



Green-Fields Elementary School
2016-2017
Grade Span KG-04

15-5620-070
GLOUCESTER
WEST DEPTFORD TWP
15 HILL LANE
WOODBURY, NJ 08096

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	72	81	84
1	0	0	0
2	0	0	0
3	206	183	194
4	219	203	172
Ungraded	20	32	46
Total	517	499	496

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	51%	52%	51%
Male	49%	48%	49%
Economically Disadvantaged Students	29%	29%	27%
Students with Disabilities	22%	23%	25%
English Learners	1%	2%	1%
Homeless Students			1%
Students in Foster Care			1%
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	73.0%
Hispanic	11.7%
Black or African American	8.1%
Asian	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.8%

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	72	80	0
KG - Full Day	1	1	84

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	96.8%
Spanish	1.2%
Other	2.0%



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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	406	97.8	44.60	50.00	54.90	44.6	43.2	Met Target
White	292	97.3	48.30	52.80	63.90	48.3	47.5	Met Target
Hispanic	46	100.0	37.00	37.50	39.80	37	33.4	Met Target
Black or African American	35	97.3	17.20	36.60	35.20	17.2	22	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	41.60	*	80.70	41.6	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	21	100.0	57.20	48.70	54.90	57.2	34.4	Met Target
Female	209	98.1	53.10	60.80	62.20	53.1		
Male	197	97.5	35.60	40.10	48.10	35.6		
Economically Disadvantaged Students	113	96.6	29.20	33.20	36.20	29.2	27.4	Met Target
Non-Economically Disadvantaged Students	293	98.3	50.50	56.30	65.80	50.5		
Students with Disabilities	104	96.3	17.30	*	20.50	17.3	24.1	Not Met
Students without Disabilities	302	98.4	54.00	*	61.90	54		
English Learners	10	100.0	30.00	*	25.20	30	**	**
Non-English Learners	396	97.8	45.00	*	57.40	45		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† 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	210	746	746	749	11%	14%	33%	37%	5%	42%	50%
White	157	748	748	759	*	13%	34%	39%	*	44%	61%
Hispanic	20	728	728	734	*	*	*	*	0%	35%	35%
Black or African American	16	729	729	731	*	*	*	*	*	19%	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	109	751	751	754	*	*	31%	45%	*	50%	55%
Male	101	739	739	745	*	*	35%	28%	*	34%	46%
Economically Disadvantaged Students	54	733	733	731	*	24%	32%	28%	*	30%	31%
Non-Economically Disadvantaged Students	156	750	750	762	*	11%	33%	40%	*	46%	63%
Students with Disabilities	48	716	716	720	*	21%	29%	*	*	15%	24%
Students without Disabilities	162	754	754	755	*	12%	34%	*	*	50%	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	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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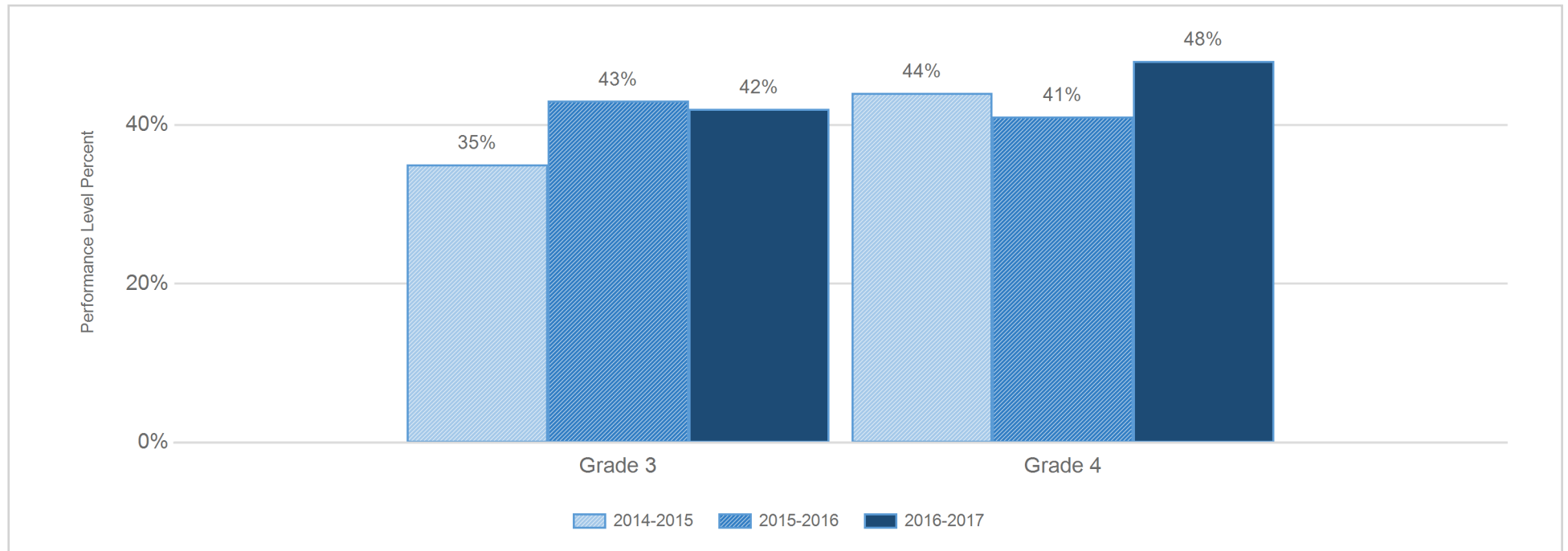
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Schoolwide	191	746	746	753	9%	11%	32%	42%	6%	48%	56%
White	132	749	749	762	*	10%	29%	49%	*	54%	67%
Hispanic	26	742	742	740	*	*	39%	*	*	39%	40%
Black or African American	17	729	729	737	*	*	*	*	*	12%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	97	748	748	758	*	*	20%	51%	*	58%	61%
Male	94	744	744	749	*	*	45%	33%	*	37%	51%
Economically Disadvantaged Students	57	733	733	737	*	*	30%	26%	*	30%	36%
Non-Economically Disadvantaged Students	134	751	751	764	*	*	33%	49%	*	55%	69%
Students with Disabilities	50	720	720	725	*	*	26%	*	*	18%	25%
Students without Disabilities	141	755	755	759	*	*	34%	*	*	58%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	191	746	746	755	9%	11%	32%	42%	6%	48%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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%

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

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Schoolwide	406	97.8	45.80	37.80	43.50	45.8	41	Met Target
White	292	97.3	48.60	41.00	52.40	48.6	45.2	Met Target
Hispanic	46	100.0	37.00	26.90	27.60	37	31.6	Met Target
Black or African American	35	97.3	22.80	19.30	21.70	22.8	24.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.30	*	75.60	83.3	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	21	100.0	42.80	32.00	44.90	42.8	26.8	Met Target
Female	209	98.1	47.80	41.00	44.10	47.8		
Male	197	97.5	43.60	35.00	42.90	43.6		
Economically Disadvantaged Students	113	96.6	33.60	24.60	25.10	33.6	26.6	Met Target
Non-Economically Disadvantaged Students	293	98.3	50.50	42.70	54.30	50.5		
Students with Disabilities	104	96.3	22.10	11.00	16.50	22.1	22.2	Met Target†
Students without Disabilities	302	98.4	54.00	46.30	48.80	54		
English Learners	10	100.0	60.00	*	23.30	60	**	**
Non-English Learners	396	97.8	45.50	*	45.20	45.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	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 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.

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Schoolwide	210	746	746	751	11%	16%	24%	41%	9%	50%	53%
White	157	747	747	759	11%	16%	22%	42%	10%	52%	63%
Hispanic	20	730	730	738	*	*	*	*	*	40%	37%
Black or African American	16	737	737	733	*	*	*	*	0%	19%	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	109	747	747	751	*	14%	28%	45%	*	51%	52%
Male	101	744	744	751	*	18%	20%	37%	*	48%	53%
Economically Disadvantaged Students	54	736	736	736	*	20%	20%	37%	*	43%	34%
Non-Economically Disadvantaged Students	156	749	749	761	*	14%	25%	42%	*	52%	65%
Students with Disabilities	48	718	718	729	*	21%	21%	*	*	21%	29%
Students without Disabilities	162	754	754	755	*	14%	25%	*	*	58%	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	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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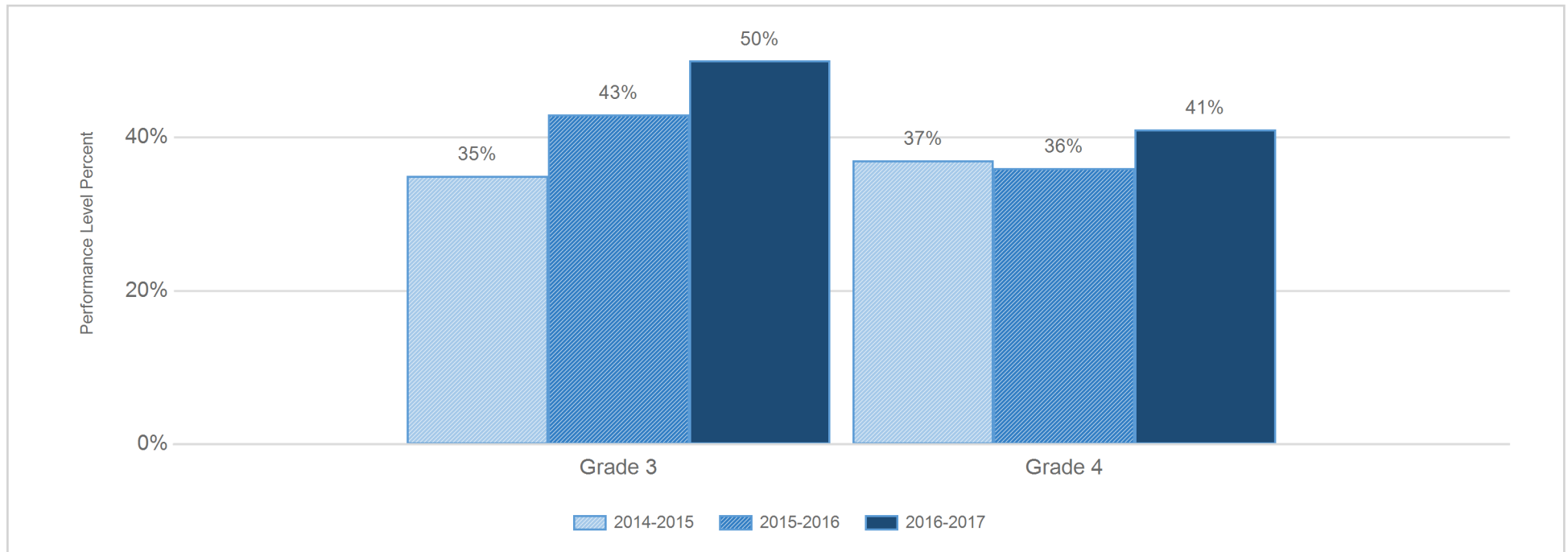
Mathematics Assessment - Performance by Grade: Grade 4

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.

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Schoolwide	191	744	744	747	*	17%	33%	37%	*	41%	47%
White	132	747	747	755	*	14%	33%	40%	*	46%	59%
Hispanic	26	741	741	734	*	*	42%	*	0%	35%	30%
Black or African American	17	726	726	729	*	*	*	*	*	18%	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	97	742	742	747	*	17%	29%	38%	*	43%	47%
Male	94	745	745	747	*	17%	37%	35%	*	39%	48%
Economically Disadvantaged Students	57	732	732	732	*	25%	32%	23%	*	26%	27%
Non-Economically Disadvantaged Students	134	748	748	757	*	13%	34%	43%	*	48%	61%
Students with Disabilities	50	722	722	724	*	26%	26%	*	*	20%	22%
Students without Disabilities	141	751	751	751	*	14%	36%	*	*	49%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	191	744	744	749	*	17%	33%	37%	*	41%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

Mathematics Assessment – Performance Trends

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





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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	*	*

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	N	N	N
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.

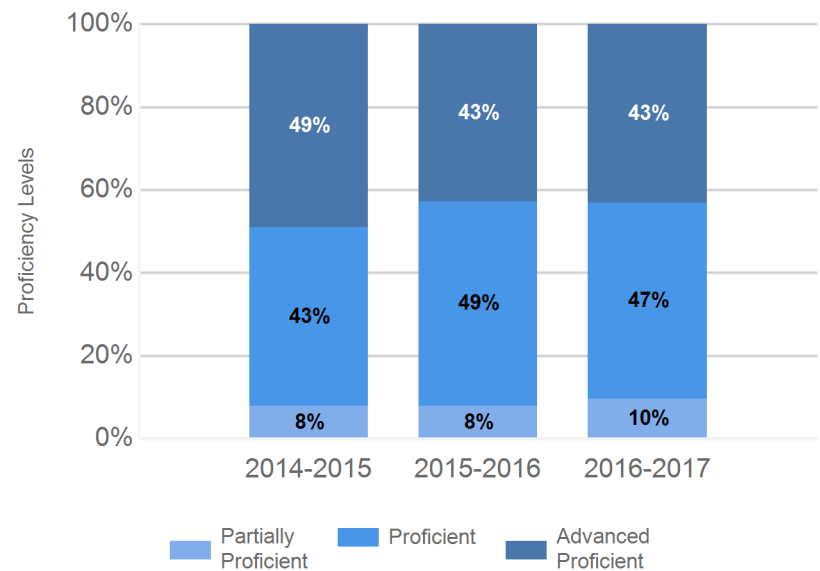
NJASK Science Assessment Performance: Grade 4

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%	47%	10%
White	44%	47%	9%
Hispanic	46%	50%	4%
Black or African American	29%	41%	29%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	57%	7%
Economically Disadvantaged Students	32%	55%	13%
Students with Disabilities	28%	51%	22%
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	42	57	50	Met Target	47	58	50	Met Target
White	44	57	50	Met Target	52.5	58	52	Met Target
Hispanic	51	54	49	Met Target	41	44	47	Met Target
Black or African American	41.5	57	45	**	28	49	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	42	55	47	Met Target	44	46.5	46	Met Target
Students with Disabilities	37	49.5	41	Not Met	57	54	43	Met Target
English Learners	*	*	53	**	*	*	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:

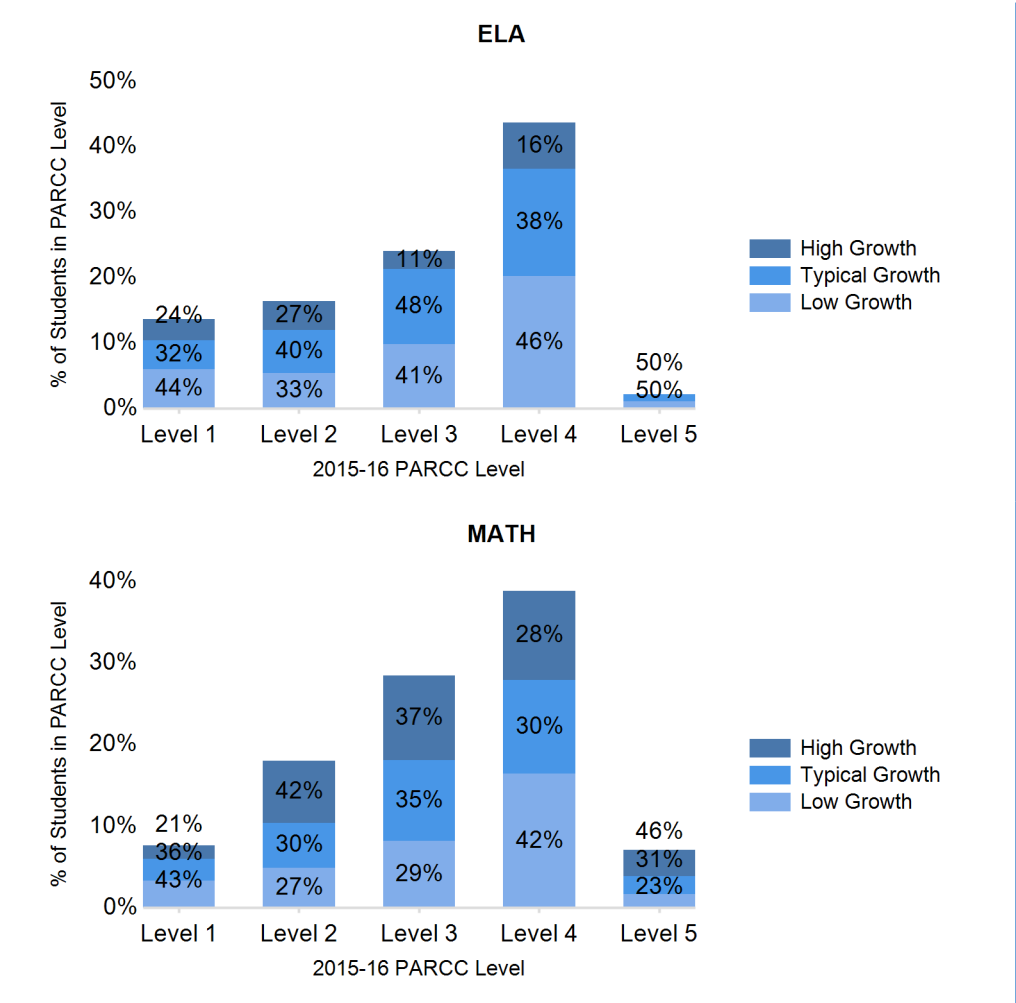
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

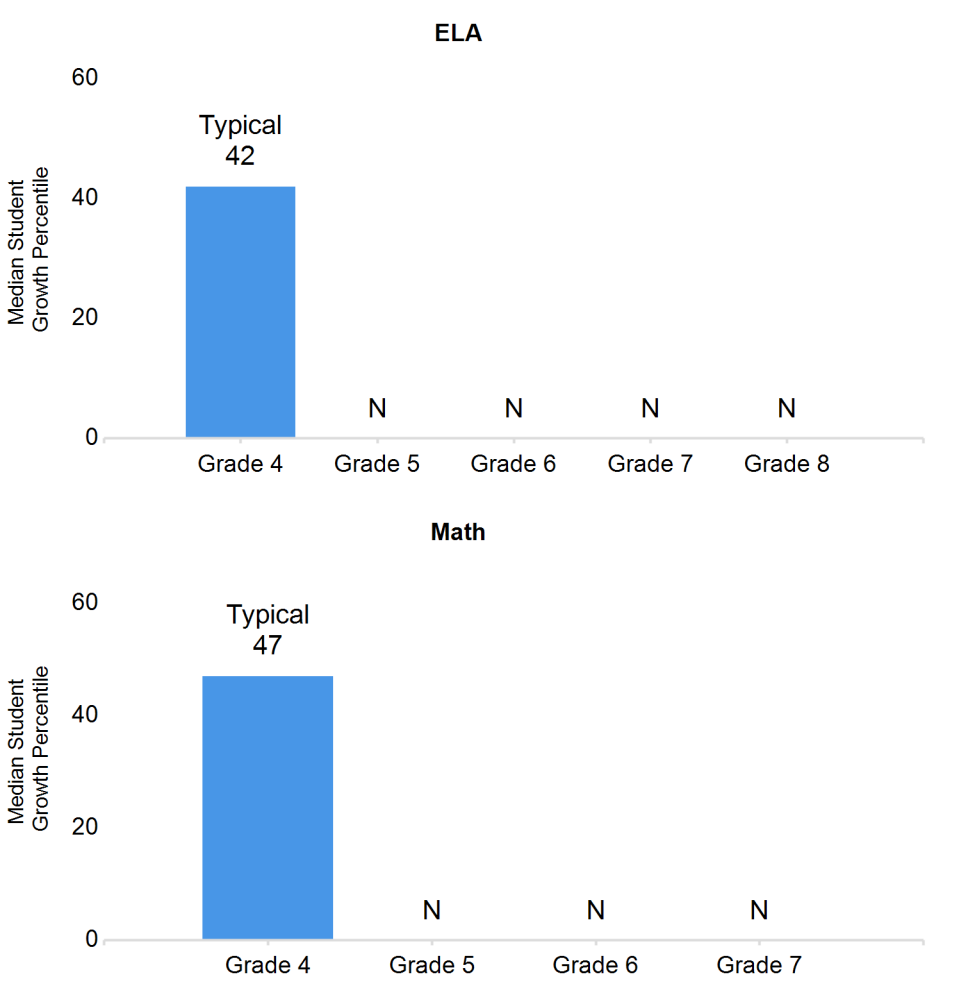
Student Growth by Performance Level

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

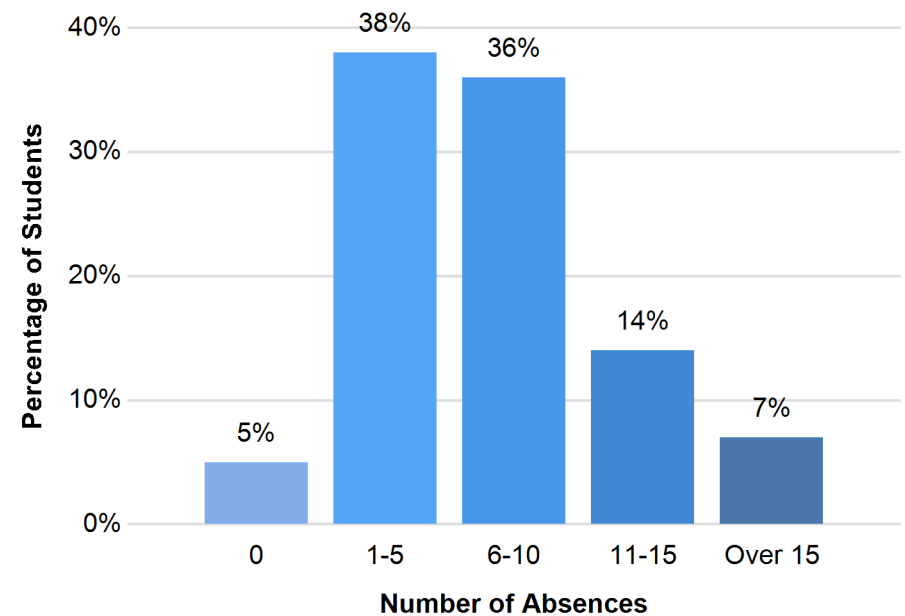
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.90	Met Target
White	4.40	8.90	Met Target
Hispanic	10.70	8.90	Not Met
Black or African American	5.10	8.90	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	8.90	Met Target
Economically Disadvantaged Students	11.00	8.90	Not Met
Students with Disabilities	10.70	8.90	Not Met
English Learners	N	**	**

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

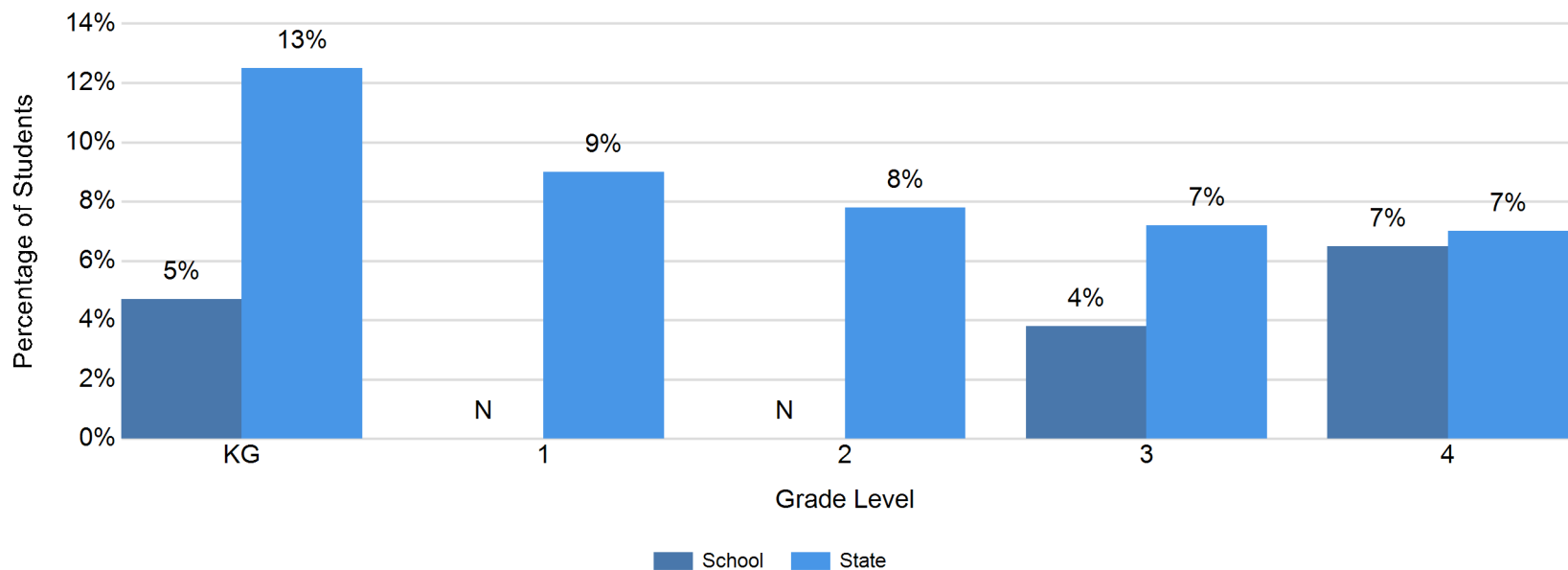
Days Absent

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.



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.





Green-Fields Elementary School
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School Day

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

Category	School
Typical Start Time	9:10AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 15 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	4
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.81

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	0.2%
Any Suspension	1.8%

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	342.2 kbps	100 kbps	Yes	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 (2015-2016)	\$435	\$13,070	\$13,505



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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

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	87%	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	15	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	80%	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	13:1	13:1
Administrators	496:1	195:1
Librarian/Media Specialists		2922:1
Nurses		584:1
Counselors		325:1
Child Study Team		417:1



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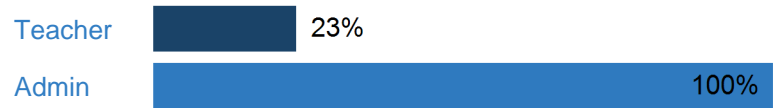
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	54%	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	24.2	17.5%
Mathematics Proficiency	45.1	17.5%
English Language Arts Growth	24.5	25.0%
Mathematics Growth	45.3	25.0%
Chronic Absenteeism	63.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.0
Summative Rating: Percentile rank of Summative Score		32.5
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	Cut-off Score for Targeted Support and Improvement	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	39.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	36.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	44.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	Met Target	Met Target	Met Target	**	**	No
Economically Disadvantaged Students	41.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	56.7	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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. Corbitt	Email Address:	kcorbitt@wdeptford.k12.nj.us
Address:	15 HILL LANE WOODBURY, NJ 08096	Website:	http://wdeptfordges.ss9.sharpschool.com/
Phone:	(856)845-7929	Facebook:	https://www.facebook.com/GreenFieldsFamily/




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"> • Green-Fields was recognized as a NJ Honorable Mention School of Character • Green-Fields had two promising Practices recognized as national award winners. • Green-Fields continues to support students with before and after-school programs in both Language Arts and Mathematics
 Mission, Vision, Theme:	<p>The mission of the West Deptford Public Schools, valuing our tradition of excellence, is to develop well rounded, motivated, 21st century thinkers. As a result, learners will transition from competent students to productive and responsible citizens. Our aim is to accomplish this through a quality curriculum, instructional fidelity, extra-curricular offerings, and an emphasis on character education and service</p>
 Awards, Recognition, Accomplishments:	<p>Recently, Green-Fields was recognized as a National Award winner by Character.org for two ongoing practices in our building. These two practices are School-Wide Bucket Filling, and Trusted Adult. Also, we were named a NJ Honorable Menton School of Character. There is a strong emphasis on character education in the building and all students are a part of the ongoing initiative.</p>

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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Green-Fields offers advanced classes in mathematics, provides enrichment for our gifted students, and offers intervention services for students both before and after-school. We focus on reading support through our Literacy Coaching Program for grades Kindergarten, 3 and 4. From a technology perspective, we have grade level sets of laptop computers that are available to students throughout each day.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>We place a strong emphasis on service learning in each classroom and students are involved in ongoing service learning opportunities throughout the year. We have an active safety patrol, school store, and student ambassador program.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>Our before and after-school programs consist of enrichment and academic support in both Language Arts literacy and Mathematics. There is also additional support in place for students who need assistance completing class or homework.</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.

 Staff and Professional Learning:	Staff professional development is offered throughout the year on scheduled days, as well as for a full week in November. Also, faculty members are encouraged to attend outside professional development in line with their professional development goals.
 Student Supports and Services:	We have an Intervention and Referral Services team that meets monthly. This team consists of regular and special education teachers, literacy specialists, guidance and support personnel, child study team members and administrative staff. We also have 8 In-Class-Support classrooms as well as 4 self-contained classrooms for our special needs population
 Parent and Community Involvement:	We have an active district-wide elementary PTO that provides support to all elementary buildings.



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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.



Oakview Elementary School
2016-2017


Grade Span PK-02

15-5620-100
GLOUCESTER
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350 DUBOIS AVE
WEST DEPTFORD, NJ 08096

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



**Oakview Elementary School
2016-2017**

Grade Span PK-02

**15-5620-100
GLOUCESTER
WEST DEPTFORD TWP
350 DUBOIS AVE
WEST DEPTFORD, NJ 08096**

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**Oakview Elementary School
2016-2017**

Grade Span PK-02

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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	1	4	33
KG	60	51	46
1	206	1	193
2	0	198	1
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	68	74	77
Total	335	328	350

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	1	4	33
PK - Full Day	0	0	0
KG - Half Day	54	51	0
KG - Full Day	4	0	46

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	41%	46%	48%
Male	59%	54%	52%
Economically Disadvantaged Students	29%	27%	30%
Students with Disabilities	27%	39%	31%
English Learners	2%	2%	1%
Homeless Students			2%
Students in Foster Care			2%
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	71.4%
Hispanic	13.4%
Black or African American	6.6%
Asian	1.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	6.6%

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	95.7%
Spanish	1.1%
Other	3.3%

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

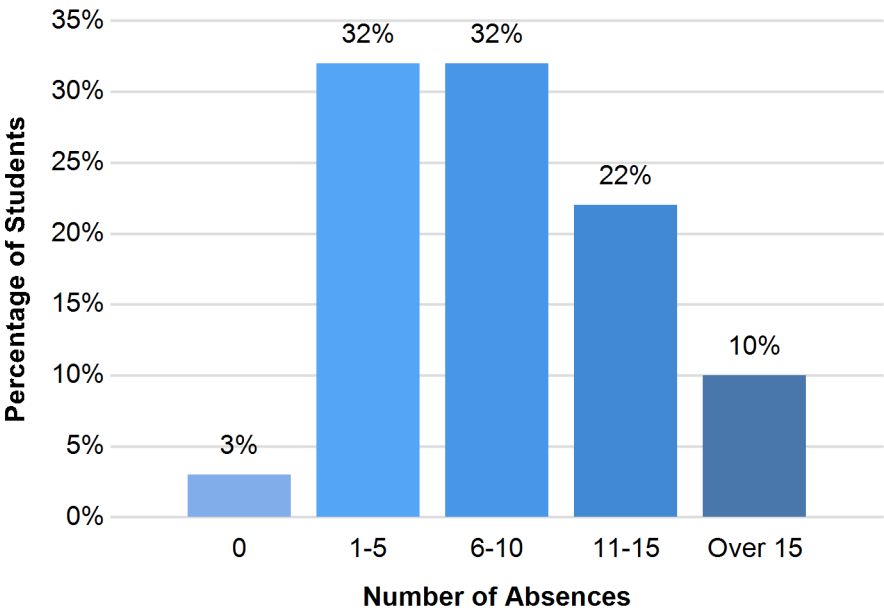
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.20	9.80	Met Target
White	6.70	9.80	Met Target
Hispanic	27.30	9.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.60	9.80	Not Met
Students with Disabilities	19.40	9.80	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.





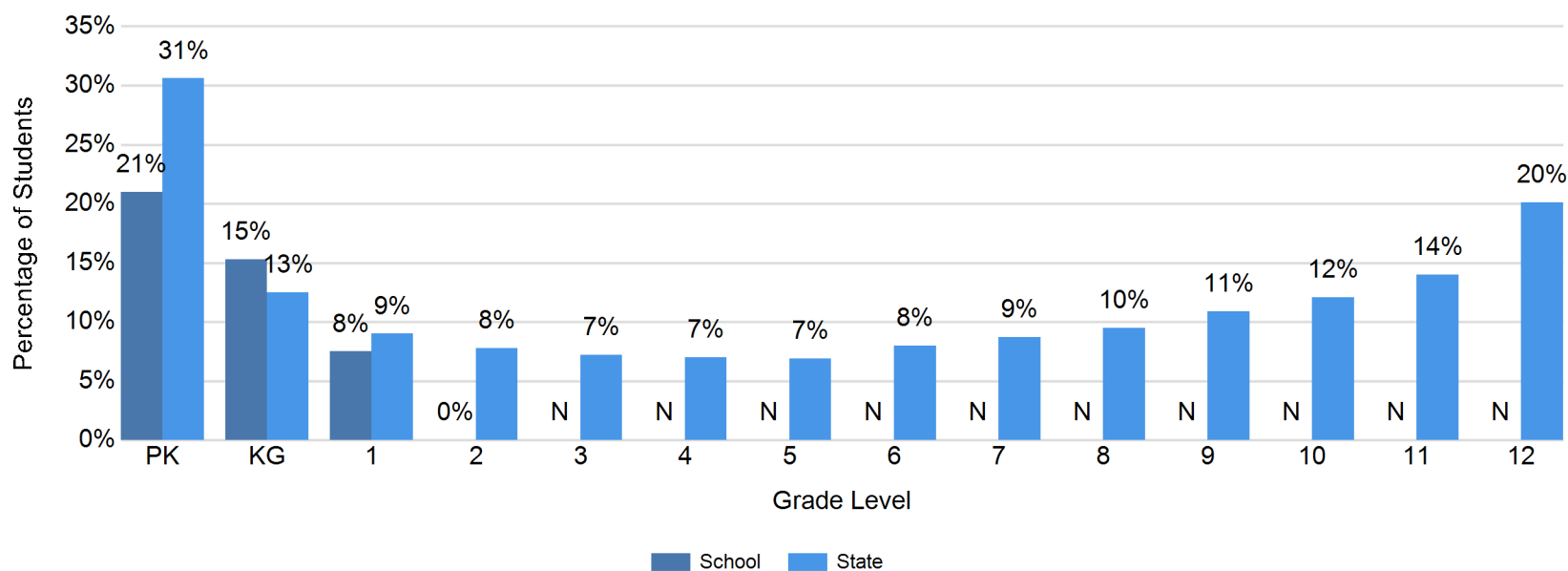
**Oakview Elementary School
2016-2017**

Grade Span PK-02

15-5620-100
GLOUCESTER
WEST DEPTFORD TWP
350 DUBOIS AVE
WEST DEPTFORD, NJ 08096

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.





Oakview Elementary School
2016-2017

Grade Span PK-02

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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	8:55AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 10 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



Oakview Elementary School
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Grade Span PK-02

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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 (2015-2016)	\$435	\$13,070	\$13,505



Oakview Elementary School
2016-2017

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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

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	28	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	75%	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	15	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	80%	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	13:1	13:1
Administrators	350:1	195:1
Librarian/Media Specialists		2922:1
Nurses		584:1
Counselors		325:1
Child Study Team		417:1

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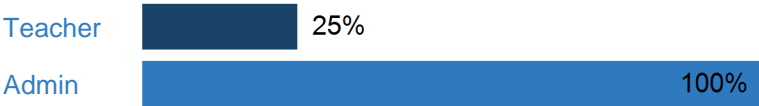
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	54%	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	96%



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2016-2017

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School General Info

Principal:	Mr. Dougherty	Email Address:	rdougherty@wdeptford.k12.nj.us
Address:	350 DUBOIS AVE WEST DEPTFORD, NJ 08096	Website:	oes.wdeptford.k12.nj.us
Phone:	(856)845-1856	Facebook:	https://www.facebook.com/Oakview-1551556508493655/
		Twitter:	https://twitter.com/OVELEM

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"> • Worked with local community partners to participate in a school-wide reading challenge with student incentives. • Offered our first year of full day kindergarten to all students. • Started a tuition-based Pre-K program for all district residents.
 Mission, Vision, Theme:	<p>District mission: The mission of the West Deptford Public Schools, valuing our tradition of excellence, is to develop well-rounded, motivated, 21st century thinkers. As a result, learners will transition from competent students to productive and responsible citizens. Oakview theme: "Where childhood is a journey, not a race"</p>
 Awards, Recognition, Accomplishments:	<p>Received recognition for our participation in: Jump Rope for Heart for the American Heart Association, Read Across America reading challenge campaign, Alex's Lemonade Stand, Pennies for Patients, Caps for Cure, Gloucester County Animal Shelter, and Angel of God Clothing Closet.</p>






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School Narrative

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 Courses, Curriculum, Instruction:	Reading Street, Foundations, Envisions Math Pilot, Renaissance Learning Star Assessments, Link it! Pilot, Standards-based report cards, High Scope, Response to Intervention, Enrichment and Remedial academic clubs
 Clubs and Activities:	STEM club, digital storytelling club, literature club, math club, social skills club, Earobics club, homework club
 Before and After School Programs:	Young Eagles Program







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Grade level professional learning communities, half day and full day district in-service days providing professional development opportunities for all teachers, out of district professional development opportunities offered, teachers in graduate programs seeking higher education degrees, literacy and math coaching to provide students and staff supports</p>
 <p>Student Supports and Services:</p>	<p>ESL teacher to support ELA and math curriculum, two literacy coaches and one math coach supporting teachers and students in grades K-1, I&RS team, RTI interventionists, speech/language services, OT/PT services, guidance counseling, character education, Title I</p>
 <p>Student Health and Wellness:</p>	<p>Jump Rope for Heart, assemblies for dental care and nutrition, school-wide walk to support cystic fibrosis, physical fitness testing in Phys. Ed. classes</p>
 <p>Parent and Community Involvement:</p>	<p>West Deptford Elementary Schools PTO, PTO Meetings, Book Fair, Family Nights, Parent Workshops for RTI, Title I, Open Houses, classroom activities involving parent participation, partnerships with local businesses/organizations</p>



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School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

Through survey monkey, occasional surveys are sent out to staff weighing in on the effectiveness of school and district initiatives, school climate, and ways to better provide services to support students. Each year, a parent survey is sent out obtaining feedback about their overall school experience for their child. Overall, results were positive and parents biggest concern was parking at Oakview.



Facilities:

New 5 classroom early childhood addition as part of bond referendum, new early childhood playground, new windows and interior doors, surveillance cameras installed



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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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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	0	0	0
KG	48	43	43
1	0	182	0
2	206	0	186
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	9	17	19
Total	263	242	248

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	0	0	0
KG - Half Day	45	42	0
KG - Full Day	0	1	43

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%	50%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	33%	31%	33%
Students with Disabilities	22%	21%	23%
English Learners	1%	3%	2%
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	67.7%
Hispanic	13.3%
Black or African American	10.9%
Asian	2.8%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	4.8%

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	91.1%
Spanish	4.0%
Arabic	1.2%
Other	3.6%



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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

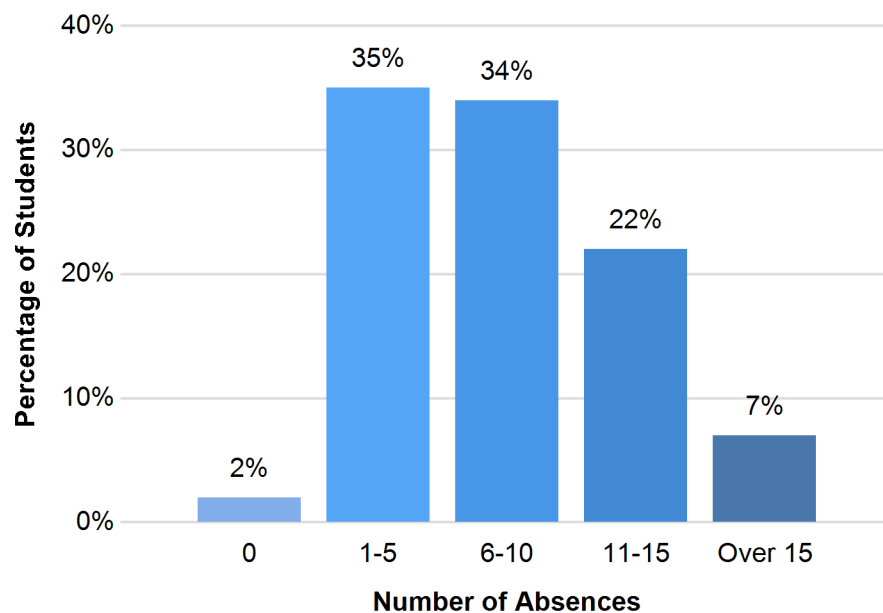
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	9.80	Met Target
White	5.30	9.80	Met Target
Hispanic	5.70	9.80	Met Target
Black or African American	0	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.80	9.80	Met Target
Students with Disabilities	6.50	9.80	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.





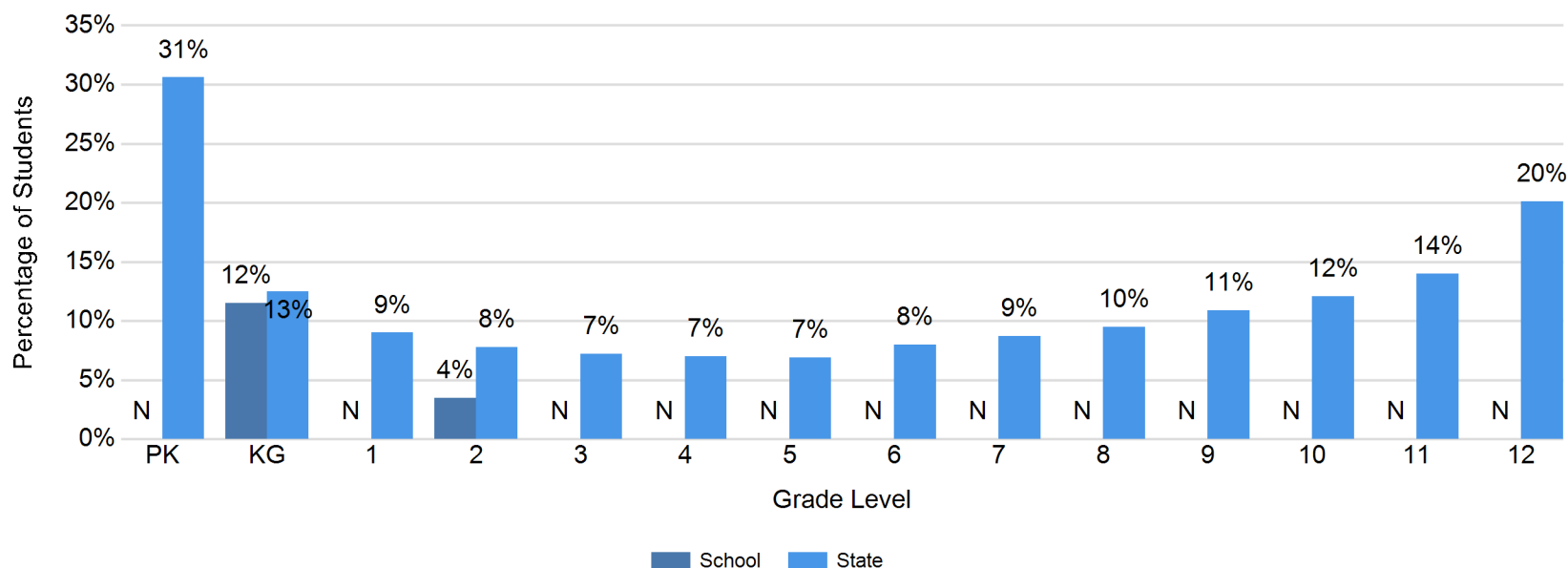
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Chronic Absenteeism by Grade

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	9:00AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 10 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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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)

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Student to Staff Ratios

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Teachers	10:1	13:1
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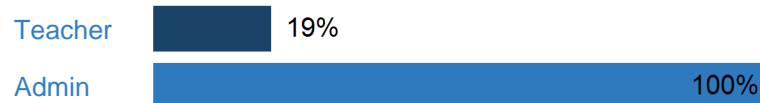
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School Year	% Days Present
2016-17	96%



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School General Info

Principal:	Ms. Scheetz	Email Address:	jscheetz@wdeptford.k12.nj.us
Address:	192 PHILADELPHIA AVE WEST DEPTFORD, NJ 08086-9703	Website:	rbes.wdeptford.k12.nj.us
Phone:	(856)845-2727	Facebook:	www.facebook.com/WDRedBank
		Twitter:	https://twitter.com/WDRedBank

School Narrative

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 Highlights:	<ul style="list-style-type: none"> • Envisions Math, Next Generation Science Standards, Carolina Science Kits • Rank 8th in Gloucester County for fundraising for Jump Rope for Heart • Offer a school wide RTI framework to support struggling learners
 Mission, Vision, Theme:	School Wide focus on Growth Mindset--instilling perseverance, effort, and grit in our students and staff
 Awards, Recognition, Accomplishments:	Character Students of the Month for both Kindergarten and first grade students; "Good Egg" program to reward and celebrate good behavior and positive choices in school



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**Courses, Curriculum,
Instruction:**

Envisions Math, Next Generation Science Standards using Carolina Science Kits, Reading Streets, Foundations, Writers'Workshop







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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>Monthly ELA PLC meetings, Monthly Math PLC meetings, Interventionist Meetings held approximately every 25 days to review, analyze, and evaluate data collected for at risk student population; district wide professional development opportunities throughout the year</p>
 <p>Student Supports and Services:</p>	<p>ELL services; Title 1 Math and Literacy Coaching Services; RTI framework for struggling learners; I & RS referral system; One ICR special education first grade class; 2 LLD Self-Contained special education first grade classrooms</p>
 <p>Student Health and Wellness:</p>	<p>Daily recess 23 minutes per day; Physical Education 1x weekly; Breakfast program; Gloucester County Jump Rope for Heart program</p>
 <p>Parent and Community Involvement:</p>	<p>WD Elementary Schools PTO; Parent Information nights offered to present new initiatives</p>



Red Bank Elementary School
2016-2017

Grade Span KG-02

15-5620-111
GLOUCESTER
WEST DEPTFORD TWP
192 PHILADELPHIA AVE
WEST DEPTFORD, NJ 08086-9703

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.



Facilities:

Built in 1965; Library, computer lab, All Purpose Room used for cafeteria and gymnasium; art/music room; air conditioning



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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.



Other Information:

School Day: 9:00 am - 3:00 pm; School Messenger system for global communication to parents and staff; locked front entry with intercom system; locked doors using a fob system for staff to enter




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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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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
9	232	234	212
10	234	232	224
11	235	230	212
12	214	225	236
Ungraded	0	1	1
Total	915	922	885

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	47%	46%	44%
Male	53%	54%	56%
Economically Disadvantaged Students	27%	24%	24%
Students with Disabilities	17%	21%	22%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			1%
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	77.5%
Black or African American	9.6%
Hispanic	7.0%
Asian	1.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	884
Shared Time Students	2
Full Time Equivalent	885

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	98.3%
Other	1.6%



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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	426	98.4	38.70	50.00	54.90	38.7	49.3	Not Met
White	327	98.2	40.70	52.80	63.90	40.7	51.8	Not Met
Hispanic	39	100.0	25.70	37.50	39.80	25.7	33.7	Met Target†
Black or African American	42	97.7	33.30	36.60	35.20	33.3	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	13	100.0	23.10	48.70	54.90	23.1	**	**
Female	182	98.4	51.10	60.80	62.20	51.1		
Male	244	98.4	29.50	40.10	48.10	29.5		
Economically Disadvantaged Students	112	98.2	20.60	33.20	36.20	20.6	36.6	Not Met
Non-Economically Disadvantaged Students	314	98.4	45.30	56.30	65.80	45.3		
Students with Disabilities	101	98.1	*	*	20.50	*	13.4	Not Met
Students without Disabilities	325	98.5	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
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 9

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	207	741	741	749	16%	15%	26%	34%	9%	43%	52%
White	150	744	744	757	13%	16%	25%	36%	11%	47%	62%
Hispanic	20	736	736	733	*	*	*	*	*	30%	35%
Black or African American	25	731	731	730	*	*	*	*	*	36%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	10	720	720	746	*	*	*	*	0%	20%	48%
Female	84	753	753	756	*	*	21%	48%	*	61%	60%
Male	123	732	732	741	*	*	29%	24%	*	31%	43%
Economically Disadvantaged Students	65	722	722	731	31%	19%	34%	*	*	17%	32%
Non-Economically Disadvantaged Students	142	749	749	758	10%	13%	22%	*	*	55%	62%
Students with Disabilities	48	704	704	714	*	*	*	*	*	*	13%
Students without Disabilities	159	752	752	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	219	733	733	743	23%	19%	23%	25%	10%	35%	46%
White	177	734	734	749	22%	18%	25%	26%	10%	36%	52%
Hispanic	19	723	723	728	*	*	*	*	0%	21%	34%
Black or African American	17	724	724	725	*	*	*	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	98	746	746	752	11%	17%	*	28%	*	43%	54%
Male	121	722	722	734	32%	21%	*	23%	*	28%	39%
Economically Disadvantaged Students	47	720	720	726	32%	26%	*	21%	*	26%	32%
Non-Economically Disadvantaged Students	172	737	737	751	20%	17%	*	26%	*	37%	54%
Students with Disabilities	53	702	702	704	*	*	*	*	*	*	12%
Students without Disabilities	166	743	743	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	219	733	733	745	23%	19%	23%	25%	10%	35%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

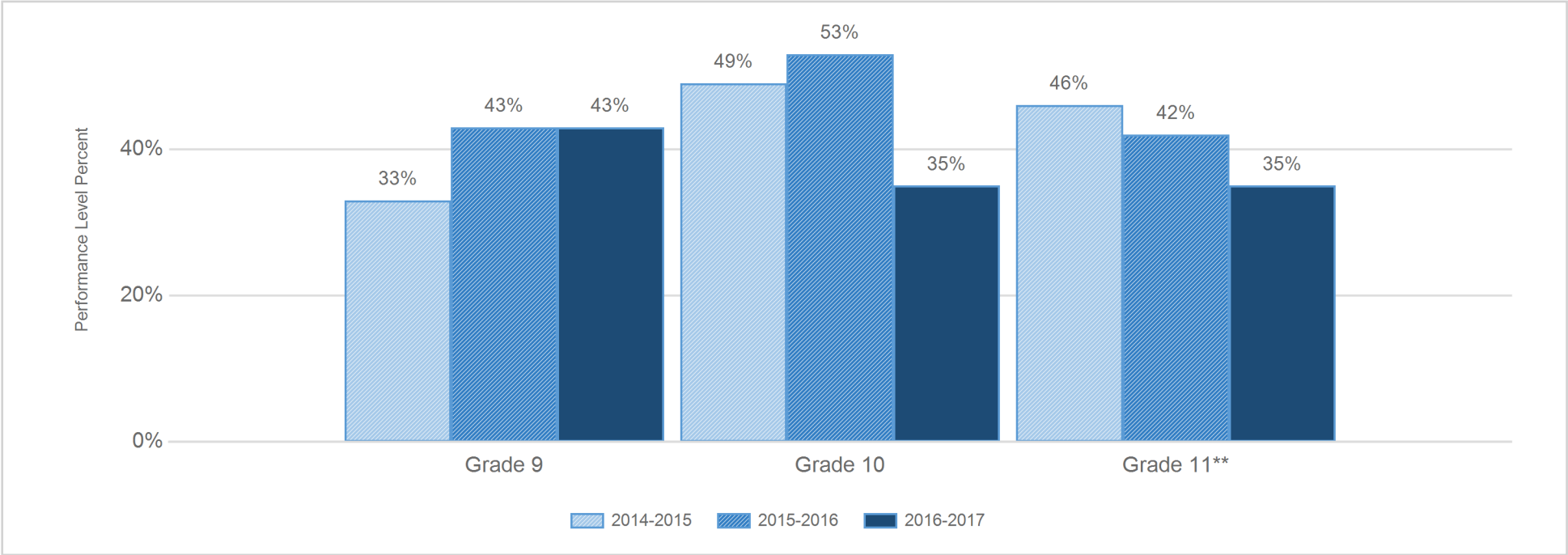
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	175	731	731	736	22%	*	26%	32%	*	35%	38%
White	135	731	731	738	21%	*	29%	30%	*	33%	40%
Hispanic	11	736	736	731	*	0%	*	*	0%	46%	34%
Black or African American	15	728	728	728	*	*	*	*	0%	40%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	69	742	742	744	*	*	30%	42%	*	46%	46%
Male	106	724	724	729	*	*	24%	26%	*	28%	31%
Economically Disadvantaged Students	37	724	724	729	30%	*	*	30%	*	32%	32%
Non-Economically Disadvantaged Students	138	733	733	740	20%	*	*	33%	*	36%	42%
Students with Disabilities	43	709	709	709	*	*	23%	*	*	16%	12%
Students without Disabilities	132	738	738	741	*	*	27%	*	*	42%	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	175	731	731	737	22%	*	26%	32%	*	35%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



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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	414	98.1	24.10	37.80	43.50	24.1	27.8	Not Met
White	319	97.9	24.40	41.00	52.40	24.4	29.5	Not Met
Hispanic	37	100.0	18.90	26.90	27.60	18.9	24.3	Met Target†
Black or African American	42	97.7	19.00	19.30	21.70	19	14	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	11	100.0	18.20	32.00	44.90	18.2	**	**
Female	180	98.4	24.40	41.00	44.10	24.4		
Male	234	97.9	23.90	35.00	42.90	23.9		
Economically Disadvantaged Students	108	97.3	15.70	24.60	25.10	15.7	15.1	Met Target
Non-Economically Disadvantaged Students	306	98.4	27.20	42.70	54.30	27.2		
Students with Disabilities	84	97.7	*	11.00	16.50	*	9.8	Not Met
Students without Disabilities	330	98.2	*	46.30	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
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 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	175	730	743	743	10%	30%	38%	22%	0%	22%	42%
White	124	733	746	751	*	29%	42%	23%	*	23%	52%
Hispanic	20	728	*	728	*	*	*	*	0%	25%	24%
Black or African American	22	715	*	724	*	*	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	70	733	746	744	*	24%	37%	27%	*	27%	43%
Male	105	729	740	741	*	33%	38%	19%	*	19%	40%
Economically Disadvantaged Students	57	718	*	727	*	42%	26%	*	*	11%	23%
Non-Economically Disadvantaged Students	118	737	*	751	*	24%	43%	*	*	28%	52%
Students with Disabilities	43	708	*	714	*	*	*	*	*	*	10%
Students without Disabilities	132	738	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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 by Test: Geometry

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	202	733	733	734	*	25%	48%	20%	*	21%	30%
White	164	734	734	740	*	24%	49%	21%	*	21%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	17	719	719	719	*	65%	*	*	0%	12%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	91	732	732	735	*	28%	51%	18%	*	18%	31%
Male	111	734	734	733	*	23%	46%	23%	*	23%	30%
Economically Disadvantaged Students	44	727	727	721	*	43%	27%	*	*	18%	13%
Non-Economically Disadvantaged Students	158	735	735	740	*	20%	54%	*	*	22%	39%
Students with Disabilities	42	715	715	711	*	*	*	*	*	*	*
Students without Disabilities	160	738	738	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	202	733	733	735	*	25%	48%	20%	*	21%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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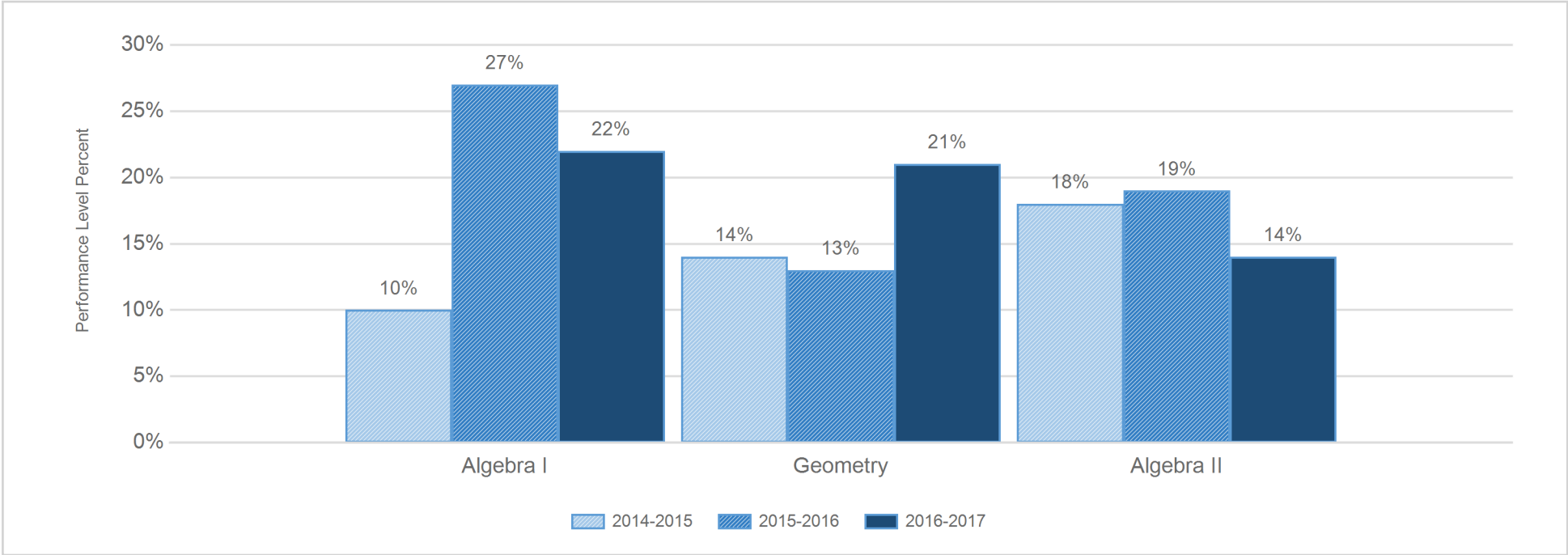
Mathematics Assessment - Performance by Test: Algebra II

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	194	715	715	725	36%	25%	25%	*	*	14%	28%
White	149	716	716	731	33%	26%	26%	*	*	15%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	20	715	715	703	*	*	*	*	0%	15%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	85	717	717	725	29%	28%	28%	*	*	14%	27%
Male	109	714	714	725	40%	23%	22%	*	*	15%	29%
Economically Disadvantaged Students	40	707	707	708	45%	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	154	717	717	733	33%	*	*	*	*	16%	35%
Students with Disabilities	36	685	685	692	*	*	*	*	*	*	*
Students without Disabilities	158	722	722	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	194	715	715	726	36%	25%	25%	*	*	14%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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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
9	N	N
10	N	N
11	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	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

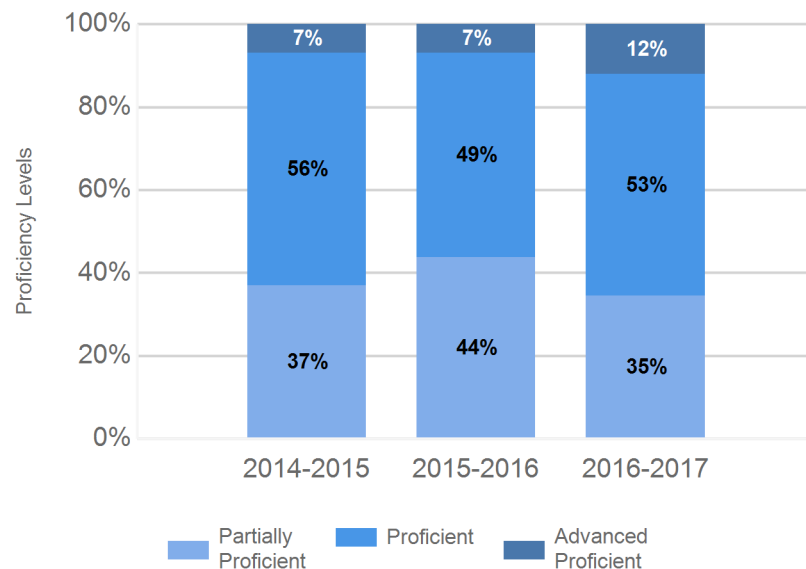
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	12%	53%	35%
White	12%	55%	32%
Hispanic	*	*	*
Black or African American	9%	36%	55%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	11%	40%	49%
Students with Disabilities	N	22%	78%
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	80.5%	70.0%
Percentage of students taking the ACT	27.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	466	481	Varies By Grade	63%	67%
PSAT - Math	460	483	Varies By Grade	35%	49%
SAT - Reading and Writing	554	551	480	84%	77%
SAT - Math	544	552	530	63%	58%
ACT - Reading	23	24	22	59%	65%
ACT - English	21	24	18	77%	79%
ACT - Math	22	24	22	47%	65%
ACT - Science	22	23	23	39%	54%



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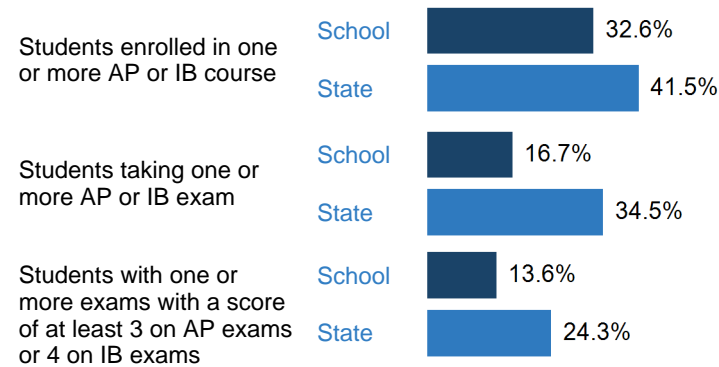
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

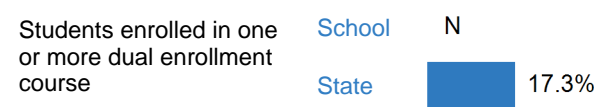
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	12	9
AP Calculus AB	11	5
AP Computer Science A	10	0
AP Computer Science Principles	0	7
AP English Language and Composition	37	29
AP English Literature and Composition	42	15
AP European History	33	11
AP French Language and Culture	6	0
AP Music Theory	4	3
AP Physics 1	0	7
AP Physics B	28	0
AP Physics C	5	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	4
AP Psychology	49	20
AP Spanish Language	5	3
AP U.S. History	44	33
Total Exams Taken		148
Exams with scores of at least 3 on AP exams or 4 on IB exams		114



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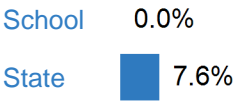
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

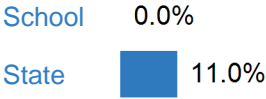
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



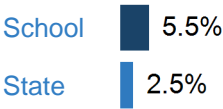
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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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](#). English course participation is not included because students are required to take four years of English in high school.

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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	171	31	0	0	0	0	8
10	4	164	43	0	0	0	14
11	0	6	158	0	0	5	49
12	0	3	20	0	29	64	172
Schoolwide	175	204	221	0	29	69	243
Enrolled in AP/IB Course					11	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	34	0	0	174	2	0
10	193	26	0	1	4	0
11	4	107	0	2	93	8
12	11	1	0	1	44	73
Schoolwide	242	134	0	178	143	81
Enrolled in AP/IB Course	12	0		0	33	0



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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](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	199	9	0	1	0	5
10	2	221	0	2	0	1
11	1	210	0	7	4	2
12	0	9	0	100	59	97
Schoolwide	202	449	0	110	63	105
Enrolled in AP/IB Course	0	44	0	49	0	33

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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

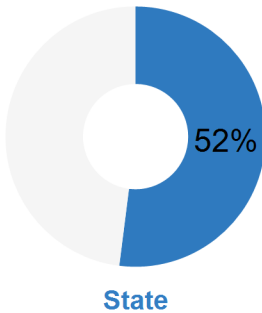
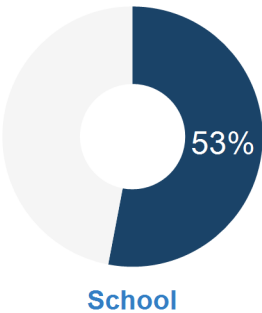
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	148	43	0	0	0	0	0
10	153	46	0	0	0	0	0
11	88	22	0	0	0	0	0
12	30	24	0	0	0	0	0
Schoolwide	419	135	0	0	0	0	0
Enrolled in AP/IB Course	5	6	0	0	0	0	0
Enrolled in Level 3 or Higher	126	37	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

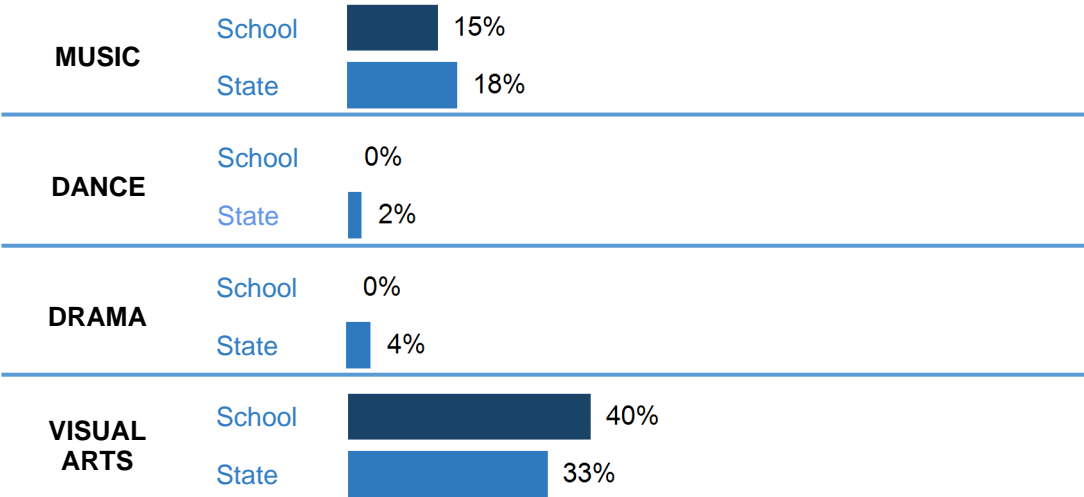
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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 contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.5%	90.5%	94.3%	91.8%	91.5%	95.0%	Not Met	96.7%	N	Met Goal
White	94.0%	94.5%	94.2%	95.1%	91.7%	95.0%	Not Met	97.7%	N	Met Goal
Hispanic	100.0%	84.3%	83.3%	86.3%	83.3%	**	**	90.0%	**	**
Black or African American	*	83.4%	100.0%	85.3%	90.5%	N	N	89.5%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	91.7%	83.9%	86.0%	85.6%	82.5%	90.1%	Not Met	91.8%	96.0%	Not Met
Students with Disabilities	81.8%	78.8%	85.1%	82.1%	72.9%	86.2%	Not Met	85.7%	76.1%	Met Target
English Learners	N	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	93.5%	-
2016	91.5%	94.3%
2015	96.2%	96.7%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.7%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.8%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	67.3%	40.8%	59.2%
White	67.2%	42.2%	57.9%
Hispanic	*	*	*
Black or African American	63.2%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.3%	43.5%	56.5%
Students with Disabilities	35.1%	76.9%	23.1%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	76%	36.3%	63.7%	78.6%	21.4%	61.9%	38.1%
White	76.5%	34.3%	65.7%	77.9%	22.1%	62.9%	37.1%
Hispanic	72.7%	37.5%	62.5%	87.5%	12.5%	62.5%	37.5%
Black or African American	76.5%	46.2%	53.9%	76.9%	23.1%	46.2%	53.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	57.1%	54.2%	45.8%	87.5%	12.5%	70.8%	29.2%
Students with Disabilities	40%	57.1%	42.9%	85.7%	14.3%	64.3%	35.7%
English Learners	N	N	N	N	N	N	N



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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

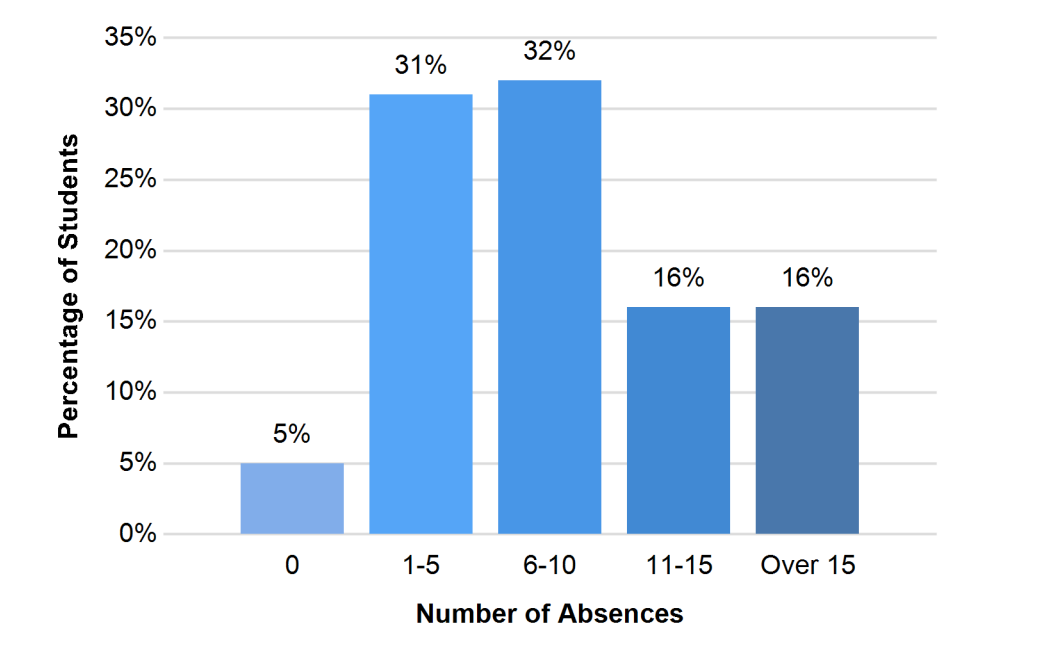
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.70	14.30	Met Target
White	12.20	14.30	Met Target
Hispanic	14.80	14.30	Not Met
Black or African American	13.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	22.20	14.30	Not Met
Economically Disadvantaged Students	18.60	14.30	Not Met
Students with Disabilities	21.30	14.30	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.



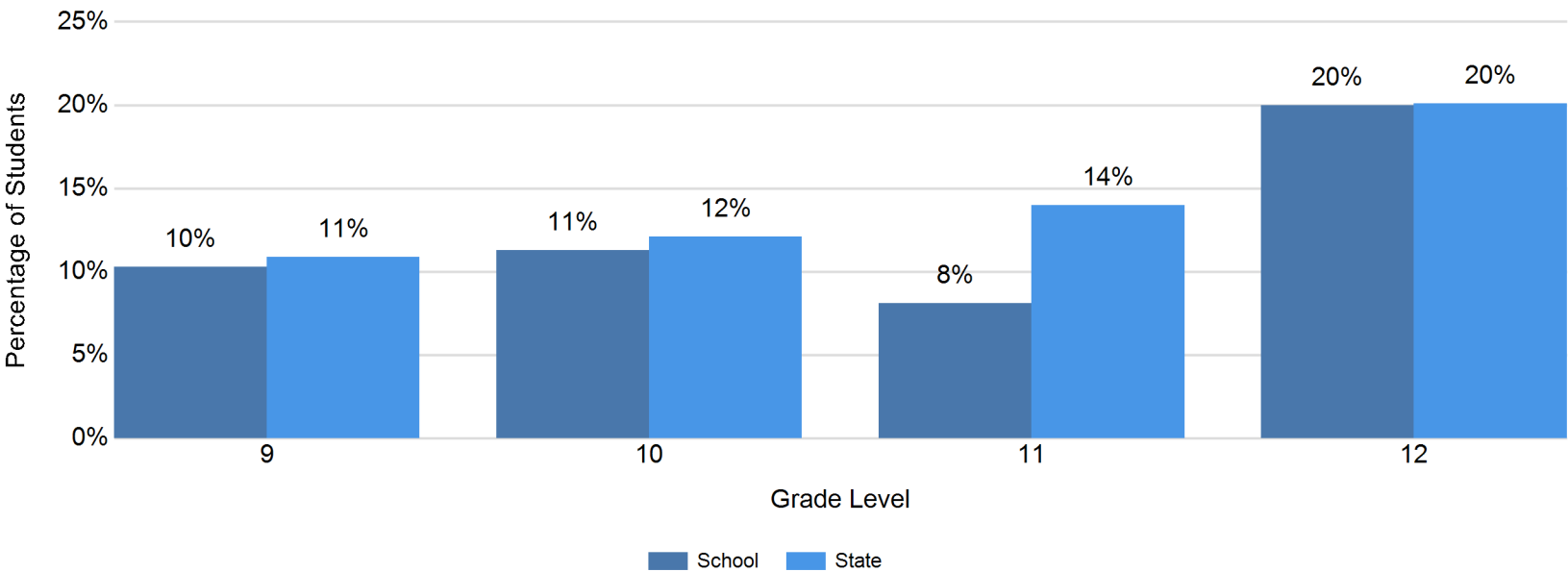


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Chronic Absenteeism by Grade

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

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	2:10PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	2 Hrs. 52 Mins.

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	9
Vandalism	1
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.47

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	9.8%
Out-of-School Suspensions	6.3%
Any Suspension	16.2%

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	342.2 kbps	100 kbps	Yes	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 (2015-2016)	\$435	\$13,070	\$13,505



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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

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	69	120,724
Average years experience in public schools	14.5	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	84%	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	15	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	80%	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	13:1	13:1
Administrators	221:1	195:1
Librarian/Media Specialists		2922:1
Nurses		584:1
Counselors		325:1
Child Study Team		417:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	54%	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	29.8	17.5%
Mathematics Proficiency	41.4	17.5%
Graduation - 4-Year	33.0	25.0%
Graduation - 5-Year	65.8	25.0%
Chronic Absenteeism	41.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.3
Summative Rating: Percentile rank of Summative Score		40.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		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	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	43.3	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Goal	No
White	36.6	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Goal	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Black or African American	66.4	6.2	No	Met Target	Met Target	Met Target	N	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	45.9	6.2	No	Not Met	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	36.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Gismondi	Email Address:	bgsimondi@wdeptford.k12.nj.us
Address:	1600 OLD CROWN POINT RD WEST DEPTFORD, NJ 08093	Website:	http://wdeptfordhs.ss9.sharpschool.com/
Phone:	(856)848-6110	Twitter:	https://twitter.com/WDHigh

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"> • WDHS Offers 17 AP Courses, Engineering and Computer Science Classes • Award-winning Marching Band and Sports Programs • 1:1 Laptop (each students receives a laptop) and Smartboards in every classroom
 Mission, Vision, Theme:	<p>The mission of the West Deptford Public Schools, valuing our tradition of excellence, is to develop well rounded, motivated, 21st century thinkers. As a result, learners will transition from competent students to productive and responsible citizens.</p>
 Awards, Recognition, Accomplishments:	<p>Feb, 2016 - WDHS recognized as TOP PERFORMING school in Gloucester County for 10th grade ELA PARCC score. 2016 - Recognized as one of the Top 100 Schools in New Jersey for Best Graduation Rates.</p>



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Courses, Curriculum, Instruction:

Advanced Coursework and Enrichment Opportunities included Gifted and Talented, AP Courses, Honors and CP level classes. DUAL ENROLLMENT COLLEGE CREDITS through Camden County College, Rowan College of Gloucester County and Rowan University.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Diving (Co-ed), Field Hockey (Girls), Football (Boys & Girls), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

2016 State Baseball Champions, Marching Band - 2010, 11, 12, 13, 14, 15, 16 Atlantic Coast Open Class Champions, Football Group II Champions - 2002,03,04,07,11,12,16 Field Hockey SJ Group II Champs - 1994, 96, 2002,05,07,08,09,10,15,16



Clubs and Activities:

Academic Challenge, DECA, Friends of Rachel's Club, Gifted and Talented, Key Club, Marching Band, National Honor Society, National Arts Honor Society, Pride and Awareness of All Cultures, Renaissance Club, School Musical, Student Council, SADD, West Deptford Safe Space, Madriflas, Women's Vocal Ensemble, Yearbook








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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.

 Staff and Professional Learning:	<p>There is a continual focus on utilizing instructional technology in the building as the high school students participate in the 1:1 Laptop Initiative. Teachers continue to plan lessons that incorporate the many technological tools. Teachers in both the social studies and science departments continue with their effort to use e-books in the classroom. A number of teachers are using blogs, GOOGLE CLASSROOM, MOODLE, EDMODO and Wikis with their students as an electronical form of communication.</p>
 Postsecondary Information:	<p>76% of our students applied, got accepted, and planned to attend a 2yr or 4 yr college. Rowan, RCGC, Rutgers, Stockton, University of Delaware, Penn State, University of Maryland, USC, JMU, Berkeley College, Drexel. Post - 10% employment, 3.5% armed services, 4.5% trade schools, 6% undecided. Guidance offers classroom lessons on college planning and financial aid process, resource books, partnership with community college for "priority admissions" process, trips to colleges and college fairs.</p>
 Student Supports and Services:	<p>English Language Learners - supports and services Child Study Team and Case Managers - assist with Students with disabilities, NHS Peer Tutoring Homeroom and Afterschool, Intervention and Referral Team</p>
 Student Health and Wellness:	<p>Breakfast offered before and during homeroom. Guidance Department offeres Stress and Anxiety Management, Academic Success, Social/Emotion counseling, Crisis Interventions, Academic Advisment to all students.</p>
 Parent and Community Involvement:	<p>WD Super Boosters Club - Parents that oversee our sports programs, fundraise for students events, athletic competitions and school support. Active PTO Group - Assist in making sure Homecoming Food is taken care of for the students and put together PROECT GRADUATION each year. Additionally, they provide scholarships also. High Community Involvement - sports teams use town fields, Riverwinds Community Center offers pool, golf club and services to WDHS</p>





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School Narrative

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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>We purchased School TV monitors - we upload student birthdays, sporting events and positive messages throughout the school day. Students are surveyed 2x a year and a student group discuss results. From those results - we build each year on our climate.</p>
 <div>Facilities:</div>	<p>State of the Art Science Labs recently renovated! Every classroom air conditioned. New Stage and sound system in Auditorium. New GYM Flooring in Gymnasium. Car ports added and interior/exterior lighting updated! New Fire proof solid doors and windows throughout entire school, New elevator!</p>




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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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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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
5	229	203	198
6	245	201	211
7	208	235	207
8	263	206	233
Ungraded	35	96	94
Total	980	941	943

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	47%	48%	49%
Male	53%	52%	51%
Economically Disadvantaged Students	32%	28%	28%
Students with Disabilities	27%	26%	24%
English Learners	1%	1%	0%
Homeless Students			1%
Students in Foster Care			1%
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	75.2%
Hispanic	10.2%
Black or African American	7.7%
Asian	2.2%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	4.5%

Enrollment by Home Language

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

Home Language	% of Students
English	97.1%
Spanish	1.4%
Other	1.4%



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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	942	98.7	57.50	50.00	54.90	57.5	49.7	Met Target
White	707	98.6	60.20	52.80	63.90	60.2	52.7	Met Target
Hispanic	99	100.0	42.40	37.50	39.80	42.4	41.8	Met Target
Black or African American	73	98.6	48.00	36.60	35.20	48	42.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	73.90	*	80.70	73.9	N	N
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	40	97.6	52.50	48.70	54.90	52.5	30.7	Met Target
Female	459	98.9	68.20	60.80	62.20	68.2		
Male	483	98.6	47.20	40.10	48.10	47.2		
Economically Disadvantaged Students	255	98.8	40.40	33.20	36.20	40.4	30.8	Met Target
Non-Economically Disadvantaged Students	687	98.7	63.80	56.30	65.80	63.8		
Students with Disabilities	231	96.7	15.60	*	20.50	15.6	17.7	Met Target†
Students without Disabilities	711	99.4	71.10	*	61.90	71.1		
English Learners	14	100.0	42.90	*	25.20	42.9	**	**
Non-English Learners	928	98.7	57.60	*	57.40	57.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	11	100.0	45.50	41.20	24.80	45.5		
Military-Connected Students	N	N	N	33.30	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 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	216	749	749	756	*	14%	26%	49%	*	53%	59%
White	154	751	751	763	*	13%	28%	49%	*	53%	69%
Hispanic	27	739	739	743	*	*	*	41%	*	44%	44%
Black or African American	17	753	753	740	0%	*	*	59%	*	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	10	744	744	757	*	*	*	*	0%	40%	60%
Female	108	755	755	761	*	13%	25%	53%	*	58%	66%
Male	108	743	743	750	*	15%	28%	44%	*	47%	53%
Economically Disadvantaged Students	58	735	735	740	*	24%	33%	31%	*	33%	40%
Non-Economically Disadvantaged Students	158	754	754	765	*	10%	24%	55%	*	60%	71%
Students with Disabilities	50	718	718	725	*	32%	26%	*	*	12%	22%
Students without Disabilities	166	758	758	762	*	8%	27%	*	*	65%	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	229	752	752	752	4%	11%	28%	49%	7%	57%	54%
White	177	755	755	758	*	*	27%	52%	9%	61%	63%
Hispanic	25	736	736	740	*	*	*	*	0%	32%	38%
Black or African American	14	731	731	736	*	*	*	*	0%	21%	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	110	759	759	758	*	*	20%	59%	*	71%	61%
Male	119	745	745	746	*	*	36%	40%	*	44%	46%
Economically Disadvantaged Students	57	742	742	737	*	*	35%	40%	*	42%	34%
Non-Economically Disadvantaged Students	172	755	755	761	*	*	26%	52%	*	62%	65%
Students with Disabilities	53	727	727	722	*	*	36%	19%	*	21%	17%
Students without Disabilities	176	759	759	758	*	*	26%	59%	*	68%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	229	752	752	753	4%	11%	28%	49%	7%	57%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	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 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	234	754	754	756	9%	9%	19%	43%	19%	62%	59%
White	174	758	758	764	7%	8%	20%	43%	22%	65%	69%
Hispanic	24	737	737	742	*	*	*	*	*	46%	44%
Black or African American	19	746	746	737	*	*	*	58%	*	63%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	13	739	739	757	*	*	*	*	*	46%	59%
Female	116	763	763	764	*	*	17%	47%	25%	72%	68%
Male	118	746	746	749	*	*	21%	39%	14%	53%	51%
Economically Disadvantaged Students	63	734	734	739	*	*	*	33%	*	41%	40%
Non-Economically Disadvantaged Students	171	762	762	766	*	*	*	47%	*	70%	70%
Students with Disabilities	62	716	716	719	*	*	24%	*	*	16%	19%
Students without Disabilities	172	768	768	763	*	*	17%	*	*	79%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	234	754	754	758	9%	9%	19%	43%	19%	62%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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	252	755	755	757	8%	11%	22%	45%	14%	59%	59%
White	196	757	757	764	7%	9%	22%	48%	14%	62%	68%
Hispanic	21	752	752	742	*	*	*	*	*	52%	44%
Black or African American	20	738	738	738	*	*	*	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	123	764	764	766	*	*	15%	50%	*	70%	68%
Male	129	747	747	749	*	*	29%	41%	*	48%	50%
Economically Disadvantaged Students	66	741	741	739	*	*	18%	41%	*	47%	40%
Non-Economically Disadvantaged Students	186	760	760	766	*	*	24%	47%	*	63%	69%
Students with Disabilities	55	718	718	718	*	*	27%	*	*	11%	18%
Students without Disabilities	197	765	765	764	*	*	21%	*	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

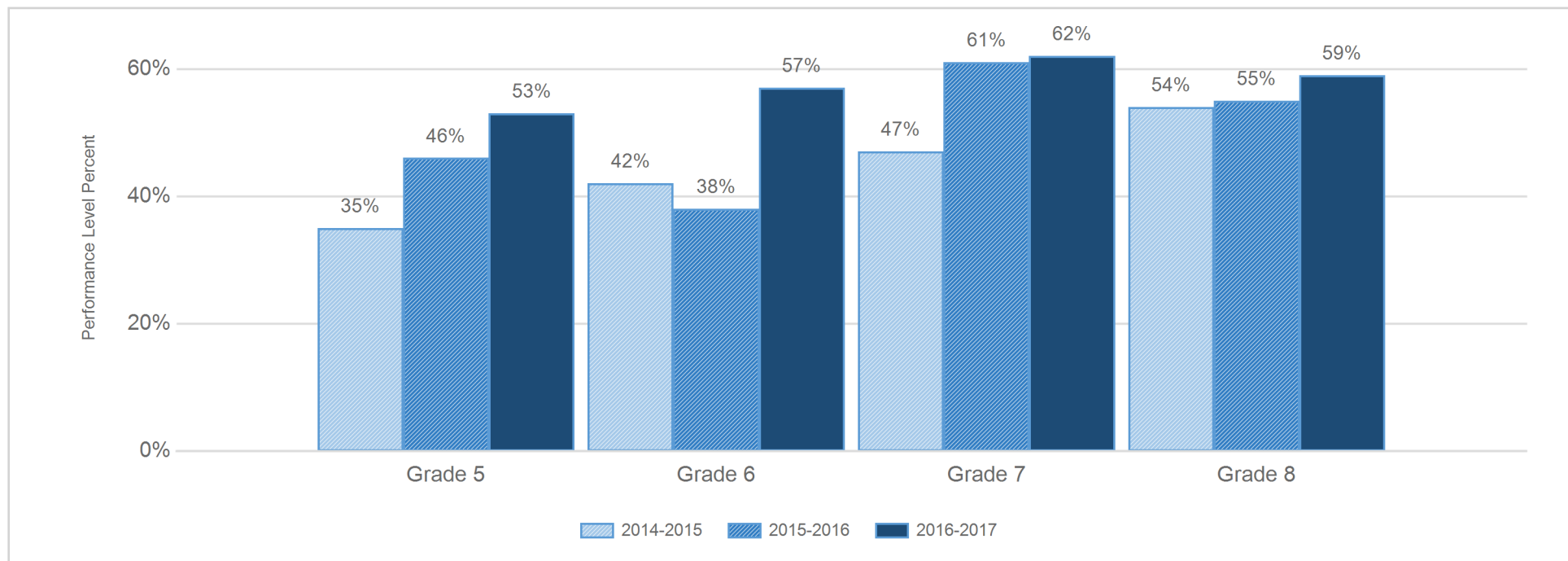


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English Language Arts/Literacy Assessment - Performance Trends

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	942	98.7	40.40	37.80	43.50	40.4	35.1	Met Target
White	707	98.6	45.20	41.00	52.40	45.2	38.5	Met Target
Hispanic	99	100.0	25.20	26.90	27.60	25.2	28.8	Met Target†
Black or African American	73	98.6	17.80	19.30	21.70	17.8	17.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	47.80	*	75.60	47.8	N	N
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	40	97.6	30.00	32.00	44.90	30	21.8	Met Target
Female	459	98.9	44.20	41.00	44.10	44.2		
Male	483	98.6	36.80	35.00	42.90	36.8		
Economically Disadvantaged Students	254	98.4	24.40	24.60	25.10	24.4	20.2	Met Target
Non-Economically Disadvantaged Students	688	98.9	46.40	42.70	54.30	46.4		
Students with Disabilities	231	96.7	*	11.00	16.50	*	9.4	Met Target†
Students without Disabilities	711	99.4	*	46.30	48.80	*		
English Learners	14	100.0	14.30	*	23.30	14.3	**	**
Non-English Learners	928	98.7	40.90	*	45.20	40.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	11	100.0	*	11.80	15.10	*		
Military-Connected Students	N	N	N	66.60	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 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	215	739	739	747	10%	23%	31%	31%	5%	36%	46%
White	153	743	743	754	9%	20%	32%	32%	7%	39%	57%
Hispanic	27	726	726	735	*	*	*	*	0%	26%	30%
Black or African American	17	733	733	729	*	*	*	*	0%	24%	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	10	730	730	747	*	*	*	*	0%	30%	47%
Female	108	741	741	747	*	22%	32%	32%	*	37%	47%
Male	107	738	738	746	*	23%	31%	30%	*	35%	46%
Economically Disadvantaged Students	57	723	723	732	18%	39%	21%	23%	0%	23%	27%
Non-Economically Disadvantaged Students	158	745	745	756	8%	17%	35%	34%	7%	41%	59%
Students with Disabilities	50	713	713	725	*	*	*	*	*	*	19%
Students without Disabilities	165	748	748	751	*	*	*	*	*	*	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	229	745	745	743	5%	17%	34%	37%	7%	44%	44%
White	177	748	748	751	*	15%	32%	42%	*	49%	54%
Hispanic	25	730	730	731	*	*	40%	*	*	24%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	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	110	748	748	745	*	15%	32%	40%	*	49%	45%
Male	119	742	742	742	*	19%	36%	34%	*	39%	43%
Economically Disadvantaged Students	57	734	734	728	*	25%	32%	30%	*	33%	24%
Non-Economically Disadvantaged Students	172	748	748	752	*	15%	35%	39%	*	47%	56%
Students with Disabilities	53	720	720	717	*	38%	23%	*	*	19%	13%
Students without Disabilities	176	752	752	748	*	11%	38%	*	*	51%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	229	745	745	745	5%	17%	34%	37%	7%	44%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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 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	222	742	742	741	*	16%	34%	41%	*	42%	40%
White	165	745	745	748	*	13%	33%	47%	*	49%	49%
Hispanic	22	724	724	730	*	*	*	*	0%	14%	23%
Black or African American	19	734	734	726	*	*	*	*	0%	26%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	12	729	729	740	*	*	*	*	0%	17%	39%
Female	109	744	744	743	*	15%	34%	45%	*	46%	41%
Male	113	739	739	740	*	17%	35%	37%	*	39%	38%
Economically Disadvantaged Students	63	727	727	729	*	30%	30%	*	*	21%	22%
Non-Economically Disadvantaged Students	159	748	748	749	*	10%	36%	*	*	51%	50%
Students with Disabilities	62	716	716	716	*	*	*	*	*	*	11%
Students without Disabilities	160	751	751	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	222	742	742	742	*	16%	34%	41%	*	42%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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	202	725	725	728	20%	26%	31%	23%	0%	23%	28%
White	154	728	728	736	20%	22%	31%	27%	0%	27%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	17	709	709	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	96	725	725	730	19%	28%	27%	26%	0%	26%	30%
Male	106	726	726	725	22%	24%	34%	21%	0%	21%	26%
Economically Disadvantaged Students	63	720	720	719	24%	33%	21%	22%	0%	22%	19%
Non-Economically Disadvantaged Students	139	728	728	734	19%	22%	35%	24%	0%	24%	34%
Students with Disabilities	52	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	150	733	733	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	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	63	776	743	743	*	*	*	95%	*	100%	42%
White	52	777	746	751	*	*	*	94%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	34	774	746	744	*	*	*	97%	*	100%	43%
Male	29	780	740	741	*	*	*	93%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	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	63	776	*	745	*	*	*	95%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
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%

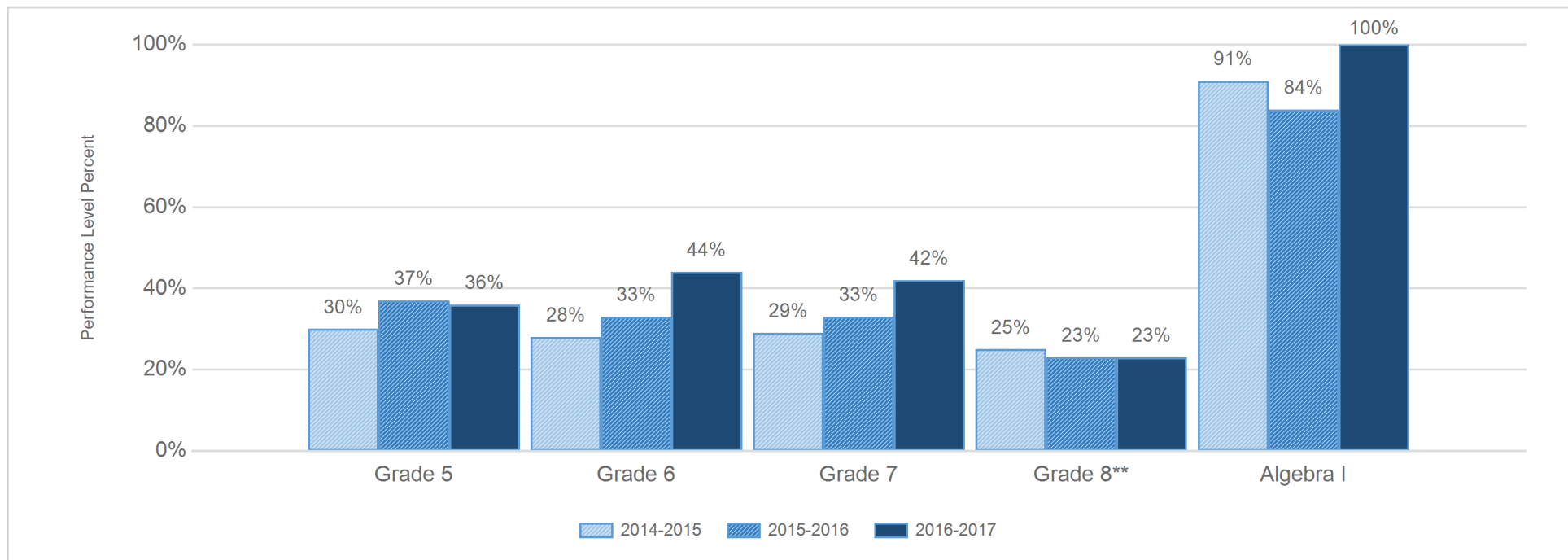


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Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
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	N	N	N
2	*	*	*
3	N	N	N
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.

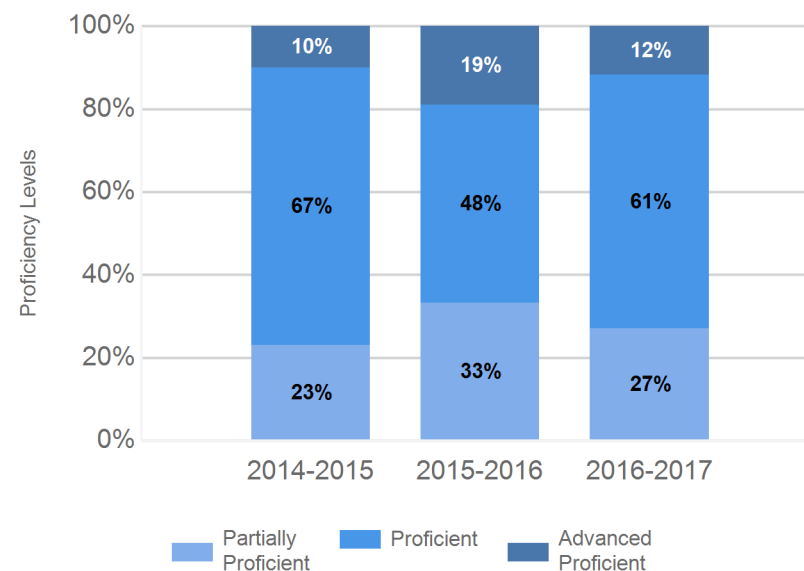
NJASK Science Assessment Performance: Grade 8

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	12%	61%	27%
White	13%	63%	24%
Hispanic	*	57%	33%
Black or African American	*	48%	48%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	13%	51%	36%
Students with Disabilities	5%	36%	59%
English Learners	N	*	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	60.5	57	50	Exceeds Target	61	58	50	Exceeds Target
White	61	57	50	Exceeds Target	60	58	52	Exceeds Target
Hispanic	57	54	49	Met Target	46	44	47	Met Target
Black or African American	63	57	45	Exceeds Target	69	49	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	76	*	60	**	59.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	59.5	*	51	Met Target	68	*	52	Exceeds Target
Economically Disadvantaged	59	55	47	Met Target	49	46.5	46	Met Target
Students with Disabilities	53.5	49.5	41	Met Target	51	54	43	Met Target
English Learners	66	*	53	**	27	*	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:

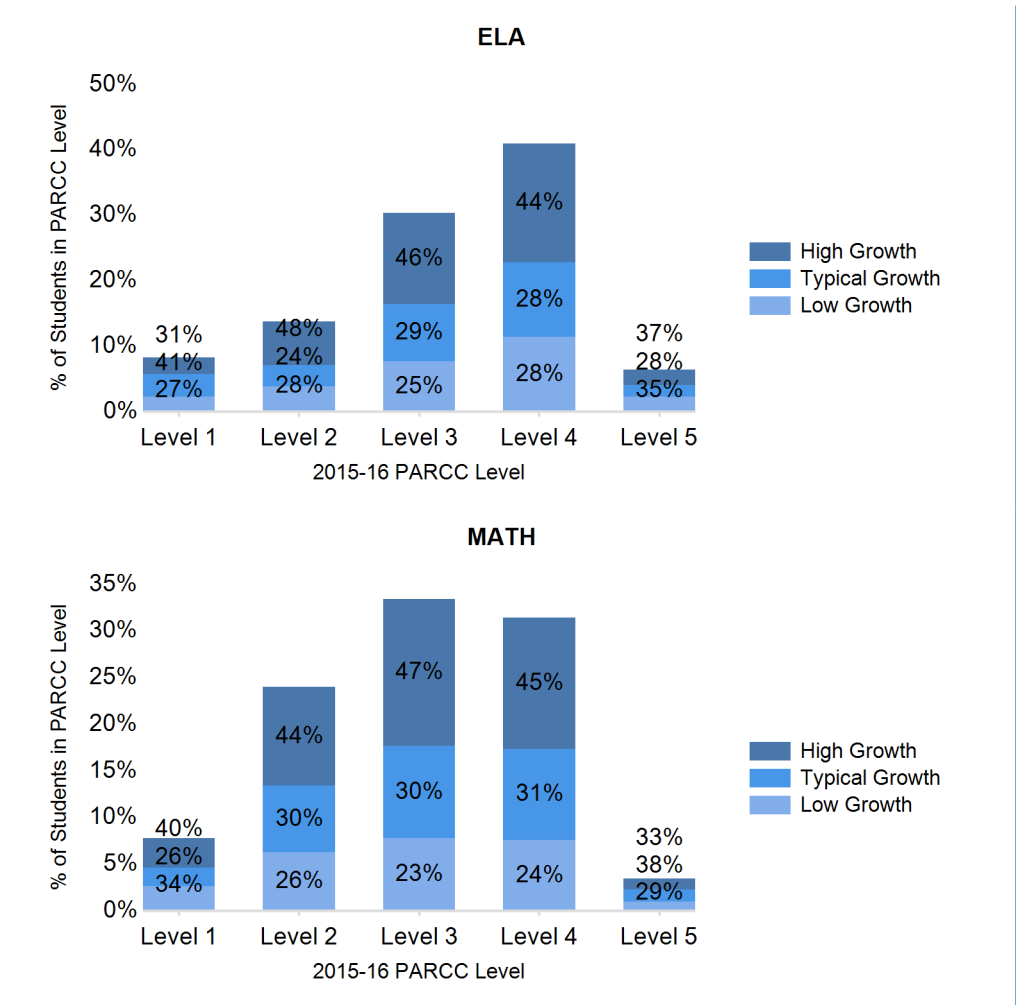
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

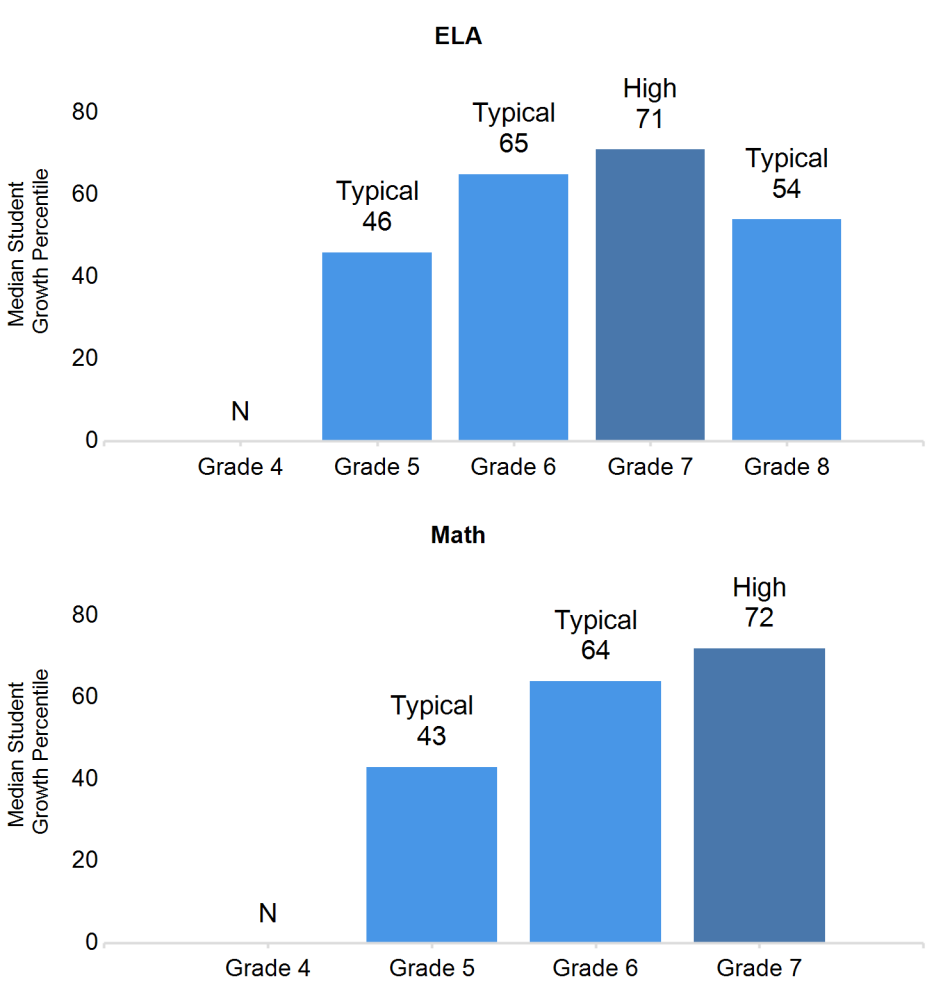
Student Growth by Performance Level

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 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
6	0	0	238
7	12	0	233
8	51	0	208
Schoolwide	63	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
6	229	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Schoolwide	229	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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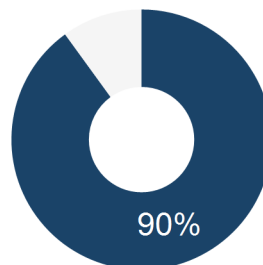
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Visual and Performing Arts – Course Participation

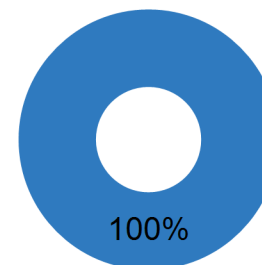
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

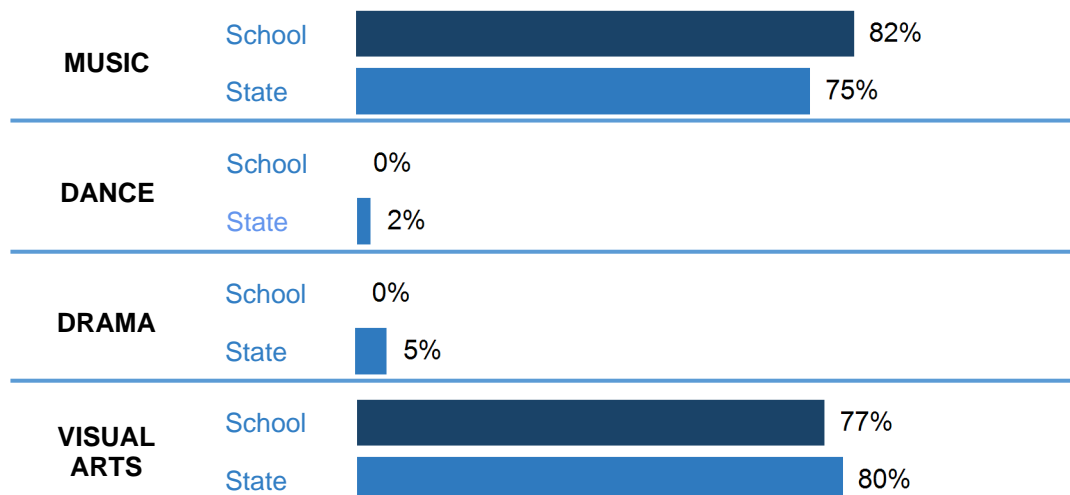


School



State

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

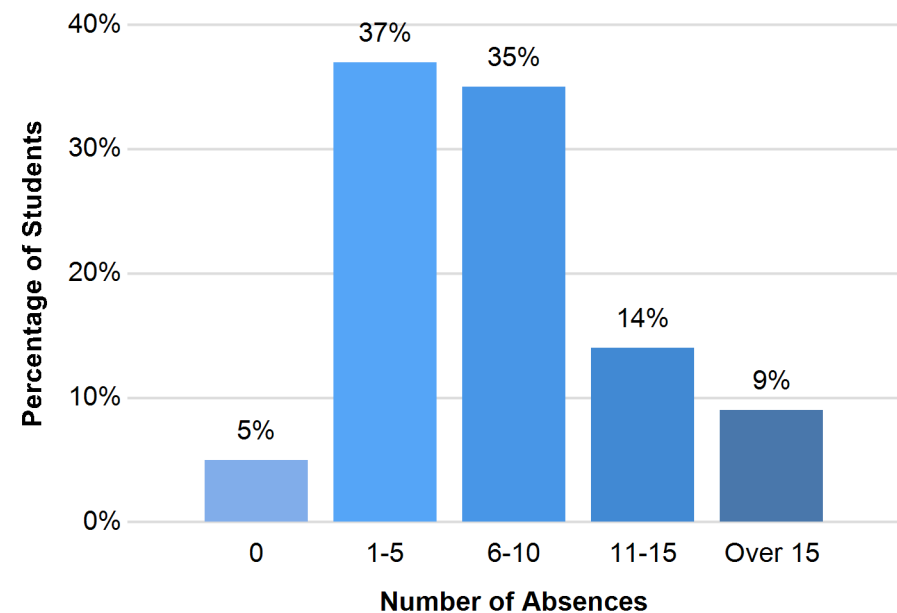
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	8.30	Met Target
White	7.70	8.30	Met Target
Hispanic	2.10	8.30	Met Target
Black or African American	4.20	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.30	8.30	Not Met
Economically Disadvantaged Students	10.40	8.30	Not Met
Students with Disabilities	11.40	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.



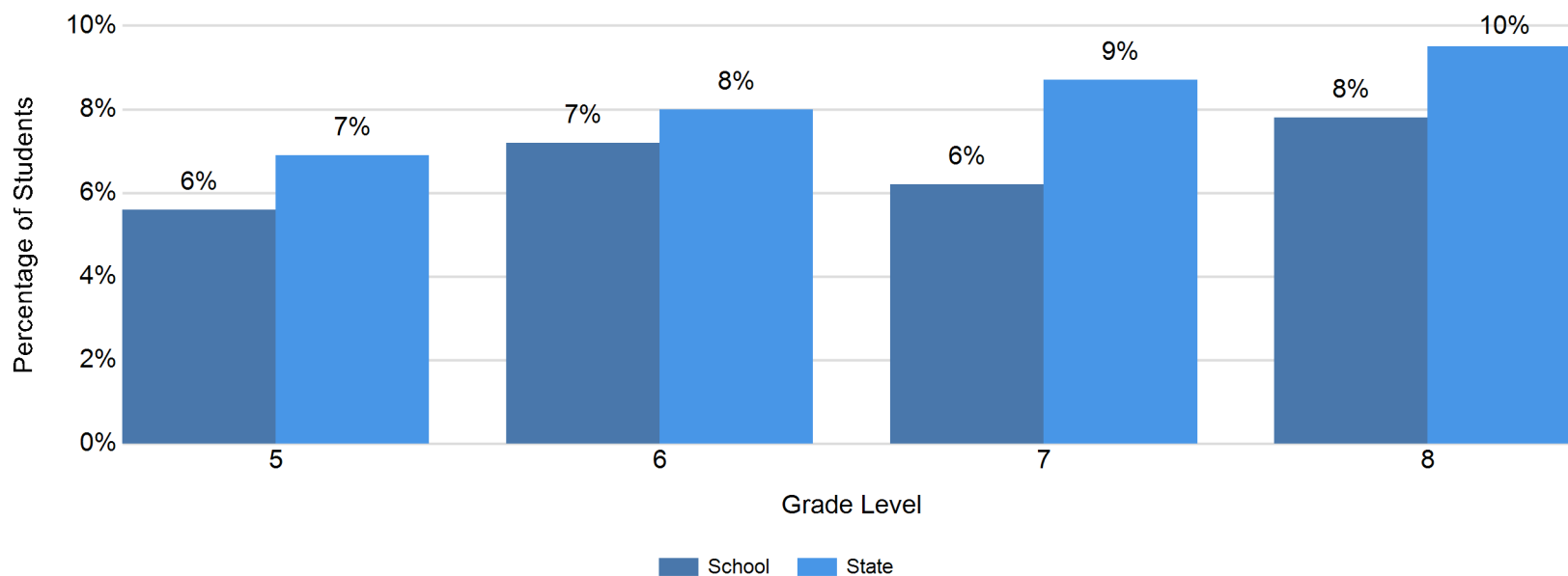


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Chronic Absenteeism by Grade

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

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	7:55AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 42 Mins.
Shared Time - Instructional Time	*

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	2.4%
Any Suspension	10.9%

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	16
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	3.08

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	342.2 kbps	100 kbps	Yes	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 (2015-2016)	\$435	\$13,070	\$13,505



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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

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	73	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	77%	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	15	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	80%	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	13:1	13:1
Administrators	314:1	195:1
Librarian/Media Specialists		2922:1
Nurses		584:1
Counselors		325:1
Child Study Team		417:1



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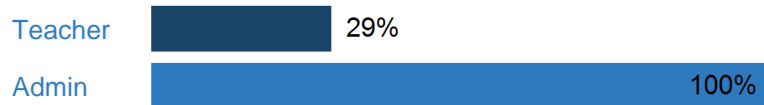
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	54%	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	45.6	17.5%
Mathematics Proficiency	26.6	17.5%
English Language Arts Growth	85.1	25.0%
Mathematics Growth	81.4	25.0%
Chronic Absenteeism	57.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.9
Summative Rating: Percentile rank of Summative Score		70.9
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	Cut-off Score for Targeted Support and Improvement	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	62.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	54.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	58.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	81.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	58.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Economically Disadvantaged Students	61.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	58.7	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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:	Ms. Trampe	Email Address:	ctrampe@wdeptford.k12.nj.us
Address:	675 GROVE RD WEST DEPTFORD, NJ 08066-1925	Website:	ms.wdeptford.k12.nj.us
Phone:	(856)848-1200	Facebook:	https://www.facebook.com/wdeptfordms/
		Twitter:	https://twitter.com/wdeptfordms

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"> • Curriculum includes engaging, hands-on collaborative activities. • Technology is infused with one-on-one laptops. • WDMS offers 3 high school credit-awarding courses.
Mission, Vision, Theme:	<p>The mission of the West Deptford Public Schools, valuing our tradition of excellence, is to develop well rounded, motivated, 21st century thinkers. As a result, learners will transition from competent students to productive and responsible citizens.</p>
Awards, Recognition, Accomplishments:	<p>WDMS was named the Rowan University Professional Development School. In addition, each year the students are award with some of the following awards; Honor Roll, Perfect Attendance, Citizenship, NJ State Quiz Bowl, Geography Bee, Art Excellent, All South Jersey Jr. High Choir Award, Choir/Band Director, Physical Fitness, and Presidential Educational Improvement. The students compete in various competitions such as the Math League Contest, VFW Essay Contest, and National History Day Competition.</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.

 <p>Courses, Curriculum, Instruction:</p>	<p>Teachers work throughout the year to ensure that their curriculums are aligned with the New Jersey Core Curriculum Content Standards as well as the Next Generation Science Standards. In Language Arts Literacy, our focus on reader's and writer's workshop has allowed our staff to work individually with students to address their needs. Our Math department has recently adopted enVisions to be utilized as a resources to support our curriculum.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Co-ed), Field Hockey (Girls), Track and Field - Spring (Co-ed), Wrestling (Co-ed)</p> <p>WDMS provides numerous after school activities/clubs, as well as the opportunity to participate in interscholastic sports programs including Cross Country, Field Hockey, Wrestling, Basketball, and Track & Field</p>
 <p>Clubs and Activities:</p>	<p>Outside of the classroom, the West Deptford Middle School provides students with a wide range of activities ranging from clubs to sports to academic enrichment. After school clubs include, but are not limited to, choir, band, yoga, drama, soccer, community service, positive behavior, gardening, art, debate WDMS has activities available throughout the year for students to participate in.</p>







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 WEST DEPTFORD TWP
 675 GROVE RD
 WEST DEPTFORD, NJ 08066-1925

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.

 Staff and Professional Learning:	<p>West Deptford Middle School is proud to announce its partnership with Rowan University as a Professional Development School . WDMS will become the first middle school and ninth school overall to hold this distinguished title. Through the PDS program, Rowan education professors work side-by-side with Middle School teachers on a shared goal to improve educational outcomes for all learners, particularly those who have been traditionally underserved.</p>
 Student Supports and Services:	<p>West Deptford Middle School offers the following student supports and services: • Intervention and Referral Services designed to assist students in tiered supports • Positive Behavior Supports in Schools (Winning Wings) to encourage recognition of exemplary actions • English Language Learner instruction to qualifying students • Reading tutoring for elementary students who are identified with low reading levels</p>
 Student Health and Wellness:	<p>West Deptford Middle School offers a daily breakfast program. All students are provided a daily 22 minute outdoor recess. Students participate in Health/Physical Education classes. There are several afterschool clubs that focus on health and wellness including yoga club, basketball club, soccer club, and weightlifting.</p>
 Parent and Community Involvement:	<p>West Deptford Middle School is fortunate to have an active Parent Teacher Organization (PTO) which contributes to our assemblies and recognition events. Parents have online access to their child's grades via PowerParent. Administration sends frequent communication via SchoolMessenger.</p>



West Deptford Middle School
2016-2017
Grade Span 05-08

15-5620-130
GLOUCESTER
WEST DEPTFORD TWP
675 GROVE RD
WEST DEPTFORD, NJ 08066-1925

School Narrative

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers

West Deptford Middle School annually utilizes a School Climate Survey. Students take the survey in the beginning, middle and end of each school year. The School Safety Team, consisting of administration, counselors, School Resource Officer, teachers, Child Study Team members, and parents, meets monthly to review the school climate and survey results.



Facilities:

West Deptford Middle School was built in 1975 and has air conditioning. Due to a recently approved referendum, WDMS now has solar panels, a newly finished gymnasium floor, new HVAC units, rekeyed doors, and secured entry and foyer.