NJ SCHOOL PERFORMANCE REPORT

FOUNTAIN WOODS ELEMENTARY SCHOOL
(05-0620-037)
Grades Offered: 03-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	BURLINGTON TWP
Principal Name	MR. JOHNSON
Address	601 FOUNTAIN AVENUE BURLINGTON, NJ 08016
Phone Number	(609)387-1799
Email Address	JOJOHNSON@BURLTWPSCH.ORG
Website	http://www.burltwpsch.org/fw.php
Facebook	https://www.facebook.com/fountainwoodsschool/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
3	297	283	251
4	285	310	288
5	298	295	314
Total	880	888	854

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.0%	50.2%	47.2%
Male	49.0%	49.8%	52.8%
Economically Disadvantaged Students	26.7%	23.9%	27.6%
Students with Disabilities	17.8%	18.6%	17.7%
English Learners	5.2%	4.5%	2.7%
Homeless Students		2.6%	2.0%
Students in Foster Care		0.5%	0.5%
Military-Connected Students		0.3%	0.8%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	45.6%	42.3%	39.6%
Hispanic	9.9%	10.2%	11.4%
Black or African American	29.9%	32.2%	32.7%
Asian	9.4%	9.8%	9.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.5%	0.2%	0.4%
Two or More Races	4.7%	5.2%	6.4%

Enrollment by Home Language

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

Home Language	% of Students
English	86.3%
Spanish	2.7%
Panjabi	1.6%
Gujarati	1.2%
Other Languages	8.2%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	49	50	Met Standard	50	52	50	Met Standard
White	49	48.5	50	Met Standard	52	54	51	Met Standard
Hispanic	56	54	49	Met Standard	44	50	48	Met Standard
Black or African American	49	46	44	Met Standard	47	50	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	44	50	61	Met Standard	53	60	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	40	49	49	Met Standard	43.5	44	51	Met Standard
Economically Disadvantaged	43	42	48	Met Standard	47.5	46.5	47	Met Standard
Students with Disabilities	50	48	41	Met Standard	44.5	38.5	43	Met Standard
English Learners	57.5	55.5	54	Met Standard	60	50	51	Exceeds Standard

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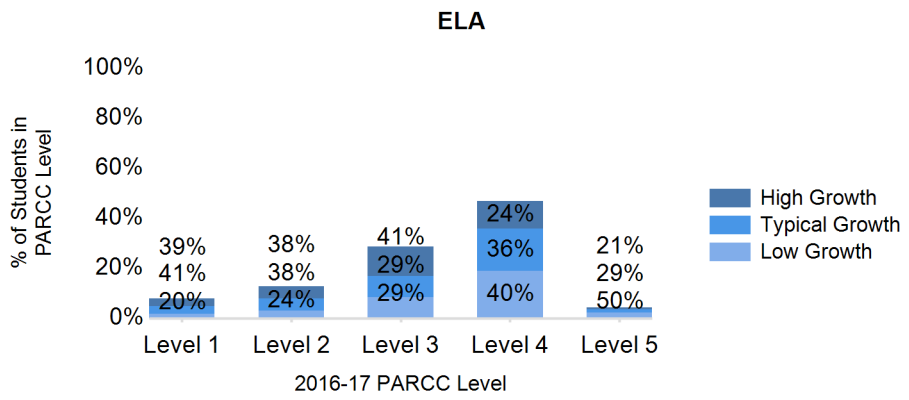
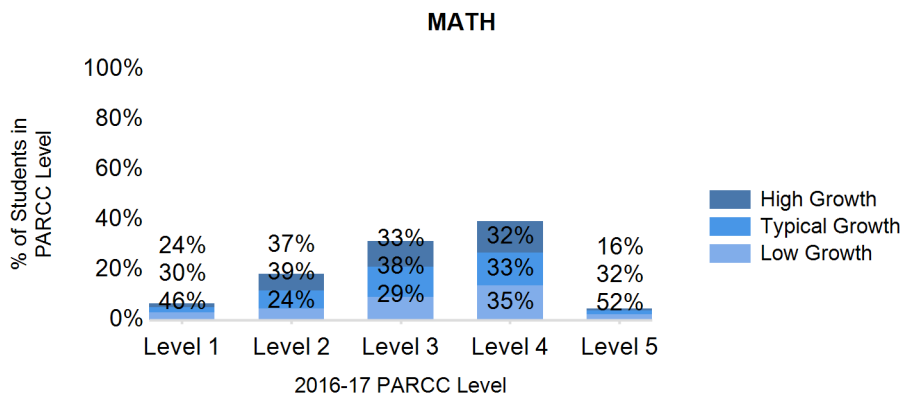
Student Growth by Performance Level

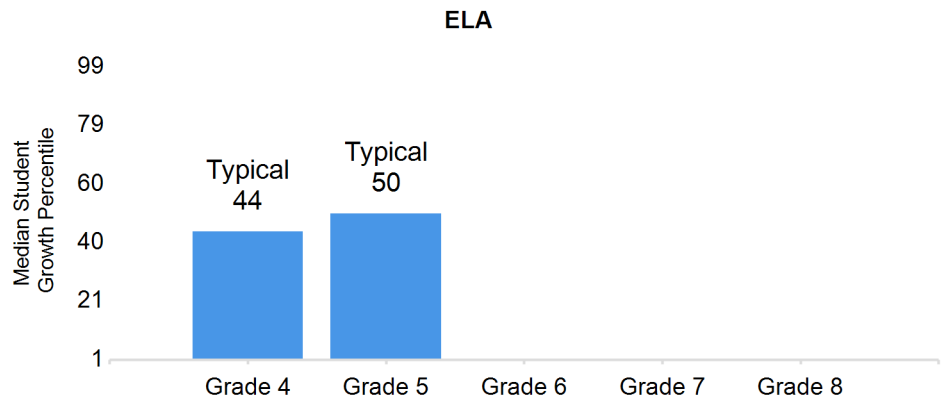
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

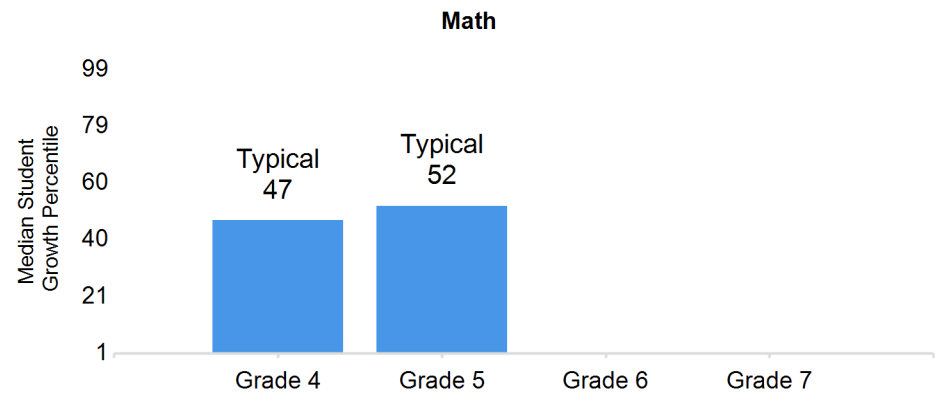




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	837	97.9	56.4	54.5	56.7	56.4	44.6	Met Target
White	330	97.4	62.7	62.1	65.6	62.7	50.2	Met Target
Hispanic	95	98.0	50.6	45.6	42.5	50.6	42.4	Met Target
Black or African American	273	98.3	46.9	43.9	37.3	46.9	31.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	83	98.8	69.8	66.1	82.3	69.8	53	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	58	Met Target†
Female	392	97.3	63.7	62.3	64.5	63.7		
Male	445	98.5	49.9	46.8	49.4	49.9		
Economically Disadvantaged Students	222	97.4	42.4	36.6	38.5	42.4	30.1	Met Target
Non-Economically Disadvantaged Students	615	98.1	61.5	59.7	67.5	61.5		
Students with Disabilities	151	95.7	27.8	21.7	21.6	27.8	28	Met Target†
Students without Disabilities	686	98.4	62.7	60.9	63.9	62.7		
English Learners	63	95.5	54.0	43.9	27.3	54.0	23.9	Met Target
Non-English Learners	774	98.1	56.6	55.1	59.4	56.6		
Homeless Students	18	90.5	50.0	*	27.7	58.5		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	41.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	752	752	750	11%	9%	26%	49%	7%	55%	52%
White	89	759	759	759	*	*	22%	*	*	63%	61%
Hispanic	31	743	743	736	*	*	32%	*	*	42%	38%
Black or African American	77	749	749	733	*	*	30%	*	*	49%	35%
Asian, Native Hawaiian, or Pacific Islander	25	768	768	777	*	*	*	*	*	68%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	108	763	763	756	*	*	24%	*	*	67%	57%
Male	137	744	744	744	*	*	27%	*	*	46%	46%
Economically Disadvantaged Students	63	743	743	733	17%	*	21%	*	*	48%	34%
Non-Economically Disadvantaged Students	182	756	756	762	8%	*	27%	*	*	58%	64%
Students with Disabilities	41	716	716	719	39%	*	*	*	*	22%	24%
Students without Disabilities	204	759	759	756	5%	*	*	*	*	62%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	753	753	756	6%	11%	26%	46%	12%	57%	58%
White	110	757	757	764	*	*	26%	50%	13%	63%	68%
Hispanic	36	750	750	744	*	*	*	*	*	56%	44%
Black or African American	92	747	747	739	*	15%	29%	*	*	49%	39%
Asian, Native Hawaiian, or Pacific Islander	31	758	758	782	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	14	746	746	763	*	*	*	*	*	43%	63%
Female	127	759	759	762	*	*	24%	46%	17%	63%	63%
Male	156	748	748	751	*	*	27%	45%	8%	53%	53%
Economically Disadvantaged Students	75	745	745	740	*	*	31%	*	*	47%	40%
Non-Economically Disadvantaged Students	208	756	756	767	*	*	24%	*	*	61%	70%
Students with Disabilities	52	732	732	726	*	*	19%	*	*	35%	25%
Students without Disabilities	231	757	757	762	*	*	27%	*	*	62%	64%
English Learners	10	731	731	720	*	*	*	*	*	30%	17%
Non-English Learners	273	753	753	759	*	*	*	*	*	58%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	752	752	755	*	11%	30%	*	*	56%	58%
White	132	755	755	763	*	8%	29%	*	*	61%	68%
Hispanic	25	756	756	743	*	*	*	*	*	60%	43%
Black or African American	104	745	745	738	*	17%	36%	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	24	754	754	780	0%	*	*	71%	0%	71%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	156	756	756	762	*	10%	26%	*	*	62%	66%
Male	149	748	748	749	*	13%	33%	*	*	50%	51%
Economically Disadvantaged Students	78	739	739	739	*	*	44%	*	*	32%	39%
Non-Economically Disadvantaged Students	227	756	756	766	*	*	25%	*	*	64%	71%
Students with Disabilities	44	732	732	724	*	25%	45%	*	*	18%	22%
Students without Disabilities	261	755	755	762	*	9%	27%	*	*	62%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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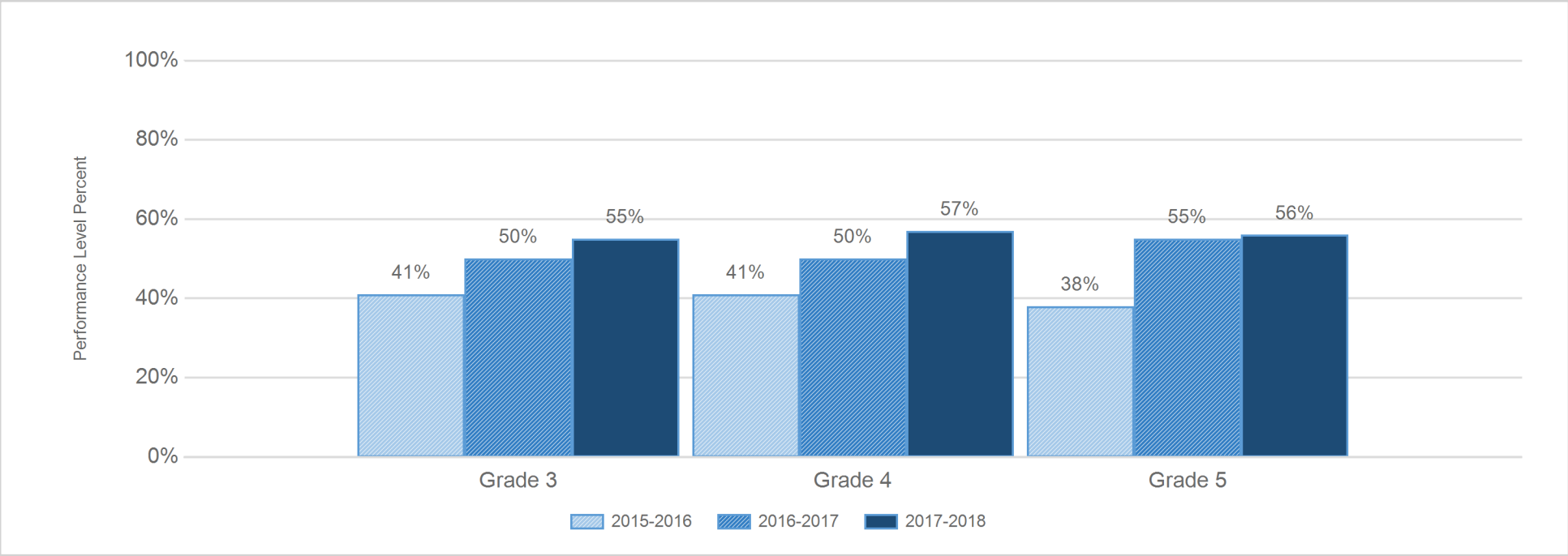
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	840	98.2	45.0	41.9	45.0	45.0	45.9	Met Target†
White	330	97.4	53.4	52.7	54.1	53.4	53.4	Met Target
Hispanic	97	100.0	45.4	36.3	29.2	45.4	36.4	Met Target
Black or African American	274	98.3	31.0	27.3	23.4	31.0	33.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	83	98.8	61.4	51.3	77.0	61.4	50.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	51.7	Not Met
Female	393	97.5	44.8	42.3	46.0	44.8		
Male	447	98.7	45.2	41.3	43.9	45.2		
Economically Disadvantaged Students	223	97.4	27.8	24.2	26.6	27.8	28.9	Met Target†
Non-Economically Disadvantaged Students	617	98.4	51.2	47.0	55.9	51.2		
Students with Disabilities	151	95.7	23.2	*	17.1	23.2	28	Met Target†
Students without Disabilities	689	98.7	49.8	*	50.5	49.8		
English Learners	65	98.5	46.2	30.8	24.6	46.2	31.2	Met Target
Non-English Learners	775	98.1	44.9	42.5	46.9	44.9		
Homeless Students	18	90.5	27.8	*	17.3	47.3		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	46.2	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	753	753	752	9%	10%	25%	43%	13%	56%	53%
White	89	761	761	760	*	*	19%	*	*	65%	64%
Hispanic	33	747	747	739	*	0%	30%	*	*	48%	38%
Black or African American	78	747	747	734	*	*	31%	32%	15%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	25	770	770	780	0%	*	*	*	*	76%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	109	756	756	752	*	11%	24%	*	*	61%	53%
Male	139	751	751	751	*	9%	27%	*	*	52%	53%
Economically Disadvantaged Students	64	743	743	736	*	22%	27%	*	*	39%	35%
Non-Economically Disadvantaged Students	184	757	757	762	*	6%	25%	*	*	61%	66%
Students with Disabilities	41	727	727	730	*	*	*	*	*	34%	29%
Students without Disabilities	207	759	759	756	*	*	*	*	*	60%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

FOUNTAIN WOODS ELEMENTARY SCHOOL
(05-0620-037)
Grades Offered: 03-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	283	743	743	748	7%	19%	32%	*	*	42%	49%
White	110	748	748	755	*	16%	32%	*	*	48%	60%
Hispanic	36	738	738	737	*	*	28%	42%	0%	42%	34%
Black or African American	92	735	735	730	13%	21%	35%	*	*	32%	27%
Asian, Native Hawaiian, or Pacific Islander	31	753	753	774	*	*	*	*	*	55%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	14	735	735	752	*	*	*	*	*	36%	55%
Female	127	740	740	748	*	26%	33%	*	*	35%	50%
Male	156	745	745	748	*	13%	31%	*	*	47%	49%
Economically Disadvantaged Students	75	735	735	733	*	25%	31%	*	*	32%	30%
Non-Economically Disadvantaged Students	208	745	745	758	*	16%	32%	*	*	46%	62%
Students with Disabilities	52	725	725	725	*	27%	25%	*	*	23%	22%
Students without Disabilities	231	747	747	753	*	17%	33%	*	*	46%	55%
English Learners	10	726	726	722	*	*	*	*	*	20%	16%
Non-English Learners	273	743	743	750	*	*	*	*	*	43%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

FOUNTAIN WOODS ELEMENTARY SCHOOL
(05-0620-037)
Grades Offered: 03-05
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	745	745	748	4%	14%	42%	36%	4%	40%	49%
White	132	750	750	756	*	13%	37%	*	*	49%	60%
Hispanic	25	749	749	736	*	*	*	52%	0%	52%	32%
Black or African American	104	735	735	730	*	21%	51%	*	*	19%	26%
Asian, Native Hawaiian, or Pacific Islander	24	754	754	777	*	*	*	*	*	58%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	156	745	745	749	*	15%	38%	*	*	42%	50%
Male	149	746	746	747	*	13%	45%	*	*	37%	48%
Economically Disadvantaged Students	78	732	732	733	*	22%	54%	*	*	15%	29%
Non-Economically Disadvantaged Students	227	750	750	758	*	12%	37%	*	*	48%	62%
Students with Disabilities	44	729	729	726	*	32%	41%	*	*	16%	20%
Students without Disabilities	261	748	748	752	*	11%	42%	*	*	44%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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FOUNTAIN WOODS ELEMENTARY SCHOOL
(05-0620-037)
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2017-2018

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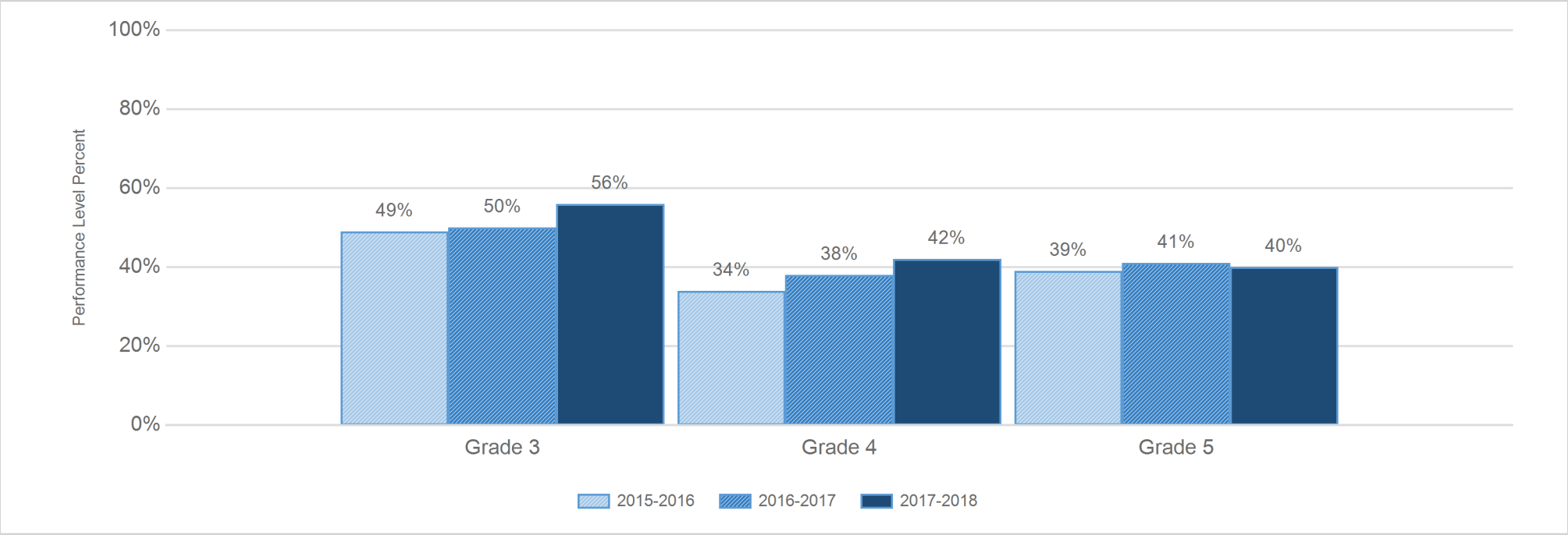
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	75.0%	60.7%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	46.7%	53.3%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

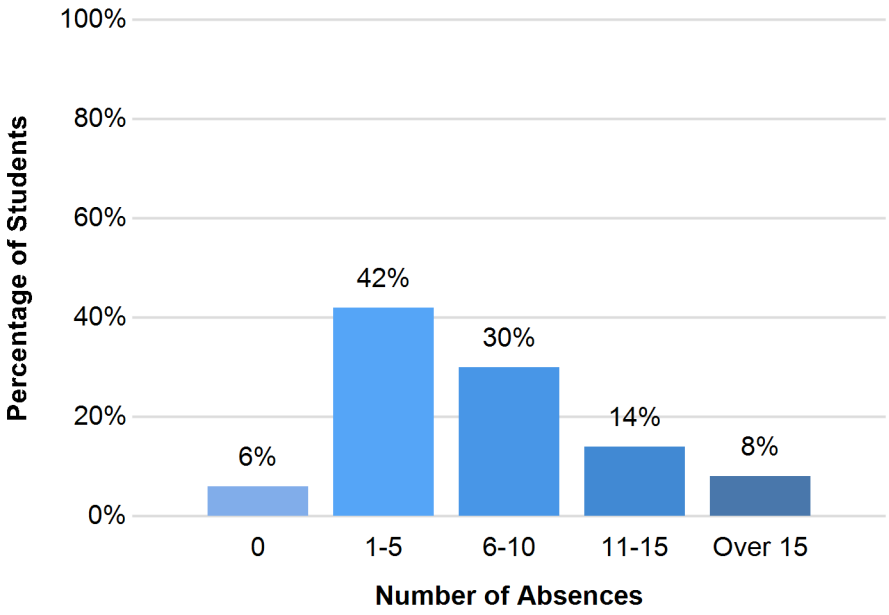
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	56	6.5	7.6	Met
White	21	6.2	7.6	Met
Hispanic	7	7.2	7.6	Met
Black or African American	13	4.6	7.6	Met
Asian, Native Hawaiian, or Pacific Islander	9	10.8	7.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.6	Not Met
Economically Disadvantaged Students	25	10.5	7.6	Not Met
Students with Disabilities	18	11.1	7.6	Not Met
English Learners	4	17.4	7.6	Not Met

Days Absent

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



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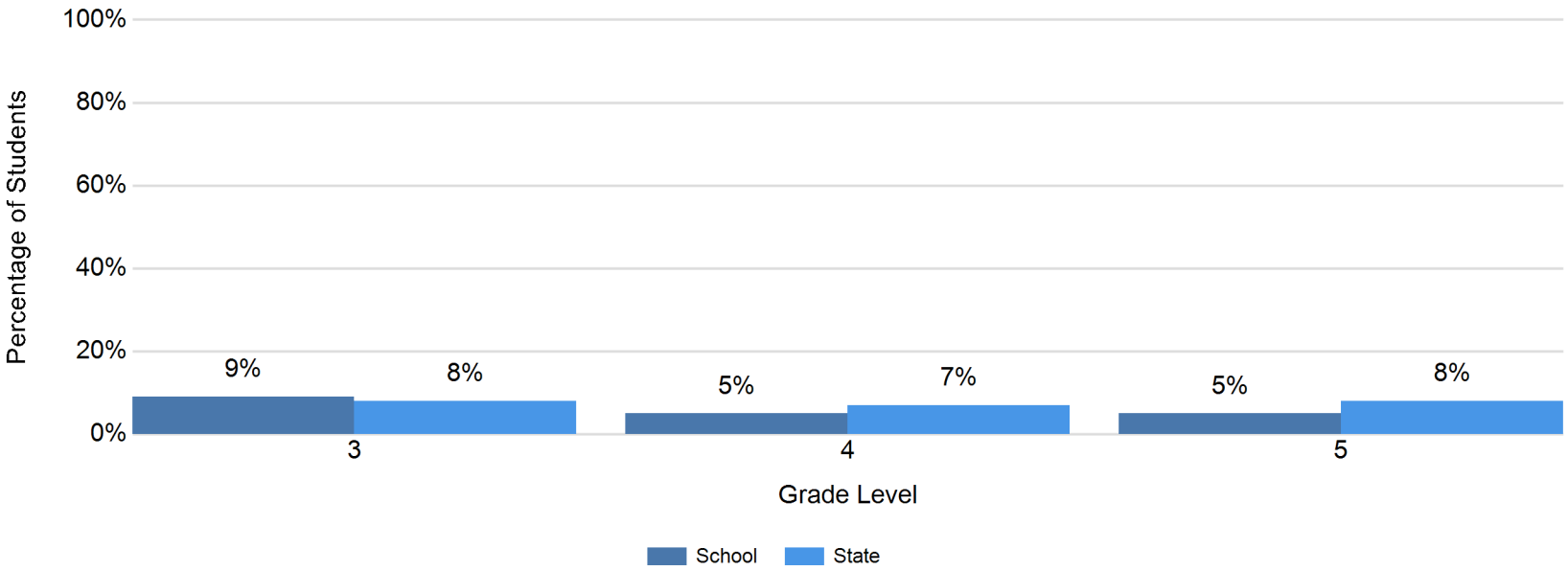
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	18
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.81

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	29	3.4%
Out-of-School Suspensions	*	*
Any Suspension	32	3.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
12

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$372	$13,702	$14,074

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	85.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	15.8	12.0
Administrators in district for 4 or more years	90.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	854:1	184:1
Teachers to Administrators	71:1	16:1
Students to Librarians/Media Specialists		1931:1
Students to Nurses		772:1
Students to Counselors		322:1
Students to Child Study Team		429:1

NJ SCHOOL PERFORMANCE REPORT

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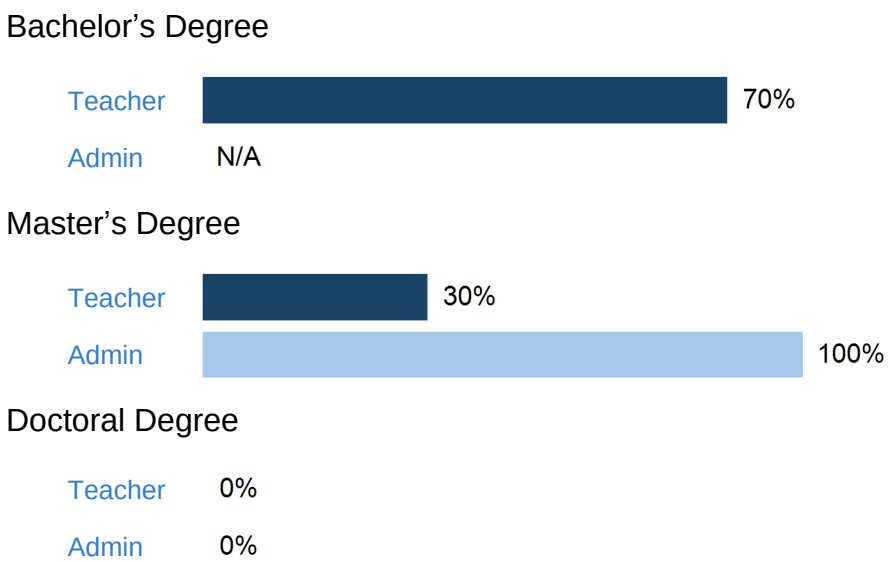
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.8%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	94.4%	0.0%
Male	5.6%	100.0%
White	88.7%	100.0%
Hispanic	4.2%	0.0%
Black or African American	4.2%	0.0%
Asian	2.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

FOUNTAIN WOODS ELEMENTARY SCHOOL
(05-0620-037)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	46.21	15.0%
Mathematics Proficiency	42.30	15.0%
English Language Arts Growth	43.96	20.0%
Mathematics Growth	44.15	20.0%
Progress Towards English Language Proficiency	90.64	20.0%
Chronic Absenteeism	43.76	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.40	n/a
Summative Rating: Percentile Rank of Summative Score	54.74	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	45.65	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	61.37	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	70.91	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	12.66	14.08	Yes	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	27.51	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	47.84	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	64.43	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	73.20	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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

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School Narrative

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

Highlights:	• FW's curriculum includes MyMath and Wonders platforms. The school's increasing use of technology enhances the curricula. • FW is a Renaissance School, recognizing and rewarding accomplishments of students, staff, and parents. • FW celebrates the arts, offering band, orchestra, chorus, a recorder ensemble, and Artsonia, an online art gallery.
Mission, Vision, Theme:	The mission of Fountain Woods School is to provide a safe, nurturing, and academically challenging environment that meets the needs of our students while preparing them for a culturally diverse world.
Awards, Recognition, Accomplishments:	The Fountain Woods Renaissance program and our coordinator have been recognized nationally in the past 5 years. Our Renaissance coordinator is a featured speaker at the national convention annually.

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Courses, Curriculum, Instruction:	The Fountain Woods curricula are aligned with state guidelines. Additionally, FW is proud of additional offerings such as STEM labs, multiple musical ensembles that rehearse before school begins, and its participation in Artsonia - an elecronic art gallery featuring student work.
Clubs and Activities:	In addition to the musical ensembles that rehearse before school, Fountain Woods also has a Disability Awareness Club. Fountain Woods has a Safety Team comprised of fifth grade student leaders. FW produces a daily news program, Good Morning Fountain Woods, daily. In order to further enhance what we offer to our students, Fountain Woods is excited to offer 5 new clubs in the 2018-2019 school year.

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Before and After School Programs:	FW musical ensembles (beginning and advanced bands, beginning and advanced orchestras, and Vocal Chords) rehearse at 7:00 AM prior to the start of school. Our music department teachers direct these ensembles. Primetime before and after school care is available through a partnership with YMCA. After school tutoring available through funding by Title I is available to selected students.
Staff and Professional Learning:	We are very proud of our Falcon Professional Development Institute that is offered for all staff. These courses include Mindfulness, Guided Reading, edConnect, among others. These occur during scheduled common planning time, as well as faculty meetings. Professional development is provided by administrators, coaches, and teacher leaders. Our staff also participate in various online trainings through SafeSchools. All manadatory trainings required by the state are fulfilled.

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Student Supports and Services:	Fountain Woods School provides a Multiply Disabled classroom and a self-contained Autism classroom. FWS provides ICR sections for all core subject areas and POR classes for math and language arts. Students are also serviced in mainstream classes per their IEP. Multiple school counselors, as well as shared SAC and behavioral specialists, provide emotional, social, and behavioral support. Multi-disciplinary 504 Plan and I&RS Teams assist students who experience difficulties.
Student Health and Wellness:	Students in physical education class engage in articulated lessons based on exercise principles. Health lessons are related to stress management, drug education, and physical maturation processes. The PE staff facilitate a field day in the 4th marking period. FW initiated a wellness committee. BTSD participates in the National School Lunch program and offers breakfast to all students every day.
Parent and Community Involvement:	Fountain Woods has an active parent organization, the Fountain Woods Family Association. Parents are encouraged to join and participate in a wide variety of different committees that benefit the children and staff. Family events, such as Family Ceramics Night, Family Skate Night, and Family Baseball Night are held each year. Parents regularly volunteer for programs both during the instructional and beyond.

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Facilities:	The building was constructed in 1997 and 1999. The entire building is air conditioned. The building has art and music classrooms. It also has a media center, a gymnasium, a cafeteria, a cafeteria annex, and two playgrounds.
School Safety:	BTSD has an internal response and process improvement team, Team Guardian, to address issues related to safety and security.

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Technology and STEM:	Technology infrastructure includes 1 gig backbone with classroom sets of devices at nearly all classrooms grades 3-12. Fountain Woods has established a technology program that exposes our young learners to real world advancements in both coding and robotics.