



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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 with any questions about the reports

Notes from the New Jersey Department of Education:



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(15-5500-025)
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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	Gloucester
District	Washington Township School District
Principal Name	Ms. Virginia Grier
Address	227 GREENTREE RD TURNERSVILLE, NJ 08012
Phone Number	856-589-8441
Email Address	vgrier@WTPS.ORG
Website	http://www.wtps.org/Bells
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/BellsPrincipal



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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
1	78	86	95
2	90	81	80
3	89	87	80
4	94	89	86
5	94	96	97
Total	445	439	438

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	53.5%	52.4%	51.1%
Male	46.5%	47.6%	48.9%
Economically Disadvantaged Students	17.1%	15.3%	17.6%
Students with Disabilities	18.9%	16.9%	21.5%
English Learners	4.0%	4.6%	8.2%
Homeless Students	0.0%	0.5%	0.0%
Students in Foster Care	1.6%	0.5%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.4%	88.2%	86.5%
Hispanic	5.8%	5.5%	6.8%
Black or African American	1.6%	1.8%	1.8%
Asian	2.5%	2.5%	3.7%
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	2.7%	2.1%	1.1%

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	92.0%
Spanish	3.4%
Arabic	1.4%
Other Languages	3.2%



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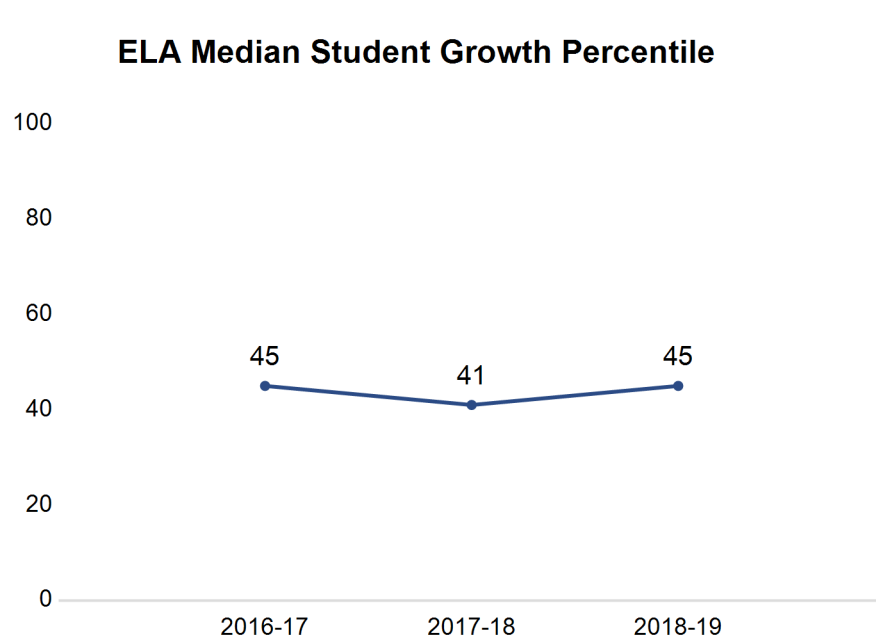
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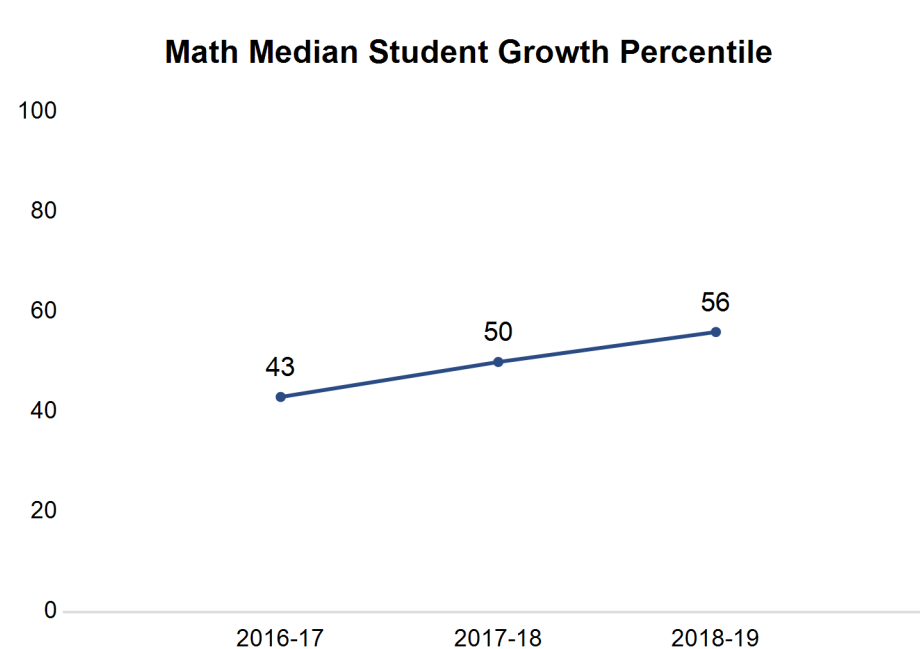
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	41	45	43	50	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	39	50	Met Standard	56	51	50	Met Standard
White	45	38	50	Met Standard	56	51	52	Met Standard
Hispanic	48.5	41.5	49	**	60	54.5	47	**
Black or African American	*	40	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	46	42	53	N	56	52	50	N
Male	45	37	47	N	56	50	51	N
Economically Disadvantaged Students	47	38	48	Met Standard	56	51	46	Met Standard
Students with Disabilities	40	37	43	Met Standard	66	53	45	Exceeds Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	N	48	43	N	N	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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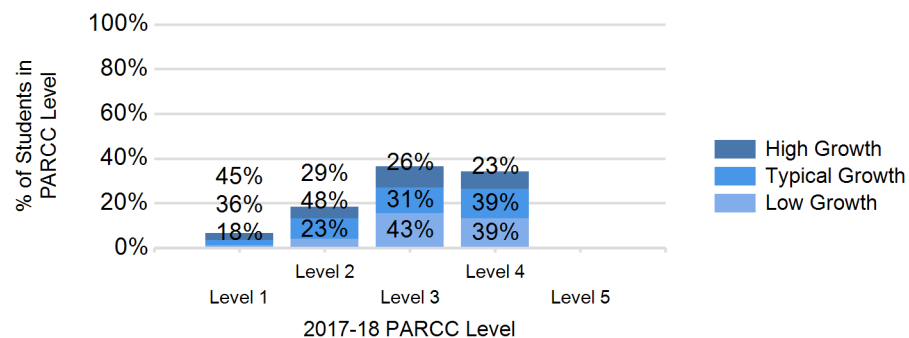
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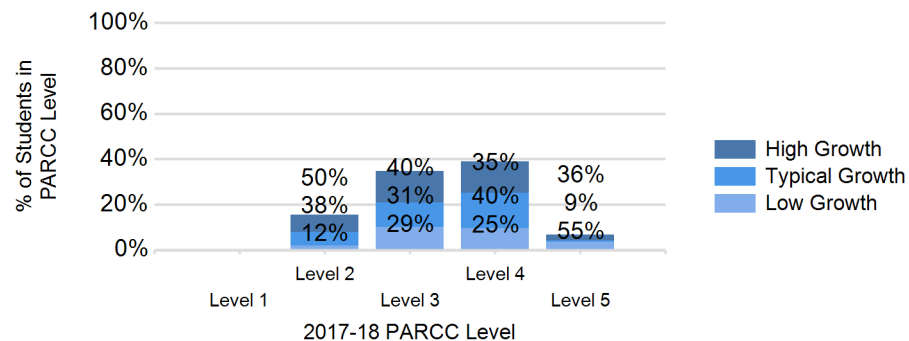
Student Growth by Performance Level

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

ELA



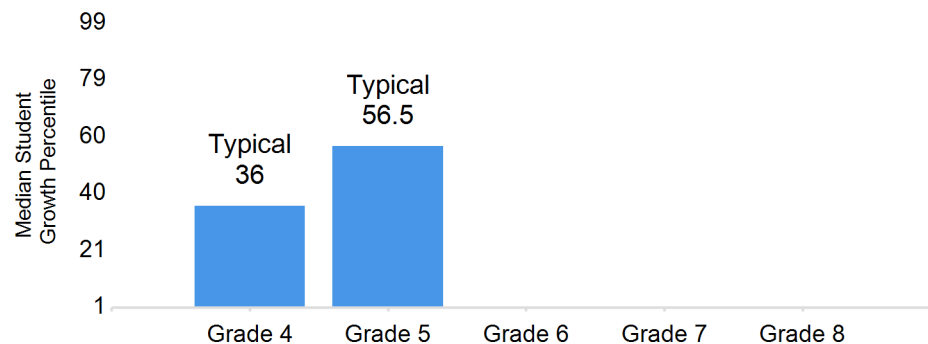
Math



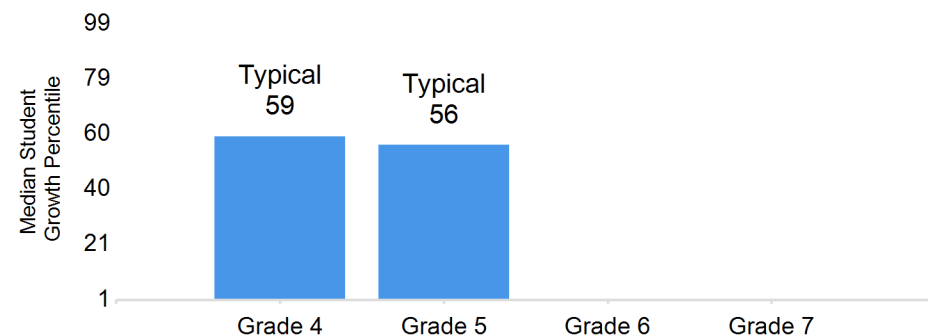
Student Growth by Grade

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

ELA



Math





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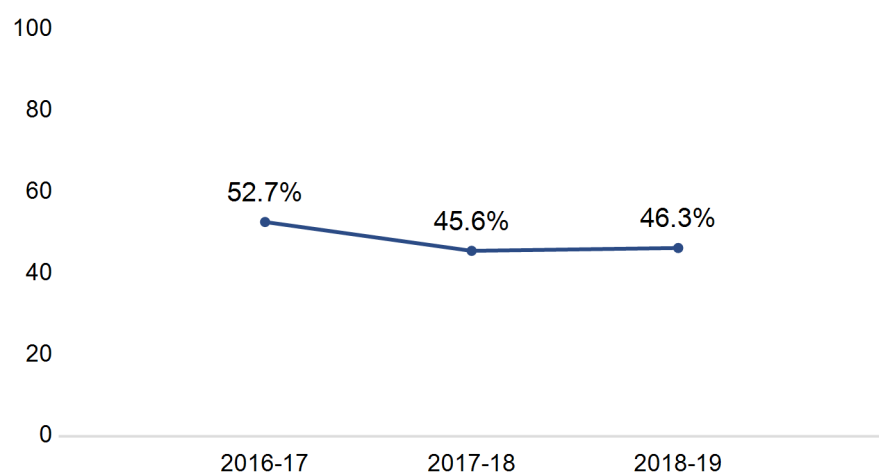
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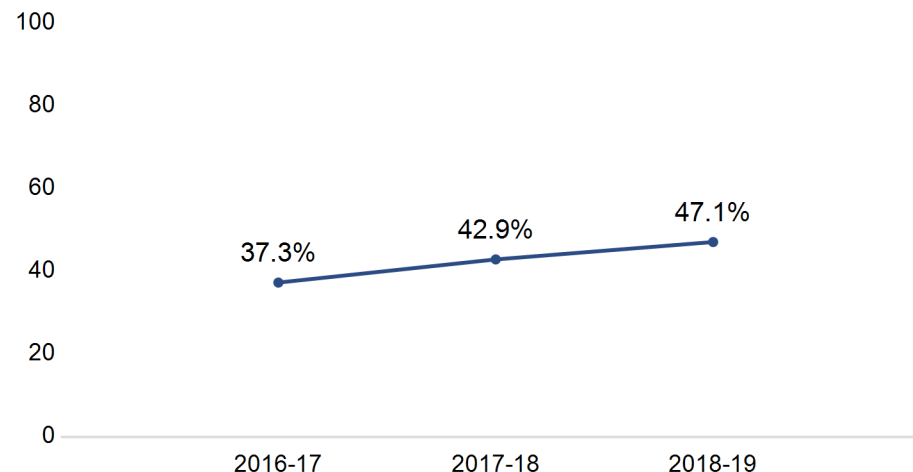
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	97.1%	99.2%	98.5%	97.1%	99.2%
Proficiency Rate for Federal Accountability	52.7%	45.6%	46.3%	37.3%	42.9%	47.1%
Annual Target	54.0%	55.3%	56.7%	45.6%	47.4%	49.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	257	99.2	46.3	50.6	57.9	46.3	56.7	Not Met
White	229	99.1	47.2	52.8	66.9	47.2	58.9	Not Met
Hispanic	12	100.0	33.3	*	43.9	33.3	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	136	98.6	48.5	60.4	64.8	48.5		
Male	121	100.0	43.8	41.2	51.3	43.8		
Economically Disadvantaged Students	43	100.0	32.6	32.5	40.0	32.6	43.3	Met Target†
Non-Economically Disadvantaged Students	214	99.1	49.1	55.4	67.9	49.1		
Students with Disabilities	50	96.3	20.0	*	22.7	20.0	36.6	Not Met
Students without Disabilities	207	100.0	52.7	*	65.1	52.7		
English Learners	12	100.0	50.0	46.9	29.3	50.0	**	**
Non-English Learners	245	99.2	46.1	50.7	60.6	46.1		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



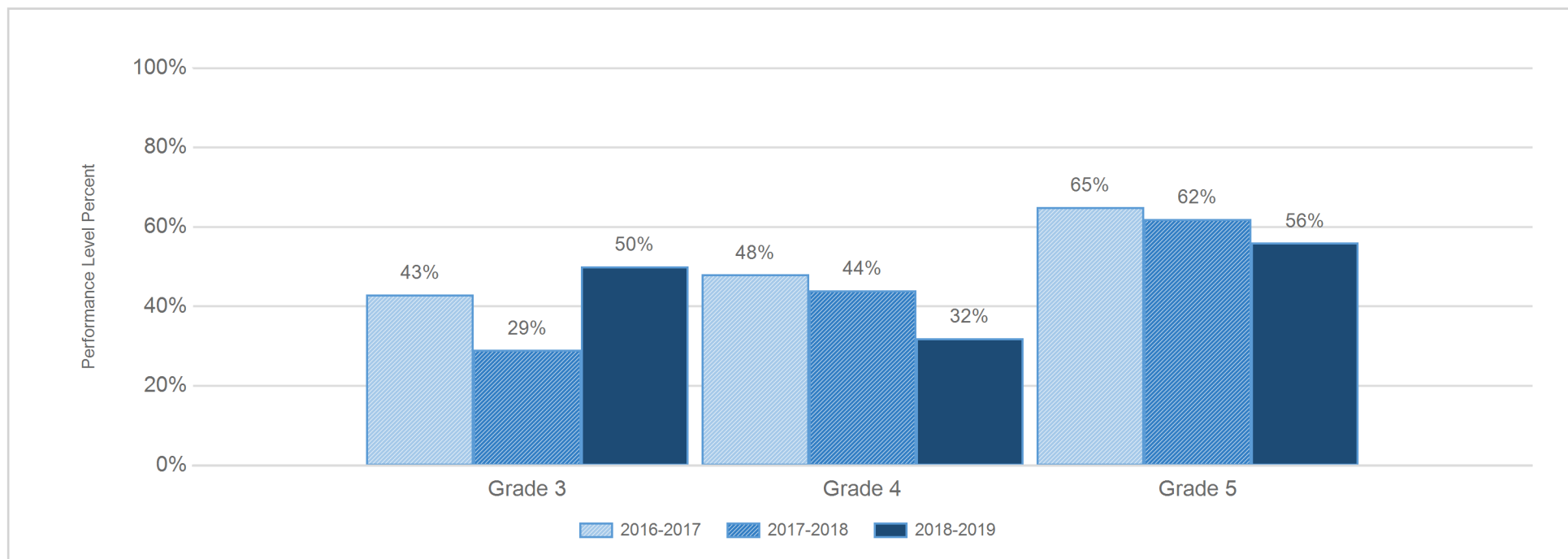
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	744	744	748	*	19%	23%	*	*	50%	50%
White	70	745	746	757	*	17%	23%	*	*	51%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	40	748	749	753	*	*	*	*	*	53%	55%
Male	38	740	739	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	12	731	730	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	66	747	747	759	*	*	*	*	*	53%	61%
Students with Disabilities	15	732	723	719	*	*	*	*	*	40%	24%
Students without Disabilities	63	747	749	754	*	*	*	*	*	52%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	738	749	755	*	*	40%	32%	0%	32%	57%
White	72	739	752	763	*	*	42%	32%	0%	32%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	47	739	755	760	*	*	45%	*	*	32%	62%
Male	35	737	743	750	*	*	34%	*	*	31%	53%
Economically Disadvantaged Students	11	735	*	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	71	739	*	765	*	*	*	*	*	32%	69%
Students with Disabilities	17	724	729	725	*	*	*	*	*	12%	25%
Students without Disabilities	65	742	754	761	*	*	*	*	*	37%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	752	754	756	*	*	28%	*	*	56%	58%
White	84	754	756	764	*	*	27%	*	*	57%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	49	756	761	761	*	*	27%	*	*	59%	64%
Male	46	748	748	750	*	*	30%	*	*	52%	52%
Economically Disadvantaged Students	17	736	739	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	78	756	758	766	*	*	*	*	*	60%	69%
Students with Disabilities	14	714	*	724	*	*	*	*	*	*	23%
Students without Disabilities	81	759	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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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	257	99.2	47.1	40.4	44.5	47.1	49.2	Met Target†
White	229	99.1	48.5	42.8	54.1	48.5	50.4	Met Target†
Hispanic	12	100.0	25.0	*	28.8	25.0	**	**
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	136	98.6	44.9	41.2	44.9	44.9		
Male	121	100.0	49.6	39.7	44.2	49.6		
Economically Disadvantaged Students	43	100.0	32.6	22.8	26.3	32.6	35.5	Met Target†
Non-Economically Disadvantaged Students	214	99.1	50.0	45.0	54.9	50.0		
Students with Disabilities	50	96.3	26.0	17.7	17.4	26.0	30.4	Met Target†
Students without Disabilities	207	100.0	52.2	44.6	50.0	52.2		
English Learners	12	100.0	50.0	43.8	25.0	50.0	**	**
Non-English Learners	245	99.2	46.9	40.4	46.5	46.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



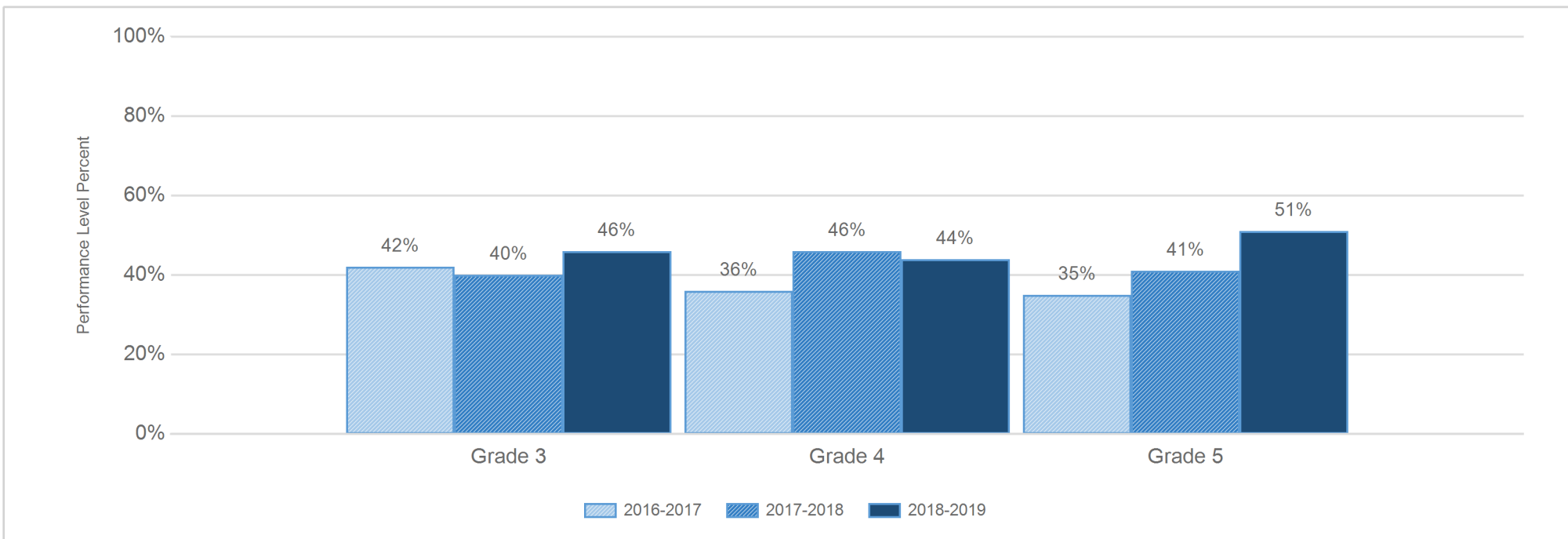
Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

Report Key:

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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	78	748	751	752	*	13%	36%	*	*	46%	55%
White	70	748	754	760	*	14%	33%	*	*	47%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	*	*	729	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	40	752	751	751	*	*	38%	*	*	53%	54%
Male	38	743	752	752	*	*	34%	*	*	39%	56%
Economically Disadvantaged Students	12	734	732	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	66	750	757	761	*	*	*	*	*	50%	67%
Students with Disabilities	15	736	731	731	*	*	*	*	*	33%	31%
Students without Disabilities	63	750	756	756	*	*	*	*	*	49%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	748	752	749	*	18%	37%	*	*	44%	51%
White	72	748	754	757	*	17%	38%	*	*	44%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	47	743	752	749	*	*	*	*	*	34%	50%
Male	35	754	752	749	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	11	742	*	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	71	748	*	759	*	*	*	*	*	45%	63%
Students with Disabilities	17	733	736	726	*	*	*	*	*	29%	25%
Students without Disabilities	65	751	755	754	*	*	*	*	*	48%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	746	753	747	*	19%	25%	*	*	51%	47%
White	84	748	754	755	*	18%	24%	*	*	54%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	49	745	753	747	*	*	29%	*	*	47%	47%
Male	46	746	753	747	*	*	22%	*	*	54%	47%
Economically Disadvantaged Students	17	733	740	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	78	749	756	757	*	*	*	*	*	54%	59%
Students with Disabilities	14	724	*	725	*	*	*	*	*	14%	19%
Students without Disabilities	81	750	*	752	*	*	*	*	*	57%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	71.4%	28.6%
3-4	11	*	*
5 or more	*	*	*



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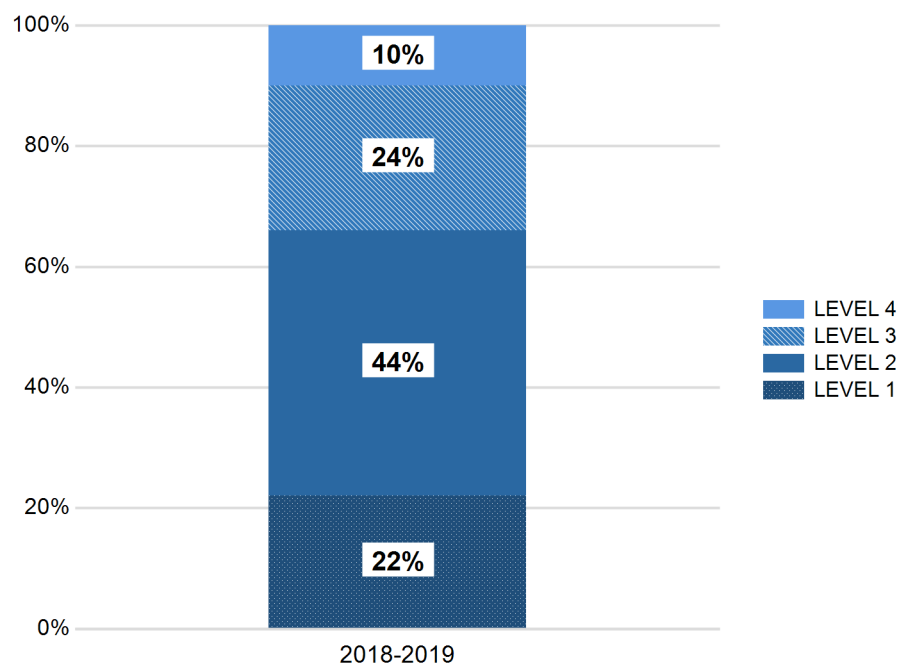
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	44	24	10
White	20	45	24	12
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	43	22	10
Male	19	45	26	11
Economically Disadvantaged Students	41	35	24	0
Non-Economically Disadvantaged Students	18	46	24	13
Students with Disabilities	57	36	7	0
Students without Disabilities	16	45	27	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

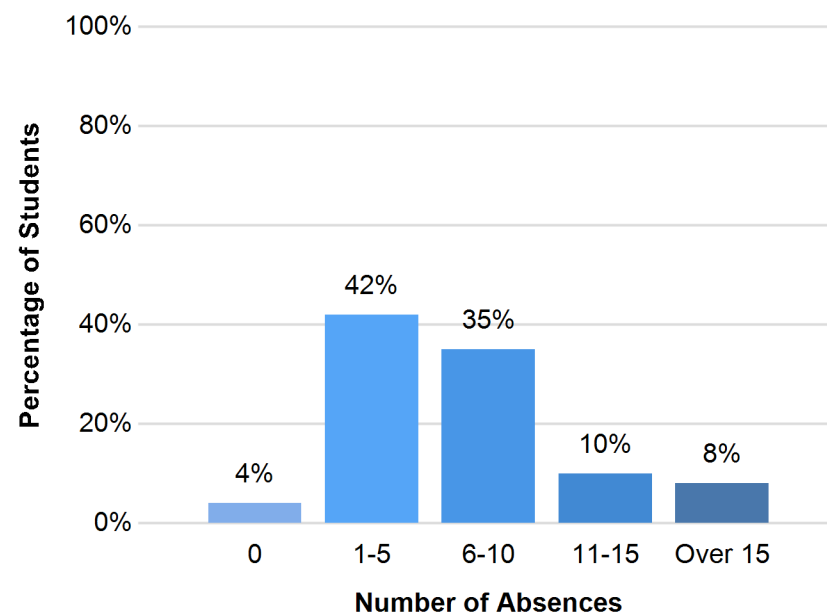
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.4	8.1	Met
White	17	4.5	8.1	Met
Hispanic	0	0	8.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	6.3		
Male	5	2.4		
Economically Disadvantaged Students	8	10.8	8.1	Not Met
Students with Disabilities	8	8.2	8.1	Not Met
English Learners	1	4.2	8.1	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Bells Elementary School

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Grades Offered: 01-05

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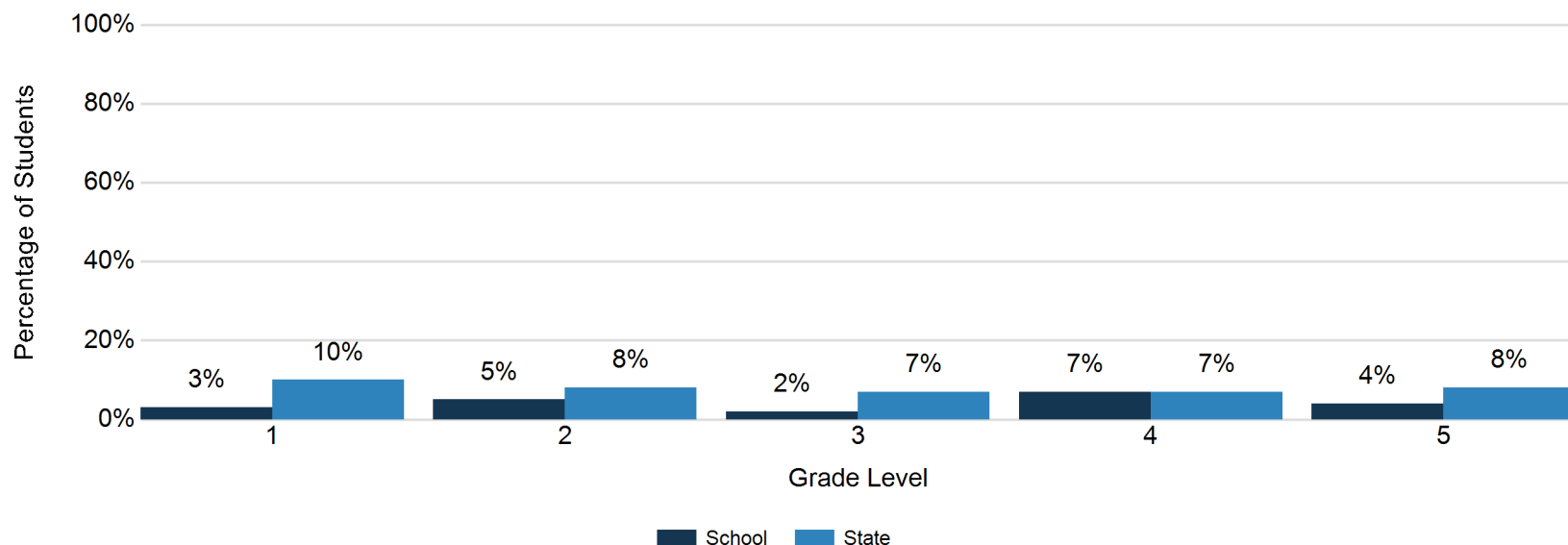
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.05

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

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	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	1	1	2
Other	2	1	3
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



Bells 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	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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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	46	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	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	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	219:1	153:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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 – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	87.0%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	13.0%	0.0%	51.6%	22.9%	45.1%
White	86.5%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	2.2%	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	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

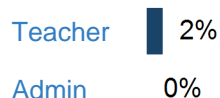
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.1%



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Bells Elementary School
(15-5500-025)
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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	52.7%	45.6%	46.3%
Math Proficiency	37.3%	42.9%	47.1%
ELA Growth	45	41	45
Math Growth	43	50	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.9%	54.8%
Chronic Absenteeism	3.3%	4.8%	4.4%

† 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.



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Bells School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.





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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Bells School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



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Student Supports and Services:

Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.



Student Health and Wellness:

Bells School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.



Parent and Community Involvement:

Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The original Bells building was built in 1967 with an addition in 1995. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instruction rooms are available throughout the fully air-conditioned building.</p>



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Other Information

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



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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 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	Gloucester
District	Washington Township School District
Principal Name	Ms. Virginia Grier
Address	227 GREENTREE RD TURNERSVILLE, NJ 08012
Phone Number	856-589-8441
Email Address	vgrier@WTPS.ORG
Website	http://www.wtps.org/Bells
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/BellsPrincipal



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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
1	78	86	95
2	90	81	80
3	89	87	80
4	94	89	86
5	94	96	97
Total	445	439	438

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	53.5%	52.4%	51.1%
Male	46.5%	47.6%	48.9%
Economically Disadvantaged Students	17.1%	15.3%	17.6%
Students with Disabilities	18.9%	16.9%	21.5%
English Learners	4.0%	4.6%	8.2%
Homeless Students	0.0%	0.5%	0.0%
Students in Foster Care	1.6%	0.5%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.4%	88.2%	86.5%
Hispanic	5.8%	5.5%	6.8%
Black or African American	1.6%	1.8%	1.8%
Asian	2.5%	2.5%	3.7%
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	2.7%	2.1%	1.1%

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	92.0%
Spanish	3.4%
Arabic	1.4%
Other Languages	3.2%



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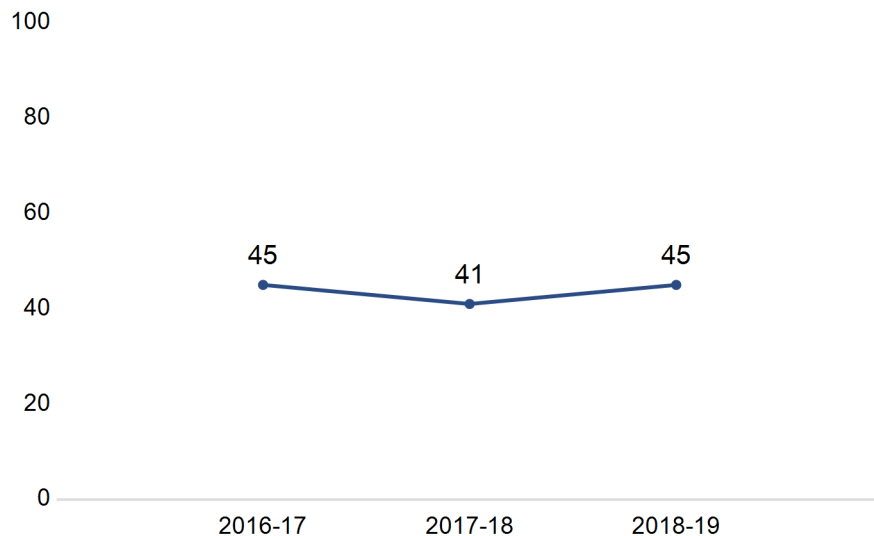
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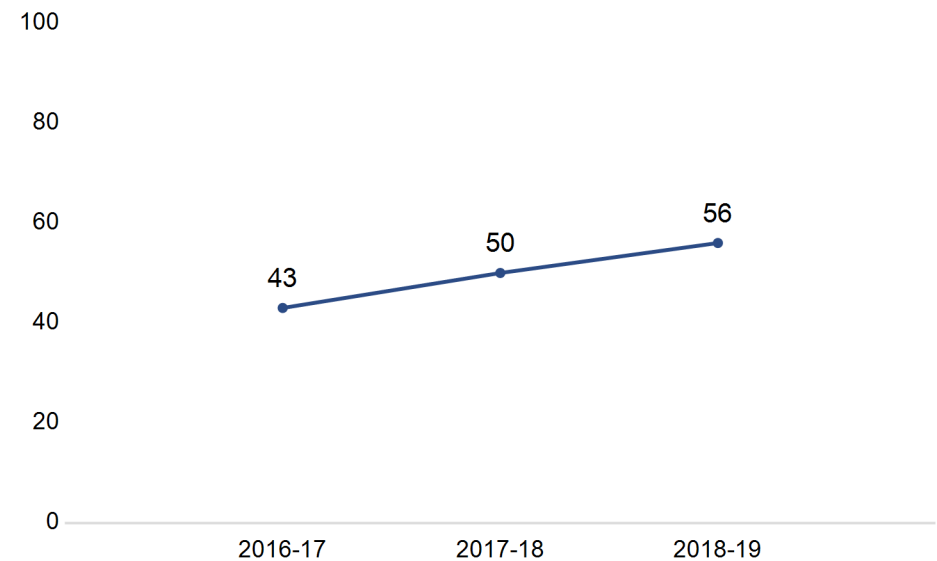
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	41	45	43	50	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	39	50	Met Standard	56	51	50	Met Standard
White	45	38	50	Met Standard	56	51	52	Met Standard
Hispanic	48.5	41.5	49	**	60	54.5	47	**
Black or African American	*	40	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	46	42	53	N	56	52	50	N
Male	45	37	47	N	56	50	51	N
Economically Disadvantaged Students	47	38	48	Met Standard	56	51	46	Met Standard
Students with Disabilities	40	37	43	Met Standard	66	53	45	Exceeds Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	N	48	43	N	N	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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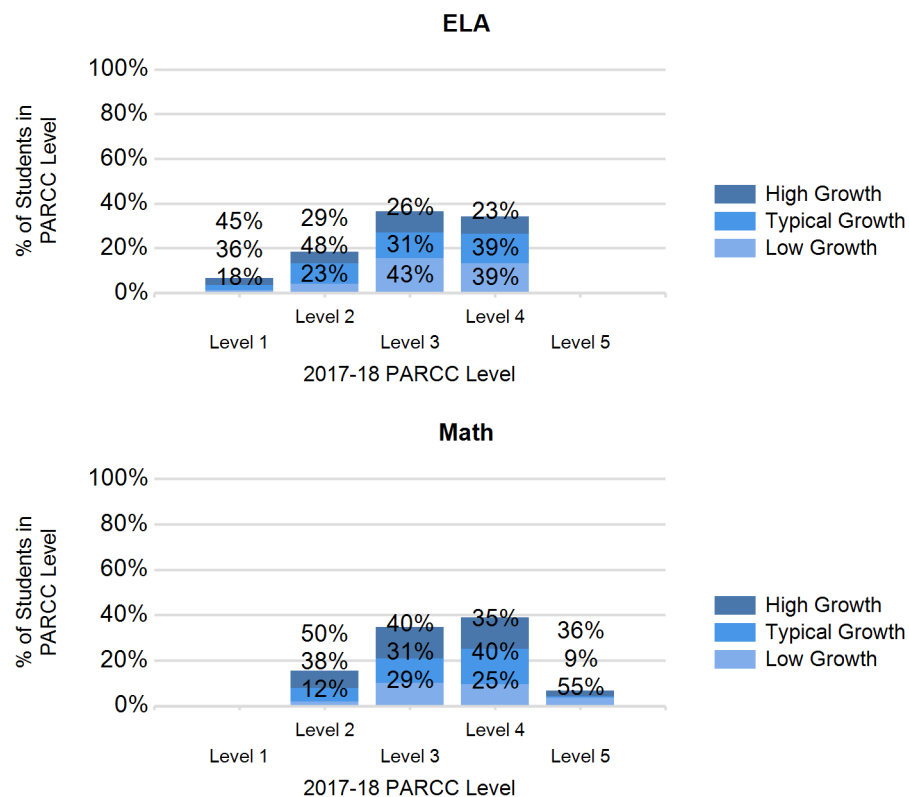
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

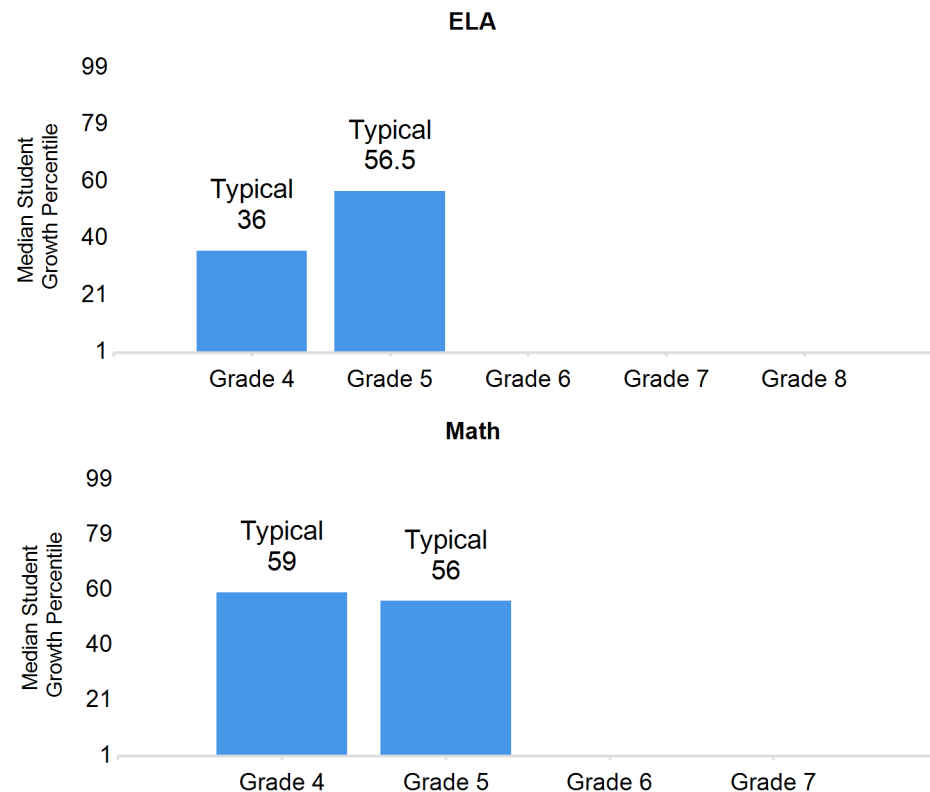
Student Growth by Performance Level

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



Student Growth by Grade

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





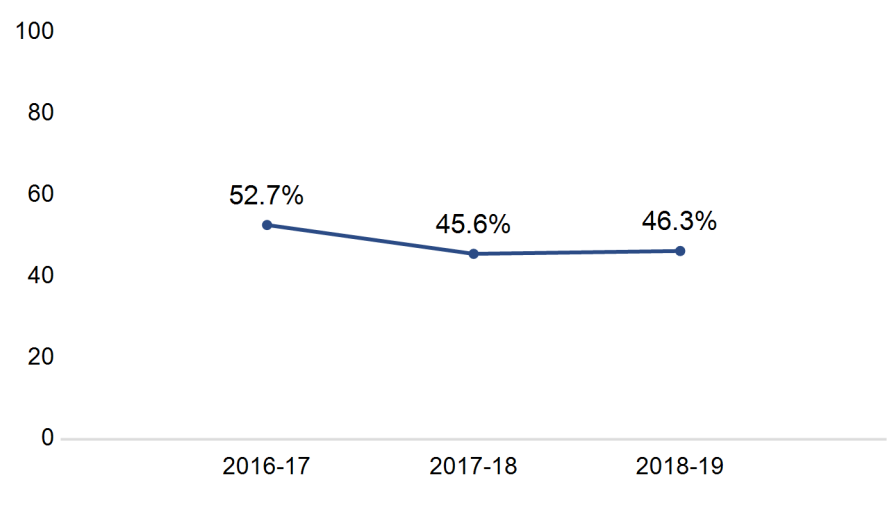
Bells Elementary School
 (15-5500-025)
 Grades Offered: 01-05
 2018-2019

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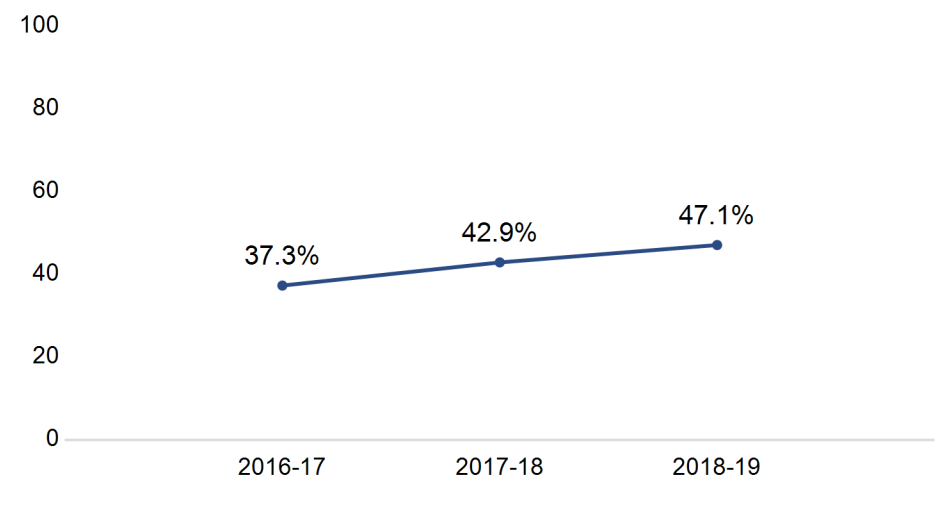
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	97.1%	99.2%	98.5%	97.1%	99.2%
Proficiency Rate for Federal Accountability	52.7%	45.6%	46.3%	37.3%	42.9%	47.1%
Annual Target	54.0%	55.3%	56.7%	45.6%	47.4%	49.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Bells Elementary School
(15-5500-025)
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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	257	99.2	46.3	50.6	57.9	46.3	56.7	Not Met
White	229	99.1	47.2	52.8	66.9	47.2	58.9	Not Met
Hispanic	12	100.0	33.3	*	43.9	33.3	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	136	98.6	48.5	60.4	64.8	48.5		
Male	121	100.0	43.8	41.2	51.3	43.8		
Economically Disadvantaged Students	43	100.0	32.6	32.5	40.0	32.6	43.3	Met Target†
Non-Economically Disadvantaged Students	214	99.1	49.1	55.4	67.9	49.1		
Students with Disabilities	50	96.3	20.0	*	22.7	20.0	36.6	Not Met
Students without Disabilities	207	100.0	52.7	*	65.1	52.7		
English Learners	12	100.0	50.0	46.9	29.3	50.0	**	**
Non-English Learners	245	99.2	46.1	50.7	60.6	46.1		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



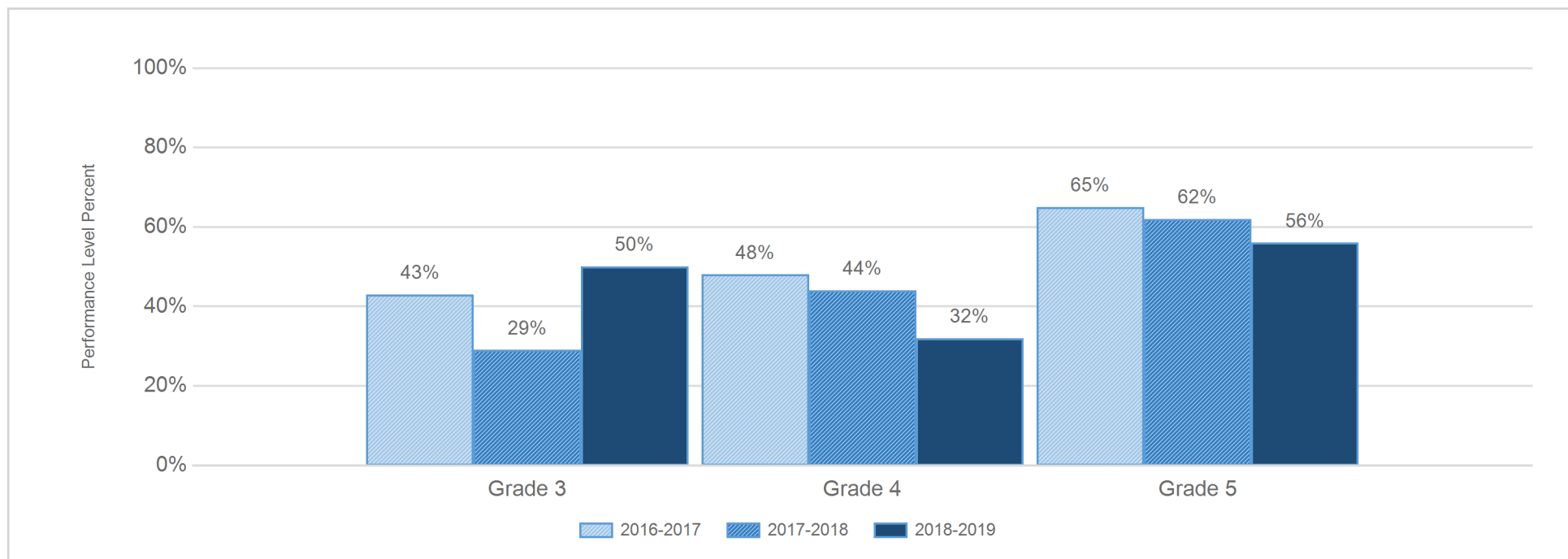
Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Bells Elementary School
(15-5500-025)
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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	78	744	744	748	*	19%	23%	*	*	50%	50%
White	70	745	746	757	*	17%	23%	*	*	51%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	40	748	749	753	*	*	*	*	*	53%	55%
Male	38	740	739	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	12	731	730	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	66	747	747	759	*	*	*	*	*	53%	61%
Students with Disabilities	15	732	723	719	*	*	*	*	*	40%	24%
Students without Disabilities	63	747	749	754	*	*	*	*	*	52%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Bells Elementary School
(15-5500-025)
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	738	749	755	*	*	40%	32%	0%	32%	57%
White	72	739	752	763	*	*	42%	32%	0%	32%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	47	739	755	760	*	*	45%	*	*	32%	62%
Male	35	737	743	750	*	*	34%	*	*	31%	53%
Economically Disadvantaged Students	11	735	*	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	71	739	*	765	*	*	*	*	*	32%	69%
Students with Disabilities	17	724	729	725	*	*	*	*	*	12%	25%
Students without Disabilities	65	742	754	761	*	*	*	*	*	37%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Bells Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	752	754	756	*	*	28%	*	*	56%	58%
White	84	754	756	764	*	*	27%	*	*	57%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	49	756	761	761	*	*	27%	*	*	59%	64%
Male	46	748	748	750	*	*	30%	*	*	52%	52%
Economically Disadvantaged Students	17	736	739	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	78	756	758	766	*	*	*	*	*	60%	69%
Students with Disabilities	14	714	*	724	*	*	*	*	*	*	23%
Students without Disabilities	81	759	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Bells Elementary School
(15-5500-025)
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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	257	99.2	47.1	40.4	44.5	47.1	49.2	Met Target†
White	229	99.1	48.5	42.8	54.1	48.5	50.4	Met Target†
Hispanic	12	100.0	25.0	*	28.8	25.0	**	**
Black or African American	*	*	*	15.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	136	98.6	44.9	41.2	44.9	44.9		
Male	121	100.0	49.6	39.7	44.2	49.6		
Economically Disadvantaged Students	43	100.0	32.6	22.8	26.3	32.6	35.5	Met Target†
Non-Economically Disadvantaged Students	214	99.1	50.0	45.0	54.9	50.0		
Students with Disabilities	50	96.3	26.0	17.7	17.4	26.0	30.4	Met Target†
Students without Disabilities	207	100.0	52.2	44.6	50.0	52.2		
English Learners	12	100.0	50.0	43.8	25.0	50.0	**	**
Non-English Learners	245	99.2	46.9	40.4	46.5	46.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



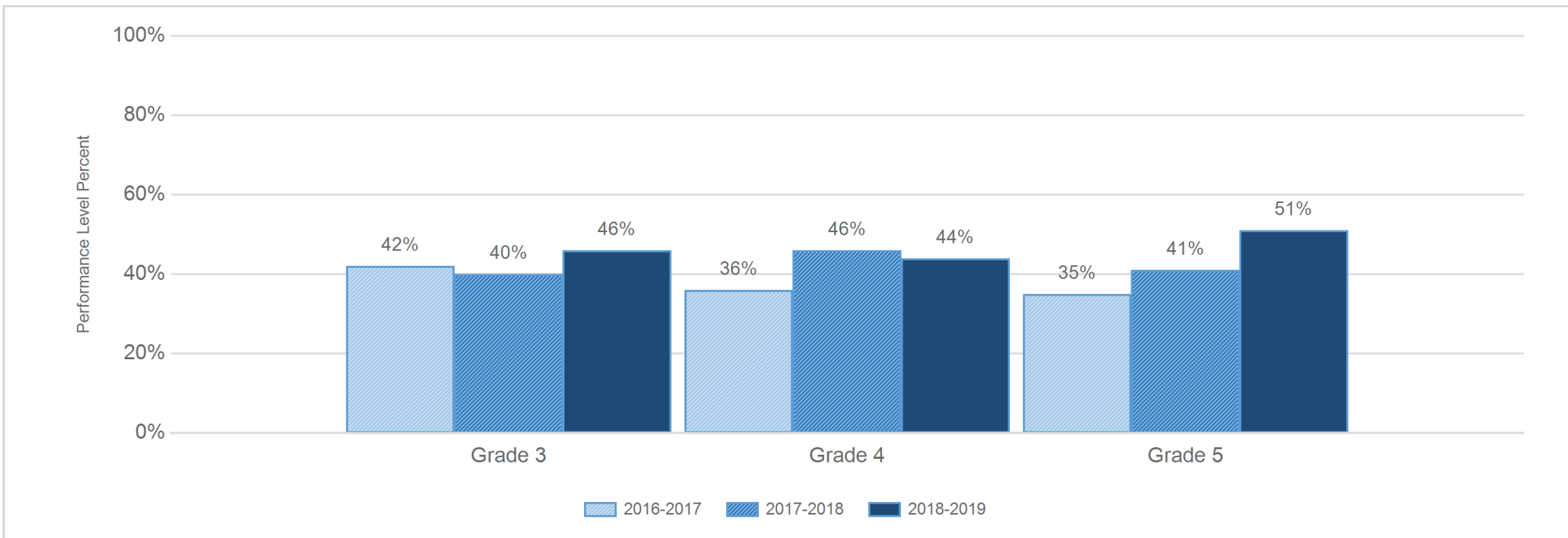
Bells Elementary School
(15-5500-025)
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	748	751	752	*	13%	36%	*	*	46%	55%
White	70	748	754	760	*	14%	33%	*	*	47%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	*	*	729	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	40	752	751	751	*	*	38%	*	*	53%	54%
Male	38	743	752	752	*	*	34%	*	*	39%	56%
Economically Disadvantaged Students	12	734	732	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	66	750	757	761	*	*	*	*	*	50%	67%
Students with Disabilities	15	736	731	731	*	*	*	*	*	33%	31%
Students without Disabilities	63	750	756	756	*	*	*	*	*	49%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	748	752	749	*	18%	37%	*	*	44%	51%
White	72	748	754	757	*	17%	38%	*	*	44%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	47	743	752	749	*	*	*	*	*	34%	50%
Male	35	754	752	749	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	11	742	*	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	71	748	*	759	*	*	*	*	*	45%	63%
Students with Disabilities	17	733	736	726	*	*	*	*	*	29%	25%
Students without Disabilities	65	751	755	754	*	*	*	*	*	48%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	746	753	747	*	19%	25%	*	*	51%	47%
White	84	748	754	755	*	18%	24%	*	*	54%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	49	745	753	747	*	*	29%	*	*	47%	47%
Male	46	746	753	747	*	*	22%	*	*	54%	47%
Economically Disadvantaged Students	17	733	740	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	78	749	756	757	*	*	*	*	*	54%	59%
Students with Disabilities	14	724	*	725	*	*	*	*	*	14%	19%
Students without Disabilities	81	750	*	752	*	*	*	*	*	57%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	21	71.4%	28.6%
3-4	11	*	*
5 or more	*	*	*



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

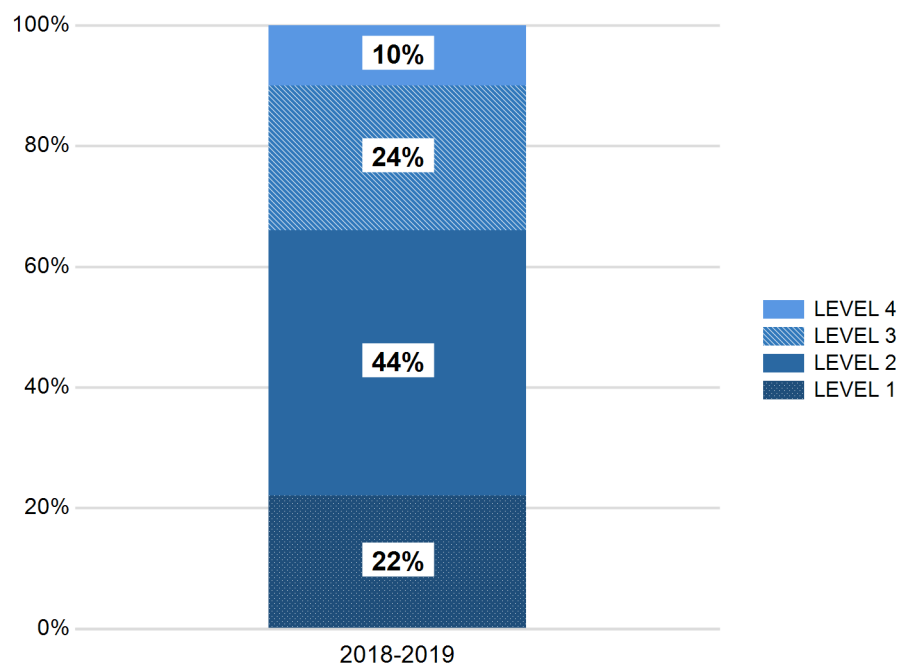
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	44	24	10
White	20	45	24	12
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	43	22	10
Male	19	45	26	11
Economically Disadvantaged Students	41	35	24	0
Non-Economically Disadvantaged Students	18	46	24	13
Students with Disabilities	57	36	7	0
Students without Disabilities	16	45	27	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Bells Elementary School
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2018-2019

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

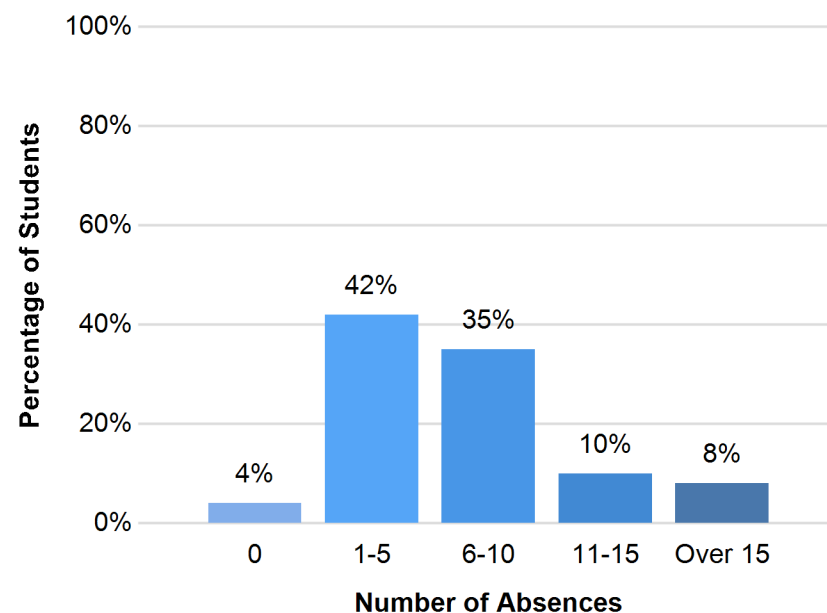
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.4	8.1	Met
White	17	4.5	8.1	Met
Hispanic	0	0	8.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	6.3		
Male	5	2.4		
Economically Disadvantaged Students	8	10.8	8.1	Not Met
Students with Disabilities	8	8.2	8.1	Not Met
English Learners	1	4.2	8.1	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Bells Elementary School

(15-5500-025)

Grades Offered: 01-05

2018-2019

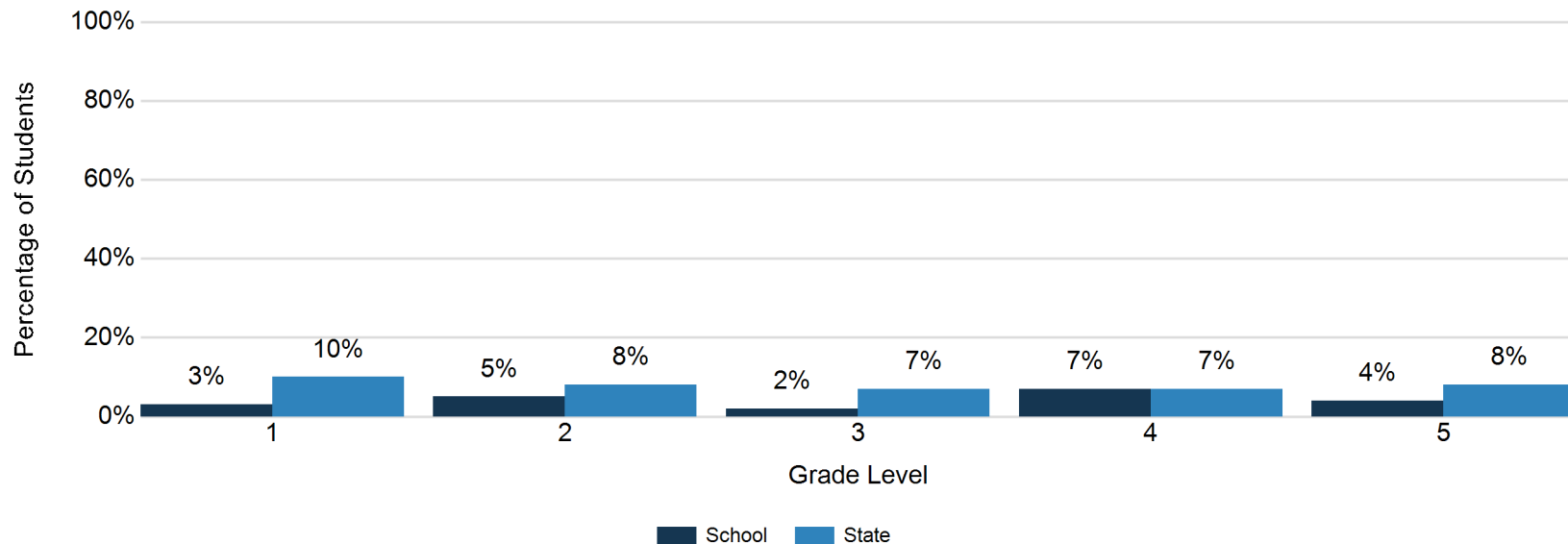
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.05

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	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	1	1	2
Other	2	1	3
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*

**Bells Elementary School**

(15-5500-025)

Grades Offered: 01-05

2018-2019

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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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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	46	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.8%	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	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	219:1	153:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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	51.1%	87.0%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	13.0%	0.0%	51.6%	22.9%	45.1%
White	86.5%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	2.2%	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	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.7%	45.6%	46.3%
Math Proficiency	37.3%	42.9%	47.1%
ELA Growth	45	41	45
Math Growth	43	50	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.9%	54.8%
Chronic Absenteeism	3.3%	4.8%	4.4%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

Report Key:

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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Bells School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



Bells Elementary School
(15-5500-025)
Grades Offered: 01-05
2018-2019

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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.





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(15-5500-025)
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2018-2019

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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Bells School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



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School Narrative

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Student Supports and Services:

Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.



Student Health and Wellness:

Bells School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.



Parent and Community Involvement:

Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The original Bells building was built in 1967 with an addition in 1995. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instruction rooms are available throughout the fully air-conditioned building.</p>



Bells Elementary School

(15-5500-025)

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2018-2019

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Other Information

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



Bunker Hill Middle School
 (15-5500-020)
 Grades Offered: 06-08
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Michael D'Ostilio
Address	372 PITMAN DOWNER RD SEWELL, NJ 08080
Phone Number	856-881-7007
Email Address	mdostilio@WTPS.ORG
Website	http://www.wtps.org
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/Official_BHMS



Bunker Hill Middle School
(15-5500-020)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	187	188	191
7	208	191	184
8	215	213	198
Total	610	592	573

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	50.3%	50.2%	50.8%
Male	49.7%	49.8%	49.2%
Economically Disadvantaged Students	20.0%	21.3%	22.5%
Students with Disabilities	13.9%	15.7%	15.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.5%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.1%	81.1%	78.4%
Hispanic	5.2%	6.1%	7.2%
Black or African American	6.1%	5.1%	7.3%
Asian	5.1%	4.7%	4.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.3%	2.9%	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	97.7%
Other Languages	2.3%

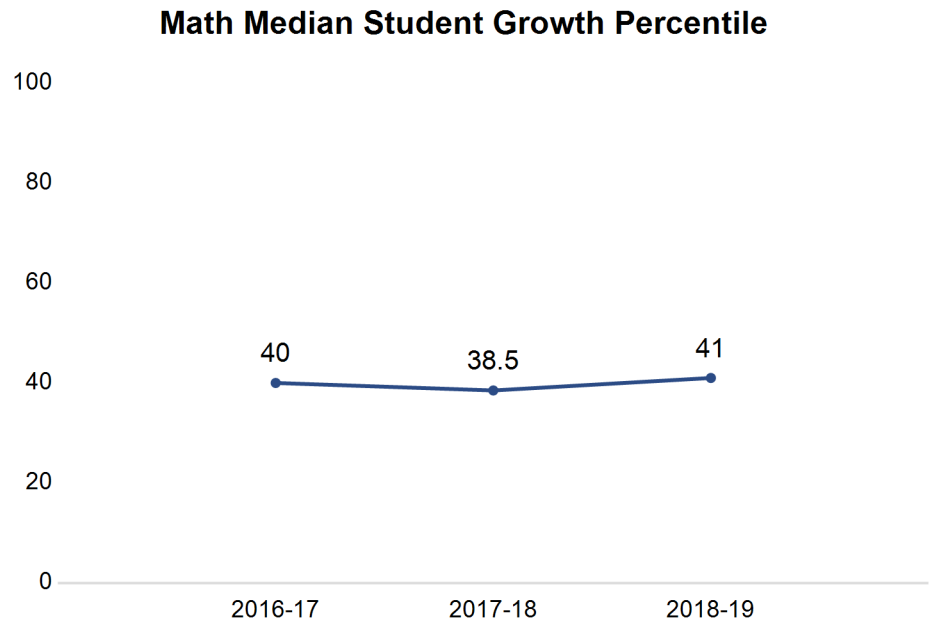
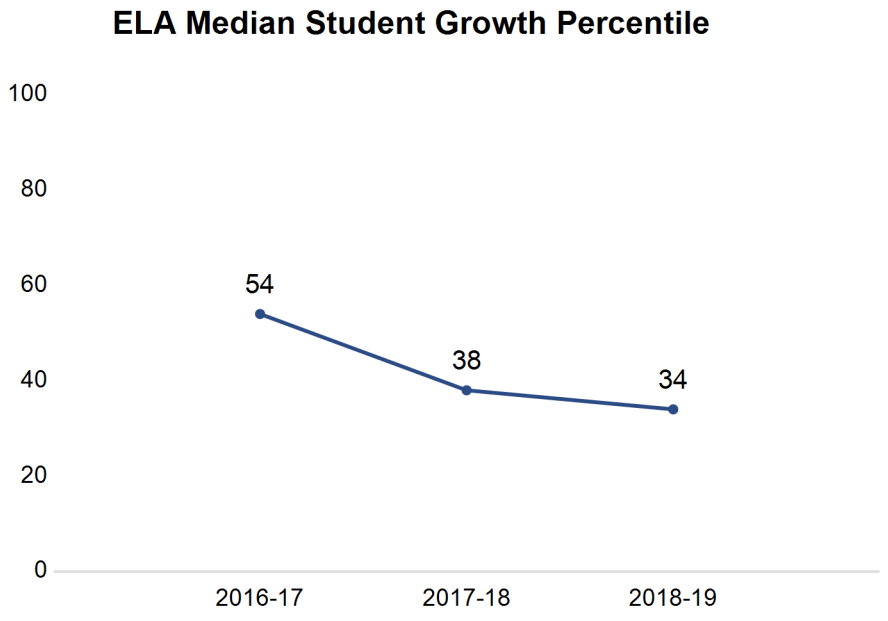


Bunker Hill Middle School
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 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	38	34	40	38.5	41
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Not Met	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	34	39	50	Not Met	41	51	50	Met Standard
White	33	38	50	Not Met	40.5	51	52	Met Standard
Hispanic	43.5	41.5	49	Met Standard	40	54.5	47	Met Standard
Black or African American	36	40	45	Not Met	50	43.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	33	48	59	Not Met	34.5	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	35	43.5	49	**	*	50.5	52	**
Female	35	42	53	N	44	52	50	N
Male	33	37	47	N	36.5	50	51	N
Economically Disadvantaged Students	36.5	38	48	Not Met	42.5	51	46	Met Standard
Students with Disabilities	30	37	43	Not Met	48.5	53	45	Met Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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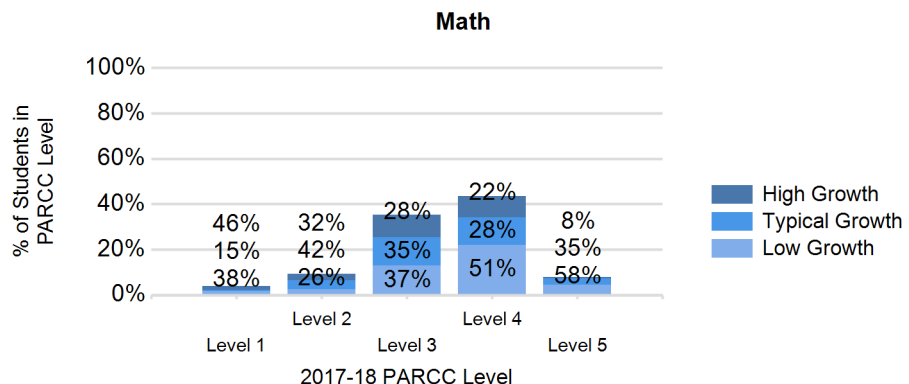
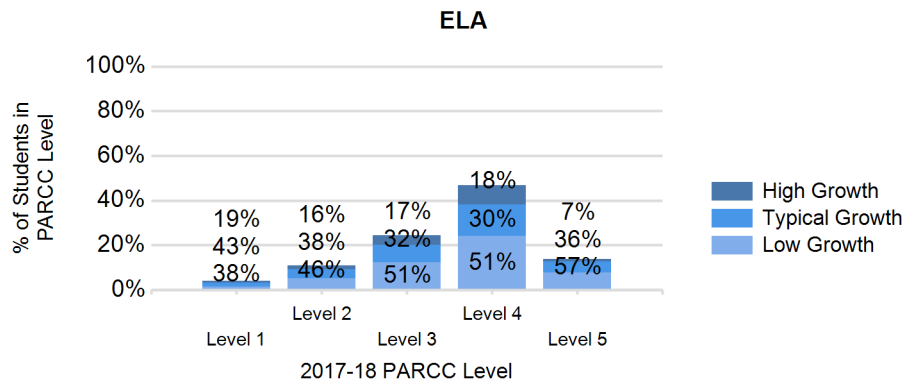
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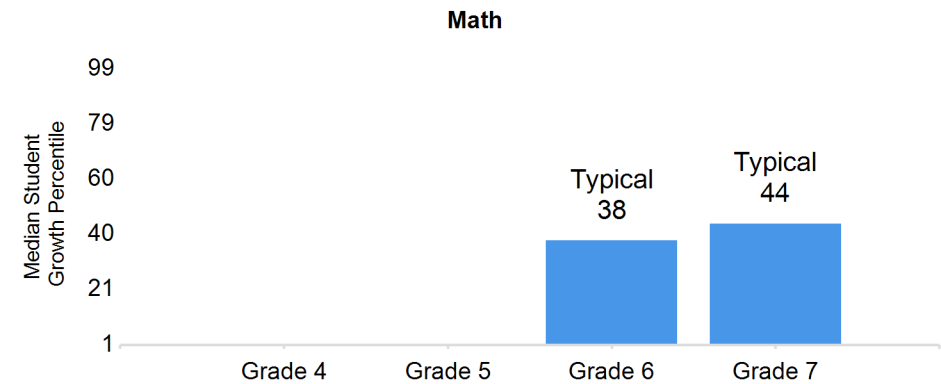
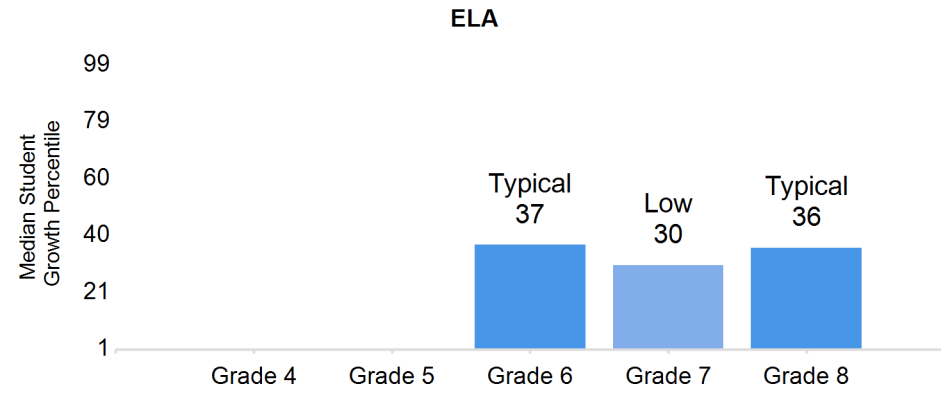
Student Growth by Performance Level

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



Student Growth by Grade

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





Bunker Hill Middle School
(15-5500-020)
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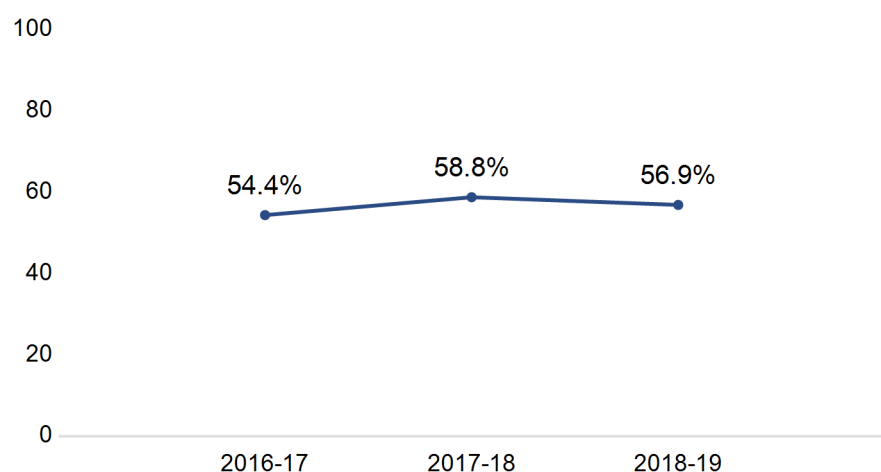
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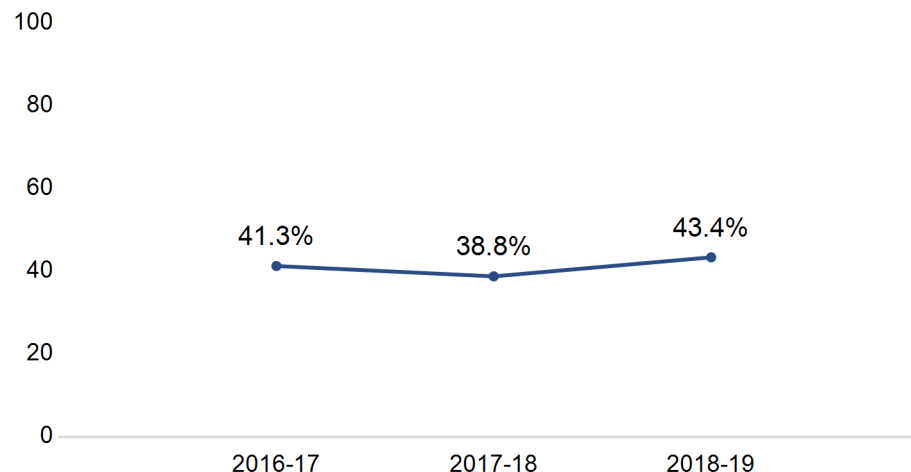
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	95.8%	97.0%	97.5%	95.8%	96.9%
Proficiency Rate for Federal Accountability	54.4%	58.8%	56.9%	41.3%	38.8%	43.4%
Annual Target	53.1%	54.5%	55.9%	41.7%	43.7%	45.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	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	550	97.0	56.9	50.6	57.9	56.9	55.9	Met Target
White	431	96.4	58.2	52.8	66.9	58.2	55.6	Met Target
Hispanic	42	97.7	64.3	*	43.9	64.3	54.5	Met Target
Black or African American	36	100.0	33.3	*	38.5	33.3	38.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	58.6	62.5	82.9	58.6	80	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	50.0	*	64.4	50.0	**	**
Female	281	97.3	67.3	60.4	64.8	67.3		
Male	269	96.8	46.1	41.2	51.3	46.1		
Economically Disadvantaged Students	117	98.3	47.9	32.5	40.0	47.9	41	Met Target
Non-Economically Disadvantaged Students	433	96.7	59.4	55.4	67.9	59.4		
Students with Disabilities	90	96.8	23.3	*	22.7	23.3	25.5	Met Target†
Students without Disabilities	460	97.1	63.5	*	65.1	63.5		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

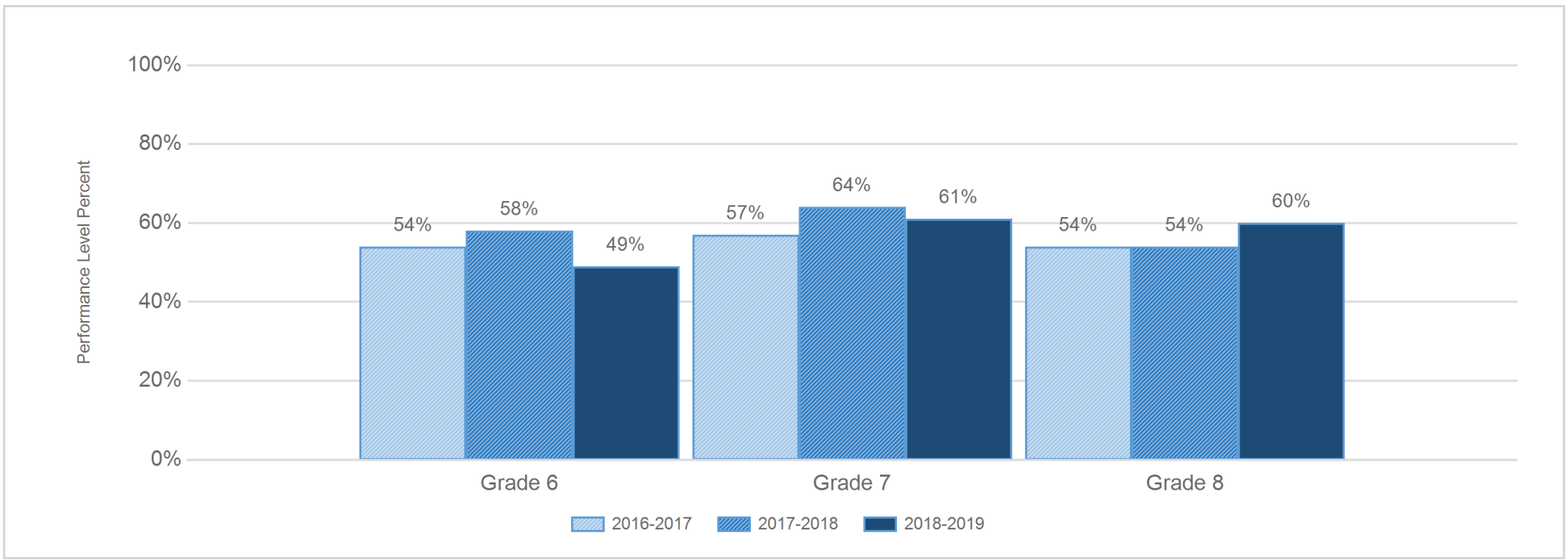


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	178	745	747	754	9%	19%	23%	43%	6%	49%	56%
White	135	747	750	762	*	19%	25%	*	*	49%	65%
Hispanic	13	744	*	743	*	*	*	*	*	62%	43%
Black or African American	19	736	730	738	*	*	*	*	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	746	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	86	750	756	762	*	16%	23%	*	*	53%	64%
Male	92	740	740	748	*	22%	23%	*	*	45%	48%
Economically Disadvantaged Students	35	738	734	740	*	*	*	49%	0%	49%	39%
Non-Economically Disadvantaged Students	143	747	751	763	*	*	*	42%	7%	49%	67%
Students with Disabilities	30	714	711	722	*	43%	*	*	*	13%	19%
Students without Disabilities	148	751	754	761	*	14%	*	*	*	56%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	178	745	*	756	9%	19%	23%	43%	6%	49%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

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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	175	756	753	761	7%	7%	25%	45%	17%	61%	63%
White	140	758	754	769	*	*	26%	44%	19%	63%	72%
Hispanic	12	760	755	747	0%	*	*	*	*	75%	50%
Black or African American	13	730	738	741	*	*	*	*	*	31%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	96	766	763	769	*	*	18%	*	*	72%	71%
Male	79	744	743	753	*	*	34%	*	*	48%	55%
Economically Disadvantaged Students	41	744	737	743	*	*	29%	*	*	46%	45%
Non-Economically Disadvantaged Students	134	760	757	771	*	*	24%	*	*	66%	73%
Students with Disabilities	27	725	720	720	*	*	*	*	*	37%	22%
Students without Disabilities	148	762	758	769	*	*	*	*	*	66%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	175	756	*	763	7%	7%	25%	45%	17%	61%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Bunker Hill Middle School
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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	194	755	748	762	7%	7%	26%	51%	10%	60%	63%
White	151	754	748	770	8%	*	25%	*	*	62%	72%
Hispanic	17	757	*	747	0%	*	*	*	*	59%	49%
Black or African American	*	*	728	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	14	763	*	794	*	*	*	*	*	64%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	739	769	*	*	*	*	*	*	69%
Female	100	764	755	771	*	*	18%	*	*	74%	71%
Male	94	745	741	753	*	*	34%	*	*	46%	55%
Economically Disadvantaged Students	42	742	732	743	*	*	33%	*	*	48%	45%
Non-Economically Disadvantaged Students	152	758	752	772	*	*	24%	*	*	64%	72%
Students with Disabilities	25	715	709	721	*	*	*	*	*	12%	22%
Students without Disabilities	169	760	754	770	*	*	*	*	*	67%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Bunker Hill Middle School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	549	96.9	43.4	40.4	44.5	43.4	45.7	Met Target†
White	430	96.2	45.6	42.8	54.1	45.6	45.3	Met Target
Hispanic	42	97.7	40.5	*	28.8	40.5	40.3	Met Target
Black or African American	36	100.0	19.4	15.9	23.0	19.4	25.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	48.3	57.1	76.5	48.3	74.5	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	33.3	*	53.3	33.3	**	**
Female	280	96.9	46.1	41.2	44.9	46.1		
Male	269	96.8	40.5	39.7	44.2	40.5		
Economically Disadvantaged Students	117	98.3	30.8	22.8	26.3	30.8	29.8	Met Target
Non-Economically Disadvantaged Students	432	96.5	46.8	45.0	54.9	46.8		
Students with Disabilities	90	96.8	16.7	17.7	17.4	16.7	19.2	Met Target†
Students without Disabilities	459	96.9	48.6	44.6	50.0	48.6		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



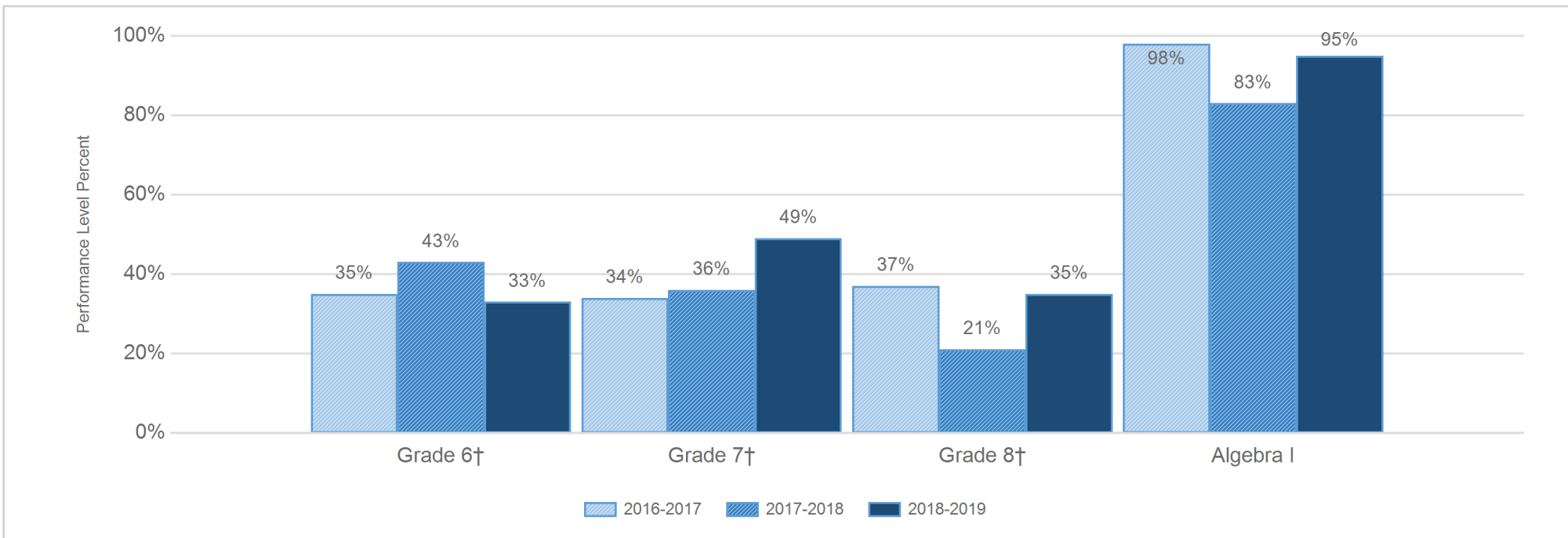
Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	739	736	741	*	22%	40%	*	*	33%	41%
White	135	741	740	749	*	20%	39%	*	*	37%	51%
Hispanic	13	736	*	729	0%	*	*	*	*	23%	24%
Black or African American	19	726	715	722	*	*	*	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	738	747	*	*	*	*	*	*	48%
Female	86	740	737	742	*	24%	38%	*	*	34%	42%
Male	92	738	735	740	*	21%	41%	*	*	32%	40%
Economically Disadvantaged Students	35	732	722	726	*	*	40%	*	*	23%	21%
Non-Economically Disadvantaged Students	143	741	740	750	*	*	40%	*	*	35%	53%
Students with Disabilities	30	720	713	716	*	57%	*	*	*	10%	12%
Students without Disabilities	148	743	740	746	*	16%	*	*	*	37%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	178	739	*	743	*	22%	40%	*	*	33%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	174	749	745	744	*	11%	37%	*	*	49%	42%
White	139	751	746	751	*	11%	36%	*	*	51%	53%
Hispanic	12	753	748	733	0%	0%	*	*	*	58%	26%
Black or African American	13	728	729	727	*	*	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	95	751	747	744	*	*	38%	*	*	51%	42%
Male	79	747	743	743	*	*	35%	*	*	48%	42%
Economically Disadvantaged Students	41	740	732	731	*	*	41%	*	*	34%	24%
Non-Economically Disadvantaged Students	133	752	749	751	*	*	35%	*	*	54%	53%
Students with Disabilities	27	733	725	718	*	*	*	*	*	33%	13%
Students without Disabilities	147	752	748	749	*	*	*	*	*	52%	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	174	749	*	745	*	11%	37%	*	*	49%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	735	724	728	11%	19%	35%	35%	0%	35%	29%
White	117	736	725	737	9%	19%	36%	36%	0%	36%	38%
Hispanic	15	733	*	722	*	*	*	*	*	33%	22%
Black or African American	*	*	717	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	720	730	*	*	*	*	*	*	31%
Female	78	739	726	731	*	*	37%	41%	0%	41%	31%
Male	73	731	722	726	*	*	33%	29%	0%	29%	27%
Economically Disadvantaged Students	37	728	719	719	*	*	30%	*	*	27%	20%
Non-Economically Disadvantaged Students	114	738	726	735	*	*	37%	*	*	38%	36%
Students with Disabilities	25	708	701	707	*	*	*	*	*	*	10%
Students without Disabilities	126	741	730	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	786	742	744	0%	0%	*	*	*	95%	42%
White	34	784	*	752	0%	0%	*	*	*	94%	53%
Hispanic	*	*	727	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	736	752	*	*	*	*	*	*	51%
Female	22	780	742	745	0%	0%	*	*	*	95%	44%
Male	21	791	742	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	746	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	43	786	*	748	0%	0%	*	*	*	95%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	43	786	*	745	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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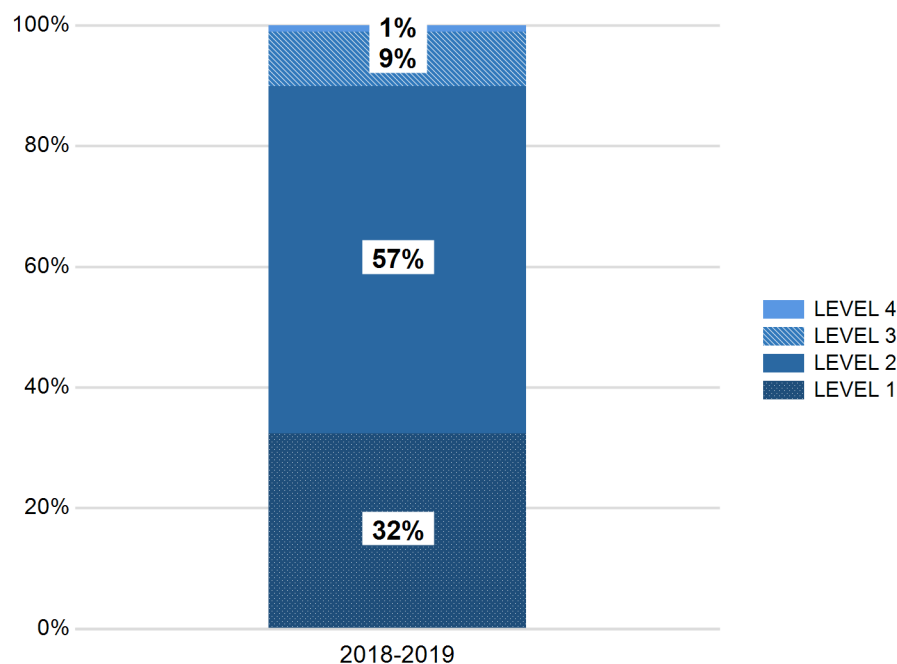
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	57	9	1
White	32	58	9	1
Hispanic	40	53	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	21	50	29	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	60	7	1
Male	33	54	12	1
Economically Disadvantaged Students	39	54	7	0
Non-Economically Disadvantaged Students	30	58	10	1
Students with Disabilities	75	25	0	0
Students without Disabilities	26	62	11	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	191
7	1	0	183
8	46	0	152
Total	47	0	526

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	83	46	0	0	23	0	0
7	74	42	0	0	33	0	0
8	87	42	0	0	26	0	0
Total	244	130	0	0	82	0	0



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(15-5500-020)
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2018-2019

Report Key:

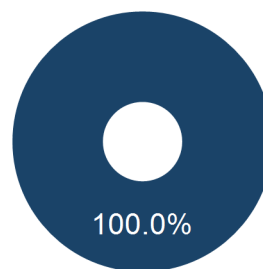
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

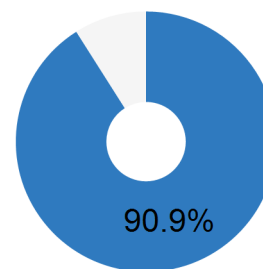
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

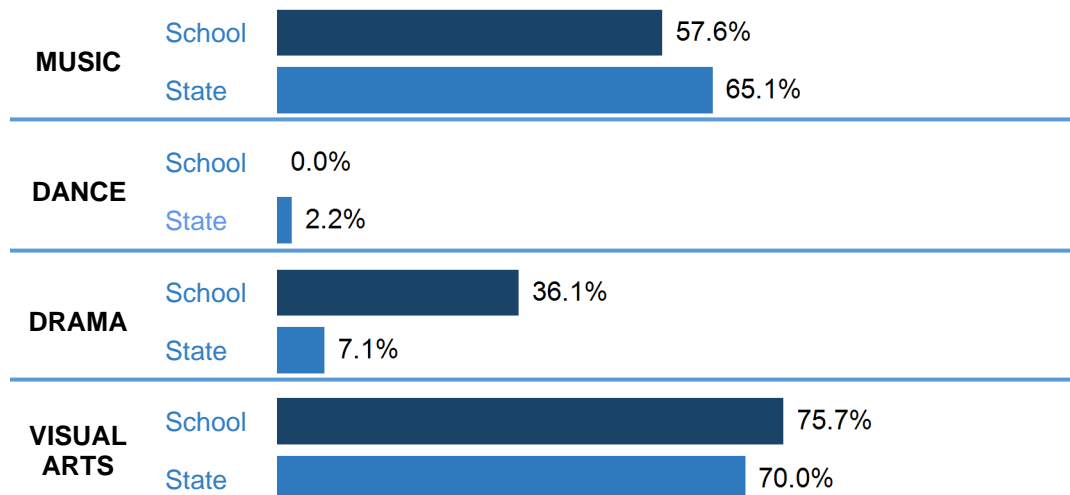


School



State

Students enrolled in one or more classes by discipline:





Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
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.

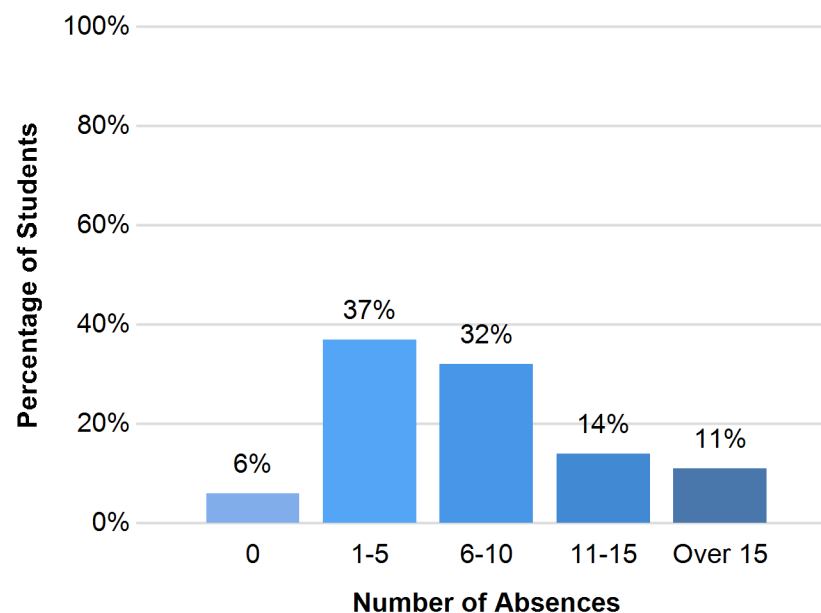
Chronic Absenteeism

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	47	8.3	9.1	Met
White	35	7.9	9.1	Met
Hispanic	4	9.3	9.1	Not Met
Black or African American	5	12.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	25.0	**	**
Female	22	7.7		
Male	25	8.9		
Economically Disadvantaged Students	16	12.2	9.1	Not Met
Students with Disabilities	15	17.9	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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Grades Offered: 06-08

2018-2019

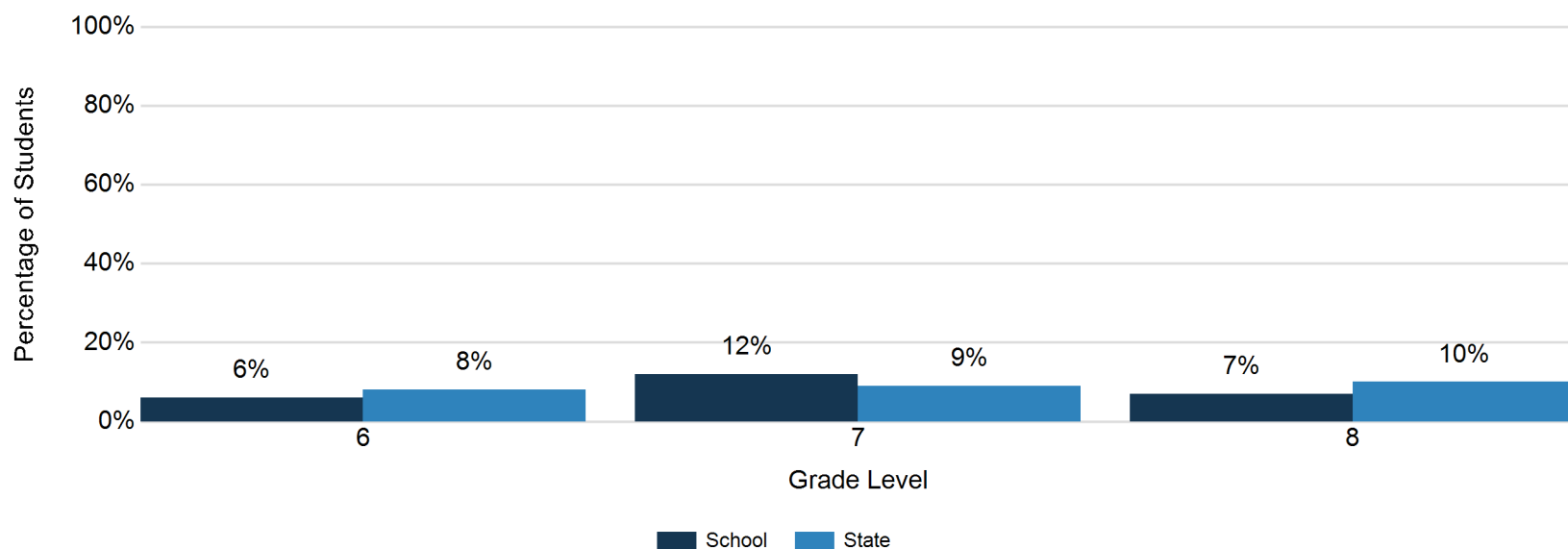
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.84

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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

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	4	3	7
Religion	0	0	0
Ancestry	1	0	1
Gender	1	5	6
Sexual Orientation	4	4	8
Disability	5	1	6
Other	4	0	4
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	43	7.5%
Out-of-School Suspensions	22	3.8%
Any Suspension	51	8.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
96



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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	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	58	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	94.8%	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	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	287:1	153:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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	50.8%	75.9%	0.0%	48.4%	77.1%	54.9%
Male	49.2%	24.1%	100.0%	51.6%	22.9%	45.1%
White	78.4%	91.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.2%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.3%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	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	94.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	58.8%	56.9%
Math Proficiency	41.3%	38.8%	43.4%
ELA Growth	54	38	34
Math Growth	40	38	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.3%	7.9%	8.3%

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



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Targeted Support and Improvement - 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	N	Met	No
White	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Not Met	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.
- Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.






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






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School Narrative

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 <p>Before and After School Programs:</p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>
 <p>Staff and Professional Learning:</p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p>Postsecondary Information:</p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>






Bunker Hill Middle School
(15-5500-020)
Grades Offered: 06-08
2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the academic learner.</p>
 <p>Student Health and Wellness:</p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and support our Building Better People positive school climate program. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>





Bunker Hill Middle School
(15-5500-020)
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2018-2019

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



Bunker Hill Middle School
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School Narrative

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Other Information

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



Chestnut Ridge Middle School
(15-5500-026)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Chestnut Ridge Middle School

(15-5500-026)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. James Barnes
Address	641 HURFFVILLE CROSSKEYS RD SEWELL, NJ 08080
Phone Number	856-582-3535
Email Address	jbarnes@wtps.org
Website	http://www.wtps.org
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/CRMSPrincipal



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	212	222	192
7	256	210	230
8	222	258	202
Total	690	690	624

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	47.2%	48.4%	46.6%
Male	52.8%	51.6%	53.4%
Economically Disadvantaged Students	19.3%	16.8%	19.6%
Students with Disabilities	11.9%	11.3%	13.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.1%	0.5%
Students in Foster Care	0.1%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.7%	80.3%	78.7%
Hispanic	4.1%	3.6%	4.3%
Black or African American	7.2%	9.0%	9.6%
Asian	4.8%	5.2%	4.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	2.2%	1.7%	2.6%

Enrollment by Home Language

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

Home Language	% of Students
English	99.7%
Other Languages	0.3%

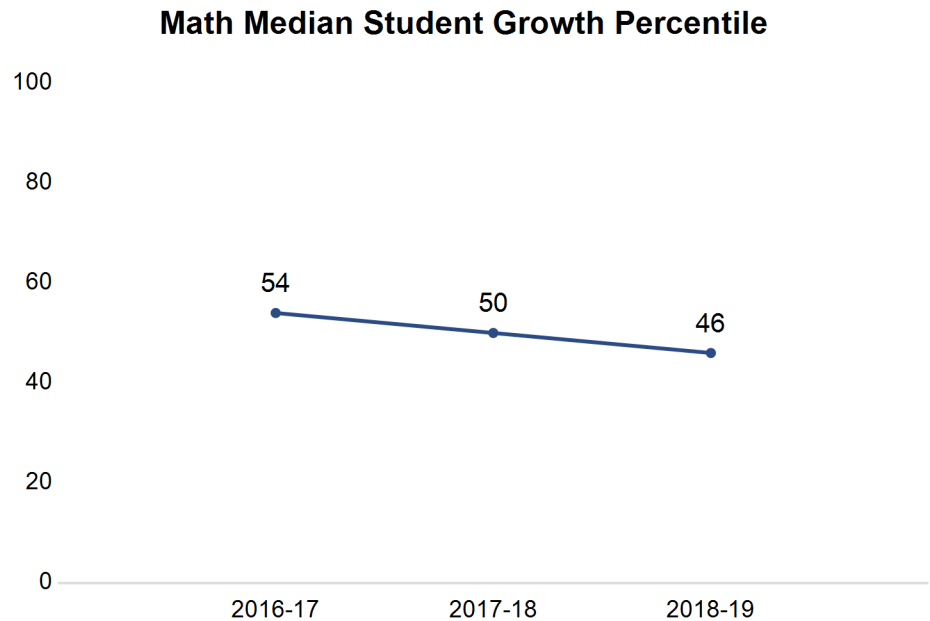
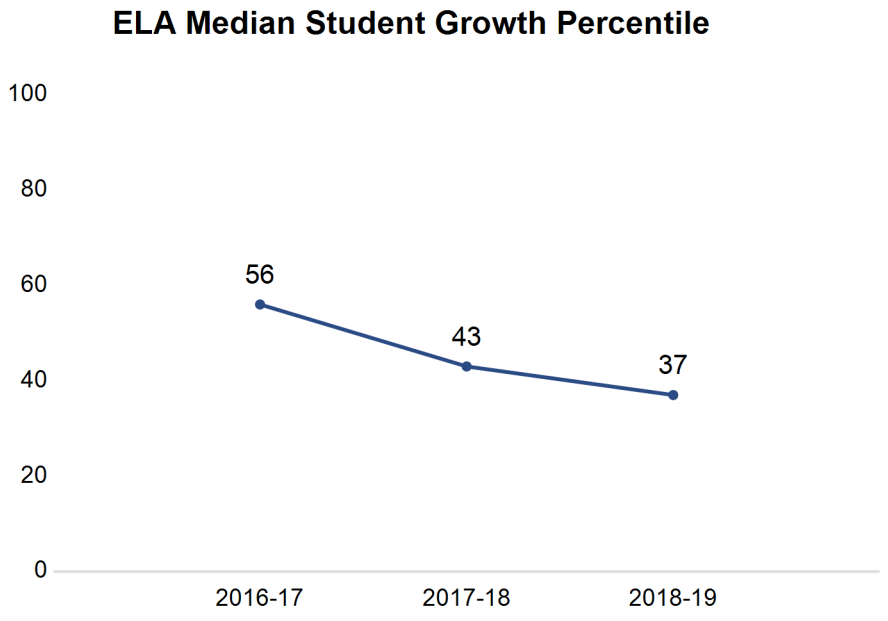


Chestnut Ridge Middle School
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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	43	37	54	50	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Chestnut Ridge Middle School

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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	37	39	50	Not Met	46	51	50	Met Standard
White	35	38	50	Not Met	46	51	52	Met Standard
Hispanic	37.5	41.5	49	Not Met	39	54.5	47	**
Black or African American	44	40	45	Met Standard	42	43.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48	48	59	Met Standard	44	55	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	53	43.5	49	**	47	50.5	52	**
Female	39	42	53	N	43	52	50	N
Male	35	37	47	N	48	50	51	N
Economically Disadvantaged Students	40	38	48	Met Standard	50	51	46	Met Standard
Students with Disabilities	39.5	37	43	Not Met	43.5	53	45	Met Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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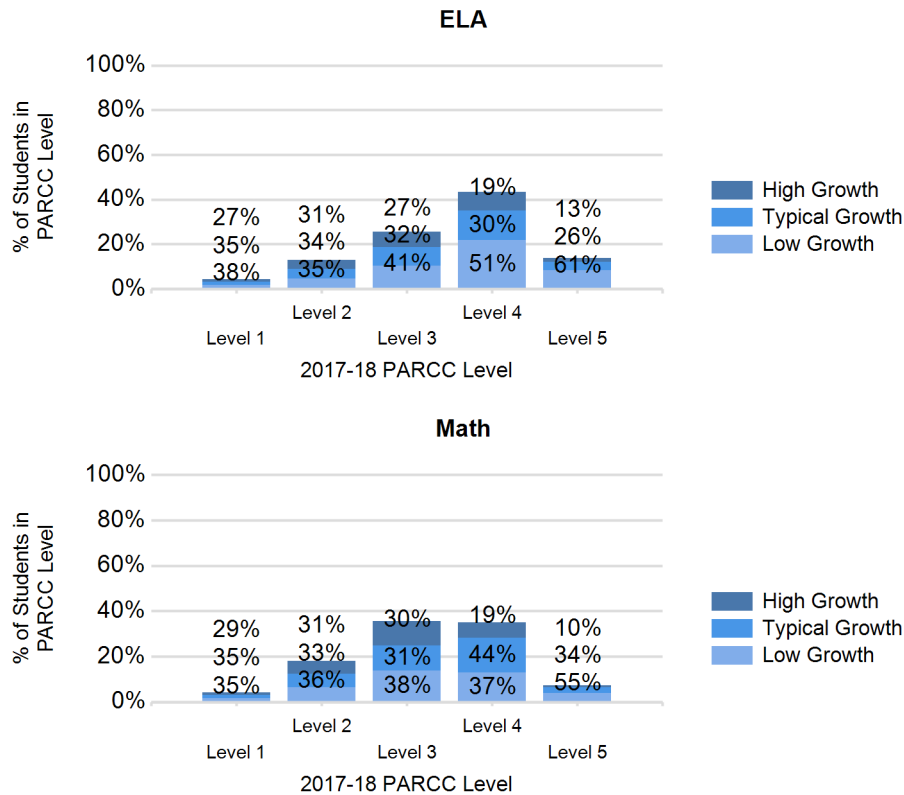
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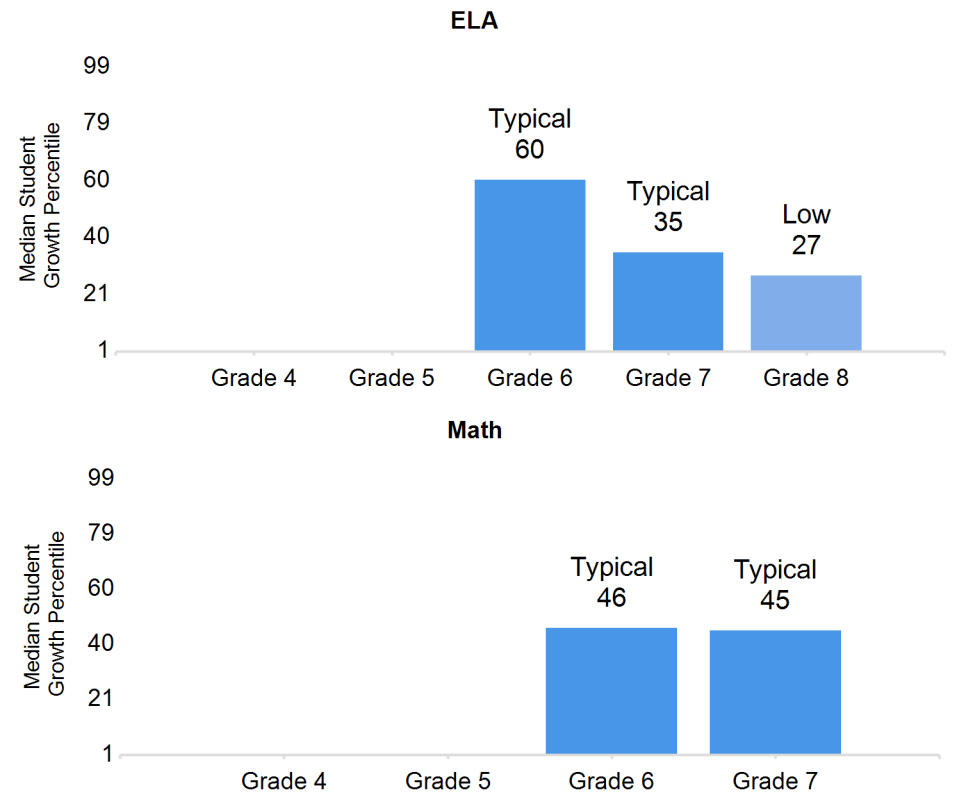
Student Growth by Performance Level

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



Student Growth by Grade

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





Chestnut Ridge Middle School
(15-5500-026)
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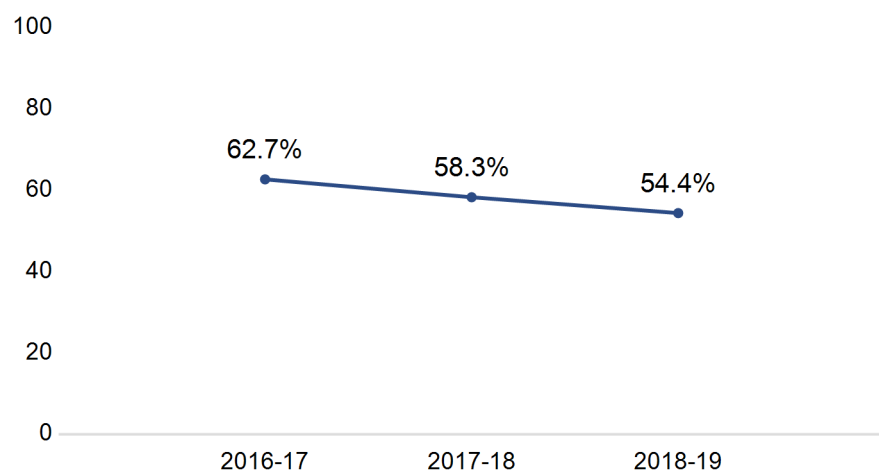
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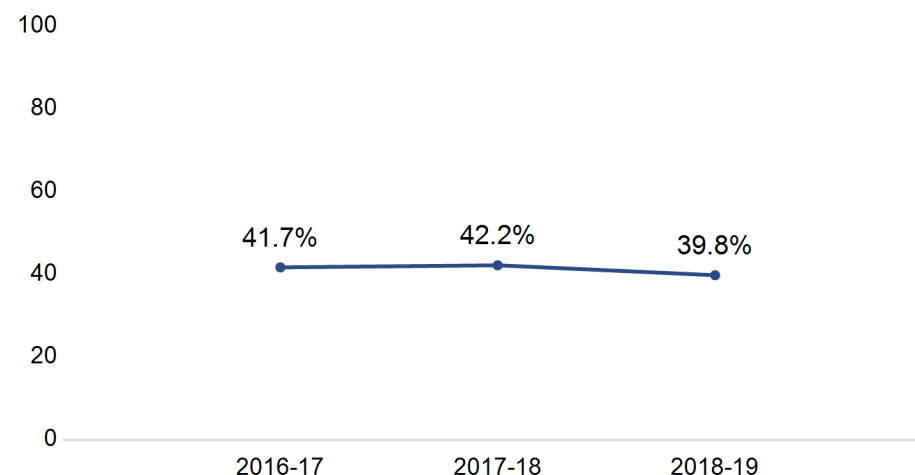
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	98.7%	98.1%	96.1%	98.7%	97.9%
Proficiency Rate for Federal Accountability	62.7%	58.3%	54.4%	41.7%	42.2%	39.8%
Annual Target	47.6%	49.3%	51.0%	41.0%	43.1%	45.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	616	98.1	54.4	50.6	57.9	54.4	51	Met Target
White	492	98.4	57.7	52.8	66.9	57.7	50.8	Met Target
Hispanic	22	95.7	50.0	*	43.9	50.0	74.5	Not Met
Black or African American	56	95.2	25.0	*	38.5	25.0	30.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	62.1	62.5	82.9	62.1	67.6	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	286	97.9	65.0	60.4	64.8	65.0		
Male	330	98.2	45.2	41.2	51.3	45.2		
Economically Disadvantaged Students	114	97.5	26.3	32.5	40.0	26.3	31.7	Met Target†
Non-Economically Disadvantaged Students	502	98.2	60.8	55.4	67.9	60.8		
Students with Disabilities	82	95.6	*	*	22.7	*	16	Not Met
Students without Disabilities	534	98.5	*	*	65.1	*		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

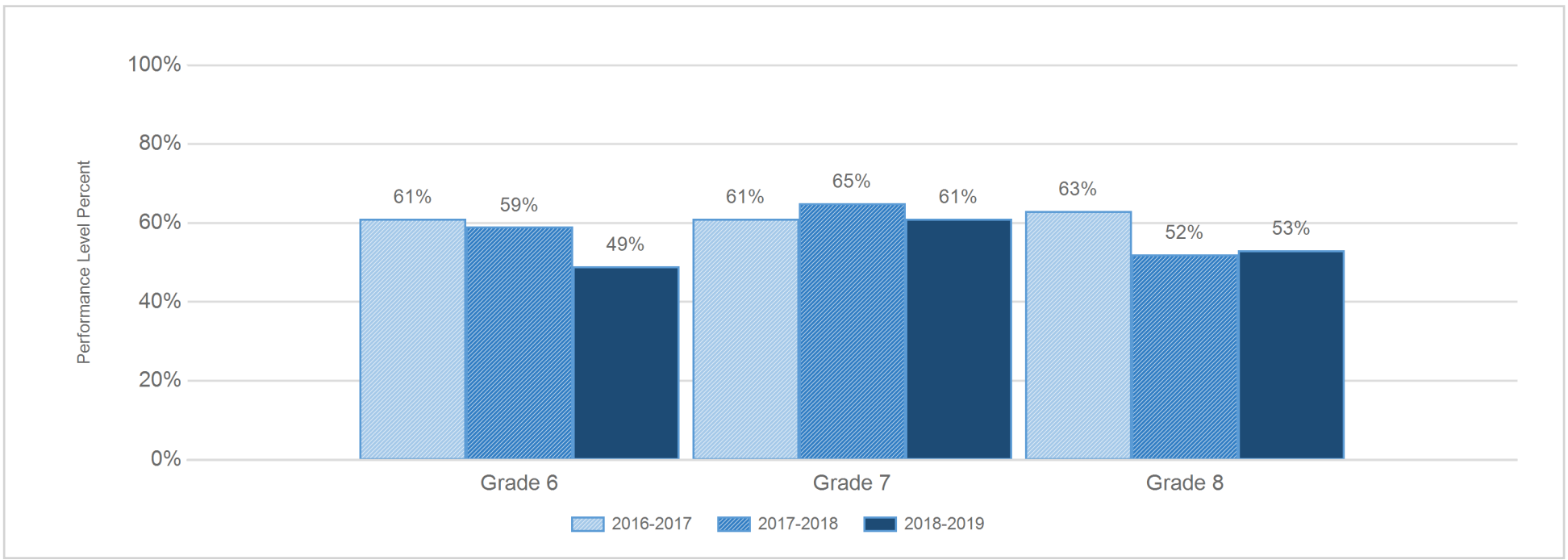


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	189	747	747	754	7%	17%	26%	41%	8%	49%	56%
White	133	753	750	762	*	12%	26%	*	*	56%	65%
Hispanic	11	743	*	743	*	*	*	*	*	45%	43%
Black or African American	28	721	730	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	746	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	84	754	756	762	*	*	25%	*	*	60%	64%
Male	105	742	740	748	*	*	28%	*	*	41%	48%
Economically Disadvantaged Students	52	730	734	740	*	31%	25%	*	*	29%	39%
Non-Economically Disadvantaged Students	137	754	751	763	*	12%	27%	*	*	57%	67%
Students with Disabilities	31	710	711	722	*	*	*	*	*	*	19%
Students without Disabilities	158	754	754	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	755	753	761	5%	11%	23%	48%	13%	61%	63%
White	184	757	754	769	*	*	23%	48%	14%	63%	72%
Hispanic	*	*	755	747	*	*	*	*	*	*	50%
Black or African American	22	746	738	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	113	763	763	769	*	*	16%	*	*	74%	71%
Male	115	747	743	753	*	*	30%	*	*	47%	55%
Economically Disadvantaged Students	37	728	737	743	*	*	30%	*	*	24%	45%
Non-Economically Disadvantaged Students	191	760	757	771	*	*	22%	*	*	68%	73%
Students with Disabilities	25	719	720	720	*	*	*	*	*	16%	22%
Students without Disabilities	203	759	758	769	*	*	*	*	*	66%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	228	755	*	763	5%	11%	23%	48%	13%	61%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Chestnut Ridge Middle School
(15-5500-026)
Grades Offered: 06-08
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

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	196	751	748	762	8%	15%	24%	40%	13%	53%	63%
White	170	752	748	770	7%	13%	25%	44%	12%	55%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	728	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	789	*	794	0%	*	*	*	*	80%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	739	769	*	*	*	*	*	*	69%
Female	86	761	755	771	*	*	23%	*	*	60%	71%
Male	110	744	741	753	*	*	25%	*	*	47%	55%
Economically Disadvantaged Students	28	725	732	743	*	36%	*	*	*	21%	45%
Non-Economically Disadvantaged Students	168	756	752	772	*	11%	*	*	*	58%	72%
Students with Disabilities	21	709	709	721	*	*	*	*	*	10%	22%
Students without Disabilities	175	757	754	770	*	*	*	*	*	58%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	196	751	*	764	8%	15%	24%	40%	13%	53%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Chestnut Ridge Middle School
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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	615	97.9	39.8	40.4	44.5	39.8	45.1	Not Met
White	491	98.2	43.8	42.8	54.1	43.8	44.8	Met Target†
Hispanic	22	95.7	22.7	*	28.8	22.7	39.2	Not Met
Black or African American	56	95.2	14.3	15.9	23.0	14.3	34.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	100.0	44.8	57.1	76.5	44.8	64.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	286	97.9	40.9	41.2	44.9	40.9		
Male	329	98.0	38.9	39.7	44.2	38.9		
Economically Disadvantaged Students	114	97.5	14.9	22.8	26.3	14.9	26.3	Not Met
Non-Economically Disadvantaged Students	501	98.1	45.5	45.0	54.9	45.5		
Students with Disabilities	82	95.6	*	17.7	17.4	*	16	Not Met
Students without Disabilities	533	98.3	*	44.6	50.0	*		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Chestnut Ridge Middle School

(15-5500-026)

Grades Offered: 06-08

2018-2019

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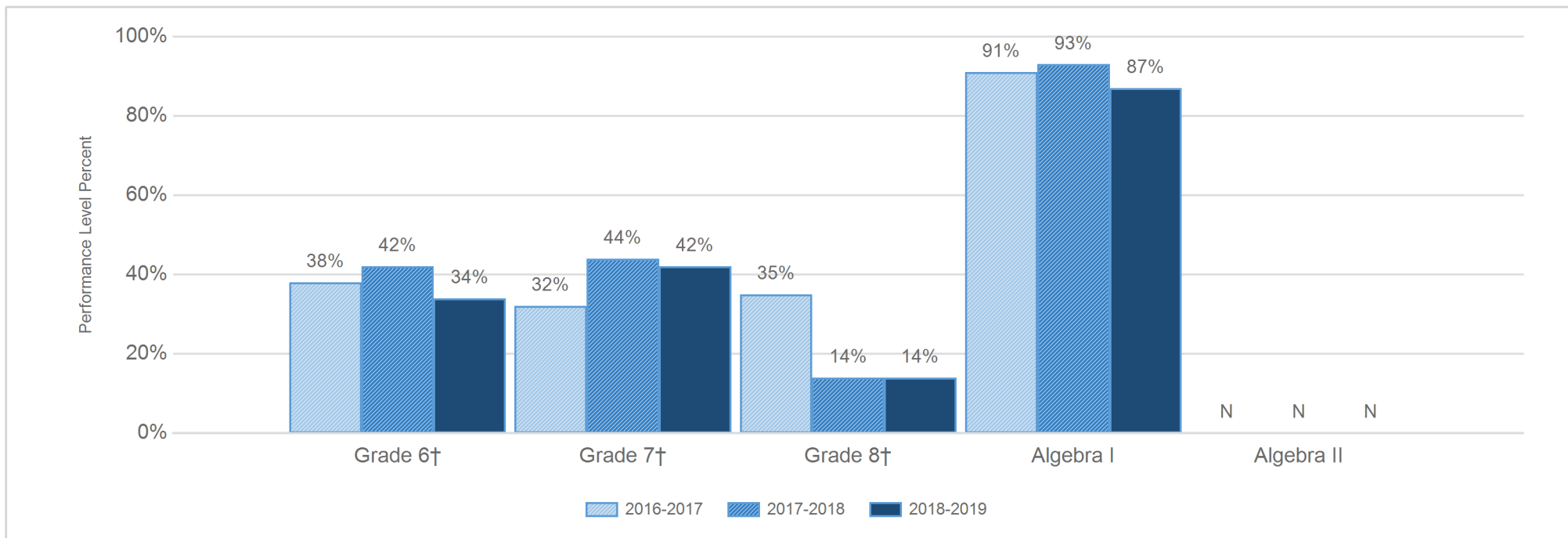
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

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



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



Chestnut Ridge Middle School
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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
Schoolwide	188	738	736	741	8%	22%	36%	29%	5%	34%	41%
White	132	745	740	749	*	19%	39%	*	*	40%	51%
Hispanic	11	734	*	729	*	*	*	*	*	27%	24%
Black or African American	28	708	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	738	747	*	*	*	*	*	*	48%
Female	84	737	737	742	*	23%	38%	*	*	31%	42%
Male	104	739	735	740	*	22%	34%	*	*	37%	40%
Economically Disadvantaged Students	52	721	722	726	*	33%	31%	*	*	15%	21%
Non-Economically Disadvantaged Students	136	745	740	750	*	18%	38%	*	*	41%	53%
Students with Disabilities	31	715	713	716	*	*	*	*	*	*	12%
Students without Disabilities	157	743	740	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Chestnut Ridge Middle School
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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
Schoolwide	228	744	745	744	6%	16%	36%	38%	4%	42%	42%
White	184	746	746	751	5%	14%	34%	*	*	46%	53%
Hispanic	*	*	748	733	*	*	*	*	*	*	26%
Black or African American	22	732	729	727	*	*	*	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	113	746	747	744	*	13%	37%	*	*	46%	42%
Male	115	742	743	743	*	18%	36%	*	*	38%	42%
Economically Disadvantaged Students	37	723	732	731	*	32%	35%	*	*	11%	24%
Non-Economically Disadvantaged Students	191	748	749	751	*	13%	37%	*	*	48%	53%
Students with Disabilities	25	717	725	718	*	*	*	*	*	*	13%
Students without Disabilities	203	747	748	749	*	*	*	*	*	*	48%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	228	744	*	745	6%	16%	36%	38%	4%	42%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	719	724	728	29%	30%	27%	14%	0%	14%	29%
White	97	720	725	737	27%	32%	27%	14%	0%	14%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	717	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	720	730	*	*	*	*	*	*	31%
Female	47	719	726	731	21%	38%	28%	*	*	13%	31%
Male	70	719	722	726	34%	24%	27%	*	*	14%	27%
Economically Disadvantaged Students	27	715	719	719	37%	*	*	*	*	15%	20%
Non-Economically Disadvantaged Students	90	721	726	735	27%	*	*	*	*	13%	36%
Students with Disabilities	21	698	701	707	*	*	*	*	*	*	10%
Students without Disabilities	96	724	730	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	117	719	*	730	29%	30%	27%	14%	0%	14%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	771	742	744	0%	*	*	*	*	87%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	727	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	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	736	752	N	N	N	N	N	N	51%
Female	39	771	742	745	0%	*	*	*	*	85%	44%
Male	40	772	742	743	0%	*	*	*	*	90%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	746	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	79	771	*	748	0%	*	*	*	*	87%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	79	771	*	745	0%	*	*	*	*	87%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: 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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	747	755	N	N	N	N	N	N	58%
White	N	N	748	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	N	N	757	777	N	N	N	N	N	N	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	N	N	746	752	N	N	N	N	N	N	55%
Male	N	N	749	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	753	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	747	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	747	755	N	N	N	N	N	N	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	*



Chestnut Ridge Middle School

(15-5500-026)

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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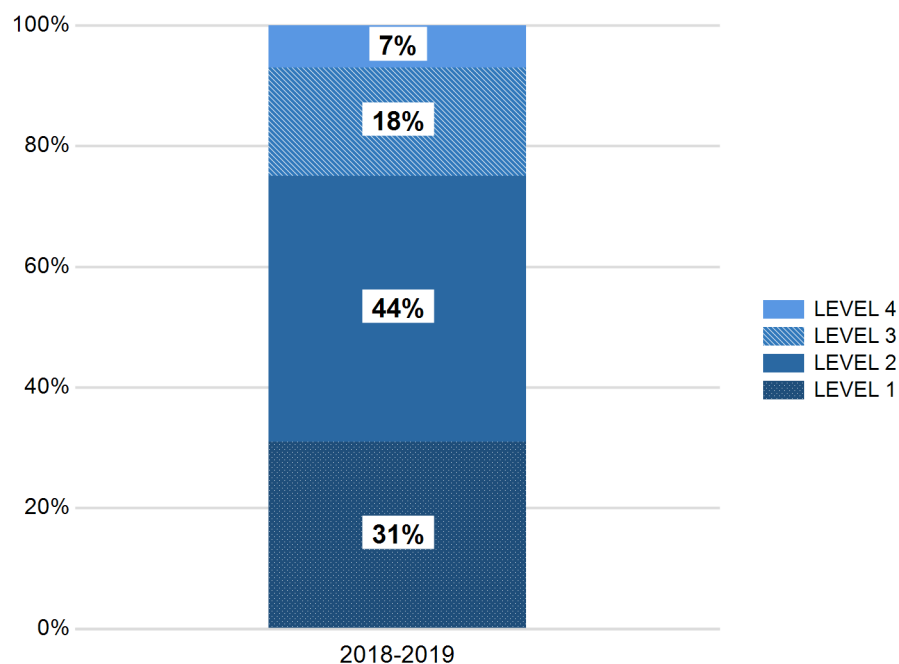
Report Key:

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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	31	44	18	7
White	27	48	18	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	20	40	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	49	18	9
Male	36	40	18	6
Economically Disadvantaged Students	60	40	0	0
Non-Economically Disadvantaged Students	26	44	21	9
Students with Disabilities	80	16	4	0
Students without Disabilities	24	48	20	9
English Learners	N	N	N	N
Non-English Learners	31	44	18	7
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Chestnut Ridge Middle School

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2018-2019

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N No Data is available to display

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	191
7	0	0	230
8	80	0	121
Total	81	0	542

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	85	27	0	0	20	0	3
7	134	27	0	0	27	0	1
8	114	22	0	0	23	0	3
Total	333	76	0	0	70	0	7



Chestnut Ridge Middle School

(15-5500-026)

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2018-2019

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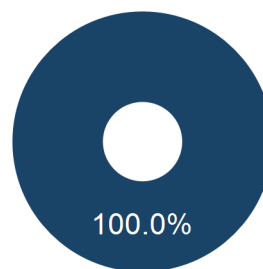
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

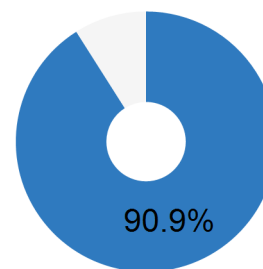
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

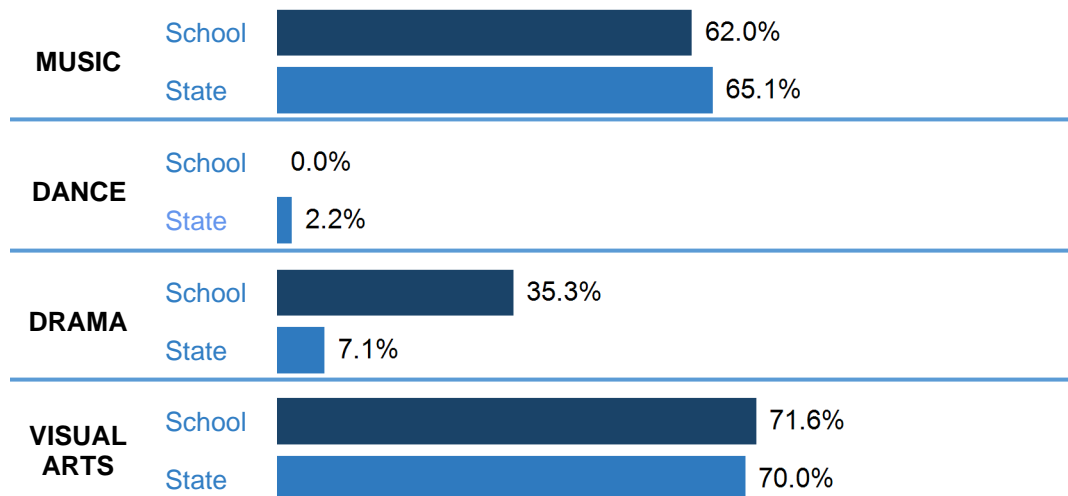


School



State

Students enrolled in one or more classes by discipline:





Chestnut Ridge Middle School

(15-5500-026)

Grades Offered: 06-08

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.

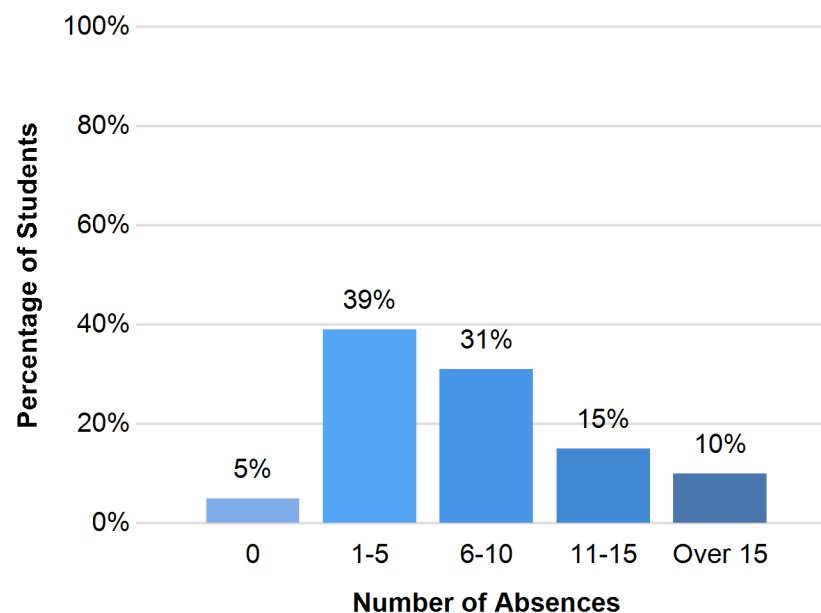
Chronic Absenteeism

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	47	7.4	9.1	Met
White	29	5.8	9.1	Met
Hispanic	4	15.4	9.1	Not Met
Black or African American	9	15.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	3.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	20	6.8		
Male	27	8.0		
Economically Disadvantaged Students	27	22.0	9.1	Not Met
Students with Disabilities	14	15.1	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Chestnut Ridge Middle School

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Grades Offered: 06-08

2018-2019

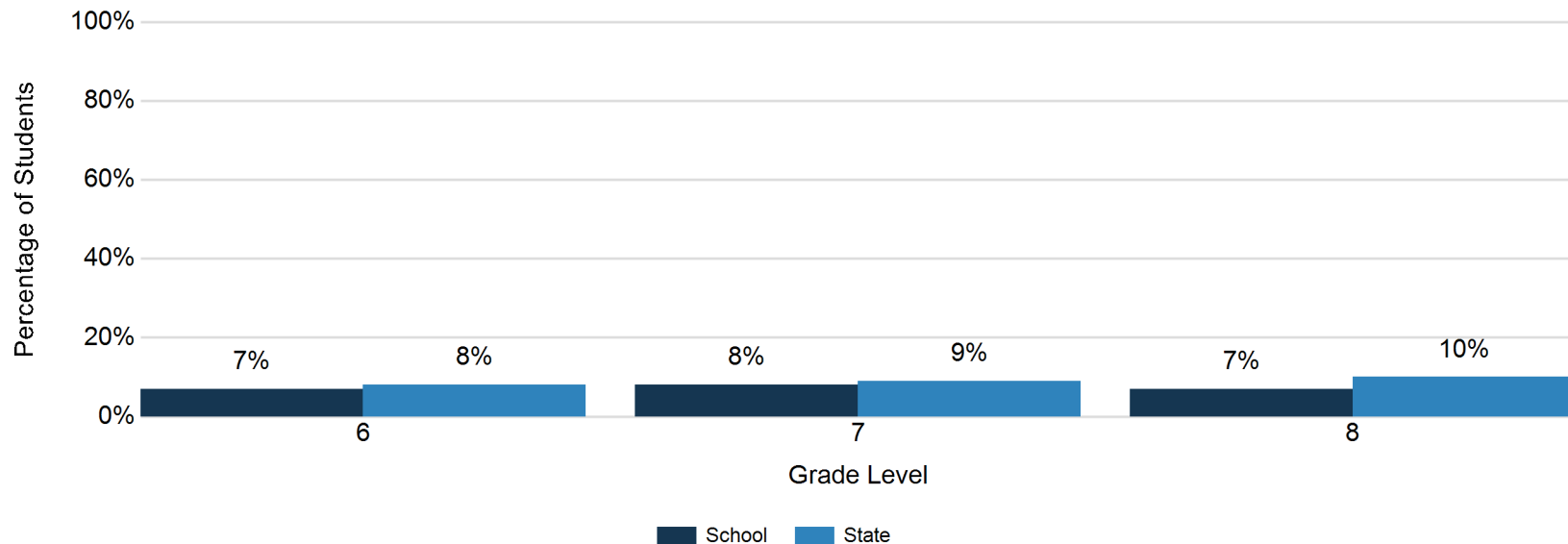
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	5
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	3.37

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	3
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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	4	3	7
Religion	4	0	4
Ancestry	4	0	4
Gender	7	0	7
Sexual Orientation	1	0	1
Disability	3	2	5
Other	9	2	11
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	65	10.4%
Out-of-School Suspensions	47	7.5%
Any Suspension	86	13.8%
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
213



Chestnut Ridge Middle 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	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	312:1	153:1
Teachers to Administrators	33:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	80.0%	50.0%	48.4%	77.1%	54.9%
Male	53.4%	20.0%	50.0%	51.6%	22.9%	45.1%
White	78.7%	95.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.3%	1.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.6%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	4.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 46%

Admin N/A

Master's Degree

Teacher 54%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.7%	58.3%	54.4%
Math Proficiency	41.7%	42.2%	39.8%
ELA Growth	56	43	37
Math Growth	54	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.2%	6.1%	7.4%

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.
- Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.



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



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 <p>Before and After School Programs:</p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>
 <p>Staff and Professional Learning:</p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p>Postsecondary Information:</p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>



Chestnut Ridge Middle School

(15-5500-026)

Grades Offered: 06-08




2018-2019

Report Key:

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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>Student Supports and Services:</p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the academic learner.</p>
 <p>Student Health and Wellness:</p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and support our Building Better People positive school climate program. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>



Chestnut Ridge Middle School

(15-5500-026)

Grades Offered: 06-08



2018-2019

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



Chestnut Ridge Middle School

(15-5500-026)

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School Narrative

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Other Information

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



Grenloch Terrace Early Childhood Center

(15-5500-030)

Grades Offered: PK-KG

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 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 with any questions about the reports

Notes from the New Jersey Department of Education:



Grenloch Terrace Early Childhood Center

(15-5500-030)

Grades Offered: PK-KG

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	Gloucester
District	Washington Township School District
Principal Name	Ms. Christina Cox
Address	251 WOODBURY TURNERSVILLE RD SEWELL, NJ 08080
Phone Number	856-227-1303
Email Address	ccox@wtps.org
Website	http://wtps.org/Grenloch
Facebook	https://www.facebook.com/GTECCWTPS
Twitter	https://twitter.com/GTECCPrincipal



Grenloch Terrace Early Childhood Center
(15-5500-030)
Grades Offered: PK-KG
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	101	95	85
KG	284	261	233
Total	385	356	318

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.2%	40.7%	45.9%
Male	54.8%	59.3%	54.1%
Economically Disadvantaged Students	21.3%	27.5%	21.4%
Students with Disabilities	41.0%	38.5%	32.7%
English Learners	3.1%	4.2%	3.1%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.5%	0.6%	1.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	80.8%	75.6%	78.9%
Hispanic	4.7%	7.0%	6.6%
Black or African American	7.8%	10.1%	7.2%
Asian	3.6%	3.7%	3.8%
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	3.1%	3.7%	3.5%

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	85	0	41
PK - Full Day	16	95	44
KG - Half Day	11	0	0
KG - Full Day	273	261	233

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	96.9%
Other Languages	3.1%



Grenloch Terrace Early Childhood Center

(15-5500-030)

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

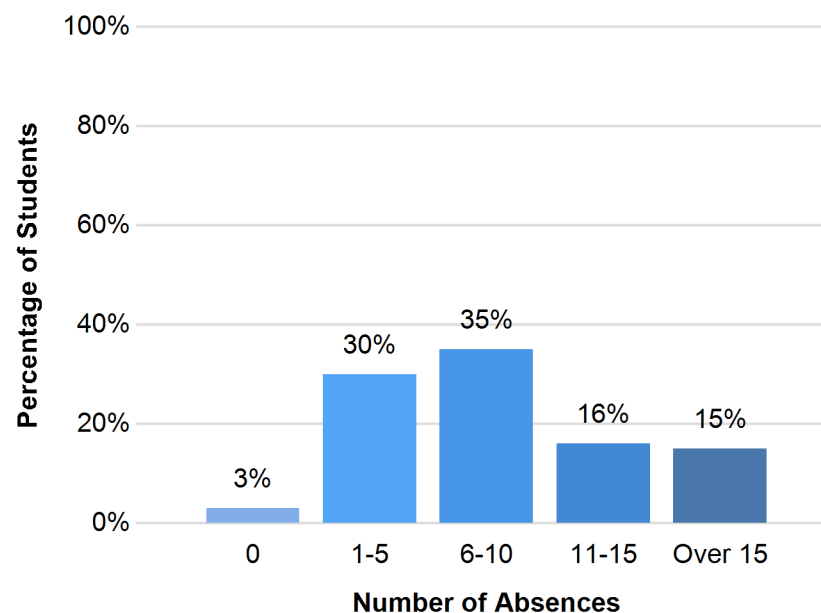
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	12.2	13.1	Met
White	21	11.1	13.1	Met
Hispanic	0	0	**	**
Black or African American	6	33.3	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	10.8		
Male	15	13.6		
Economically Disadvantaged Students	12	27.3	13.1	Not Met
Students with Disabilities	3	10.0	13.1	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Grenloch Terrace Early Childhood Center
 (15-5500-030)
 Grades Offered: PK-KG
 2018-2019

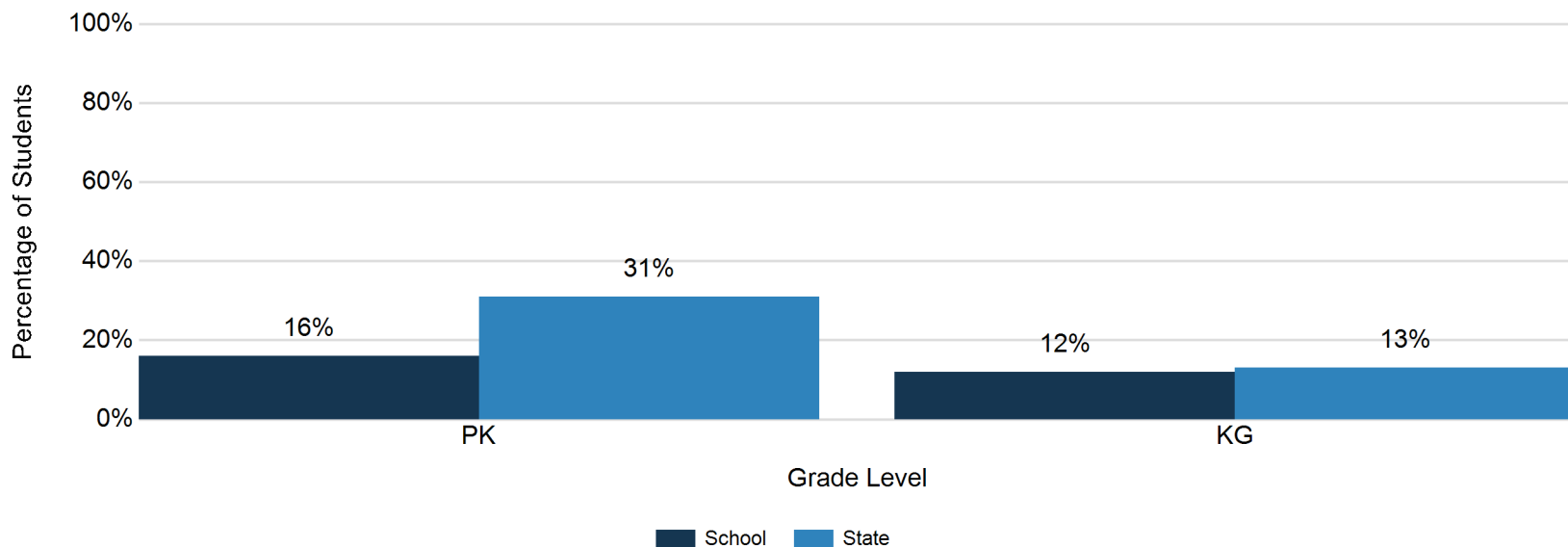
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	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

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
N



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School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:10 PM
Length of School Day	5 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	10.6	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	73.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	318:1	153:1
Teachers to Administrators	30:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	93.3%	100.0%	48.4%	77.1%	54.9%
Male	54.1%	6.7%	0.0%	51.6%	22.9%	45.1%
White	78.9%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	6.7%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	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%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	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	94.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Grenloch Terrace Early Childhood Center is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



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Courses, Curriculum, Instruction:

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



Grenloch Terrace Early Childhood Center

(15-5500-030)

Grades Offered: PK-KG



2018-2019

Report Key:

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- † 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.

 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at GTECC engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



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 <p>Student Supports and Services:</p>	<p>Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.</p>
 <p>Student Health and Wellness:</p>	<p>Grenloch Terrace Early Childhood Center has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.</p>



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>Our campus has two buildings, one built in 1936 and the other in 1991. Both are fully air-conditioned and each provides large classrooms for our children. An all-purpose room and library are also included, as is a well-equipped playground.</p>



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Other Information

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. All of our classrooms are equipped with ipads, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.



Hurffville Elementary School
(15-5500-040)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hurffville Elementary School**

(15-5500-040)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Jeff Pollock
Address	200 HURFFVILLE GRENLOCH RD SEWELL, NJ 08080-9499
Phone Number	856-589-7459
Email Address	jepollock@wtps.org
Website	http://www.wtps.org/Hurffville
Facebook	https://www.facebook.com/groups/468303526856366/
Twitter	https://twitter.com/HurffvilleElem



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	2	0	3
1	92	96	94
2	93	98	99
3	96	94	103
4	101	105	104
5	117	95	108
Total	501	488	511

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	49.7%	48.0%	45.0%
Male	50.3%	52.0%	55.0%
Economically Disadvantaged Students	17.8%	18.2%	14.9%
Students with Disabilities	17.2%	16.4%	14.9%
English Learners	0.4%	0.2%	0.0%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.4%	0.6%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	82.0%	82.8%	83.0%
Hispanic	3.4%	3.3%	3.7%
Black or African American	8.0%	7.4%	6.7%
Asian	3.0%	3.3%	2.7%
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	3.6%	3.3%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	N	0
KG - Full Day	2	N	3

Enrollment by Home Language

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

Home Language	% of Students
English	99.8%
Other Languages	0.2%



Hurffville Elementary School
 (15-5500-040)
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 2018-2019

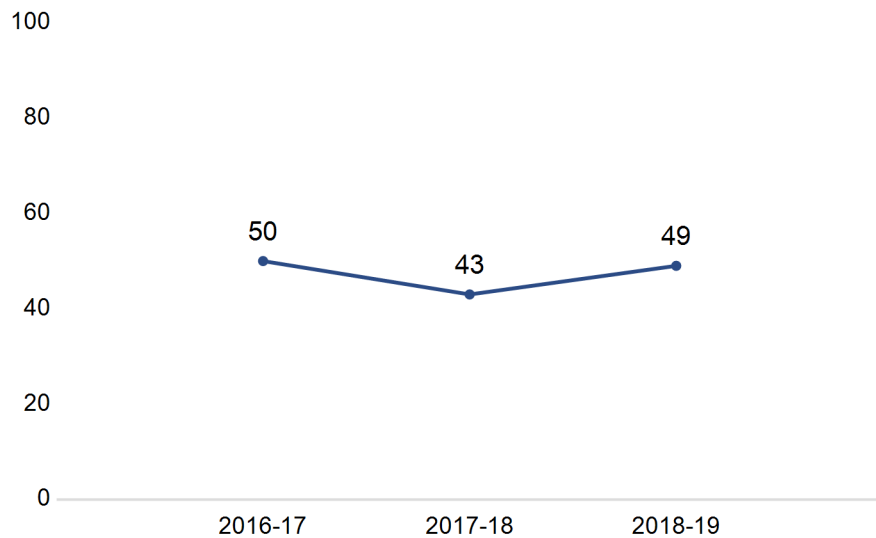
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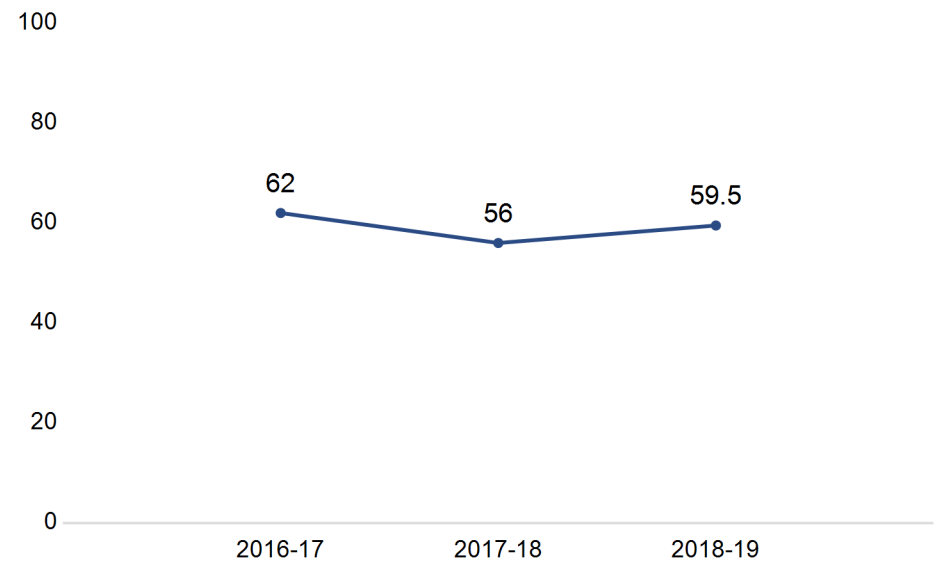
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	43	49	62	56	59.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	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	49	39	50	Met Standard	59.5	51	50	Met Standard
White	49	38	50	Met Standard	61	51	52	Exceeds Standard
Hispanic	*	41.5	49	**	*	54.5	47	**
Black or African American	53	40	45	**	53.5	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	53	42	53	N	53	52	50	N
Male	45.5	37	47	N	62	50	51	N
Economically Disadvantaged Students	49.5	38	48	Met Standard	60.5	51	46	Exceeds Standard
Students with Disabilities	45	37	43	Met Standard	48	53	45	Met Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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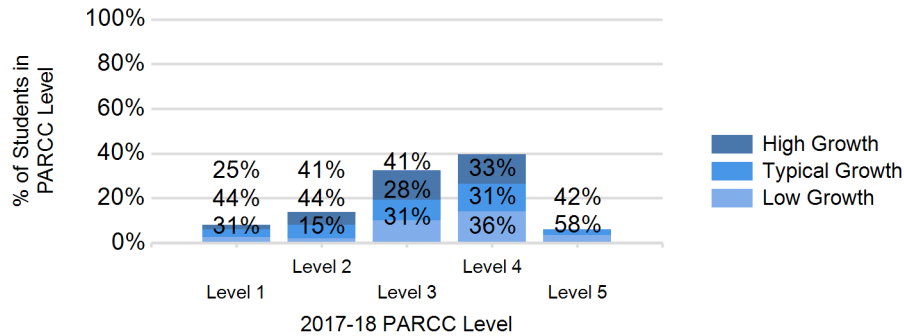
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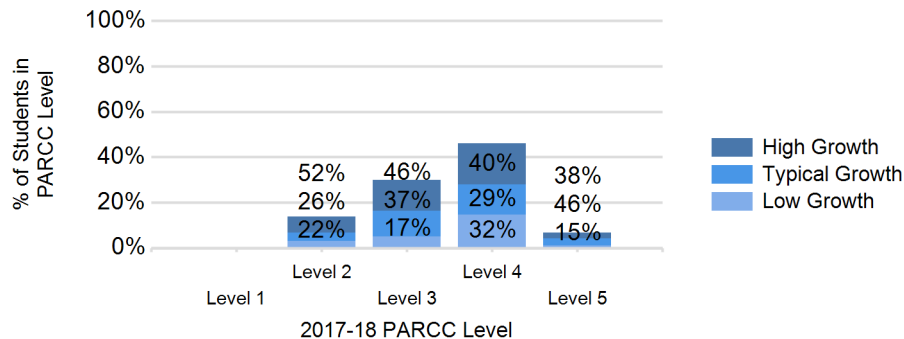
Student Growth by Performance Level

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

ELA



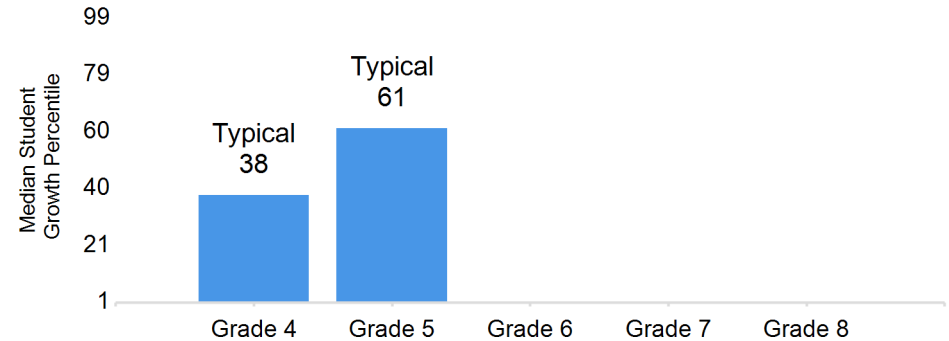
Math



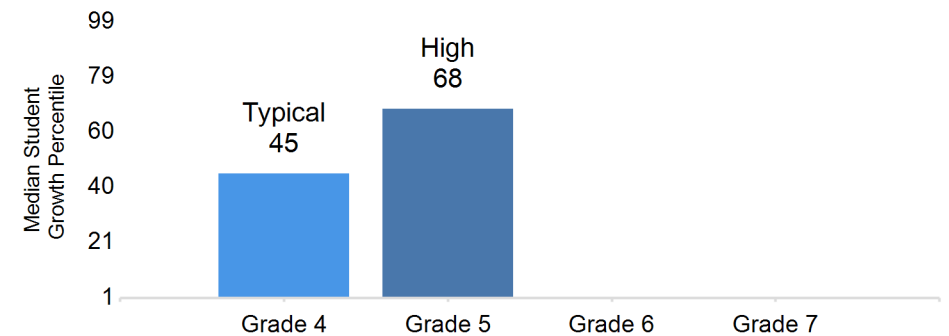
Student Growth by Grade

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

ELA



Math





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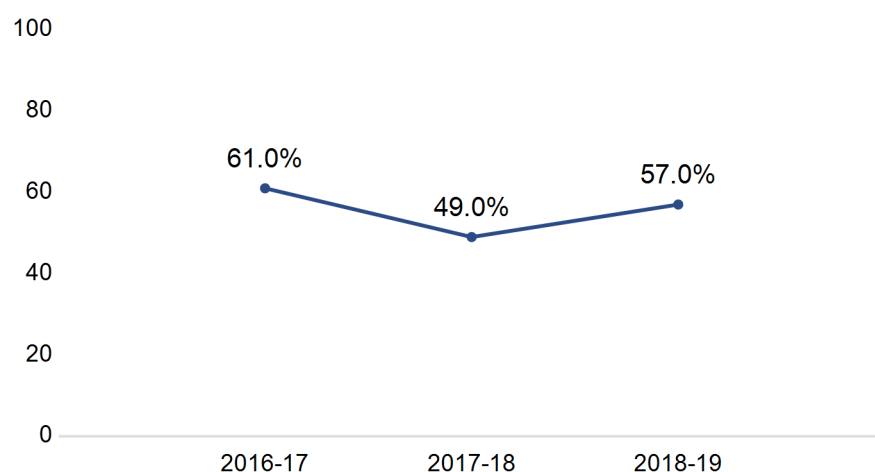
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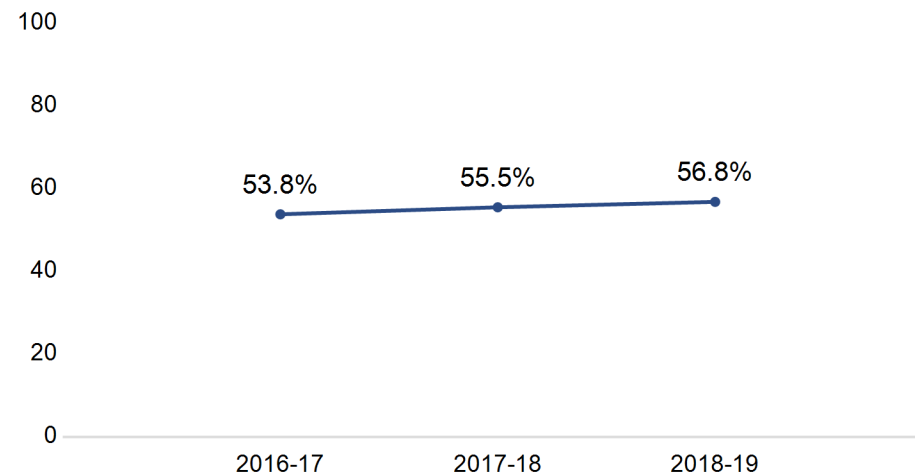
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	97.9%	99.7%	98.1%	96.9%	99.4%
Proficiency Rate for Federal Accountability	61.0%	49.0%	57.0%	53.8%	55.5%	56.8%
Annual Target	60.6%	61.6%	62.7%	47.1%	48.9%	50.6%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	309	99.7	57.0	50.6	57.9	57.0	62.7	Not Met
White	256	99.6	57.8	52.8	66.9	57.8	65.5	Not Met
Hispanic	11	100.0	54.5	*	43.9	54.5	**	**
Black or African American	20	100.0	35.0	*	38.5	35.0	45.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	62.5	82.9	81.8	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	54.5	*	64.4	54.5	**	**
Female	143	100.0	63.6	60.4	64.8	63.6		
Male	166	99.4	51.2	41.2	51.3	51.2		
Economically Disadvantaged Students	50	100.0	34.0	32.5	40.0	34.0	52	Not Met
Non-Economically Disadvantaged Students	259	99.6	61.4	55.4	67.9	61.4		
Students with Disabilities	45	100.0	31.1	*	22.7	31.1	38.2	Met Target†
Students without Disabilities	264	99.6	61.4	*	65.1	61.4		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



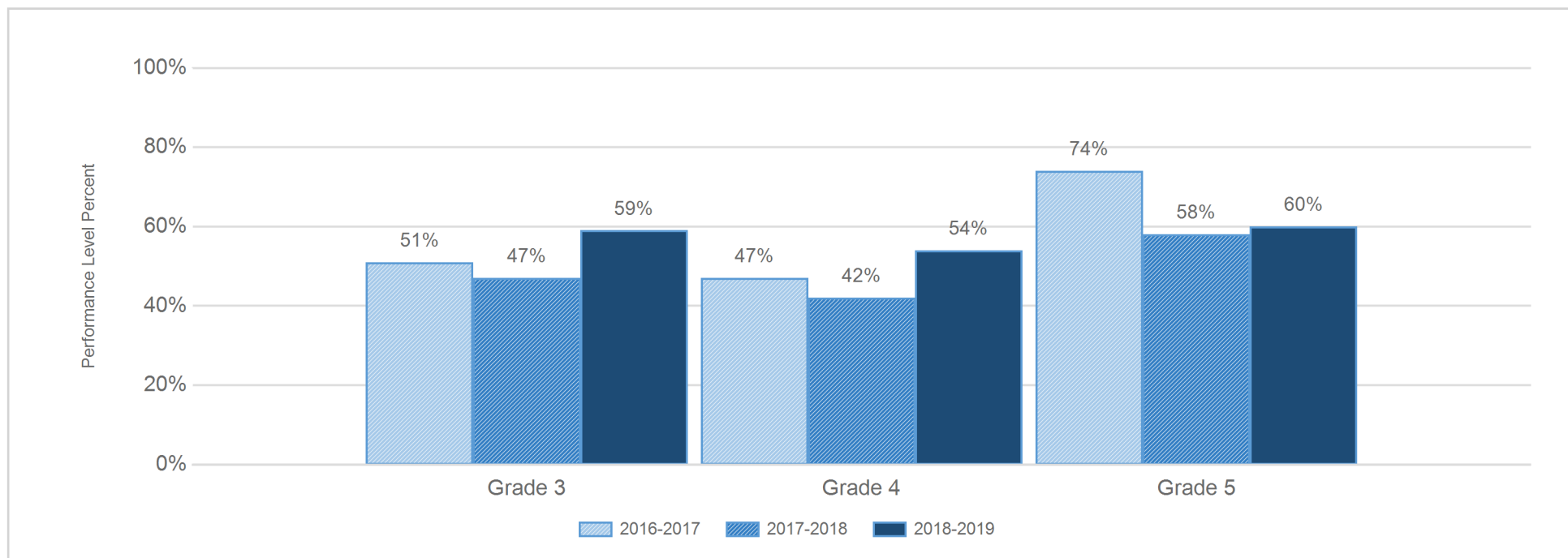
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	756	744	748	*	12%	24%	*	*	59%	50%
White	82	755	746	757	*	13%	27%	*	*	57%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	*	*	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	40	760	749	753	*	*	*	*	*	63%	55%
Male	58	753	739	743	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	14	742	730	731	*	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	84	758	747	759	*	*	*	*	*	63%	61%
Students with Disabilities	15	744	723	719	*	*	*	*	*	40%	24%
Students without Disabilities	83	758	749	754	*	*	*	*	*	63%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	98	756	*	751	*	12%	24%	*	*	59%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	750	749	755	*	13%	26%	*	*	54%	57%
White	85	753	752	763	*	12%	25%	*	*	59%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	52	757	755	760	*	*	21%	44%	19%	63%	62%
Male	52	743	743	750	*	*	31%	44%	0%	44%	53%
Economically Disadvantaged Students	15	725	*	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	89	754	*	765	*	*	*	*	*	60%	69%
Students with Disabilities	13	715	729	725	*	*	*	*	*	23%	25%
Students without Disabilities	91	755	754	761	*	*	*	*	*	58%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Hurffville Elementary School
(15-5500-040)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	753	754	756	*	10%	27%	*	*	60%	58%
White	87	754	756	764	*	11%	26%	*	*	60%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	763	762	N	N	N	N	N	N	65%
Female	49	759	761	761	*	*	22%	*	*	67%	64%
Male	56	749	748	750	*	*	30%	*	*	54%	52%
Economically Disadvantaged Students	21	741	739	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	84	757	758	766	*	*	*	*	*	64%	69%
Students with Disabilities	13	716	*	724	*	*	*	*	*	31%	23%
Students without Disabilities	92	759	*	762	*	*	*	*	*	64%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	105	753	*	758	*	10%	27%	*	*	60%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Hurffville Elementary School
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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	308	99.4	56.8	40.4	44.5	56.8	50.6	Met Target
White	256	99.6	60.2	42.8	54.1	60.2	51.9	Met Target
Hispanic	11	100.0	27.3	*	28.8	27.3	**	**
Black or African American	20	100.0	20.0	15.9	23.0	20.0	37.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	90.9	80.0	57.1	76.5	76.2	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	54.5	*	53.3	54.5	**	**
Female	142	99.3	50.0	41.2	44.9	50.0		
Male	166	99.4	62.7	39.7	44.2	62.7		
Economically Disadvantaged Students	50	100.0	32.0	22.8	26.3	32.0	40.7	Met Target†
Non-Economically Disadvantaged Students	258	99.2	61.6	45.0	54.9	61.6		
Students with Disabilities	45	100.0	28.9	17.7	17.4	28.9	40.3	Not Met
Students without Disabilities	263	99.3	61.6	44.6	50.0	61.6		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



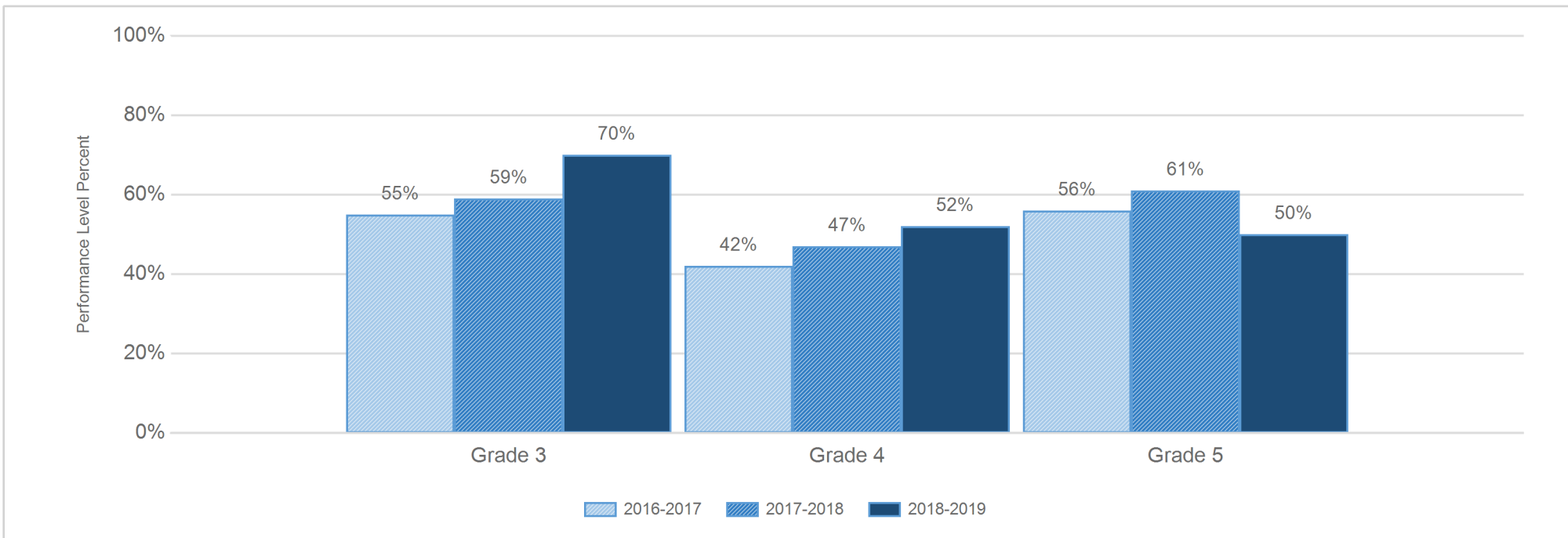
Hurffville Elementary School
(15-5500-040)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	763	751	752	*	*	20%	51%	20%	70%	55%
White	82	764	754	760	*	*	18%	51%	21%	72%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	*	*	729	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	39	757	751	751	*	*	*	*	*	64%	54%
Male	58	767	752	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	14	738	732	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	83	767	757	761	*	*	*	*	*	75%	67%
Students with Disabilities	15	748	731	731	*	*	*	*	*	47%	31%
Students without Disabilities	82	765	756	756	*	*	*	*	*	74%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	97	763	*	754	*	*	20%	51%	20%	70%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	752	752	749	*	*	38%	*	*	52%	51%
White	85	754	754	757	*	*	36%	*	*	54%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	52	752	752	749	*	*	42%	*	*	48%	50%
Male	52	752	752	749	*	*	33%	*	*	56%	52%
Economically Disadvantaged Students	15	728	*	734	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	89	756	*	759	*	*	*	*	*	57%	63%
Students with Disabilities	13	725	736	726	*	*	*	*	*	23%	25%
Students without Disabilities	91	756	755	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	752	753	747	*	15%	33%	*	*	50%	47%
White	87	755	754	755	*	11%	32%	*	*	55%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	755	753	N	N	N	N	N	N	55%
Female	49	747	753	747	*	*	*	*	*	41%	47%
Male	56	757	753	747	*	*	*	*	*	57%	47%
Economically Disadvantaged Students	21	741	740	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	84	755	756	757	*	*	*	*	*	54%	59%
Students with Disabilities	13	724	*	725	*	*	*	*	*	15%	19%
Students without Disabilities	92	756	*	752	*	*	*	*	*	54%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	105	752	*	749	*	15%	33%	*	*	50%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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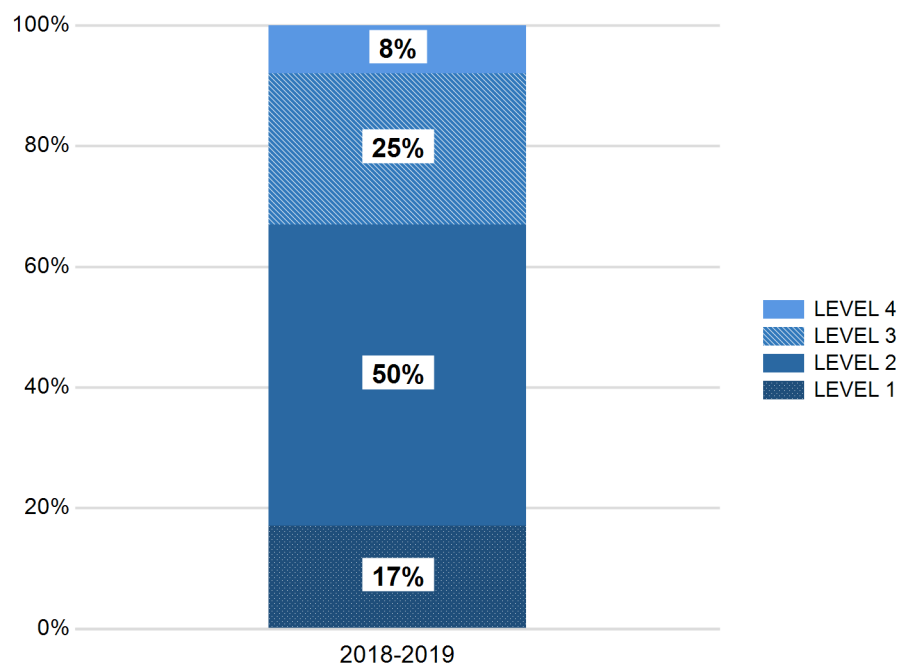
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	17	50	25	8
White	14	50	27	9
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	55	20	4
Male	14	46	28	12
Economically Disadvantaged Students	41	50	5	5
Non-Economically Disadvantaged Students	11	50	30	10
Students with Disabilities	64	29	7	0
Students without Disabilities	10	53	27	10
English Learners	N	N	N	N
Non-English Learners	17	50	25	8
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

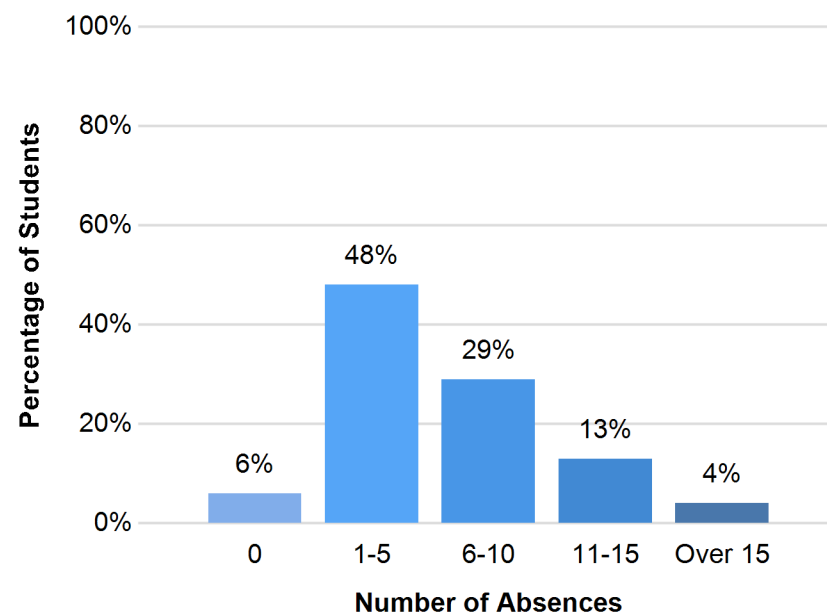
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	14	2.8	8.9	Met
White	8	1.9	8.9	Met
Hispanic	1	5.0	8.9	Met
Black or African American	2	5.9	8.9	Met
Asian, Native Hawaiian, or Pacific	2	15.4	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	8.9	Met
Female	7	3.0		
Male	7	2.5		
Economically Disadvantaged Students	6	7.9	8.9	Met
Students with Disabilities	4	5.5	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Hurffville Elementary School

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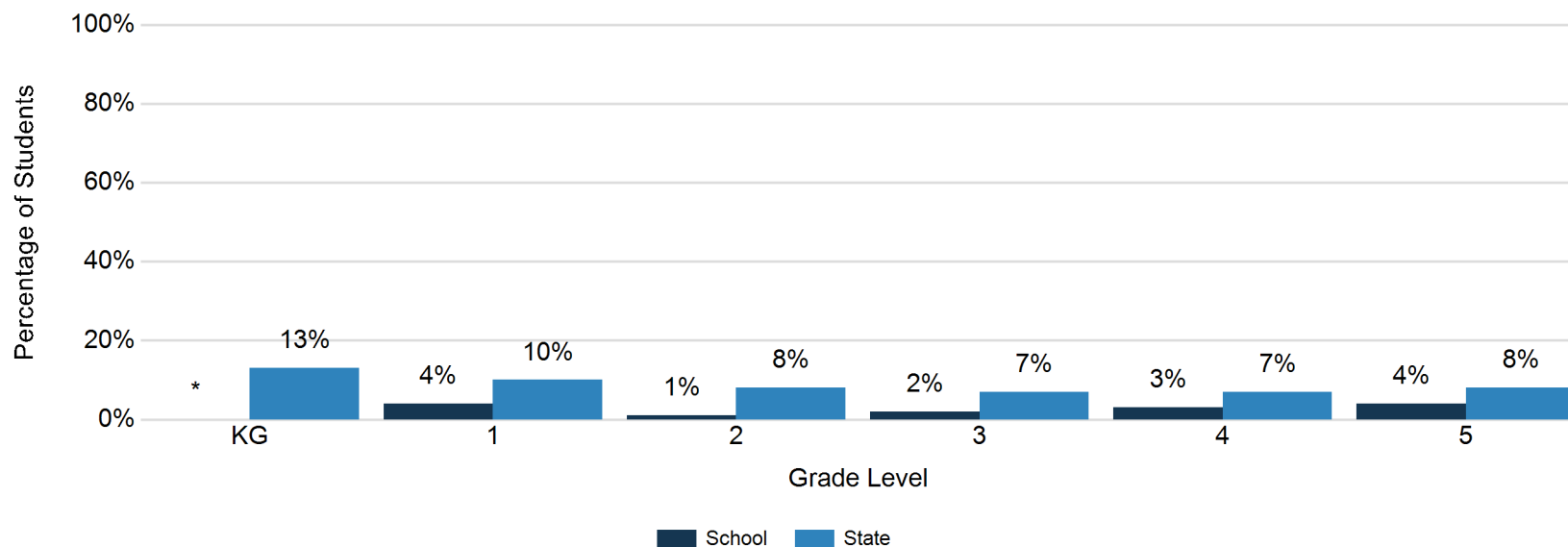
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.39

Police Notifications

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

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

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	1	0	1
Disability	1	0	1
Other	1	0	1
No Identified Nature	1		1

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

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

Device Ratios

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

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



Hurffville Elementary School
(15-5500-040)
Grades Offered: KG-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – 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	47	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	80.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	256:1	153:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



Hurffville Elementary School
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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	45.0%	85.1%	50.0%	48.4%	77.1%	54.9%
Male	55.0%	14.9%	50.0%	51.6%	22.9%	45.1%
White	83.0%	97.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	3.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.7%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	2.7%	2.1%	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	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Hurffville Elementary School
(15-5500-040)
Grades Offered: KG-05
2018-2019

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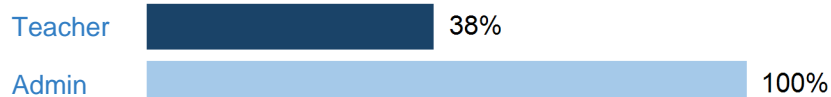
Teachers and Administrators - Level of Education

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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	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	93.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Hurffville Elementary School
(15-5500-040)
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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.



Hurffville 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	61.0%	49.0%	57.0%
Math Proficiency	53.8%	55.5%	56.8%
ELA Growth	50	43	49
Math Growth	62	56	60
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.4%	3.5%	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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Hurffville School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



Hurffville Elementary School

(15-5500-040)

Grades Offered: KG-05

2018-2019

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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.



Hurffville Elementary School

(15-5500-040)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Hurffville School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



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Student Supports and Services:

Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.



Student Health and Wellness:

Hurffville Elementary School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.



Parent and Community Involvement:

Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>The Hurffville School was originally built in 1957 with renovations and additions added in 1995 to bring the school to a well maintained and functioning facility. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms are available throughout the fully air-conditioned building.</p>



Hurffville Elementary School

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Other Information

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



Orchard Valley Middle School
(15-5500-050)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



Orchard Valley Middle School

(15-5500-050)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Ms. COLLEEN Cancila
Address	238 PITMAN DOWNER RD SEWELL, NJ 08080-2118
Phone Number	856-582-5353
Email Address	cmclaughlin@wtps.org
Website	http://www.wtps.org
Facebook	https://www.facebook.com/TWPSchools/
Twitter	https://twitter.com/ovmsprincipal



Orchard Valley Middle School
 (15-5500-050)
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	172	189	172
7	185	169	174
8	172	181	175
Total	529	539	521

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	47.8%	48.2%	48.0%
Male	52.2%	51.8%	52.0%
Economically Disadvantaged Students	30.2%	26.7%	26.9%
Students with Disabilities	17.6%	16.7%	17.9%
English Learners	1.7%	0.4%	1.0%
Homeless Students	0.0%	0.6%	0.4%
Students in Foster Care	0.4%	0.2%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.1%	75.3%	77.4%
Hispanic	6.8%	6.5%	5.0%
Black or African American	9.1%	10.6%	10.6%
Asian	3.4%	3.9%	2.7%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	3.7%	4.4%

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Other Languages	1.0%

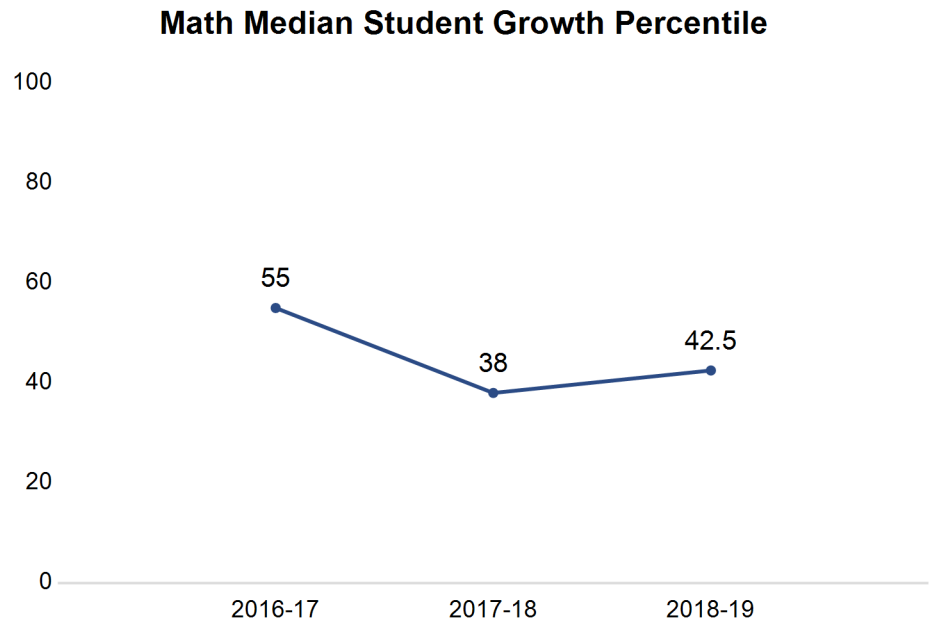
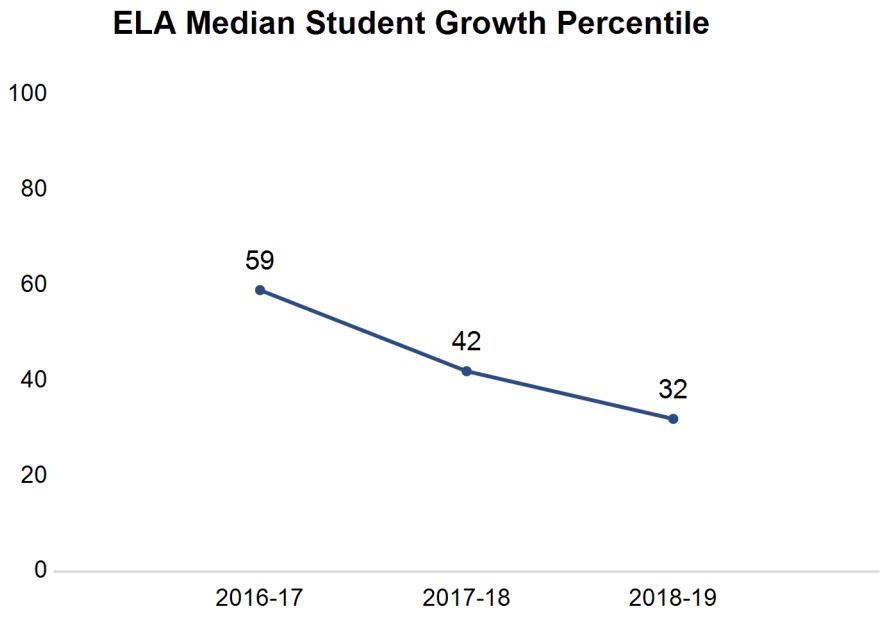


Orchard Valley Middle School
 (15-5500-050)
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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	42	32	55	38	42.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	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	32	39	50	Not Met	42.5	51	50	Met Standard
White	30	38	50	Not Met	42.5	51	52	Met Standard
Hispanic	31	41.5	49	Not Met	47	54.5	47	**
Black or African American	35	40	45	Not Met	31	43.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	38.5	43.5	49	Not Met	60	50.5	52	**
Female	39	42	53	N	46	52	50	N
Male	25	37	47	N	39	50	51	N
Economically Disadvantaged Students	32	38	48	Not Met	34.5	51	46	Not Met
Students with Disabilities	30	37	43	Not Met	35	53	45	Not Met
English Learners	N	47	52	**	N	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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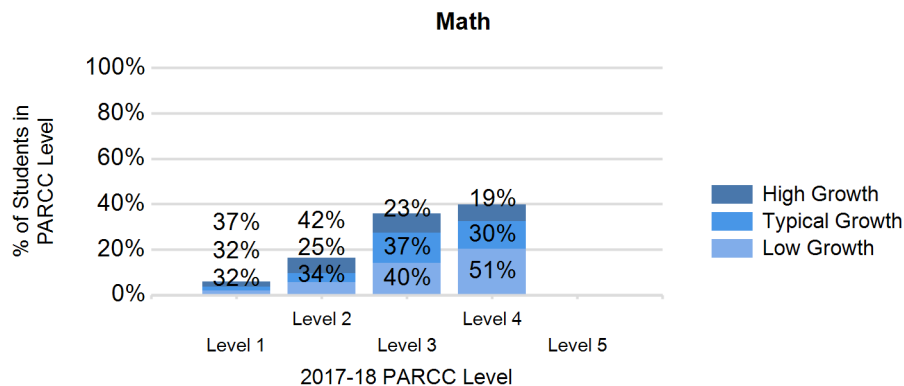
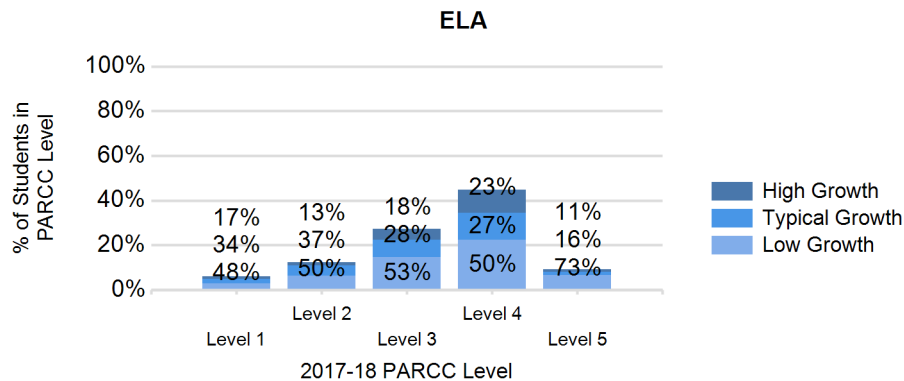
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

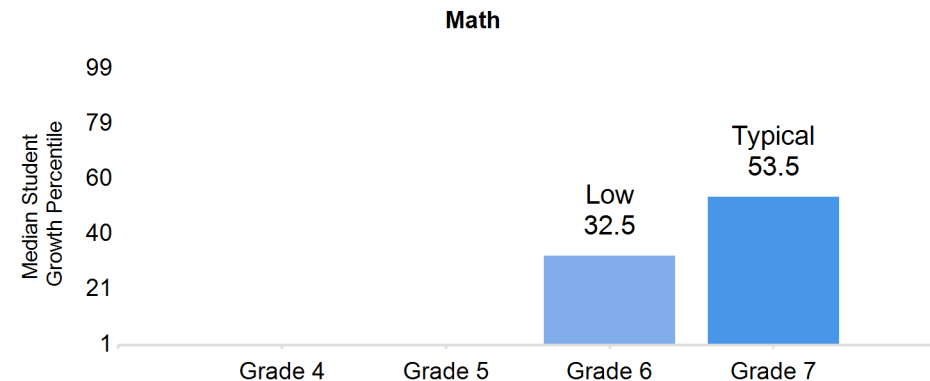
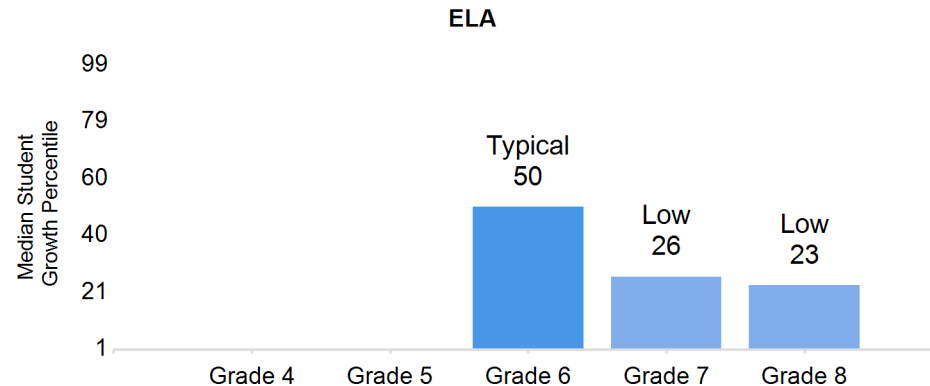
Student Growth by Performance Level

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



Student Growth by Grade

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





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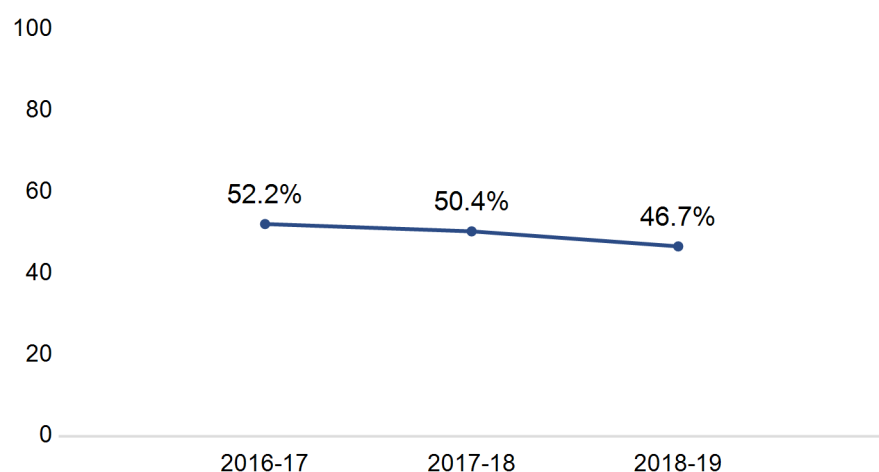
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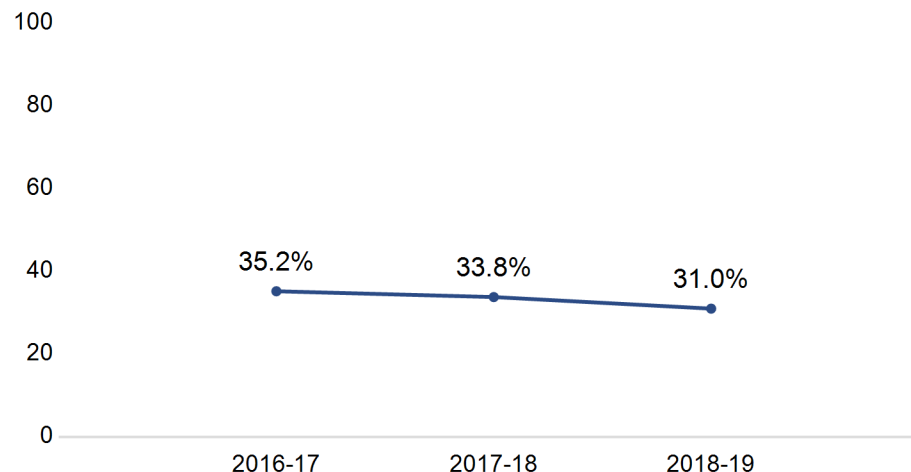
English Language Arts and Mathematics Performance Trends

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	94.9%	97.2%	96.0%	95.1%	97.3%	95.8%
Proficiency Rate for Federal Accountability	52.2%	50.4%	46.7%	35.2%	33.8%	31.0%
Annual Target	45.5%	47.3%	49.1%	37.2%	39.4%	41.7%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	495	96.0	46.7	50.6	57.9	46.7	49.1	Met Target†
White	386	96.3	45.9	52.8	66.9	45.9	51.4	Not Met
Hispanic	24	96.2	41.7	*	43.9	41.7	33.2	Met Target
Black or African American	48	91.1	39.6	*	38.5	37.7	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.4	62.5	82.9	71.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	23	100.0	65.2	*	64.4	65.2	N	N
Female	242	98.0	59.5	60.4	64.8	59.5		
Male	253	94.1	34.4	41.2	51.3	34.0		
Economically Disadvantaged Students	124	92.6	33.9	32.5	40.0	33.0	30.9	Met Target
Non-Economically Disadvantaged Students	371	97.2	50.9	55.4	67.9	50.9		
Students with Disabilities	85	92.5	12.9	*	22.7	12.6	23.9	Not Met
Students without Disabilities	410	96.8	53.7	*	65.1	53.7		
English Learners	N	N	N	46.9	29.3	N	**	**
Non-English Learners	495	96.0	46.7	50.7	60.6	46.7		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

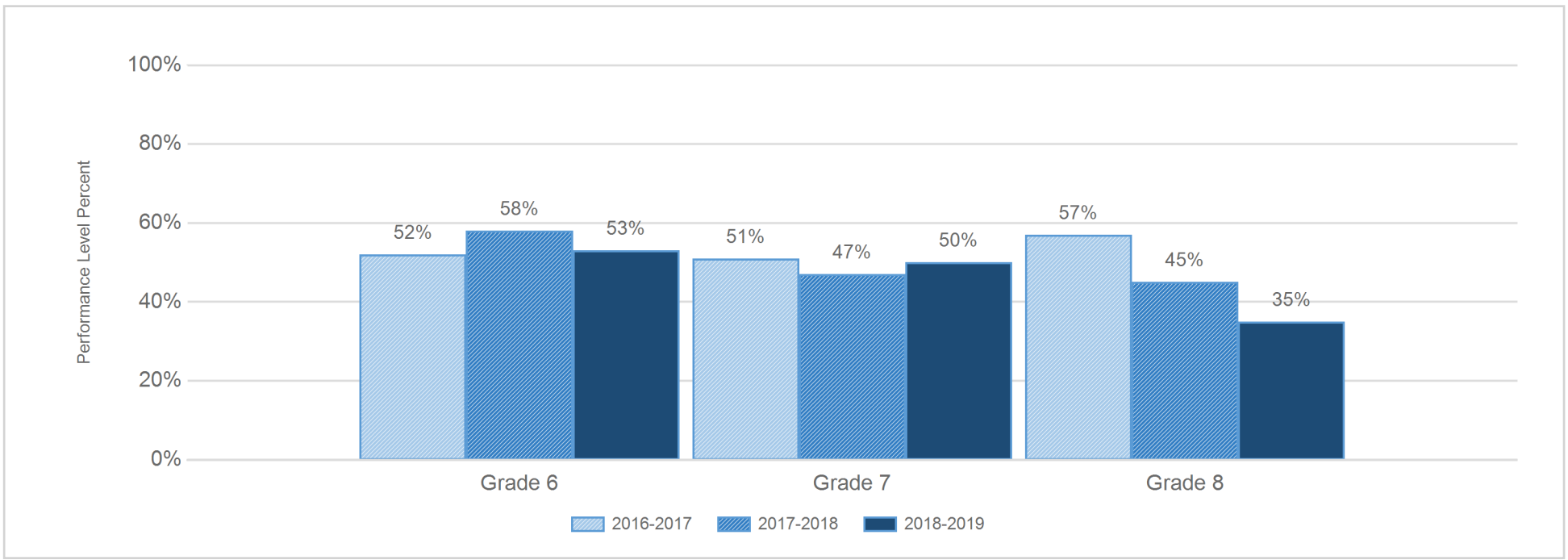


Orchard Valley Middle School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	749	747	754	7%	11%	28%	46%	7%	53%	56%
White	136	751	750	762	*	11%	28%	*	*	54%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	16	738	730	738	*	*	*	*	*	44%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	746	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	746	760	*	*	*	*	*	*	64%
Female	85	763	756	762	0%	*	24%	*	*	71%	64%
Male	84	736	740	748	14%	*	33%	*	*	36%	48%
Economically Disadvantaged Students	37	736	734	740	*	*	32%	35%	0%	35%	39%
Non-Economically Disadvantaged Students	132	753	751	763	*	*	27%	49%	9%	58%	67%
Students with Disabilities	22	708	711	722	*	*	*	*	*	*	19%
Students without Disabilities	147	756	754	761	*	*	*	*	*	*	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	169	749	*	756	7%	11%	28%	46%	7%	53%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	748	753	761	9%	12%	28%	35%	15%	50%	63%
White	127	746	754	769	9%	11%	31%	38%	11%	49%	72%
Hispanic	*	*	755	747	*	*	*	*	*	*	50%
Black or African American	19	734	738	741	*	*	*	*	*	37%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	85	759	763	769	*	*	29%	*	*	64%	71%
Male	84	736	743	753	*	*	27%	*	*	36%	55%
Economically Disadvantaged Students	41	737	737	743	*	*	34%	*	*	39%	45%
Non-Economically Disadvantaged Students	128	751	757	771	*	*	27%	*	*	53%	73%
Students with Disabilities	28	715	720	720	*	*	*	*	*	18%	22%
Students without Disabilities	141	754	758	769	*	*	*	*	*	56%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	735	748	762	19%	22%	25%	25%	10%	35%	63%
White	126	734	748	770	19%	21%	28%	21%	11%	33%	72%
Hispanic	11	733	*	747	*	*	0%	*	*	55%	49%
Black or African American	14	732	728	741	*	*	*	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	739	769	*	*	*	*	*	*	69%
Female	74	738	755	771	19%	16%	24%	*	*	41%	71%
Male	88	732	741	753	18%	26%	26%	*	*	30%	55%
Economically Disadvantaged Students	45	727	732	743	27%	24%	22%	*	*	27%	45%
Non-Economically Disadvantaged Students	117	738	752	772	15%	21%	26%	*	*	38%	72%
Students with Disabilities	33	705	709	721	39%	36%	*	*	*	12%	22%
Students without Disabilities	129	742	754	770	13%	18%	*	*	*	40%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	162	735	*	764	19%	22%	25%	25%	10%	35%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	494	95.8	31.0	40.4	44.5	31.0	41.7	Not Met
White	383	95.6	32.1	42.8	54.1	32.1	44	Not Met
Hispanic	25	100.0	20.0	*	28.8	20.0	24.8	Met Target†
Black or African American	49	92.9	12.2	15.9	23.0	11.9	20.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.4	57.1	76.5	71.4	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	23	100.0	39.1	*	53.3	39.1	N	N
Female	239	96.8	34.3	41.2	44.9	34.3		
Male	255	94.9	27.8	39.7	44.2	27.7		
Economically Disadvantaged Students	124	92.6	16.1	22.8	26.3	15.7	24.8	Not Met
Non-Economically Disadvantaged Students	370	96.9	35.9	45.0	54.9	35.9		
Students with Disabilities	85	92.5	*	17.7	17.4	*	19.2	Not Met
Students without Disabilities	409	96.5	*	44.6	50.0	*		
English Learners	N	N	N	43.8	25.0	N	**	**
Non-English Learners	494	95.8	31.0	40.4	46.5	31.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

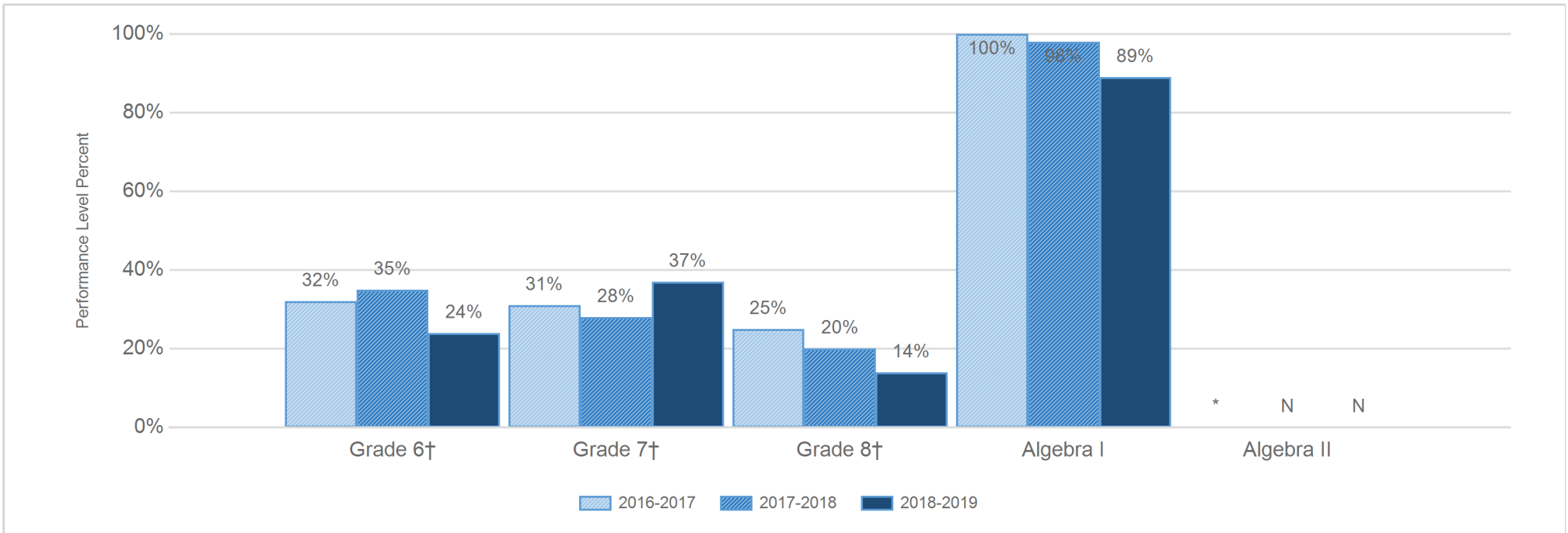


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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
Schoolwide	168	731	736	741	10%	32%	35%	*	*	24%	41%
White	135	733	740	749	11%	26%	36%	*	*	27%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	16	716	715	722	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	740	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	738	747	*	*	*	*	*	*	48%
Female	84	736	737	742	*	32%	37%	*	*	29%	42%
Male	84	726	735	740	*	31%	32%	*	*	19%	40%
Economically Disadvantaged Students	37	716	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	131	735	740	750	*	*	*	*	*	*	53%
Students with Disabilities	22	700	713	716	*	*	*	*	*	*	12%
Students without Disabilities	146	735	740	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	168	731	*	743	10%	32%	35%	*	*	24%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Orchard Valley Middle School
(15-5500-050)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	168	742	745	744	7%	15%	41%	*	*	37%	42%
White	126	741	746	751	*	16%	40%	*	*	38%	53%
Hispanic	*	*	748	733	*	*	*	*	*	*	26%
Black or African American	19	727	729	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	84	744	747	744	*	*	46%	*	*	39%	42%
Male	84	739	743	743	*	*	36%	*	*	35%	42%
Economically Disadvantaged Students	41	732	732	731	*	*	44%	*	*	24%	24%
Non-Economically Disadvantaged Students	127	745	749	751	*	*	40%	*	*	41%	53%
Students with Disabilities	27	723	725	718	*	*	41%	*	*	11%	13%
Students without Disabilities	141	746	748	749	*	*	41%	*	*	42%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	715	724	728	33%	27%	26%	14%	0%	14%	29%
White	96	716	725	737	30%	28%	28%	14%	0%	14%	38%
Hispanic	11	707	*	722	*	*	*	*	*	18%	22%
Black or African American	14	716	717	714	*	*	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	720	730	*	*	*	*	*	*	31%
Female	57	714	726	731	40%	23%	19%	*	*	18%	31%
Male	68	716	722	726	26%	31%	32%	*	*	10%	27%
Economically Disadvantaged Students	41	713	719	719	37%	29%	*	*	*	12%	20%
Non-Economically Disadvantaged Students	84	716	726	735	31%	26%	*	*	*	14%	36%
Students with Disabilities	33	696	701	707	*	*	*	*	*	*	10%
Students without Disabilities	92	722	730	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	125	715	*	730	33%	27%	26%	14%	0%	14%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	772	742	744	0%	0%	*	*	*	89%	42%
White	29	771	*	752	0%	0%	*	*	*	90%	53%
Hispanic	*	*	727	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	736	752	*	*	*	*	*	*	51%
Female	16	771	742	745	0%	0%	*	*	*	94%	44%
Male	22	772	742	743	0%	0%	*	*	*	86%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	746	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	38	772	*	745	0%	0%	*	*	*	89%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: 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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	747	755	N	N	N	N	N	N	58%
White	N	N	748	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	N	N	757	777	N	N	N	N	N	N	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	N	N	746	752	N	N	N	N	N	N	55%
Male	N	N	749	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	753	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	747	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	747	755	N	N	N	N	N	N	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
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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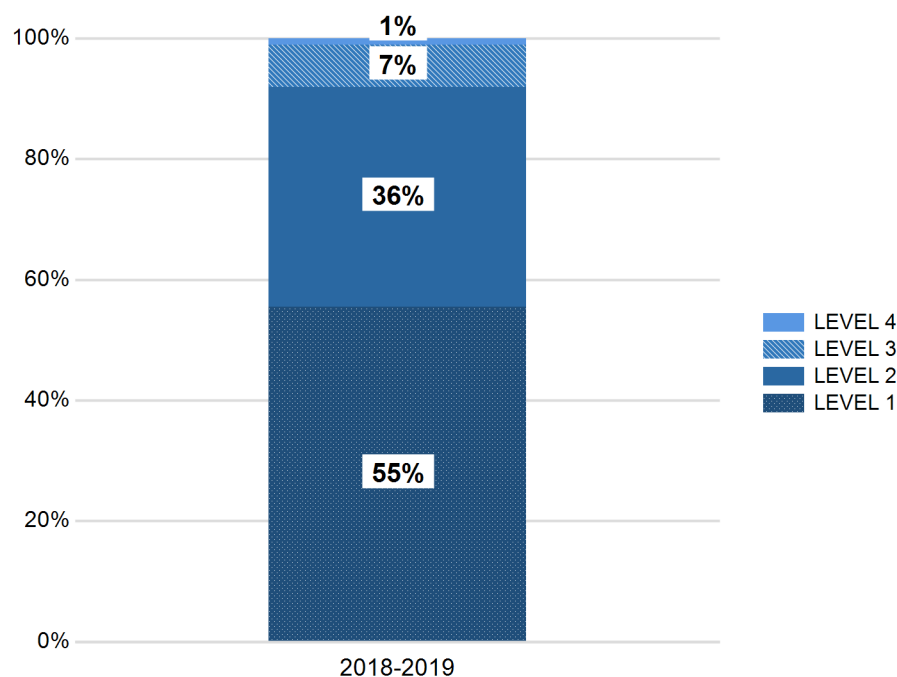
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	36	7	1
White	57	34	7	2
Hispanic	55	36	9	0
Black or African American	60	40	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	57	38	4	1
Male	54	36	9	1
Economically Disadvantaged Students	67	27	4	2
Non-Economically Disadvantaged Students	51	40	8	1
Students with Disabilities	79	18	3	0
Students without Disabilities	49	42	8	2
English Learners	N	N	N	N
Non-English Learners	55	36	7	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	172
7	1	0	171
8	40	0	133
Total	41	0	476

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	75	31	0	0	28	0	0
7	79	28	0	0	30	0	0
8	74	31	0	0	18	0	0
Total	228	90	0	0	76	0	0



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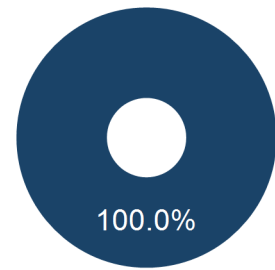
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Visual and Performing Arts – Course Participation

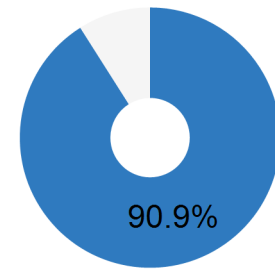
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

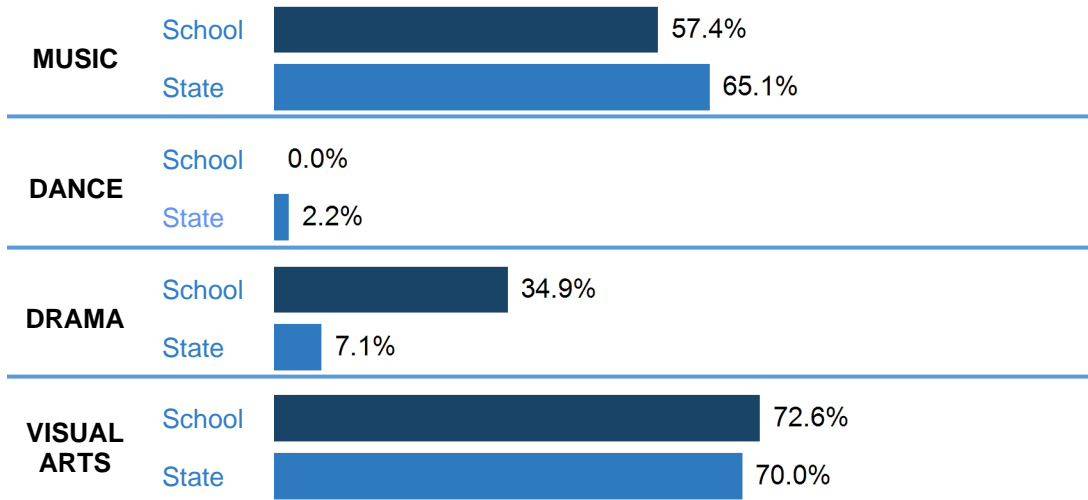


School



State

Students enrolled in one or more classes by discipline:





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

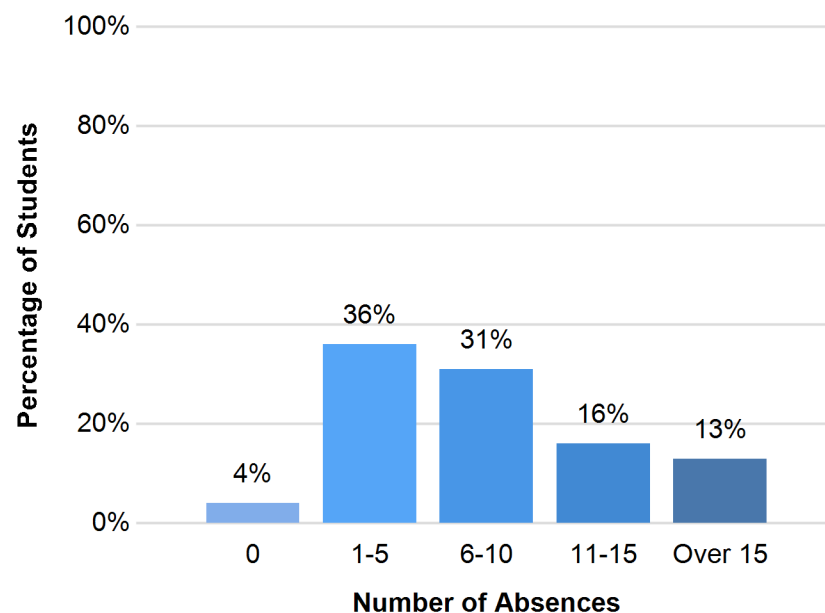
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	8.9	9.1	Met
White	37	9.2	9.1	Not Met
Hispanic	2	8.3	9.1	Met
Black or African American	6	10.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.3	9.1	Met
Female	29	11.6		
Male	17	6.3		
Economically Disadvantaged Students	17	12.4	9.1	Not Met
Students with Disabilities	10	10.4	9.1	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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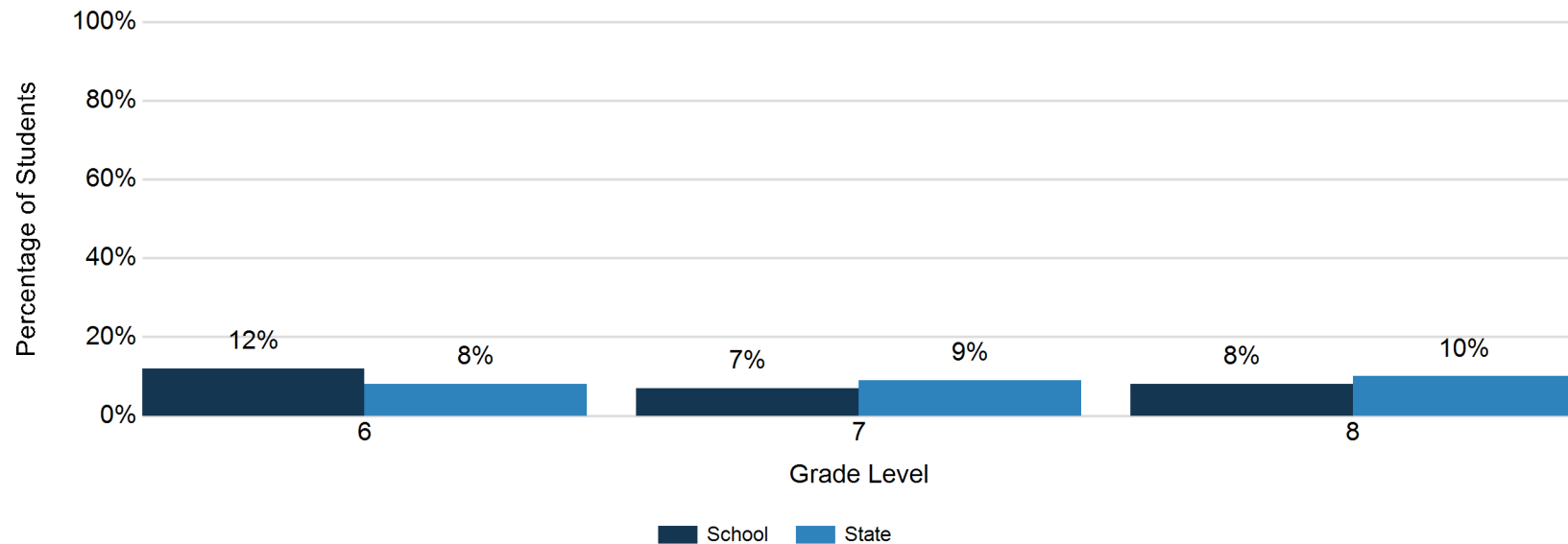
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Chronic Absenteeism by Grade

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





Orchard Valley Middle School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	5
Substances	4
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	4.22

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)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	2	1	3
Sexual Orientation	0	1	1
Disability	1	2	3
Other	8	5	13
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	55	10.6%
Out-of-School Suspensions	16	3.1%
Any Suspension	62	11.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
51



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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	7:55 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	59	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	83.1%	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	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	174:1	153:1
Teachers to Administrators	20:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



Orchard Valley Middle School
(15-5500-050)
Grades Offered: 06-08
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	48.0%	78.0%	100.0%	48.4%	77.1%	54.9%
Male	52.0%	22.0%	0.0%	51.6%	22.9%	45.1%
White	77.4%	96.6%	66.7%	42.4%	83.6%	77.4%
Hispanic	5.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.6%	0.0%	33.3%	15.0%	6.6%	13.9%
Asian	2.7%	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	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Orchard Valley Middle School
(15-5500-050)
Grades Offered: 06-08
2018-2019

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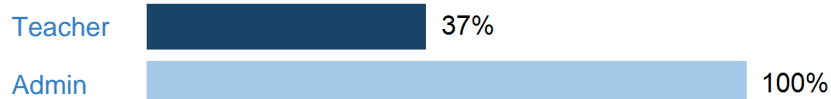
Teachers and Administrators - Level of Education

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.

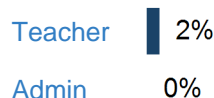
Bachelor's Degree



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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	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	94.8%



Orchard Valley Middle School

(15-5500-050)

Grades Offered: 06-08

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Orchard Valley Middle School
(15-5500-050)
Grades Offered: 06-08
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.



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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	52.2%	50.4%	46.7%
Math Proficiency	35.2%	33.8%	31.0%
ELA Growth	59	42	32
Math Growth	55	38	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.5%	8.1%	8.9%

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



Orchard Valley Middle School

(15-5500-050)

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Orchard Valley Middle 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.



Highlights:

- New Jersey Future Ready School Status
- Incorporating the Learner-Active-Technology Infused Classroom to enrich instruction and differentiated instruction.
- Technology initiative where students use various digital platforms for learning to engage in 21st Century Learning.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Our award winning music and drama departments compete in annual festivals. Receiving rankings of Outstanding and Superior, our programs are some of the best in the state. Students of the month are named for impressive character traits. Our Math, Science, History and Writing contest winners and are recognized by the community with awards. Teachers are recognized for innovative instruction. Our School has been recognized for character and technology education, and many other areas.



Orchard Valley Middle School

(15-5500-050)

Grades Offered: 06-08




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



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 <p>Before and After School Programs:</p>	<p>Students are supported academically throughout the school day. Our students participate each morning in the morning announcements broadcast ran by a faculty advisor and broadcast throughout the school daily. In addition, students can stay after school to participate in the Digits Math Academy ran by our Math faculty, or get extra help in any subject from their teachers.</p>
 <p>Staff and Professional Learning:</p>	<p>Our Middle Level calendar supports many professional learning opportunities for our staff. ICR Planning, Observations, Achievement, PARCC, Office 365, Technology, Blackboard, SAMR, Cultural Proficiency, Equity Literacy, Multi-Tiered System of Supports are among the topics currently being discussed. Weekly, teachers participate in Professional Learning Communities. Monthly, they participate in Department and Faculty meetings where students achievement is the lead topic.</p>
 <p>Postsecondary Information:</p>	<p>At the Middle Level, we begin preparing our students for College and Career Readiness. Using Naviance, students explore future programs that interest them, as well as begin to choose their high school courses they will need to reach their goals. State Assessments such as PARCC and Benchmark Assessments such as STAR give educators the insight to make data driven educational decisions.</p>



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 <p>Student Supports and Services:</p>	<p>Student Supports range from academic to social/emotional. SAC and Guidance Counselors, Nursing Services, Character programs and our service projects support the S/E learner. Supplemental, Digits Academy/Math Club, Accelerated Reader, Moodle, Star Assessment, Office 365, IXL, Read 180, Just Words, Systems 44, Success Maker, Examnew, In-Class Resource, Basic Skills Instruction, ESL, and Advanced Courses support the academic learner.</p>
 <p>Student Health and Wellness:</p>	<p>Our students' health and wellness are critical to their academic success. At the Middle Level, we offer many programs, such as CHIP, Free Eye Screenings, Fitness Club, and Gym/Recess. Through our Health and PE department, students get a comprehensive education about their fitness and nutrition. These lessons and activities are supported by our nursing staff, administration, and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents are involved in virtually all aspects of our school. Family Technology Fairs in-person and online opportunities happen throughout the school year. Our parents participate on our school safety team, and support our Building Better People positive school climate program. Book Fairs, Career Days, Box Tops, Locker Works, Magazine Drives, and many more PTO events occur annually. Many parents can be found at any events where volunteers are needed.</p>



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(15-5500-050)

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



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Other Information

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



Thomas Jefferson Elementary School
(15-5500-028)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Thomas Jefferson Elementary School
(15-5500-028)
Grades Offered: KG-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Gary Breen
Address	95 ALTAIR DR TURNERSVILLE, NJ 08012-2437
Phone Number	856-589-8248
Email Address	gbreen@wtps.org
Website	http://www.wtps.org/TJ
Facebook	https://www.facebook.com/TJTimes
Twitter	https://www.twitter.com/tj_elem



Thomas Jefferson Elementary School
(15-5500-028)
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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	144	164	171
1	67	76	82
2	62	70	85
3	78	67	76
4	73	80	74
5	84	73	81
Total	509	530	569

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	50.5%	52.5%	52.4%
Male	49.5%	47.5%	47.6%
Economically Disadvantaged Students	32.2%	30.4%	28.3%
Students with Disabilities	21.8%	21.3%	22.3%
English Learners	0.4%	0.0%	0.0%
Homeless Students	0.0%	0.8%	0.4%
Students in Foster Care	0.8%	0.6%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.9%	75.3%	72.4%
Hispanic	6.1%	6.2%	7.4%
Black or African American	11.6%	9.8%	10.9%
Asian	3.1%	4.2%	4.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	4.1%	4.3%	4.4%

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
KG - Half Day	0	0	0
KG - Full Day	144	164	171

Enrollment by Home Language

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

Home Language	% of Students
English	99.8%
Other Languages	0.2%



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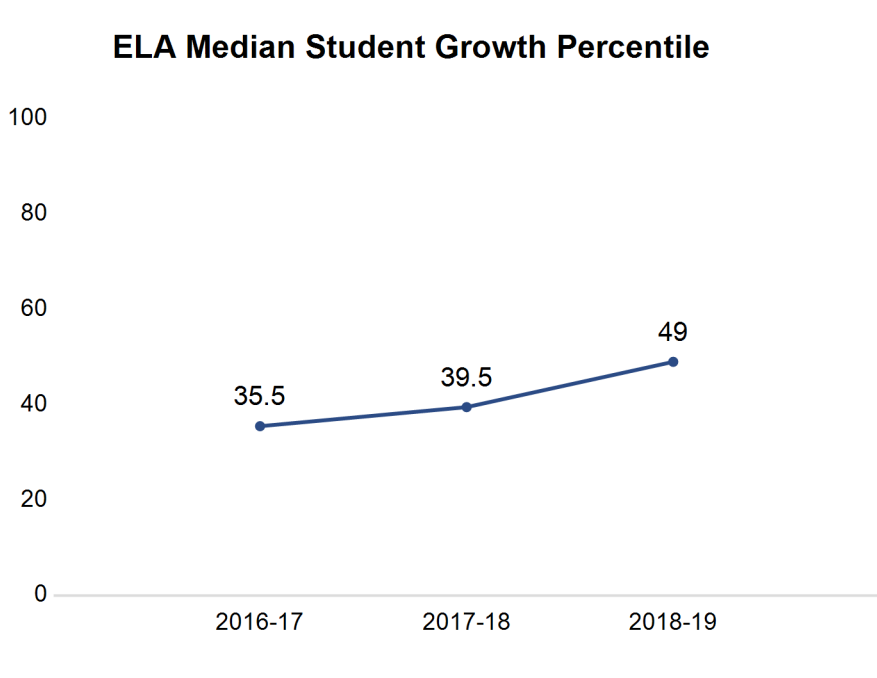
Report Key:

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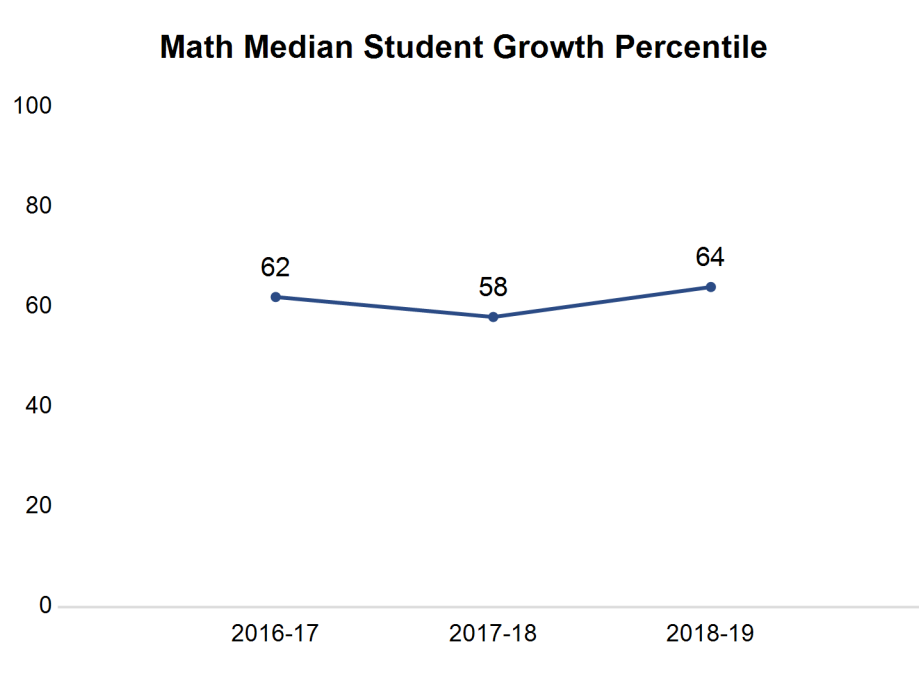
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35.5	39.5	49	62	58	64
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	39	50	Met Standard	64	51	50	Exceeds Standard
White	49	38	50	Met Standard	67	51	52	Exceeds Standard
Hispanic	50	41.5	49	**	59	54.5	47	**
Black or African American	44.5	40	45	**	37.5	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	55	48	59	**	75	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	51	42	53	N	64.5	52	50	N
Male	48.5	37	47	N	63	50	51	N
Economically Disadvantaged Students	42	38	48	Met Standard	62	51	46	Exceeds Standard
Students with Disabilities	46	37	43	Met Standard	78.5	53	45	Exceeds Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	N	48	43	N	N	45.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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

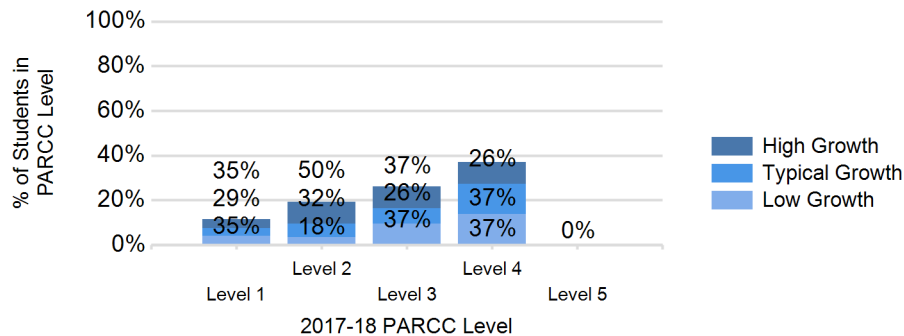
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

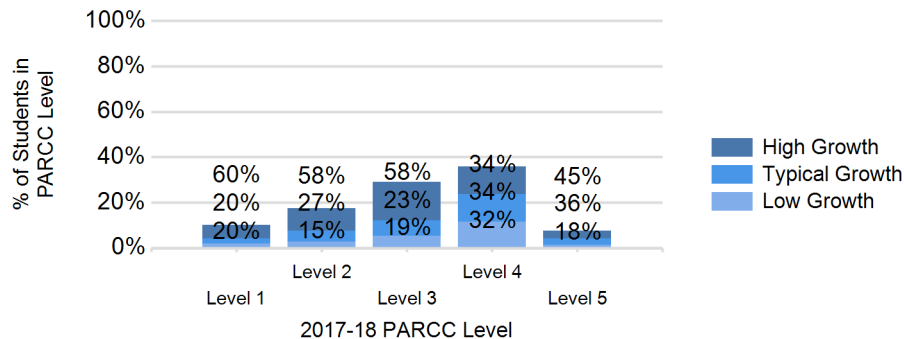
Student Growth by Performance Level

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

ELA



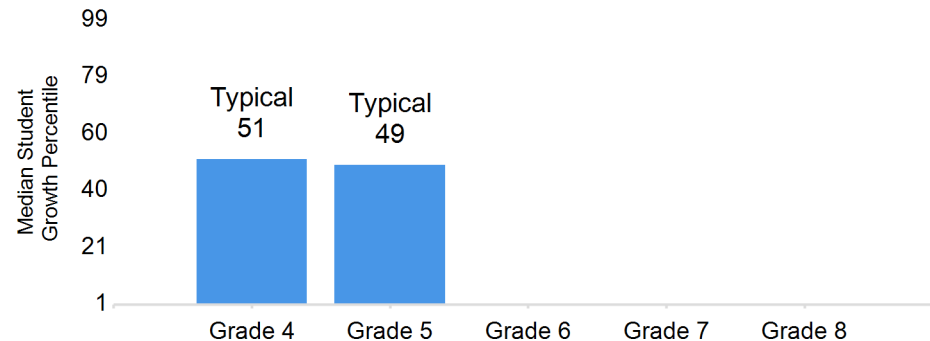
Math



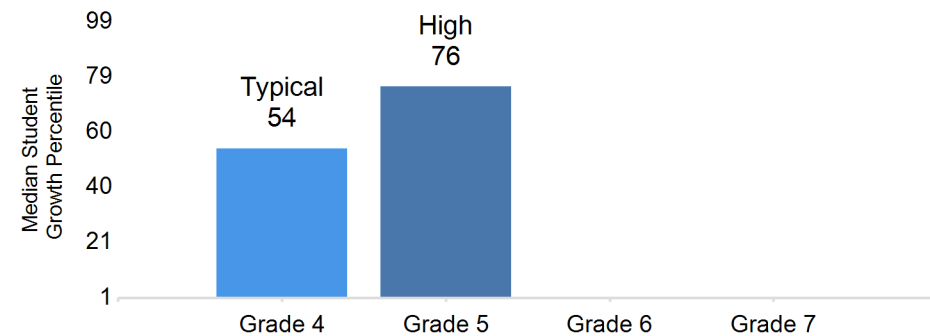
Student Growth by Grade

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

ELA



Math





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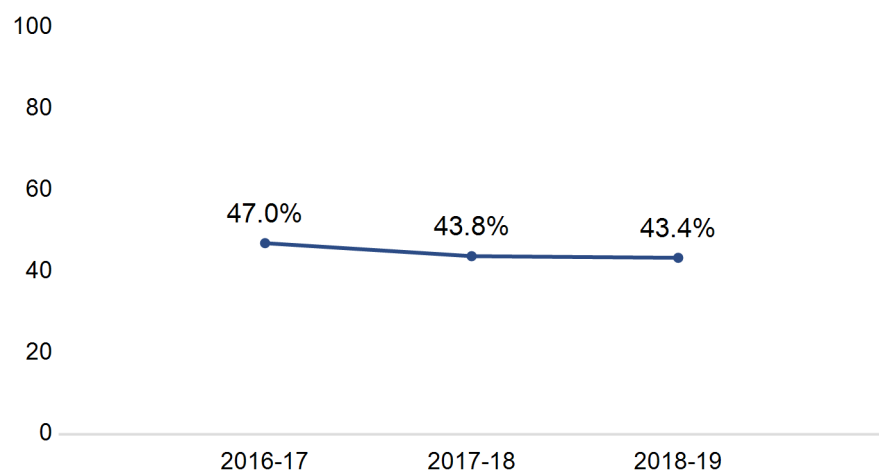
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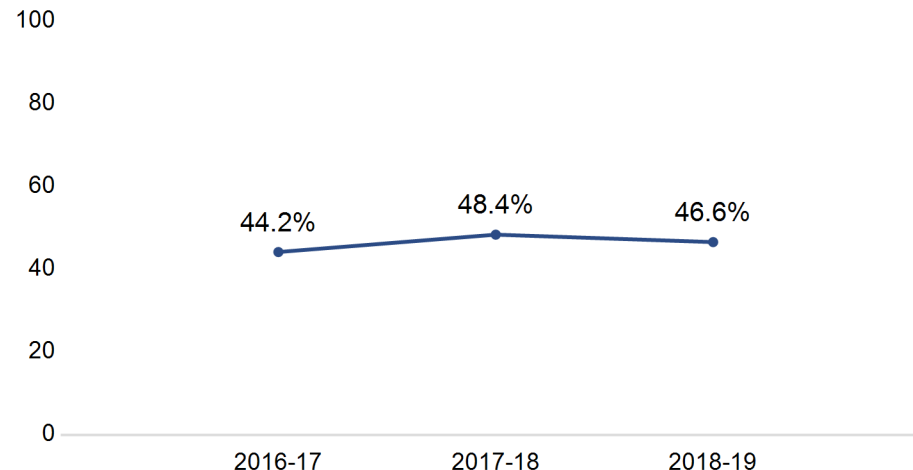
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	99.1%	97.9%	96.7%	99.1%	97.9%
Proficiency Rate for Federal Accountability	47.0%	43.8%	43.4%	44.2%	48.4%	46.6%
Annual Target	44.3%	46.2%	48.0%	41.5%	43.5%	45.6%
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	221	97.9	43.4	50.6	57.9	43.4	48	Met Target†
White	144	97.3	48.6	52.8	66.9	48.6	50.8	Met Target†
Hispanic	21	100.0	28.6	*	43.9	28.6	N	N
Black or African American	30	96.9	23.3	*	38.5	23.3	30.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	16	100.0	56.3	62.5	82.9	56.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	40.0	*	64.4	40.0	**	**
Female	108	99.1	50.0	60.4	64.8	50.0		
Male	113	96.7	37.2	41.2	51.3	37.2		
Economically Disadvantaged Students	66	97.2	27.3	32.5	40.0	27.3	37	Not Met
Non-Economically Disadvantaged Students	155	98.1	50.3	55.4	67.9	50.3		
Students with Disabilities	43	91.7	16.3	*	22.7	15.7	26.9	Not Met
Students without Disabilities	178	99.5	50.0	*	65.1	50.0		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	N	N	N	26.5	29.1	N		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



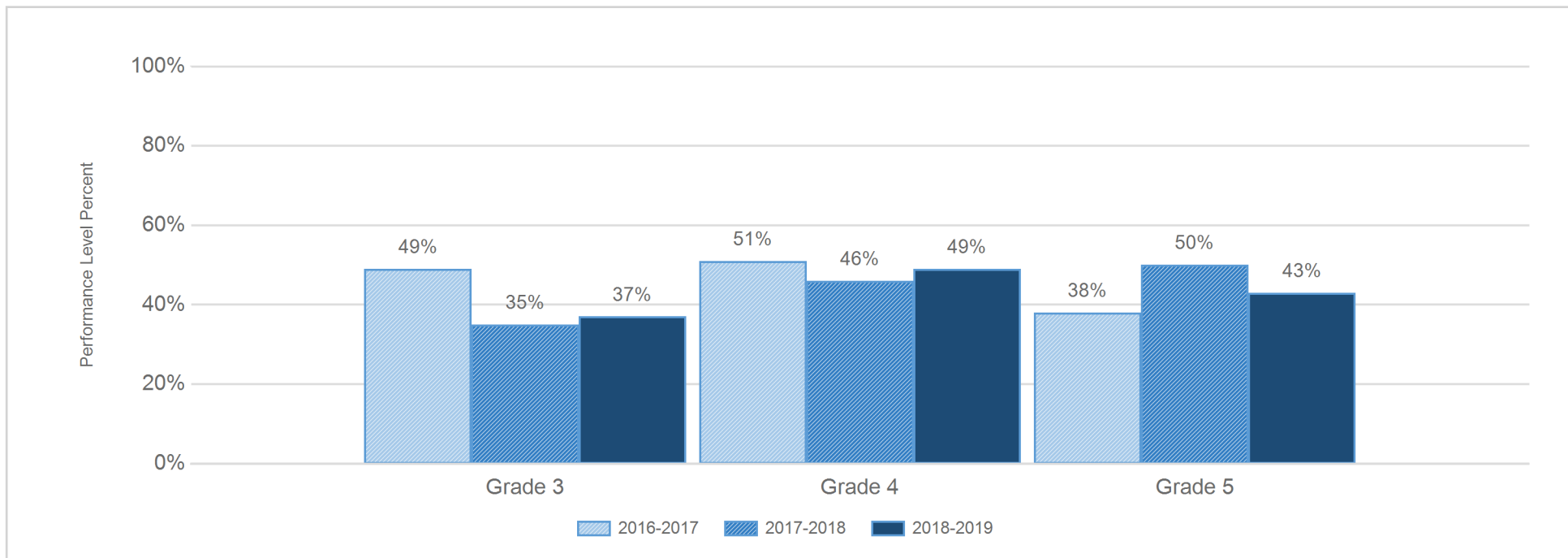
Thomas Jefferson Elementary School
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English Language Arts Assessment - Performance Trends

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 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	73	739	744	748	16%	16%	30%	*	*	37%	50%
White	44	741	746	757	*	*	*	*	*	45%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	13	721	722	731	*	*	*	*	*	15%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	32	745	749	753	*	*	31%	*	*	44%	55%
Male	41	734	739	743	*	*	29%	*	*	32%	46%
Economically Disadvantaged Students	27	730	730	731	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	46	745	747	759	*	*	*	*	*	46%	61%
Students with Disabilities	15	710	723	719	*	*	*	*	*	13%	24%
Students without Disabilities	58	747	749	754	*	*	*	*	*	43%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	73	739	*	751	16%	16%	30%	*	*	37%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	747	749	755	*	16%	26%	*	*	49%	57%
White	44	746	752	763	*	*	23%	*	*	52%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	12	736	729	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	39	753	755	760	*	*	*	*	*	56%	62%
Male	34	740	743	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	22	733	*	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	51	753	*	765	*	*	*	*	*	57%	69%
Students with Disabilities	16	719	729	725	*	*	*	*	*	19%	25%
Students without Disabilities	57	755	754	761	*	*	*	*	*	58%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	73	747	*	758	*	16%	26%	*	*	49%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	747	754	756	*	14%	37%	*	*	43%	58%
White	57	750	756	764	*	*	35%	*	*	47%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	40	754	761	761	*	*	33%	*	*	50%	64%
Male	41	740	748	750	*	*	41%	*	*	37%	52%
Economically Disadvantaged Students	21	732	739	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	60	752	758	766	*	*	*	*	*	48%	69%
Students with Disabilities	12	717	*	724	*	*	*	*	*	17%	23%
Students without Disabilities	69	752	*	762	*	*	*	*	*	48%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	81	747	*	758	*	14%	37%	*	*	43%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	221	97.9	46.6	40.4	44.5	46.6	45.6	Met Target
White	144	97.3	49.3	42.8	54.1	49.3	50.2	Met Target†
Hispanic	21	100.0	42.9	*	28.8	42.9	N	N
Black or African American	30	96.9	10.0	15.9	23.0	10.0	23.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	100.0	87.5	57.1	76.5	87.5	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	60.0	*	53.3	60.0	**	**
Female	108	99.1	45.4	41.2	44.9	45.4		
Male	113	96.7	47.8	39.7	44.2	47.8		
Economically Disadvantaged Students	66	97.2	24.2	22.8	26.3	24.2	32.8	Met Target†
Non-Economically Disadvantaged Students	155	98.1	56.1	45.0	54.9	56.1		
Students with Disabilities	43	91.7	23.3	17.7	17.4	22.4	26.9	Met Target†
Students without Disabilities	178	99.5	52.2	44.6	50.0	52.2		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Thomas Jefferson Elementary School

(15-5500-028)

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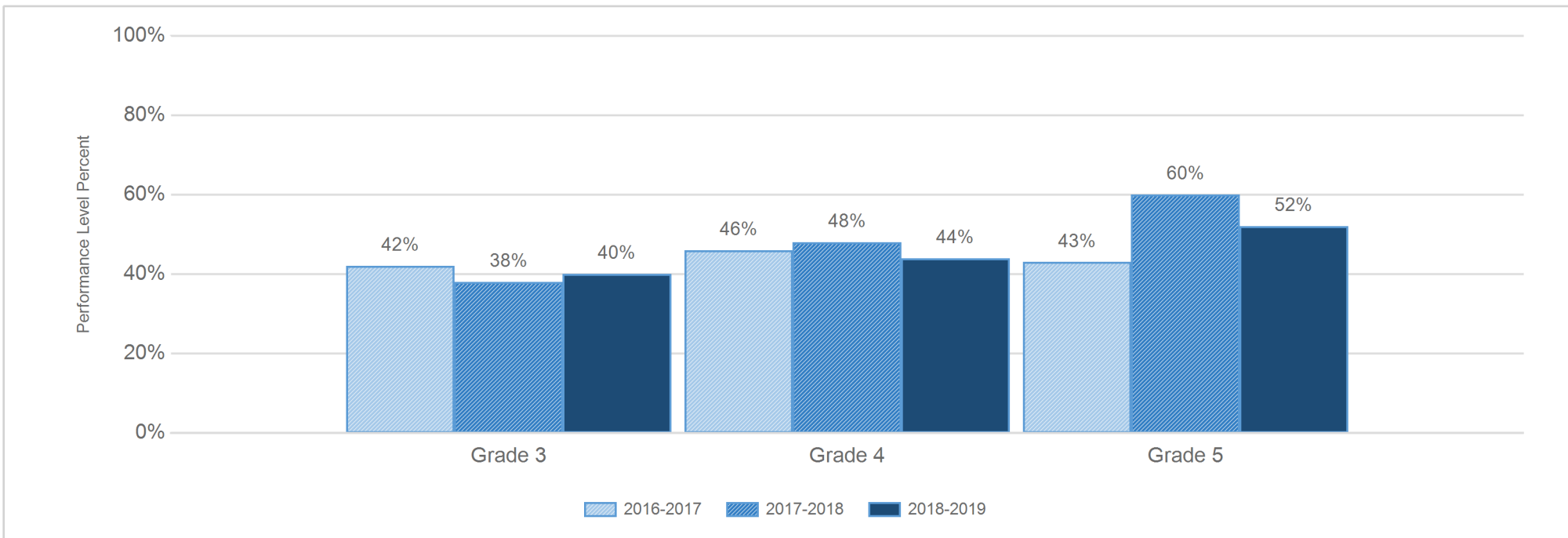
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	736	751	752	*	26%	23%	*	*	40%	55%
White	44	738	754	760	*	25%	*	*	*	43%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	13	724	729	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	32	739	751	751	*	*	*	*	*	41%	54%
Male	41	733	752	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	27	723	732	737	*	*	*	*	*	22%	37%
Non-Economically Disadvantaged Students	46	743	757	761	*	*	*	*	*	50%	67%
Students with Disabilities	15	711	731	731	*	*	*	*	*	20%	31%
Students without Disabilities	58	742	756	756	*	*	*	*	*	45%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	73	736	*	754	*	26%	23%	*	*	40%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Thomas Jefferson Elementary School
(15-5500-028)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	743	752	749	*	18%	29%	*	*	44%	51%
White	44	742	754	757	*	*	25%	*	*	50%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	12	729	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	39	742	752	749	*	*	*	*	*	41%	50%
Male	34	743	752	749	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	22	727	*	734	*	*	45%	*	*	18%	32%
Non-Economically Disadvantaged Students	51	749	*	759	*	*	22%	*	*	55%	63%
Students with Disabilities	16	720	736	726	*	*	*	*	*	25%	25%
Students without Disabilities	57	749	755	754	*	*	*	*	*	49%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	73	743	*	751	*	18%	29%	*	*	44%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	752	753	747	*	*	38%	*	*	52%	47%
White	57	752	754	755	*	*	40%	*	*	53%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	40	753	753	747	*	*	48%	*	*	50%	47%
Male	41	751	753	747	*	*	29%	*	*	54%	47%
Economically Disadvantaged Students	21	743	740	732	*	*	57%	*	*	29%	27%
Non-Economically Disadvantaged Students	60	755	756	757	*	*	32%	*	*	60%	59%
Students with Disabilities	12	731	*	725	*	*	*	*	*	25%	19%
Students without Disabilities	69	755	*	752	*	*	*	*	*	57%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	81	752	*	749	*	*	38%	*	*	52%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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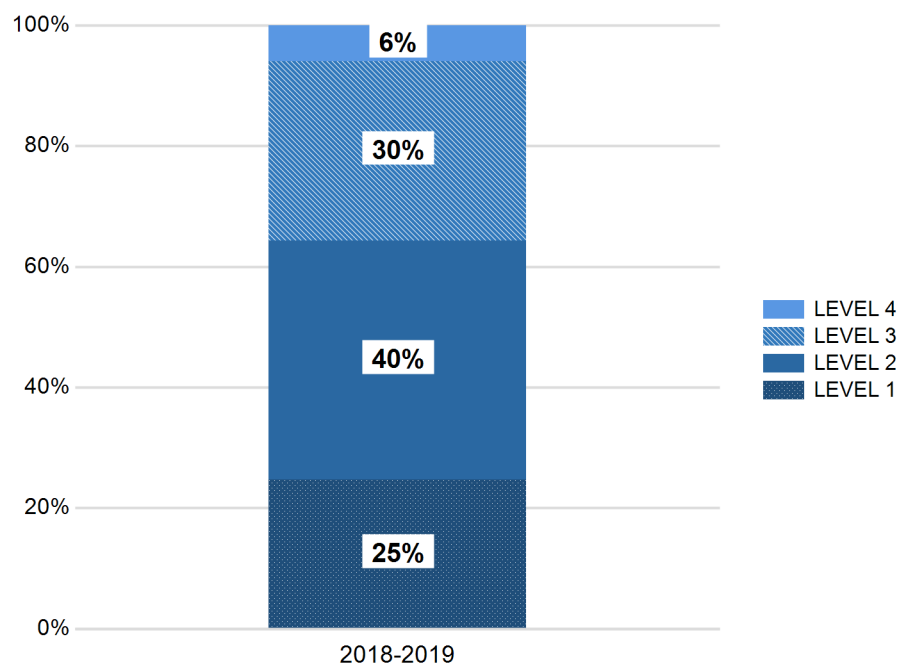
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	25	40	30	6
White	25	39	28	9
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	35	33	5
Male	22	44	27	7
Economically Disadvantaged Students	41	32	23	5
Non-Economically Disadvantaged Students	19	42	32	7
Students with Disabilities	69	15	15	0
Students without Disabilities	16	44	32	7
English Learners	N	N	N	N
Non-English Learners	25	40	30	6
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

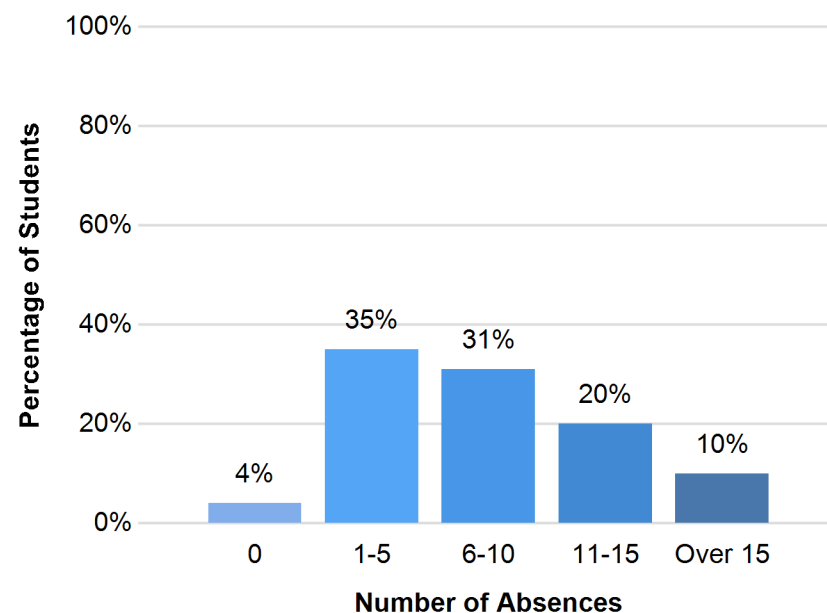
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	6.5	8.9	Met
White	21	5.1	8.9	Met
Hispanic	3	6.8	8.9	Met
Black or African American	8	13.8	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	9.7	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.3	8.9	Met
Female	17	5.8		
Male	20	7.3		
Economically Disadvantaged Students	20	12.3	8.9	Not Met
Students with Disabilities	11	8.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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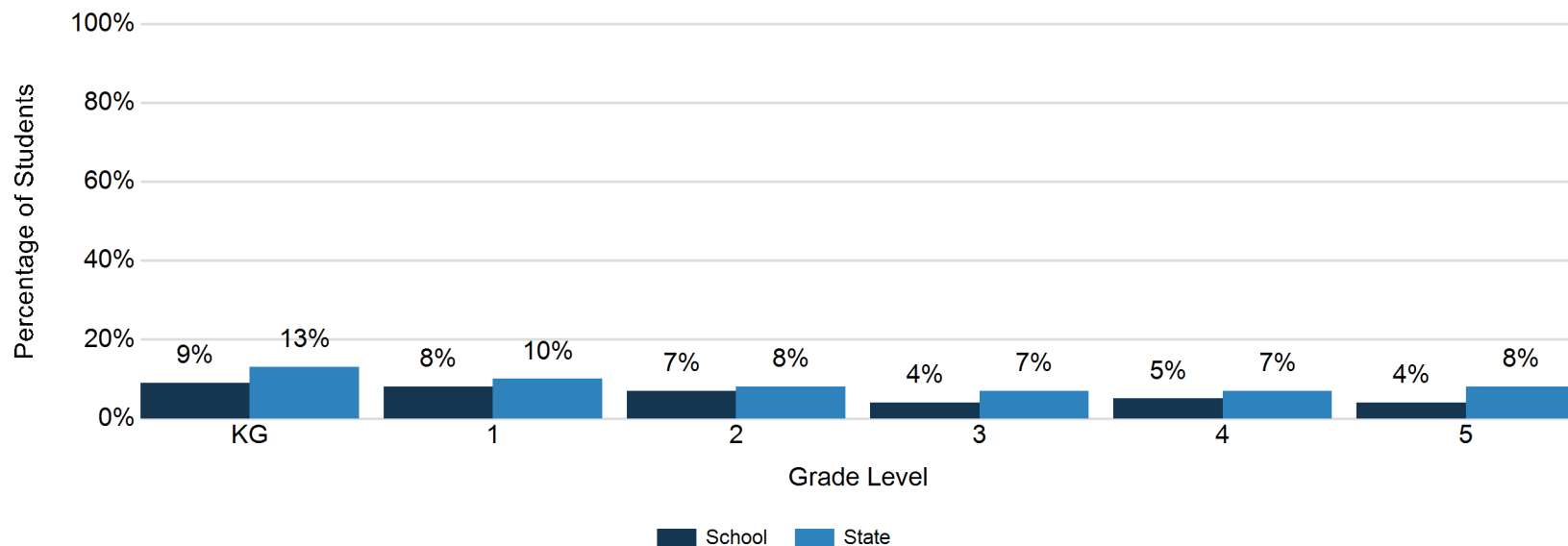
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Chronic Absenteeism by Grade

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

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	1	0	1
Other	6	0	6
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	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	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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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	59	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	11.7	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	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	569:1	153:1
Teachers to Administrators	59:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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 – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.4%	81.4%	0.0%	48.4%	77.1%	54.9%
Male	47.6%	18.6%	100.0%	51.6%	22.9%	45.1%
White	72.4%	91.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.4%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.9%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	4.9%	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	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Thomas Jefferson Elementary School
(15-5500-028)
Grades Offered: KG-05
2018-2019

Report Key:

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.0%	43.8%	43.4%
Math Proficiency	44.2%	48.4%	46.6%
ELA Growth	36	40	49
Math Growth	62	58	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.5%	9.1%	6.5%

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



Thomas Jefferson Elementary School
(15-5500-028)
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2018-2019

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



Thomas Jefferson Elementary 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.



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Thomas Jefferson Elementary School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



Thomas Jefferson Elementary School

(15-5500-028)

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2018-2019

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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.



Thomas Jefferson Elementary School

(15-5500-028)

Grades Offered: KG-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Thomas Jefferson Elementary School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



Thomas Jefferson Elementary School

(15-5500-028)

Grades Offered: KG-05




2018-2019

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 <p>Student Supports and Services:</p>	<p>Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.</p>
 <p>Student Health and Wellness:</p>	<p>Thomas Jefferson Elementary School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.</p>



Thomas Jefferson Elementary School

(15-5500-028)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>Thomas Jefferson is a multi-level building. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms are available throughout the fully air-conditioned building.</p>



Thomas Jefferson Elementary School

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Other Information

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

**Washington Township High School**

(15-5500-010)

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 with any questions about the reports

Notes from the New Jersey Department of Education:



Washington Township High School

(15-5500-010)

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	Gloucester
District	Washington Township School District
Principal Name	Mr. Jonathan Strout
Address	519 HURFFVILLE CROSSKEYS RD SEWELL, NJ 08080-2700
Phone Number	856-589-8500
Email Address	jstrout@WTPS.ORG
Website	https://www.wtps.org
Facebook	https://www.facebook.com/Washington-Township-High-School-2424587707557244/
Twitter	https://twitter.com/twppride



Washington Township High School
(15-5500-010)
Grades Offered: 09-12
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
9	552	553	593
10	547	545	549
11	562	532	536
12	596	576	545
Total	2,257	2,206	2,223

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	51.1%	50.4%	50.3%
Male	48.9%	49.6%	49.7%
Economically Disadvantaged Students	17.4%	17.9%	19.4%
Students with Disabilities	12.8%	12.0%	11.3%
English Learners	0.8%	0.3%	0.2%
Homeless Students	0.0%	0.3%	0.3%
Students in Foster Care	0.2%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.2%	80.1%	79.5%
Hispanic	4.3%	4.6%	4.9%
Black or African American	7.4%	7.8%	8.1%
Asian	5.8%	5.7%	5.6%
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	1.2%	1.8%	1.8%

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	2,257	2,206	2,223
Shared Time Students	0	0	0
Full Time Equivalent	2,257	2,206	2,223

Enrollment by Home Language

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

Home Language	% of Students
English	98.1%
Other Languages	1.9%



Washington Township High School
(15-5500-010)
Grades Offered: 09-12
2018-2019

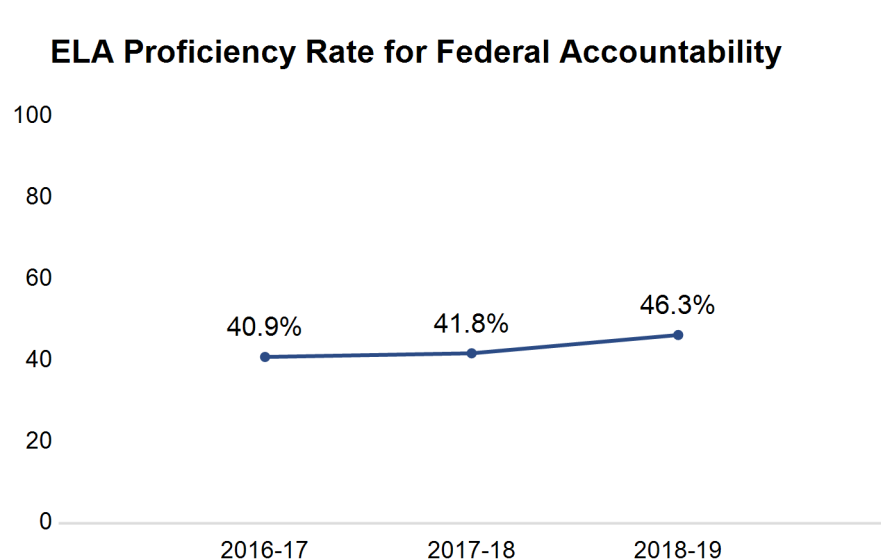
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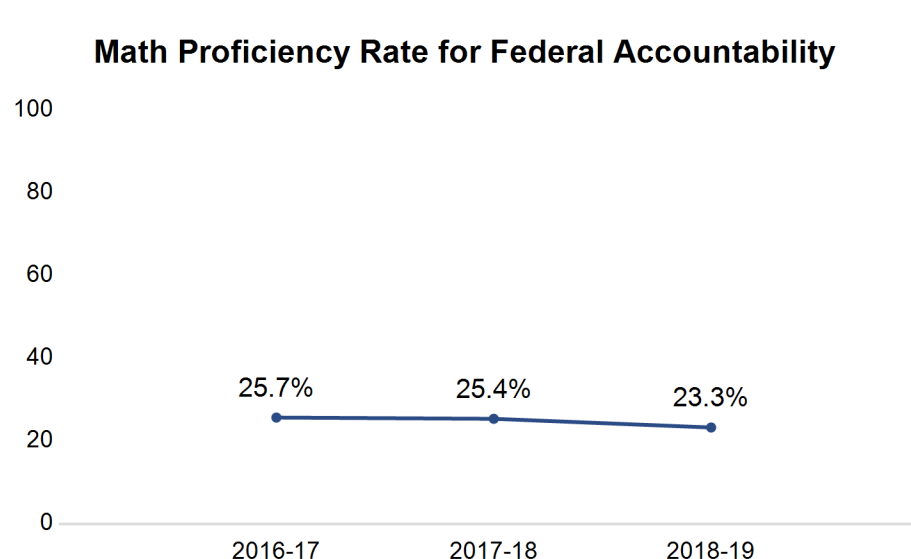
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	99.1%	99.2%	96.7%	99.1%	97.4%
Proficiency Rate for Federal Accountability	40.9%	41.8%	46.3%	25.7%	25.4%	23.3%
Annual Target	29.3%	31.9%	34.6%	23.1%	26.1%	29.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1125	99.2	46.3	50.6	57.9	46.3	34.6	Met Target
White	888	99.3	48.4	52.8	66.9	48.4	34.6	Met Target
Hispanic	61	100.0	31.1	*	43.9	31.1	31.7	Met Target†
Black or African American	96	99.0	28.1	*	38.5	28.1	23.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	55	98.2	61.8	62.5	82.9	61.8	54.1	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	25	96.3	44.0	*	64.4	44.0	41.1	Met Target
Female	567	99.3	57.8	60.4	64.8	57.8		
Male	558	99.1	34.6	41.2	51.3	34.6		
Economically Disadvantaged Students	227	98.7	27.3	32.5	40.0	27.3	25.8	Met Target
Non-Economically Disadvantaged Students	898	99.3	51.1	55.4	67.9	51.1		
Students with Disabilities	142	98.0	12.7	*	22.7	12.7	17.4	Not Met
Students without Disabilities	983	99.4	51.2	*	65.1	51.2		
English Learners	N	N	N	46.9	29.3	N	**	**
Non-English Learners	1125	99.2	46.3	50.7	60.6	46.3		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



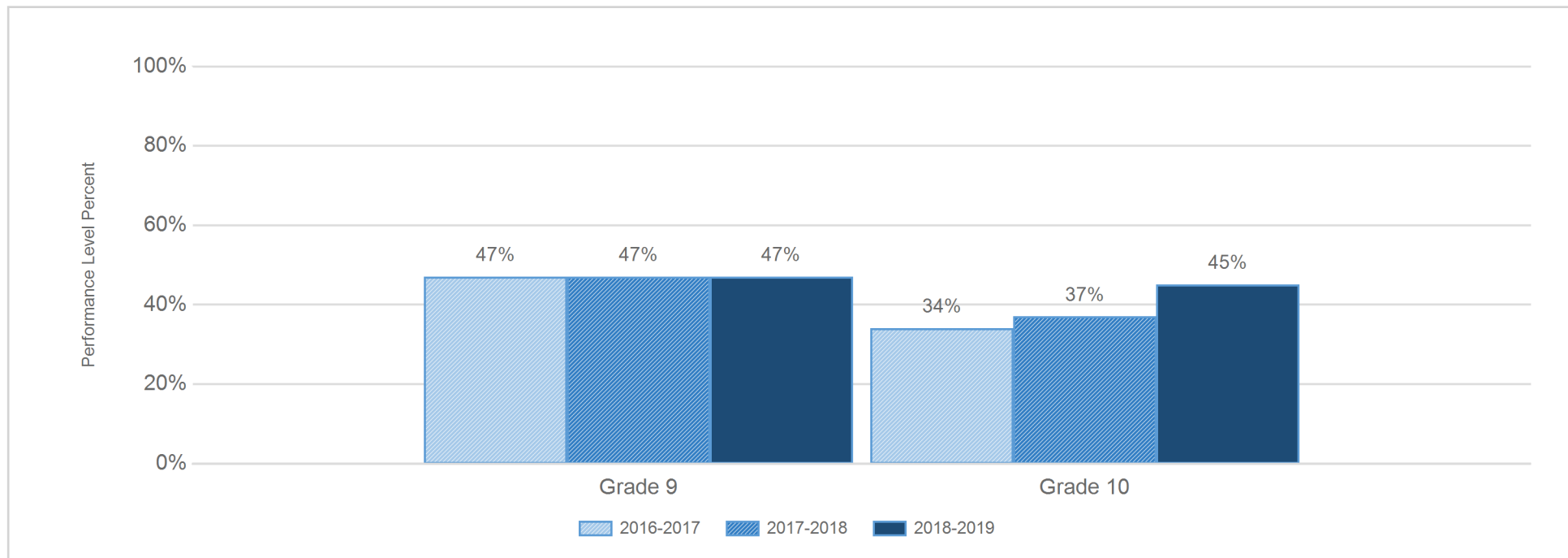
Washington Township High School
(15-5500-010)
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2018-2019

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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 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
Schoolwide	586	746	746	753	10%	16%	26%	39%	9%	47%	56%
White	455	748	748	762	9%	14%	27%	42%	9%	50%	65%
Hispanic	36	735	735	737	*	31%	*	*	*	31%	40%
Black or African American	54	723	723	732	28%	30%	20%	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	29	767	767	783	*	*	*	*	*	66%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	12	747	747	761	0%	*	*	*	*	50%	63%
Female	298	756	756	760	4%	12%	24%	46%	13%	59%	63%
Male	288	736	736	746	16%	20%	28%	31%	4%	35%	49%
Economically Disadvantaged Students	120	731	731	734	18%	24%	30%	*	*	28%	36%
Non-Economically Disadvantaged Students	466	750	750	762	8%	14%	26%	*	*	52%	65%
Students with Disabilities	80	712	712	717	36%	35%	16%	*	*	13%	17%
Students without Disabilities	506	751	751	760	6%	13%	28%	*	*	53%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Washington Township High School
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Grades Offered: 09-12
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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
Schoolwide	545	742	742	757	18%	14%	23%	34%	11%	45%	58%
White	430	744	744	767	17%	12%	25%	36%	10%	46%	67%
Hispanic	28	724	724	738	*	*	*	*	*	29%	43%
Black or African American	47	727	727	733	28%	*	23%	*	*	32%	38%
Asian, Native Hawaiian, or Pacific Islander	26	767	767	792	*	*	*	*	*	58%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	14	738	738	766	*	*	*	*	*	43%	65%
Female	275	755	755	766	11%	11%	23%	38%	17%	55%	66%
Male	270	729	729	749	26%	17%	24%	30%	4%	34%	51%
Economically Disadvantaged Students	108	720	720	735	36%	16%	21%	*	*	27%	40%
Non-Economically Disadvantaged Students	437	748	748	767	14%	13%	24%	*	*	49%	67%
Students with Disabilities	57	694	694	711	70%	*	*	*	*	11%	19%
Students without Disabilities	488	748	748	765	12%	*	*	*	*	49%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	545	742	742	760	18%	14%	23%	34%	11%	45%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	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	1100	97.4	23.3	40.4	44.5	23.3	29.1	Not Met
White	873	97.9	24.2	42.8	54.1	24.2	29.5	Not Met
Hispanic	58	95.3	15.5	*	28.8	15.5	20.6	Met Target†
Black or African American	89	93.0	*	15.9	23.0	*	16.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	98.2	42.6	57.1	76.5	42.6	47.5	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	26	100.0	*	*	53.3	*	28.8	Met Target†
Female	554	97.4	24.4	41.2	44.9	24.4		
Male	546	97.3	22.2	39.7	44.2	22.2		
Economically Disadvantaged Students	211	93.4	10.4	22.8	26.3	10.3	20.2	Not Met
Non-Economically Disadvantaged Students	889	98.4	26.3	45.0	54.9	26.3		
Students with Disabilities	118	82.2	*	17.7	17.4	*	17.6	Not Met
Students without Disabilities	982	99.6	*	44.6	50.0	*		
English Learners	N	N	N	43.8	25.0	N	**	**
Non-English Learners	1100	97.4	23.3	40.4	46.5	23.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



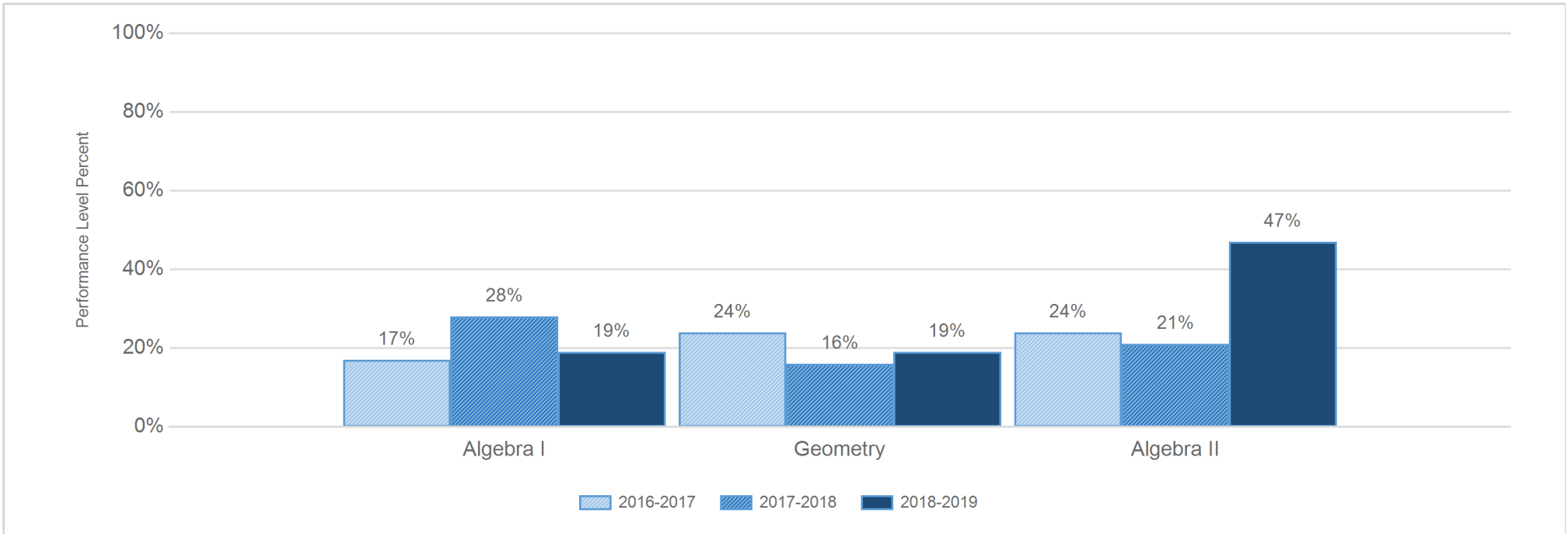
Washington Township High School
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Mathematics Assessment – Performance Trends

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 Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	427	730	742	744	9%	37%	34%	19%	0%	19%	42%
White	321	732	*	752	8%	35%	35%	22%	0%	22%	53%
Hispanic	32	722	727	728	*	47%	*	*	*	*	24%
Black or African American	47	719	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	16	737	763	775	0%	*	*	*	*	19%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	11	727	736	752	*	*	*	*	*	18%	51%
Female	203	730	742	745	7%	38%	36%	18%	0%	18%	44%
Male	224	729	742	743	10%	37%	33%	21%	0%	21%	41%
Economically Disadvantaged Students	108	722	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	319	732	746	752	*	*	*	*	*	*	52%
Students with Disabilities	67	712	*	717	*	*	*	*	*	*	12%
Students without Disabilities	360	733	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	520	728	728	737	10%	31%	40%	*	*	19%	35%
White	420	729	729	743	10%	29%	42%	*	*	19%	43%
Hispanic	24	723	723	724	*	*	*	*	*	13%	17%
Black or African American	39	717	717	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	27	743	743	762	*	*	*	*	*	48%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	10	714	714	745	*	*	*	*	*	*	46%
Female	266	730	730	738	9%	31%	38%	*	*	23%	36%
Male	254	726	726	736	12%	30%	42%	*	*	15%	34%
Economically Disadvantaged Students	92	715	715	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	428	731	731	743	*	*	*	*	*	*	43%
Students with Disabilities	41	704	704	712	*	*	*	*	*	*	*
Students without Disabilities	479	730	730	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	520	728	728	738	10%	31%	40%	*	*	19%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	747	747	755	*	14%	36%	*	*	47%	58%
White	129	748	748	758	*	13%	36%	*	*	47%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	757	757	777	0%	0%	*	*	*	64%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	91	746	746	752	*	*	38%	*	*	43%	55%
Male	67	749	749	758	*	*	33%	*	*	52%	62%
Economically Disadvantaged Students	12	753	753	729	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	146	747	747	761	*	*	*	*	*	47%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	158	747	747	755	*	14%	36%	*	*	47%	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
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	N	N	N
5 or more	N	N	N



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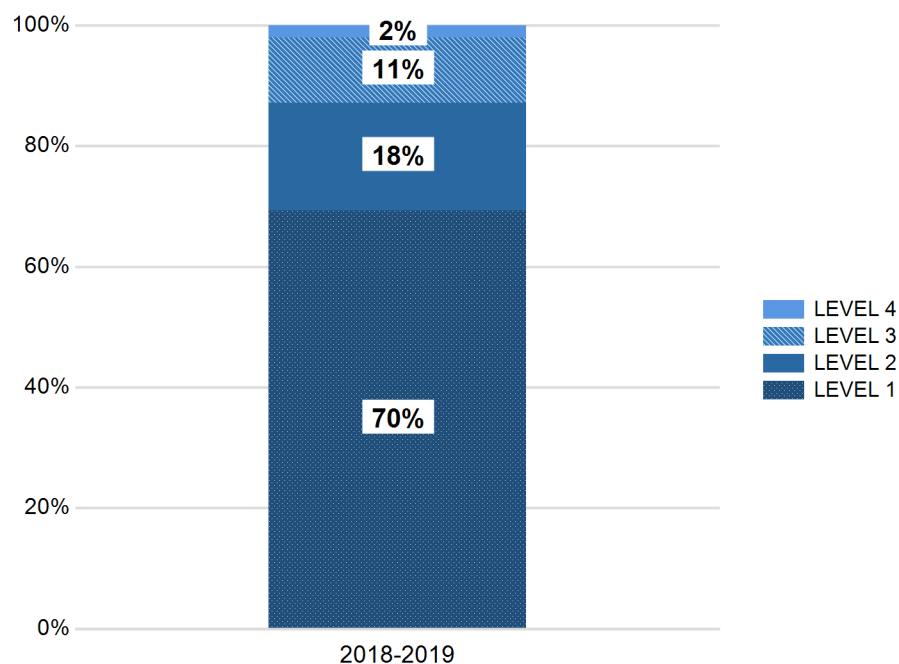
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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
Schoolwide	70	18	11	2
White	69	19	11	1
Hispanic	81	19	0	0
Black or African American	88	9	3	0
Asian, Native Hawaiian, or Pacific Islander	56	19	15	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	71	19	9	1
Male	69	17	12	2
Economically Disadvantaged Students	89	7	3	2
Non-Economically Disadvantaged Students	67	20	12	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	70	18	11	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
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	98.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	10.8%	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	478	476	Grade 10: 430 Grade 11: 460	66%	61%
PSAT 10/NMSQT - Math	471	477	Grade 10: 480 Grade 11: 510	42%	43%
SAT - Reading and Writing	560	539	480	83%	70%
SAT - Math	559	541	530	64%	53%
ACT - Reading	24	25	22	64%	66%
ACT - English	23	24	18	81%	81%
ACT - Math	23	24	22	58%	65%
ACT - Science	23	24	23	49%	57%



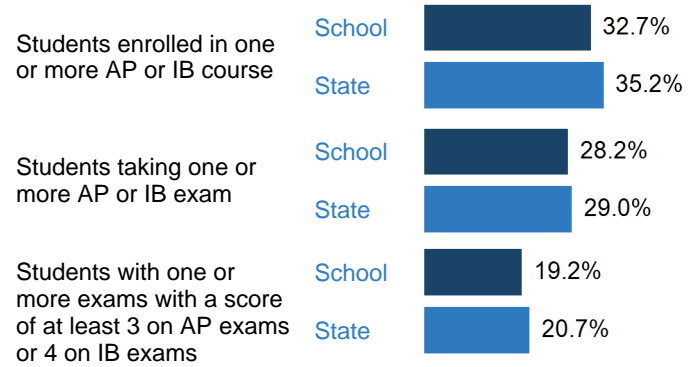
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 Biology	36	33
AP Calculus AB	26	25
AP Calculus BC	28	28
AP Chemistry	49	47
AP Chinese Language and Culture	0	1
AP Computer Science A	21	20
AP English Language and Composition	42	42
AP English Literature and Composition	43	41
AP Environmental Science	5	5
AP European History	17	11
AP French Language and Culture	15	12
AP German Language and Culture	14	14
AP Macroeconomics	0	22
AP Microeconomics	26	15
AP Physics 1	25	24
AP Physics C	8	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	7
AP Psychology	123	100
AP Spanish Language	59	52
AP Statistics	60	54
AP Studio Art—Drawing Portfolio	2	1
AP Studio Art—Three-Dimensional	2	2
AP Studio Art—Two-Dimensional	2	2
AP U.S. Government and Politics	22	12
AP U.S. History	214	120
AP World History	59	56
Total Exams taken		752
Exams with scores of at least 3 on AP exams or 4 on IB exams		515



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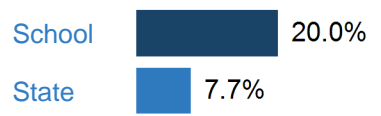
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

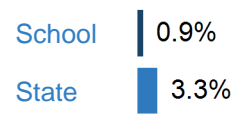
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Washington Township High School
(15-5500-010)
Grades Offered: 09-12
2018-2019

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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 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	20.0%	12.5%	7.7%	10.3%
White	21.4%	13.1%	6.1%	9.6%
Hispanic	18.5%	*	10.3%	11.3%
Black or African American	14.9%	6.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	11.2%	20.8%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	17.8%	10.7%	7.3%	10.6%
Male	22.2%	14.3%	8.0%	10.1%
Economically Disadvantaged Students	16.2%	7.2%	10.4%	11.8%
Students with Disabilities	18.7%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Washington Township High School
 (15-5500-010)
 Grades Offered: 09-12
 2018-2019

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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
Arts, AV Technology & Communications	100		
Business Management & Administration	276		
Health Science	138		
Marketing	155		
Science, Technology, Engineering & Mathematics	53		
Total (All Clusters)	722	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	422	58	101	0	0	0	5
10	15	471	61	2	0	0	3
11	6	31	323	165	2	7	1
12	0	1	52	58	121	205	36
Total	443	561	537	225	123	212	45
Enrolled in AP/IB Course					54	60	0
Enrolled in Dual Enrollment Course	0	0	0	82	123	60	0

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	104	0	0	0	0	480
10	332	110	0	0	1	94
11	22	326	0	2	147	38
12	45	30	6	3	73	155
Total	503	466	6	5	221	767
Enrolled in AP/IB Course	36	49		5	33	0
Enrolled in Dual Enrollment Course	36	49	0	5	8	67



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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	574	2	0	0	0	9
10	15	520	0	0	0	5
11	4	521	0	49	6	9
12	0	10	45	230	105	99
Total	593	1053	45	279	111	122
Enrolled in AP/IB Course	59	214	26	123		38
Enrolled in Dual Enrollment Course	59	127	26	123	111	38

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	373	98	0	0	81	0	0
10	313	97	0	0	85	0	0
11	113	66	0	0	35	0	0
12	67	23	0	0	22	0	0
Total	866	284	0	0	223	0	0
Enrolled in AP/IB Course	59	15	0	0	14	0	0
Enrolled in Dual Enrollment Course	305	135	0	0	101	0	0
Enrolled in Level 3 or Higher	246	120	0	0	87	0	0



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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	22	0	0	0	0	0
10	7	0	0	0	0	0
11	16	0	0	0	0	0
12	22	0	0	0	0	0
Total	67	0	0	0	0	0
Enrolled in AP/IB Course	21		0			0
Enrolled in Dual Enrollment Course	33	0	0	0	0	0



Washington Township High School

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2018-2019

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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
Arabic	*
Chinese	*
French	*
German	*
Spanish	45
Total	65



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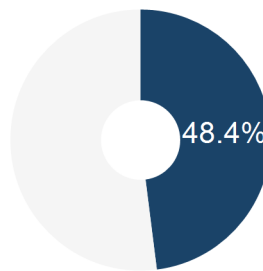
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Visual and Performing Arts – Course Participation

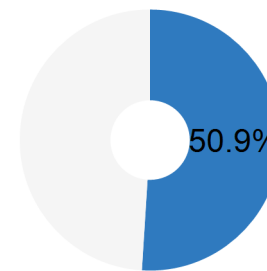
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

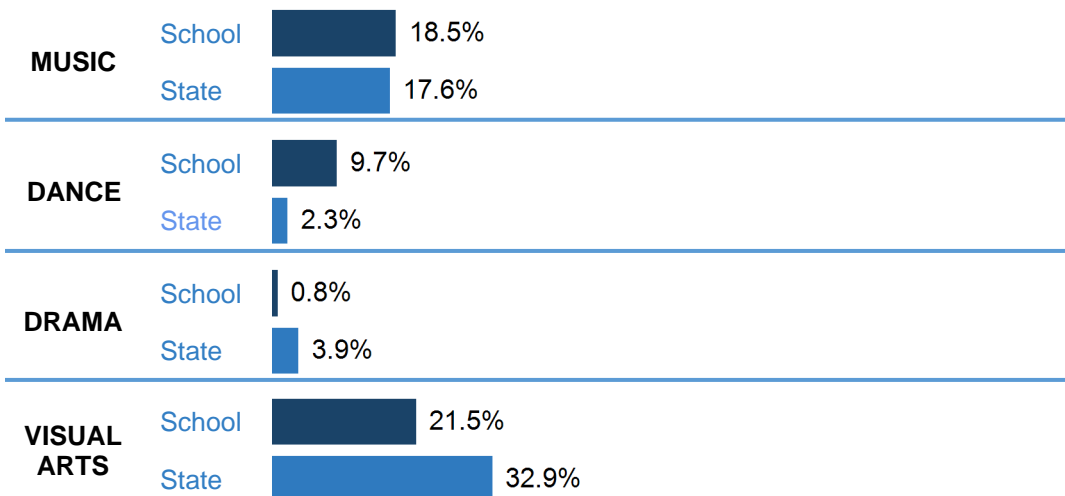


School



State

Students enrolled in one or more classes by discipline:





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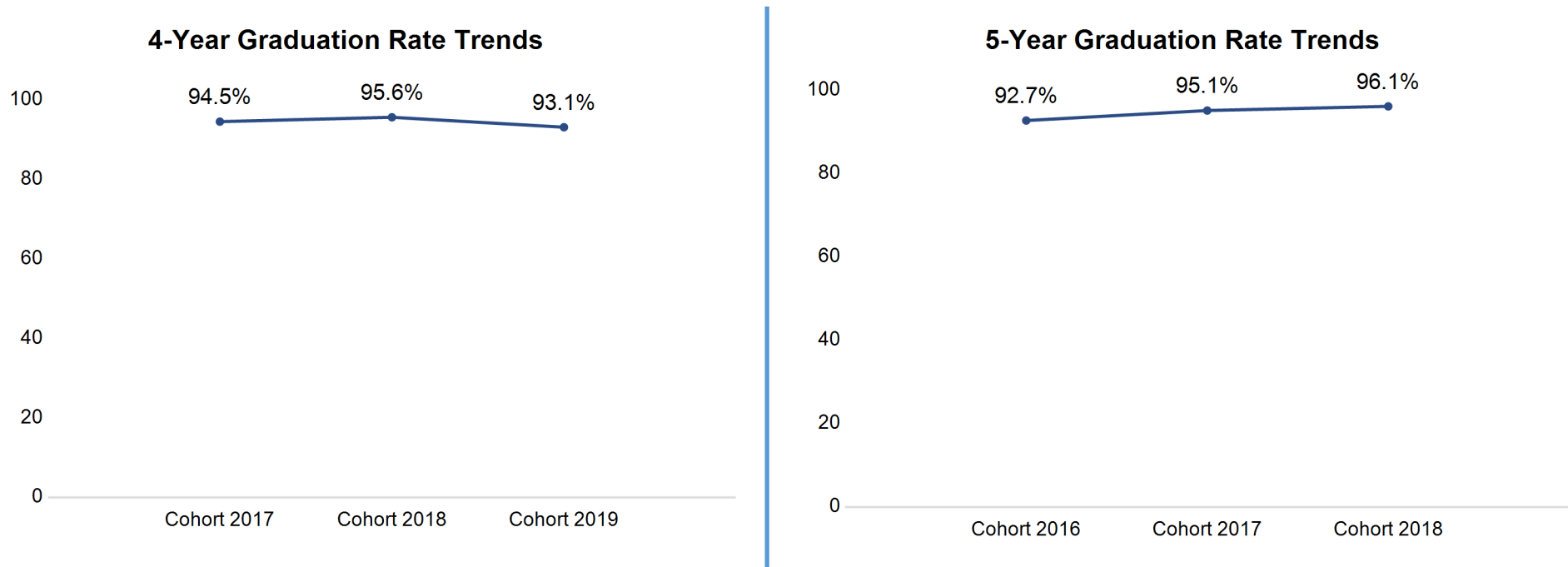
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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	94.5%	95.6%	93.1%	92.7%	95.1%	96.1%
Annual Target	94.2%	N		92.8%	N	
Met Annual Target?	Met Target	Met Goal		Not Met	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	93.1%	90.6%	96.1%	92.5%	95.6%	N	Met Goal	95.1%	N	Met Goal
White	95.0%	94.9%	96.6%	95.9%	96.6%	N	Met Goal	94.9%	94.6%	Met Target
Hispanic	*	84.5%	*	87.3%	*	N	Met Goal	*	N	Met Goal
Black or African American	78.0%	83.3%	88.0%	87.1%	82.7%	95.0%	Not Met	95.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.4%	96.9%	*	97.8%	*	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.0%	92.8%	97.0%	94.4%	96.7%			96.5%		
Male	93.3%	88.5%	95.1%	90.8%	94.4%			93.7%		
Economically Disadvantaged Students	84.7%	84.0%	91.9%	87.3%	89.1%	87.2%	Met Target	91.6%	84.0%	Met Target
Students with Disabilities	82.5%	79.2%	93.8%	83.8%	93.8%	90.2%	Met Target	87.0%	82.6%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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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	41.6%	58.0%
Substitute Competency Test	56.0%	36.7%
Portfolio Appeals Process	0.0%	1.3%
Alternate Requirements specified in IEP	2.5%	4.0%
Unknown	0.0%	0.0%

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	0.6%	1.2%
2017-2018	1.1%	1.2%
2016-2017	1.2%	1.1%



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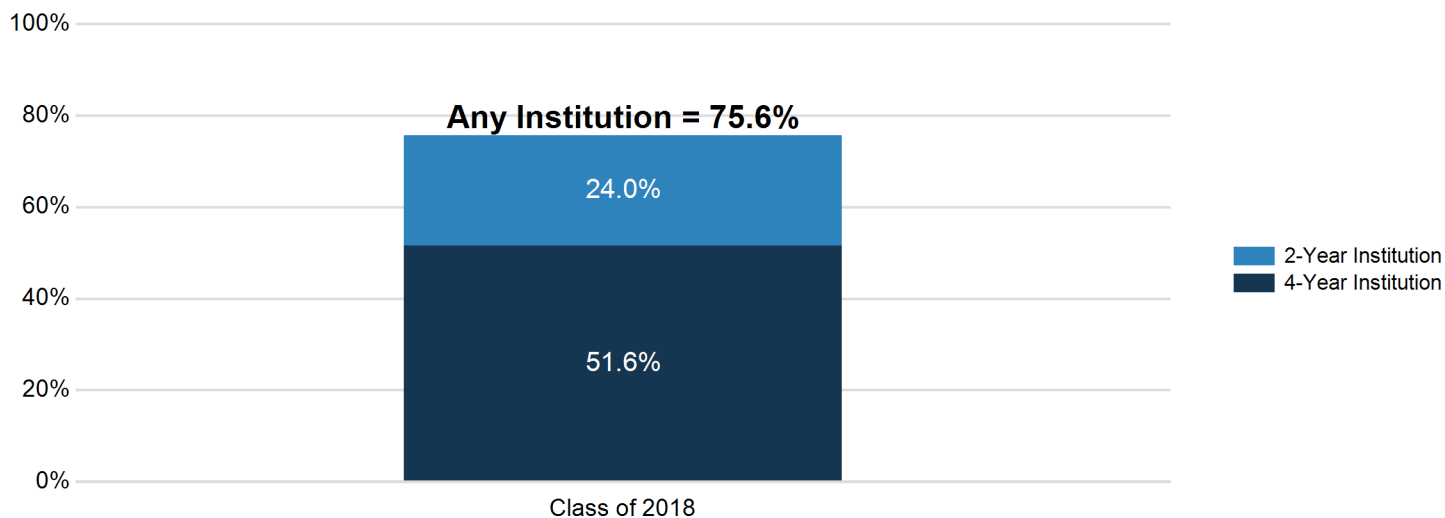
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	24.0%
% Enrolled in 4-Year Institution	51.6%
% Enrolled in Any Postsecondary Institution	75.5%



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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	71.3%	28.3%	71.7%
White	71.9%	26.9%	73.1%
Hispanic	*	*	*
Black or African American	63.2%	54.2%	45.8%
Asian, Native Hawaiian, or Pacific Islander	86.8%	18.2%	81.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.6%	46%	54%
Students with Disabilities	29.2%	100%	0%
English Learners	N	N	N

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	75.5%	31.7%	68.3%	79.2%	20.8%	68.8%	31.3%
White	77.6%	29.7%	70.3%	79.1%	20.9%	68.1%	31.9%
Hispanic	*	*	*	*	*	*	*
Black or African American	71.4%	53.3%	46.7%	83.3%	16.7%	83.3%	16.7%
Asian, Native Hawaiian, or Pacific Islander	87.9%	20.7%	79.3%	75.9%	24.1%	58.6%	41.4%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.1%	67.3%	32.7%	92.7%	7.3%	89.1%	10.9%
Students with Disabilities	36.5%	88.9%	11.1%	100%	0%	96.3%	3.7%
English Learners	*	*	*	*	*	*	*



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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.

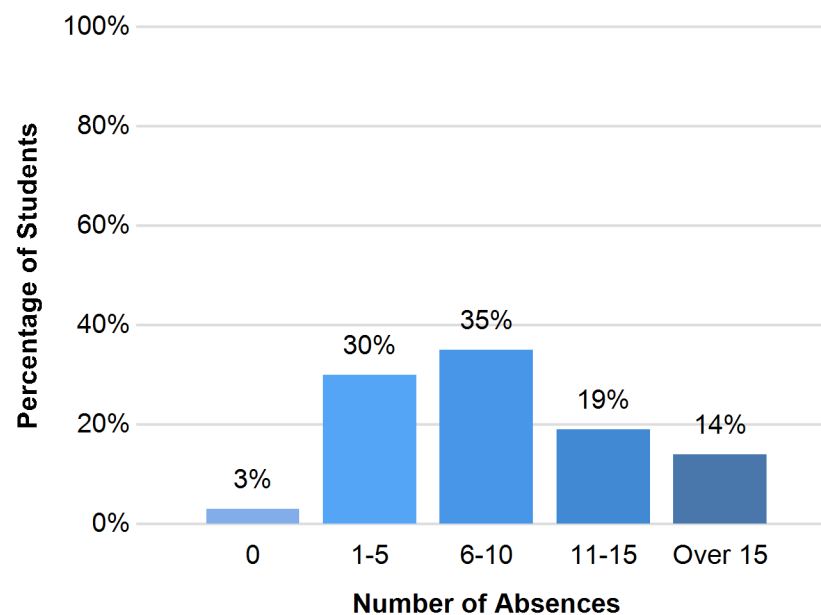
Chronic Absenteeism

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	240	10.7	14.2	Met
White	182	10.2	14.2	Met
Hispanic	14	13.2	14.2	Met
Black or African American	24	12.9	14.2	Met
Asian, Native Hawaiian, or Pacific	12	9.5	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	128	11.4		
Male	112	10.0		
Economically Disadvantaged Students	92	21.2	14.2	Not Met
Students with Disabilities	57	21.0	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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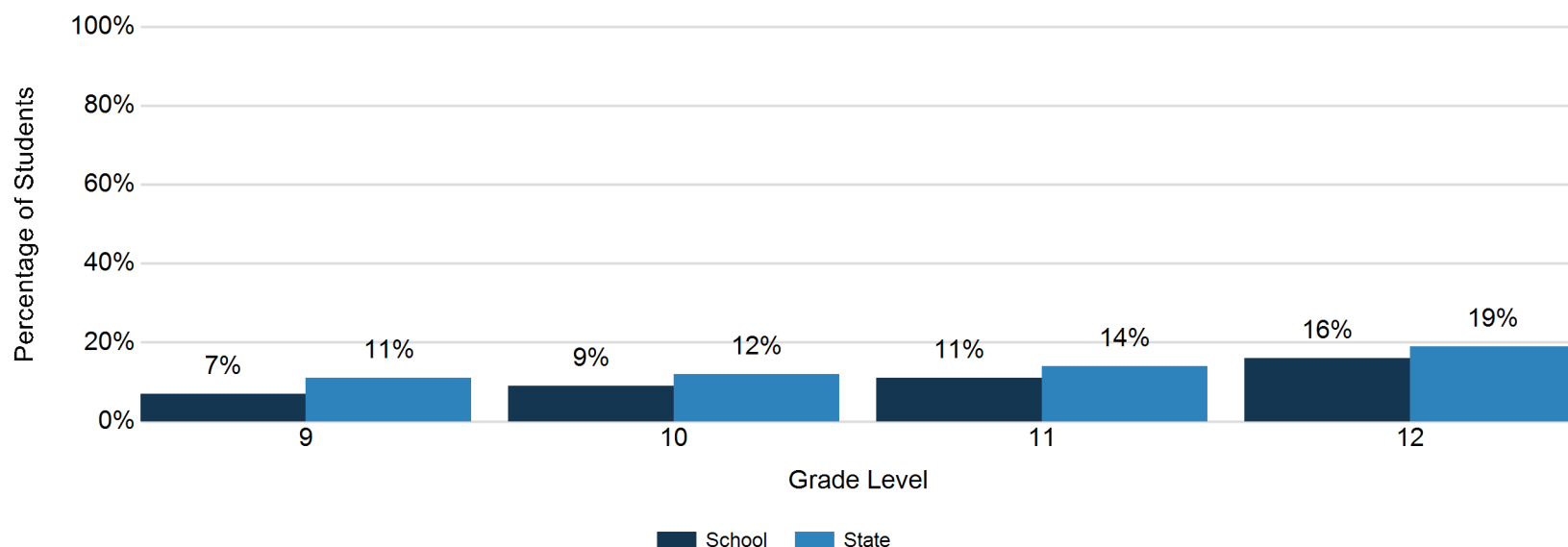
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Chronic Absenteeism by Grade

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	23
Weapons	1
Vandalism	4
Substances	41
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	78
Incidents Per 100 Students Enrolled	3.51

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	11
Weapons	1
Vandalism	1
Substances	19
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	4	2	6
Sexual Orientation	3	2	5
Disability	3	1	4
Other	4	5	9
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	145	6.5%
Out-of-School Suspensions	79	3.6%
Any Suspension	165	7.4%
Removal to other education program	12	0.5%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
450



Washington Township High School

(15-5500-010)

Grades Offered: 09-12

2018-2019

Report Key:

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School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	180	118,214
Average years experience in public schools	16.2	12.1
Average years experience in district	14.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	124:1	153:1
Teachers to Administrators	10:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



Washington Township High School

(15-5500-010)

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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	50.3%	72.2%	44.4%	48.4%	77.1%	54.9%
Male	49.7%	27.8%	55.6%	51.6%	22.9%	45.1%
White	79.5%	94.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.9%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.1%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	5.6%	1.1%	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	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



Washington Township High School
 (15-5500-010)
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 2018-2019

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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.

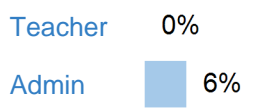
Bachelor's Degree



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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.9%	41.8%	46.3%
Math Proficiency	25.7%	25.4%	23.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.5%	95.6%	93.1%
5-Year Graduation Rate†	92.7%	95.1%	96.1%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.4%	3.2%	10.7%

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

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



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School Narrative

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



Highlights:

- 25 AP Classes, 31 Varsity Sports, 42 Clubs/Activities
- No Place for Hate



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

WTHS was named as a NJ Future Ready School in June 2018 and has now attained silver status. We were also named to the 7th Annual AP Honor Roll, one of 433 school districts in the U. S. and Canada in 2018. WTHS also received this honor in 2012 and 2016.



Washington Township High School

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 <p>Courses, Curriculum, Instruction:</p>	<p>Additionally, WTHS offers 25 AP courses and has a dual credit agreement with Camden County College and Stockton University to allow students in eligible courses to receive college credit for successful completion of courses at WTHS.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>In 2017-18, WTHS had 1,383 students participate in one of the 31 sports programs offered and was named the 7th best high school athletic program in the state. 29 of those students continued their athletic careers at the collegiate level, with many receiving financial assistance. Of the over 400 High Schools that offer education-based athletic programs in the state of New Jersey, our Athletic Department was recognized as the 2nd best in the Philadelphia Metro area and the 52nd best in the nation.</p>
 <p>Clubs and Activities:</p>	<p>WTHS offers over 40 co-curricular and extra-curricular clubs and activities. Many of these groups participate in community service events and fundraising for a variety of causes. WTHS has received numerous awards and accolades for its outstanding community service leadership. For the second year in a row, Students in Action, a student-led group, was selected as the #1 Ambassador School in the Nation for Community Service.</p>



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Staff and Professional Learning:

Our staff are provided with a variety of PD opportunities which include departmental work for instructional practices and district provided training programs that focus on Learner Active Technology Infused Classroom (LATIC) and Literacy Equity. Our Technology Trainer works with our staff and students, to develop a personal technology vision for a blended learning classroom environment. Staff is also routinely trained regarding the implementation of school district policies and procedures.



Postsecondary Information:

At Washington Township High School, our graduation rate for 2018 was 99.3%. 91% of our graduates pursued a two or four-year college to further their education and 1% entered military service. Our SAT scores for the Class of 2018 were competitive, with Critical Reading/EBRW?547 and Math?536. WTHS annually offers the PSAT test during the school day and an after school SAT prep course. On Instant Decision Days, seniors meet with college representatives and receive an admission decision instantly.



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Student Supports and Services:

We are very proud of our summer Freshman Transition Program at WTHS. Counselors and teachers actively engage in many fun learning opportunities that help ease the transition to high school for our incoming ninth graders. In addition, we offer a Peer to Peer Freshman Transition Program during the school year. Our National Honor Society tutoring program is available to any student who is in need of additional support in a given class.



Student Health and Wellness:

All students at WTHS are required to take Health/PE each year. We provide a driver's education program and a supplemental "Share the Keys" program which focuses on driver safety. Our Student Assistance program provides group counseling for grief/loss, stress/anger management, drug/alcohol programs and building self esteem. Our athletic training program provides preventive care and injury management for our athletes. Breakfast and Lunch programs are available.



Parent and Community Involvement:

WTHS parents have full access to our student information system to monitor the child's academic progress. We encourage parental involvement through membership in our PTO, SEPAG, Project Graduation Parent Committee and numerous parent booster organizations supporting athletic, music and activity programs.



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Facilities:

WTHS first opened the doors in September of 1965; this original section of the building is what we now refer to as our 11/12 wing. The former middle school, built near the high school, opened in the fall of 1981 and is now our 9/10 wing and the "Core" building, which connects the two wings opened in 1997. The Core houses our 2,500 seat performing arts center, Instructional Media Center, our television studio and one of our daycare centers.



Washington Township High School

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2018-2019

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Other Information

WTHS offers a robust elective program of study across the curriculum. The Seal of Biliteracy can be earned by students in our World Language programs and we offer a comprehensive program for our English Language Learners (ELL). Our Technology Education program offers engineering, architecture, electrical and construction technology, as well as television production and graphic design. In Family & Consumer Science, our students can take classes in culinary arts, pre-natal and child development and careers in childcare. Our English department offers creative writing and journalism courses. In Visual and Performing Arts, we offer theater, dance, music, art, animation, digital illustration and photography. Through our Social Studies department students can study economics, psychology/sociology, Air Force Junior ROTC and our Tomorrow's Teachers program. In the Mathematics department we offer computer science and JAVA classes. Our Science offerings include anatomy and physiology, forensics and marine biology. We offer a wide variety of Business courses, including accounting, business law, sports & entertainment marketing, entrepreneurship, social media marketing and web page design. Our Special Education program offers support to students who have learning differences. Instruction is designed to meet the students' unique needs and address specific goals and objectives as outlined in the IEP.



Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Wedgwood Elementary School**

(15-5500-060)

Grades Offered: 01-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Charles Zimmerman
Address	236 HURFFVILLE RD SEWELL, NJ 08080-9475
Phone Number	856-227-8110
Email Address	czimmerman@wtps.org
Website	http://www.wtps.org/Wedgwood
Facebook	https://www.facebook.com/wedgwoodwtps
Twitter	https://www.twitter.com/wedgwoodwtps



Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

Report Key:

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
1	104	103	94
2	91	109	100
3	87	87	108
4	93	78	95
5	97	100	86
Total	472	477	483

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	51.1%	48.6%	49.1%
Male	48.9%	51.4%	50.9%
Economically Disadvantaged Students	26.5%	27.9%	26.9%
Students with Disabilities	18.4%	20.1%	18.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.4%	0.4%
Students in Foster Care	0.6%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.9%	72.1%	73.7%
Hispanic	5.7%	4.8%	4.8%
Black or African American	13.8%	15.3%	13.7%
Asian	4.4%	5.0%	4.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.0%	2.5%	2.9%

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	99.8%
Other Languages	0.2%

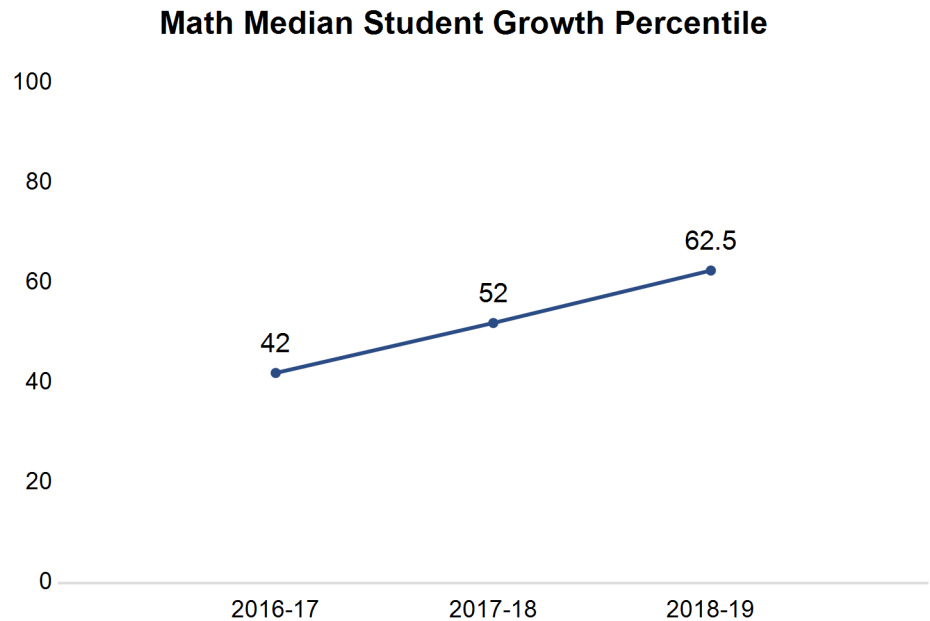
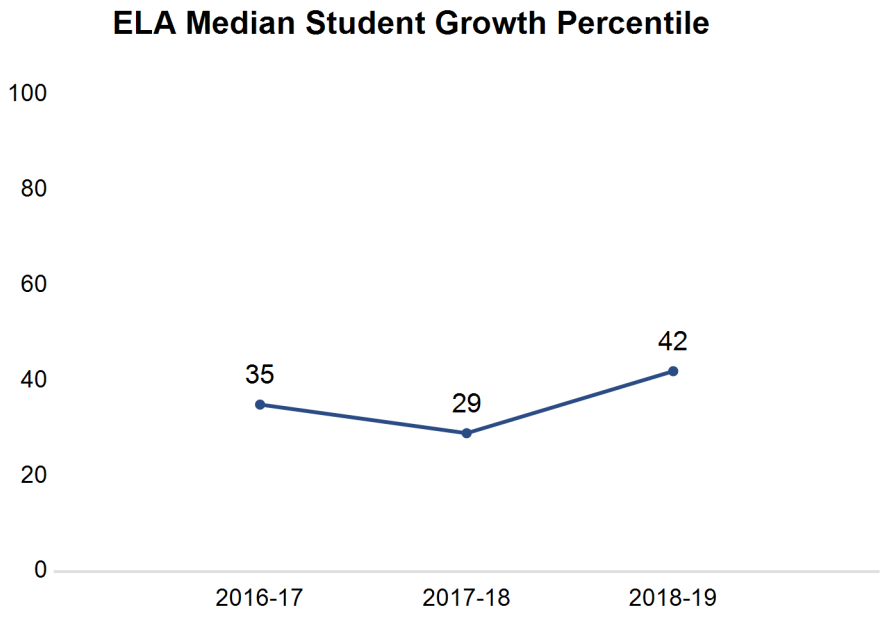


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	29	42	42	52	62.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	39	50	Met Standard	62.5	51	50	Exceeds Standard
White	39	38	50	Not Met	61.5	51	52	Exceeds Standard
Hispanic	52	41.5	49	**	72	54.5	47	**
Black or African American	48	40	45	**	59	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	45	42	53	N	66	52	50	N
Male	39	37	47	N	60	50	51	N
Economically Disadvantaged Students	34.5	38	48	Not Met	62.5	51	46	Exceeds Standard
Students with Disabilities	36.5	37	43	Not Met	63	53	45	Exceeds Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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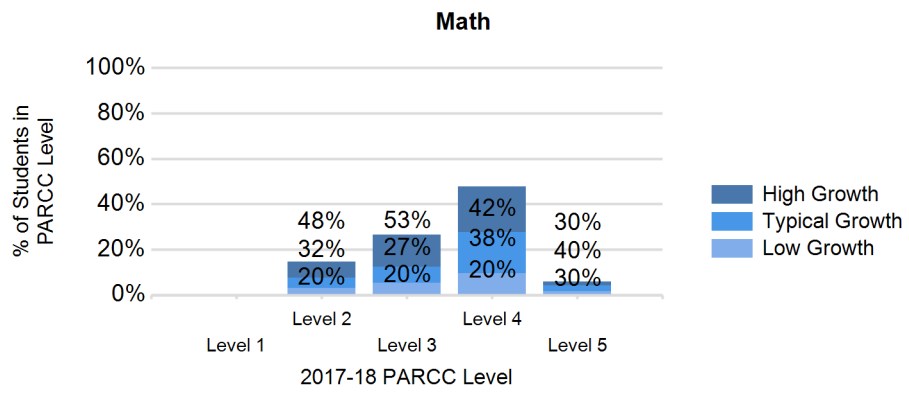
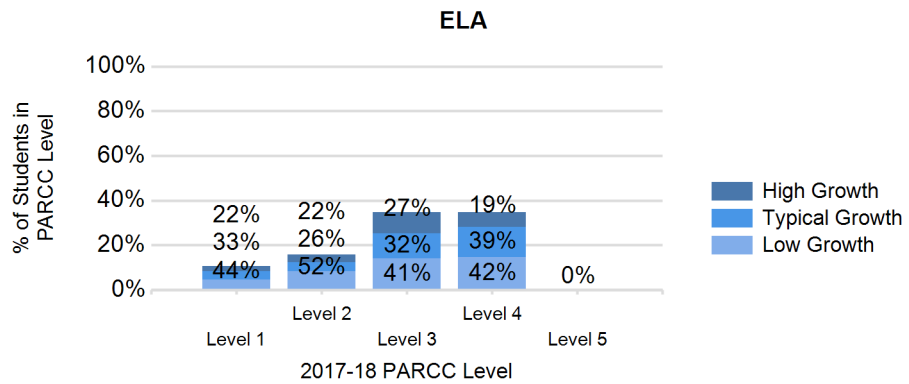
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

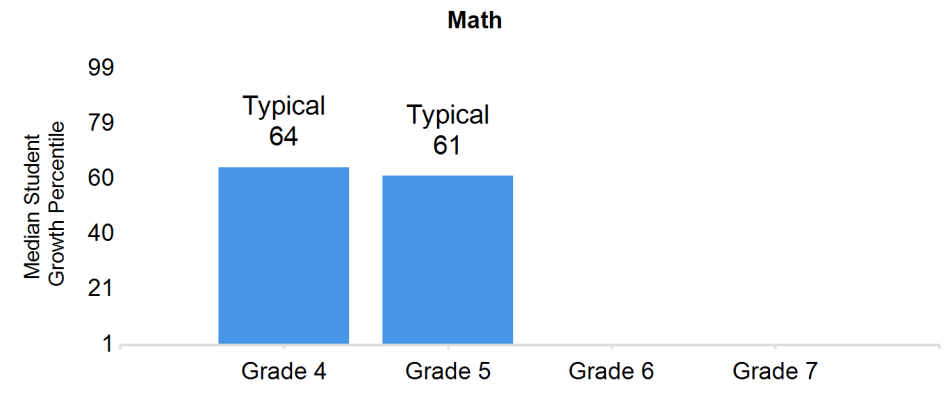
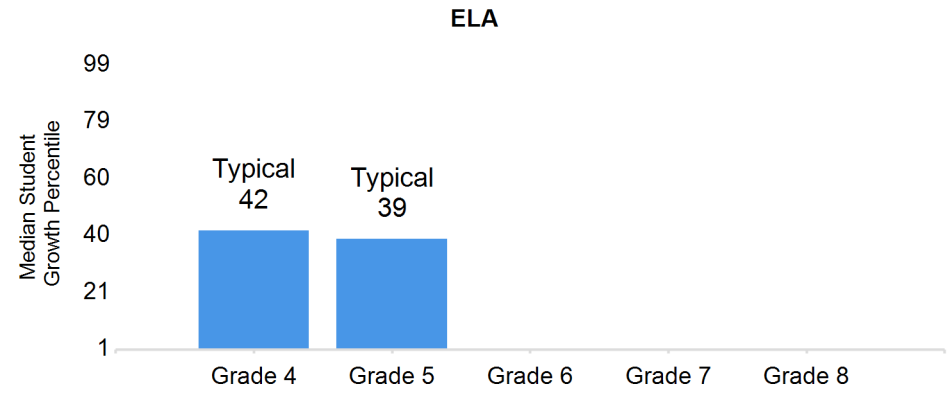
Student Growth by Performance Level

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



Student Growth by Grade

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





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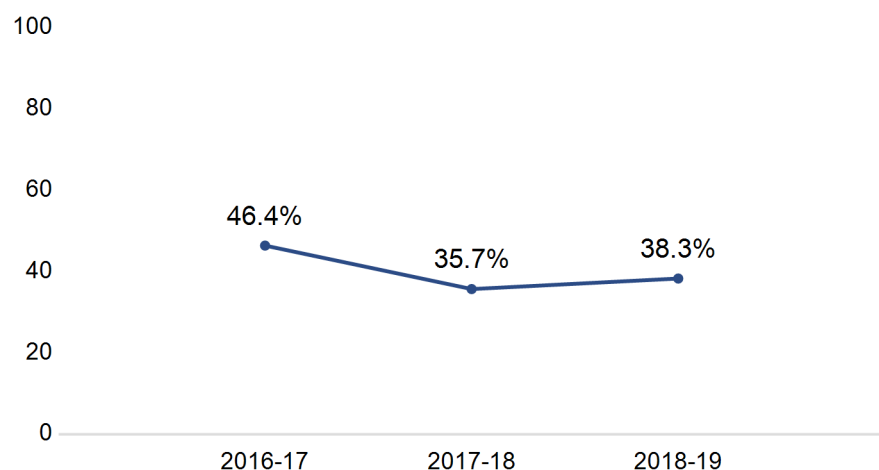
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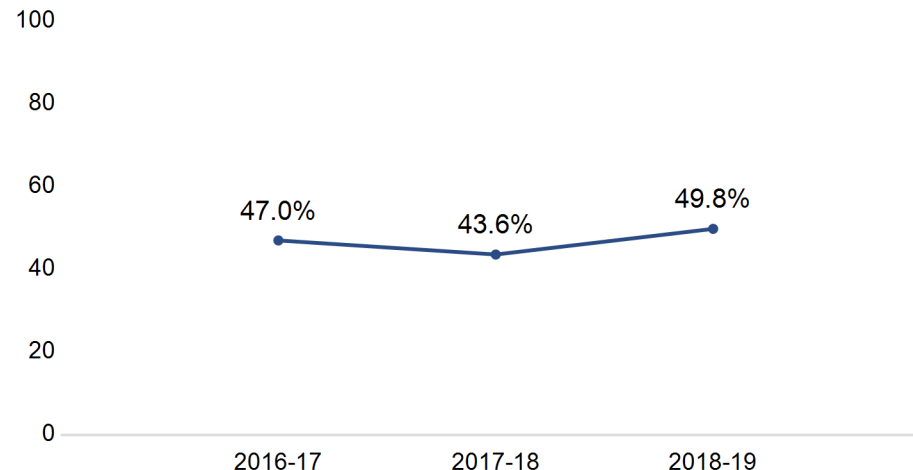
English Language Arts and Mathematics Performance Trends

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	97.9%	97.5%	98.0%	97.9%	97.5%	98.0%
Proficiency Rate for Federal Accountability	46.4%	35.7%	38.3%	47.0%	43.6%	49.8%
Annual Target	47.7%	49.4%	51.1%	56.4%	57.7%	58.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.0	38.3	50.6	57.9	38.3	51.1	Not Met
White	208	97.2	41.8	52.8	66.9	41.8	52.6	Not Met
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	36	100.0	25.0	*	38.5	25.0	17.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	50.0	62.5	82.9	50.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	146	98.0	45.2	60.4	64.8	45.2		
Male	141	98.0	31.2	41.2	51.3	31.2		
Economically Disadvantaged Students	71	97.3	26.8	32.5	40.0	26.8	25.1	Met Target
Non-Economically Disadvantaged Students	216	98.2	42.1	55.4	67.9	42.1		
Students with Disabilities	52	94.6	17.3	*	22.7	17.2	35.8	Not Met
Students without Disabilities	235	98.7	43.0	*	65.1	43.0		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



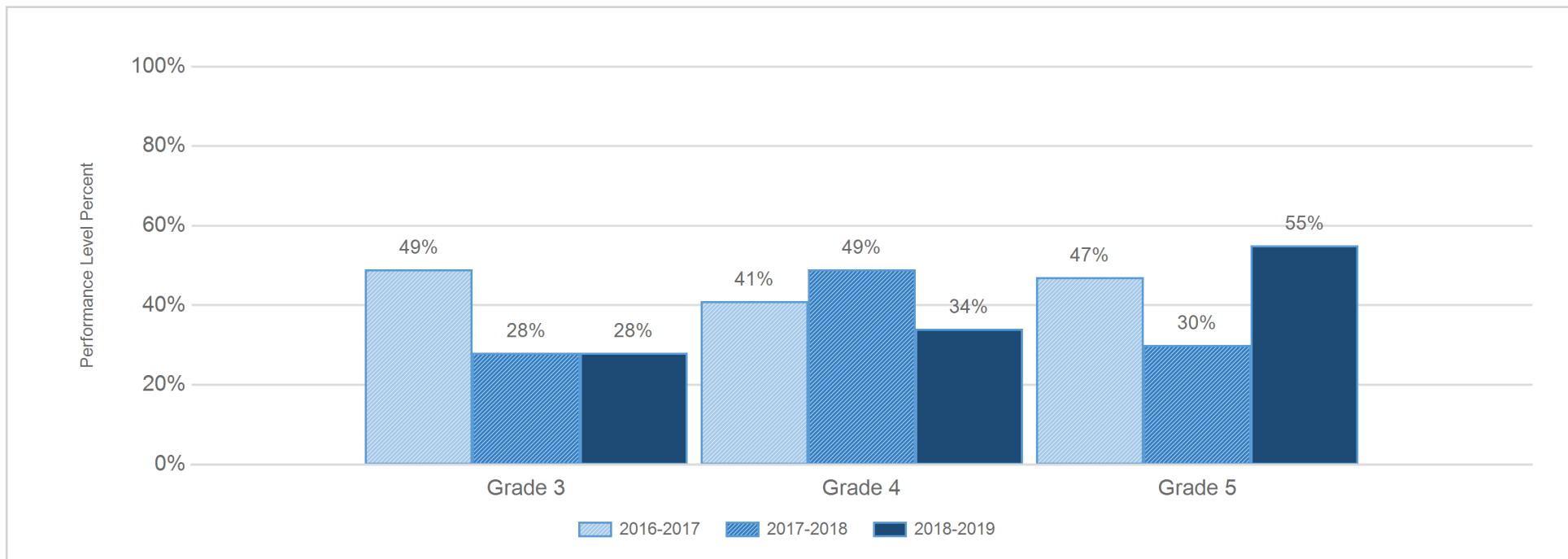
Wedgwood Elementary School
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English Language Arts Assessment - Performance Trends

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 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	106	732	744	748	17%	24%	31%	28%	0%	28%	50%
White	76	736	746	757	13%	20%	34%	33%	0%	33%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	16	715	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	52	743	749	753	*	*	38%	37%	0%	37%	55%
Male	54	722	739	743	*	*	24%	20%	0%	20%	46%
Economically Disadvantaged Students	24	726	730	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	82	734	747	759	*	*	*	*	*	29%	61%
Students with Disabilities	21	708	723	719	*	*	*	*	*	10%	24%
Students without Disabilities	85	738	749	754	*	*	*	*	*	33%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	106	732	*	751	17%	24%	31%	28%	0%	28%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	739	749	755	*	23%	34%	*	*	34%	57%
White	69	741	752	763	*	26%	35%	*	*	33%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	11	725	729	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	51	747	755	760	*	22%	31%	*	*	45%	62%
Male	44	730	743	750	*	25%	36%	*	*	20%	53%
Economically Disadvantaged Students	26	726	*	740	*	*	42%	*	*	19%	40%
Non-Economically Disadvantaged Students	69	744	*	765	*	*	30%	*	*	39%	69%
Students with Disabilities	20	720	729	725	*	*	*	*	*	25%	25%
Students without Disabilities	75	744	754	761	*	*	*	*	*	36%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	749	754	756	*	15%	21%	*	*	55%	58%
White	63	751	756	764	*	*	19%	62%	0%	62%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	10	733	733	739	*	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	42	753	761	761	*	*	*	*	*	57%	64%
Male	43	745	748	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	19	739	739	740	*	*	*	*	*	37%	39%
Non-Economically Disadvantaged Students	66	751	758	766	*	*	*	*	*	61%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.0	49.8	40.4	44.5	49.8	58.9	Not Met
White	208	97.2	54.3	42.8	54.1	54.3	60.4	Not Met
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	36	100.0	27.8	15.9	23.0	27.8	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	61.1	57.1	76.5	61.1	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	146	98.0	52.7	41.2	44.9	52.7		
Male	141	98.0	46.8	39.7	44.2	46.8		
Economically Disadvantaged Students	71	97.3	36.6	22.8	26.3	36.6	36	Met Target
Non-Economically Disadvantaged Students	216	98.2	54.2	45.0	54.9	54.2		
Students with Disabilities	52	94.6	17.3	17.7	17.4	17.2	41.2	Not Met
Students without Disabilities	235	98.7	57.0	44.6	50.0	57.0		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

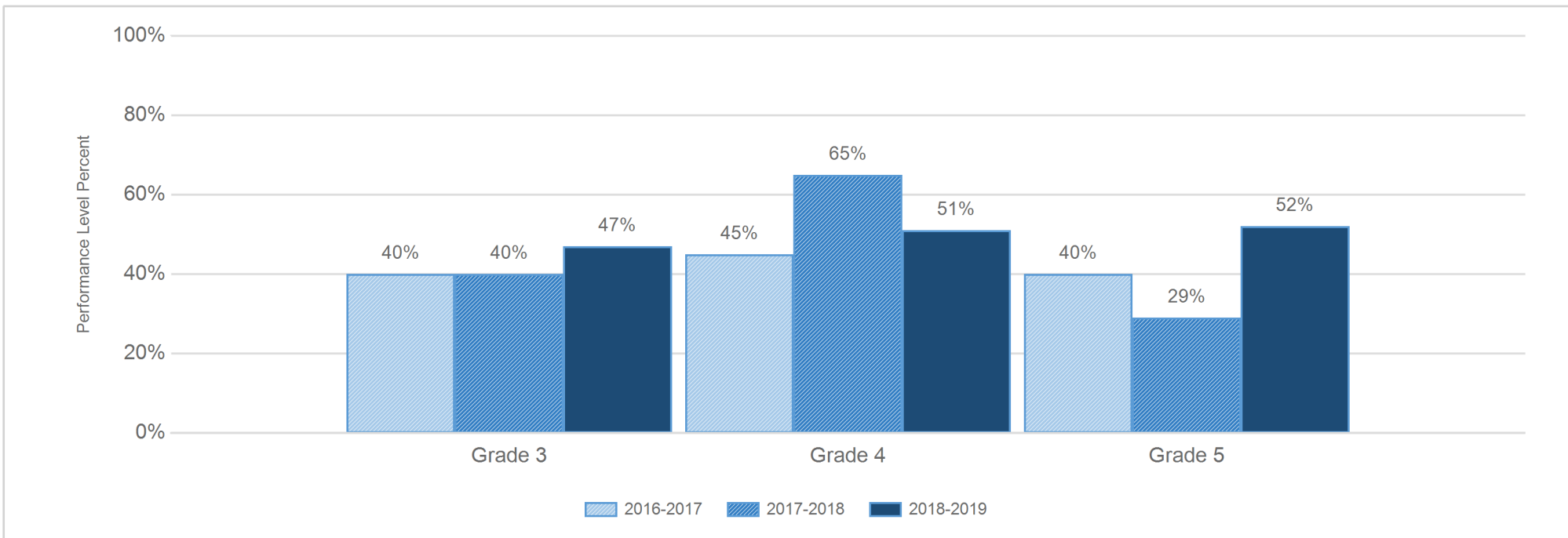
2018-2019

Report Key:

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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	106	746	751	752	*	16%	32%	*	*	47%	55%
White	76	750	754	760	*	*	30%	*	*	54%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	16	729	729	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	52	750	751	751	*	*	38%	*	*	52%	54%
Male	54	743	752	752	*	*	26%	*	*	43%	56%
Economically Disadvantaged Students	24	739	732	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	82	749	757	761	*	*	*	*	*	48%	67%
Students with Disabilities	21	721	731	731	*	*	*	*	*	10%	31%
Students without Disabilities	85	753	756	756	*	*	*	*	*	56%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	106	746	*	754	*	16%	32%	*	*	47%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	750	752	749	*	*	35%	*	*	51%	51%
White	69	753	754	757	*	*	33%	*	*	55%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	11	719	729	731	*	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	51	751	752	749	*	*	35%	*	*	53%	50%
Male	44	748	752	749	*	*	34%	*	*	48%	52%
Economically Disadvantaged Students	26	739	*	734	*	*	46%	*	*	27%	32%
Non-Economically Disadvantaged Students	69	754	*	759	*	*	30%	*	*	59%	63%
Students with Disabilities	20	736	736	726	*	*	*	*	*	30%	25%
Students without Disabilities	75	753	755	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	755	753	747	*	*	36%	40%	12%	52%	47%
White	63	757	754	755	*	*	40%	*	*	54%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	10	741	734	729	0%	*	*	*	*	30%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	42	756	753	747	*	*	36%	*	*	55%	47%
Male	43	754	753	747	*	*	37%	*	*	49%	47%
Economically Disadvantaged Students	19	741	740	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	66	759	756	757	*	*	*	*	*	56%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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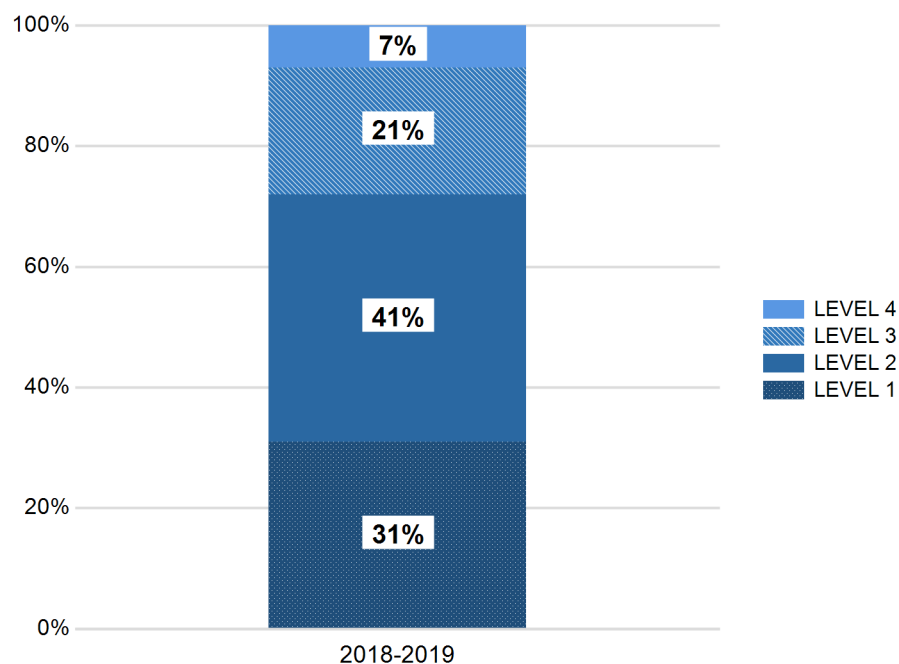
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	41	21	7
White	25	48	20	8
Hispanic	*	*	*	*
Black or African American	60	20	10	10
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	45	17	7
Male	31	38	24	7
Economically Disadvantaged Students	48	33	14	5
Non-Economically Disadvantaged Students	26	44	23	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

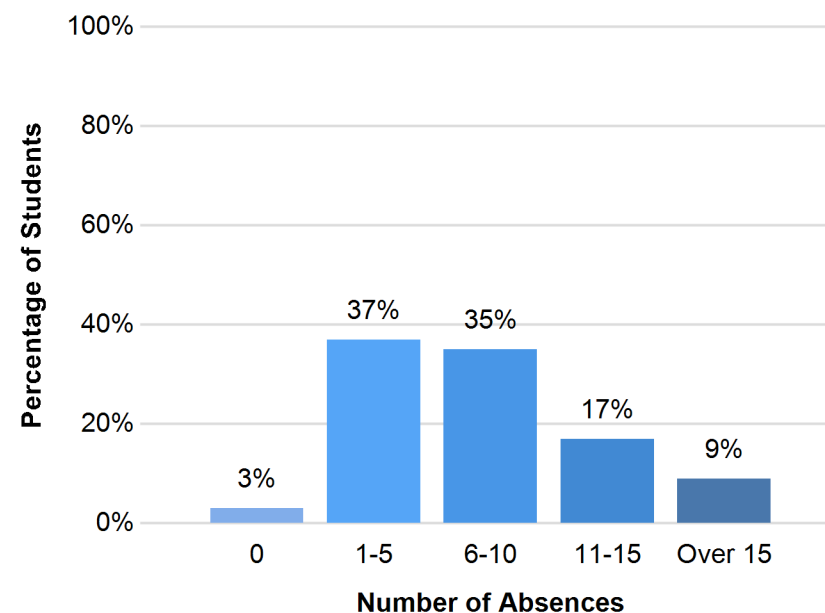
Chronic Absenteeism

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	32	6.7	8.1	Met
White	19	5.4	8.1	Met
Hispanic	4	18.2	8.1	Not Met
Black or African American	6	9.1	8.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	20.0	**	**
Female	19	8.1		
Male	13	5.3		
Economically Disadvantaged Students	18	14.2	8.1	Not Met
Students with Disabilities	8	9.4	8.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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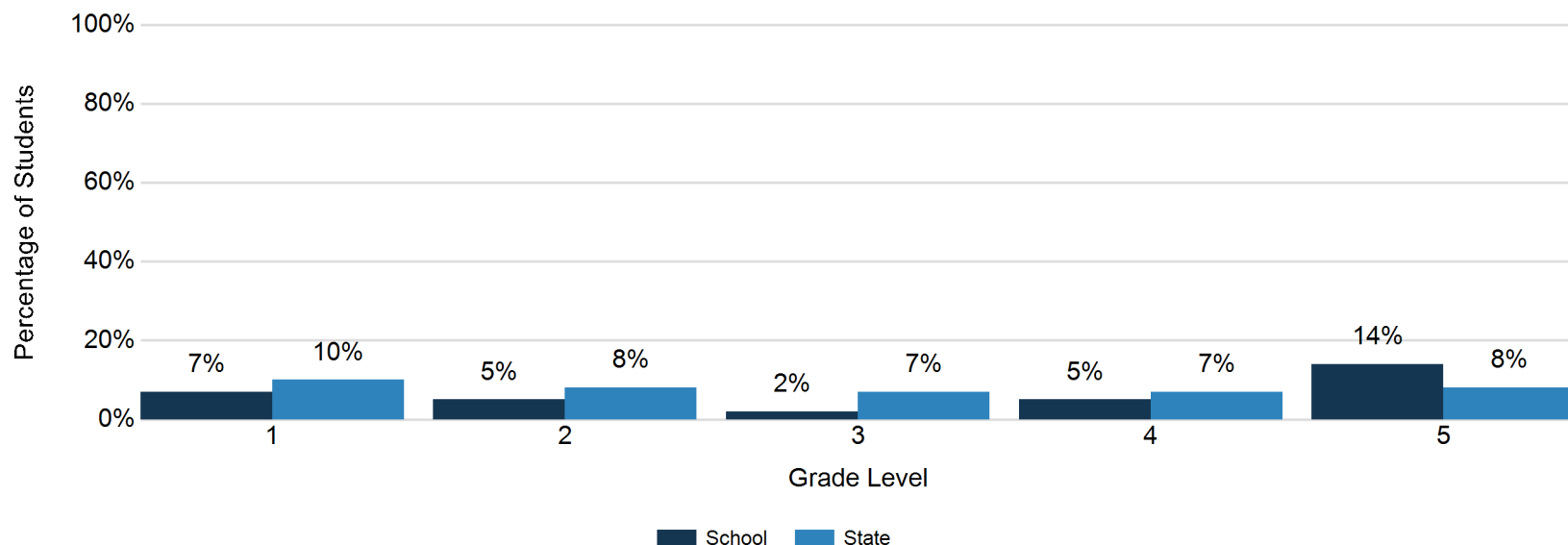
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	0	5
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

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

Device Ratios

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

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



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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	50	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	242:1	153:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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 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	49.1%	92.0%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	8.0%	50.0%	51.6%	22.9%	45.1%
White	73.7%	100.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	4.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.7%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	4.8%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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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

Teacher 52%

Admin N/A

Master's Degree

Teacher 46%

Admin 100%

Doctoral Degree

Teacher 2%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%



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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.



Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

Report Key:

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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.



Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

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	46.4%	35.7%	38.3%
Math Proficiency	47.0%	43.6%	49.8%
ELA Growth	35	29	42
Math Growth	42	52	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.4%	6.3%	6.7%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Exceeds Standard	**	Met	No
White	Not Met	Not Met	Not Met	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	**	**	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	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Wedgwood School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.



Wedgwood Elementary School

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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Wedgwood School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



Wedgwood Elementary School

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 <p>Student Supports and Services:</p>	<p>Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.</p>
 <p>Student Health and Wellness:</p>	<p>Wedgwood School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.</p>



Wedgwood Elementary School

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>Wedgwood School first opened in September 1970. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms are available throughout the fully air-conditioned building.</p>



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Other Information

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



Whitman Elementary School
(15-5500-070)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Whitman Elementary School
(15-5500-070)
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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	Gloucester
District	Washington Township School District
Principal Name	Mr. Raymond Anderson
Address	827 WHITMAN SCHOOL DR TURNERSVILLE, NJ 08012-1186
Phone Number	856-227-1103
Email Address	randerson@WTPS.ORG
Website	http://www.wtps.org/Whitman
Facebook	https://www.facebook.com/WhitmanHSC
Twitter	https://twitter.com/HerrAndersonWT



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	81	76	82
1	78	75	82
2	80	88	83
3	74	83	97
4	85	74	86
5	79	90	74
Total	477	486	504

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	47.4%	49.2%	50.0%
Male	52.6%	50.8%	50.0%
Economically Disadvantaged Students	21.2%	20.2%	18.8%
Students with Disabilities	23.5%	23.7%	23.2%
English Learners	0.2%	0.0%	0.0%
Homeless Students	0.0%	0.8%	0.4%
Students in Foster Care	0.8%	1.0%	1.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.6%	80.7%	80.4%
Hispanic	5.0%	6.2%	6.0%
Black or African American	5.0%	5.1%	6.5%
Asian	4.2%	3.7%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.2%	4.3%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	81	76	82

Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



Whitman Elementary School
(15-5500-070)
Grades Offered: KG-05
2018-2019

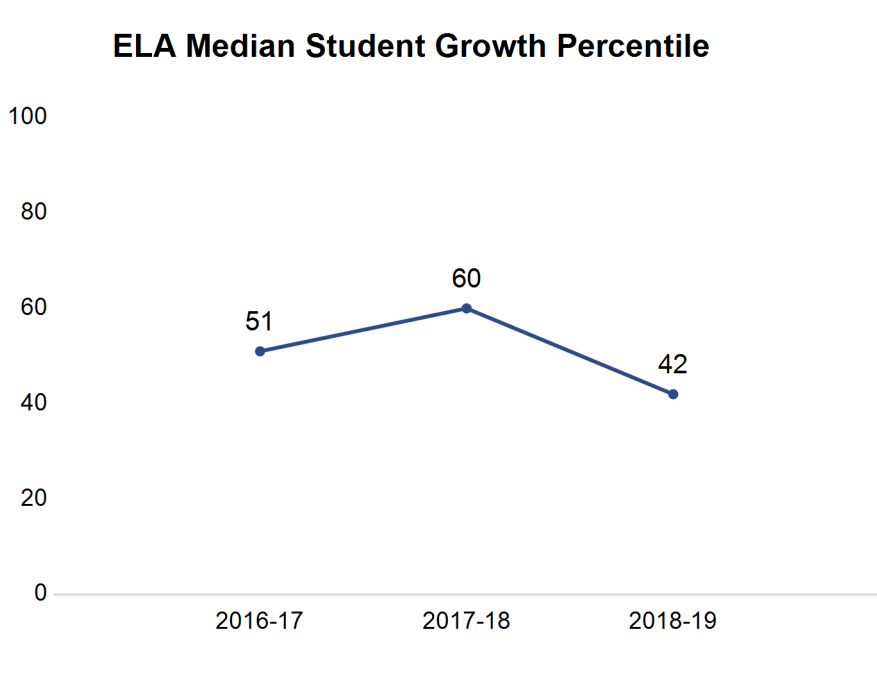
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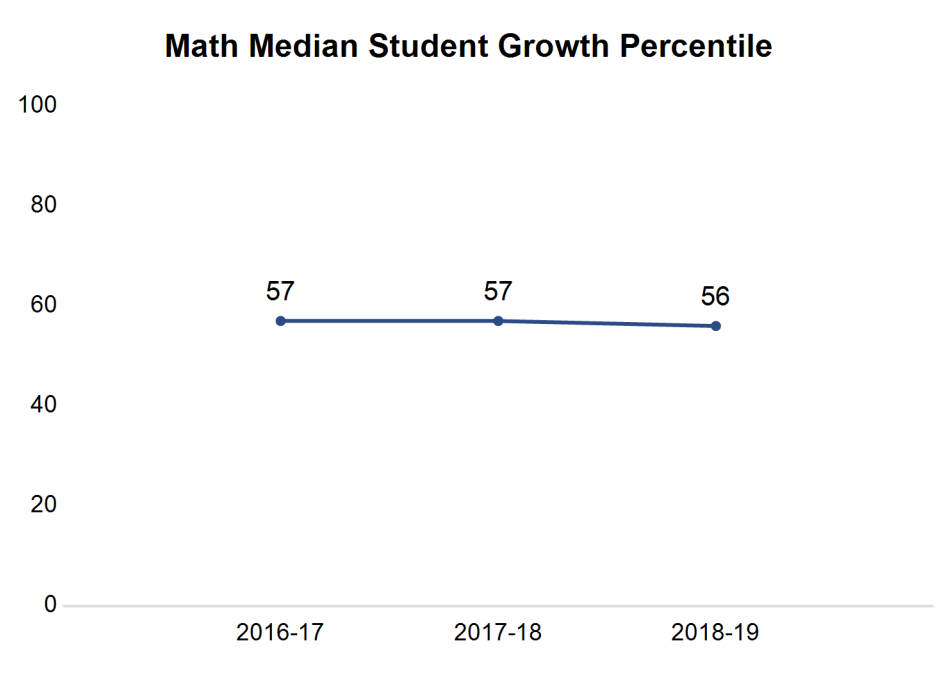
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	60	42	57	57	56
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Whitman Elementary School
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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	42	39	50	Met Standard	56	51	50	Met Standard
White	46	38	50	Met Standard	55	51	52	Met Standard
Hispanic	*	41.5	49	**	*	54.5	47	**
Black or African American	*	40	45	**	*	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	42	42	53	N	57	52	50	N
Male	43	37	47	N	52	50	51	N
Economically Disadvantaged Students	38	38	48	**	64	51	46	**
Students with Disabilities	30.5	37	43	Not Met	52	53	45	Met Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	N	48	43	N	N	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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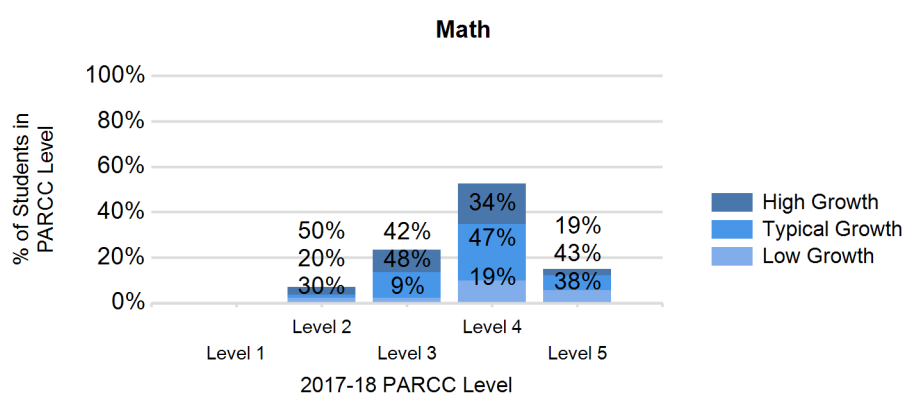
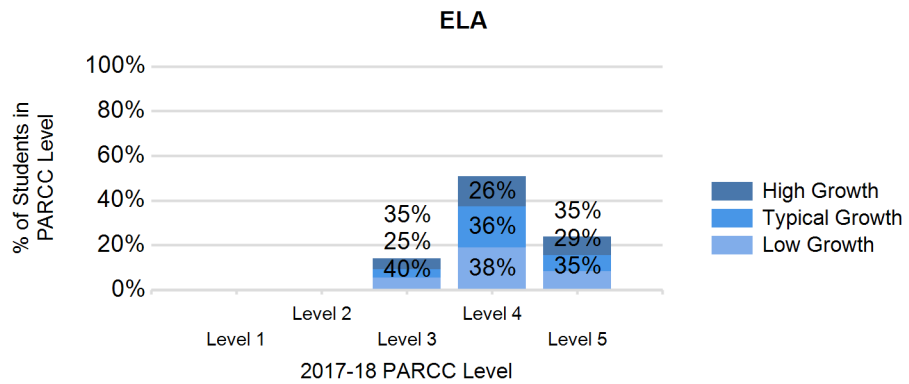
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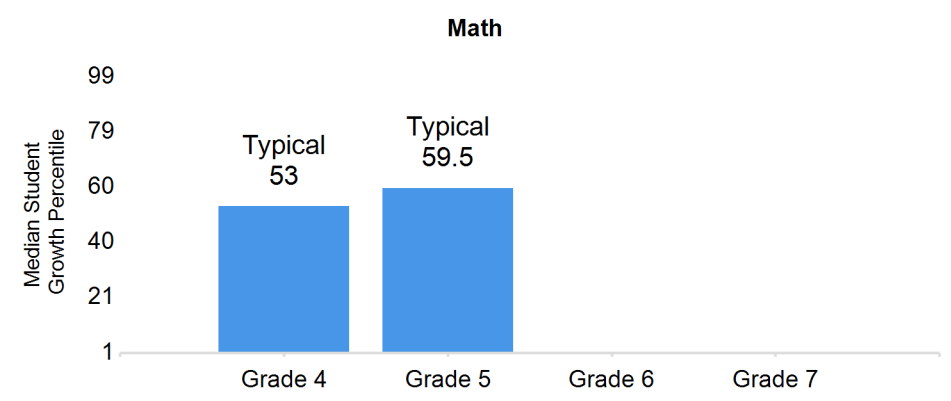
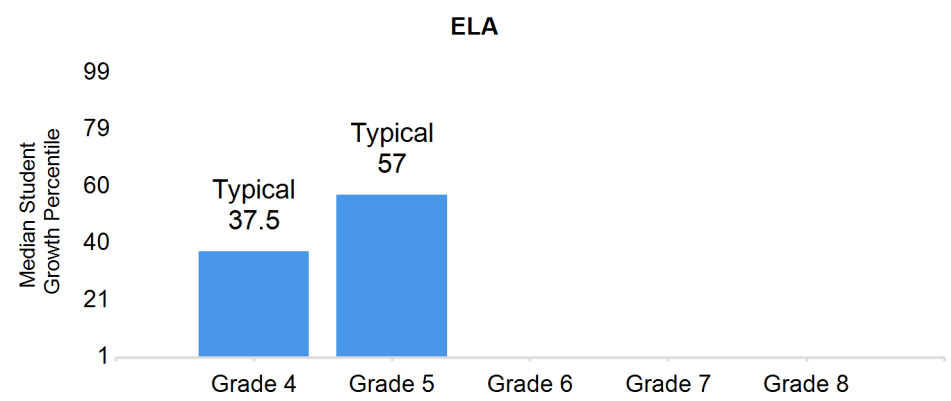
Student Growth by Performance Level

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



Student Growth by Grade

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





Whitman Elementary School
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Grades Offered: KG-05
2018-2019

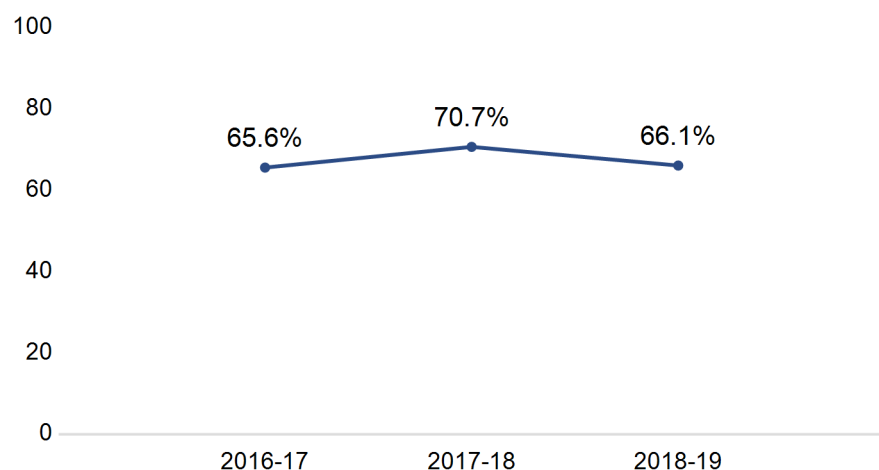
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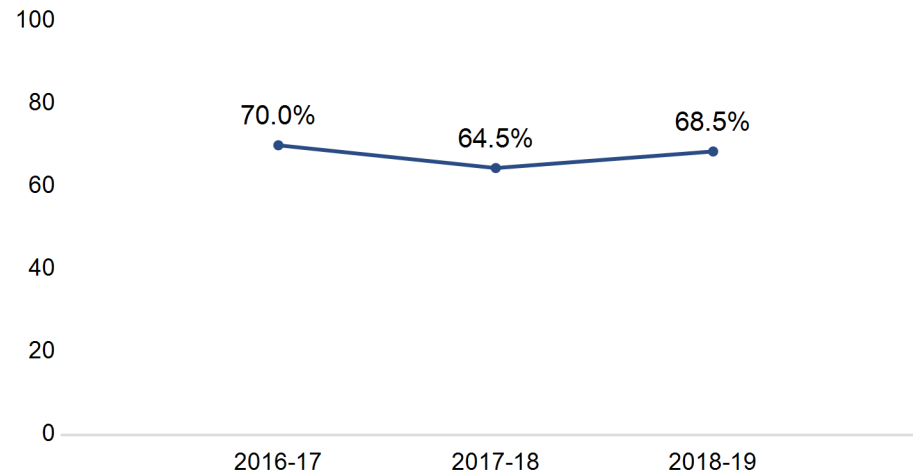
English Language Arts and Mathematics Performance Trends

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

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	94.6%	93.2%	95.7%	94.6%	93.2%	95.3%
Proficiency Rate for Federal Accountability	65.6%	70.7%	66.1%	70.0%	64.5%	68.5%
Annual Target	67.4%	68.0%	68.7%	65.9%	66.7%	67.4%
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.



Whitman Elementary School
(15-5500-070)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	242	95.7	66.1	50.6	57.9	66.1	68.7	Met Target†
White	191	96.5	70.2	52.8	66.9	70.2	72.5	Met Target†
Hispanic	16	94.1	50.0	*	43.9	49.4	**	**
Black or African American	15	100.0	26.7	*	38.5	26.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	122	95.4	75.4	60.4	64.8	75.4		
Male	120	96.1	56.7	41.2	51.3	56.7		
Economically Disadvantaged Students	40	97.7	42.5	32.5	40.0	42.5	43.2	Met Target†
Non-Economically Disadvantaged Students	202	95.3	70.8	55.4	67.9	70.8		
Students with Disabilities	55	95.0	27.3	*	22.7	27.3	42.3	Not Met
Students without Disabilities	187	95.9	77.5	*	65.1	77.5		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



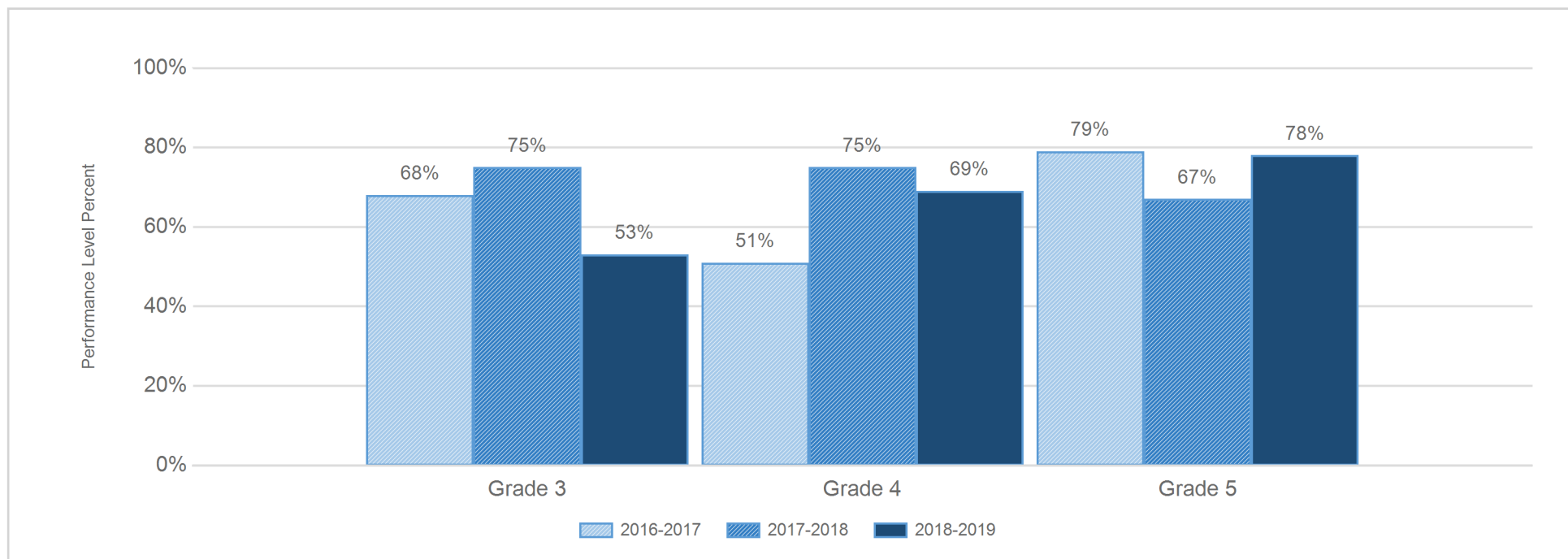
Whitman Elementary School
(15-5500-070)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Whitman Elementary School
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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	94	746	744	748	12%	*	26%	*	*	53%	50%
White	69	750	746	757	*	*	25%	*	*	57%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	10	718	722	731	*	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	42	750	749	753	*	*	*	*	*	62%	55%
Male	52	743	739	743	*	*	*	*	*	46%	46%
Economically Disadvantaged Students	22	722	730	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	72	754	747	759	*	*	*	*	*	61%	61%
Students with Disabilities	26	721	723	719	*	*	*	*	*	23%	24%
Students without Disabilities	68	756	749	754	*	*	*	*	*	65%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	94	746	*	751	12%	*	26%	*	*	53%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Whitman Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	760	749	755	*	*	18%	55%	13%	69%	57%
White	68	766	752	763	*	*	19%	59%	15%	74%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	*	*	729	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	45	770	755	760	*	*	*	*	*	78%	62%
Male	38	748	743	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	19	739	729	725	*	*	*	*	*	42%	25%
Students without Disabilities	64	766	754	761	*	*	*	*	*	77%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	83	760	*	758	*	*	18%	55%	13%	69%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	772	754	756	*	*	*	60%	18%	78%	58%
White	55	775	756	764	*	*	*	64%	18%	82%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	37	783	761	761	*	*	*	51%	32%	84%	64%
Male	31	760	748	750	*	*	*	71%	0%	71%	52%
Economically Disadvantaged Students	12	749	739	740	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	56	777	758	766	*	*	*	*	*	80%	69%
Students with Disabilities	11	717	*	724	*	*	*	*	*	*	23%
Students without Disabilities	57	783	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	68	772	*	758	*	*	*	60%	18%	78%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	241	95.3	68.5	40.4	44.5	68.5	67.4	Met Target
White	190	96.0	73.7	42.8	54.1	73.7	69.5	Met Target
Hispanic	16	94.1	43.8	*	28.8	43.2	**	**
Black or African American	15	100.0	26.7	15.9	23.0	26.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	57.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	121	94.6	71.1	41.2	44.9	70.7		
Male	120	96.1	65.8	39.7	44.2	65.8		
Economically Disadvantaged Students	40	97.7	45.0	22.8	26.3	*	50	Met Target†
Non-Economically Disadvantaged Students	201	94.9	73.1	45.0	54.9	*		
Students with Disabilities	55	95.0	43.6	17.7	17.4	43.6	40.8	Met Target
Students without Disabilities	186	95.4	75.8	44.6	50.0	75.8		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



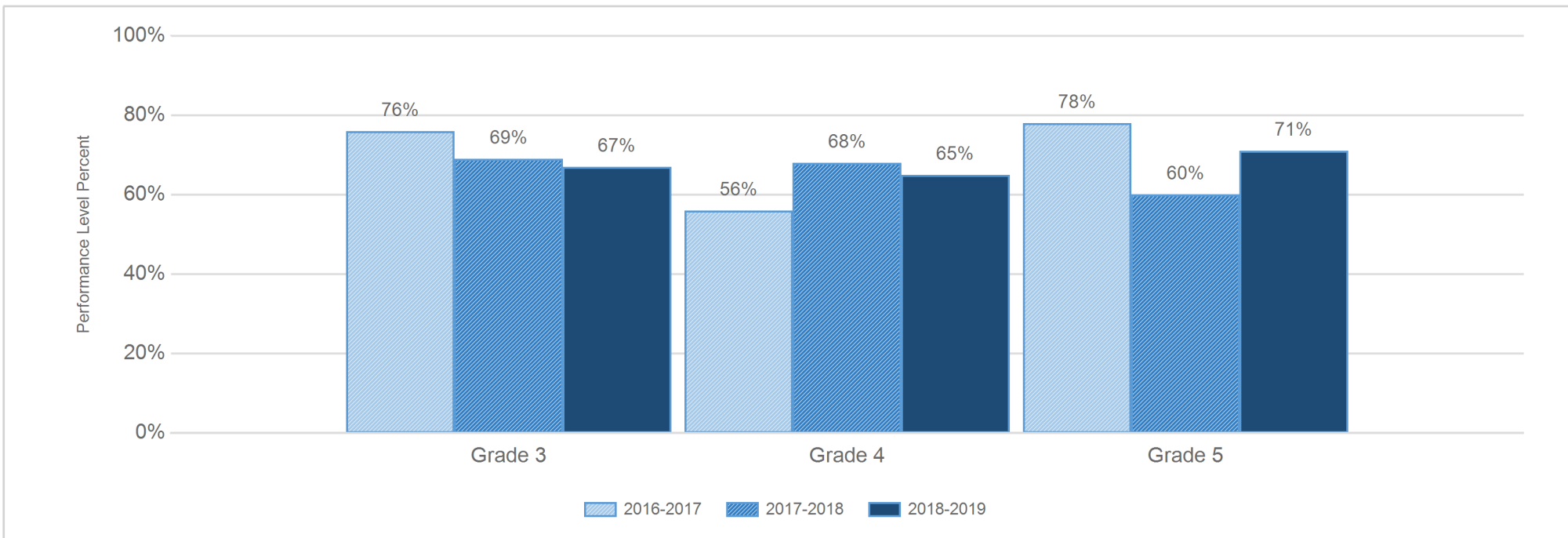
Whitman Elementary School
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	756	751	752	*	*	19%	51%	16%	67%	55%
White	69	759	754	760	*	*	20%	*	*	72%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	10	729	729	735	*	*	*	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	42	752	751	751	*	*	*	*	*	69%	54%
Male	52	758	752	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	22	722	732	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	72	766	757	761	*	*	*	*	*	79%	67%
Students with Disabilities	26	733	731	731	*	*	*	*	*	38%	31%
Students without Disabilities	68	764	756	756	*	*	*	*	*	78%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	94	756	*	754	*	*	19%	51%	16%	67%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	761	752	749	*	*	26%	*	*	65%	51%
White	67	766	754	757	0%	*	28%	*	*	70%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	44	765	752	749	*	*	*	*	*	66%	50%
Male	38	757	752	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	19	747	736	726	*	*	*	*	*	53%	25%
Students without Disabilities	63	766	755	754	*	*	*	*	*	68%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	82	761	*	751	*	*	26%	*	*	65%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	762	753	747	0%	*	24%	*	*	71%	47%
White	55	765	754	755	0%	*	22%	*	*	76%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	734	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	37	766	753	747	0%	*	*	*	*	76%	47%
Male	31	758	753	747	0%	*	*	*	*	65%	47%
Economically Disadvantaged Students	12	749	740	732	0%	*	*	*	*	58%	27%
Non-Economically Disadvantaged Students	56	765	756	757	0%	*	*	*	*	73%	59%
Students with Disabilities	11	739	*	725	0%	*	*	*	*	27%	19%
Students without Disabilities	57	767	*	752	0%	*	*	*	*	79%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	68	762	*	749	0%	*	24%	*	*	71%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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



Whitman Elementary School
(15-5500-070)
Grades Offered: KG-05
2018-2019

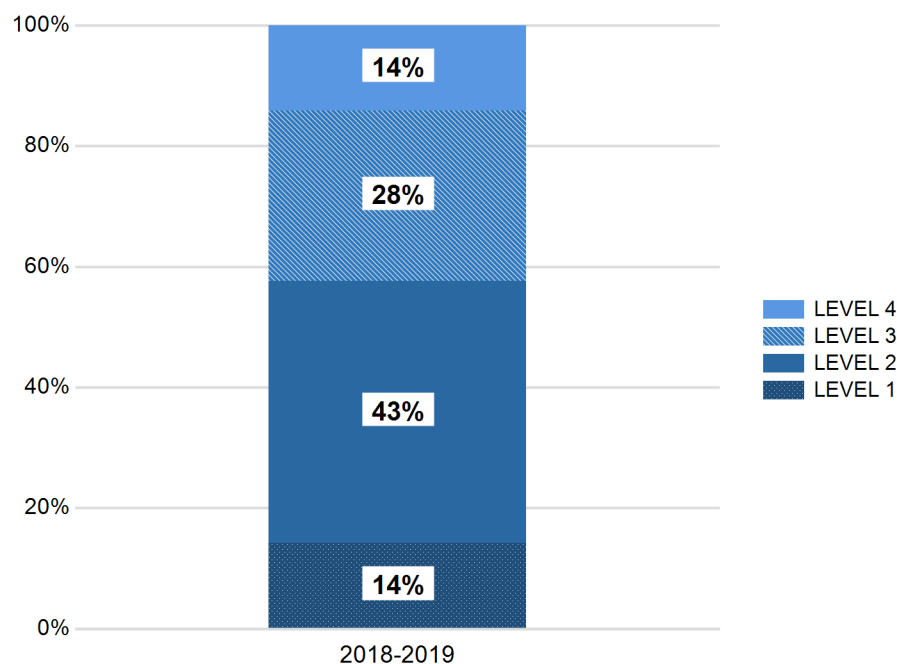
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	43	28	14
White	9	47	29	15
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	16	37	26	21
Male	13	52	29	6
Economically Disadvantaged Students	47	20	20	13
Non-Economically Disadvantaged Students	6	50	30	15
Students with Disabilities	75	25	0	0
Students without Disabilities	2	47	33	18
English Learners	N	N	N	N
Non-English Learners	14	43	28	14
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Whitman Elementary School

(15-5500-070)

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2018-2019

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

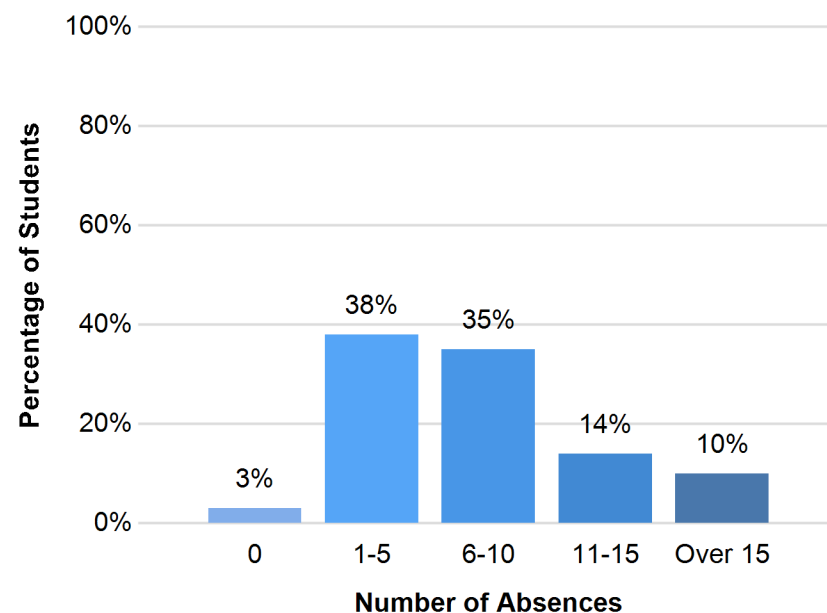
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	6.6	8.9	Met
White	28	7.0	8.9	Met
Hispanic	4	12.9	8.9	Not Met
Black or African American	1	3.2	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	15	6.0		
Male	18	7.3		
Economically Disadvantaged Students	8	8.4	8.9	Met
Students with Disabilities	11	9.6	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Whitman Elementary School

(15-5500-070)

Grades Offered: KG-05

2018-2019

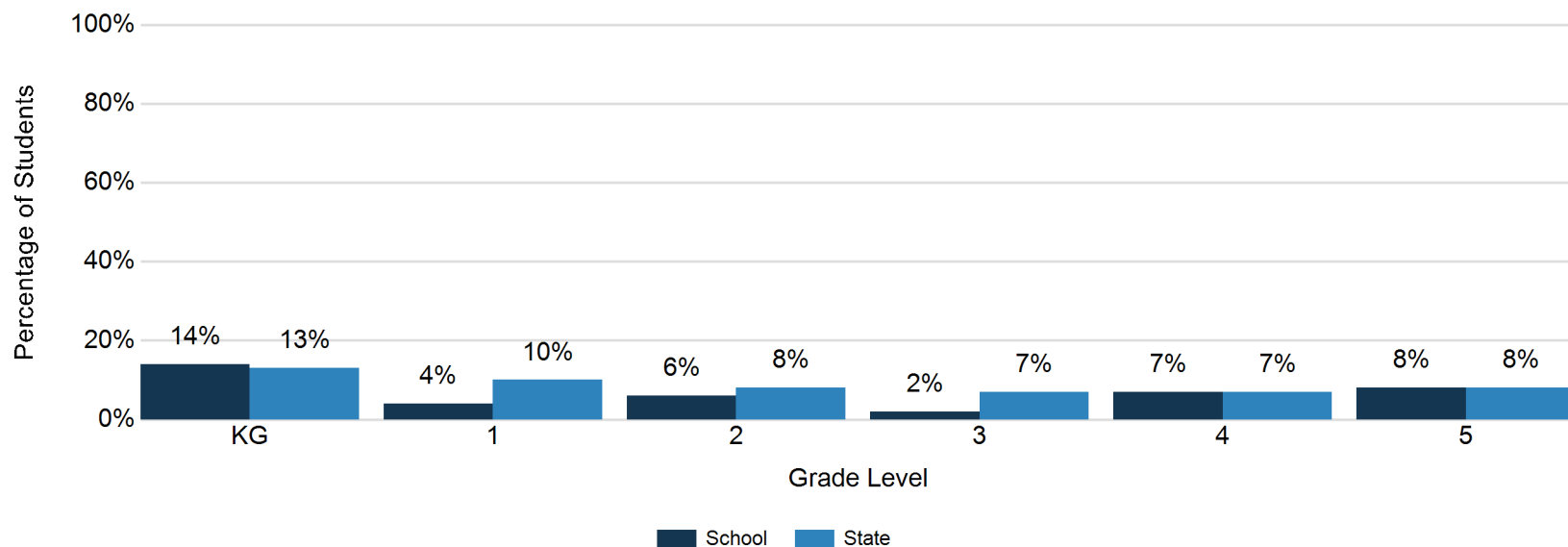
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Chronic Absenteeism by Grade

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





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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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.39

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

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

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



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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

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

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



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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	50	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	252:1	153:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1



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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	50.0%	88.0%	50.0%	48.4%	77.1%	54.9%
Male	50.0%	12.0%	50.0%	51.6%	22.9%	45.1%
White	80.4%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	4.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	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	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.6%	70.7%	66.1%
Math Proficiency	70.0%	64.5%	68.5%
ELA Growth	51	60	42
Math Growth	57	57	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	5.0%	4.1%	6.6%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not 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	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	**	**	n/a	Met	No
Students with Disabilities	Not Met	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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School Narrative

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



Highlights:

- New Jersey Future Ready School Status
- A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students.
- Character education, mindfulness, and social emotional learning all support a positive school culture and climate.



Mission, Vision, Theme:

The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.



Awards, Recognition, Accomplishments:

Whitman School School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.



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School Narrative

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Courses, Curriculum, Instruction:

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



Clubs and Activities:

Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.



Whitman Elementary School

(15-5500-070)

Grades Offered: KG-05



2018-2019

Report Key:

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 <p>Before and After School Programs:</p>	<p>Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at Whitman School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.</p>



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 <p>Student Supports and Services:</p>	<p>Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.</p>
 <p>Student Health and Wellness:</p>	<p>Whitman School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.</p>
 <p>Facilities:</p>	<p>Whitman Elementary School was built in 1965. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms are available throughout the fully air-conditioned building.</p>



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Other Information

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