




Arthur Rann Elementary School
2016-2017
Grade Span KF-06

01-1690-015
ATLANTIC
GALLOWAY TWP
515 S EIGHTH AVE
GALLOWAY, NJ 08205

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	98	87	88
1	79	103	101
2	91	88	103
3	93	92	89
4	83	91	93
5	90	92	91
6	95	95	91
Ungraded	17	20	28
Total	646	668	684

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	54%	53%	52%
Economically Disadvantaged Students	53%	55%	52%
Students with Disabilities	16%	18%	18%
English Learners	4%	6%	5%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	50.4%
Hispanic	20.8%
Asian	11.5%
Black or African American	11.5%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	97	87	88

Enrollment by Home Language

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

Home Language	% of Students
English	76.0%
Spanish	10.8%
Gujarati	3.9%
Urdu	1.9%
Vietnamese	1.3%
Other	5.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	97.6	53.80	48.90	54.90	53.8	55	Met Target†
White	174	97.3	58.00	54.50	63.90	58	61.7	Met Target†
Hispanic	53	94.0	52.80	42.50	39.80	52.8	42.9	Met Target
Black or African American	48	100.0	37.50	31.90	35.20	37.5	37.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	37	100.0	62.10	63.60	80.70	62.1	63.1	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	23	100.0	43.40	*	54.90	43.4	N	N
Female	161	97.8	62.10	55.30	62.20	62.1		
Male	174	97.4	46.00	42.60	48.10	46		
Economically Disadvantaged Students	169	97.9	48.50	37.40	36.20	48.5	42.1	Met Target
Non-Economically Disadvantaged Students	166	97.2	59.00	60.10	65.80	59		
Students with Disabilities	68	93.4	26.50	17.30	20.50	26.5	30.4	Met Target†
Students without Disabilities	267	98.7	60.60	57.20	61.90	60.6		
English Learners	31	100.0	38.70	31.20	25.20	38.7	34.7	Met Target
Non-English Learners	304	97.4	55.20	50.30	57.40	55.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	738	739	749	*	22%	25%	37%	*	38%	50%
White	44	742	745	759	*	25%	*	41%	*	43%	61%
Hispanic	18	732	730	734	*	*	*	*	0%	28%	35%
Black or African American	11	720	*	731	*	*	0%	*	0%	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	735	743	754	*	*	*	35%	*	38%	55%
Male	47	740	735	745	*	*	*	38%	*	38%	46%
Economically Disadvantaged Students	33	735	733	731	*	*	*	36%	*	36%	31%
Non-Economically Disadvantaged Students	54	740	745	762	*	*	*	37%	*	39%	63%
Students with Disabilities	14	713	716	720	*	*	*	*	*	14%	24%
Students without Disabilities	73	743	745	755	*	*	*	*	*	43%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	87	738	740	752	*	22%	25%	37%	*	38%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	754	746	753	*	*	32%	42%	14%	55%	56%
White	47	756	752	762	*	*	30%	45%	*	60%	67%
Hispanic	12	750	743	740	0%	*	*	*	*	58%	40%
Black or African American	13	748	733	737	0%	*	*	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	11	764	754	777	0%	0%	*	*	*	64%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	49	758	748	758	*	*	29%	45%	*	61%	61%
Male	40	749	744	749	*	*	35%	38%	*	48%	51%
Economically Disadvantaged Students	48	752	739	737	*	*	35%	40%	*	50%	36%
Non-Economically Disadvantaged Students	41	756	754	764	*	*	27%	44%	*	61%	69%
Students with Disabilities	17	734	722	725	*	*	*	*	0%	41%	25%
Students without Disabilities	72	758	751	759	*	*	*	*	17%	58%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	89	754	746	755	*	*	32%	42%	14%	55%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	749	750	756	*	21%	21%	51%	*	56%	59%
White	47	750	752	763	*	*	23%	51%	*	55%	69%
Hispanic	12	750	747	743	0%	*	*	*	0%	67%	44%
Black or African American	11	730	*	740	0%	*	*	*	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	35	756	754	761	*	*	*	60%	*	66%	66%
Male	51	744	747	750	*	*	*	45%	*	49%	53%
Economically Disadvantaged Students	44	744	744	740	*	*	*	46%	*	52%	40%
Non-Economically Disadvantaged Students	42	754	756	765	*	*	*	57%	*	60%	71%
Students with Disabilities	16	724	727	725	*	*	*	*	*	19%	22%
Students without Disabilities	70	755	755	762	*	*	*	*	*	64%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	756	749	752	*	*	19%	60%	*	66%	54%
White	43	764	753	758	*	*	*	67%	*	79%	63%
Hispanic	19	753	744	740	0%	*	*	58%	0%	58%	38%
Black or African American	14	737	734	736	*	0%	*	*	0%	43%	32%
Asian, Native Hawaiian, or Pacific Islander	15	759	762	776	0%	*	*	*	*	67%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	50	762	754	758	*	*	*	68%	*	76%	61%
Male	45	750	744	746	*	*	*	51%	*	56%	46%
Economically Disadvantaged Students	58	749	741	737	*	*	*	50%	*	53%	34%
Non-Economically Disadvantaged Students	37	767	758	761	*	*	*	76%	*	87%	65%
Students with Disabilities	17	730	720	722	*	*	*	*	*	24%	17%
Students without Disabilities	78	762	755	758	*	*	*	*	*	76%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

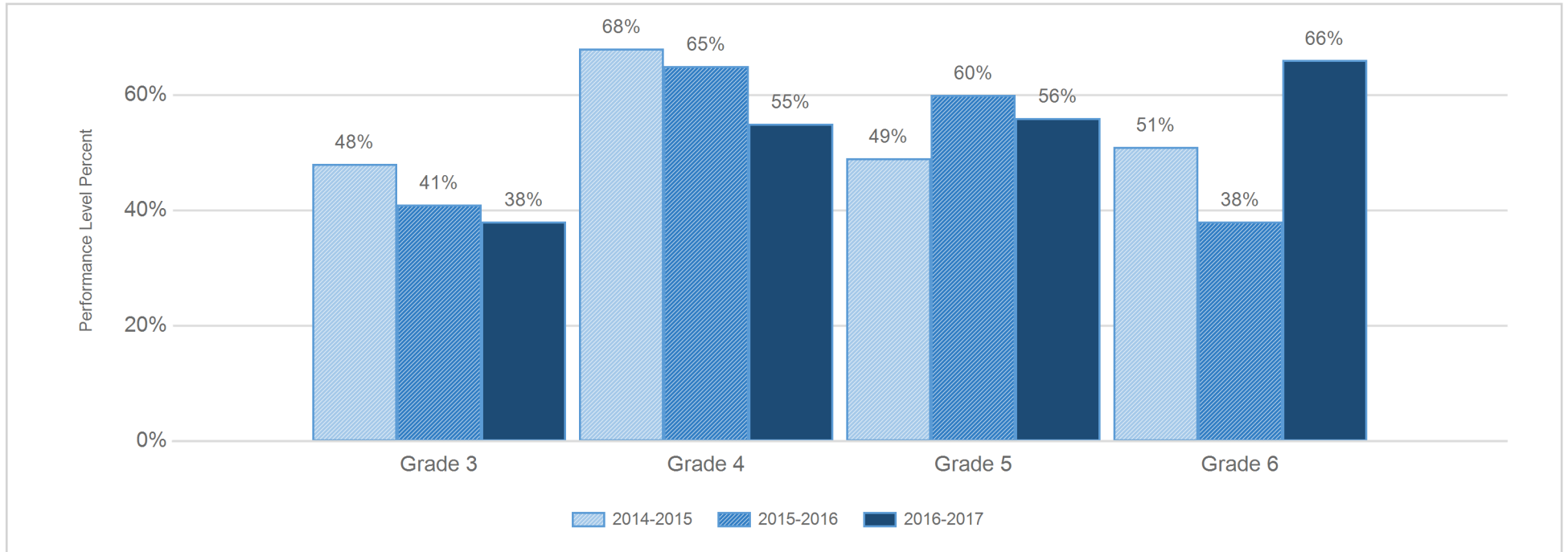


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	335	97.6	54.40	48.10	43.50	54.4	53.3	Met Target
White	174	97.3	62.10	55.90	52.40	62.1	56.2	Met Target
Hispanic	53	94.0	45.30	37.40	27.60	45.3	41.3	Met Target
Black or African American	48	100.0	31.30	27.70	21.70	31.3	41.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	75.70	68.70	75.60	75.7	71.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	23	100.0	30.40	*	44.90	30.4	N	N
Female	161	97.8	54.70	49.80	44.10	54.7		
Male	174	97.4	54.10	46.40	42.90	54.1		
Economically Disadvantaged Students	169	97.9	47.30	37.70	25.10	47.3	45	Met Target
Non-Economically Disadvantaged Students	166	97.2	61.40	58.40	54.30	61.4		
Students with Disabilities	68	93.4	29.40	19.00	16.50	29.4	32.9	Met Target†
Students without Disabilities	267	98.7	60.70	55.90	48.80	60.7		
English Learners	31	100.0	51.60	41.40	23.30	51.6	46.9	Met Target
Non-English Learners	304	97.4	54.60	48.60	45.20	54.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	744	746	751	*	15%	29%	35%	*	45%	53%
White	44	745	751	759	*	*	32%	36%	*	46%	63%
Hispanic	18	743	737	738	0%	*	*	*	*	33%	37%
Black or African American	11	729	*	733	*	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	741	746	751	*	*	28%	25%	*	38%	52%
Male	47	746	746	751	*	*	30%	43%	*	51%	53%
Economically Disadvantaged Students	33	740	739	736	*	*	36%	33%	*	39%	34%
Non-Economically Disadvantaged Students	54	746	752	761	*	*	24%	35%	*	48%	65%
Students with Disabilities	14	708	720	729	*	*	*	*	*	*	29%
Students without Disabilities	73	751	752	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	744	746	753	*	15%	29%	35%	*	45%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	757	750	747	*	*	25%	55%	*	63%	47%
White	47	762	757	755	*	*	*	66%	*	75%	59%
Hispanic	12	751	744	734	0%	*	*	*	*	50%	30%
Black or African American	13	750	736	729	*	*	*	*	0%	62%	25%
Asian, Native Hawaiian, or Pacific Islander	13	758	761	774	0%	*	*	*	*	54%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	760	748	747	*	*	24%	60%	*	68%	47%
Male	41	753	751	747	*	*	27%	49%	*	56%	48%
Economically Disadvantaged Students	50	755	743	732	*	*	*	50%	*	58%	27%
Non-Economically Disadvantaged Students	41	759	757	757	*	*	*	61%	*	68%	61%
Students with Disabilities	17	739	726	724	*	*	*	*	*	47%	22%
Students without Disabilities	74	761	755	751	*	*	*	*	*	66%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	747	749	747	*	16%	28%	45%	*	50%	46%
White	47	748	751	754	*	*	26%	49%	*	53%	57%
Hispanic	12	758	746	735	0%	*	*	*	*	67%	30%
Black or African American	11	720	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	35	749	749	747	*	*	*	49%	*	51%	47%
Male	51	746	748	746	*	*	*	43%	*	49%	46%
Economically Disadvantaged Students	44	740	742	732	*	*	30%	39%	*	41%	27%
Non-Economically Disadvantaged Students	42	754	755	756	*	*	26%	52%	*	60%	59%
Students with Disabilities	16	730	727	725	*	*	*	*	*	25%	19%
Students without Disabilities	70	751	753	751	*	*	*	*	*	56%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	750	747	743	*	12%	28%	48%	*	55%	44%
White	43	758	753	751	*	*	*	63%	*	72%	54%
Hispanic	19	740	742	731	*	*	*	*	0%	32%	27%
Black or African American	14	731	726	724	*	*	*	*	0%	21%	20%
Asian, Native Hawaiian, or Pacific Islander	15	758	763	771	0%	*	*	*	*	67%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	50	749	749	745	*	*	32%	46%	*	52%	45%
Male	45	750	744	742	*	*	24%	51%	*	58%	43%
Economically Disadvantaged Students	58	743	738	728	*	*	*	38%	*	41%	24%
Non-Economically Disadvantaged Students	37	760	757	752	*	*	*	65%	*	76%	56%
Students with Disabilities	17	723	715	717	*	*	*	*	*	18%	13%
Students without Disabilities	78	756	754	748	*	*	*	*	*	63%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

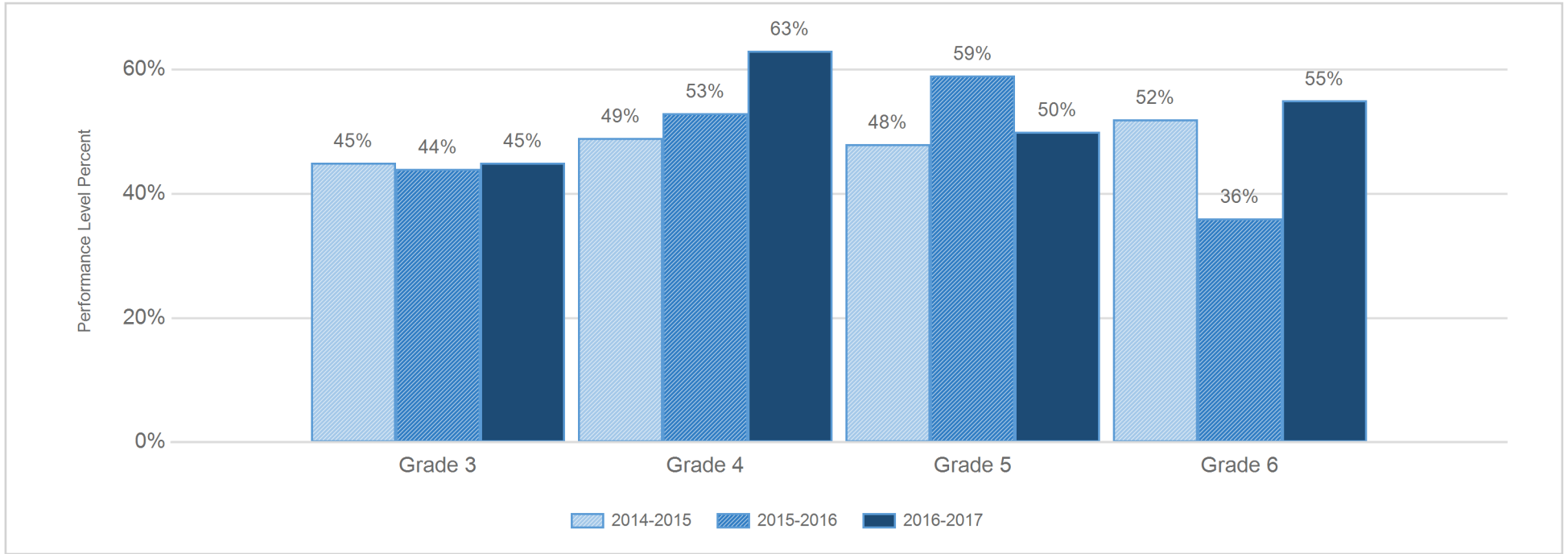


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	*	*
2	13	76.9%	23.1%
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

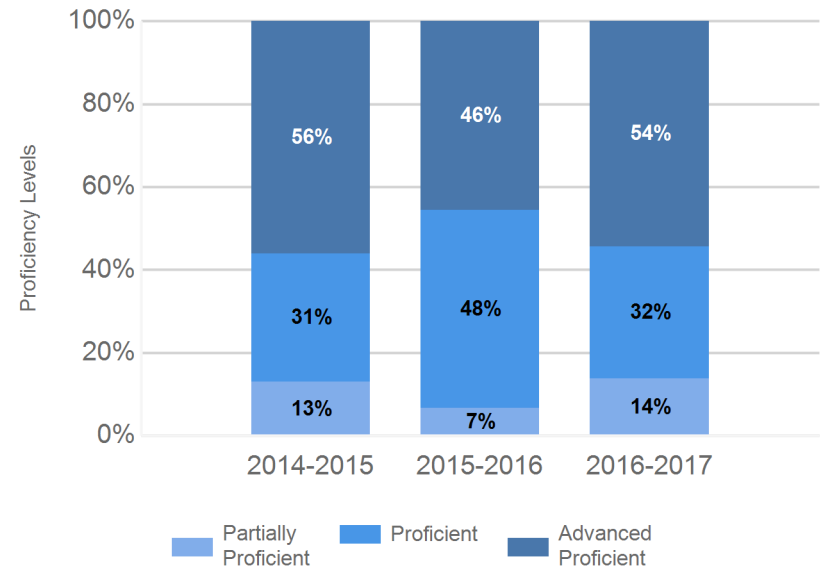
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	32%	14%
White	65%	29%	6%
Hispanic	40%	40%	20%
Black or African American	36%	41%	23%
Asian, Native Hawaiian, or Pacific Islander	57%	21%	21%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43%	41%	16%
Students with Disabilities	30%	55%	15%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	39.5	50	Met Target	62	51	50	Exceeds Target
White	39	37	50	Not Met	62	51	52	Exceeds Target
Hispanic	48	39.5	49	Met Target	70	51	47	Exceeds Target
Black or African American	41	38	45	Met Target	51	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	57	60	Exceeds Target	63	62.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	46	*	51	**	56.5	*	52	**
Economically Disadvantaged	47	40	47	Met Target	62	51	46	Exceeds Target
Students with Disabilities	37	35.5	41	Not Met	62.5	47	43	Exceeds Target
English Learners	58	49	53	Met Target	62.5	60.5	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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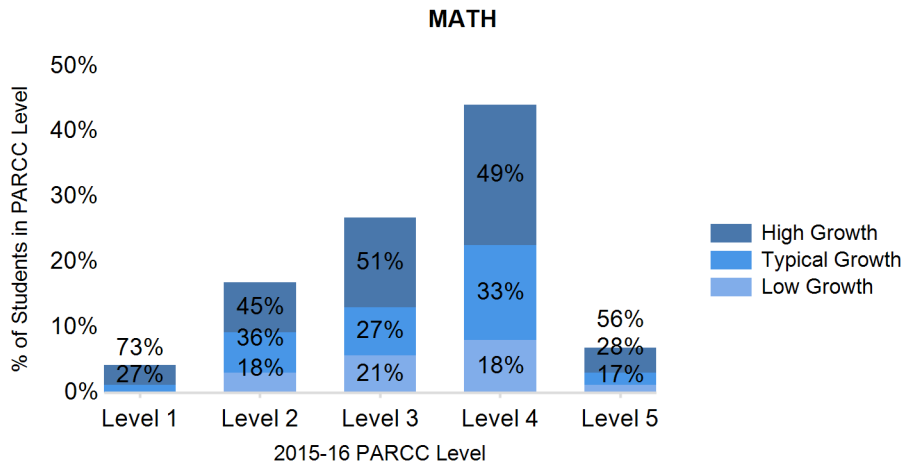
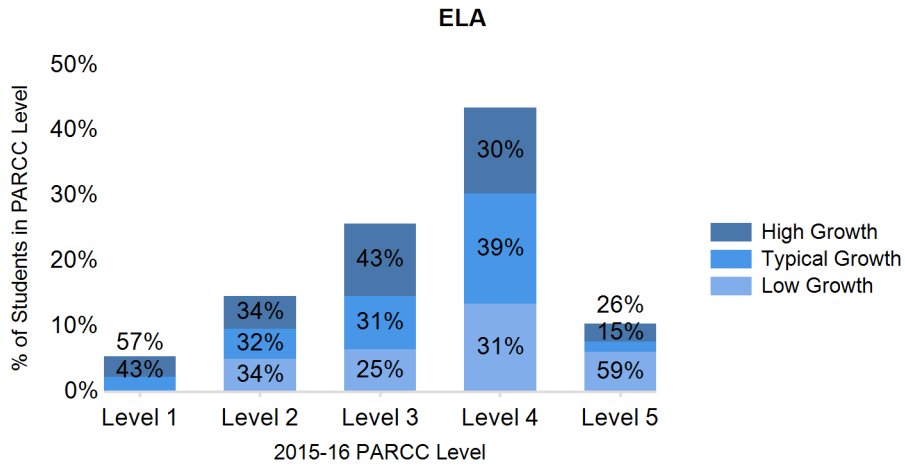
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

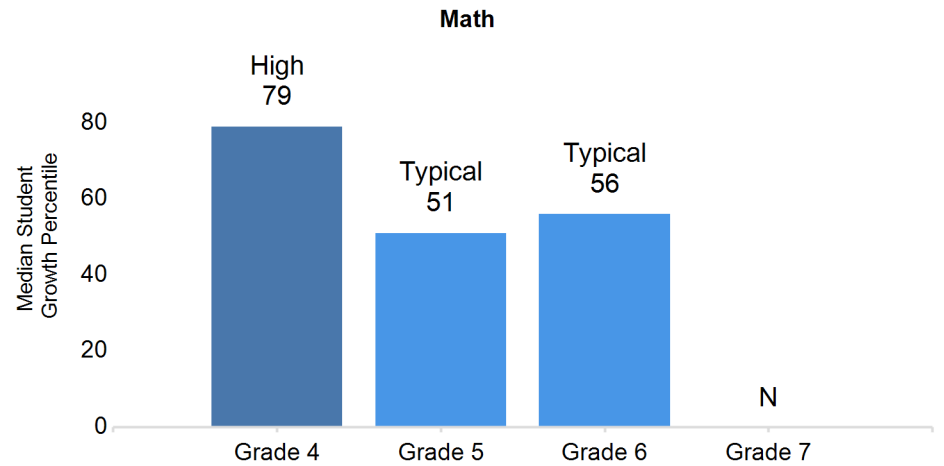
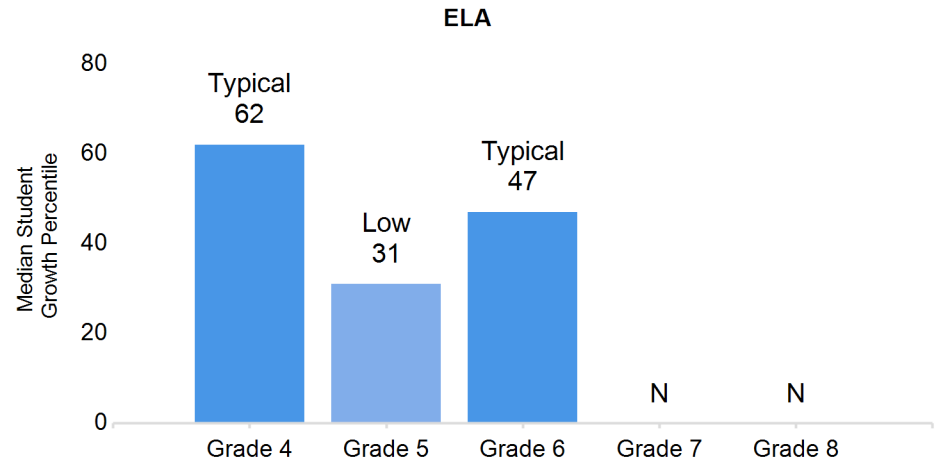
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

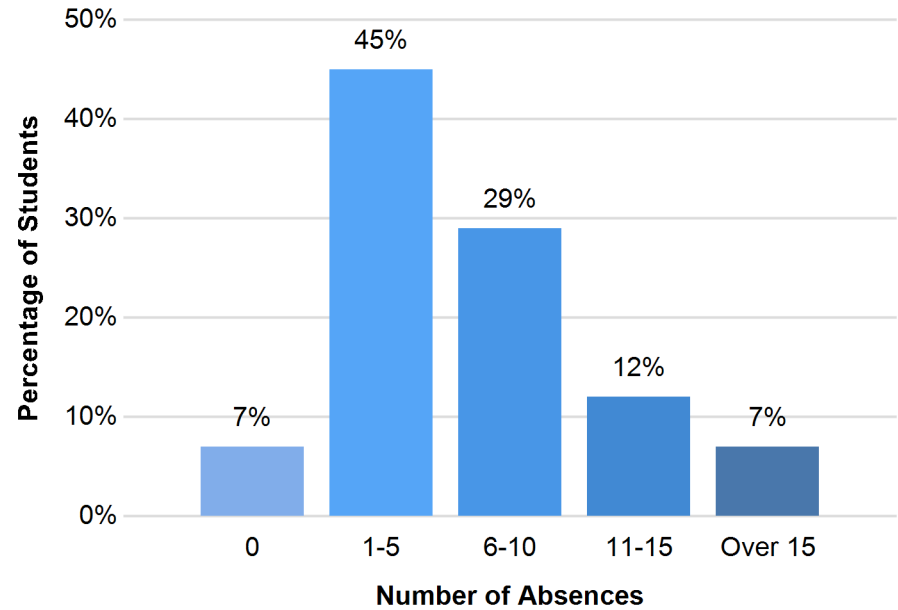
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.00	8.30	Met Target
White	4.10	8.30	Met Target
Hispanic	5.10	8.30	Met Target
Black or African American	2.50	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.10	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	4.90	8.30	Met Target
Students with Disabilities	4.20	8.30	Met Target
English Learners	7.40	8.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



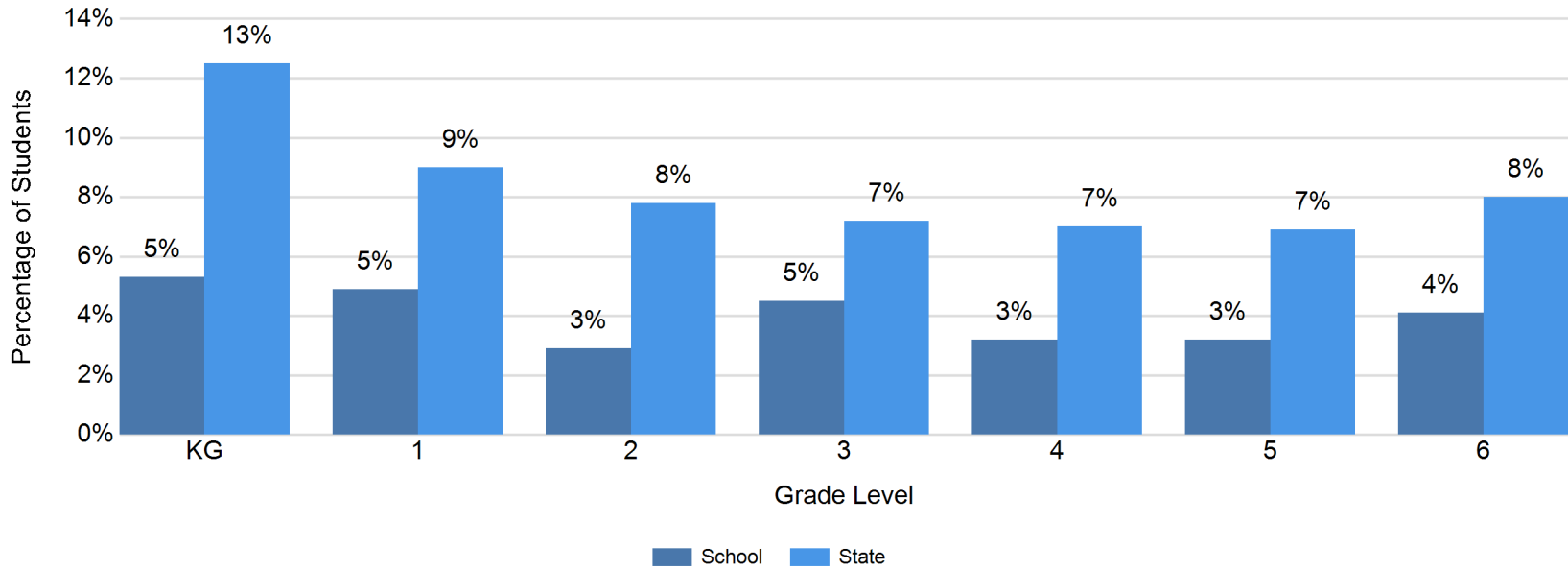


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.44

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.9%
Out-of-School Suspensions	0.9%
Any Suspension	2.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAX survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAX survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.7:1	75.5 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	63	121,048
Average years experience in public schools	15.8	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	342:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.8	17.5%
Mathematics Proficiency	62.9	17.5%
English Language Arts Growth	29.4	25.0%
Mathematics Growth	85.7	25.0%
Chronic Absenteeism	80.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.3
Summative Rating: Percentile rank of Summative Score		64.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
White	50.3	No	Met Target†	Met Target	Met Target	Not Met	Exceeds Target	No
Hispanic	73.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	65.6	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	41.1	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	78.1	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	69.9	No	Met Target†	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	72.4	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



Arthur Rann Elementary School
2016-2017
Grade Span KF-06

01-1690-015
ATLANTIC
GALLOWAY TWP
515 S EIGHTH AVE
GALLOWAY, NJ 08205

School General Info

Principal:	Mr. McGloin	Email Address:	mcgloink@gtps.k12.nj.us
Address:	515 S EIGHTH AVE GALLOWAY, NJ 08205	Website:	https://arthurrann.weebly.com/
Phone:	(609)748-1250	Facebook:	https://www.facebook.com/Friends-of-Arthur-Rann-Family-School-Association-165374043111/
		Twitter:	N/A

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:	<ul style="list-style-type: none"> • Inclusivity/Acceptance of All • Family-Like Atmosphere • Academically Sound
Mission, Vision, Theme:	Our mission, through the collaborative effort of our school family, is to meet the needs of the whole child: academically, socially, emotionally, and physically. We are committed to creating an environment in which we develop lifelong learners, celebrate individuality, and foster an awareness, understanding, and acceptance of differences.
Awards, Recognition, Accomplishments:	Although academics are clearly a priority at Rann, an emphasis is also placed on teaching life's other important lessons. A Student Expectations and Recognition Program promotes character development and recognizes students for desired behavior and performance.






Arthur Rann Elementary School
2016-2017
Grade Span KF-06

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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Arthur Rann's instructional program is research-based, assessment driven, and geared to address individual learning needs. Arthur Rann students have traditionally scored well on state tests. This includes attendance, as well as their ability to read, write, and perform mathematics. All segments of our school population remain committed to meeting standards and establishing goals that exceed federal and state mandates.</p>
 <p>Clubs and Activities:</p>	<p>Students in grades 4-6, have the opportunity to participate in the school band and/or chorus. Winter/Spring concerts are performed each school year showcasing musical talents. "Big Buddies" match older and younger students for instructional and social activities. Peer Mediation offers students ways to resolve conflicts and promotes the development of coping skills.</p>
 <p>Before and After School Programs:</p>	<p>Arthur Rann offers a before/after school child care program. Students are afforded the opportunity to be in an inviting environment prior to/after school. Adult supervision provides play activities and assists the children with schoolwork. Students have snacks, play outside, use the computer lab, and make new friends. This program is supported by our Board of Education and is offered to all K-6 grade students that populate our school.</p>







**Arthur Rann Elementary School
2016-2017
Grade Span KF-06**

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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.

 <p>Staff and Professional Learning:</p>	<p>Planned professional development trainings allow our teachers to utilize instructional strategies necessary to enable our students to achieve the standards. Teachers work on committees to enhance teaching practices to ensure that students perform well. We integrate work place readiness skills into programs and prepare students for their roles in society.</p>
 <p>Student Supports and Services:</p>	<p>Two full time teachers address the various needs of our ESL population. Co-teaching and self-contained classrooms are housed in our building. Our school maintains an I&RS Team, a school counselor, a Child Study Team and intervention teachers at all grade levels to meet the needs of all of our learners.</p>
 <p>Student Health and Wellness:</p>	<p>The primary objective of school health services, with the care provided by a full-time nurse, supports the educational process by enhancing and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. We offer our students a breakfast/lunch program and provide the opportunity for recess, along with two physical education classes per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school family supports the Arthur Rann Family School Association that provides assemblies, book fairs, and many events to promote a positive home/school partnership. We participate in food, clothing, and toy collections and have raised thousands of dollars for various charitable organizations. Some additional opportunities for parent/guardian involvement include back to school night, kindergarten orientation, conferences, and school celebrations/activities.</p>




Arthur Rann Elementary School
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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.

 <p>Facilities:</p>	<p>Our school facility houses close to 650 students. Our building is well maintained and air conditioned. We have a gymnasium, computer lab, and rooms for all of our special area classes.</p>
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Arthur Rann Elementary School
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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.

Arthur Rann Elementary School is home to a diverse student body in grades kindergarten through sixth. The school is a vibrant learning community of students, teachers, administrators, and parents/guardians working together to provide all children with a positive and productive school experience. Everyone at Arthur Rann is invested in children and learning, as highlighted in our motto, "AT RANN EVERYONE SUCCEEDS". All members of the school family are committed to providing a safe, welcoming, and supportive learning environment, setting high expectations for student achievement, and opening avenues of communication between school and home. We invite all parents/guardians and community members to visit Arthur Rann Elementary School, where you can serve as volunteers, role models, and assist us in the development of well educated, caring, and respectful students.



Other Information:



**Galloway Township Middle School
2016-2017**


Grade Span 07-08

01-1690-016
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Galloway Township Middle School
2016-2017**

Grade Span 07-08

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	366	335	357
8	368	373	350
Ungraded	43	46	47
Total	777	754	754

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	48%
Male	54%	54%	52%
Economically Disadvantaged Students	53%	55%	52%
Students with Disabilities	17%	19%	21%
English Learners	1%	1%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	42.3%
Hispanic	24.1%
Black or African American	15.6%
Asian	11.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	5.6%

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. All other students are included in Other Languages.

Home Language	% of Students
English	76.5%
Spanish	11.8%
Gujarati	3.8%
Creoles and pidgins, French-based	1.1%
Urdu	1.1%
<i>Other</i>	5.6%



Galloway Township Middle School
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	699	97.5	49.60	48.90	54.90	49.6	53	Not Met
White	296	96.5	55.70	54.50	63.90	55.7	56.3	Met Target†
Hispanic	170	97.8	37.60	42.50	39.80	37.6	51.1	Not Met
Black or African American	110	97.5	33.60	31.90	35.20	33.6	32.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	66.70	63.60	80.70	66.7	66	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	63.2	62.4	Met Target
Female	327	96.3	58.40	55.30	62.20	58.4		
Male	372	98.5	41.90	42.60	48.10	41.9		
Economically Disadvantaged Students	345	97.4	36.30	37.40	36.20	36.3	46.1	Not Met
Non-Economically Disadvantaged Students	354	97.6	62.70	60.10	65.80	62.7		
Students with Disabilities	156	97.7	12.20	17.30	20.50	12.2	17.4	Not Met
Students without Disabilities	543	97.4	60.40	57.20	61.90	60.4		
English Learners	37	100.0	16.20	31.20	25.20	16.2	N	N
Non-English Learners	662	97.3	51.50	50.30	57.40	51.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Galloway Township Middle School
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	367	744	744	756	11%	15%	27%	36%	10%	46%	59%
White	154	749	749	764	8%	14%	26%	41%	11%	52%	69%
Hispanic	86	733	733	742	19%	*	33%	26%	*	31%	44%
Black or African American	63	736	736	737	*	19%	37%	25%	*	32%	38%
Asian, Native Hawaiian, or Pacific Islander	40	761	761	784	*	*	*	55%	*	75%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	23	737	737	757	*	*	*	*	*	48%	59%
Female	170	753	753	764	*	*	26%	45%	13%	58%	68%
Male	197	736	736	749	*	*	28%	29%	7%	36%	51%
Economically Disadvantaged Students	179	736	736	739	14%	21%	30%	29%	6%	35%	40%
Non-Economically Disadvantaged Students	188	751	751	766	9%	10%	25%	44%	13%	57%	70%
Students with Disabilities	84	713	713	719	*	*	*	*	*	*	19%
Students without Disabilities	283	753	753	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



**Galloway Township Middle School
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	359	748	748	757	11%	15%	24%	42%	9%	50%	59%
White	151	751	751	764	9%	13%	22%	47%	10%	57%	68%
Hispanic	87	743	743	742	*	20%	24%	32%	*	43%	44%
Black or African American	53	728	728	738	25%	19%	28%	28%	0%	28%	39%
Asian, Native Hawaiian, or Pacific Islander	49	759	759	786	0%	*	29%	49%	*	59%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	19	763	763	758	*	*	*	63%	*	74%	60%
Female	172	755	755	766	*	12%	22%	45%	*	58%	68%
Male	187	741	741	749	*	18%	25%	39%	*	43%	50%
Economically Disadvantaged Students	182	737	737	739	15%	19%	31%	30%	6%	35%	40%
Non-Economically Disadvantaged Students	177	758	758	766	6%	11%	16%	54%	12%	66%	69%
Students with Disabilities	75	710	710	718	*	*	*	*	*	*	18%
Students without Disabilities	284	757	757	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

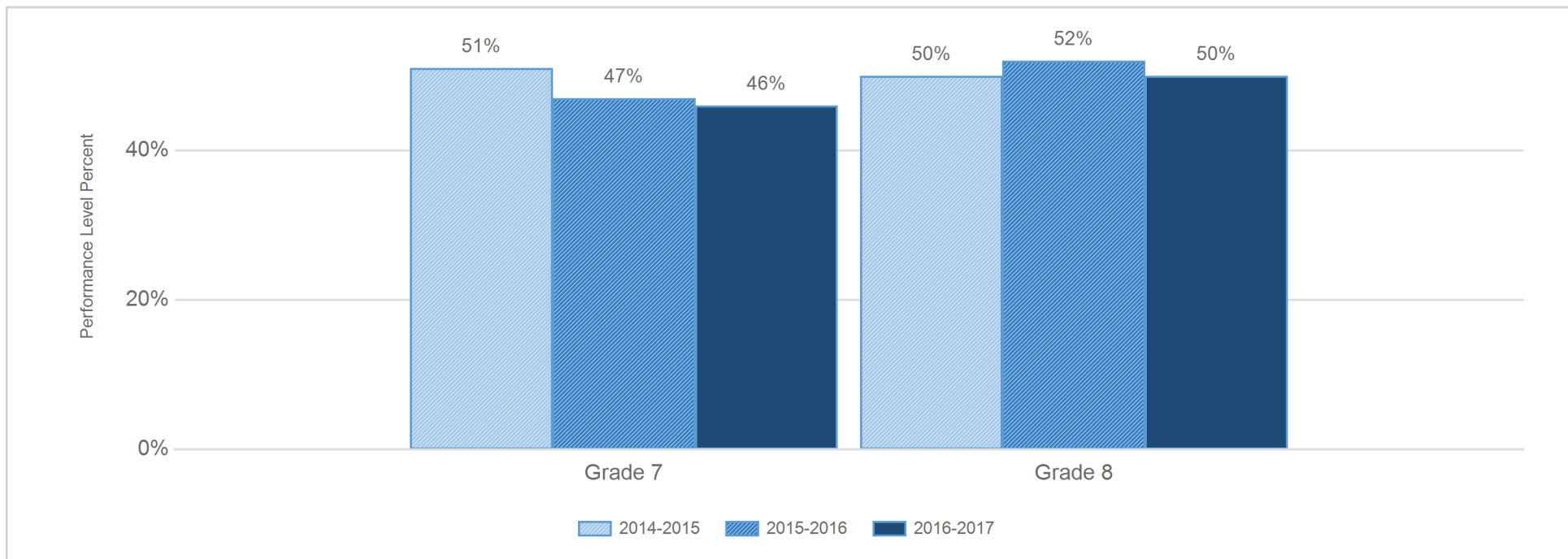


Galloway Township Middle School
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	699	97.5	42.60	48.10	43.50	42.6	43.4	Met Target†
White	296	96.5	50.40	55.90	52.40	50.4	44.7	Met Target
Hispanic	170	97.8	33.00	37.40	27.60	33	35	Met Target†
Black or African American	110	97.5	18.20	27.70	21.70	18.2	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	84	100.0	61.90	68.70	75.60	61.9	67	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	55.3	51.5	Met Target
Female	327	96.3	47.40	49.80	44.10	47.4		
Male	372	98.5	38.50	46.40	42.90	38.5		
Economically Disadvantaged Students	345	97.4	31.30	37.70	25.10	31.3	37.9	Not Met
Non-Economically Disadvantaged Students	354	97.6	53.60	58.40	54.30	53.6		
Students with Disabilities	156	97.7	11.60	19.00	16.50	11.6	11.8	Met Target†
Students without Disabilities	543	97.4	51.60	55.90	48.80	51.6		
English Learners	37	100.0	18.90	41.40	23.30	18.9	N	N
Non-English Learners	662	97.3	44.00	48.60	45.20	44		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	368	741	741	741	6%	20%	38%	29%	7%	36%	40%
White	154	746	746	748	*	12%	37%	36%	*	46%	49%
Hispanic	87	732	732	730	*	28%	41%	17%	*	21%	23%
Black or African American	63	730	730	726	*	37%	44%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	40	759	759	764	0%	*	25%	58%	*	68%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	23	736	736	740	*	*	*	*	0%	39%	39%
Female	171	745	745	743	*	16%	40%	35%	*	41%	41%
Male	197	738	738	740	*	24%	36%	25%	*	32%	38%
Economically Disadvantaged Students	180	734	734	729	*	29%	39%	23%	*	25%	22%
Non-Economically Disadvantaged Students	188	748	748	749	*	12%	36%	36%	*	47%	50%
Students with Disabilities	84	714	714	716	*	*	*	*	*	*	11%
Students without Disabilities	284	749	749	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	287	730	730	728	21%	19%	26%	34%	0%	34%	28%
White	116	734	734	736	16%	20%	25%	39%	0%	39%	35%
Hispanic	74	727	727	721	23%	22%	22%	34%	0%	34%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	36	737	737	747	*	*	36%	39%	0%	39%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	135	733	733	730	19%	16%	24%	40%	0%	40%	30%
Male	152	727	727	725	23%	21%	28%	28%	0%	28%	26%
Economically Disadvantaged Students	162	723	723	719	27%	23%	23%	28%	0%	28%	19%
Non-Economically Disadvantaged Students	125	738	738	734	14%	14%	30%	42%	0%	42%	34%
Students with Disabilities	74	704	704	705	51%	24%	14%	*	*	11%	*
Students without Disabilities	213	739	739	734	11%	17%	31%	*	*	42%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	777	777	743	0%	0%	*	83%	*	93%	42%
White	35	777	777	751	0%	0%	*	89%	*	97%	52%
Hispanic	14	773	773	728	0%	0%	*	86%	*	93%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	16	783	783	774	0%	0%	*	63%	*	88%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	37	769	769	744	*	*	*	92%	*	92%	43%
Male	39	784	784	741	*	*	*	74%	*	95%	40%
Economically Disadvantaged Students	23	774	774	727	0%	0%	*	78%	*	87%	23%
Non-Economically Disadvantaged Students	53	778	778	751	0%	0%	*	85%	*	96%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	76	777	777	745	0%	0%	*	83%	*	93%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

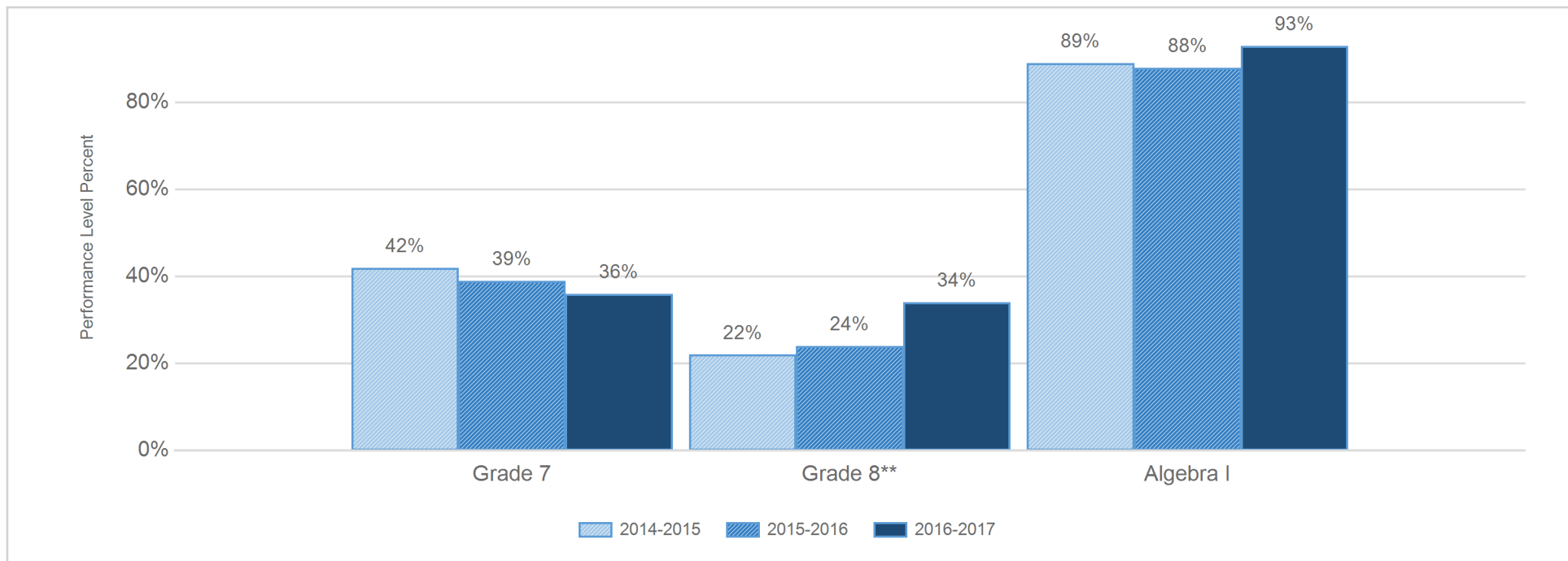


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

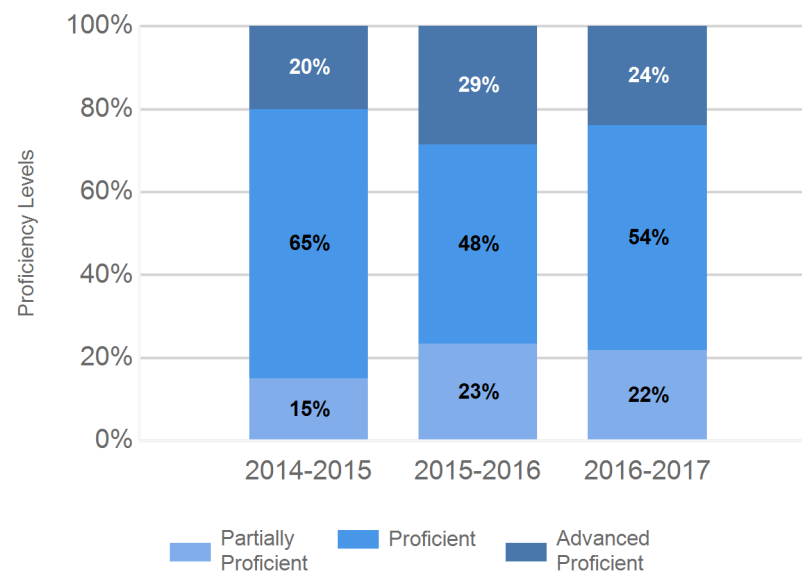
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	24%	54%	22%
White	30%	59%	12%
Hispanic	18%	53%	29%
Black or African American	18%	40%	42%
Asian, Native Hawaiian, or Pacific Islander	26%	60%	14%
American Indian or Alaska Native	N	N	N
Two or More Races	N	40%	60%
Economically Disadvantaged Students	15%	54%	31%
Students with Disabilities	6%	46%	48%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	37	39.5	50	Not Met	35	51	50	Not Met
White	33	37	50	Not Met	36	51	52	Not Met
Hispanic	38	39.5	49	Not Met	33	51	47	Not Met
Black or African American	35	38	45	Not Met	37	47	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	57	60	Met Target	36.5	62.5	59	Not Met
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Not Met	*	*	52	Not Met
Economically Disadvantaged	36	40	47	Not Met	35	51	46	Not Met
Students with Disabilities	30	35.5	41	Not Met	34	47	43	Not Met
English Learners	30	49	53	Not Met	32	60.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

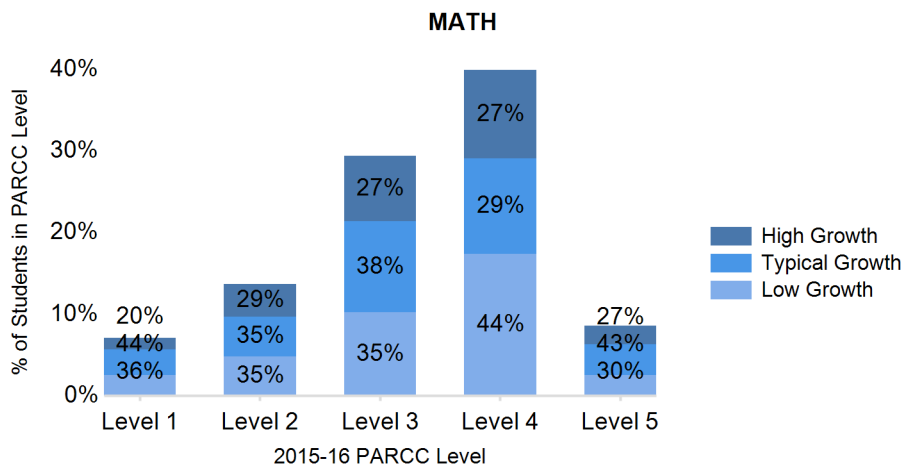
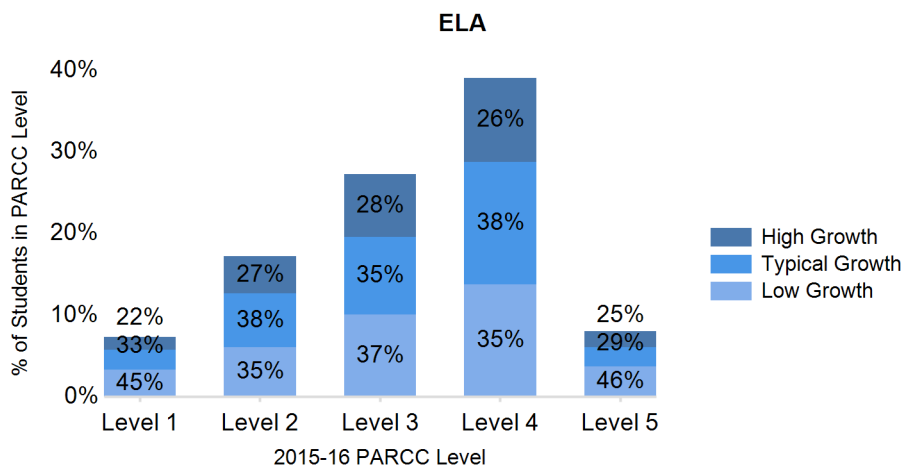
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

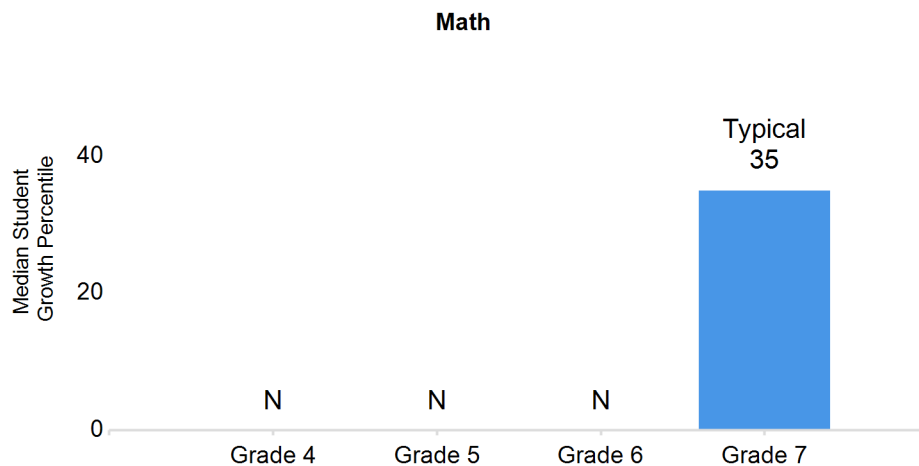
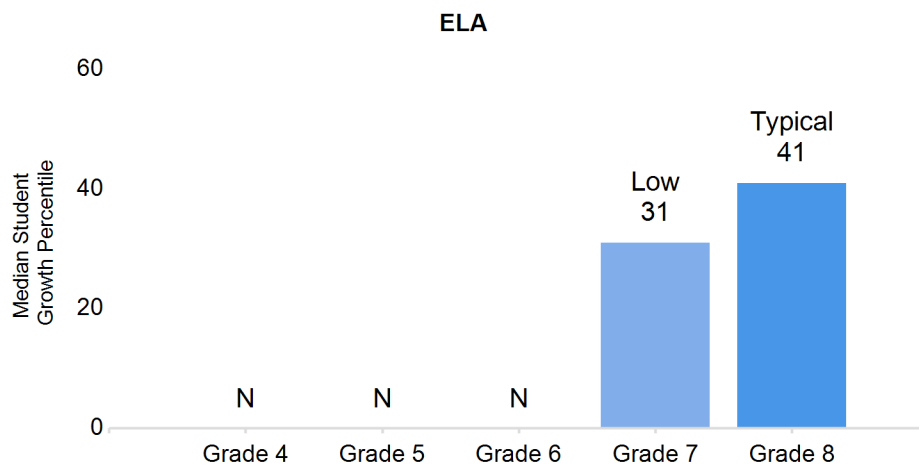
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



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



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	380
8	83	0	299
Schoolwide	83	0	679

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	380	0	0	0	0	0	0
8	248	0	0	0	0	0	0
Schoolwide	628	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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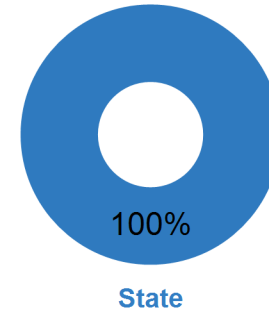
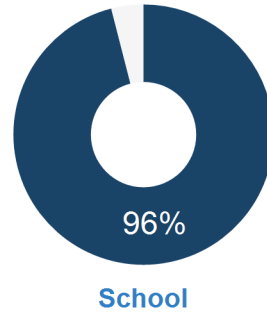
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Visual and Performing Arts – Course Participation

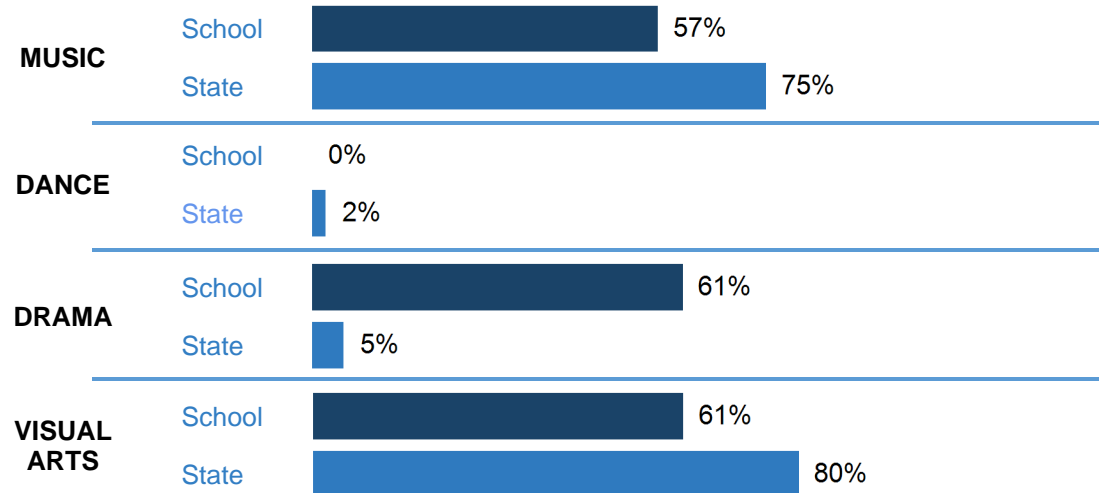
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

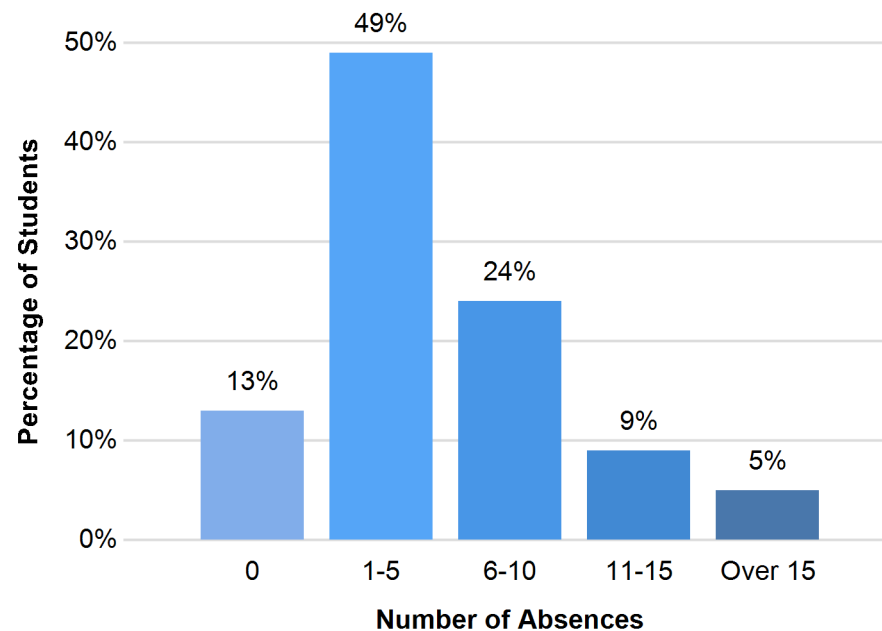
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.30	9.10	Met Target
White	3.80	9.10	Met Target
Hispanic	3.30	9.10	Met Target
Black or African American	3.40	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.20	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.10	Met Target
Economically Disadvantaged Students	4.60	9.10	Met Target
Students with Disabilities	6.20	9.10	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



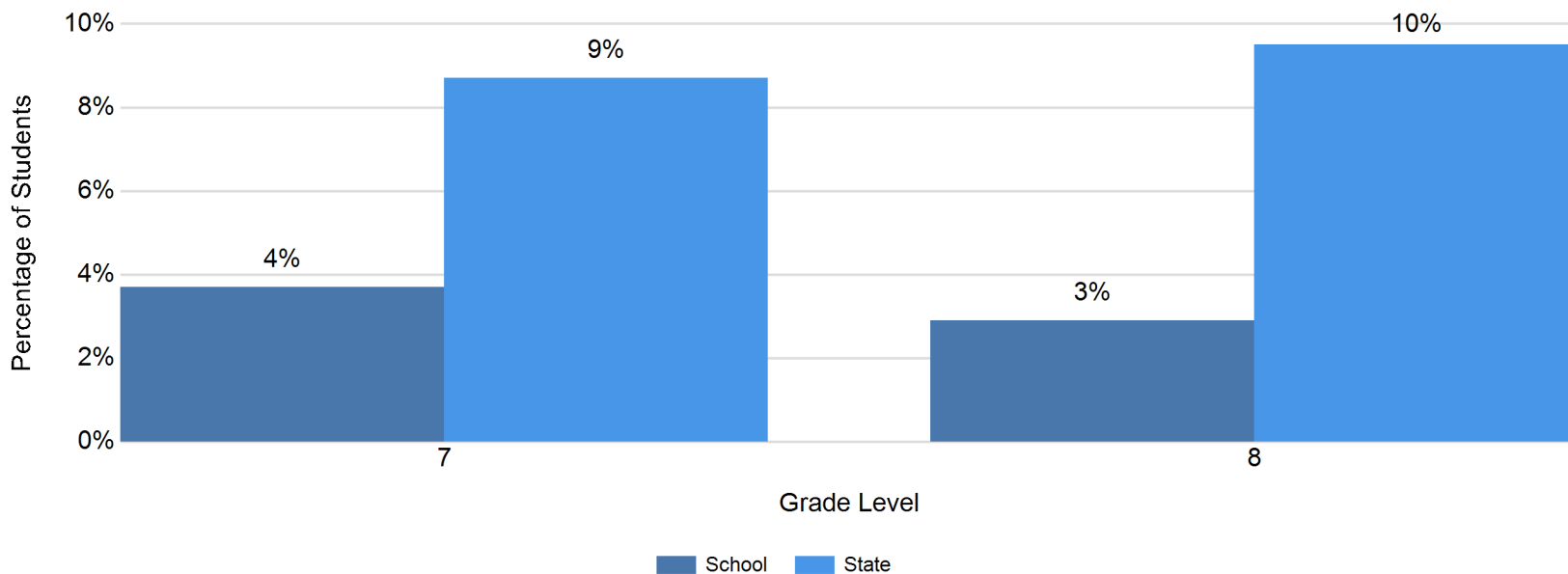


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:30AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.06

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	8.5%
Out-of-School Suspensions	3.7%
Any Suspension	10.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	75.5 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	65	121,048
Average years experience in public schools	14.7	11.8
Average years experience in district	14.4	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	251:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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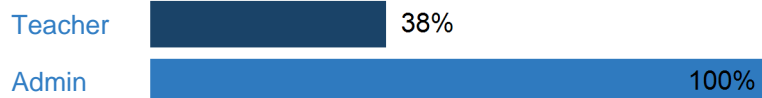
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	31.7	17.5%
Mathematics Proficiency	37.9	17.5%
English Language Arts Growth	6.8	25.0%
Mathematics Growth	7.6	25.0%
Chronic Absenteeism	87.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.9
Summative Rating: Percentile rank of Summative Score		18.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
White	24.6	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
Hispanic	36.3	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	40.8	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	14.1	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	36.3	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Economically Disadvantaged Students	39.2	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
Students with Disabilities	33.2	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
English Learners	17.6	No	N	N	**	Not Met	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Junker	Email Address:	junkerp@gtps.k12.nj.us
Address:	100 S REEDS ROAD GALLOWAY, NJ 08205	Website:	https://gtms.weebly.com
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	https://twitter.com/gtms_respect

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We recognize the importance of academic excellence, the diversity of others and of being a good citizen • Technology resources such as chromebooks, laptops, ipads, smartboards, a computer lab and a Collaborative Learning Lab. • Offering over 27 afterschool clubs and activity opportunities & 11 sports teams
 <p>Mission, Vision, Theme:</p>	<p>GTMS is dedicated to providing the most appropriate educational experiences and opportunities necessary for all students to reach their potential. We serve as a bridge between childhood and young adulthood by strengthening and broadening the foundation built in elementary school and preparing students for transition to high school. Our mission is to develop in students a respect for learning and the life skills required to contribute positively in a diverse and technological world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our staff and students take great pride in our school environment achieving Sustainable Jersey for Schools Silver certification, as well as earning the Sustainability Champion Award as the top point earner at the Middle School level. Our students excel in the arts here at GTMS, participating in All South Jersey Band, Think Day Competitions, the Jersey Shore Science Fair at Stockton, the Delaware Valley Science Fair and our outstanding musical productions.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Academic excellence is a major tenet of growing toward maturity and success. GTMS offers advanced courses in science, advanced math, algebra, geometry and Spanish. Students who qualify for these programs are challenged each and every day through a variety of teaching strategies and materials. In addition, each of our students has the opportunity to be challenged with real life problem solving strategies in our STEM and Reader's Workshop courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Co-ed), Wrestling (Co-ed)</p> <p>Accomplishments in 2016-2017: Girl's Basketball - 2nd Place at the Dixie Howell Tournament Softball - Co-Champions of the Cape Atlantic Division Wrestling - Undefeated ACCL League Champions 2015,2016,2017 Soccer teams rank in the top two of their respected divisions GTMS Classic Steppers Step Team: 1st place at Bridging the GAP Step Show. The Team also won \$1000 in awards.</p>
 <p>Clubs and Activities:</p>	<p>Offers various clubs & activities to meet the diverse interests of our students: Art Club, Aspiring Leaders, Band, Builder's Club, Chorus, Diversity, Drama, Drill Squad, Engineering Design, Environmental Club, Flag Football, FUN Club, Garden Club, GMTV, Golf, Indoor Soccer, Life Skills, Math Counts, PLAYHARD, Science Club, Student Council, Tech Club, Think Day, Yearbook</p>







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 <p>Staff and Professional Learning:</p>	<p>Through carefully planned professional development trainings, the teachers at GTMS are making instructional adaptations necessary to enable our students to achieve the NJ State Learning Standards. Our teachers work in Professional Learning Communities to work on specific goals and use data to drive and enhance instruction. GTMS is also currently receiving professional development in the areas of Restorative Practices, Mindfulness, Brain Strategies, Reader's Workshop and STEM.</p>
 <p>Student Supports and Services:</p>	<p>Intervention & Referral Services (I & RS) assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. The building principal or assistant principal chairs a committee of staff members who offer structured support and assistance to teachers by providing instructional strategies to promote student success. In addition, our school counselors, child student team, and ESL teachers work to support the school community.</p>
 <p>Student Health and Wellness:</p>	<p>GTMS offers healthy school meals for all students including offering students the opportunity for breakfast. We also have students and staff members that participate on the district Community Wellness Committee. The primary objective of school health services is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies.</p>
 <p>Parent and Community Involvement:</p>	<p>The students and staff of GTMS are very community minded and are well supported by our Family School Association. Parents unite with the school during OPEN HOUSE, STEAM Night and Summer Orientation. We have been able to secure grants from our local Education Foundation, Hospital Foundation and Township Municipal Alliance to fund many activities and initiative in the school. Our Student council works to pay-it forward by supporting the Foodbank, local churches and families in need.</p>



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Facilities:

GTMS is located in Galloway Township, New Jersey and serves a diverse group of over 754 students in grades seven and eight. GTMS is fortunate to have a solar panel podium where students and community members are able to view statistics on the solar panels that are located on our schools roof and the amount of energy being generated.



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The administration of the school also sponsors four programs to improve student citizenship and academics. The "Respect the Paw" program teaches the values of good citizenship and good character. These values include; respect, responsibility, honesty, effort, unity, attitude and maturity. Respect the Paw, Pawsitive Character, Respect the Bus & our Role Model of the Month programs have been established to recognize our students for their acts of good citizenship and teach our students about the importance of unity, respect and friendship. Technology is evident throughout our building. Classrooms are equipped with overhead projectors, computers and document cameras. Additionally, GTMS has two technology labs, a collaborative learning lab, twenty-three mobile labs and a technology instructor that focuses on the latest programs and modalities for student usage. These technological advances increase student comfort with technology but also keep GTMS on the cutting edge of student learning. Smart Boards are an integral part of our special education classes.



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	32	37	50
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	55	81	77
Total	87	118	127

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	32	37	50
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	29%	36%	39%
Male	71%	64%	61%
Economically Disadvantaged Students	60%	57%	61%
Students with Disabilities	64%	68%	61%
English Learners	5%	4%	6%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	39.4%
Hispanic	22.0%
Asian	15.7%
Black or African American	15.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	7.1%

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. All other students are included in Other Languages.

Home Language	% of Students
English	70.1%
Spanish	9.4%
Gujarati	6.3%
Creoles and pidgins, French-based	2.4%
Bengali	1.6%
<i>Other</i>	10.4%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

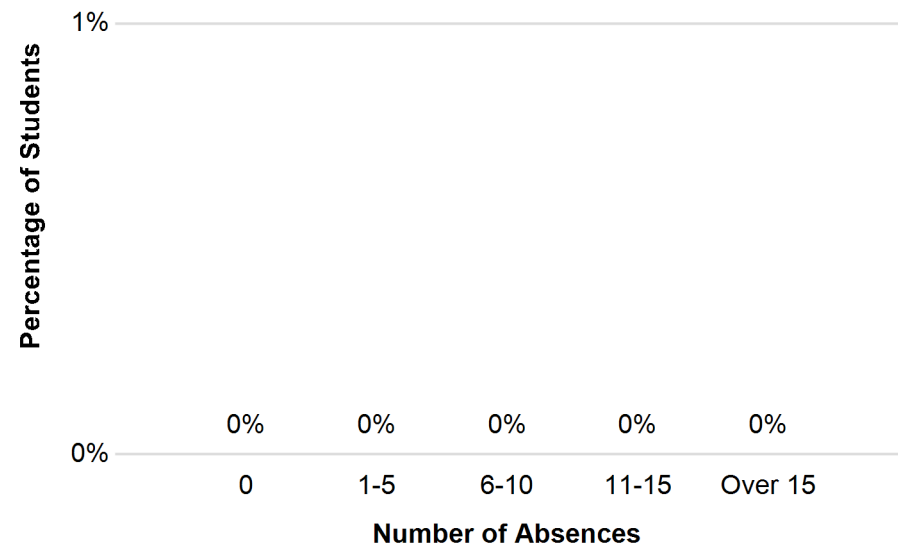
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



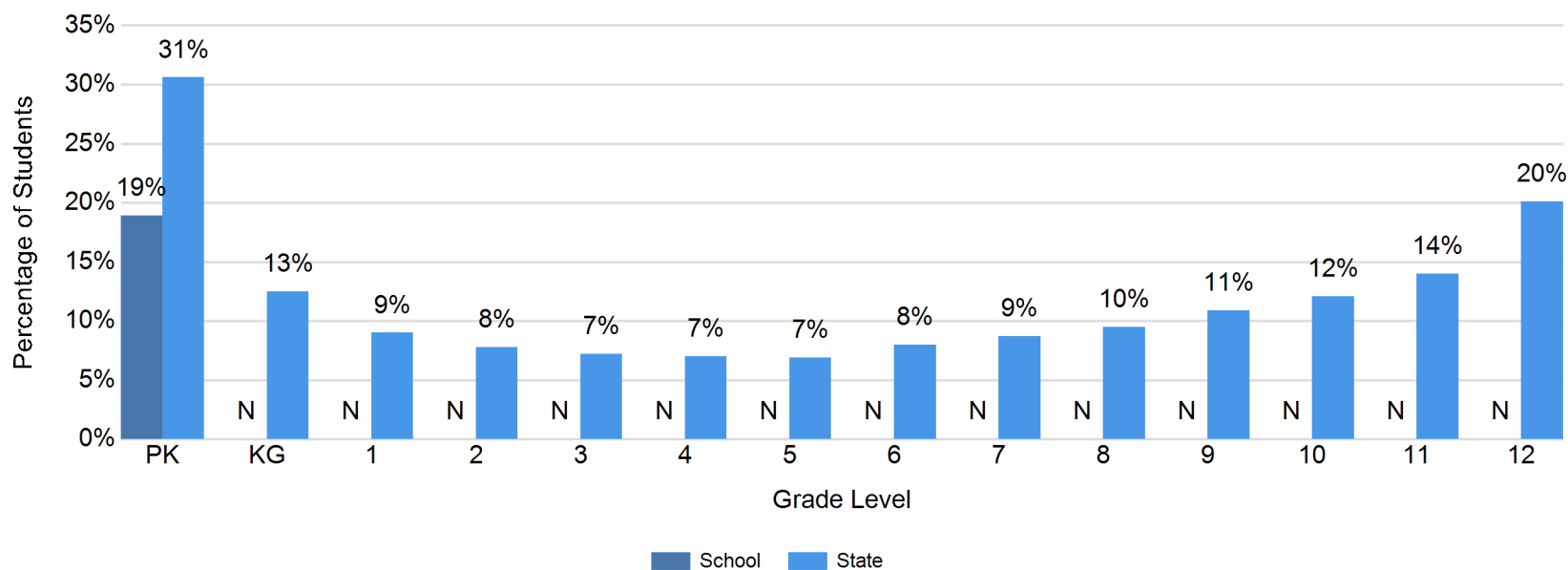


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:20AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	11	121,048
Average years experience in public schools	8.5	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	127:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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School General Info

Principal:	Dr. Gross	Email Address:	grossd@gtps.k12.nj.us
Address:	400 S GENOA AVENUE EGG HARBOR, NJ 08215	Website:	http://pomonapreschool.weebly.com/
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Developmentally appropriate curriculum, programs and services • Ongoing professional development and staff dedication • Preschool Expansion through a Federal grant
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Pomona Preschool is to provide a quality program that is developmentally appropriate for all children. We are proud of our staff members who are dedicated to early childhood and special education as well as to the well-being of every child.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our school uses one of the State approved curricula - Creative Curriculum - for most classrooms. As needed, the instruction and/or program are modified to meet the needs of our special education students. All teachers and assistants work together to support student growth.</p>
 <p>Before and After School Programs:</p>	<p>New for 2017-2018: Our school offers a Before School Program for family members who need child care prior to the start of the regular school day.</p>

School Narrative

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 Staff and Professional Learning:	<p>Along with the district's professional development planning, our staff is actively engaged in learning more on how to help our students in the classroom, in working with families, and coordinating the positive relationship between general and special education students, staff, and families. We are fortunate to have a part-time Master Teacher (grant funded) who provides in-class coaching as well as individualized and group training.</p>
 Student Supports and Services:	<p>Our school provides services for each student according to his or her need. This includes occupational and physical therapy as well as speech/language. We have a full-time child study team member, and consultative services for English as a Second Language. Additionally, our school has a PIRT (preschool intervention and referral team) to support teachers in working with students who are general education and need assistance.</p>
 Student Health and Wellness:	<p>We are fortunate to have a full time nurse on staff that works with children, staff, and families. In addition, her background is in pediatric medicine. Our children receive breakfast and lunch on a daily basis and eat in their classrooms to support social development. Our school also has a garden that is tended by staff and students with the support of a Master Gardener. Children have opportunities every day for indoor and outdoor play, depending upon the weather.</p>
 Parent and Community Involvement:	<p>Our school has a Family School Association with both parent/guardian and staff members. Fundraisers provide resources for students and staff. Additionally, parents/guardians attend and help support special activities for the students. At varying times throughout the year, educational programs for parents/guardians are provided by our staff and / or outside consultants.</p>



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Facilities:

The Pomona Preschool includes the main school in addition to two modular classrooms leased using Preschool Expansion grant fundings. The entire school and modulars are air conditioned. Various maintenance projects and facility improvements are made each year - this includes the building itself and the grounds. Enhancing our playground area is one example of a recent priority.



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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.

The Pomona Preschool teachers, support staff, and administration work as a team to provide a safe, nurturing environment for our students. Since this is the first formal schooling for most of our children, great effort is taken to help transition students to school and to develop literacy and other foundational skills. We seek to address the whole child and help every student progress in social-emotional, behavioral, and academic skills. As much as possible, learning is exploratory in nature with student choice and active engagement. For our special needs students, we focus on building from their strengths and enhancing areas of need. Ongoing communication with parents/guardians and support for families are important aspects of our work. School safety - including emergency planning and drill practice - is a priority.



Other Information:



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	79	63	79
1	77	83	53
2	76	75	82
3	66	89	74
4	89	71	83
5	103	94	74
6	84	96	89
Ungraded	33	31	24
Total	607	602	558

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	50%	49%
Economically Disadvantaged Students	53%	57%	55%
Students with Disabilities	18%	17%	18%
English Learners	5%	8%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	34.1%
Hispanic	24.4%
Black or African American	17.9%
Asian	17.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	6.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	79	63	79

Enrollment by Home Language

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

Home Language	% of Students
English	64.3%
Spanish	17.4%
Gujarati	6.6%
Bengali	1.8%
Chinese	1.8%
Other	8.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	306	99.4	50.70	48.90	54.90	50.7	51.2	Met Target†
White	117	99.2	53.80	54.50	63.90	53.8	54.3	Met Target†
Hispanic	67	98.7	50.80	42.50	39.80	50.8	51.5	Met Target†
Black or African American	49	100.0	26.50	31.90	35.20	26.5	33.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	58	100.0	63.80	63.60	80.70	63.8	64	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	15	100.0	53.30	*	54.90	53.3	**	**
Female	158	99.4	53.80	55.30	62.20	53.8		
Male	148	99.4	47.30	42.60	48.10	47.3		
Economically Disadvantaged Students	155	99.4	40.00	37.40	36.20	40	42.4	Met Target†
Non-Economically Disadvantaged Students	151	99.4	61.60	60.10	65.80	61.6		
Students with Disabilities	61	100.0	16.40	17.30	20.50	16.4	22.4	Met Target†
Students without Disabilities	245	99.3	59.20	57.20	61.90	59.2		
English Learners	44	100.0	36.30	31.20	25.20	36.3	25.8	Met Target
Non-English Learners	262	99.3	53.10	50.30	57.40	53.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	738	739	749	*	18%	30%	38%	*	39%	50%
White	28	737	745	759	*	*	*	36%	0%	36%	61%
Hispanic	19	726	730	734	*	*	*	*	*	32%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	747	753	775	0%	*	*	*	0%	54%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	37	743	743	754	*	*	*	41%	*	43%	55%
Male	42	734	735	745	*	*	*	36%	*	36%	46%
Economically Disadvantaged Students	41	739	733	731	*	*	32%	37%	*	39%	31%
Non-Economically Disadvantaged Students	38	738	745	762	*	*	29%	40%	*	40%	63%
Students with Disabilities	18	716	716	720	*	*	*	*	*	22%	24%
Students without Disabilities	61	745	745	755	*	*	*	*	*	44%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	745	746	753	*	19%	30%	45%	*	46%	56%
White	28	752	752	762	0%	*	*	61%	0%	61%	67%
Hispanic	16	744	743	740	0%	*	*	*	0%	50%	40%
Black or African American	22	731	733	737	*	*	*	*	*	27%	36%
Asian, Native Hawaiian, or Pacific Islander	13	751	754	777	0%	*	*	*	0%	39%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	45	745	748	758	*	*	29%	47%	*	47%	61%
Male	38	745	744	749	*	*	32%	42%	*	45%	51%
Economically Disadvantaged Students	40	733	739	737	*	*	*	*	*	20%	36%
Non-Economically Disadvantaged Students	43	756	754	764	*	*	*	*	*	70%	69%
Students with Disabilities	16	722	722	725	*	*	*	*	*	*	25%
Students without Disabilities	67	750	751	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	83	745	746	755	*	19%	30%	45%	*	46%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	757	750	756	*	*	24%	55%	*	63%	59%
White	30	758	752	763	*	*	*	60%	*	63%	69%
Hispanic	20	745	747	743	*	*	*	60%	0%	60%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	773	766	779	0%	0%	*	*	*	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	760	754	761	*	*	*	61%	*	72%	66%
Male	40	753	747	750	*	*	*	50%	*	55%	53%
Economically Disadvantaged Students	38	752	744	740	*	*	*	50%	*	58%	40%
Non-Economically Disadvantaged Students	38	761	756	765	*	*	*	61%	*	68%	71%
Students with Disabilities	13	733	727	725	*	*	*	*	*	31%	22%
Students without Disabilities	63	762	755	762	*	*	*	*	*	70%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	753	749	752	*	13%	29%	45%	*	54%	54%
White	34	749	753	758	*	*	*	47%	*	56%	63%
Hispanic	21	752	744	740	0%	*	*	52%	*	57%	38%
Black or African American	14	736	734	736	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	18	776	762	776	0%	0%	*	*	*	72%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	52	756	754	758	*	*	29%	48%	*	58%	61%
Male	41	749	744	746	*	*	29%	42%	*	49%	46%
Economically Disadvantaged Students	52	747	741	737	*	*	33%	44%	*	46%	34%
Non-Economically Disadvantaged Students	41	761	758	761	*	*	24%	46%	*	63%	65%
Students with Disabilities	19	718	720	722	*	*	*	*	*	*	17%
Students without Disabilities	74	762	755	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

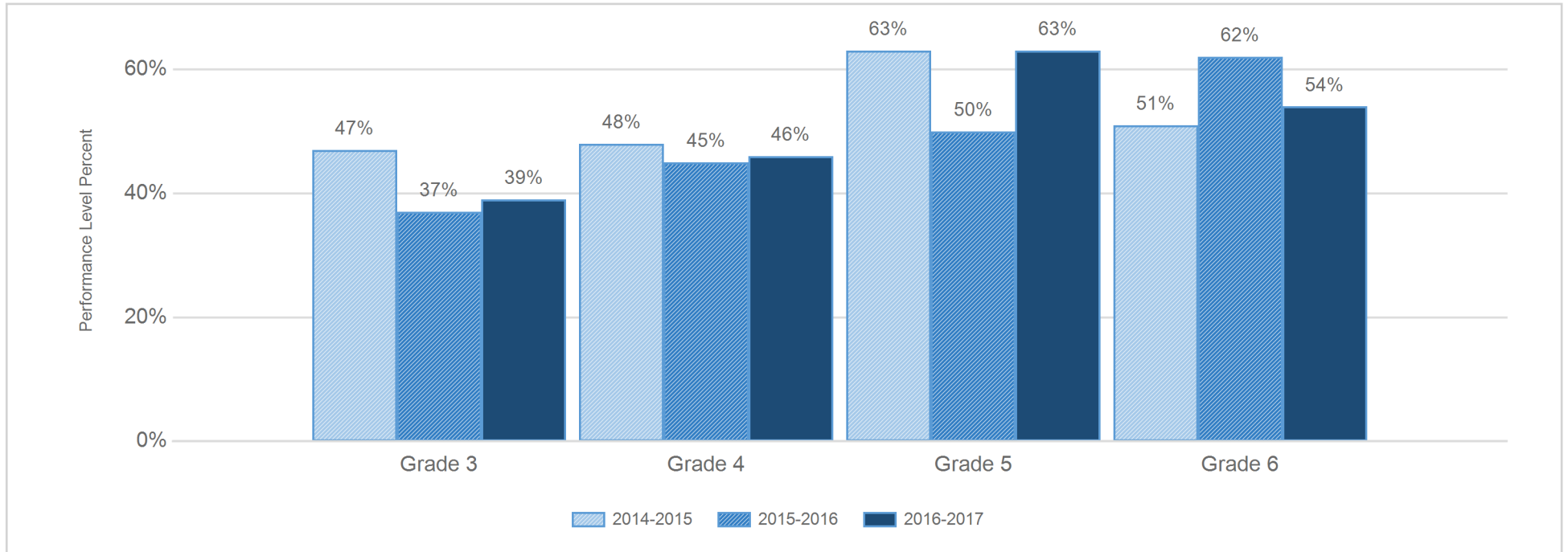


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	306	99.4	51.30	48.10	43.50	51.3	53	Met Target†
White	117	99.2	51.20	55.90	52.40	51.2	54.3	Met Target†
Hispanic	67	98.7	38.80	37.40	27.60	38.8	46.8	Met Target†
Black or African American	49	100.0	34.70	27.70	21.70	34.7	35.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	58	100.0	75.80	68.70	75.60	75.8	74	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	15	100.0	66.70	*	44.90	66.7	**	**
Female	158	99.4	46.80	49.80	44.10	46.8		
Male	148	99.4	56.10	46.40	42.90	56.1		
Economically Disadvantaged Students	155	99.4	40.70	37.70	25.10	40.7	42.9	Met Target†
Non-Economically Disadvantaged Students	151	99.4	62.20	58.40	54.30	62.2		
Students with Disabilities	61	100.0	24.60	19.00	16.50	24.6	28.1	Met Target†
Students without Disabilities	245	99.3	57.90	55.90	48.80	57.9		
English Learners	44	100.0	45.40	41.40	23.30	45.4	42	Met Target
Non-English Learners	262	99.3	52.30	48.60	45.20	52.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	747	746	751	*	15%	25%	49%	*	52%	53%
White	28	747	751	759	*	*	*	54%	0%	54%	63%
Hispanic	19	730	737	738	*	*	*	*	0%	26%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	765	764	779	0%	*	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	37	747	746	751	*	*	*	49%	*	49%	52%
Male	42	746	746	751	*	*	*	50%	*	55%	53%
Economically Disadvantaged Students	41	743	739	736	*	*	*	44%	*	44%	34%
Non-Economically Disadvantaged Students	38	751	752	761	*	*	*	55%	*	61%	65%
Students with Disabilities	18	728	720	729	*	*	*	*	*	33%	29%
Students without Disabilities	61	752	752	755	*	*	*	*	*	57%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	750	750	747	*	18%	33%	43%	*	48%	47%
White	28	754	757	755	0%	*	39%	43%	*	50%	59%
Hispanic	16	746	744	734	0%	*	*	*	0%	38%	30%
Black or African American	22	736	736	729	*	*	*	*	*	32%	25%
Asian, Native Hawaiian, or Pacific Islander	13	768	761	774	*	*	*	85%	*	85%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	45	745	748	747	*	*	*	33%	*	38%	47%
Male	38	756	751	747	*	*	*	55%	*	61%	48%
Economically Disadvantaged Students	40	739	743	732	*	*	35%	30%	*	33%	27%
Non-Economically Disadvantaged Students	43	760	757	757	*	*	30%	56%	*	63%	61%
Students with Disabilities	16	724	726	724	*	*	*	*	*	13%	22%
Students without Disabilities	67	756	755	751	*	*	*	*	*	57%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	83	750	750	749	*	18%	33%	43%	*	48%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	753	749	747	*	*	33%	36%	*	50%	46%
White	30	757	751	754	0%	*	*	37%	*	53%	57%
Hispanic	20	738	746	735	*	*	*	*	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	771	771	774	0%	*	*	*	*	75%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	36	753	749	747	*	*	42%	33%	*	44%	47%
Male	40	753	748	746	*	*	25%	38%	*	55%	46%
Economically Disadvantaged Students	38	745	742	732	*	*	37%	40%	*	45%	27%
Non-Economically Disadvantaged Students	38	760	755	756	*	*	29%	32%	*	55%	59%
Students with Disabilities	13	733	727	725	*	*	*	*	*	31%	19%
Students without Disabilities	63	757	753	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	747	747	743	*	19%	24%	33%	*	47%	44%
White	34	745	753	751	*	*	*	44%	*	50%	54%
Hispanic	21	741	742	731	*	*	*	*	*	38%	27%
Black or African American	14	725	726	724	*	*	*	*	0%	21%	20%
Asian, Native Hawaiian, or Pacific Islander	18	772	763	771	0%	0%	*	*	*	72%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	52	747	749	745	*	*	23%	35%	*	48%	45%
Male	41	747	744	742	*	*	24%	32%	*	46%	43%
Economically Disadvantaged Students	52	737	738	728	*	*	*	25%	*	33%	24%
Non-Economically Disadvantaged Students	41	759	757	752	*	*	*	44%	*	66%	56%
Students with Disabilities	19	713	715	717	*	*	*	*	0%	11%	13%
Students without Disabilities	74	755	754	748	*	*	*	*	18%	57%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

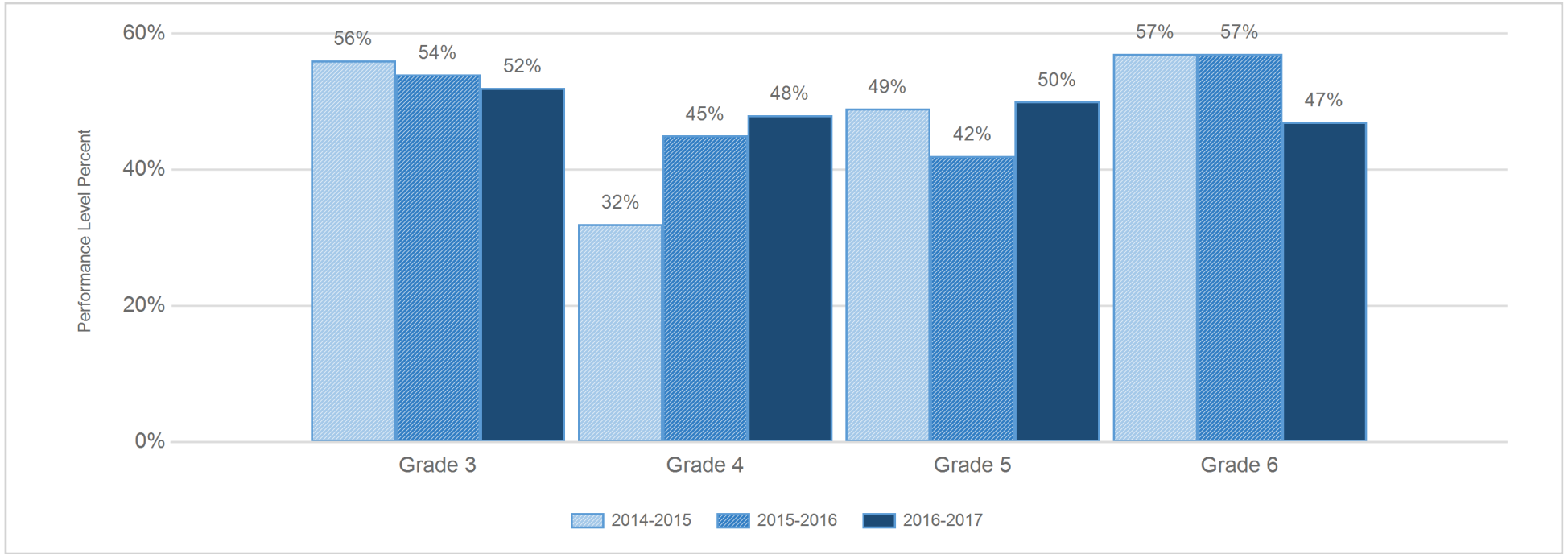


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	85.7%	14.3%
2	11	81.8%	18.2%
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

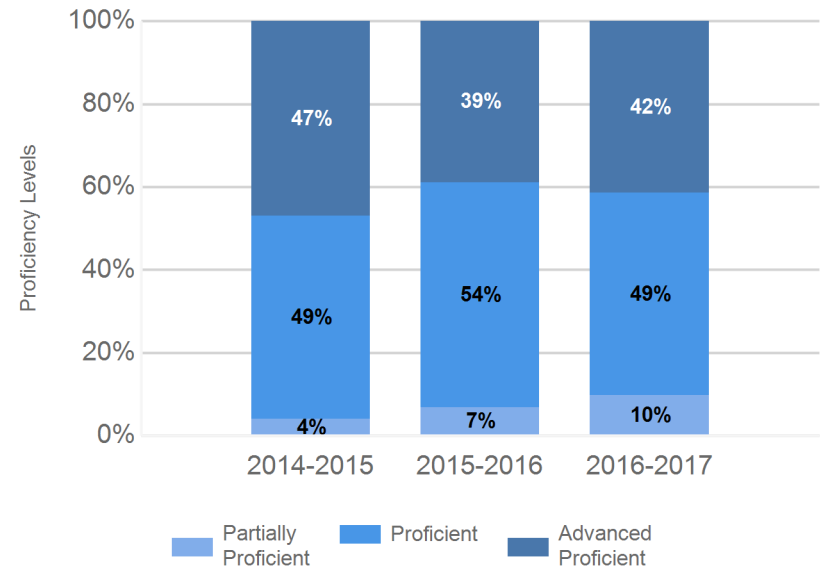
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	49%	10%
White	45%	52%	3%
Hispanic	67%	25%	8%
Black or African American	18%	64%	18%
Asian, Native Hawaiian, or Pacific Islander	62%	31%	8%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	32%	51%	17%
Students with Disabilities	47%	27%	27%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	39.5	50	Met Target	60.5	51	50	Exceeds Target
White	48	37	50	Met Target	57	51	52	Met Target
Hispanic	55	39.5	49	Met Target	56	51	47	Met Target
Black or African American	43.5	38	45	Met Target	62.5	47	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	66	57	60	Exceeds Target	72	62.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	49	*	51	**	84.5	*	52	**
Economically Disadvantaged	58	40	47	Met Target	60	51	46	Exceeds Target
Students with Disabilities	40	35.5	41	Met Target	45	47	43	Met Target
English Learners	56.5	49	53	Met Target	62	60.5	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

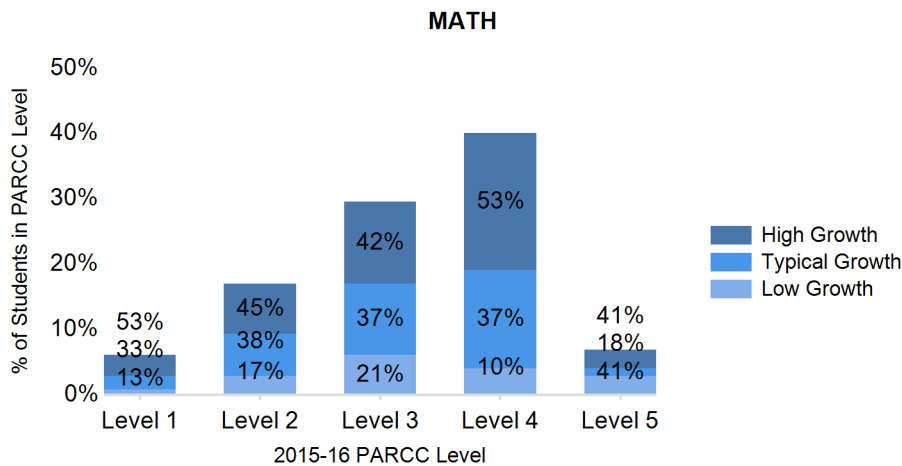
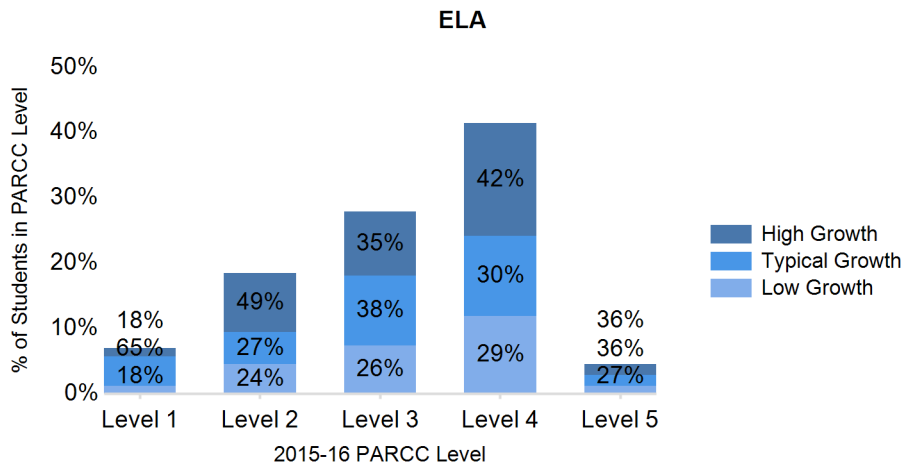
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

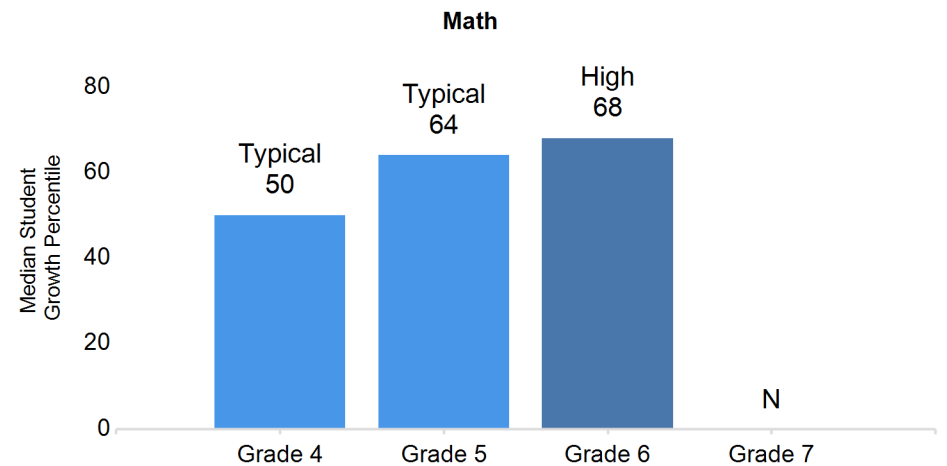
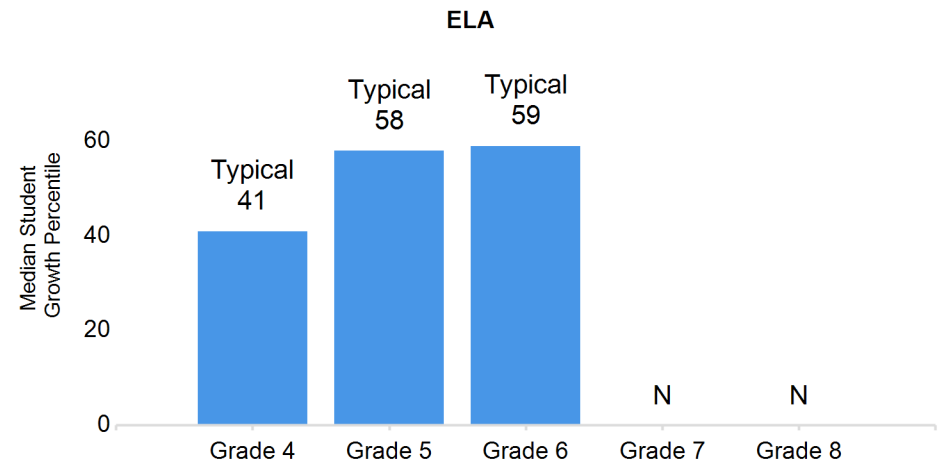
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

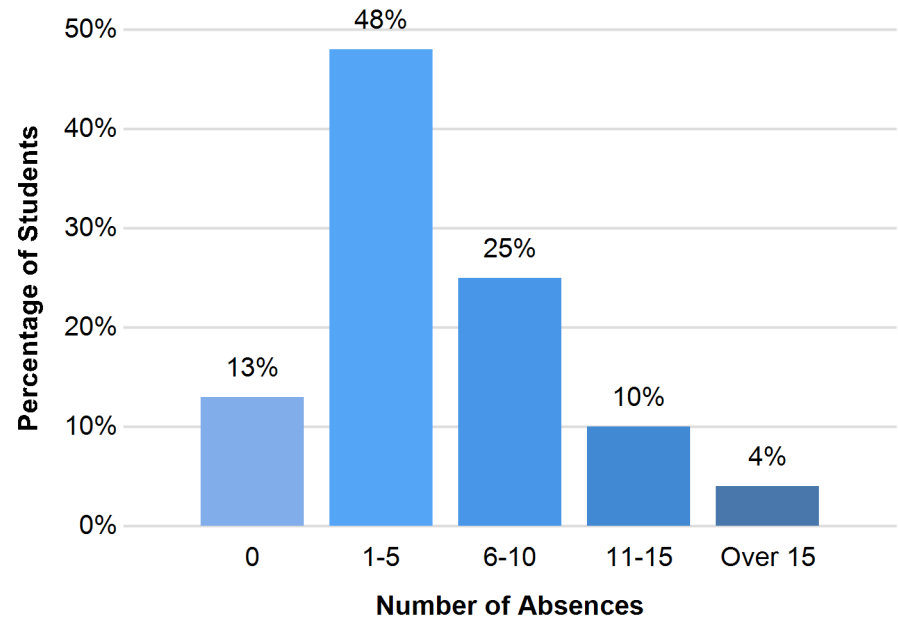
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.90	8.30	Met Target
White	2.10	8.30	Met Target
Hispanic	3.70	8.30	Met Target
Black or African American	3.00	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.10	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	2.90	8.30	Met Target
Economically Disadvantaged Students	4.00	8.30	Met Target
Students with Disabilities	3.10	8.30	Met Target
English Learners	0	8.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





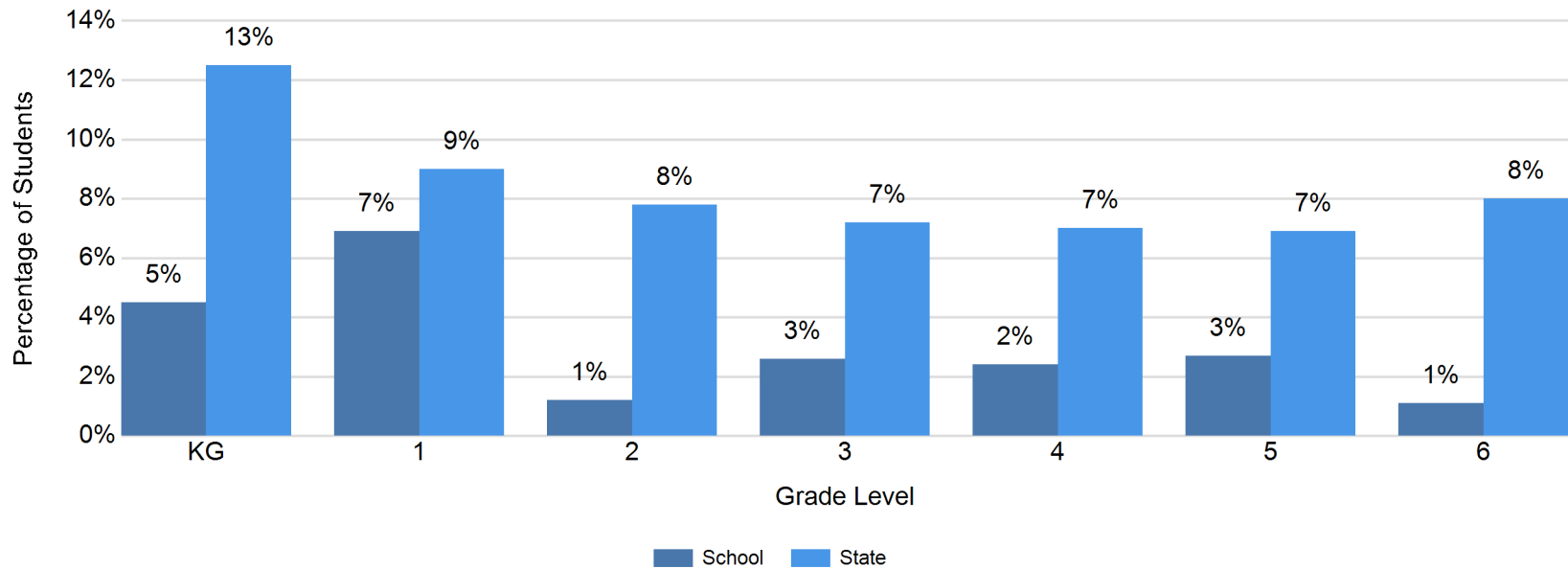
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.90

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.6%
Out-of-School Suspensions	1.4%
Any Suspension	2.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAX survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAX survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	75.5 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	55	121,048
Average years experience in public schools	15.5	11.8
Average years experience in district	14.5	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	279:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	93%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	34.9	17.5%
Mathematics Proficiency	58.2	17.5%
English Language Arts Growth	59.5	25.0%
Mathematics Growth	81.5	25.0%
Chronic Absenteeism	91.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		65.3
Summative Rating: Percentile rank of Summative Score		74.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	50.4	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	73.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	68.4	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	54.3	No	Met Target†	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	81.7	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	58.8	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	77.3	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



Reeds Road Elementary School
2016-2017
Grade Span KF-06

01-1690-045
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103 SOUTH REEDS ROAD
GALLOWAY, NJ 08205

School General Info

Principal:	Dr. Zipparo	Email Address:	zipparow@gtps.k12.nj.us
Address:	103 SOUTH REEDS ROAD GALLOWAY, NJ 08205	Website:	http://reedsroad.weebly.com
Phone:	(609)748-1250	Facebook:	https://www.facebook.com/ReedsRoadSchool/
		Twitter:	N/A

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:	<ul style="list-style-type: none"> • New Jersey Star School of Excellence • NJ Silver Award Winner for Sustainable Schools • National Wildlife Federation - "Certified Schoolyard Habitat Site"
Mission, Vision, Theme:	The mission of the Reeds Road Elementary School is to educate all students, affording them significant opportunities suited to their ages. We will recognize individual kinds of educational experiences to meet the needs of each pupil and instruct to meet the interest and needs of our students.
Awards, Recognition, Accomplishments:	Reeds Road is a New Jersey Star School of Excellence. Also, we were the winner of the New Jersey Silver Award for Sustainable Schools and we earned more points than other school in the state of New Jersey while earning this award.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic programs are first rate. We offer hands on science which allows our students to experience science and not just hear about it. Our literacy program opens the doors to a world of knowledge, integrating reading and writing skills. We address the NJ Student Learning Standards and utilize technology in all classrooms. Our students create, communicate, collaborate, and problem solve.</p>
 <p>Before and After School Programs:</p>	<p>Our school offers a before and after school child care program. Students are afforded the opportunity to be in a safe and warm environment prior to school and after school. There is adult supervision that provides play activities and and assists the children with homework. Students are given time to have snacks, play outside, use the computer lab, and make new friends. The program is supported by our Board of Education and is offered to all K-6 grade students.</p>







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 <p>Staff and Professional Learning:</p>	<p>Through carefully planned professional development trainings, the teachers are making instructional adaptations necessary to enable our students to achieve the NJCCCS. Our teachers work on committees to modify curriculum and teaching practices to ensure that our pupils perform well on the NJ PARCC tests. We integrate work place readiness skills into our programs as we prepare our students for their roles in the 21st century.</p>
 <p>Student Supports and Services:</p>	<p>We have two full time ESL teachers that are meeting the needs of our students by providing a warm and caring educational environment. Presently we have inclusion classrooms at each grade level and house five self-contained special education classrooms. Our school maintains two I&RS Teams to meet the needs of struggling learners and the intervention teachers support the academic needs of students, while our counselor addresses a variety of students' needs.</p>
 <p>Student Health and Wellness:</p>	<p>Our school nurse provides a warm and caring environment in an effort to protect the total health status of the students and the staff. All health services are provided with the framework of the state laws and Board of Education policies. We offer our students a breakfast and lunch program and provide the opportunity for recess, along with two physical education classes per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Our school staff works with our parents to support the Reeds Road Family School Association. The RRFSA provides assemblies, book fairs, and a variety of evening events to promote a positive home/school partnership. Our school promotes Project H.O.P.E. (Helping Others through Public Education) We participate in food drives, clothing and toy drives, have raised tens of thousands of dollars for Jump rope for Heart.</p>



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Facilities:

Our school facility houses close to 600 students. It is very well maintained, approximately thirty years old, and is air conditioned. Recently, we added a state of the art gymnasium, a computer lab, and have rooms to house all of our special area classes. Our outdoor sustainable garden has become a learning environment for the entire school community.



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The arts are an integral part of our learning at the school. Our band and choral programs are exceptional and well received by the community. Each year they are highlighted in our Holiday and Spring concerts. Many of our students' talents are recognized and celebrated as they are selected for the all south Jersey Band and Chorus Honors. In addition to a strong academic focus, we take the time to teach and instill Character Education values. Our school emphasizes the values of Honesty, Respect, Responsibility, Kindness, Forgiveness, Fairness, and Courage. We integrate these values in all that we do as a school family and school community. In closing, for everyone involved in the Reeds Road Elementary School, success comes from a unique setting: a home/school partnership, personal contact, team work, hands-on experiential learning, cooperation, concern for the "whole" child, and a limitless amount of love that exists in a "family" atmosphere. As our philosophy states: "Here at the Reeds Road Elementary School, It's All for One and One for all! This is our philosophy. We believe it and we live it."



Other Information:



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	73	61	80
1	70	67	58
2	69	54	63
3	61	64	65
4	72	59	57
5	61	79	61
6	65	59	79
Ungraded	72	84	77
Total	543	527	540

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	46%
Male	52%	52%	54%
Economically Disadvantaged Students	59%	58%	57%
Students with Disabilities	24%	27%	25%
English Learners	4%	5%	4%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	42.0%
Hispanic	25.6%
Black or African American	20.0%
Asian	6.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	5.9%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	73	61	80

Enrollment by Home Language

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

Home Language	% of Students
English	77.6%
Spanish	13.0%
Urdu	1.5%
Gujarati	1.3%
Vietnamese	1.3%
Other	5.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	251	97.9	47.80	48.90	54.90	47.8	50.4	Met Target†
White	107	96.6	52.40	54.50	63.90	52.4	59.1	Met Target†
Hispanic	55	98.5	34.50	42.50	39.80	34.5	33.5	Met Target
Black or African American	48	98.3	43.80	31.90	35.20	43.8	40.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	63.60	80.70	64.7	N	N
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	24	100.0	54.20	*	54.90	54.2	49.2	Met Target
Female	121	97.9	52.90	55.30	62.20	52.9		
Male	130	98.0	43.10	42.60	48.10	43.1		
Economically Disadvantaged Students	131	96.9	33.60	37.40	36.20	33.6	35	Met Target†
Non-Economically Disadvantaged Students	120	99.2	63.30	60.10	65.80	63.3		
Students with Disabilities	51	93.7	15.70	17.30	20.50	15.3	21.7	Met Target†
Students without Disabilities	200	99.1	56.00	57.20	61.90	56		
English Learners	22	100.0	27.30	31.20	25.20	27.3	N	N
Non-English Learners	229	97.7	49.80	50.30	57.40	49.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	733	739	749	22%	*	29%	32%	*	33%	50%
White	34	742	745	759	*	*	38%	44%	0%	44%	61%
Hispanic	15	715	730	734	*	*	*	*	0%	13%	35%
Black or African American	12	719	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	739	743	754	*	*	31%	36%	*	39%	55%
Male	36	727	735	745	*	*	28%	28%	*	28%	46%
Economically Disadvantaged Students	40	725	733	731	*	*	*	25%	*	25%	31%
Non-Economically Disadvantaged Students	32	744	745	762	*	*	*	41%	*	44%	63%
Students with Disabilities	17	711	716	720	*	*	*	*	*	*	24%
Students without Disabilities	55	740	745	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	746	746	753	*	24%	22%	43%	*	49%	56%
White	22	755	752	762	0%	*	*	46%	*	55%	67%
Hispanic	16	740	743	740	0%	*	*	*	0%	38%	40%
Black or African American	15	732	733	737	*	*	*	*	*	47%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	30	745	748	758	*	*	*	40%	*	43%	61%
Male	33	746	744	749	*	*	*	46%	*	55%	51%
Economically Disadvantaged Students	41	738	739	737	*	*	*	37%	*	39%	36%
Non-Economically Disadvantaged Students	22	759	754	764	*	*	*	55%	*	68%	69%
Students with Disabilities	13	716	722	725	*	*	*	*	*	15%	25%
Students without Disabilities	50	753	751	759	*	*	*	*	*	58%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	749	750	756	*	*	30%	58%	0%	58%	59%
White	24	746	752	763	*	*	*	50%	0%	50%	69%
Hispanic	12	747	747	743	*	*	*	*	0%	50%	44%
Black or African American	17	749	*	740	*	0%	*	65%	0%	65%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	36	753	754	761	*	*	*	61%	0%	61%	66%
Male	28	744	747	750	*	*	*	54%	0%	54%	53%
Economically Disadvantaged Students	31	738	744	740	*	*	*	39%	*	39%	40%
Non-Economically Disadvantaged Students	33	760	756	765	*	*	*	76%	*	76%	71%
Students with Disabilities	14	729	727	725	*	*	*	*	*	29%	22%
Students without Disabilities	50	755	755	762	*	*	*	*	*	66%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	755	749	752	*	*	38%	43%	*	50%	54%
White	32	760	753	758	0%	*	34%	50%	*	59%	63%
Hispanic	22	747	744	740	*	*	46%	*	*	36%	38%
Black or African American	12	752	734	736	0%	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	36	762	754	758	*	*	31%	42%	*	58%	61%
Male	44	749	744	746	*	*	43%	43%	*	43%	46%
Economically Disadvantaged Students	39	746	741	737	*	*	51%	28%	*	31%	34%
Non-Economically Disadvantaged Students	41	763	758	761	*	*	24%	56%	*	68%	65%
Students with Disabilities	11	730	720	722	*	*	*	*	*	18%	17%
Students without Disabilities	69	759	755	758	*	*	*	*	*	55%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

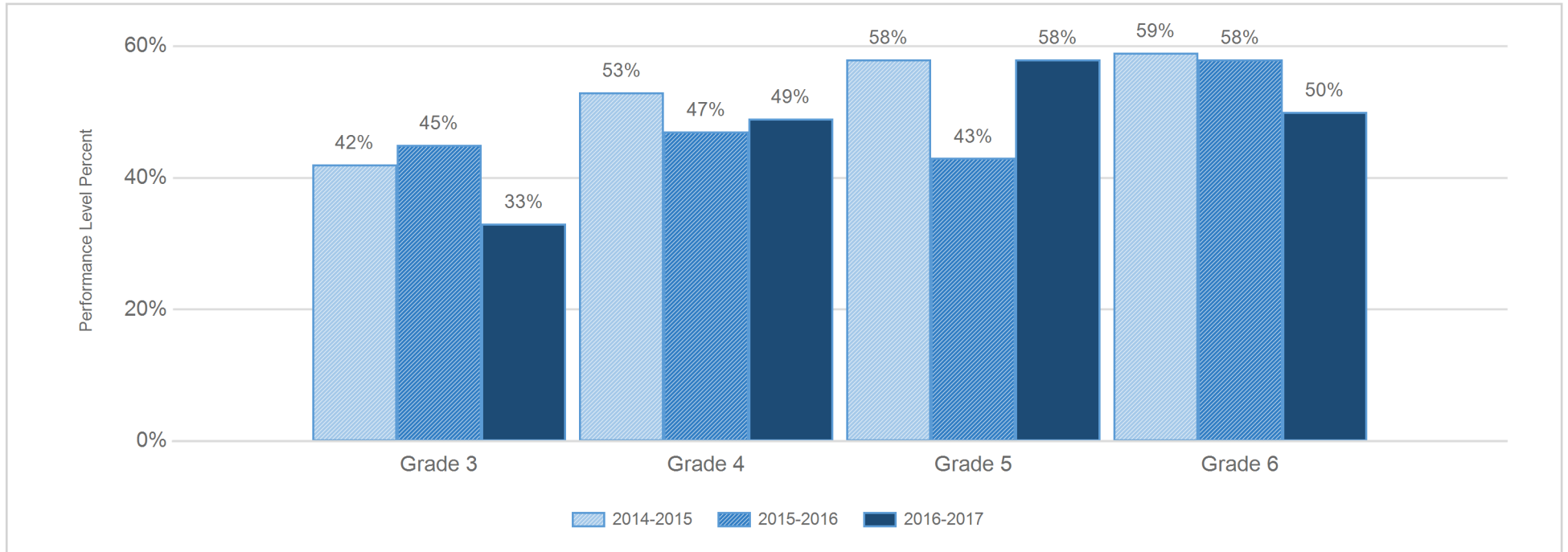


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	248	96.9	54.00	48.10	43.50	54	58.5	Met Target†
White	105	94.9	61.90	55.90	52.40	61.6	65	Met Target†
Hispanic	54	97.0	40.80	37.40	27.60	40.8	48.4	Met Target†
Black or African American	48	98.3	43.70	27.70	21.70	43.7	42.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	76.40	68.70	75.60	76.4	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	24	100.0	54.10	*	44.90	54.1	53.8	Met Target
Female	119	96.5	52.10	49.80	44.10	52.1		
Male	129	97.3	55.80	46.40	42.90	55.8		
Economically Disadvantaged Students	130	96.2	45.40	37.70	25.10	45.4	46.5	Met Target†
Non-Economically Disadvantaged Students	118	97.7	63.50	58.40	54.30	63.5		
Students with Disabilities	50	92.1	18.00	19.00	16.50	17.2	19.7	Met Target†
Students without Disabilities	198	98.2	63.10	55.90	48.80	63.1		
English Learners	22	100.0	54.50	41.40	23.30	54.5	N	N
Non-English Learners	226	96.6	54.00	48.60	45.20	54		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	740	746	751	*	18%	26%	31%	*	42%	53%
White	34	750	751	759	*	*	29%	35%	*	50%	63%
Hispanic	15	734	737	738	*	*	*	*	*	33%	37%
Black or African American	12	719	*	733	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	741	746	751	*	*	*	31%	*	42%	52%
Male	36	740	746	751	*	*	*	31%	*	42%	53%
Economically Disadvantaged Students	40	733	739	736	*	*	*	25%	*	33%	34%
Non-Economically Disadvantaged Students	32	750	752	761	*	*	*	38%	*	53%	65%
Students with Disabilities	17	712	720	729	*	*	*	*	*	12%	29%
Students without Disabilities	55	749	752	755	*	*	*	*	*	51%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	744	750	747	*	21%	29%	37%	*	43%	47%
White	22	757	757	755	0%	*	*	46%	*	59%	59%
Hispanic	16	732	744	734	*	*	*	*	0%	25%	30%
Black or African American	15	728	736	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	30	737	748	747	*	*	*	33%	*	33%	47%
Male	33	751	751	747	*	*	*	39%	*	52%	48%
Economically Disadvantaged Students	41	737	743	732	*	*	*	*	*	39%	27%
Non-Economically Disadvantaged Students	22	758	757	757	*	*	*	*	*	50%	61%
Students with Disabilities	13	713	726	724	*	*	0%	*	*	15%	22%
Students without Disabilities	50	753	755	751	*	*	36%	*	*	50%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	753	749	747	*	*	24%	48%	*	59%	46%
White	24	751	751	754	0%	*	*	46%	*	54%	57%
Hispanic	11	752	746	735	*	*	*	*	*	55%	30%
Black or African American	17	755	*	729	*	0%	*	59%	*	71%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	35	754	749	747	*	*	*	49%	*	57%	47%
Male	28	752	748	746	*	*	*	46%	*	61%	46%
Economically Disadvantaged Students	30	744	742	732	*	*	*	40%	*	53%	27%
Non-Economically Disadvantaged Students	33	761	755	756	*	*	*	55%	*	64%	59%
Students with Disabilities	14	725	727	725	*	*	*	*	*	21%	19%
Students without Disabilities	49	761	753	751	*	*	*	*	*	69%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	755	747	743	*	*	24%	55%	*	63%	44%
White	30	763	753	751	0%	*	*	73%	*	80%	54%
Hispanic	22	748	742	731	0%	*	46%	*	*	41%	27%
Black or African American	12	736	726	724	*	*	*	*	0%	33%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	35	757	749	745	*	*	*	49%	*	63%	45%
Male	43	753	744	742	*	*	*	61%	*	63%	43%
Economically Disadvantaged Students	39	748	738	728	*	*	*	36%	*	46%	24%
Non-Economically Disadvantaged Students	39	762	757	752	*	*	*	74%	*	80%	56%
Students with Disabilities	10	724	715	717	*	*	*	*	*	10%	13%
Students without Disabilities	68	759	754	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

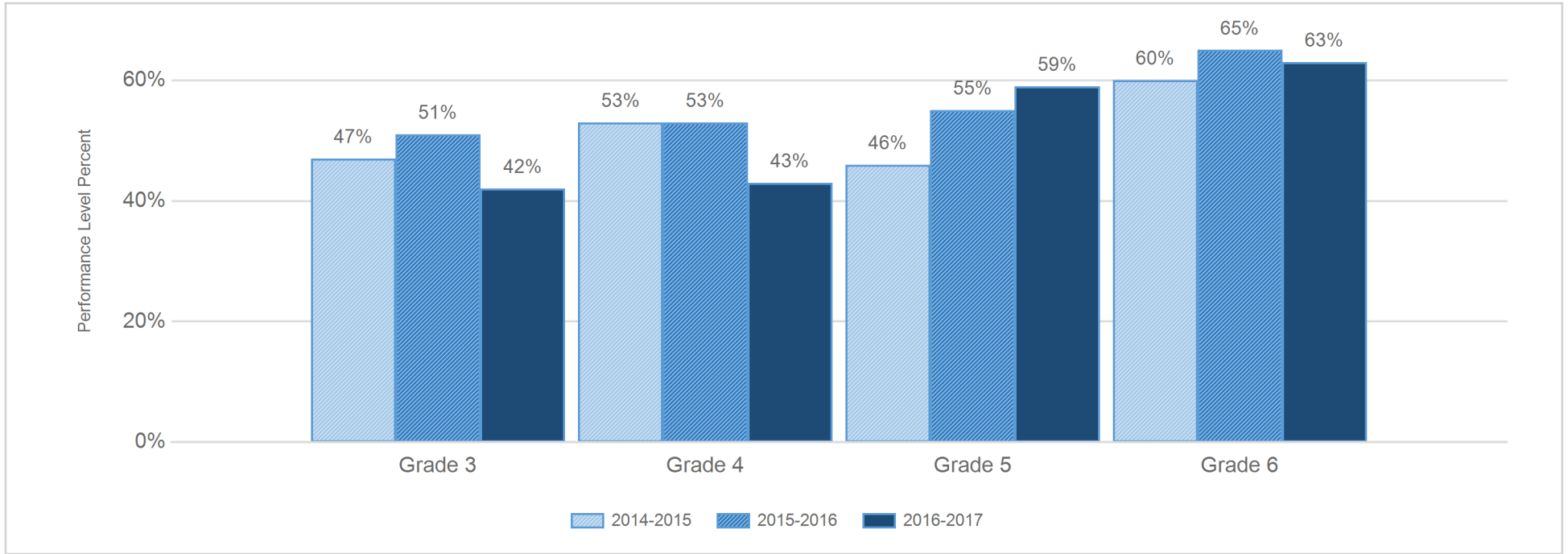


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

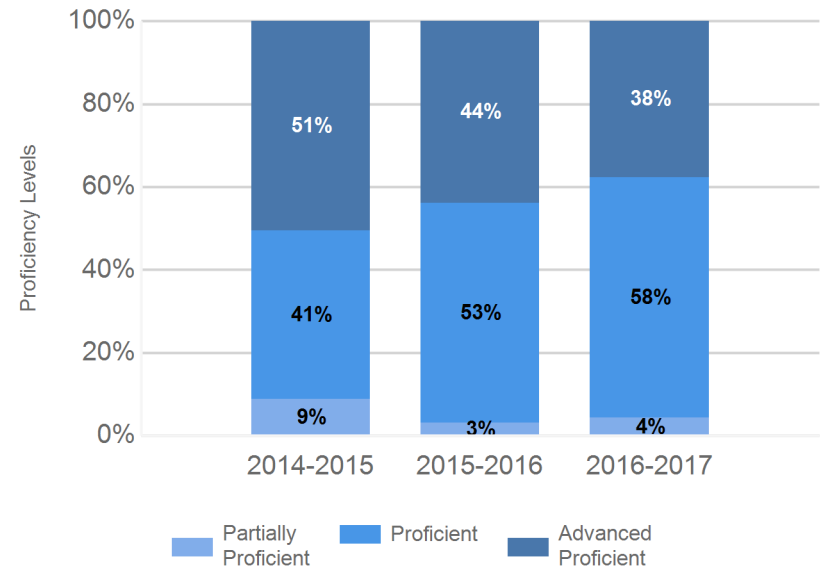
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	58%	4%
White	58%	42%	N
Hispanic	*	*	8%
Black or African American	15%	77%	8%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27%	69%	4%
Students with Disabilities	18%	65%	18%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46.5	39.5	50	Met Target	60	51	50	Exceeds Target
White	46.5	37	50	Met Target	60	51	52	Exceeds Target
Hispanic	42	39.5	49	Met Target	57	51	47	Met Target
Black or African American	44.5	38	45	Met Target	50.5	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	72	57	60	**	70	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	50.5	*	51	Met Target	85	*	52	Exceeds Target
Economically Disadvantaged	43	40	47	Met Target	65.5	51	46	Exceeds Target
Students with Disabilities	43	35.5	41	Met Target	56.5	47	43	Met Target
English Learners	72	49	53	**	80	60.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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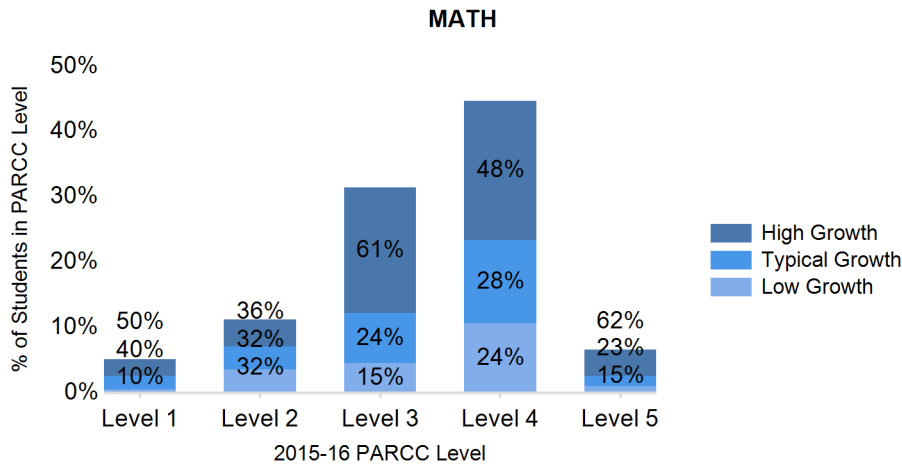
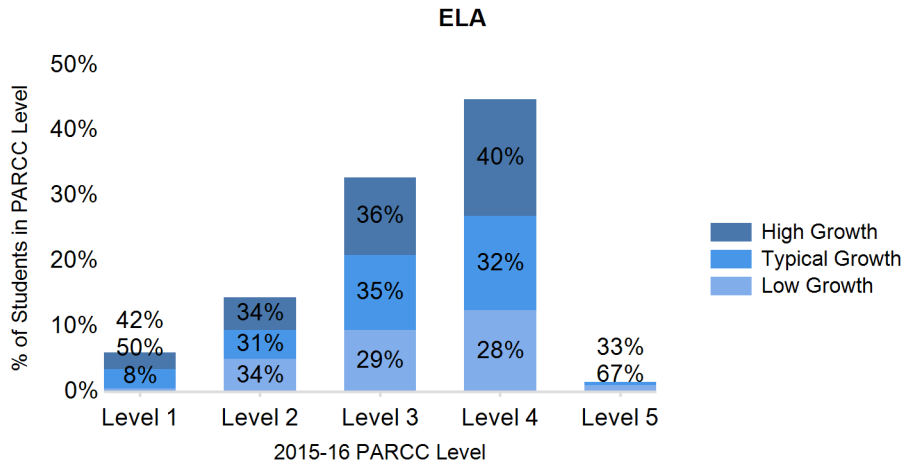
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

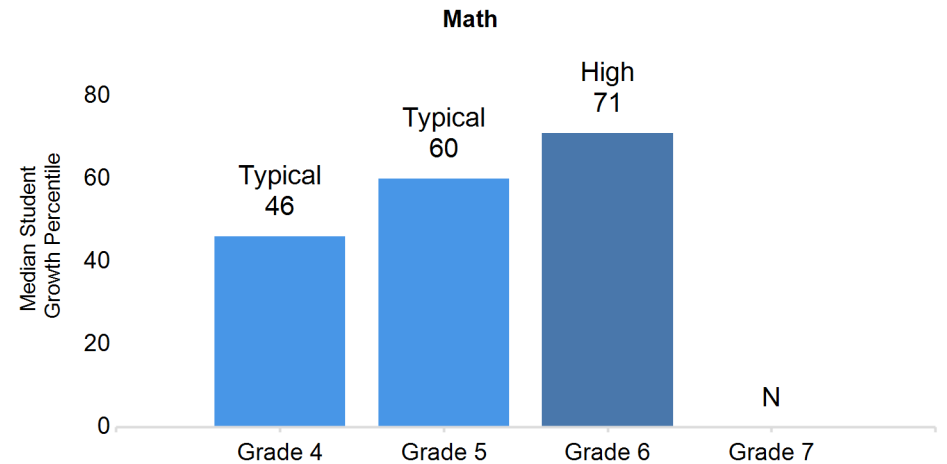
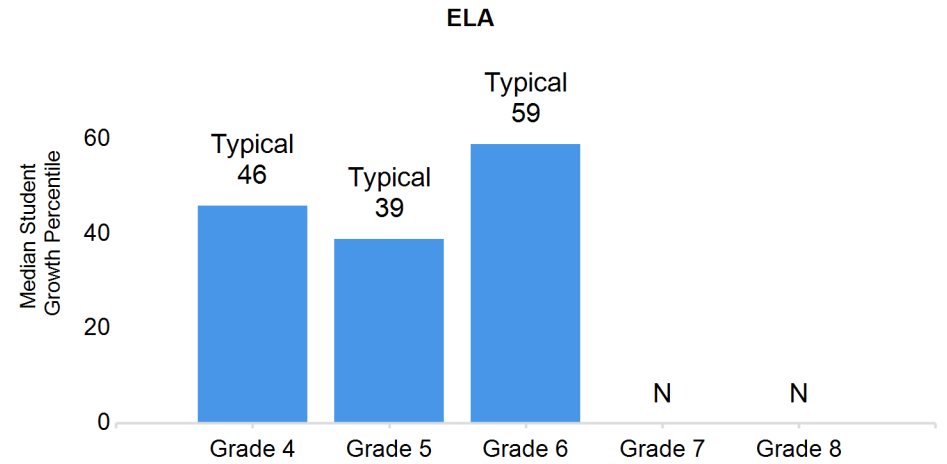
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

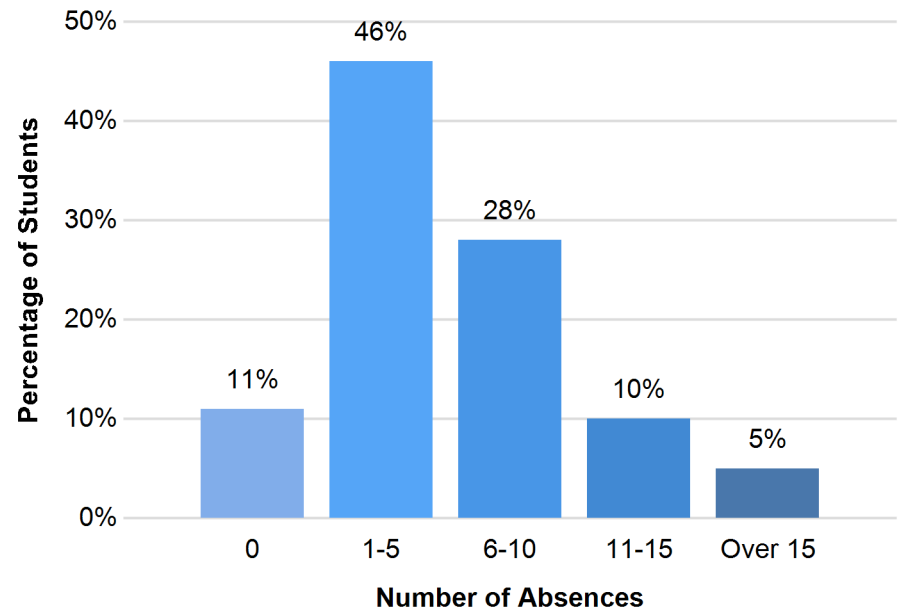
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.30	Met Target
White	1.80	8.30	Met Target
Hispanic	6.50	8.30	Met Target
Black or African American	3.70	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.60	8.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	5.50	8.30	Met Target
Students with Disabilities	8.60	8.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



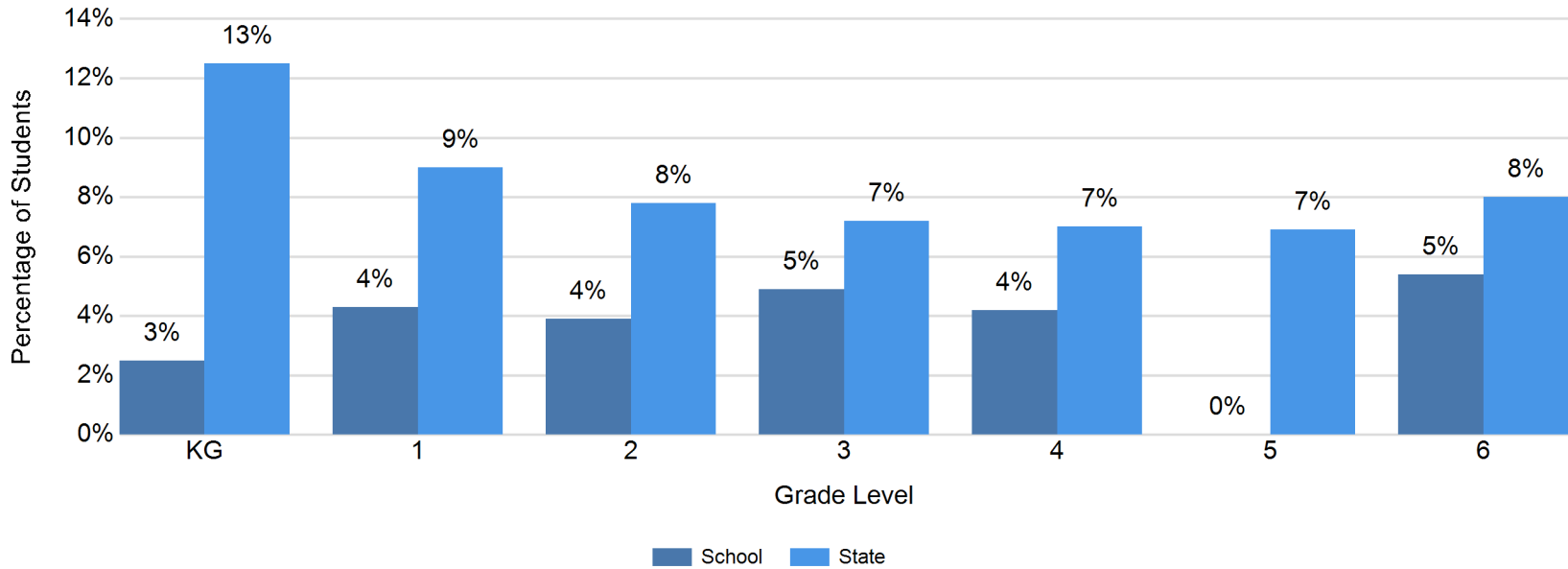


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Chronic Absenteeism by Grade

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





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.93

Student Suspension Rate

Student Expulsions

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Suspension Types	% of Students
In-School Suspensions	3.5%
Out-of-School Suspensions	1.3%
Any Suspension	4.8%

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAX survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAX survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	75.5 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	53	121,048
Average years experience in public schools	14.4	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	270:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.5	17.5%
Mathematics Proficiency	64.1	17.5%
English Language Arts Growth	36.3	25.0%
Mathematics Growth	85.7	25.0%
Chronic Absenteeism	77.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		58.7
Summative Rating: Percentile rank of Summative Score		63.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
White	55.2	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	53.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	72.4	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	No	N	N	Not Met	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	68.4	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Economically Disadvantaged Students	67.1	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	60.7	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	No	N	N	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Moore	Email Address:	moorer@gtps.k12.nj.us
Address:	105 S REEDS ROAD GALLOWAY, NJ 08205	Website:	http://www.rolandrogers.info/
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is a big part of everyday learning! • Roland Rogers' was identified as an outstanding Professional Learning Community by NJ-DOE & EIRC • The Roland Reads Independent Reading program has successfully engaged all students in reading independently!
 <p>Mission, Vision, Theme:</p>	<p>OUR VISION - our students will become independent learners and achieve their highest level of success! OUR MISSION - The Roland Rogers Elementary School Community will provide our students with a learning environment that is safe, nurturing and challenging based upon high expectations for student achievement through collaborative instruction.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Roland Rogers was recognized by the New Jersey Department of Education & EIRC for their success and participation in the Professional Learning Community Lab School Project. Our school community has supported various charitable organizations such as; Heart Association, Leukemia & Lymphoma, food drive, Let Us Eat Food Program, the Rescue Mission and in 2017, we raised over \$84,350 for St. Baldrick's Children's Cancer Research Foundation over a 6 year period!</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Roland Rogers' courses and curriculum are district driven and are consistent with all other elementary schools in Galloway Township. We recently adopted the NextGen Standards in Science and will be engaging students in STEM projects in Science. Technology curriculum is also a major part of our academic program. Students are exposed to the latest technology projects and topics including "Hour of Code" and "Digital Citizenship".</p>
 <p>Clubs and Activities:</p>	<p>We have a series of clubs during the school day such as; student council, peer mediators, Tiger Buddies, band, chorus and our Roland Reads and Roland Reads, Jr. Programs. Last year 106 Kindergarten, 1st, 2nd & 3rd grade students participated in the Roland Reads, Jr. Program. Once again, ALL of our 4th, 5th & 6th grade students participated in the Roland Reads program, reading a total of 2,481 books independently and during our Friday Book Clubs!</p>
 <p>Before and After School Programs:</p>	<p>We offer academic support programs for students needing additional support and assistance with homework. This year's program is held after school. The Roland Roger's Academic Support & Homework Program provides additional instruction and assistance to enhance the students' level of proficiency in Math, and ELA. Galloway Township also offers a before and after school childcare program for all students.</p>






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School Narrative

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 <p>Student Supports and Services:</p>	<p>Our focus is on preparing our students to learn, work, and live with each other in the 21st century, including the academic, career and personal/social development of all our students. School Counselors, School Psychologists and School Social Workers provide individual and group counseling sessions as well as classroom guidance dependent on student needs. Other support services for students include special education, intervention and ESL for qualifying students.</p>
 <p>Student Health and Wellness:</p>	<p>The primary objective of school health services is to facilitate the educational process by improving and protecting the total health status of children and staff. Roland Rogers has a full-time nurse who provides school health services in accordance with school health law and district policies. The health program is monitored by a district supervisor of health services.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Volunteers Welcomed!! We are partnering with our parents in various facets throughout the school. In the classroom, during special events, on committees and school-wide activities. We are looking for parents for the following committees;</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>We want to hear from our parents! At the conclusion of each school year we distribute parent surveys to our parents. Their feedback informs our decision making towards various aspects of school operations, student management, parent communications and involvement.</p>
 <p>Facilities:</p>	<p>Roland Rogers was built in 1991. The building is beautiful inside and out! Our building consist of large and small classrooms, an art room, music room, library, technology lab, cafetorium, gymnasium, world language room, ESL rooms, and various offices. There's an outside classroom/butterfly garden, 4 vegetable gardens and 4 flower gardens, all of which are managed by teachers and students.</p>



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School Narrative

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

Welcome to the 2017-2018 school year! Roland Rogers Elementary School is an innovative, productive, successful Professional Learning Community where the faculty, staff, parents and the administration work collaboratively to increase student achievement, challenge our students academically, build good citizenship and recognize the cultural diversity of the school. We are eager to continue all of the educational programs which have used to enhance student learning and citizenship such as; Roland's Academic Support program, Bullying Busting lessons, The Good Citizen program, STARRs, Anti-Bullying Awareness activities, the Roland Reads and Roland Reads, Jr. Programs. Roland Roger's has an "open door" policy when it comes to inviting parents into the school and classrooms for programs, school events and special occasions. This year we are continuing this practice and expanding opportunities for parents to become more involved within the school community, and better informed through our "Partnering with Parents" initiative. We pride ourselves on working towards providing a bully-free climate, collaborative relationships with parents and providing an environment where students are important and taught the value of hard work and charity. Our Character Education Theme this year is "Acts of Kindness."



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	93	67	88
1	84	93	68
2	96	95	98
3	86	91	96
4	87	87	92
5	81	97	93
6	88	98	105
Ungraded	0	0	9
Total	615	628	649

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	50%
Male	51%	49%	50%
Economically Disadvantaged Students	49%	50%	50%
Students with Disabilities	11%	14%	13%
English Learners	4%	5%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	45.8%
Hispanic	21.6%
Black or African American	20.6%
Asian	5.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	6.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	91	67	88

Enrollment by Home Language

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

Home Language	% of Students
English	83.1%
Spanish	10.2%
Urdu	1.5%
Chinese	1.1%
<i>Other</i>	4.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	359	97.6	41.80	48.90	54.90	41.8	45.6	Met Target†
White	167	98.4	50.30	54.50	63.90	50.3	54.3	Met Target†
Hispanic	81	94.6	44.50	42.50	39.80	44	41.5	Met Target
Black or African American	74	98.9	21.70	31.90	35.20	21.7	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	95.8	52.40	63.60	80.70	52.4	56.3	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	16	100.0	18.80	*	54.90	18.8	N	N
Female	184	98.1	46.70	55.30	62.20	46.7		
Male	175	97.1	36.50	42.60	48.10	36.5		
Economically Disadvantaged Students	170	98.1	29.40	37.40	36.20	29.4	33.2	Met Target†
Non-Economically Disadvantaged Students	189	97.1	52.90	60.10	65.80	52.9		
Students with Disabilities	75	97.6	21.40	17.30	20.50	21.4	27.7	Met Target†
Students without Disabilities	284	97.6	47.20	57.20	61.90	47.2		
English Learners	23	100.0	39.10	31.20	25.20	39.1	N	N
Non-English Learners	336	97.4	42.00	50.30	57.40	42		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	100.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	746	739	749	*	18%	26%	49%	*	50%	50%
White	48	753	745	759	*	*	31%	54%	*	56%	61%
Hispanic	20	745	730	734	*	*	0%	65%	0%	65%	35%
Black or African American	18	727	*	731	*	*	*	*	0%	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	51	753	743	754	*	*	22%	59%	*	61%	55%
Male	46	737	735	745	*	*	30%	37%	*	37%	46%
Economically Disadvantaged Students	48	733	733	731	*	*	29%	33%	*	33%	31%
Non-Economically Disadvantaged Students	49	758	745	762	*	*	22%	63%	*	65%	63%
Students with Disabilities	18	723	716	720	*	*	*	*	*	22%	24%
Students without Disabilities	79	751	745	755	*	*	*	*	*	56%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	740	746	753	*	25%	29%	36%	*	40%	56%
White	44	747	752	762	*	*	32%	46%	*	50%	67%
Hispanic	17	740	743	740	*	*	*	*	*	35%	40%
Black or African American	24	727	733	737	*	*	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	55	742	748	758	*	22%	27%	36%	*	44%	61%
Male	38	736	744	749	*	29%	32%	34%	*	34%	51%
Economically Disadvantaged Students	42	731	739	737	*	31%	31%	24%	*	26%	36%
Non-Economically Disadvantaged Students	51	747	754	764	*	20%	28%	45%	*	51%	69%
Students with Disabilities	16	715	722	725	*	*	*	*	*	13%	25%
Students without Disabilities	77	745	751	759	*	*	*	*	*	46%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	746	750	756	*	18%	30%	44%	*	47%	59%
White	39	752	752	763	*	*	33%	46%	*	51%	69%
Hispanic	22	747	747	743	*	*	*	50%	0%	50%	44%
Black or African American	19	729	*	740	*	*	*	*	0%	26%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	748	754	761	*	*	35%	44%	*	46%	66%
Male	44	745	747	750	*	*	25%	46%	*	48%	53%
Economically Disadvantaged Students	38	740	744	740	*	*	37%	34%	*	34%	40%
Non-Economically Disadvantaged Students	52	751	756	765	*	*	25%	52%	*	56%	71%
Students with Disabilities	12	722	727	725	*	*	*	*	*	17%	22%
Students without Disabilities	78	750	755	762	*	*	*	*	*	51%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	734	749	752	*	29%	34%	27%	*	28%	54%
White	50	742	753	758	*	20%	32%	38%	*	40%	63%
Hispanic	24	728	744	740	*	*	*	*	0%	29%	38%
Black or African American	25	723	734	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	52	737	754	758	*	27%	37%	29%	*	31%	61%
Male	62	731	744	746	*	31%	32%	26%	*	26%	46%
Economically Disadvantaged Students	62	725	741	737	*	37%	29%	21%	*	21%	34%
Non-Economically Disadvantaged Students	52	744	758	761	*	19%	40%	35%	*	37%	65%
Students with Disabilities	23	711	720	722	*	*	*	*	*	*	17%
Students without Disabilities	91	740	755	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

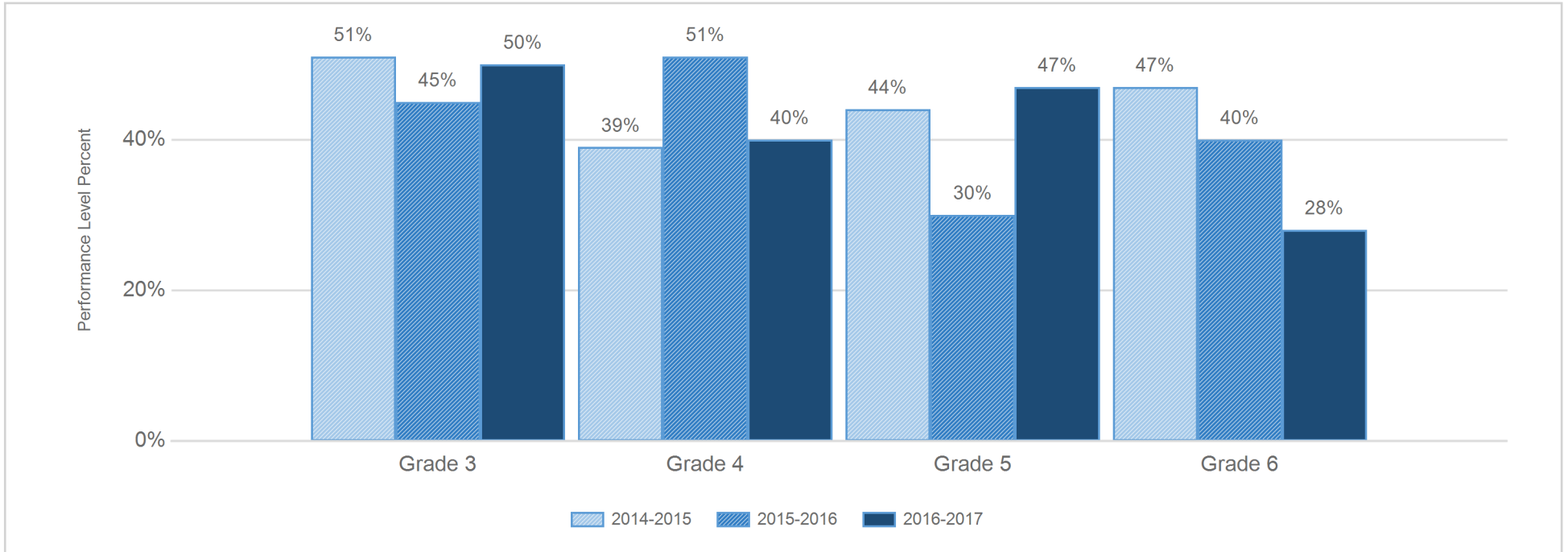


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	358	97.4	46.10	48.10	43.50	46.1	46.6	Met Target†
White	167	98.4	58.70	55.90	52.40	58.7	55.5	Met Target
Hispanic	81	94.7	38.30	37.40	27.60	37.9	33.1	Met Target
Black or African American	73	97.8	24.70	27.70	21.70	24.7	30.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	96.0	57.10	68.70	75.60	57.1	51.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	16	100.0	37.60	*	44.90	37.6	N	N
Female	184	98.1	51.10	49.80	44.10	51.1		
Male	174	96.6	40.80	46.40	42.90	40.8		
Economically Disadvantaged Students	169	97.6	32.60	37.70	25.10	32.6	34.4	Met Target†
Non-Economically Disadvantaged Students	189	97.2	58.20	58.40	54.30	58.2		
Students with Disabilities	75	97.6	21.40	19.00	16.50	21.4	26.2	Met Target†
Students without Disabilities	283	97.3	52.70	55.90	48.80	52.7		
English Learners	23	100.0	43.50	41.40	23.30	43.5	N	N
Non-English Learners	335	97.2	46.30	48.60	45.20	46.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	100.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	750	746	751	*	*	30%	45%	*	54%	53%
White	48	759	751	759	*	*	21%	58%	*	71%	63%
Hispanic	22	740	737	738	*	*	*	*	*	41%	37%
Black or African American	18	735	*	733	*	*	*	*	0%	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	53	751	746	751	*	*	23%	55%	*	60%	52%
Male	47	749	746	751	*	*	38%	34%	*	47%	53%
Economically Disadvantaged Students	50	739	739	736	*	*	*	32%	*	36%	34%
Non-Economically Disadvantaged Students	50	761	752	761	*	*	*	58%	*	72%	65%
Students with Disabilities	18	731	720	729	*	*	*	*	*	39%	29%
Students without Disabilities	82	754	752	755	*	*	*	*	*	57%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	746	750	747	*	26%	22%	44%	*	48%	47%
White	44	752	757	755	0%	23%	*	61%	*	64%	59%
Hispanic	17	749	744	734	0%	*	*	*	*	35%	30%
Black or African American	24	734	736	729	*	42%	*	*	*	33%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	746	748	747	*	24%	*	51%	*	55%	47%
Male	38	746	751	747	*	29%	*	34%	*	40%	48%
Economically Disadvantaged Students	42	737	743	732	*	*	24%	31%	*	33%	27%
Non-Economically Disadvantaged Students	51	754	757	757	*	*	20%	55%	*	61%	61%
Students with Disabilities	16	725	726	724	*	*	*	*	*	19%	22%
Students without Disabilities	77	750	755	751	*	*	*	*	*	55%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	744	749	747	*	21%	30%	38%	*	42%	46%
White	39	749	751	754	*	*	31%	46%	*	51%	57%
Hispanic	22	742	746	735	0%	*	*	*	0%	41%	30%
Black or African American	18	728	*	729	*	*	*	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	46	743	749	747	*	*	33%	41%	*	41%	47%
Male	43	744	748	746	*	*	28%	35%	*	42%	46%
Economically Disadvantaged Students	37	738	742	732	*	*	35%	32%	*	32%	27%
Non-Economically Disadvantaged Students	52	747	755	756	*	*	27%	42%	*	48%	59%
Students with Disabilities	12	718	727	725	*	*	*	*	*	17%	19%
Students without Disabilities	77	747	753	751	*	*	*	*	*	46%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	739	747	743	*	23%	27%	33%	*	38%	44%
White	50	747	753	751	*	*	20%	48%	*	54%	54%
Hispanic	24	738	742	731	*	*	*	*	0%	29%	27%
Black or African American	25	720	726	724	*	*	*	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	52	746	749	745	*	*	31%	37%	*	44%	45%
Male	62	733	744	742	*	*	24%	31%	*	32%	43%
Economically Disadvantaged Students	62	729	738	728	*	*	27%	21%	*	24%	24%
Non-Economically Disadvantaged Students	52	751	757	752	*	*	27%	48%	*	54%	56%
Students with Disabilities	23	707	715	717	*	*	*	*	*	*	13%
Students without Disabilities	91	747	754	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

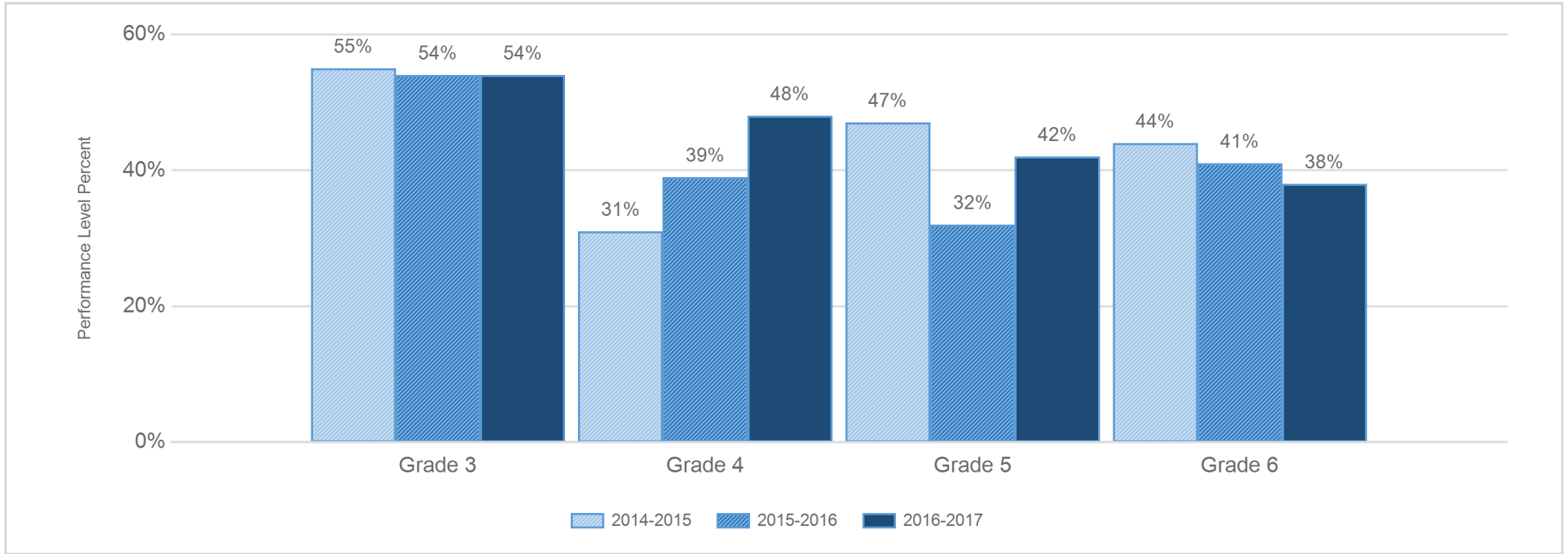


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

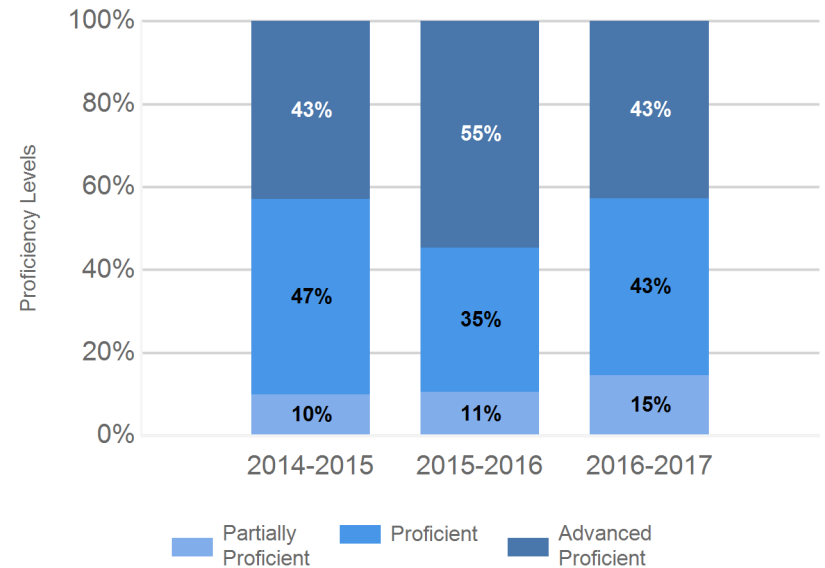
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	43%	15%
White	57%	32%	11%
Hispanic	*	*	*
Black or African American	17%	63%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	51%	27%
Students with Disabilities	23%	69%	8%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	33.5	39.5	50	Not Met	49.5	51	50	Met Target
White	31	37	50	Not Met	51	51	52	Met Target
Hispanic	29	39.5	49	Not Met	53	51	47	Met Target
Black or African American	35.5	38	45	Not Met	45	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	56.5	57	60	**	61	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	45	*	51	**	37.5	*	52	**
Economically Disadvantaged	29	40	47	Not Met	48	51	46	Met Target
Students with Disabilities	27	35.5	41	Not Met	47.5	47	43	Met Target
English Learners	52.5	49	53	**	58	60.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

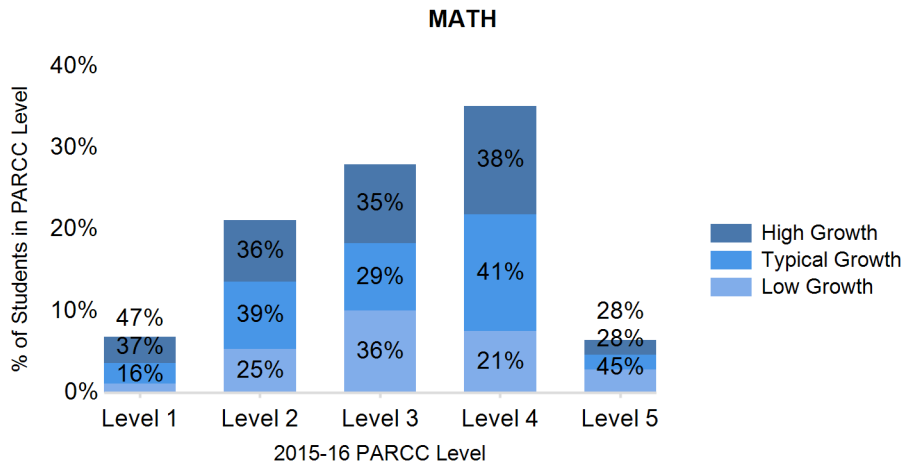
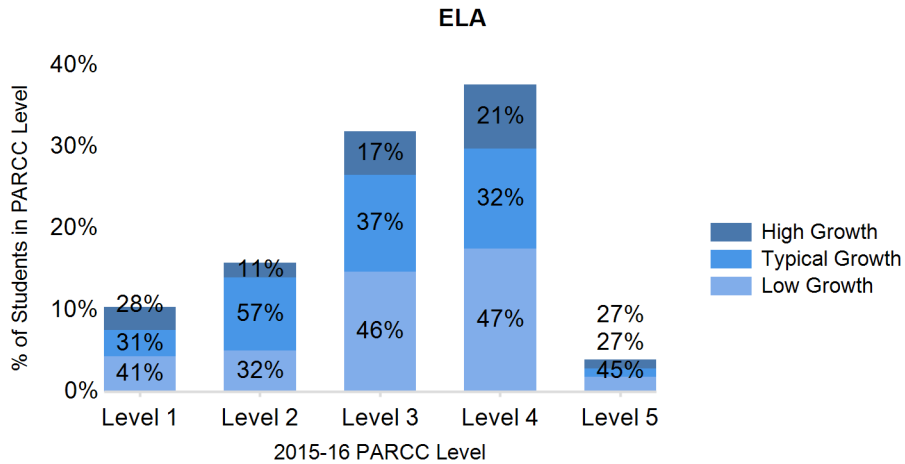
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

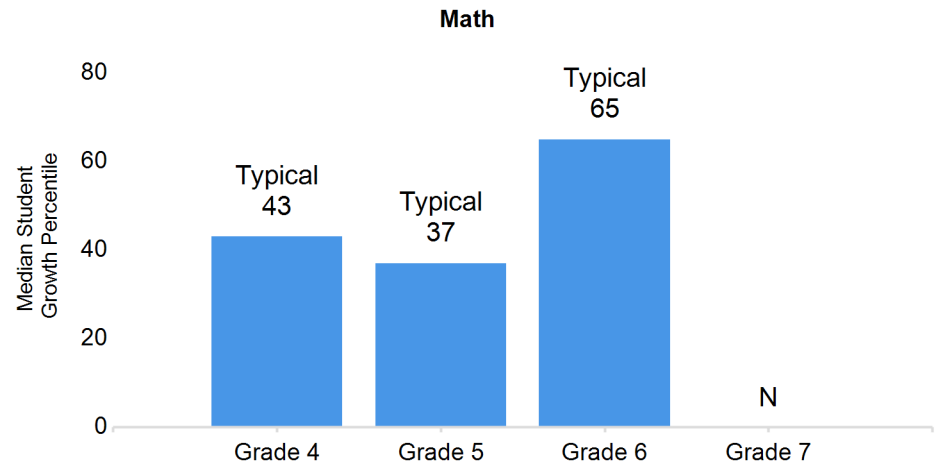
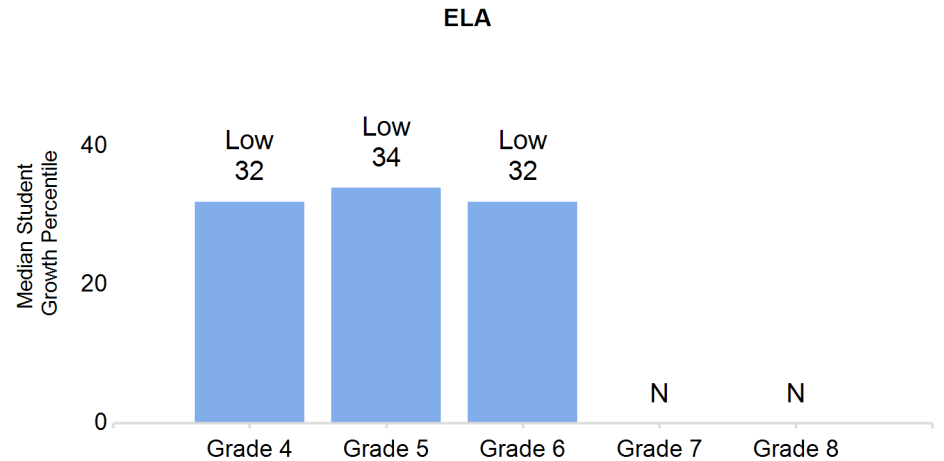
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

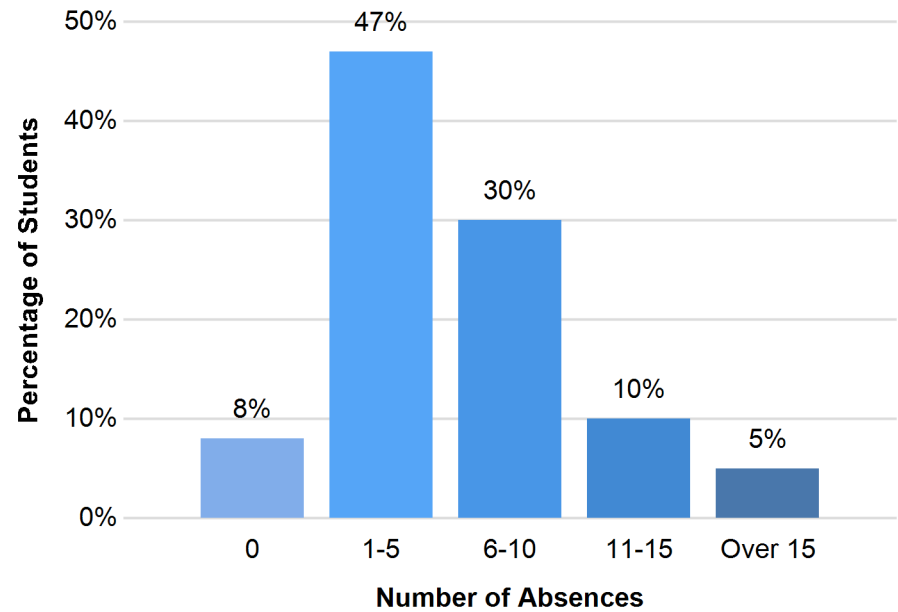
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.30	Met Target
White	2.00	8.30	Met Target
Hispanic	5.60	8.30	Met Target
Black or African American	2.20	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.60	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.30	8.30	Met Target
Economically Disadvantaged Students	5.70	8.30	Met Target
Students with Disabilities	3.20	8.30	Met Target
English Learners	4.20	8.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



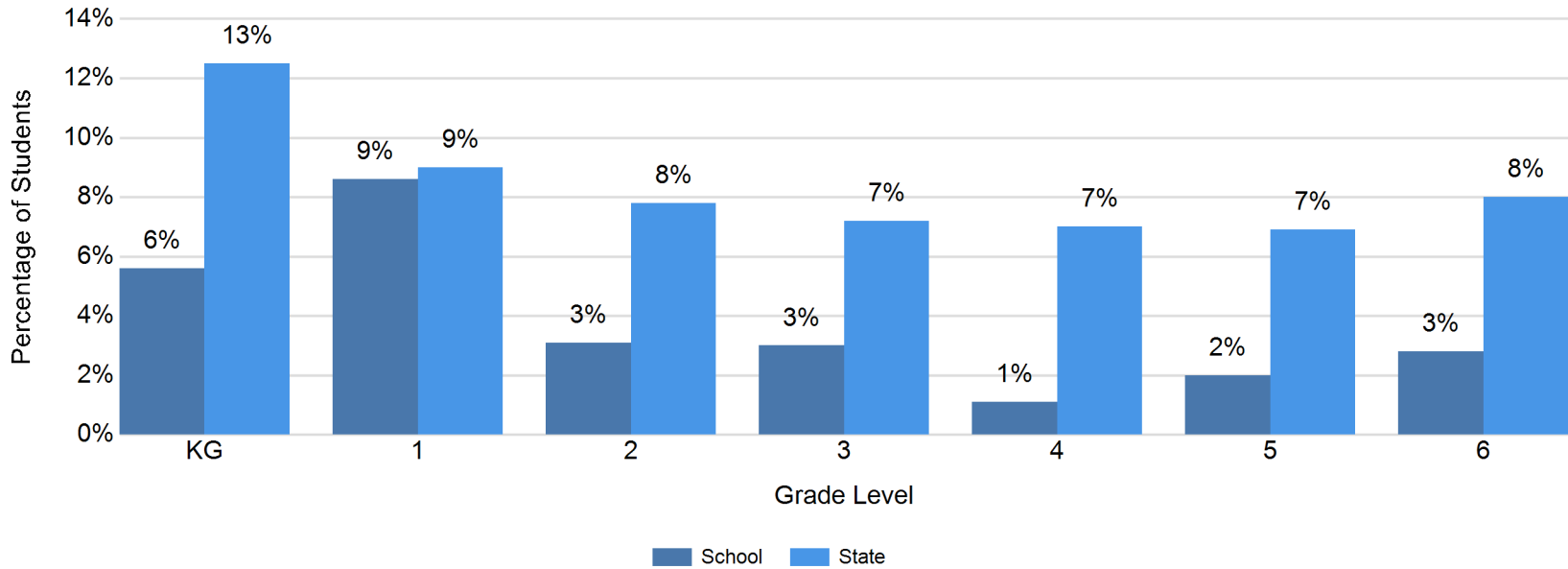


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.46

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.6%
Out-of-School Suspensions	4.3%
Any Suspension	5.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	75.5 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$829	\$14,491	\$15,320



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

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

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	59	121,048
Average years experience in public schools	13.5	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	18	9,533
Average years experience in public schools	20.1	15.9
Average years experience in district	15.5	11.6
Administrators in district for 4 or more years	72%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	325:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.0	17.5%
Mathematics Proficiency	45.1	17.5%
English Language Arts Growth	4.1	25.0%
Mathematics Growth	51.5	25.0%
Chronic Absenteeism	81.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.5
Summative Rating: Percentile rank of Summative Score		30.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
White	38.3	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	49.7	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	48.1	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	43.0	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	51.7	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Ragazzi	Email Address:	ragazzid@gtps.k12.nj.us
Address:	37 S OLD PORT REPUBLIC ROAD GALLOWAY, NJ 08205	Website:	http://www.gtps.k12.nj.us/schools/smithv/Smithville_Web/index_2.htm
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	https://twitter.com/smithville_elem

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.

<p>Highlights:</p>	<ul style="list-style-type: none"> • Smithville offers GEM and PEP enrichment opportunities, focused on inquiry based learning. • The Smithville Instrumental Music program offers a variety of award winning opportunities for aspiring musicians. • Smithville has implemented a universal, classroom-based program that build social-emotional skills
<p>Mission, Vision, Theme:</p>	<p>Smithville Elementary School is a diverse and progressive school, that unifies educators, families, and community to provide a safe, challenging learning environment for all children to develop and succeed.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Smithville students are health and community minded, Jump Rope for Heart acknowledge our school for their dedication. Smithville's band has performed at various festivals and has a continued performance partnership with local businesses.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Galloway Township Public Schools and Smithville Elementary School are proud of the positive learning environment, effective instruction, and enriching experiences our curriculum and staff provide to our students. While maintaining fidelity to the curriculum, instruction is focused on developing independent critical thinkers with an emphasis on problem solving. Student-centered, hands-on learning with technology integration is utilized to promote student engagement and achievement.</p>
 <p>Clubs and Activities:</p>	<p>Students in fourth through sixth grade who had an interest in music have the opportunity to participate in band and/or chorus. Winter and spring concerts are performed showcasing their abilities, throughout the year. Smithville students can also participate in Odyssey of the mind competitions, focused on building their problem-solving skills.</p>
 <p>Before and After School Programs:</p>	<p>Smithville offers a before and after care program to accommodate our families work schedules. Adult supervision provides play activities and schoolwork help. This program is supported by our Board of Education and is offered to all K-6 grade students.</p>







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 <p>Staff and Professional Learning:</p>	<p>Smithville's staff has continuous opportunities for professional development throughout the year. At the district-level, our teachers have received training on mindfulness, executive functioning, technology integration, and equity in education. Our teachers also participate in professional learning communities and vertical articulation meetings focused on student growth and achievement.</p>
 <p>Student Supports and Services:</p>	<p>Our focus is on preparing our students to learn, work, and live with each other in the 21st century. School Counselors, School Psychologists and School Social Workers provide individual and group counseling sessions as well as classroom guidance dependent on student needs. Smithville has in-class resource classrooms and intervention services at all grade levels. Two full-time ESL teachers address the needs of our English Language Learners.</p>
 <p>Student Health and Wellness:</p>	<p>The primary objective of school health services, with care provided by a full-time nurse, is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. Smithville offers a daily lunch/breakfast program and students have two physical education classes per week, with recess everyday.</p>
 <p>Parent and Community Involvement:</p>	<p>We are well supported by our Family School Association and local Education Foundation whose focus is to provide grants to our teachers to foster learning activities that support our district goals. Smithville participates in several donation collections to support our community. Through service learning our student council has participated in several charity events supporting the needs of our community.</p>




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 <p>Facilities:</p>	<p>Smithville Elementary School opened in the fall of 1991. The facility is 92,211 square feet and has a current enrollment of 694. Today it is home to Pre-K through sixth grade students. Students are instructed by an outstanding staff of certified and support staff members and receive an excellent education. Smithville is an air condition facility with a full technology lab and maker space discovery zone.</p>
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Other Information:

Additional Parent and Community Involvement: Throughout the year, several events are planned focused on fostering involvement of our parents/community. Some examples are back to school night, conferences, family activity nights and kindergarten orientation. **Additional Student Supports and Services:** Intervention & Referral Services (I & RS) assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. Structured support and assistance is to provide to teachers to promote student success. **Smithville Elementary School Summary:** Smithville offers a positive and productive learning climate created by an outstanding, dedicated and caring staff that is committed to providing the children with a challenging academic program. Many enriching activities occurred at Smithville School that nurtured the development of our students intellectual, physical, emotional and social needs. Every month two students from each homeroom are celebrated for their academic success or their modeling of good citizenship. Throughout the year, students have the opportunity to participate in family fun night activities, school book fairs, several interactive assemblies, and a school spelling bee with the winner participating at the Scripps County Spelling Bee.