



Dorothy L. Bullock School
2016-2017
Grade Span 01-03

15-1730-065
GLOUCESTER
GLASSBORO
370 E NEW ST
GLASSBORO, NJ 08028

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
1	169	176	150
2	169	166	163
3	157	168	164
Ungraded	20	11	14
Total	515	521	491

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	45%	50%	50%
Male	55%	50%	50%
Economically Disadvantaged Students	50%	61%	59%
Students with Disabilities	13%	13%	13%
English Learners	6%	8%	6%
Homeless Students			0%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	37.5%
Black or African American	31.2%
Hispanic	20.0%
Asian	2.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	9.2%

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	89.2%
Spanish	7.5%
Turkish	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	157	93.5	26.10	37.20	54.90	25.8	26.3	Met Target†
White	65	97.0	36.90	51.40	63.90	36.9	37.9	Met Target†
Hispanic	25	83.3	20.00	33.40	39.80	17.5	18.8	Met Target†
Black or African American	54	96.4	13.00	22.00	35.20	13	12.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	70	89.7	32.90	43.00	62.20	31		
Male	87	96.7	20.70	32.20	48.10	20.7		
Economically Disadvantaged Students	87	91.6	19.50	25.90	36.20	19	15.5	Met Target
Non-Economically Disadvantaged Students	70	95.9	34.30	46.50	65.80	34.3		
Students with Disabilities	21	95.5	*	13.80	20.50	*	24.8	Not Met
Students without Disabilities	136	93.2	*	42.70	61.90	*		
English Learners	18	94.7	16.70	*	25.20	16.6	**	**
Non-English Learners	139	93.3	27.30	*	57.40	27		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	155	722	722	749	33%	17%	24%	27%	0%	27%	50%
White	64	737	737	759	17%	17%	28%	38%	0%	38%	61%
Hispanic	25	709	709	734	44%	*	*	*	0%	20%	35%
Black or African American	53	708	708	731	45%	*	26%	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	69	729	729	754	23%	22%	22%	33%	0%	33%	55%
Male	86	715	715	745	41%	13%	26%	21%	0%	21%	46%
Economically Disadvantaged Students	85	712	712	731	46%	14%	20%	20%	0%	20%	31%
Non-Economically Disadvantaged Students	70	734	734	762	17%	20%	29%	34%	0%	34%	63%
Students with Disabilities	19	688	688	720	*	*	*	*	*	*	24%
Students without Disabilities	136	726	726	755	*	*	*	*	*	*	55%
English Learners	17	706	706	709	59%	*	*	*	0%	12%	11%
Non-English Learners	138	724	724	752	30%	*	*	*	0%	28%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

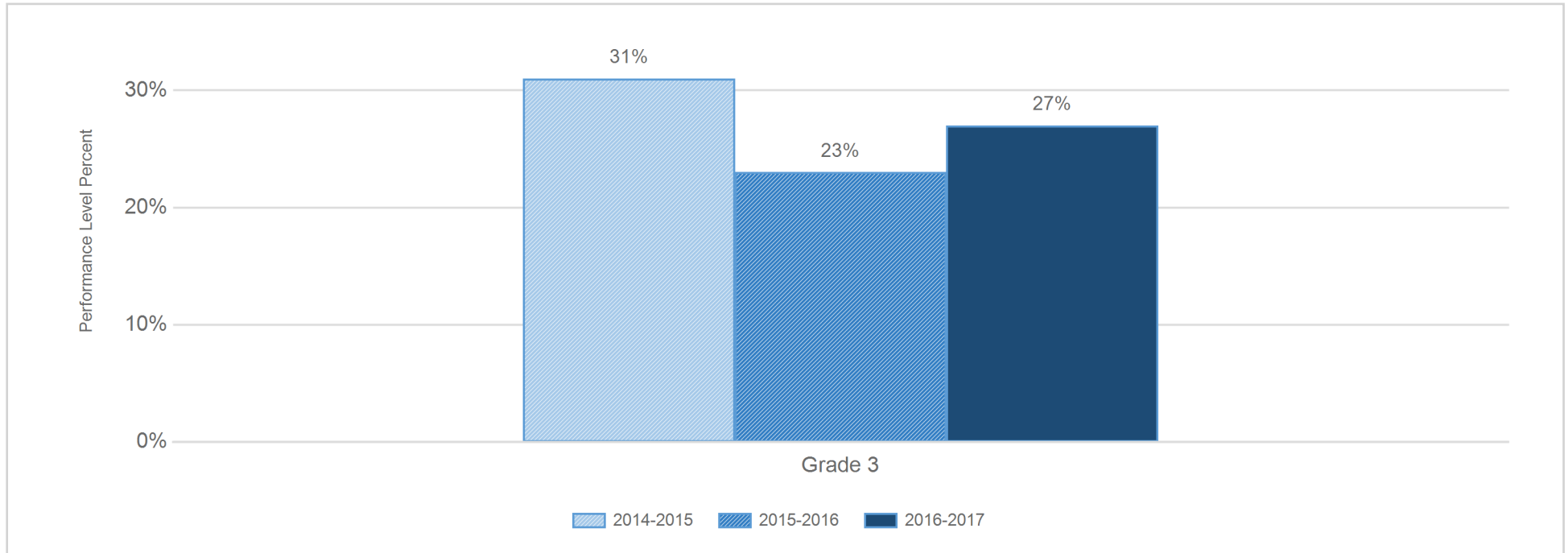


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English Language Arts/Literacy Assessment - Performance Trends

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	158	94.6	32.90	27.70	43.50	32.8	34.1	Met Target†
White	65	97.0	43.00	41.80	52.40	43	42	Met Target
Hispanic	25	83.3	20.00	*	27.60	17.5	36.1	Not Met
Black or African American	55	100.0	21.80	*	21.70	21.8	23	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	71	91.0	33.80	27.70	44.10	32.4		
Male	87	97.8	32.10	27.80	42.90	32.1		
Economically Disadvantaged Students	88	93.7	28.40	19.60	25.10	28	24	Met Target
Non-Economically Disadvantaged Students	70	95.9	38.50	34.50	54.30	38.5		
Students with Disabilities	21	100.0	19.00	14.80	16.50	19	24	Met Target†
Students without Disabilities	137	93.8	35.10	30.70	48.80	34.6		
English Learners	18	94.7	33.30	14.70	23.30	33.1	**	**
Non-English Learners	140	94.6	32.80	28.60	45.20	32.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	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.

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	157	731	731	751	*	28%	22%	27%	*	33%	53%
White	64	745	745	759	*	16%	33%	34%	*	44%	63%
Hispanic	25	718	718	738	*	*	*	*	0%	20%	37%
Black or African American	55	719	719	733	24%	40%	*	18%	*	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	70	734	734	751	*	27%	*	31%	*	34%	52%
Male	87	729	729	751	*	29%	*	23%	*	31%	53%
Economically Disadvantaged Students	87	723	723	736	*	35%	*	23%	*	28%	34%
Non-Economically Disadvantaged Students	70	742	742	761	*	20%	*	31%	*	39%	65%
Students with Disabilities	20	702	702	729	*	*	*	*	*	15%	29%
Students without Disabilities	137	735	735	755	*	*	*	*	*	35%	57%
English Learners	17	715	715	724	*	*	*	*	*	29%	21%
Non-English Learners	140	733	733	753	*	*	*	*	*	33%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

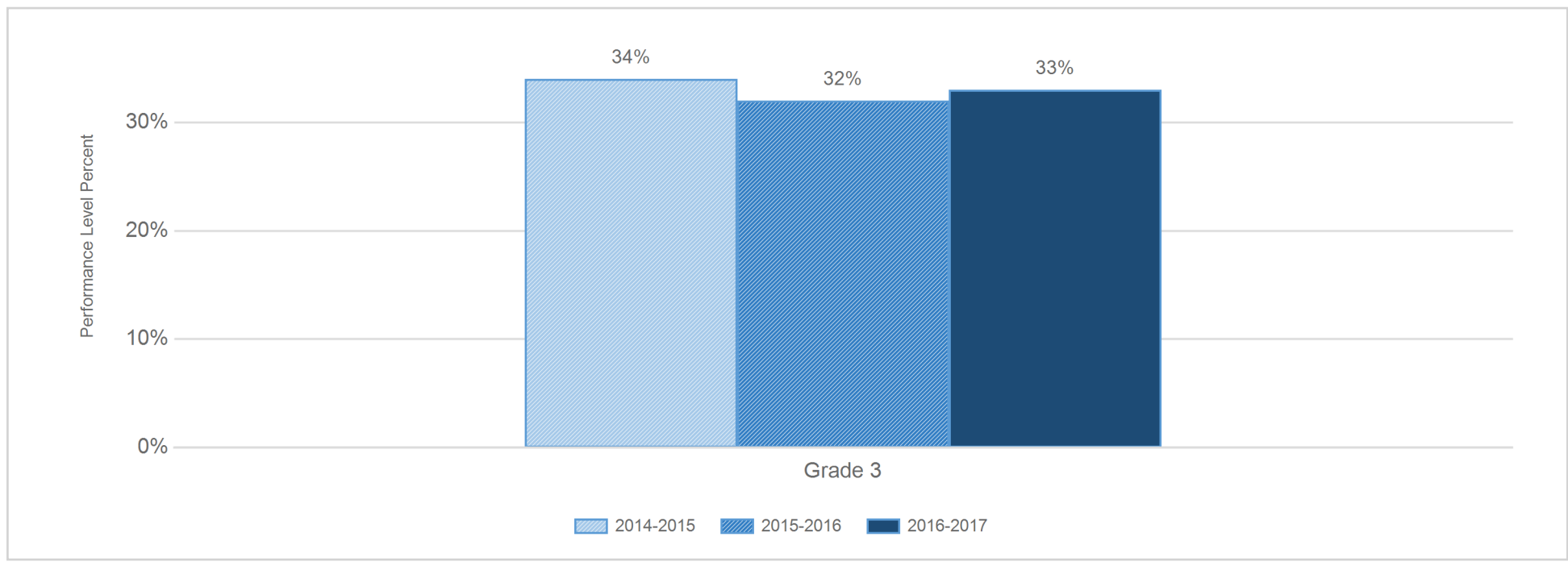


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Mathematics Assessment – Performance Trends

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	*	*

English Language Proficiency Test - Participation and Performance

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

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



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This section shows 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

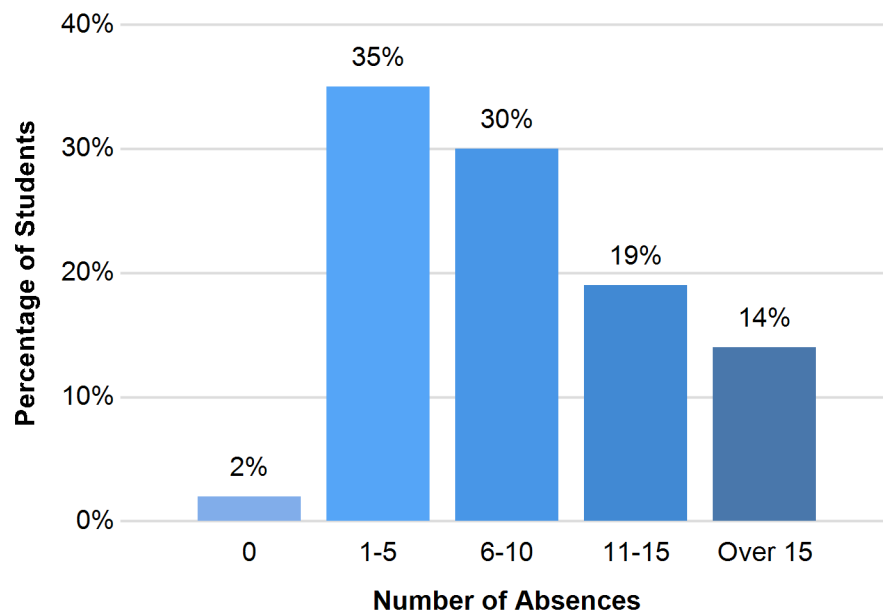
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.90	8.00	Not Met
White	3.80	8.00	Met Target
Hispanic	11.20	8.00	Not Met
Black or African American	17.60	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	15.20	8.00	Not Met
Economically Disadvantaged Students	15.70	8.00	Not Met
Students with Disabilities	17.40	8.00	Not Met
English Learners	6.90	8.00	Met Target

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

Days Absent

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



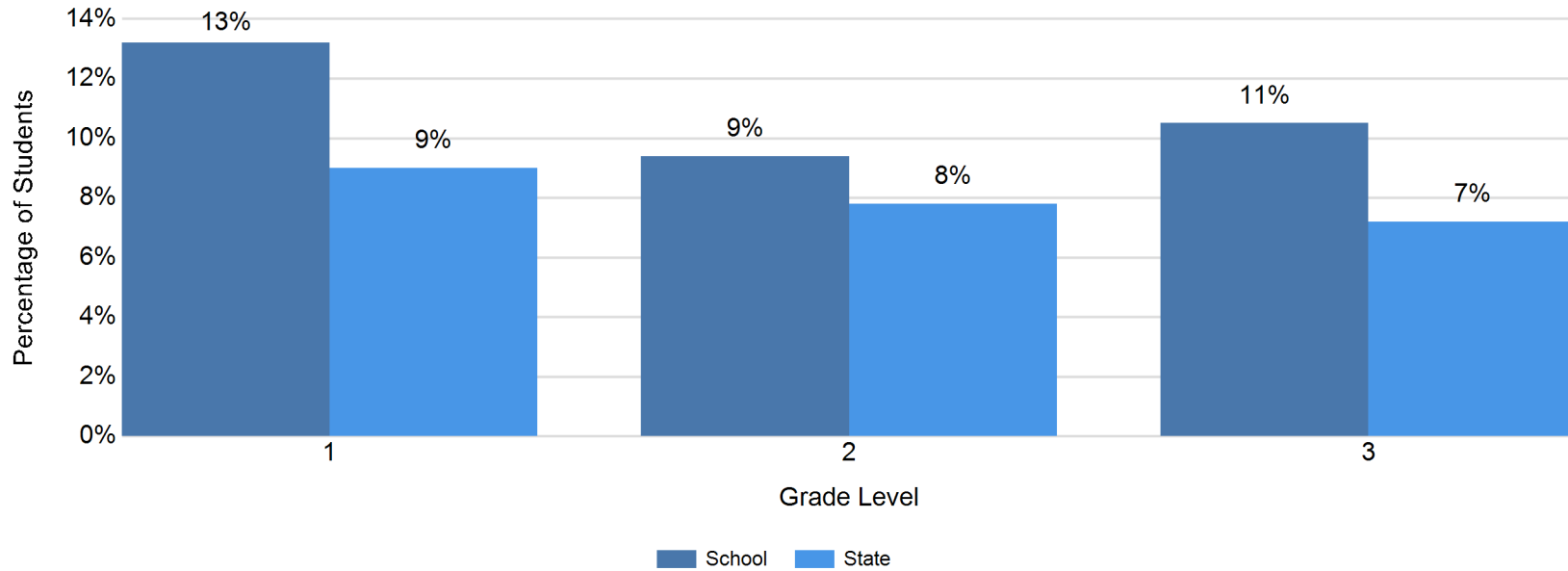


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs. 40 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	1.0%
Any Suspension	1.0%

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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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	3.6:1	481.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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)	\$777	\$14,398	\$15,175



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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	37	120,724
Average years experience in public schools	15.1	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	81%	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	11	9,506
Average years experience in public schools	7.4	15.9
Average years experience in district	5.3	11.6
Administrators in district for 4 or more years	55%	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	12:1
Administrators	164:1	189:1
Librarian/Media Specialists		N
Nurses		416:1
Counselors		346:1
Child Study Team		297:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	83%	89%
2015-16 Administrators: Same district 2016-17	46%	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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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

** 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. Taibi	Email Address:	rtaibi@glassboroschools.us
Address:	370 E NEW ST GLASSBORO, NJ 08028	Website:	www.gpsd.us/Domain/264
Phone:	(856)652-2700		

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"> • Schoolwide PBSIS Programming: Bulldog Buddies • Rowan University Professional Development School (PDS) • Bullock Garden Project
Mission, Vision, Theme:	Mission Statement: The Dorothy L. Bullock School, as a multicultural and diverse learning community prepares each student for an ever-changing world. We are committed to fostering each child's full academic potential, building each child's self-esteem; and empowering each child to become a responsible, respectful, contributing citizen, and life-long learner. Schoolwide PBSIS Theme: Bulldog Buddies Take Care of Yourself, Your Friends & Your School
Awards, Recognition, Accomplishments:	Gloucester County Community Partnership Grant Recipient; Rowan University Professional Development School; 2016 Jersey Fresh Model Program Award Recipient






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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>Reading Workshop & FUNdations; Strategies for Writers (Zaner Bloser); Eureka Math; Special Areas: STEAM/Bullock Garden, Music, Art, Physical Education/Health, Technology, & World Cultures;</p>
 <p>Clubs and Activities:</p>	<p>3rd Grade Honors Choir; International Club</p>
 <p>Before and After School Programs:</p>	<p>Hollybush STEAM Team/STARS; Glassboro Child Development Center Wrap-Around Programming</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>Staff and Professional Learning:</p>	<p>Monthly Collaboration Time; District Inservice Days; Monthly Team/Grade Level Meetings; Bulldog Buddies PBS Committee; Schoolwide Initiative Team; Rowan University PDS Steering Committee; Bullock Garden Committee</p>
 <p>Student Supports and Services:</p>	<p>ESL Programming; MD Programming; LD Programming; ICR/Team Teaching; Basic Skills</p>
 <p>Student Health and Wellness:</p>	<p>Bullock Garden Project</p>
 <p>Parent and Community Involvement:</p>	<p>PTO, SPED & ESL Parent Advisory Groups</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
9	150	131	111
10	150	143	127
11	150	142	146
12	154	140	126
Ungraded	3	6	4
Total	607	562	515

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%	45%	46%
Male	53%	55%	55%
Economically Disadvantaged Students	37%	49%	44%
Students with Disabilities	22%	21%	17%
English Learners	1%	3%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	43.4%
Black or African American	34.8%
Hispanic	16.1%
Asian	3.5%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

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	514
Shared Time Students	1
Full Time Equivalent	515

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	92.8%
Spanish	3.9%
Turkish	1.6%
Other	1.8%



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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	228	96.6	40.80	37.20	54.90	40.8	32.6	Met Target
White	94	97.9	59.50	51.40	63.90	59.5	42.6	Met Target
Hispanic	37	94.9	29.70	33.40	39.80	29.6	20.6	Met Target
Black or African American	83	95.4	24.10	22.00	35.20	24.1	22	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	106	97.2	50.90	43.00	62.20	50.9		
Male	122	96.1	32.00	32.20	48.10	32		
Economically Disadvantaged Students	94	94.9	31.90	25.90	36.20	31.9	23.6	Met Target
Non-Economically Disadvantaged Students	134	97.8	47.10	46.50	65.80	47.1		
Students with Disabilities	41	87.2	*	13.80	20.50	*	7.9	Met Target†
Students without Disabilities	187	98.9	*	42.70	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	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	111	737	737	749	20%	*	25%	34%	*	40%	52%
White	49	754	754	757	*	*	22%	45%	*	57%	62%
Hispanic	17	733	733	733	*	*	*	*	0%	41%	35%
Black or African American	41	718	718	730	34%	*	29%	*	0%	17%	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	*	*	*	746	*	*	*	*	*	*	48%
Female	53	746	746	756	*	*	*	47%	*	55%	60%
Male	58	729	729	741	*	*	*	22%	*	26%	43%
Economically Disadvantaged Students	42	725	725	731	*	*	*	31%	*	33%	32%
Non-Economically Disadvantaged Students	69	745	745	758	*	*	*	36%	*	44%	62%
Students with Disabilities	23	705	705	714	*	*	*	*	*	*	13%
Students without Disabilities	88	745	745	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	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	117	736	736	743	21%	*	23%	37%	*	42%	46%
White	45	755	755	749	*	*	22%	53%	*	62%	52%
Hispanic	20	723	723	728	*	*	*	*	0%	20%	34%
Black or African American	42	720	720	725	31%	26%	*	29%	*	31%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	53	741	741	752	*	*	23%	40%	*	47%	54%
Male	64	732	732	734	*	*	23%	34%	*	38%	39%
Economically Disadvantaged Students	52	722	722	726	*	*	*	29%	*	31%	32%
Non-Economically Disadvantaged Students	65	748	748	751	*	*	*	43%	*	51%	54%
Students with Disabilities	18	691	691	704	*	*	*	*	*	*	12%
Students without Disabilities	99	745	745	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	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	124	732	732	736	23%	*	24%	30%	*	34%	38%
White	57	740	740	738	21%	*	*	37%	*	44%	40%
Hispanic	22	734	734	731	*	*	*	*	0%	32%	34%
Black or African American	39	713	713	728	33%	*	28%	*	0%	15%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	51	737	737	744	*	*	22%	35%	*	41%	46%
Male	73	728	728	729	*	*	26%	26%	*	29%	31%
Economically Disadvantaged Students	38	721	721	729	26%	*	26%	*	*	21%	32%
Non-Economically Disadvantaged Students	86	736	736	740	21%	*	23%	*	*	40%	42%
Students with Disabilities	26	698	698	709	*	*	*	*	*	*	12%
Students without Disabilities	98	741	741	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
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.

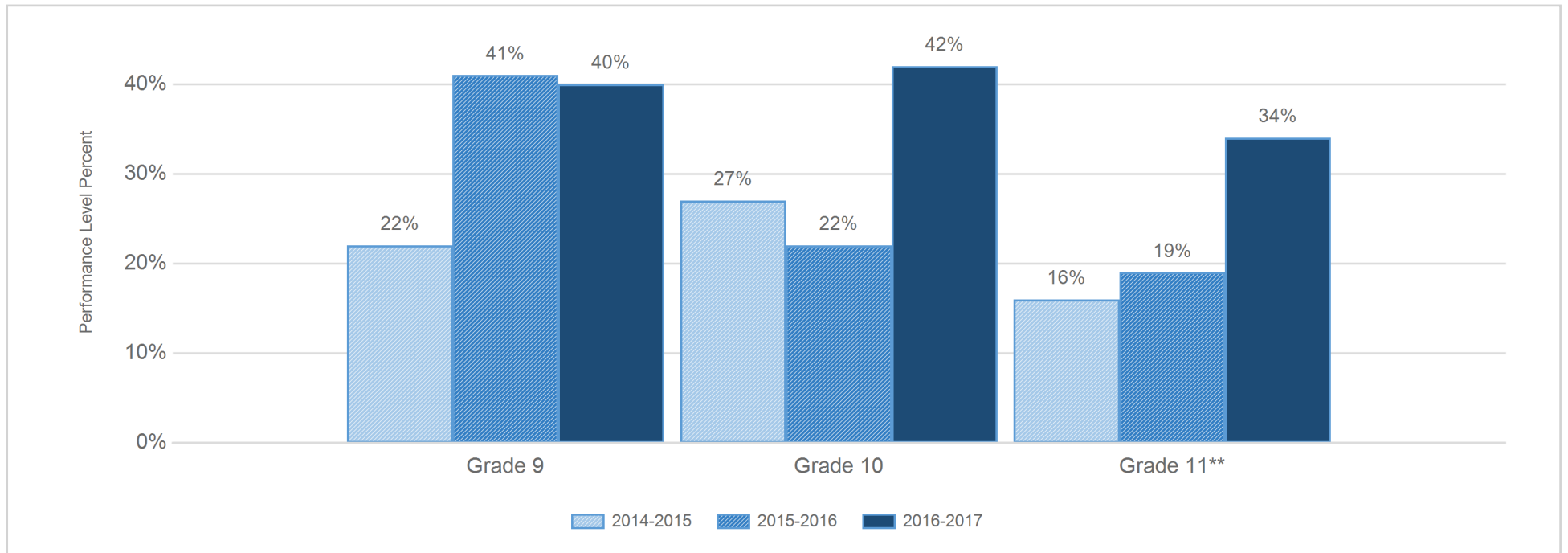


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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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	194	96.0	19.00	27.70	43.50	19	26.4	Not Met
White	72	97.3	33.40	41.80	52.40	33.4	42.1	Met Target†
Hispanic	37	97.4	*	*	27.60	*	18.3	Not Met
Black or African American	74	93.7	*	*	21.70	*	11	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	91	95.8	24.20	27.70	44.10	24.2		
Male	103	96.3	14.60	27.80	42.90	14.6		
Economically Disadvantaged Students	81	94.2	13.60	19.60	25.10	13.5	18	Met Target†
Non-Economically Disadvantaged Students	113	97.4	23.10	34.50	54.30	23.1		
Students with Disabilities	38	86.4	13.20	14.80	16.50	12	8.1	Met Target
Students without Disabilities	156	98.7	20.50	30.70	48.80	20.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	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	91	726	740	743	17%	33%	32%	19%	0%	19%	42%
White	28	735	755	751	*	*	*	36%	0%	36%	52%
Hispanic	20	722	*	728	*	*	*	*	0%	10%	24%
Black or African American	41	719	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	41	724	738	744	*	24%	37%	*	0%	20%	43%
Male	50	727	741	741	*	40%	28%	*	0%	18%	40%
Economically Disadvantaged Students	40	723	*	727	*	43%	30%	*	*	13%	23%
Non-Economically Disadvantaged Students	51	728	*	751	*	26%	33%	*	*	24%	52%
Students with Disabilities	23	721	*	714	*	44%	*	*	0%	17%	10%
Students without Disabilities	68	727	*	747	*	29%	*	*	0%	19%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	91	726	740	745	17%	33%	32%	19%	0%	19%	*
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 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	97	734	734	734	*	29%	45%	21%	*	24%	30%
White	41	745	745	740	0%	*	49%	29%	*	37%	38%
Hispanic	17	730	730	722	0%	*	*	*	0%	18%	14%
Black or African American	34	726	726	719	*	*	*	*	*	*	*
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	N	N	N	733	N	N	N	N	N	N	32%
Female	53	736	736	735	*	26%	42%	*	*	30%	31%
Male	44	733	733	733	*	32%	50%	*	*	16%	30%
Economically Disadvantaged Students	33	731	731	721	*	39%	39%	*	*	21%	13%
Non-Economically Disadvantaged Students	64	736	736	740	*	23%	48%	*	*	25%	39%
Students with Disabilities	18	718	718	711	*	*	*	*	*	*	*
Students without Disabilities	79	738	738	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	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	87	697	707	725	*	*	*	*	*	*	28%
White	32	703	718	731	*	*	*	*	*	*	33%
Hispanic	17	698	698	710	*	*	*	*	*	*	14%
Black or African American	32	690	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	32	698	*	725	*	*	*	*	*	*	27%
Male	55	697	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	40	697	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	47	697	*	733	*	*	*	*	*	*	35%
Students with Disabilities	21	688	688	692	*	*	*	*	*	*	*
Students without Disabilities	66	700	712	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
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%



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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.





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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	N	N	N
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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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.

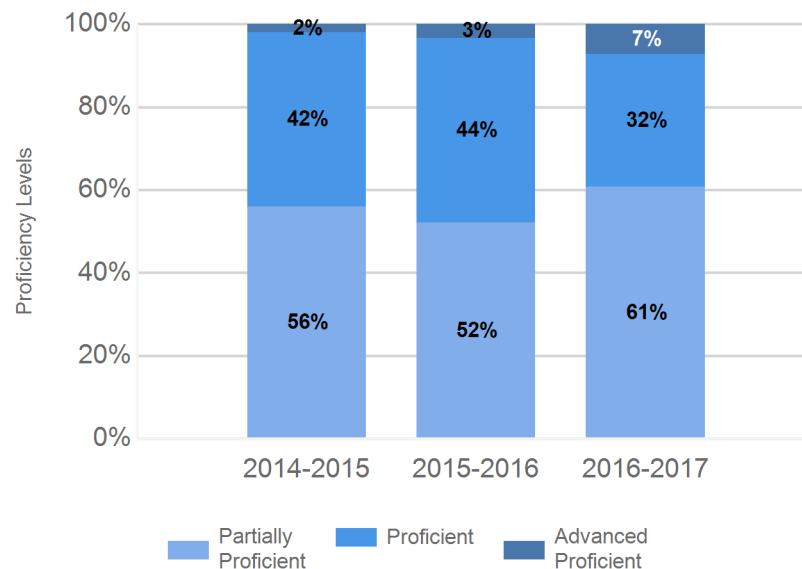
Biology Assessment - Performance

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	7%	32%	61%
White	14%	38%	48%
Hispanic	*	38%	57%
Black or African American	N	18%	82%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	*
Two or More Races	*	*	*
Economically Disadvantaged Students	N	27%	73%
Students with Disabilities	N	16%	84%
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	96.4%	70.0%
Percentage of students taking the ACT	10.4%	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	460	481	Varies By Grade	57%	67%
PSAT - Math	468	483	Varies By Grade	41%	49%
SAT - Reading and Writing	522	551	480	68%	77%
SAT - Math	531	552	530	47%	58%
ACT - Reading	22	24	22	38%	65%
ACT - English	21	24	18	54%	79%
ACT - Math	20	24	22	31%	65%
ACT - Science	20	23	23	23%	54%



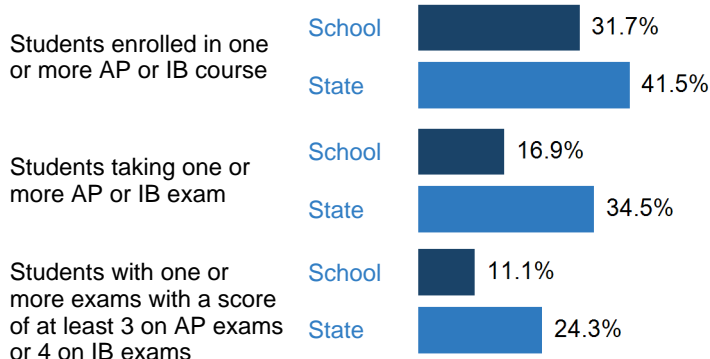
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

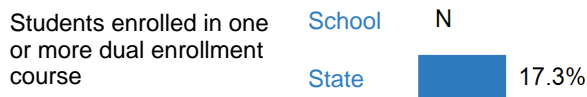
AP/IB Coursework – Participation and Performance

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	12
AP Calculus AB	18	0
AP Calculus BC	11	11
AP Chemistry	4	3
AP English Language and Composition	34	12
AP English Literature and Composition	7	6
AP European History	8	6
AP Psychology	0	2
AP Statistics	17	12
AP U.S. Government and Politics	0	2
AP U.S. History	19	15
Total Exams Taken		81
Exams with scores of at least 3 on AP exams or 4 on IB exams		44



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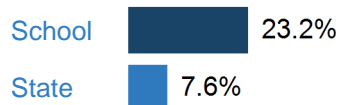
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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

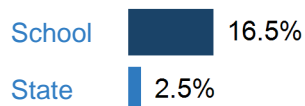
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	77	29	24	1	0	0	5
10	15	56	44	31	2	0	19
11	7	42	54	32	20	4	30
12	4	5	7	15	6	13	5
Schoolwide	103	132	129	79	28	17	59
Enrolled in AP/IB Course					18	17	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	104	0	0	0	4	4
10	23	16	0	0	86	13
11	12	90	0	0	25	21
12	8	14	0	0	5	38
Schoolwide	147	120	0	0	120	76
Enrolled in AP/IB Course	12	4		0	0	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	109	0	0	0	0	3
10	10	85	0	0	0	10
11	1	137	0	4	1	14
12	0	28	0	44	27	28
Schoolwide	120	250	0	48	28	55
Enrolled in AP/IB Course	0	19	0	0	0	8

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	31	25	26	0	0	0	0
10	38	27	33	0	0	0	0
11	30	28	22	0	0	0	0
12	12	10	13	0	0	0	0
Schoolwide	111	90	94	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	21	25	19	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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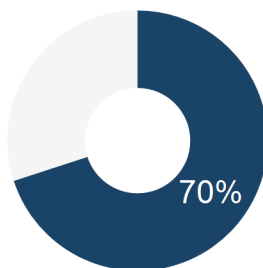
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Visual and Performing Arts – Course Participation

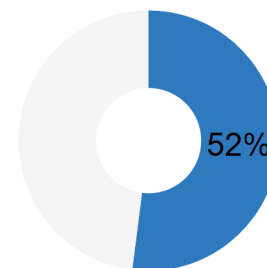
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

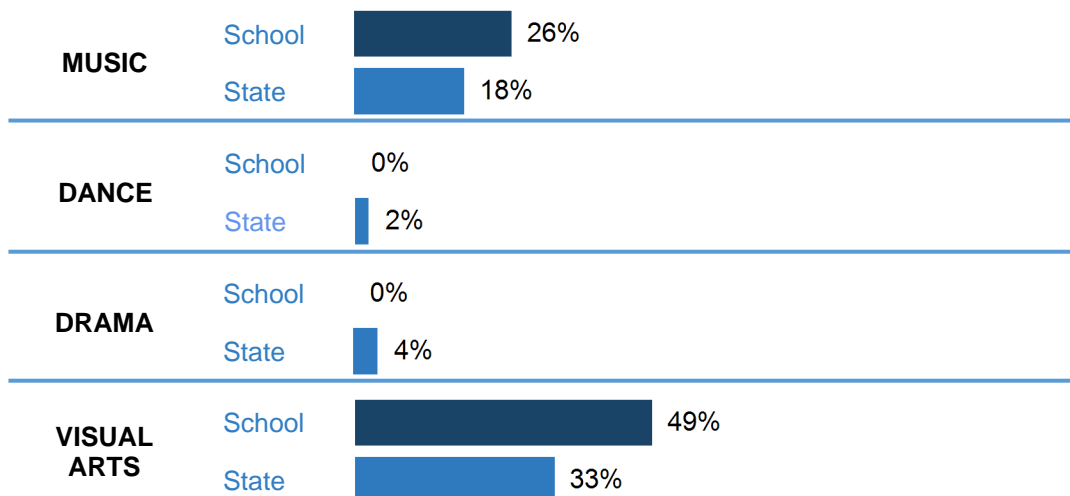


School



State

Students enrolled in one or more classes by discipline:





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This section 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	94.3%	90.5%	90.5%	91.8%	88.5%	89.6%	Not Met	89.8%	93.2%	Not Met
White	*	94.5%	91.6%	95.1%	92.7%	89.7%	Met Target	90.3%	93.8%	Not Met
Hispanic	100.0%	84.3%	*	86.3%	87.5%	**	**	81.3%	**	**
Black or African American	94.2%	83.4%	89.3%	85.3%	*	91.3%	Not Met	91.1%	93.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	N	93.7%	N	N	N	*	**	**
Economically Disadvantaged Students	93.9%	83.9%	88.7%	85.6%	85.7%	88.1%	Not Met	88.9%	96.0%	Not Met
Students with Disabilities	85.2%	78.8%	77.8%	82.1%	77.1%	78.2%	Not Met	77.3%	90.3%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

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	94.3%	-
2016	88.5%	90.5%
2015	89.3%	89.8%

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	0.4%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.3%	1.1%



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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.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	57.3%	33.3%	66.7%
White	64.4%	29%	71.1%
Hispanic	42.1%	0%	100%
Black or African American	48.9%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	42.9%	23.8%	76.2%
Students with Disabilities	5.3%	100%	0%
English Learners	0%	0%	0%

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	% 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	65.4%	44.9%	55.1%	78.7%	21.4%	74.2%	25.8%
White	63.9%	45.7%	54.4%	82.6%	17.4%	80.4%	19.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	70.2%	39.4%	60.6%	66.7%	33.3%	60.6%	39.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	64.4%	55.3%	44.7%	81.6%	18.4%	68.4%	31.6%
Students with Disabilities	25%	57.1%	42.9%	71.4%	28.6%	71.4%	28.6%
English Learners	*	*	*	*	*	*	*



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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

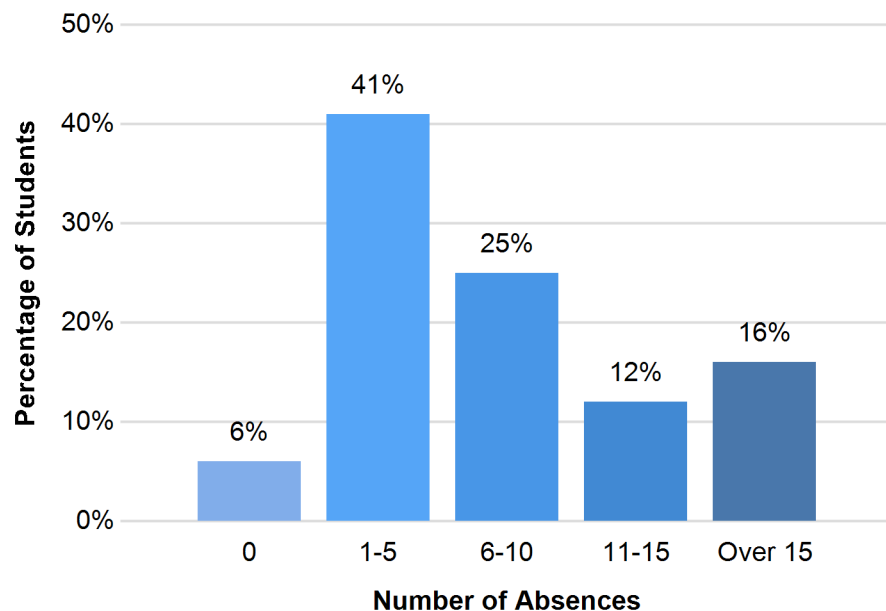
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.80	14.30	Met Target
White	10.30	14.30	Met Target
Hispanic	12.90	14.30	Met Target
Black or African American	15.40	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.70	14.30	Not Met
Students with Disabilities	23.80	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.



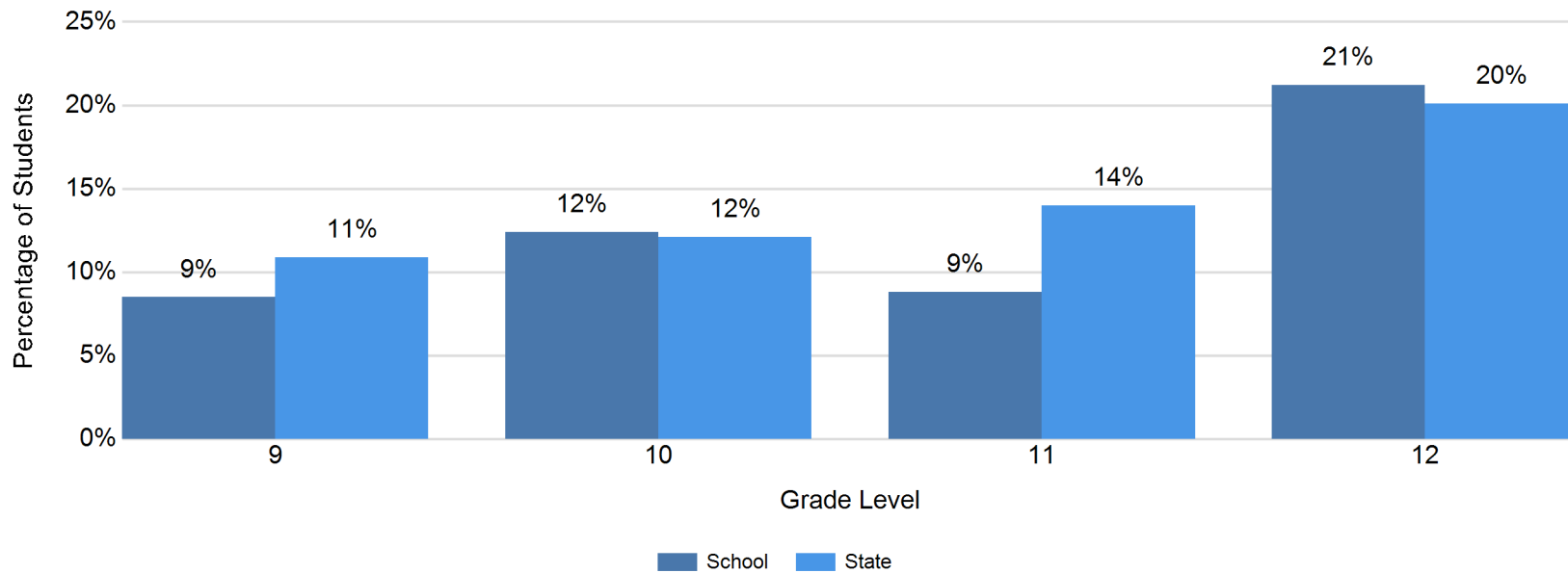


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Chronic Absenteeism by Grade

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	7:50AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 37 Mins.
Shared Time - Instructional Time	2 Hrs. 57 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	13
Vandalism	1
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	4.08

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	10.7%
Out-of-School Suspensions	3.5%
Any Suspension	14.2%

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	1.6:1	481.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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)	\$777	\$14,398	\$15,175



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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	48	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	81%	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	11	9,506
Average years experience in public schools	7.4	15.9
Average years experience in district	5.3	11.6
Administrators in district for 4 or more years	55%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	515:1	189:1
Librarian/Media Specialists		N
Nurses		416:1
Counselors		346:1
Child Study Team		297:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	83%	89%
2015-16 Administrators: Same district 2016-17	46%	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	97%



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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	37.4	17.5%
Mathematics Proficiency	36.3	17.5%
Graduation - 4-Year	26.8	25.0%
Graduation - 5-Year	24.6	25.0%
Chronic Absenteeism	45.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		32.5
Summative Rating: Percentile rank of Summative Score		26.8
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	32.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Not Met	No
White	38.5	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	Met Target	Not Met	Met Target	**	**	No
Black or African American	42.9	6.2	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	N	**	No
Economically Disadvantaged Students	47.9	6.2	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	35.4	6.2	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	N	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:	Dr. Sneathen	Email Address:	dsneathen@glassboroschools.us
Address:	560 JOSEPH L BOWE BLVD GLASSBORO, NJ 08028	Website:	https://www.gpsd.us/Domain/41
Phone:	(856)652-2700	Facebook:	https://www.facebook.com/GlassboroHS/
		Twitter:	https://mobile.twitter.com/GlassboroHS

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"> • School of Choice - Fine & Performing Arts, STEM/Biomedical Academies • 2016 & 17 Gloucester County Mock Trial Champions & 3rd in NJ in 2017. • Over 20 varsity athletic teams and more than 30 clubs to chose from!
	Mission, Vision, Theme:	The mission of the Glassboro Public School District, in partnership with its families and community, is to ensure that all students achieve the New Jersey Core Curriculum Content Standards (NJCCCD) at all grade levels; to prepare each of our students with the knowledge, skills, attitudes and values necessary to succeed as life-long learners; and to be competent, responsible, well-rounded individuals ready to attain productive and self-fulfilling roles in an ever changing global society.
	Awards, Recognition, Accomplishments:	2016 & 17 Gloucester County Mock Trial Champions. 2017 Mock Trial Finalists - 3rd in the State of New Jersey. GHS has a partnership with Rowan University to host a Fine and Performing Arts and a STEM/Biomedical Academy. GHS participates in the New Jersey School Choice Program.







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 <p>Courses, Curriculum, Instruction:</p>	<p>GHS offers a broad range of college prep, honors, and advanced placement courses. Students can take courses at Rowan University for 1/3 of the cost of a course and at Rowan College of Gloucester County at a 65% discount of the tuition cost. GHS offers a dual enrollment program with Camden County College in our World Language and Child Development program. Academy program in Business with Rowan College of Gloucester County.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Glassboro High School offers a full compliment of athletic opportunities for all students regardless of their skill level. Unlike some smaller schools, only one of our varsity sports incorporates a cut policy. GHS consistently performs competitively in league play and state tournaments. Multiple student athletes have gone on to play in college and some have even made it to the professional ranks. Currently, we have two former GHS football players playing in the NFL.</p>
 <p>Clubs and Activities:</p>	<p>Anime, Art, Black Culture, DECA, Engineering Club, Fitness Club, Foreign Exchange, French, Friends of Rachel, Gamers, Gay Straight Alliance, Interact, Italian Club, Jazz Ensemble, Knitting, Leadership, Library, Marching Band, Mock Trial, Musical Production and Drama, National Art Honor Society, National Honor Society, Outdoor, Philosophy, Renaissance, Science, Select Choir, Ski, Back Stage Crew, Student Government, Thespian, Tri-M Music Honor Society, Varsity, Yearbook Clubs</p>
 <p>Before and After School Programs:</p>	<p>All students can attend tutoring sessions before and/or after school at no cost to them and can get assistance in any subject. Rowan University and Glassboro High School have a partnership for student mentoring.</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities have flourished in recent years at Glassboro High School. Additionally, teachers take advantage of a variety of in and out of district workshops in the surrounding area.</p>
 <p>Postsecondary Information:</p>	<p>GHS graduates excel in their post secondary careers. 32% attend a 4 year college while 44% attend a 2 year college. Students and parents utilize Naviance for the college application process. FAFSA, SAT Prep, Test Prep, and information sessions are held throughout the year.</p>
 <p>Student Supports and Services:</p>	<p>GHS has an ELL program, an active IR&S team, a Child Study Team, a free tutoring program for all students before and after school, and an after school study group for all students. The staff participates in a mentoring program for students identified as at risk. Collegiate mentors assist our students in the college application process.</p>
 <p>Student Health and Wellness:</p>	<p>GHS offers a free/reduced breakfast and lunch program. GHS students can participate in our Fitness Club and weightlifting programs. All students participate in health and physical education. Additionally, students can exercise during their lunch break. Many guest speakers come in to our school to discuss health related topics with our students.</p>
 <p>Parent and Community Involvement:</p>	<p>GHS has a very active parent group that works all year to host the After Prom, an alcohol and drug free party for all prom attendees. Students and their families have access to PowerSchool, Naviance, Remind 101, Facebook, Twitter, and Instagram in order to stay informed about school events. The school newsletter and website are other sources of information ofr the school community. GHS also has an active SclP team.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers</p> <p>A school climate professional learning community exists at GHS and the members of that group administered a survey to the staff regarding school climate. The group has been working to enact some of the suggestions received from that data.</p>
 <p>Facilities:</p>	<p>Glassboro High School has recently undergone a two year, multi-phase renovation project funded by a referendum. The building now has a new rook, all new lighting, HVAC systems, doors, and a completely renovated main office and guidance suite. The building now has a state of the art security system with surveillance cameras monitoring the interior and exterior of the school. The referendum project also allowed us to increase our internet access to make the entire building wireless.</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.

GHS offers students a 4x4 block schedule in which students take 4 academic courses per semester. Students involved in our music program are able to take those courses all year long on an alternating basis with their physical education course. All students are now participating in our 1:1 laptop program, thereby enriching their educational opportunities. GHS offers a cooperative education program, internship programs, and offers 3 foreign languages: French, Italian, and Spanish. Students attending GHS have the opportunity to travel abroad through our World Language programs.



Other Information:



Glassboro Intermediate School

2016-2017

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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
7	112	156	147
8	122	118	164
Ungraded	15	0	3
Total	249	274	314

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	48%
Male	54%	54%	52%
Economically Disadvantaged Students	49%	49%	49%
Students with Disabilities	21%	22%	22%
English Learners	2%	1%	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	40.4%
Black or African American	33.8%
Hispanic	19.7%
Asian	1.9%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	3.5%

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	91.7%
Spanish	6.7%
<i>Other</i>	1.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	302	96.2	48.60	37.20	54.90	48.6	40.1	Met Target
White	126	97.7	58.70	51.40	63.90	58.7	47.5	Met Target
Hispanic	55	91.7	50.90	33.40	39.80	49.1	32.9	Met Target
Black or African American	103	98.1	35.00	22.00	35.20	35	30.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	10	83.3	30.00	31.80	54.90	26.3	**	**
Female	141	94.6	54.60	43.00	62.20	54.4		
Male	161	97.6	43.50	32.20	48.10	43.5		
Economically Disadvantaged Students	122	96.1	41.00	25.90	36.20	41	27	Met Target
Non-Economically Disadvantaged Students	180	96.3	53.90	46.50	65.80	53.9		
Students with Disabilities	71	92.2	16.90	13.80	20.50	16.4	12.9	Met Target
Students without Disabilities	231	97.5	58.40	42.70	61.90	58.4		
English Learners	12	85.7	25.00	*	25.20	22.6	**	**
Non-English Learners	290	96.7	49.60	*	57.40	49.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** 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 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	136	752	752	756	10%	15%	22%	30%	22%	52%	59%
White	57	765	765	764	*	*	19%	23%	39%	61%	69%
Hispanic	26	755	755	742	*	*	*	42%	*	62%	44%
Black or African American	47	735	735	737	*	28%	23%	30%	*	36%	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	*	*	*	757	*	*	*	*	*	*	59%
Female	70	758	758	764	*	*	17%	34%	26%	60%	68%
Male	66	746	746	749	*	*	27%	26%	18%	44%	51%
Economically Disadvantaged Students	49	751	751	739	*	*	31%	35%	*	51%	40%
Non-Economically Disadvantaged Students	87	752	752	766	*	*	17%	28%	*	53%	70%
Students with Disabilities	28	719	719	719	*	*	*	*	*	18%	19%
Students without Disabilities	108	760	760	763	*	*	*	*	*	61%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	136	752	752	758	10%	15%	22%	30%	22%	52%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	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	156	743	743	757	14%	15%	26%	38%	8%	46%	59%
White	68	752	752	764	*	*	22%	46%	*	57%	68%
Hispanic	28	737	737	742	*	*	*	36%	*	39%	44%
Black or African American	50	734	734	738	*	*	34%	28%	*	32%	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	67	749	749	766	*	*	25%	39%	*	49%	68%
Male	89	739	739	749	*	*	26%	37%	*	43%	50%
Economically Disadvantaged Students	63	730	730	739	*	*	27%	29%	*	32%	40%
Non-Economically Disadvantaged Students	93	752	752	766	*	*	25%	44%	*	55%	69%
Students with Disabilities	33	706	706	718	*	*	*	*	*	*	18%
Students without Disabilities	123	753	753	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

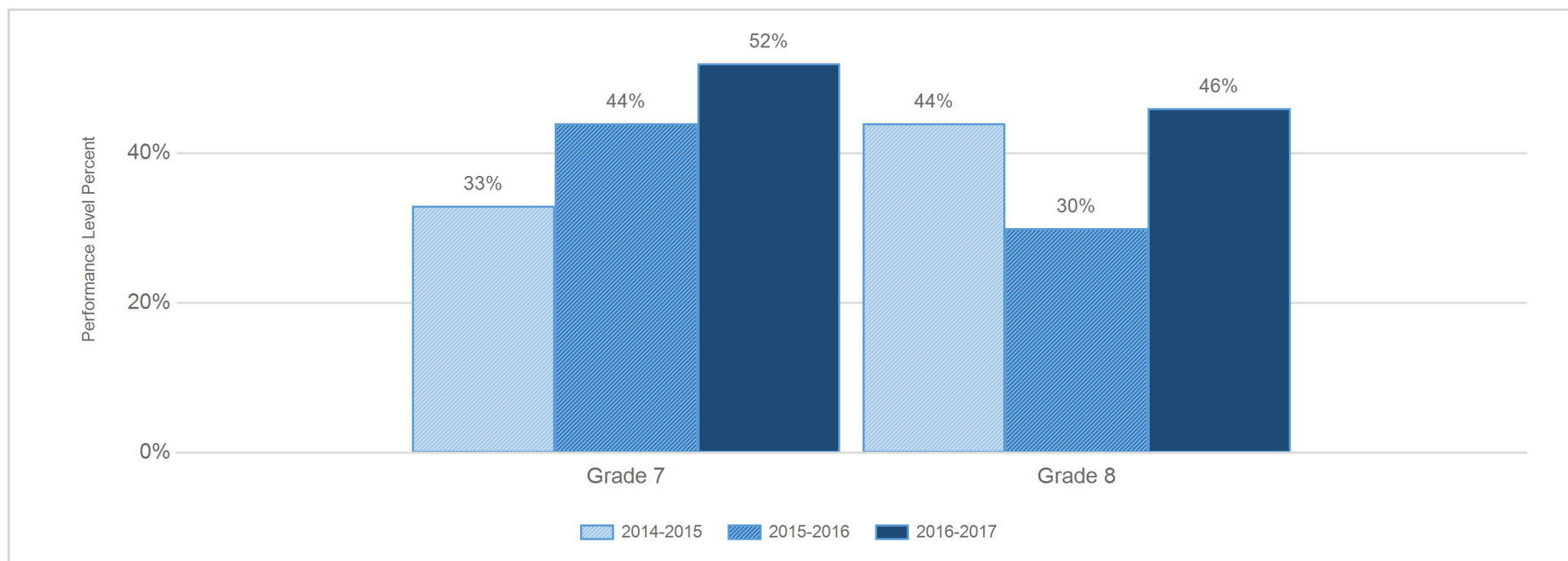


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English Language Arts/Literacy Assessment - Performance Trends

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	304	96.8	27.90	27.70	43.50	27.9	22.9	Met Target
White	126	97.7	43.70	41.80	52.40	43.7	32.2	Met Target
Hispanic	57	95.0	22.80	*	27.60	22.8	15	Met Target
Black or African American	103	98.1	11.70	*	21.70	11.7	13.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	33.30	42.50	N	**	**
Two or More Races	10	83.3	10.00	27.30	44.90	*	**	**
Female	142	95.3	26.80	27.70	44.10	26.8		
Male	162	98.2	29.00	27.80	42.90	29		
Economically Disadvantaged Students	122	96.1	22.10	19.60	25.10	22.1	12.8	Met Target
Non-Economically Disadvantaged Students	182	97.3	31.90	34.50	54.30	31.9		
Students with Disabilities	71	92.2	12.70	14.80	16.50	12.3	8.5	Met Target
Students without Disabilities	233	98.3	32.60	30.70	48.80	32.6		
English Learners	14	100.0	14.30	14.70	23.30	14.3	**	**
Non-English Learners	290	96.7	28.60	28.60	45.20	28.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	726	726	741	*	39%	40%	14%	*	14%	40%
White	38	729	729	748	*	37%	40%	*	0%	18%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	46	721	721	726	*	*	*	*	*	*	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	*	*	*	740	*	*	*	*	*	*	39%
Female	58	726	726	743	*	38%	40%	*	0%	16%	41%
Male	55	726	726	740	*	40%	40%	*	0%	13%	38%
Economically Disadvantaged Students	45	727	727	729	*	38%	44%	*	0%	16%	22%
Non-Economically Disadvantaged Students	68	725	725	749	*	40%	37%	*	0%	13%	50%
Students with Disabilities	26	715	715	716	*	*	*	*	*	*	11%
Students without Disabilities	87	729	729	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**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	122	717	717	728	34%	24%	28%	15%	0%	15%	28%
White	42	724	724	736	24%	31%	24%	*	*	21%	35%
Hispanic	28	719	719	721	*	*	43%	*	0%	14%	21%
Black or African American	45	710	710	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	52	715	715	730	42%	*	27%	*	0%	14%	30%
Male	70	719	719	725	27%	*	29%	*	0%	16%	26%
Economically Disadvantaged Students	58	715	715	719	40%	17%	28%	*	*	16%	19%
Non-Economically Disadvantaged Students	64	720	720	734	28%	30%	28%	*	*	14%	34%
Students with Disabilities	32	689	689	705	*	*	*	*	*	*	*
Students without Disabilities	90	727	727	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	769	740	743	*	*	*	89%	*	89%	42%
White	35	770	755	751	*	*	*	91%	*	91%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	19	769	738	744	*	*	*	84%	*	84%	43%
Male	25	769	741	741	*	*	*	92%	*	92%	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	44	769	740	745	*	*	*	89%	*	89%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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: 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	15	761	707	725	0%	0%	*	*	0%	60%	28%
White	10	767	718	731	0%	0%	*	*	0%	70%	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
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	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	15	761	712	729	0%	0%	*	*	0%	60%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	15	761	*	726	0%	0%	*	*	0%	60%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
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%

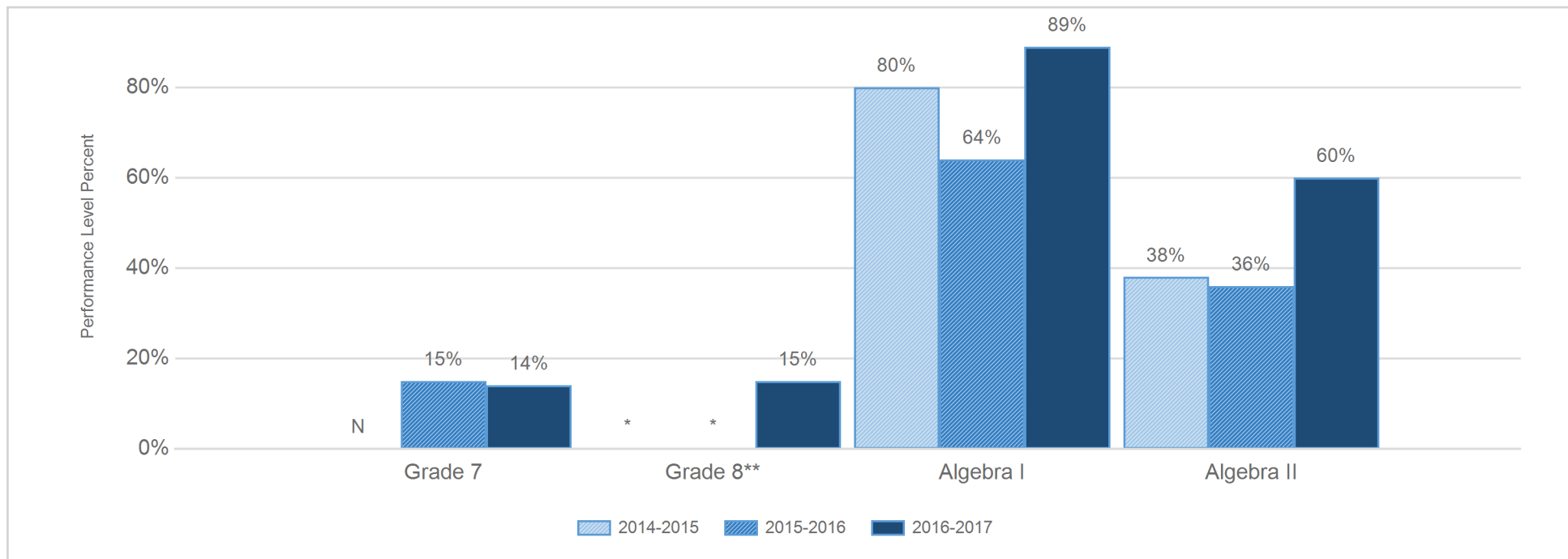


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

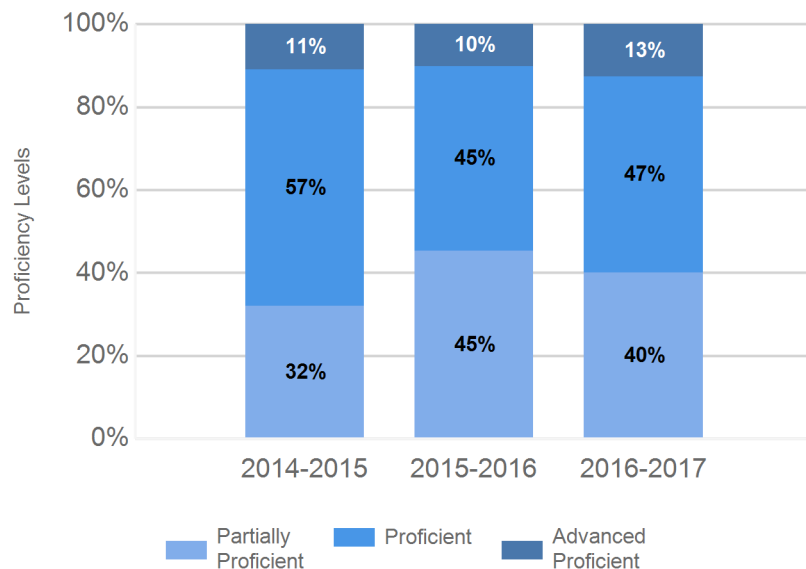
NJASK Science Assessment Performance: Grade 8

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	13%	47%	40%
White	18%	58%	24%
Hispanic	*	*	*
Black or African American	6%	38%	56%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	40%	52%
Students with Disabilities	3%	18%	79%
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	55	48	50	Met Target	39.5	42	50	Not Met
White	61	51	50	Exceeds Target	42	51.5	52	Met Target
Hispanic	48.5	47.5	49	Met Target	42	38	47	Met Target
Black or African American	54	43	45	Met Target	27	34	43	Not Met
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	55	42	47	Met Target	34	38	46	Not Met
Students with Disabilities	59.5	46	41	Met Target	37	33	43	Not Met
English Learners	67	57.5	53	**	*	*	51	**

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



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

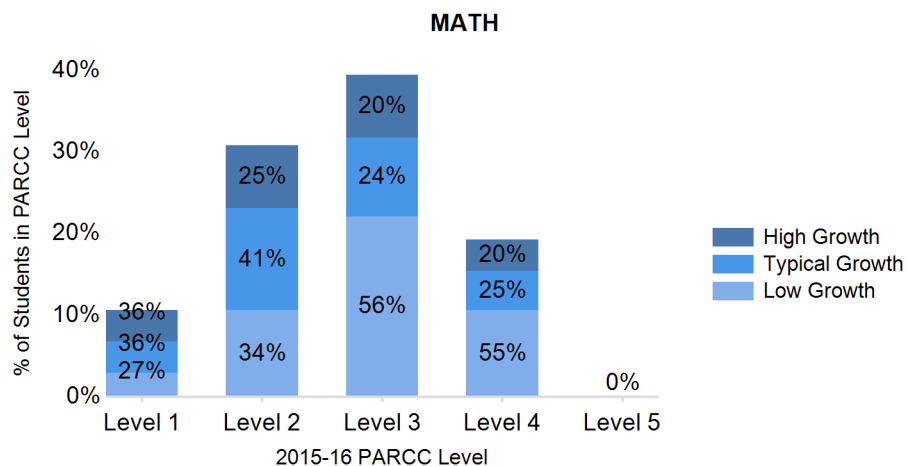
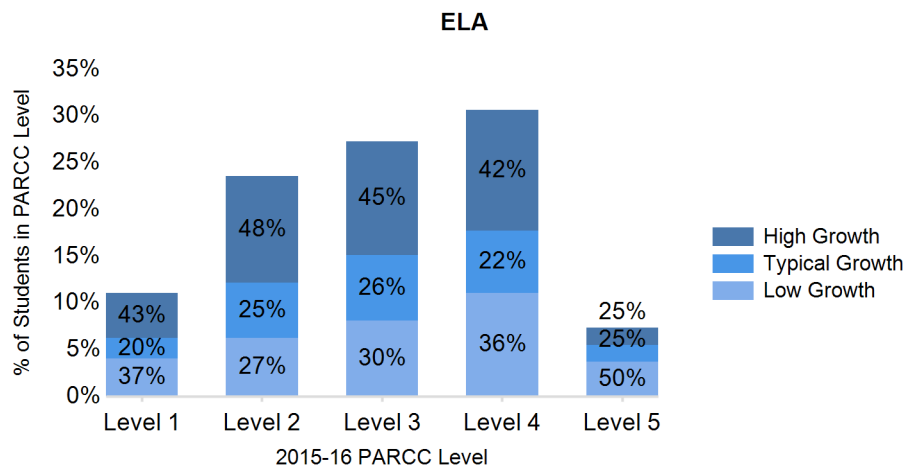
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

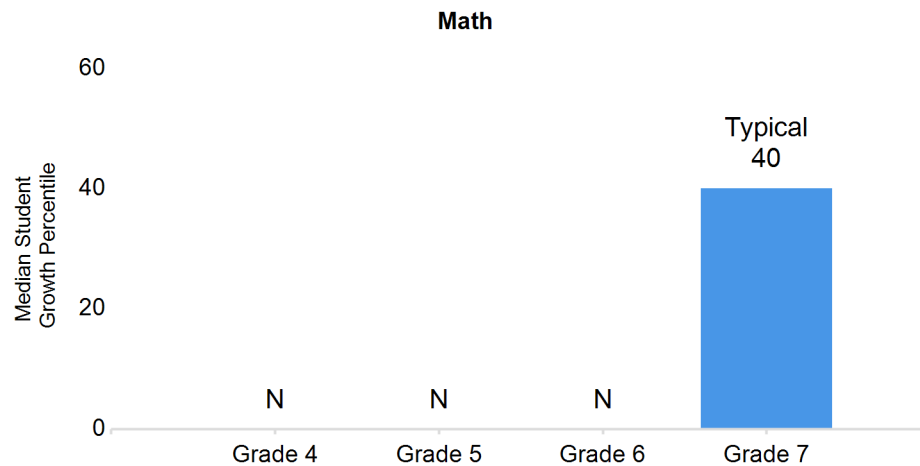
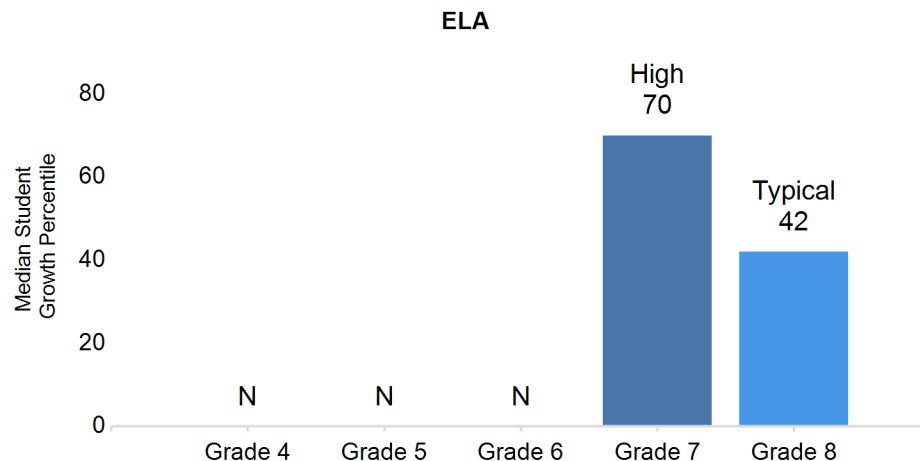
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	24	0	128
8	21	0	146
Schoolwide	45	0	274

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	114
8	0	0	0	0	0	0	112
Schoolwide	0	0	0	0	0	0	226
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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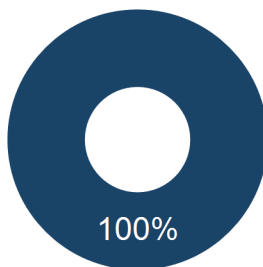
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Visual and Performing Arts – Course Participation

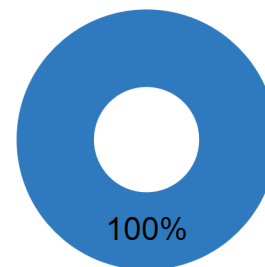
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

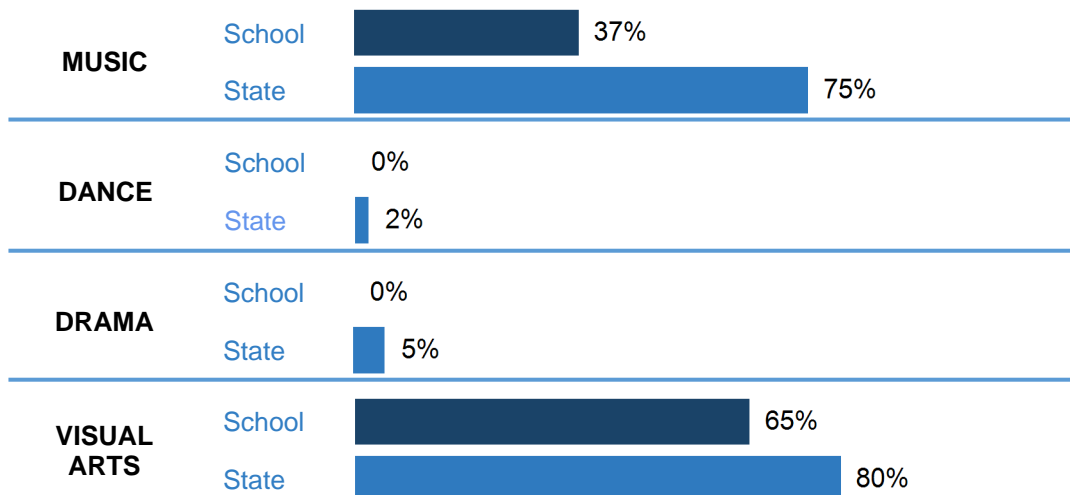


School



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.

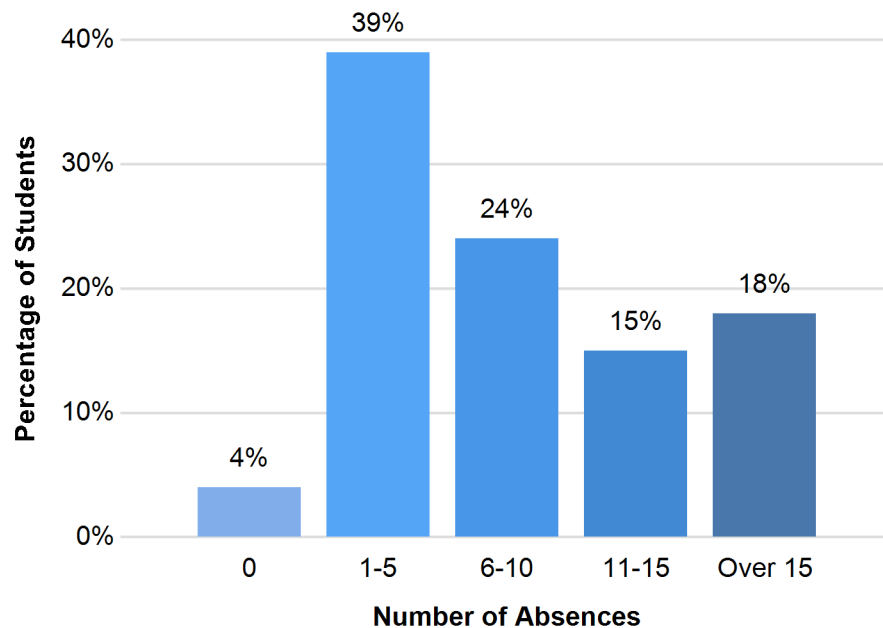
Chronic Absenteeism

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	14.90	9.10	Not Met
White	11.70	9.10	Not Met
Hispanic	15.40	9.10	Not Met
Black or African American	16.40	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.30	9.10	Not Met
Students with Disabilities	20.50	9.10	Not Met
English Learners	N	**	**

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.



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

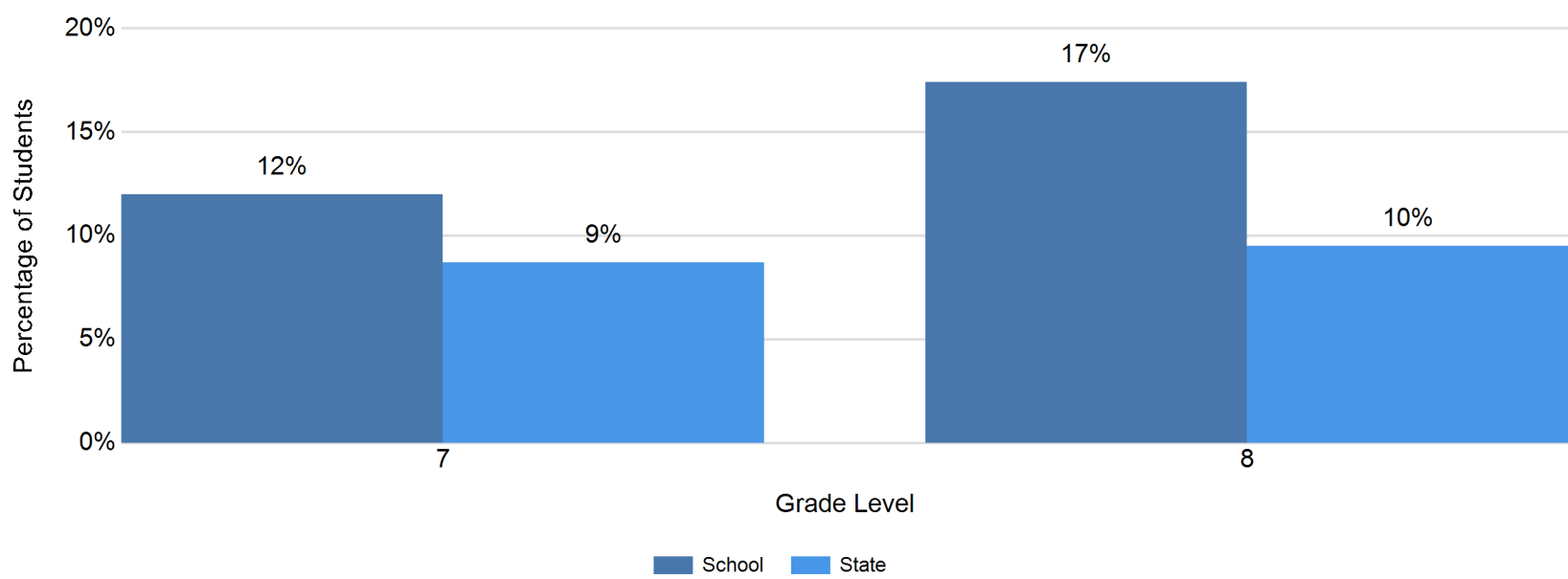


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Chronic Absenteeism by Grade

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	7:25AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 34 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	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.96

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	8.3%
Out-of-School Suspensions	2.5%
Any Suspension	10.8%

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	481.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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)	\$777	\$14,398	\$15,175



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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	25	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	7.4	15.9
Average years experience in district	5.3	11.6
Administrators in district for 4 or more years	55%	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	12:1
Administrators	N	189:1
Librarian/Media Specialists		N
Nurses		416:1
Counselors		346:1
Child Study Team		297:1



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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	83%	89%
2015-16 Administrators: Same district 2016-17	46%	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	97%



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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	36.9	17.5%
Mathematics Proficiency	16.9	17.5%
English Language Arts Growth	74.3	25.0%
Mathematics Growth	15.8	25.0%
Chronic Absenteeism	11.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		33.6
Summative Rating: Percentile rank of Summative Score		23.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	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	33.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	36.2	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	38.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	38.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	40.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	47.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	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. Mathews	Email Address:	kmatthews@glassboroschools.us
Address:	202 N DELSEA DR GLASSBORO, NJ 08028-1420	Website:	https://www.gpsd.us/Domain/163
Phone:	(856)652-2700	Facebook:	https://www.facebook.com/pg/GlassboroIntermediateSchool/
		Twitter:	https://twitter.com/@GIS_Bulldogs

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 1 - 1 Laptop initiative. All students at Glassboro Intermediate School will receive individual laptops. • Exploratory Blocks. Students will be exposed to various STEAM related courses to broaden their life skills. • Positive Actions. Students will have lessons to learn how actions, thoughts and feelings impact success.
 <p>Mission, Vision, Theme:</p>	<p>Glassboro Intermediate School’s vision includes creating a partnership with our families, community, and school to enhance our educational experiences through student centered learning, aligning with appropriate rigorous standards, and creating an academically challenging environment.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Recipient of a competitive grant awarding Glassboro Intermediate School with over 2.7 million dollars. 1 -1 laptops and additional social/emotional learning models were added. Additional guidance staff and a family/community liaison. Recognized for being a National School of Council, One of the Tope ten most improved schools in New Jersey, and Math Counts Awards. Various staff members recognized through NJEA Classroom Close-up.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Advanced Coursework opportunities in Algebra 1 , Algebra 2, Honors ELA, Honors science, advanced STEM class, choir, band, and orchestra. A significant portion of the curriculum is delivered with the use of our 1-1 lap top devices. All students participate in Exploratory such as coding, CAD, strategy games, mindfulness, music, body in motion, gardening, newsletter, and crocheting.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls)</p> <p>Glassboro Intermediate School is working to develop and improve performance of our sporting teams</p>
 <p>Clubs and Activities:</p>	<p>Glassboro Intermediate school offers a variety of clubs. We have academic clubs; Renaissance, Math Counts Team and a National Junior Honor Society. We also have non-academic clubs; Student government, Floor hockey, Green Team, Yearbook, Art Club, Music Club, Building Men, and Girls Learning Our Worth (GLOW).</p>
 <p>Before and After School Programs:</p>	<p>PTO - which is run by parents. Extended School Day-- increased language arts and math support for students in need, run by faculty. Positive Behavior supports program, which is run by faculty and staff and Family Positive Action program which is run by the school's Family Liaison.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional Development is provided to teachers in the following areas: ACHIEVE 3000, Math 180, edConnect, Positive Actions. Professional Learning Communities (Culturally responsive Instruction), and data analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners supports and services - Students with disabilities supports and services - Intervention and referral services and RTI model. Grant funded Guidance Counseling for at risk students.</p>
 <p>Student Health and Wellness:</p>	<p>All students receive a health and wellness coupled with a physical education class. All students are encouraged to eat before the bell. Positive Action Units are tied to social and emotional health and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Glassboro Intermediate School has a thriving PTO group. Community Positive Action meet monthly in various locations throughout the school year, informing and involving parents in school and community activity. Family Positive Action lessons to assist families with incorporating Positive Actions into their homes.</p>





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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School survey is conducted yearly and shared with students, staff and stakeholders and used to improve services to the community and school. Survey noted a willingness for teachers to work with students and appreciation for needed programs.</p>
 <p>Facilities:</p>	<p>Original building in 1929 considered a landmark to the local community. Therefore building was remodeled 2004 -- new library, computer lab, Science labs, and gymnasium. Refurbished PAC (Performing Arts Center)-- houses classes in Art and STEM as well as Foreign language. HVAC upgraded in entire campus.</p>



Glassboro Intermediate School
2016-2017
Grade Span 07-08

15-1730-078
GLOUCESTER
GLASSBORO
202 N DELSEA DR
GLASSBORO, NJ 08028-1420

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.

Students rotate through 60 min blocks, 30 min lunch. ELA and Math classes meet daily all year, Science, Social Studies, Physical Education, and Writing meet alternate days all year. All special area course meet alternate day for a semester. We have a school resource officer on site daily. We have 1:1 laptops for all students. Important information can be shared with parents/community via a district webpage, school webpage, PowerSchool Bulletins, and Global Connect system. Glassboro Intermediate has students that are part of our District Music and STEM academies.



Other Information:



J. Harvey Rodgers School
2016-2017


Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

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- **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.
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J. Harvey Rodgers School

2016-2017

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

Footnotes

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**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

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	120	130	115
KG	178	154	169
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	7	7	15
Total	305	291	299

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%	47%	49%
Male	52%	53%	51%
Economically Disadvantaged Students	21%	52%	49%
Students with Disabilities	7%	13%	16%
English Learners	4%	7%	3%
Homeless Students			0%
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	42.5%
Black or African American	24.4%
Hispanic	18.4%
Asian	4.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	10.7%

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	116	130	115
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	177	154	169

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	89.3%
Spanish	6.7%
Turkish	1.0%
Chinese	1.0%
Other	1.8%



J. Harvey Rodgers School
2016-2017

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
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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.

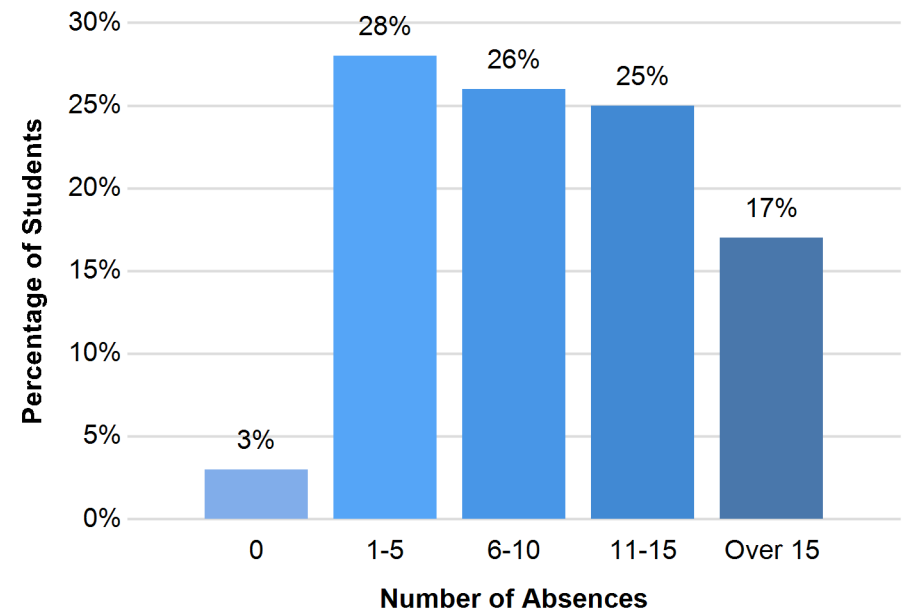
Chronic Absenteeism

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	16.10	12.50	Not Met
White	10.00	12.50	Met Target
Hispanic	17.10	12.50	Not Met
Black or African American	21.40	12.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.00	12.50	Not Met
Students with Disabilities	23.10	12.50	Not Met
English Learners	N	**	**

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.



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



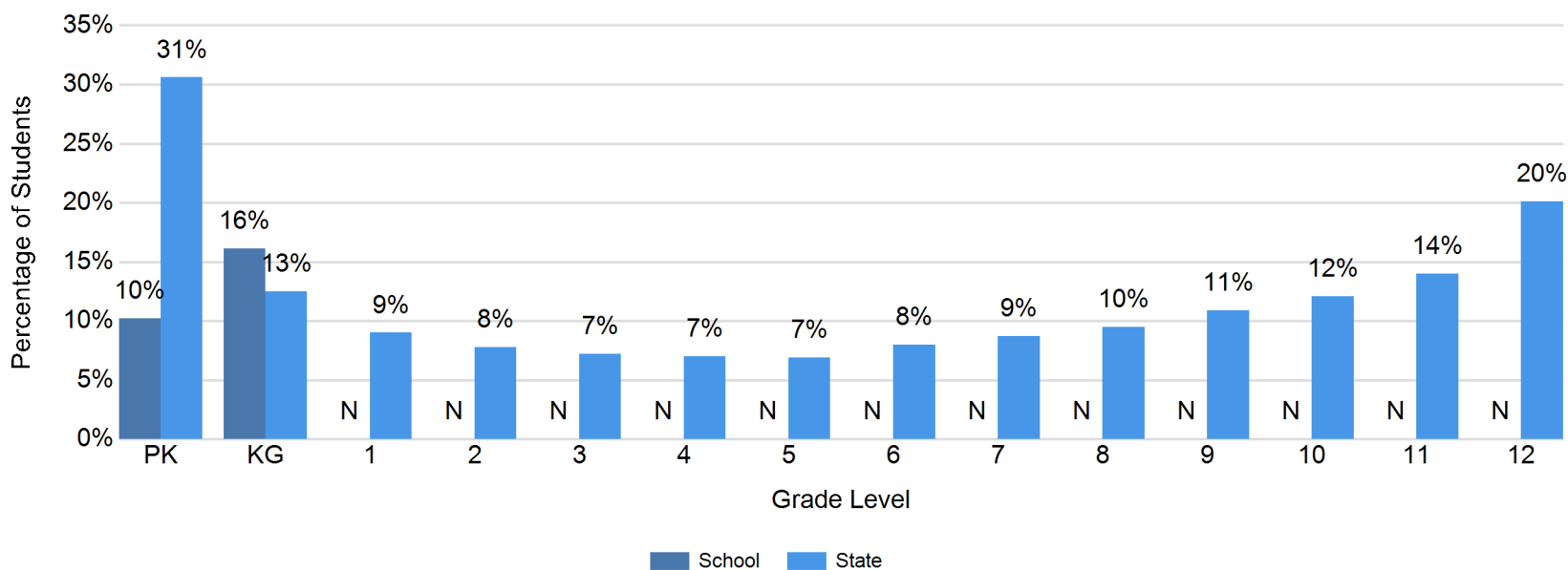
**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

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.





J. Harvey Rodgers School
2016-2017

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
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GLASSBORO, NJ 08028

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	8:00AM
Typical End Time	2:00PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs. 45 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	0.3%
Any Suspension	0.3%

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



**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
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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)	\$777	\$14,398	\$15,175



J. Harvey Rodgers School
2016-2017

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

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	20	120,724
Average years experience in public schools	20.8	11.8
Average years experience in district	15.5	10.5
Teachers in district for 4 or more years	90%	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	11	9,506
Average years experience in public schools	7.4	15.9
Average years experience in district	5.3	11.6
Administrators in district for 4 or more years	55%	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	15:1	12:1
Administrators	299:1	189:1
Librarian/Media Specialists		N
Nurses		416:1
Counselors		346:1
Child Study Team		297:1



J. Harvey Rodgers School
2016-2017

Grade Span PK-KG

15-1730-080
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	83%	89%
2015-16 Administrators: Same district 2016-17	46%	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%



**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG




15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

School General Info

Principal:	Mr. Edwards	Email Address:	aedwards@glassboroschool.us
Address:	301 GEORGETOWN RD GLASSBORO, NJ 08028	Website:	https://www.gpsd.us/Domain/111
Phone:	(856)652-2700		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Bulldog Buddy Program (Positive Behavior Support System) • Kindergarten ELA Curriculum • Rowan Professional Development School
 <p>Mission, Vision, Theme:</p>	<p>Mission Statement: Glassboro Public Schools create a culture that values learning and prepares all to think, achieve, and succeed. Statement of Vision: We see a partnership of the Board of Education, staff, all students, parents and community that provides optimum opportunities for success, learning, and high achievement. This partnership is responsible for the execution of the Mission Statement.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>J. Harvey Rodgers School was awarded to be one of Rowans University Professional Development Schools (PDS) for 2017 school year. JHRS school has collaborated with Rowan to create a learning environment in which university students, faculty liaisons, classroom teachers, and students in the schools can engage in long-term, on-going research-based initiatives that benefit all members in the learning community.</p>





**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
GLASSBORO, NJ 08028

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our goal is to ensure every child enters the next grade level with the early essentials for literacy and math as well as the social skills, self-help skills and self-confidence necessary for success in the elementary grades. Our Pre-School program uses The Creative Curriculum, a highly recognized program that is endorsed by the NJDOE. Creative Curriculum is student-centered and is designed to support the whole child. The kindergarten curriculum is aligned with the NJSLS in Math and ELA.</p>
 <p>Before and After School Programs:</p>	<p>Glassboro Child Development Center provides our students with before and after school care at JHRS. Before and after care is offered at 6:30 am until the start of school and continues to provide students care after dismissal until 6:00 pm. GCDC is providing wrap-around services for our students that attend our half day the Pre-school program. GCDC uses Creative Curriculum which focuses on literacy, math, science, social skills, arts, language, and reasoning.</p>







**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>JHRS has collaborate with Rowan and together we engages in PDS partnerships to reflect our commitment to nurturing and sustaining close connections between P-12 schools and higher education. Our partnerships focus on four cornerstones of teacher preparation and ongoing professional development: Pre-service, In-service, Student Learning & Research. Also we provide our staff with on-going professional development throughout the school year.</p>
 <p>Student Supports and Services:</p>	<p>JHRS provide students with handicaps an appropriate educational program in the least restrictive educational program placement that is appropriate for that student. JHRS provides a full continuum of placements and we have greatly expanded our use of in-class support services to keep more classified students in regular education placements. In 2016, JHRS implemented ABA program with trained and certified staff to support children with autism in pre-school and kindergarten program.</p>
 <p>Student Health and Wellness:</p>	<p>JHRS participates in a partnership with NutriServe in the Breakfast Beyond the Bell Program which includes many food service models where breakfast is served after the bell rather than in the cafeteria before school. This would allow students to still have options to eat after school has started if unable to do so prior to school starting. It has improved attendance, nutrition, and has many more benefits.</p>
 <p>Parent and Community Involvement:</p>	<p>JHRS participates in a partnership with NutriServe in the Breakfast Beyond the Bell Program which includes many food service models where breakfast is served after the bell rather than in the cafeteria before school. This would allow students to still have options to eat after school has started if unable to do so prior to school starting. It has improved attendance, nutrition, and has many more benefits.</p>



**J. Harvey Rodgers School
2016-2017**

Grade Span PK-KG

15-1730-080
GLOUCESTER
GLASSBORO
301 GEORGETOWN RD
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School Narrative

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Other Information:

J. Harvey Rodgers School provides a high quality early childhood program where learning is fun, hands-on, and keeps children actively engaged. Each classroom is staffed with a certified teacher and a certified Instructional Assistant. A general education master teacher ensures high quality services are delivered to children. The Preschool Intervention Referral Team (PIRT) provides support and suggested interventions to teachers for children with behavioral and academic needs and an I&RS Team for kindergarten students consisting of the principal, faculty, and LDTC assists teachers and parents with strategies for school and home improvement. A full-time certified nurse is available daily, as well as, a speech and language specialist, in-class support teachers, and a full-time child study team. The preschool has integrated classes for ELL and special education students. This unique building has many outstanding features which promote student learning. Everything in the learning environment is scaled to the students' eye level. Each classroom is child friendly with children's furniture, high ceilings, a wall of windows, their own bathroom with automatic sensors for sinks and toilets, and individual heating and air-conditioning units. Technology is available in each classroom with student tablets and one multi-media teacher workstation. The all-purpose room is equipped with technology and a children's stage for performances, assemblies and programs.




Thomas E. Bowe School
2016-2017
Grade Span 04-06

15-1730-090
GLOUCESTER
GLASSBORO
CARPENTER ST AND MANCUSO LANE
GLASSBORO, NJ 08028

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Thomas E. Bowe School
2016-2017
Grade Span 04-06

15-1730-090
GLOUCESTER
GLASSBORO
CARPENTER ST AND MANCUSO LANE
GLASSBORO, NJ 08028

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Thomas E. Bowe School
2016-2017
Grade Span 04-06

15-1730-090
 GLOUCESTER
 GLASSBORO
 CARPENTER ST AND MANCUSO LANE
 GLASSBORO, NJ 08028

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

Grade	2014-15	2015-16	2016-17
4	126	147	155
5	135	136	149
6	158	142	140
Ungraded	31	19	16
Total	450	444	460

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	44%	53%	55%
Students with Disabilities	18%	17%	18%
English Learners	2%	6%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	38.3%
Black or African American	32.4%
Hispanic	21.5%
Asian	2.6%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.0%

Enrollment by Home Language

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

Home Language	% of Students
English	87.6%
Spanish	8.0%
<i>Other</i>	4.1%



Thomas E. Bowe School
2016-2017
Grade Span 04-06

15-1730-090
 GLOUCESTER
 GLASSBORO
 CARPENTER ST AND MANCUSO LANE
 GLASSBORO, NJ 08028

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	439	96.5	31.50	37.20	54.90	31.5	31.4	Met Target
White	166	96.0	47.00	51.40	63.90	47	45.6	Met Target
Hispanic	96	96.0	28.10	33.40	39.80	28.1	19.9	Met Target
Black or African American	142	96.6	14.80	22.00	35.20	14.8	18.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.50	80.70	50	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	22	100.0	27.30	31.80	54.90	27.3	N	N
Female	208	95.9	34.60	43.00	62.20	34.6		
Male	231	97.1	28.50	32.20	48.10	28.5		
Economically Disadvantaged Students	209	97.2	17.30	25.90	36.20	17.3	20.1	Met Target†
Non-Economically Disadvantaged Students	230	95.8	44.40	46.50	65.80	44.4		
Students with Disabilities	78	94.0	18.00	13.80	20.50	17.7	18.6	Met Target†
Students without Disabilities	361	97.0	34.30	42.70	61.90	34.3		
English Learners	36	97.3	11.10	*	25.20	11.1	N	N
Non-English Learners	403	96.4	33.30	*	57.40	33.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

** 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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	730	730	753	*	23%	29%	27%	*	28%	56%
White	57	744	744	762	*	*	32%	42%	*	44%	67%
Hispanic	28	729	729	740	*	*	36%	*	0%	25%	40%
Black or African American	51	714	714	737	31%	31%	26%	*	*	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	15	731	731	755	*	*	*	*	0%	33%	56%
Female	72	736	736	758	*	19%	35%	29%	*	31%	61%
Male	82	725	725	749	*	27%	24%	26%	*	26%	51%
Economically Disadvantaged Students	77	719	719	737	*	29%	31%	13%	*	13%	36%
Non-Economically Disadvantaged Students	77	740	740	764	*	18%	27%	42%	*	43%	69%
Students with Disabilities	22	706	706	725	*	*	*	*	*	14%	25%
Students without Disabilities	132	734	734	759	*	*	*	*	*	30%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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%



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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	147	738	738	756	*	18%	33%	32%	*	35%	59%
White	60	751	751	763	*	*	22%	48%	*	57%	69%
Hispanic	34	731	731	743	*	*	41%	*	0%	27%	44%
Black or African American	45	725	725	740	*	33%	38%	*	0%	16%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	68	743	743	761	*	*	38%	40%	*	41%	66%
Male	79	734	734	750	*	*	28%	25%	*	30%	53%
Economically Disadvantaged Students	66	724	724	740	*	*	32%	*	*	18%	40%
Non-Economically Disadvantaged Students	81	750	750	765	*	*	33%	*	*	49%	71%
Students with Disabilities	23	710	710	725	*	*	*	*	*	13%	22%
Students without Disabilities	124	743	743	762	*	*	*	*	*	40%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	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	128	734	734	752	*	27%	32%	26%	*	28%	54%
White	46	742	742	758	*	22%	41%	35%	*	35%	63%
Hispanic	33	733	733	740	*	*	*	*	*	30%	38%
Black or African American	40	722	722	736	25%	30%	33%	*	*	13%	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	64	737	737	758	*	23%	38%	28%	*	30%	61%
Male	64	731	731	746	*	30%	27%	23%	*	27%	46%
Economically Disadvantaged Students	58	721	721	737	*	36%	24%	*	*	14%	34%
Non-Economically Disadvantaged Students	70	745	745	761	*	19%	39%	*	*	40%	65%
Students with Disabilities	23	713	713	722	*	*	*	*	*	*	17%
Students without Disabilities	105	738	738	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	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%

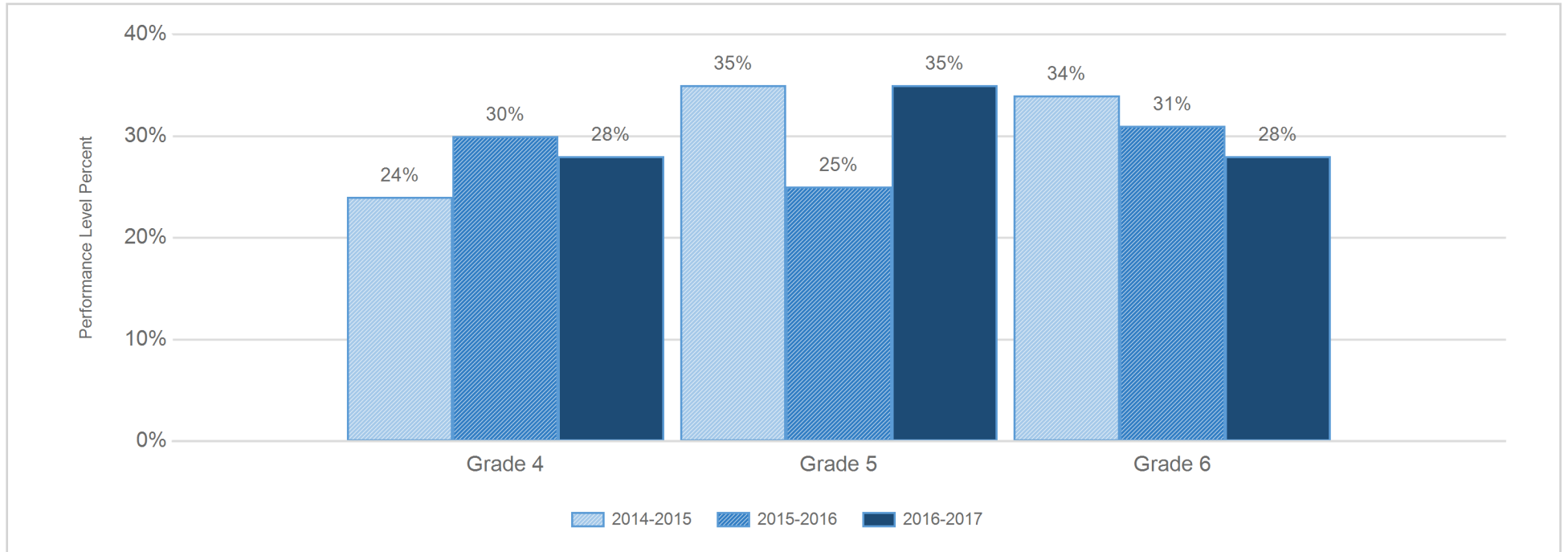


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English Language Arts/Literacy Assessment - Performance Trends

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	441	96.5	29.50	27.70	43.50	29.5	32.1	Met Target†
White	166	96.0	43.40	41.80	52.40	43.4	46.7	Met Target†
Hispanic	97	96.0	18.60	*	27.60	18.6	21	Met Target†
Black or African American	142	96.6	18.30	*	21.70	18.3	18.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.90	75.60	66.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	23	100.0	26.10	27.30	44.90	26.1	N	N
Female	210	95.9	27.60	27.70	44.10	27.6		
Male	231	97.1	31.20	27.80	42.90	31.2		
Economically Disadvantaged Students	209	97.2	16.70	19.60	25.10	16.7	21.4	Not Met
Non-Economically Disadvantaged Students	232	95.9	40.90	34.50	54.30	40.9		
Students with Disabilities	79	94.0	16.50	14.80	16.50	16.3	22.6	Met Target†
Students without Disabilities	362	97.1	32.30	30.70	48.80	32.3		
English Learners	36	97.3	*	14.70	23.30	*	N	N
Non-English Learners	405	96.4	*	28.60	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

** 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 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	729	729	747	18%	31%	25%	27%	0%	27%	47%
White	57	739	739	755	*	23%	26%	40%	*	40%	59%
Hispanic	28	723	723	734	*	39%	*	*	0%	18%	30%
Black or African American	51	716	716	729	31%	33%	22%	*	*	14%	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	15	738	738	747	0%	*	*	*	0%	33%	48%
Female	72	731	731	747	17%	26%	29%	28%	0%	28%	47%
Male	82	726	726	747	18%	34%	21%	27%	0%	27%	48%
Economically Disadvantaged Students	77	719	719	732	*	38%	23%	14%	*	14%	27%
Non-Economically Disadvantaged Students	77	738	738	757	*	23%	26%	40%	*	40%	61%
Students with Disabilities	22	711	711	724	*	46%	*	*	0%	18%	22%
Students without Disabilities	132	732	732	751	*	28%	*	*	0%	29%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	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%



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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	147	737	737	747	*	18%	35%	29%	*	33%	46%
White	60	750	750	754	*	*	28%	42%	*	50%	57%
Hispanic	34	729	729	735	*	*	44%	*	0%	21%	30%
Black or African American	45	726	726	729	*	22%	36%	*	*	22%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	68	738	738	747	*	*	38%	29%	*	32%	47%
Male	79	735	735	746	*	*	32%	29%	*	34%	46%
Economically Disadvantaged Students	66	724	724	732	*	21%	35%	*	*	18%	27%
Non-Economically Disadvantaged Students	81	747	747	756	*	15%	35%	*	*	46%	59%
Students with Disabilities	23	706	706	725	*	*	*	*	*	17%	19%
Students without Disabilities	124	743	743	751	*	*	*	*	*	36%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	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	129	729	729	743	*	25%	32%	25%	*	26%	44%
White	46	742	742	751	*	24%	39%	35%	*	37%	54%
Hispanic	33	721	721	731	*	*	36%	*	0%	18%	27%
Black or African American	40	718	718	724	30%	30%	25%	*	*	15%	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	65	731	731	745	*	26%	*	20%	*	20%	45%
Male	64	727	727	742	*	23%	*	30%	*	33%	43%
Economically Disadvantaged Students	58	716	716	728	*	29%	29%	*	*	14%	24%
Non-Economically Disadvantaged Students	71	739	739	752	*	21%	34%	*	*	37%	56%
Students with Disabilities	23	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	106	734	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	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.

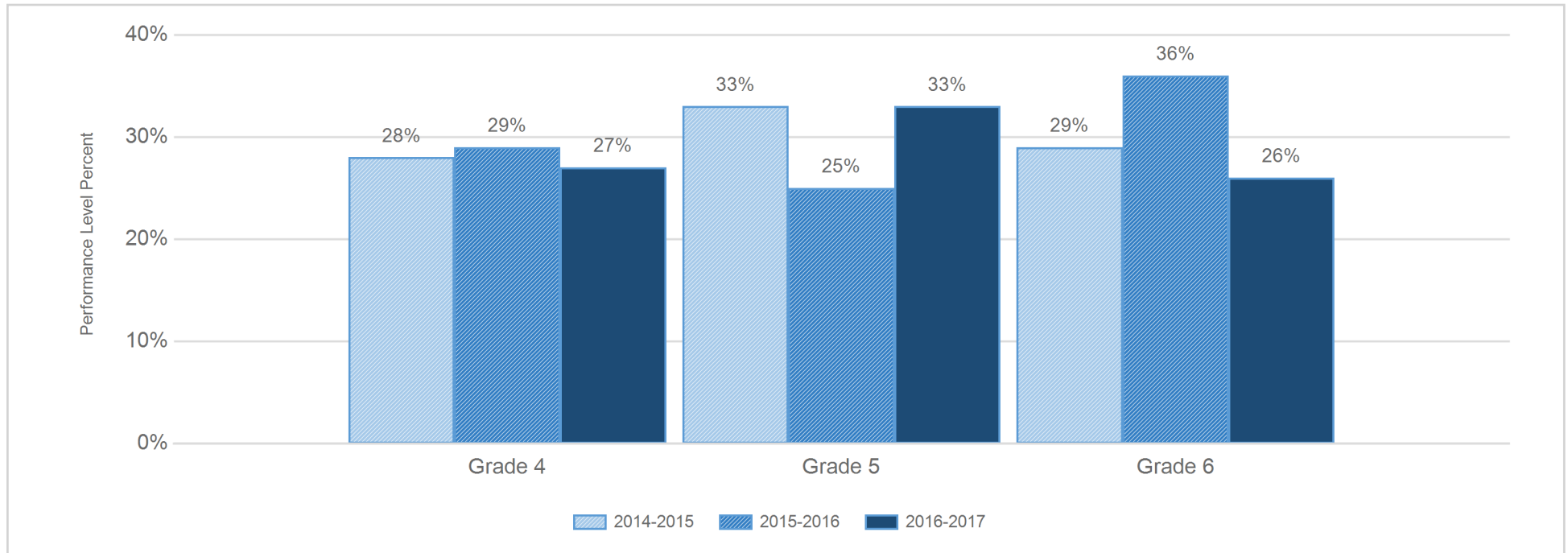


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Mathematics Assessment – Performance Trends

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
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

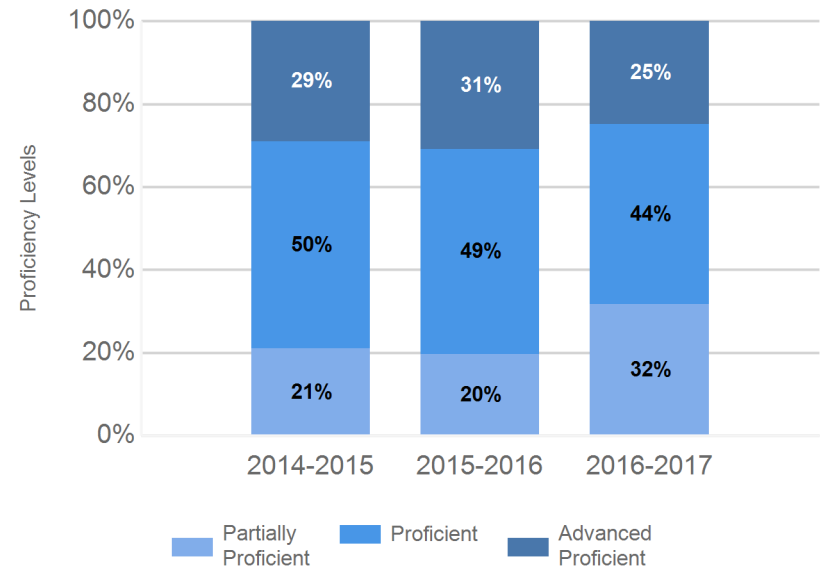
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	25%	44%	32%
White	39%	46%	15%
Hispanic	24%	41%	35%
Black or African American	4%	41%	55%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	14%	86%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	48	50	Met Target	43	42	50	Met Target
White	47	51	50	Met Target	54	51.5	52	Met Target
Hispanic	47.5	47.5	49	Met Target	38	38	47	Not Met
Black or African American	36.5	43	45	Not Met	35.5	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	31.5	*	51	Not Met	43.5	*	52	Met Target
Economically Disadvantaged	39	42	47	Not Met	38	38	46	Not Met
Students with Disabilities	40	46	41	Met Target	33	33	43	Not Met
English Learners	46	57.5	53	Met Target	44	*	51	Met Target

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



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:

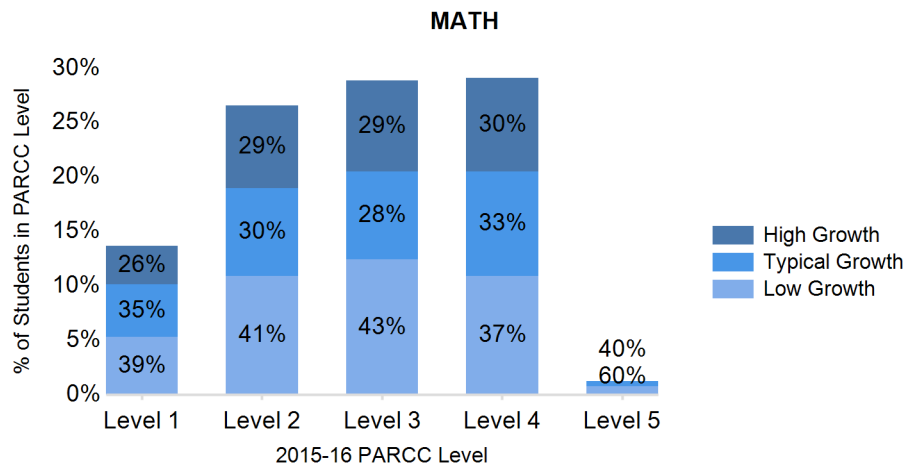
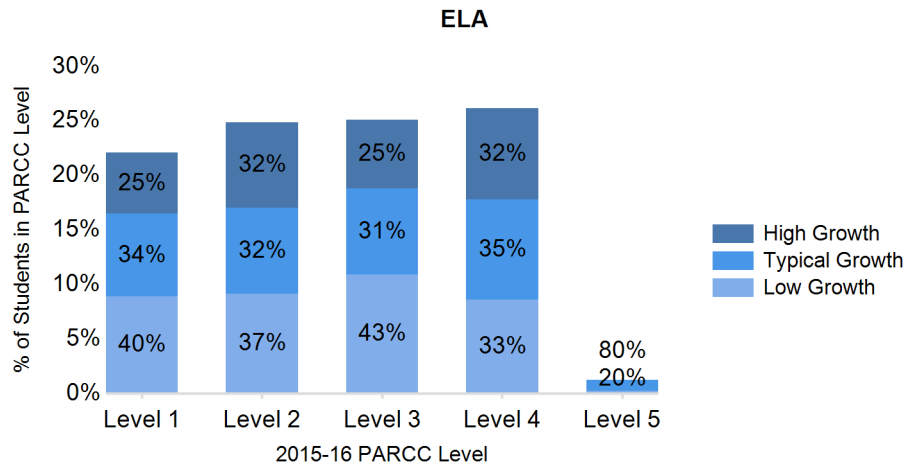
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

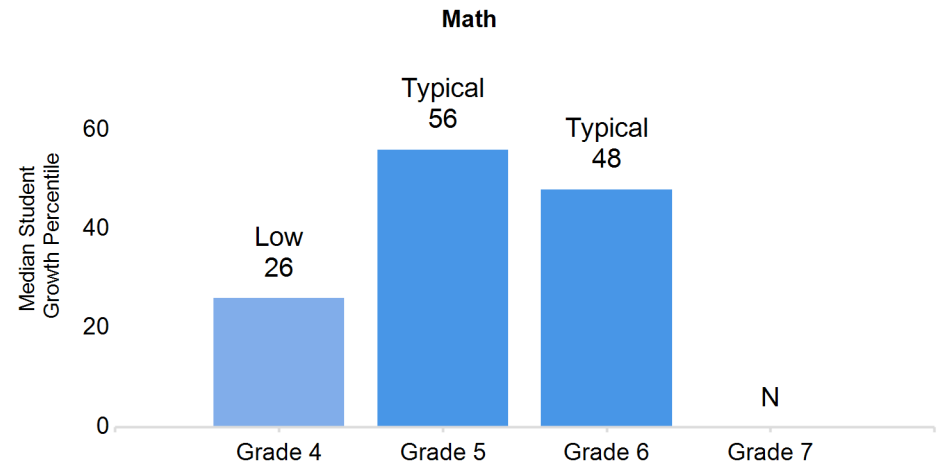
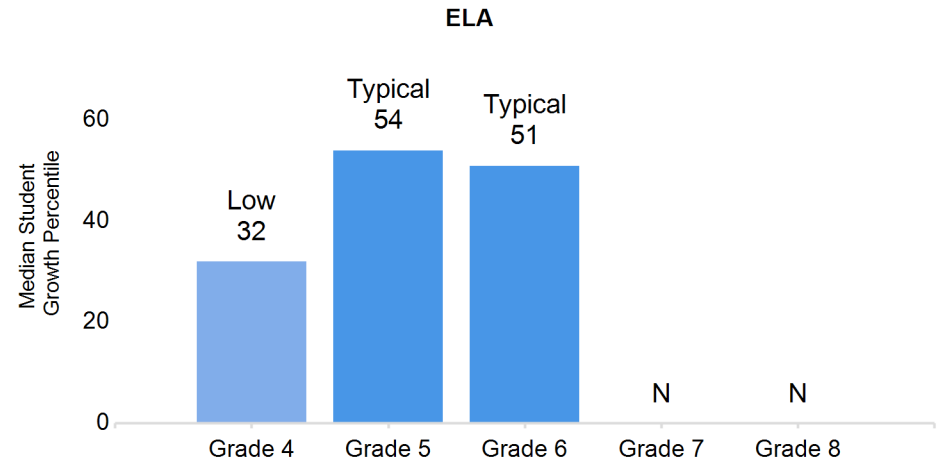
Student Growth by Performance Level

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.





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

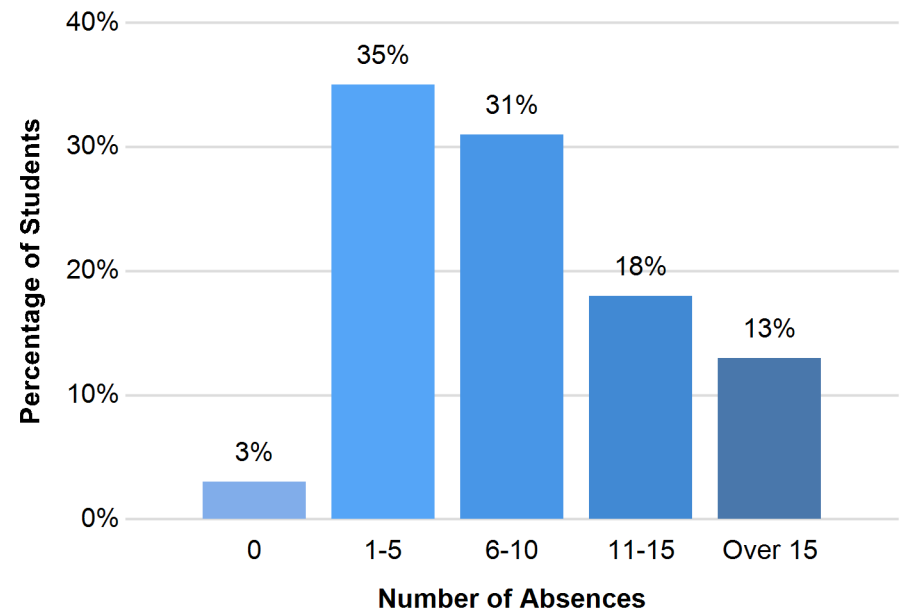
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	7.30	Not Met
White	6.80	7.30	Met Target
Hispanic	9.10	7.30	Not Met
Black or African American	15.00	7.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	8.70	7.30	Not Met
Economically Disadvantaged Students	12.30	7.30	Not Met
Students with Disabilities	18.80	7.30	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.



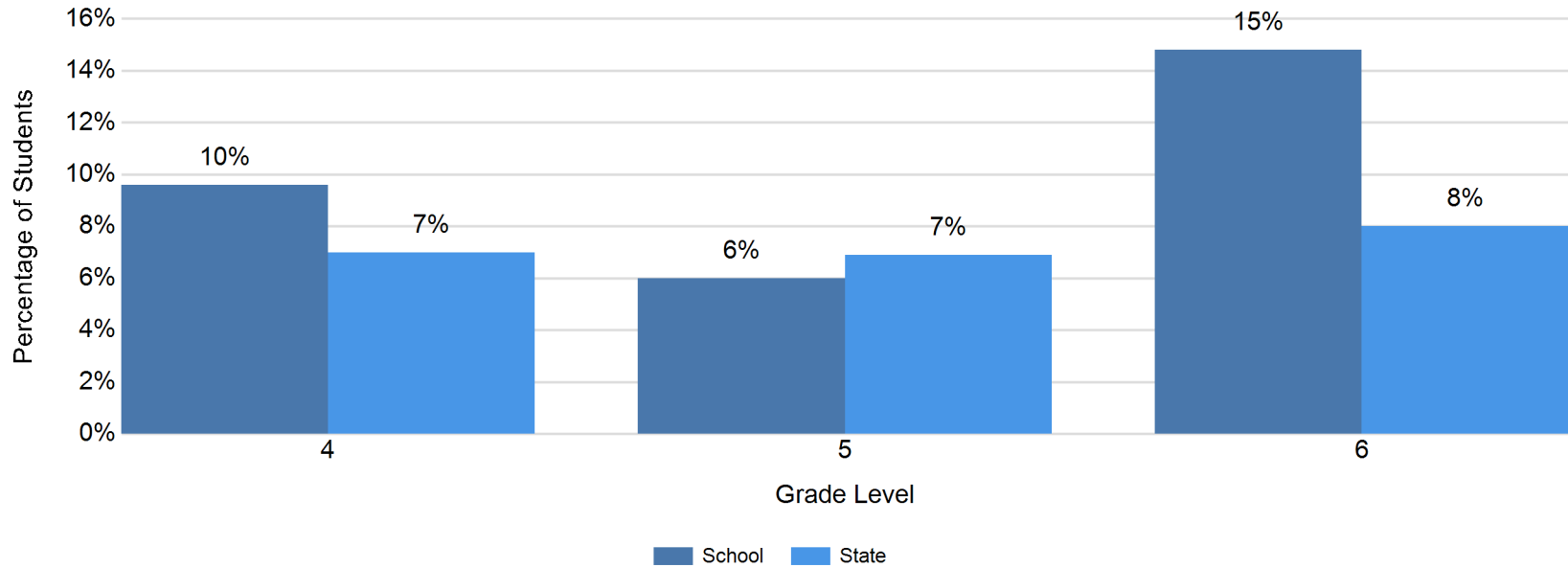


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Chronic Absenteeism by Grade

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	9:00AM
Typical End Time	3:10PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 40 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	5
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.83

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	6.1%
Out-of-School Suspensions	2.8%
Any Suspension	8.9%

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	3.7:1	481.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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)	\$777	\$14,398	\$15,175



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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	38	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	76%	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	11	9,506
Average years experience in public schools	7.4	15.9
Average years experience in district	5.3	11.6
Administrators in district for 4 or more years	55%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	460:1	189:1
Librarian/Media Specialists		N
Nurses		416:1
Counselors		346:1
Child Study Team		297:1



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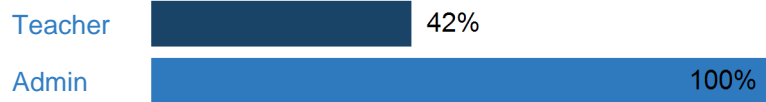
Teachers and Administrators - Level of Education

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	83%	89%
2015-16 Administrators: Same district 2016-17	46%	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	97%



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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	11.2	17.5%
Mathematics Proficiency	17.4	17.5%
English Language Arts Growth	24.9	25.0%
Mathematics Growth	24.2	25.0%
Chronic Absenteeism	26.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		21.3
Summative Rating: Percentile rank of Summative Score		10.7
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	21.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	34.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	29.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	25.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	17.1	11.9	No	N	N	Not Met	Not Met	Met Target	No
Economically Disadvantaged Students	21.1	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	36.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	24.0	11.9	No	N	N	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Edwards	Email Address:	aedwards@glassboroschools.us
Address:	CARPENTER ST AND MANCUSO LANE GLASSBORO, NJ 08028	Website:	https://www.gpsd.us/Domain/210
Phone:	(856)652-2700	Facebook:	https://www.facebook.com/BoweSchool/

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"> • Renaissance • Real Men Read • Battle of the Books
Mission, Vision, Theme:	Mission: Thomas E Bowe School’s mission is to foster student achievement that considers and encompasses the concept of the “whole child.” To that end, student achievement relies upon a hierarchy of support, guidance, and instruction aimed at facilitating a student’s social, emotional, and academic growth as determined by observable and measurable outcomes.
Awards, Recognition, Accomplishments:	Thomas E. Bowe School is a Professional Development School with Rowan University.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Readers Workshop, Eureka Math, Strategies for Writers</p>
 <p>Clubs and Activities:</p>	<p>Real Men Read, Building Men, Battle of the Books, Family Night, Renaissance, Read Across America, Students of the month, Honor Roll, Principals List, DARE, G&T, African American Read-In</p>
 <p>Before and After School Programs:</p>	<p>Band, Orchestra, Choir</p>







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 <p>Staff and Professional Learning:</p>	<p>Classroom Management, Curriculum, Technology, Pedagogy, and we are Professional Development School</p>
 <p>Student Supports and Services:</p>	<p>English Language Learner Teacher, A Complete Cast Study Team, Multiple Disabilities Class, Inclusive settings, Self-Contained Settings, Case Manager On-Site, Guidance Counselor, School Nurse</p>
 <p>Student Health and Wellness:</p>	<p>Full time nurse, free breakfast before the bell, recess, phys ed</p>
 <p>Parent and Community Involvement:</p>	<p>PTO meetings held monthly, bring your parent to school day, back to school night, parent teacher conferences, family nights, color run, real men read</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>Facilities:</p>	<p>Built in 1972, Originally a open concept school there are now close classrooms. We have a cafeteria, separate full gymnasium, library, computer lab, art room. The whole school is air conditioned. We are starting a stem lab.</p>
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