NJ SCHOOL PERFORMANCE REPORT

MAUDE M. WILKINS ELEMENTARY SCHOOL
(05-3010-080)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	MAPLE SHADE TWP
Principal Name	MR. ORMSBY
Address	34 WEST MILL ROAD MAPLE SHADE, NJ 08052
Phone Number	(856)779-1129
Email Address	SORMSBY@MSEMAIL.ORG
Website	https://mwe.mapleshade.org/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	68	54	66
KG	0	0	0
1	0	0	0
2	0	0	0
3	182	204	163
4	172	179	191
Total	422	437	420

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.4%	45.1%	45.5%
Male	52.6%	54.9%	54.5%
Economically Disadvantaged Students	43.8%	46.9%	48.3%
Students with Disabilities	37.9%	34.1%	31.9%
English Learners	1.4%	3.7%	2.1%
Homeless Students		3.9%	2.6%
Students in Foster Care		0.7%	0.5%
Military-Connected Students		0.7%	1.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	54.5%	49.2%	48.6%
Hispanic	22.7%	26.1%	24.8%
Black or African American	14.0%	16.2%	16.0%
Asian	4.0%	4.6%	5.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.7%	3.9%	5.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	68	54	66
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	84.3%
Spanish	9.8%
Bengali	1.0%
Other Languages	5.0%

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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/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in 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/Literacy (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	54	45	50	Met Standard	47	50	50	Met Standard
White	55	45	50	Met Standard	54	50	51	Met Standard
Hispanic	55	50	49	Met Standard	47	47	48	Met Standard
Black or African American	40	39	44	Met Standard	42.5	52	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	66	61	**	*	57	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	36	49	**	*	39	51	**
Economically Disadvantaged	47.5	43	48	Met Standard	41.5	46.5	47	Met Standard
Students with Disabilities	36	37.5	41	Not Met	40	44	43	Met Standard
English Learners	68.5	67.5	54	**	61	60	51	**

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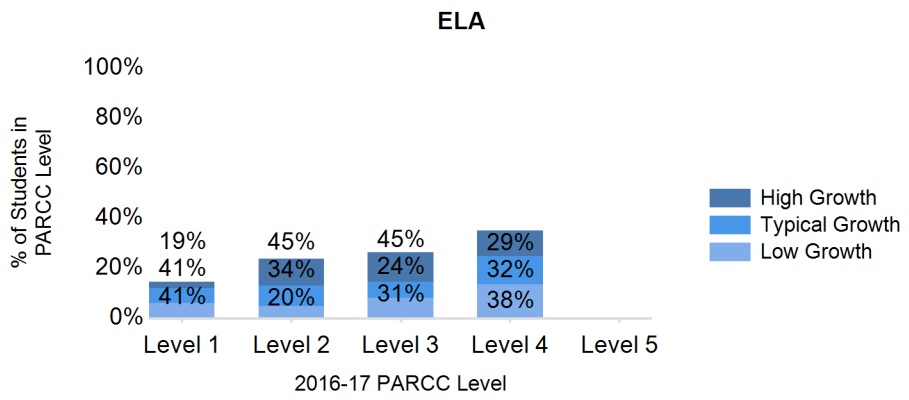
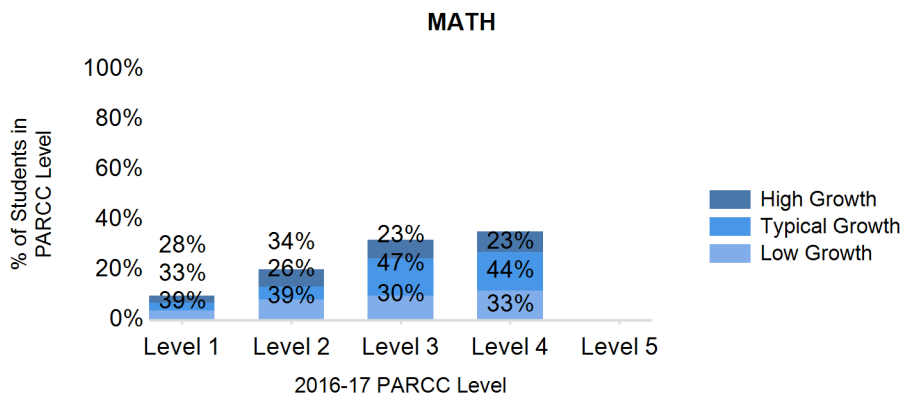
Student Growth by Performance Level

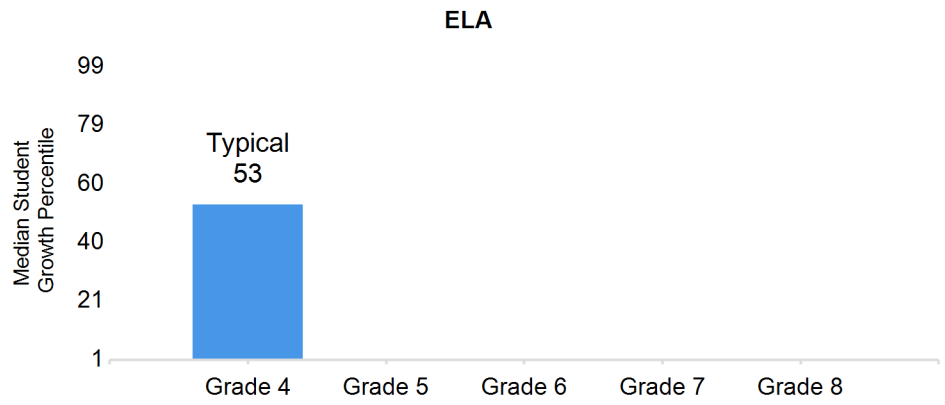
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

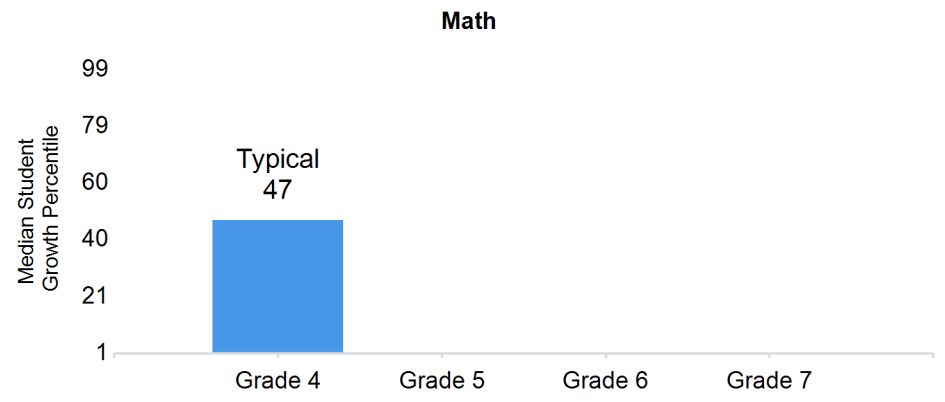




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	337	100.0	43.0	43.3	56.7	43.0	38.5	Met Target
White	168	100.0	47.0	49.5	65.6	47.0	46.1	Met Target
Hispanic	85	100.0	36.5	32.4	42.5	36.5	28	Met Target
Black or African American	51	100.0	37.3	33.7	37.3	37.3	28.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	55.6	56.0	82.3	55.6	N	N
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	15	100.0	40.0	35.9	63.4	40.0	**	**
Female	168	100.0	45.2	50.6	64.5	45.2		
Male	169	100.0	40.8	35.8	49.4	40.8		
Economically Disadvantaged Students	164	100.0	37.2	34.3	38.5	37.2	27.9	Met Target
Non-Economically Disadvantaged Students	173	100.0	48.5	50.3	67.5	48.5		
Students with Disabilities	80	100.0	10.1	*	21.6	10.1	21.1	Not Met
Students without Disabilities	257	100.0	53.3	*	63.9	53.3		
English Learners	28	100.0	25.0	*	27.3	25.0	10.7	Met Target
Non-English Learners	309	100.0	44.6	*	59.4	44.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	736	735	750	20%	14%	30%	*	*	36%	52%
White	76	747	*	759	*	17%	34%	*	*	41%	61%
Hispanic	35	725	725	736	29%	*	29%	*	*	26%	38%
Black or African American	32	725	725	733	34%	*	*	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	73	741	741	756	18%	14%	29%	*	*	40%	57%
Male	89	732	*	744	22%	15%	30%	*	*	33%	46%
Economically Disadvantaged Students	80	726	726	733	*	16%	28%	*	*	26%	34%
Non-Economically Disadvantaged Students	82	745	*	762	*	12%	32%	*	*	45%	64%
Students with Disabilities	41	706	*	719	*	*	*	*	*	*	24%
Students without Disabilities	121	746	746	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	192	747	747	756	9%	18%	24%	39%	9%	48%	58%
White	96	751	751	764	*	*	27%	38%	14%	51%	68%
Hispanic	52	744	744	744	*	23%	29%	*	*	42%	44%
Black or African American	28	739	739	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	103	750	750	762	*	16%	26%	*	*	50%	63%
Male	89	743	743	751	*	20%	22%	*	*	46%	53%
Economically Disadvantaged Students	96	741	741	740	*	21%	22%	*	*	45%	40%
Non-Economically Disadvantaged Students	96	752	752	767	*	15%	27%	*	*	52%	70%
Students with Disabilities	39	715	715	726	*	*	28%	*	*	13%	25%
Students without Disabilities	153	755	755	762	*	*	24%	*	*	58%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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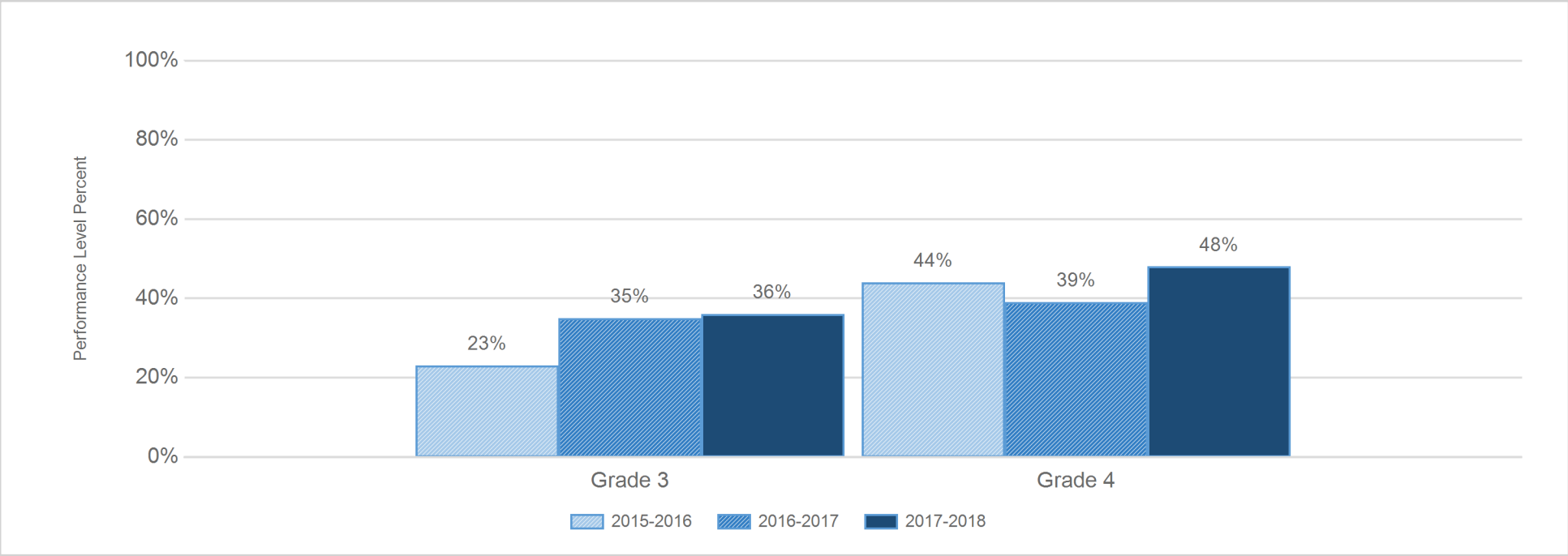
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	339	100.0	35.4	30.1	45.0	35.4	29.6	Met Target
White	168	100.0	42.3	36.2	54.1	42.3	37.3	Met Target
Hispanic	85	100.0	25.9	21.0	29.2	25.9	19.2	Met Target
Black or African American	53	100.0	20.8	15.1	23.4	20.8	14.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	61.2	54.9	77.0	61.2	N	N
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	15	100.0	33.3	25.6	53.0	33.3	**	**
Female	168	100.0	35.1	28.8	46.0	35.1		
Male	171	100.0	35.7	31.3	43.9	35.7		
Economically Disadvantaged Students	166	100.0	25.9	20.4	26.6	25.9	22.4	Met Target
Non-Economically Disadvantaged Students	173	100.0	44.5	37.8	55.9	44.5		
Students with Disabilities	80	100.0	16.3	*	17.1	16.3	16.8	Met Target†
Students without Disabilities	259	100.0	41.3	*	50.5	41.3		
English Learners	30	100.0	30.0	20.3	24.6	30.0	27.8	Met Target
Non-English Learners	309	100.0	35.9	30.7	46.9	35.9		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	164	738	738	752	11%	26%	30%	25%	8%	33%	53%
White	76	748	*	760	*	20%	36%	*	*	41%	64%
Hispanic	35	725	725	739	*	40%	*	*	*	20%	38%
Black or African American	34	727	727	734	*	38%	32%	*	*	18%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	73	740	740	752	*	25%	33%	*	*	34%	53%
Male	91	736	*	751	*	27%	27%	*	*	32%	53%
Economically Disadvantaged Students	82	732	732	736	*	28%	27%	*	*	27%	35%
Non-Economically Disadvantaged Students	82	744	*	762	*	24%	33%	*	*	39%	66%
Students with Disabilities	41	721	*	730	*	32%	*	*	*	17%	29%
Students without Disabilities	123	744	744	756	*	24%	*	*	*	38%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	192	737	737	748	10%	22%	32%	*	*	36%	49%
White	96	739	739	755	*	*	26%	43%	0%	43%	60%
Hispanic	52	737	737	737	*	*	44%	29%	0%	29%	34%
Black or African American	28	730	730	730	*	*	36%	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	103	737	737	748	*	25%	30%	*	*	36%	50%
Male	89	737	737	748	*	18%	34%	*	*	37%	49%
Economically Disadvantaged Students	96	731	731	733	*	26%	38%	*	*	25%	30%
Non-Economically Disadvantaged Students	96	743	743	758	*	18%	26%	*	*	48%	62%
Students with Disabilities	39	718	718	725	*	33%	*	*	*	15%	22%
Students without Disabilities	153	741	741	753	*	19%	*	*	*	42%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MAUDE M. WILKINS ELEMENTARY SCHOOL
(05-3010-080)
Grades Offered: PK-04
2017-2018

Report Key:
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N No Data is available to display
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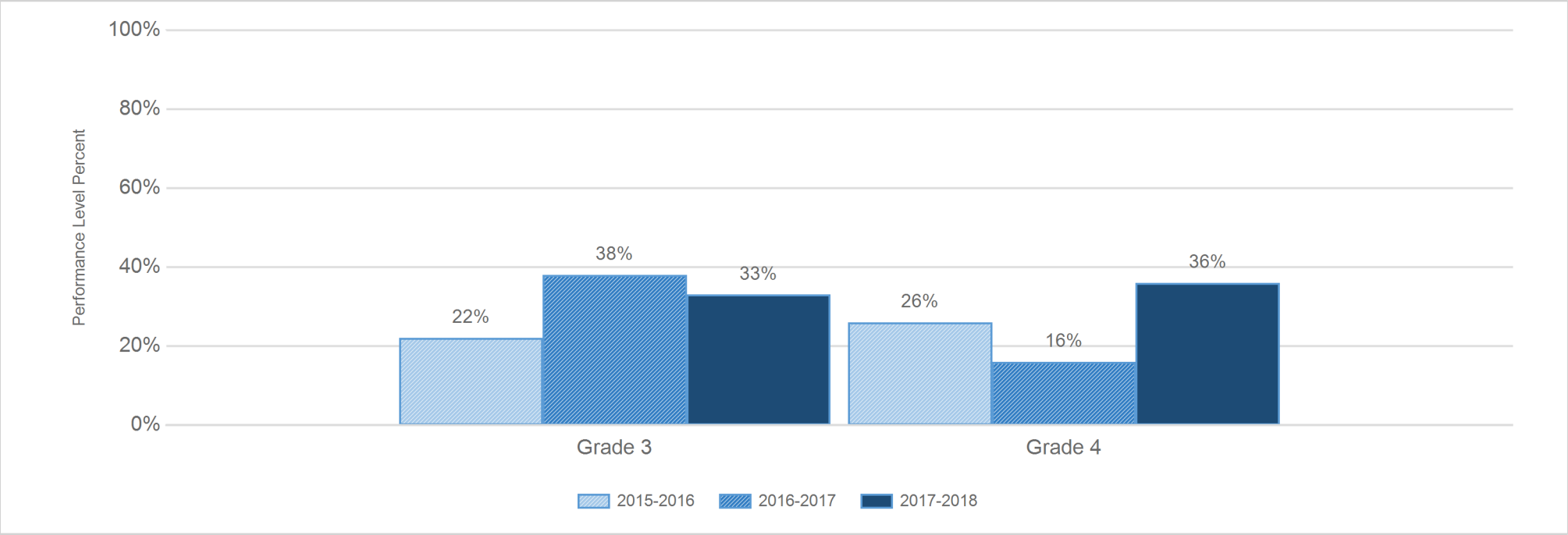
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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.

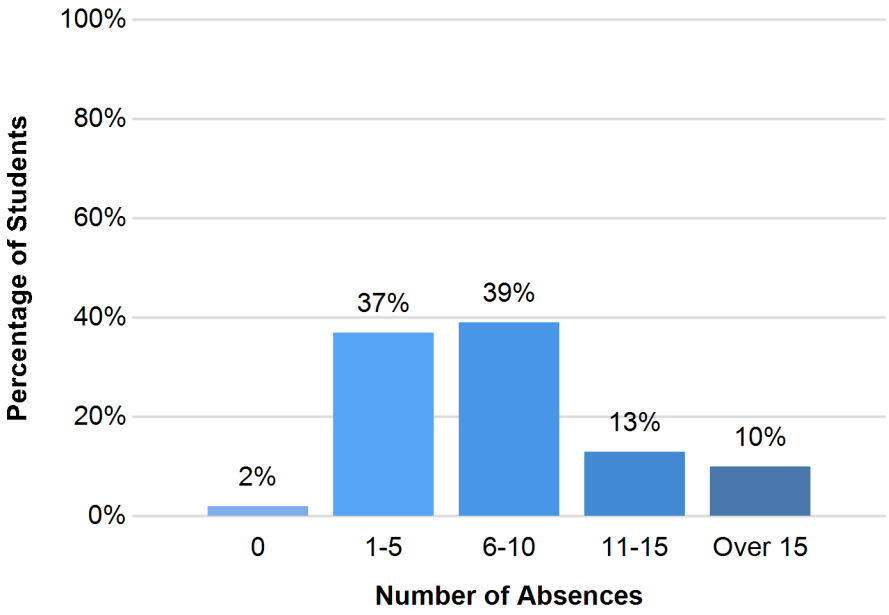
Chronic Absenteeism

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	34	9.5	7.5	Not Met
White	17	9.8	7.5	Not Met
Hispanic	6	6.7	7.5	Met
Black or African American	4	6.7	7.5	Met
Asian, Native Hawaiian, or Pacific Islander	3	15.8	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	25.0	**	**
Economically Disadvantaged Students	24	13.3	7.5	Not Met
Students with Disabilities	14	17.7	7.5	Not Met
English Learners	*	*	**	**

Days Absent

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



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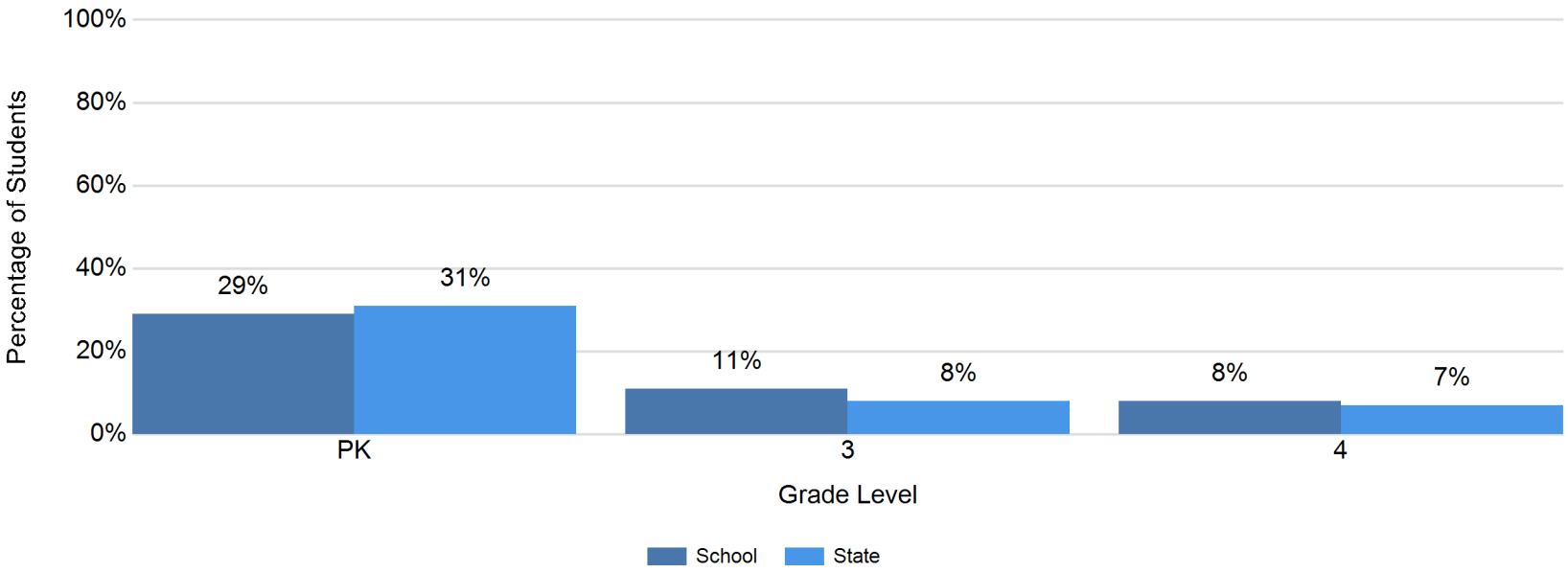
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.95

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	5 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$614	$14,107	$14,721

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	74.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,374
Average years experience in public schools	8.9	16.0
Average years experience in district	8.9	12.0
Administrators in district for 4 or more years	92.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	420:1	167:1
Teachers to Administrators	39:1	14:1
Students to Librarians/Media Specialists		2170:1
Students to Nurses		543:1
Students to Counselors		271:1
Students to Child Study Team		241:1

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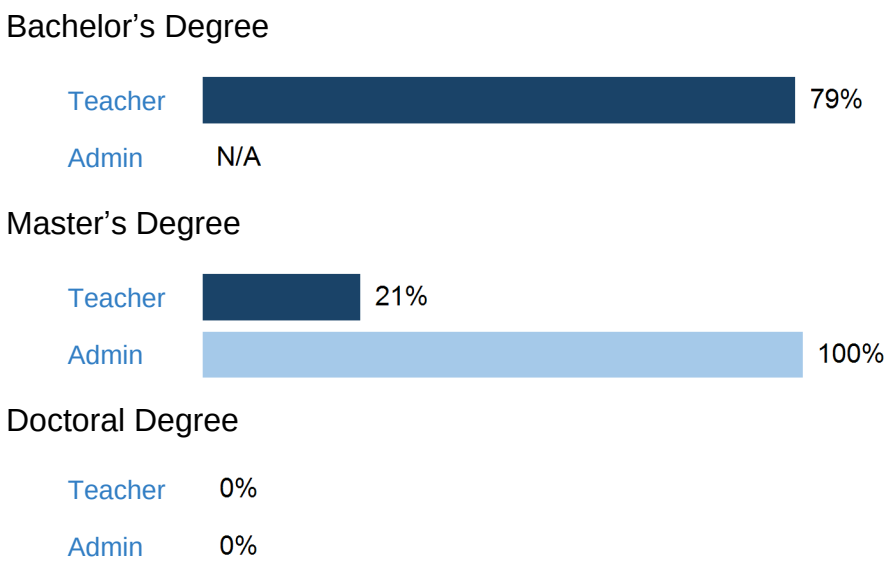
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.6%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	86.2%

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
2017-18	97.3%

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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 shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	89.7%	0.0%
Male	10.3%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	19.37	17.5%
Mathematics Proficiency	23.64	17.5%
English Language Arts Growth	55.69	25.0%
Mathematics Growth	37.27	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	35.43	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.08	n/a
Summative Rating: Percentile Rank of Summative Score	27.49	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	39.56	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	49.79	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	48.57	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.48	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	33.95	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	**	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 your school directly.

Highlights:	• Students and teachers organize and run a PBIS which recognizes and rewards student for positive choices. • Data driven instruction is utilized to meet the needs of all students and their attainment of personal learning goals. • School wide support from an involved Parent Teacher Associating supports the school, staff and all of the students.
Mission, Vision, Theme:	At Maude Wilkins high academic, social and moral standards serve as the framework for building objectives. The Maude Wilkins school staff is committed to providing a successful, safe school environment that focuses on students as individuals. Our belief is that all students can learn. The instruction given to students at Maude Wilkins is tailored for the individual student and includes teaching the whole child.

NJ SCHOOL PERFORMANCE REPORT

MAUDE M. WILKINS ELEMENTARY SCHOOL
(05-3010-080)
Grades Offered: PK-04
2017-2018

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

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Courses, Curriculum, Instruction:	The Maude Wilkins school provides the educational program for all third and fourth grade students. It also houses part of the districts pre school program. Students receive instruction in the core subjects of Math, ELA, Science and Social Studies as well as special areas in Physical Education, Technology, Music, Art, Media and World Language. The Pre School program recieves instruction through the Tools of The Mnd Currciulum. Maude Wilkins also has full instructional programs in Special Education, Basic Skills, ESL and Gifted and Talented programs.

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Before and After School Programs:	Students are able to participate in afterschool programs that include a Reading club, Science Technology Engineering and Math (STEM), C.H.A.L.K club which focuses on Healthy choices, computer coding, homework help and Little Shaders aftercare program.
Staff and Professional Learning:	The staff at Maude Wilkins participate in a Professional Learning Community that meets weekly. The primary focus is closing the achievement gap. Staff participates in district professional days, on and off site workshops, interaction with literacy consultants, book clubs and research based intervention trainings to meet the needs of the students.

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Student Supports and Services:	The exceptional child has access to programs that support Inclusion, specific learning disabilities, pre-school disabled, behavior disability and multiple disabilities programs. English Language Learners have a dedicated period of intervention as well as a general education teacher who is trained in a Sheltered Instruction Model. Students also have access to basic skills push in and pull out services as well as gifted and talented programs.
Student Health and Wellness:	All students participate in the Breakfast Before the Bell program. Students also are exposed to a comprehensive Health and Physical Education curriculum that they receive 3 days out of a 6 day cycle. Organized physical activities are utilized at recess every day for the students. The school counselor and school nurse also promote a healthy lifestyle by giving lessons to students and meeting in small groups to promote the idea of a healthy body and mind.
Parent and Community Involvement:	The Maude Wilkins School community has a very active Parent Teacher Association as well as a Community Alliance Program that focuses on the needs of the student. They pay for all student field trips and work with the teachers to create meaningful learning experiences for students.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is given to students, staff and parents. The information is shared with all stakeholders through our School Safety Team. The students work in collaboration with the staff to promote a positive school culture through daily restorative community circles. Students and staff have embraced the goal of celebrating diversity and creating an environment where all students are safe and comfortable in school.
Facilities:	The Maude Wilkins Elementary school was built in 1926 with upgrades in 1959 and 2008. Renovations of stairwells, security systems, technolgy and roofing projects have been completed in the 2014-2016 school year. The school has 7 fourth grade classrooms, 8 third grade classroom, 5 pre school rooms, an Art/Music room, Library/Multimedia center which is also utilized for computer instruction, Gymnasium, Cafeteria, Computer Lab and 11 classrooms used for student support in special education, basic skills, and Speech Therapy.