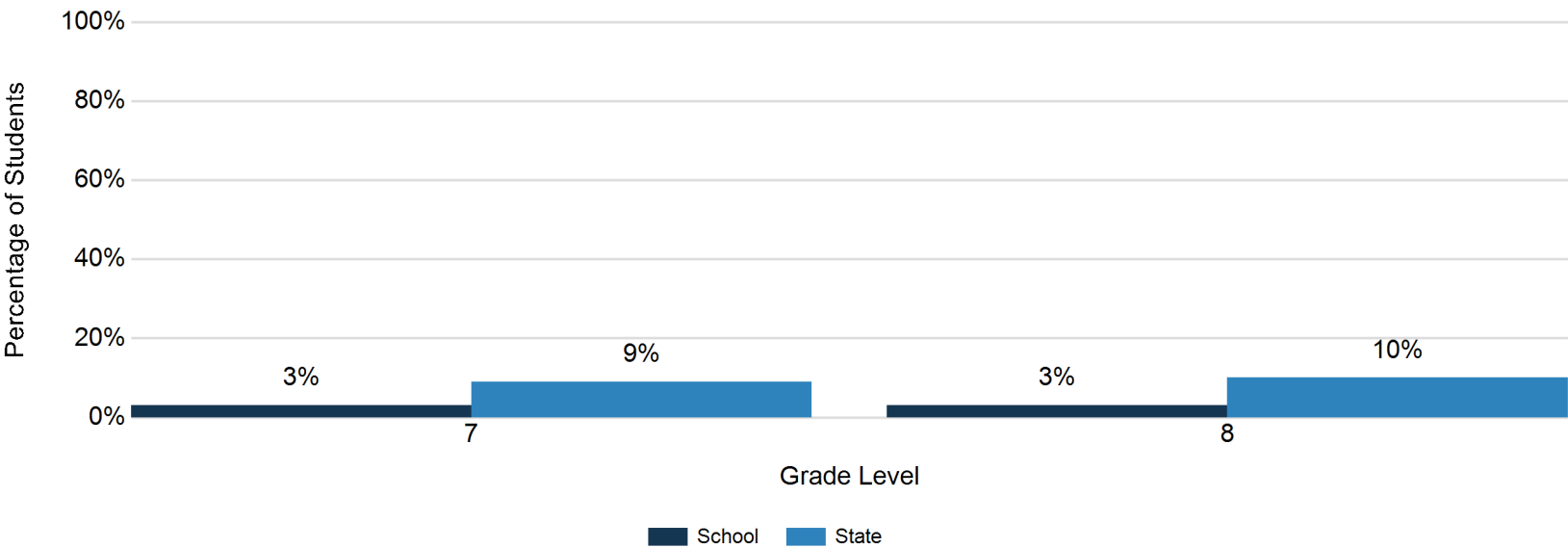
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Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.19

**Police Notifications**

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	48	7.5%
Out-of-School Suspensions	28	4.4%
Any Suspension	59	9.2%
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
77



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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	7:35 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

## Device Ratios

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

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



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	79.7%	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	26	9,530
Average years experience in public schools	16.3	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	320:1	153:1
Teachers to Administrators	32:1	14:1
Students to Librarians/Media Specialists		567:1
Students to Nurses		662:1
Students to Counselors		284:1
Students to Child Study Team Members		306:1



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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	47.1%	70.3%	50.0%	48.4%	77.1%	54.9%
Male	52.9%	29.7%	50.0%	51.6%	22.9%	45.1%
White	69.6%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.0%	3.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	10.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	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.

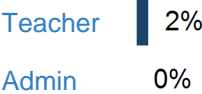
Bachelor’s Degree



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	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.6%	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	96.5%



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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	74.6%	77.7%	76.3%
Math Proficiency	70.8%	77.9%	74.4%
ELA Growth	54	52	45
Math Growth	72	75	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	2.9%	3.8%	2.8%

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



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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	Exceeds Standard	N	Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target	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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>WAMS has a robust program with multiple levels of Math and Language arts, Honors Fine and Performing Arts, and full inclusion classes with courses designed to meet students at their level.</li> <li>WAMS students experience full school inclusion of 1-to-1 laptops with lessons using iPads, Virtual Reality, Augmented reality, coding, &amp; other world class tools to engage students on a global scale.</li> <li>WAMS students can choice 1 of 3 full-year World Language courses.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>The mission of William Allen Middle School is to educate and inspire our diverse population of early adolescents to realize their unique individual potentials, to internalize responsibility, to value themselves and others, and to become life-long learners and productive citizens.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>WAMS students receive local and National Awards in Robotics, Math Counts, National Latin Exam, National Spanish Exam, National French Exam, and National Debate Association, as well as, successful sports programs winning area titles.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>We offer 3 levels of Advanced Mathmatics, as well as, Honors Language Arts, Honors Fine and Performing Arts, and full year on-level and Honors World Language. WAMS meets students needs with resource and support classes. WAMS students experience STEAM classes.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Field Hockey (Girls), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Our students excel in the classroom and on the field/court/mat. We have won area championships in Girls and Boys Basketball, Baseball, Softball, Girls Lacrosse, Girls and Boys Soccer, and Wrestling.</p>
 <div>Clubs and Activities:</div>	<p>We offer many opportunities for student involvement: Robotics, Math Counts, History Club, OASIS, Homework Club, Anime Club, Drama Club, Science Fair, Spanish and Italian Club, WAMS News Magazine, Design to Publish, Photo to Print, Yearbook Club, History, and Junior Model UN.</p>





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 <div>Before and After School Programs:</div>	WAMS offers ESSA (Title 1 Tutoring) and 10th period for students to receive extra help from their teachers.
 <div>Staff and Professional Learning:</div>	We believe it is imperative to expand our knowledge & skills necessary to implement the best educational practices. The strengthening of our practices is by way of professional development based on district goals: Culture of innovation to facilitate authentic growth & development of engaged, learners; Targeted instruction & interventions tailored to learners' needs; Promote self-awareness, responsibility & mindfulness to provide the foundation for competent local and global citizenship.






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 <div>Student Supports and Services:</div>	<p>We offer a complete range of special education programs in the least restrictive environment for students who have been determined to be eligible for special education and related services. A full continuum of program options are available and include supported general education classes, resource center replacement, support classes and self-contained classes. The vast majority of classified students are served in general education classes with support or minimal pull-out.</p>
 <div>Student Health and Wellness:</div>	<p>Throughout the year, WAMS students are involved in Social/Emotional Learning activities through Quaker Times, Anti-Bullying Presentations, Social Media Awareness speakers, and positive reinforcement campaigns through the guidance office, such as Teaming Up Against Bullying.</p>
 <div>Parent and Community Involvement:</div>	<p>We have an active Home and School committee that meets monthly with the building principal. The principal organizes Parent Round-table Discussions to allow for feedback from the community about programs and activities. Our OASIS club is involved in community service projects and outreach programs. Student council is involved in raising and donating money for selected charities.</p>






**William Allen Middle School**  
(05-3360-110)  
Grades Offered: 07-08  
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 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>Facilities:</div></div>	<p>This year, with support of the Moorestown Education Foundation, WAMS created an Innovation Lab and District Professional Development Space where learning for both students and teachers can readily occur with collaboration and critical thinking.</p>
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<div>  <div>Other Information</div> </div>	<p>           WAMS is an innovative school where students are challenged to succeed as problem-solvers, critical thinkers, and cooperative learners. Our program is created to reach the whole child for all children. While at WAMS, children are exposed to the NJSLS, 21st Century Skills, and a full slate of Fine, Performing, and Visual Arts courses that thoroughly enrich their learning experience. Our schedule and program of studies provides students with new learning opportunities through the structure they crave in order to build confidence in a secure environment. Our approach places students on a team of core teachers and special needs teachers. Each team has an even balance of mixed genders, academic levels, and learning styles. The teachers meet as department and cross-curricular teams to ensure curricular alignment and cross-curricular engagement. The teams discuss ways to assist struggling students both academically and personally. They meet with the parents and student where all members of the team are part of assisting the family. Each student will be placed in courses that expose them to STEM, Humanities, and Visual and Performing Arts. These courses offer the students 45 days of reinforcing curriculum, and introducing them to new curriculum. All courses must possess the following qualities: NJSLS Alignment; 21st Century Skills; Enrich Core Curriculum; Alignment to High School. These courses are intended to reach the whole child through multiple approaches. Along with our regular day, students are encouraged to seek assistance from their teachers during our “10th period” between 2:30 and 3:00 PM. Homework Club meets Mondays, Tuesdays, Thursdays and Fridays from 2:35-3:15 PM all year long for students to stop in anytime they need extra assistance. WAMS offers a variety of after-school clubs, athletics and musical opportunities. Information related to these activities will be advertised in the summer prior to the start of school.         </p>
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