NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	WEST DEPTFORD TWP
Principal Name	MS. TRAMPE
Address	675 GROVE RD WEST DEPTFORD, NJ 08066-1925
Phone Number	(856)848-1200
Email Address	CTRAMPE@WDEPTFORD.K12.NJ.US
Website	http://ms.wdeptford.k12.nj.us/
Facebook	https://www.facebook.com/wdeptfordms/
Twitter	https://twitter.com/wdeptfordms

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
5	227	215	205
6	233	234	228
7	257	240	227
8	224	254	240
Total	941	943	900

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.1%	49.4%	50.1%
Male	51.9%	50.6%	49.9%
Economically Disadvantaged Students	28.3%	28.4%	27.3%
Students with Disabilities	25.6%	24.4%	23.7%
English Learners	1.0%	0.2%	0.1%
Homeless Students		0.7%	0.7%
Students in Foster Care		1.1%	1.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	74.5%	75.2%	72.9%
Hispanic	10.0%	10.2%	11.4%
Black or African American	8.7%	7.7%	8.7%
Asian	1.7%	2.2%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.9%	4.5%	5.2%

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.6%
Spanish	1.2%
Other Languages	1.2%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	55	50	Met Standard	68	66	50	Exceeds Standard
White	58	56	50	Met Standard	68	68	51	Exceeds Standard
Hispanic	47	47	49	Met Standard	63	57	48	Exceeds Standard
Black or African American	54	49	44	Met Standard	61	59	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	69	66	61	**	85.5	85	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	56	50	49	Met Standard	70	69.5	51	Exceeds Standard
Economically Disadvantaged	49	48	48	Met Standard	63	61	47	Exceeds Standard
Students with Disabilities	46	46	41	Met Standard	61	55.5	43	Exceeds Standard
English Learners	*	69.5	54	**	*	64	51	**

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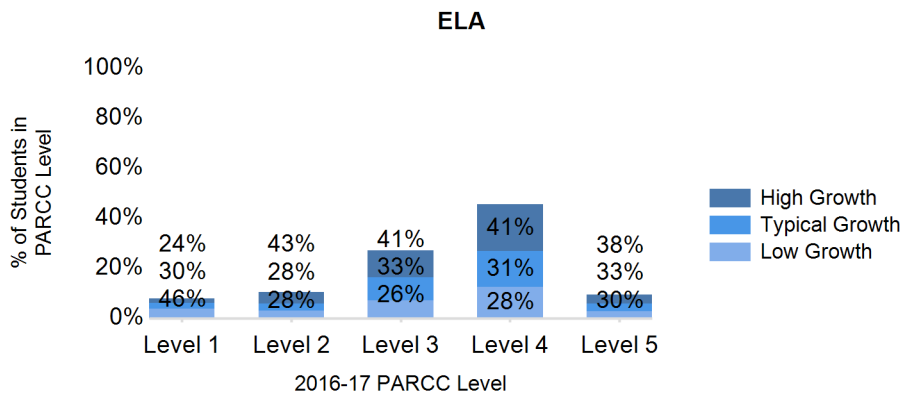
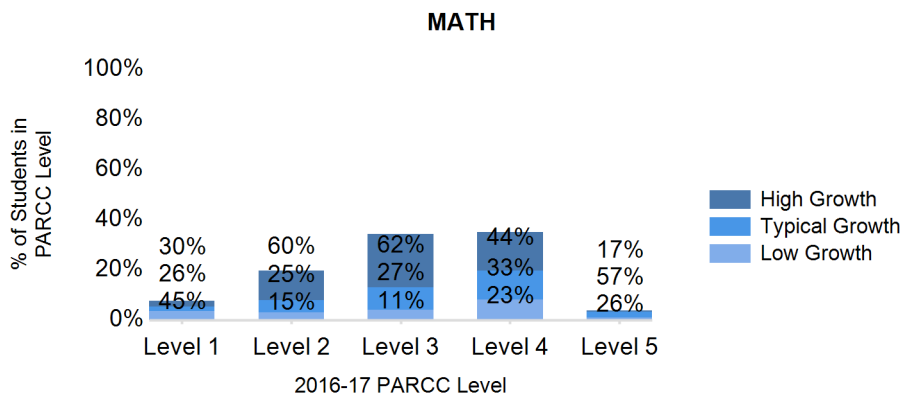
Student Growth by Performance Level

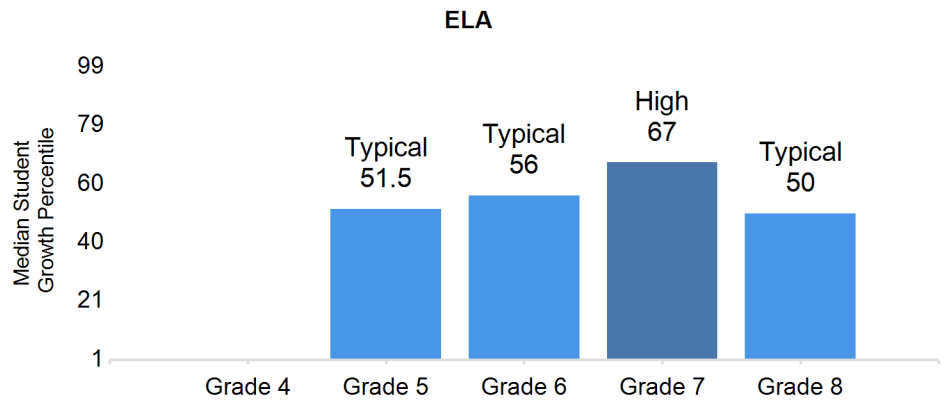
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

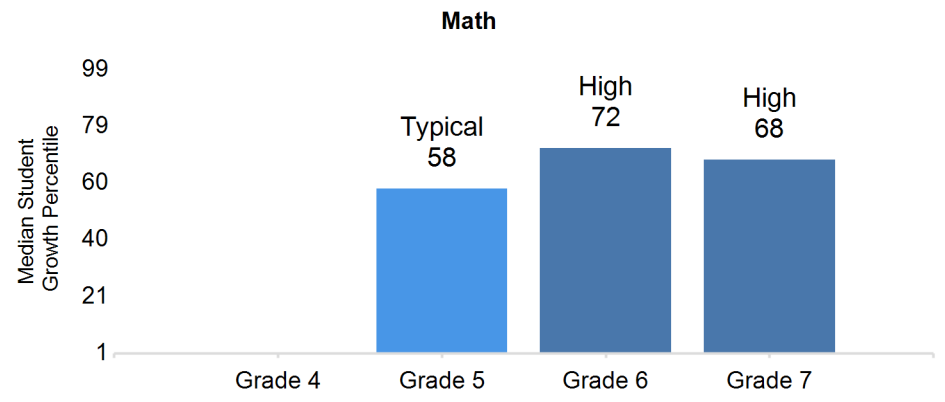




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	887	98.5	61.4	58.2	56.7	61.4	51.3	Met Target
White	652	98.1	67.2	62.6	65.6	67.2	54.2	Met Target
Hispanic	99	100.0	45.5	44.2	42.5	45.5	43.8	Met Target
Black or African American	74	100.0	40.5	41.9	37.3	40.5	44.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	*	82.3	70.6	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	45	98.0	44.4	*	63.4	44.4	33.3	Met Target
Female	443	98.7	69.1	67.8	64.5	69.1		
Male	444	98.3	53.8	48.7	49.4	53.8		
Economically Disadvantaged Students	224	99.2	39.7	40.2	38.5	39.7	33.4	Met Target
Non-Economically Disadvantaged Students	663	98.2	68.8	63.8	67.5	68.8		
Students with Disabilities	223	96.6	21.9	22.5	21.6	21.9	21	Met Target
Students without Disabilities	664	99.1	74.7	69.7	63.9	74.7		
English Learners	*	*	*	52.2	27.3	*	**	**
Non-English Learners	*	*	*	58.3	59.4	*		
Homeless Students	*	*	*	35.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	752	752	755	8%	10%	25%	52%	5%	57%	58%
White	144	756	756	763	*	10%	22%	*	*	63%	68%
Hispanic	27	747	747	743	*	*	*	*	*	48%	43%
Black or African American	19	735	735	738	*	*	*	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	112	755	755	762	*	*	20%	*	*	64%	66%
Male	93	748	748	749	*	*	32%	*	*	48%	51%
Economically Disadvantaged Students	60	737	737	739	*	17%	25%	*	*	40%	39%
Non-Economically Disadvantaged Students	145	758	758	766	*	7%	26%	*	*	64%	71%
Students with Disabilities	51	724	724	724	*	*	27%	22%	0%	22%	22%
Students without Disabilities	154	761	761	762	*	*	25%	62%	6%	69%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	205	752	752	757	8%	10%	25%	52%	5%	57%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	750	750	754	*	15%	29%	*	*	53%	56%
White	157	753	753	761	*	12%	25%	*	*	61%	66%
Hispanic	29	738	738	742	*	34%	*	*	*	31%	42%
Black or African American	19	748	748	737	0%	*	53%	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	115	755	755	761	*	10%	29%	*	*	57%	64%
Male	109	745	745	748	*	20%	30%	*	*	49%	48%
Economically Disadvantaged Students	63	737	737	739	*	29%	40%	*	*	29%	37%
Non-Economically Disadvantaged Students	161	755	755	764	*	10%	25%	*	*	63%	68%
Students with Disabilities	48	726	726	723	*	35%	42%	*	*	13%	18%
Students without Disabilities	176	757	757	760	*	10%	26%	*	*	64%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	768	768	760	*	*	14%	43%	34%	76%	63%
White	176	772	772	768	*	*	12%	44%	37%	81%	72%
Hispanic	20	757	757	746	*	*	*	*	*	60%	49%
Black or African American	15	733	733	740	*	*	*	*	*	33%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	107	782	782	769	*	*	*	39%	50%	89%	72%
Male	118	756	756	752	*	*	*	46%	19%	65%	54%
Economically Disadvantaged Students	46	750	750	742	*	*	*	*	*	61%	44%
Non-Economically Disadvantaged Students	179	773	773	771	*	*	*	*	*	80%	73%
Students with Disabilities	52	736	736	721	*	*	33%	*	*	38%	22%
Students without Disabilities	173	778	778	768	*	*	8%	*	*	88%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	225	768	768	762	*	*	14%	43%	34%	76%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	236	753	753	759	13%	10%	18%	45%	14%	59%	60%
White	171	758	758	767	11%	9%	15%	49%	16%	65%	70%
Hispanic	26	733	733	744	*	*	*	*	*	42%	45%
Black or African American	22	739	739	739	*	*	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	116	764	764	768	*	*	21%	48%	19%	67%	69%
Male	120	742	742	751	*	*	15%	43%	9%	52%	52%
Economically Disadvantaged Students	62	732	732	740	27%	*	27%	*	*	34%	42%
Non-Economically Disadvantaged Students	174	760	760	769	8%	*	14%	*	*	68%	71%
Students with Disabilities	59	710	710	719	*	*	20%	*	*	17%	19%
Students without Disabilities	177	767	767	766	*	*	17%	*	*	73%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	236	753	753	761	13%	10%	18%	45%	14%	59%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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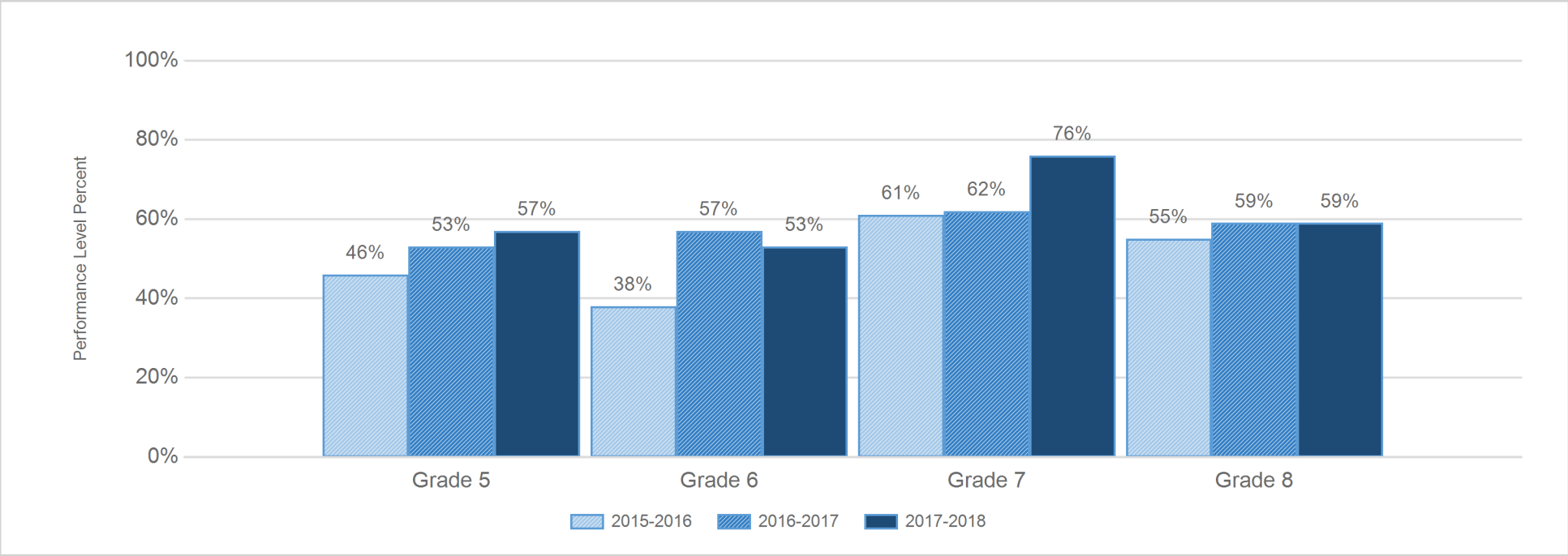
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	885	98.3	47.4	45.1	45.0	47.4	37.4	Met Target
White	650	97.8	53.3	48.8	54.1	53.3	40.7	Met Target
Hispanic	99	100.0	33.3	35.0	29.2	33.3	31.5	Met Target
Black or African American	74	100.0	16.3	21.1	23.4	16.3	20.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.6	*	77.0	70.6	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	45	98.0	33.3	*	53.0	33.3	24.8	Met Target
Female	441	98.3	49.9	47.0	46.0	49.9		
Male	444	98.3	44.8	43.2	43.9	44.8		
Economically Disadvantaged Students	223	98.7	26.0	29.7	26.6	26.0	23.4	Met Target
Non-Economically Disadvantaged Students	662	98.1	54.5	49.8	55.9	54.5		
Students with Disabilities	222	96.2	12.6	15.3	17.1	12.6	13.1	Met Target†
Students without Disabilities	663	99.0	58.9	54.0	50.5	58.9		
English Learners	*	*	*	65.2	24.6	*	**	**
Non-English Learners	*	*	*	44.8	46.9	*		
Homeless Students	*	*	*	28.6	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	748	748	748	7%	14%	31%	38%	10%	48%	49%
White	144	750	750	756	*	*	32%	40%	11%	51%	60%
Hispanic	27	751	751	736	*	*	*	*	*	56%	32%
Black or African American	19	727	727	730	*	*	*	*	*	21%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	112	747	747	749	*	10%	31%	*	*	49%	50%
Male	93	748	748	747	*	18%	30%	*	*	47%	48%
Economically Disadvantaged Students	60	732	732	733	*	*	32%	*	*	30%	29%
Non-Economically Disadvantaged Students	145	754	754	758	*	*	30%	*	*	56%	62%
Students with Disabilities	51	724	724	726	*	*	31%	*	*	20%	20%
Students without Disabilities	154	755	755	752	*	*	31%	*	*	58%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	205	748	748	750	7%	14%	31%	38%	10%	48%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	745	745	744	6%	21%	26%	42%	6%	48%	44%
White	155	750	750	751	*	17%	23%	*	*	55%	54%
Hispanic	29	732	732	731	*	*	41%	*	*	21%	27%
Black or African American	19	733	733	726	*	*	*	*	*	26%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	113	746	746	745	*	19%	25%	*	*	49%	45%
Male	109	745	745	742	*	22%	27%	*	*	47%	42%
Economically Disadvantaged Students	62	731	731	729	*	34%	32%	*	*	24%	24%
Non-Economically Disadvantaged Students	160	751	751	753	*	16%	23%	*	*	57%	56%
Students with Disabilities	47	720	720	717	*	43%	23%	*	*	13%	13%
Students without Disabilities	175	752	752	748	*	15%	26%	*	*	57%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	214	747	747	743	*	12%	32%	*	*	52%	43%
White	166	751	751	750	*	8%	30%	*	*	59%	54%
Hispanic	20	737	737	732	*	*	*	*	*	30%	27%
Black or African American	15	722	722	727	*	*	*	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	99	750	750	745	*	*	31%	*	*	59%	45%
Male	115	745	745	741	*	*	32%	*	*	47%	42%
Economically Disadvantaged Students	46	737	737	730	*	*	39%	*	*	33%	24%
Non-Economically Disadvantaged Students	168	750	750	751	*	*	30%	*	*	58%	55%
Students with Disabilities	53	727	727	717	*	25%	40%	*	*	19%	12%
Students without Disabilities	161	754	754	748	*	7%	29%	*	*	63%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	214	747	747	744	*	12%	32%	*	*	52%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
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2017-2018

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	184	726	726	728	21%	26%	29%	23%	0%	23%	28%
White	125	731	731	736	17%	27%	27%	29%	0%	29%	36%
Hispanic	23	708	708	722	43%	*	*	*	*	17%	22%
Black or African American	21	715	715	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	94	735	735	731	*	*	37%	28%	0%	28%	31%
Male	90	716	716	725	*	*	21%	19%	0%	19%	26%
Economically Disadvantaged Students	58	713	713	719	33%	29%	28%	*	*	10%	20%
Non-Economically Disadvantaged Students	126	731	731	735	16%	25%	30%	*	*	29%	35%
Students with Disabilities	58	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	126	738	738	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	184	726	726	729	21%	26%	29%	23%	0%	23%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	781	749	746	0%	0%	*	*	*	98%	46%
White	48	780	751	755	0%	0%	*	*	*	98%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	24	781	749	748	0%	0%	*	*	*	96%	48%
Male	28	780	750	745	0%	0%	*	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	725	716	N	N	N	N	N	N	13%
Students without Disabilities	52	781	752	752	0%	0%	*	*	*	98%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	52	781	749	749	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	763	737	735	0%	0%	*	*	*	91%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	729	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	732	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	11	763	738	741	0%	0%	*	*	*	91%	38%
Students with Disabilities	N	N	718	713	N	N	N	N	N	N	*
Students without Disabilities	11	763	741	738	0%	0%	*	*	*	91%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	11	763	*	736	0%	0%	*	*	*	91%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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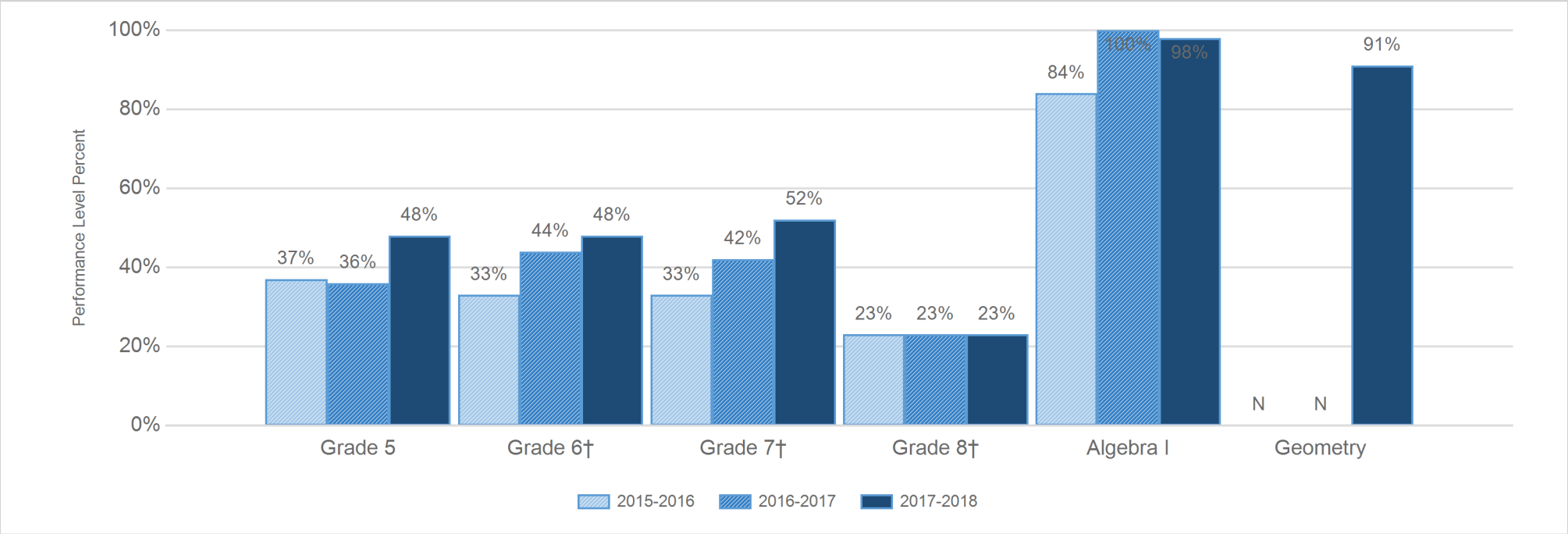
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	231
7	12	0	223
8	41	11	199
Total	53	11	653

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	231	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	231	0	0	0	0	0	0

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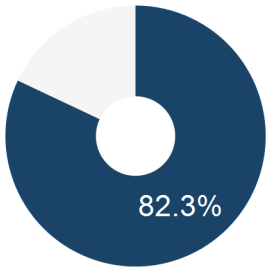
Visual and Performing Arts – Course Participation

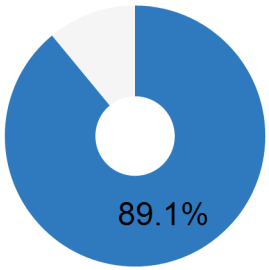
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

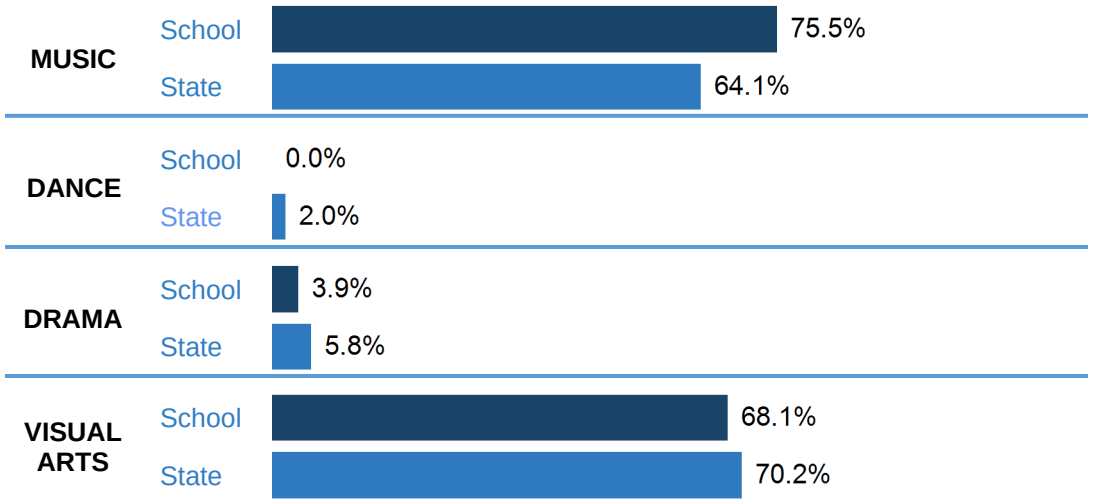


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

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

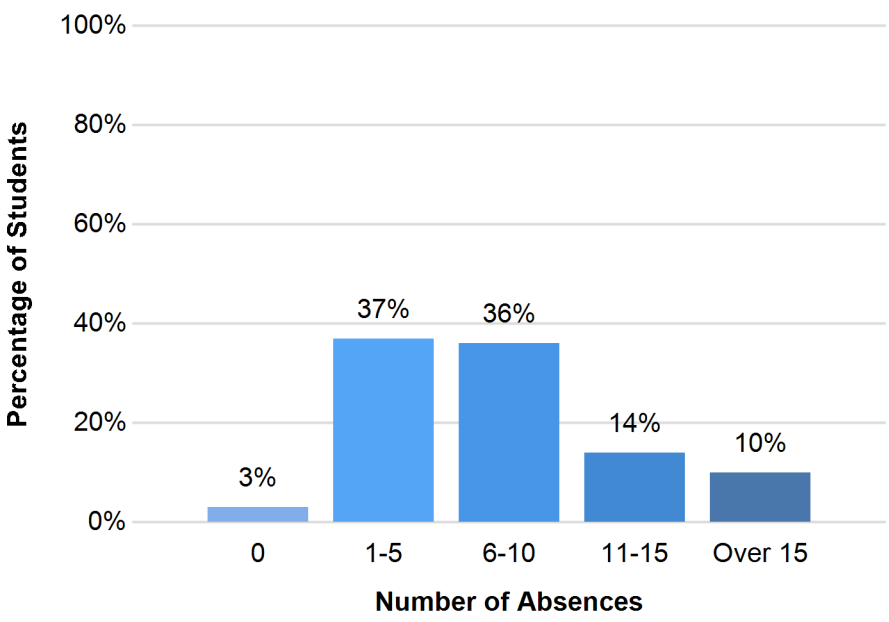
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	98	10.7	9.1	Not Met
White	78	11.7	9.1	Not Met
Hispanic	9	8.7	9.1	Met
Black or African American	6	7.5	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	10.6	9.1	Not Met
Economically Disadvantaged Students	45	17.9	9.1	Not Met
Students with Disabilities	42	18.5	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



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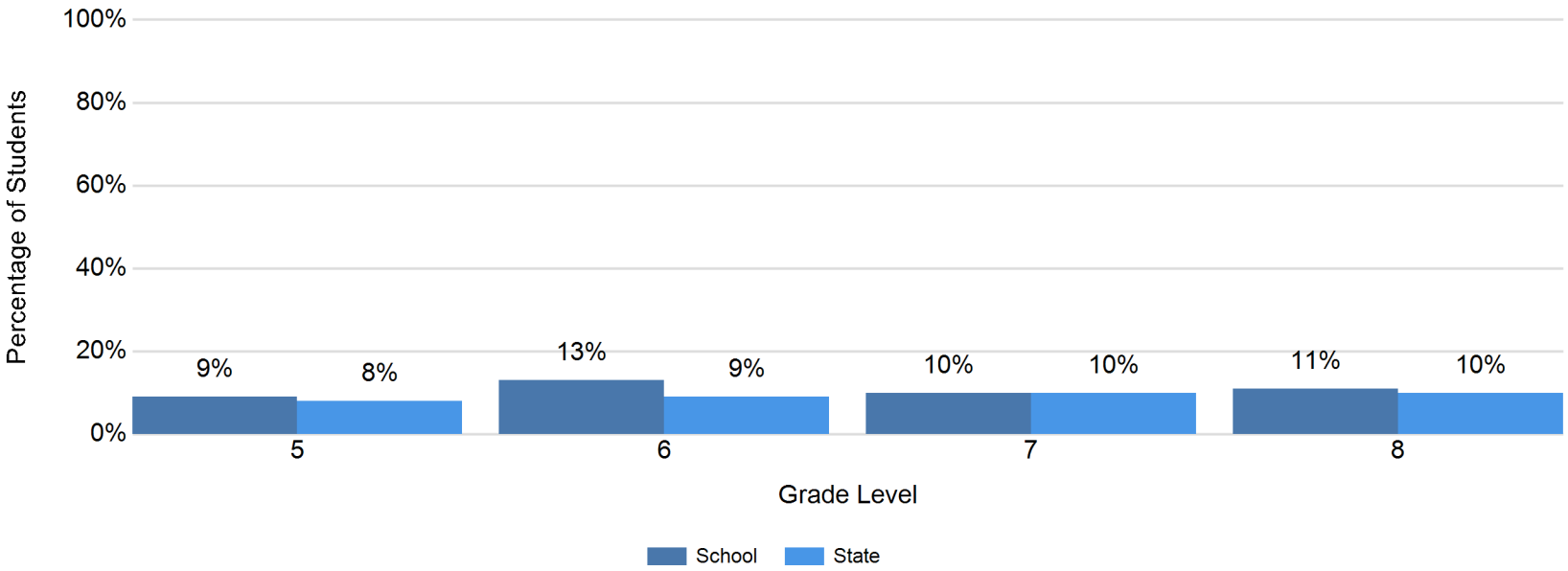
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	25
Weapons	4
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	4.33

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	14
Weapons	4
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	0	0	0
Other	15	6	21
No Identified Nature	25		25

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	55	6.1%
Out-of-School Suspensions	42	4.7%
Any Suspension	81	9.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
211

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$443	$13,626	$14,069

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	74.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	81.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	300:1	180:1
Teachers to Administrators	24:1	14:1
Students to Librarians/Media Specialists		2877:1
Students to Nurses		575:1
Students to Counselors		320:1
Students to Child Study Team		411:1

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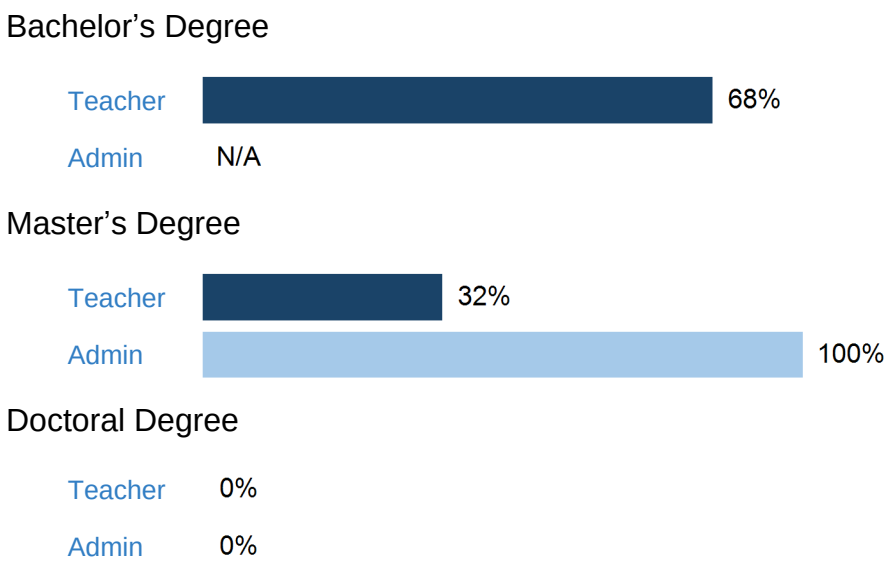
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	71.8%	66.7%
Male	28.2%	33.3%
White	95.8%	100.0%
Hispanic	1.4%	0.0%
Black or African American	2.8%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	45.97	17.5%
Mathematics Proficiency	36.85	17.5%
English Language Arts Growth	69.96	25.0%
Mathematics Growth	94.36	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	26.02	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	59.48	n/a
Summative Rating: Percentile Rank of Summative Score	65.23	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	**	Not Met	No
White	60.14	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	59.00	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	69.18	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	48.74	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Economically Disadvantaged Students	55.92	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	59.37	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

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

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

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Before and After School Programs:	West Deptford Middle School is committed to a mentor program that will improve academic achievement, self-esteem, social competence, and avoidance of high-risk behavior by providing a relationship with a caring and supportive mentor who works to help students achieve their potential. The STAMP program is dedicated to helping students transition from a state of reliance to one of independence and self-direction.
Staff and Professional Learning:	West Deptford Middle School is proud to continue its partnership with Rowan University as a Professional Development School. WDMS is the first middle school and ninth school overall to hold this distinguished title. Through the PDS program, Rowan education professors work side-by-side with Middle School teachers on a shared goal to improve educational outcomes for all learners, particularly those who have been traditionally underserved.

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Student Supports and Services:	West Deptford Middle School offers the following student supports and services: • Intervention and Referral Services designed to assist students in tiered supports • Positive Behavior Supports in Schools (Winning Wings) to encourage recognition of exemplary actions • English Language Learner instruction to qualifying students • Reading tutoring for elementary students who are identified with low reading levels • Supplemental Mathematics and English Language Arts instruction for students in Grades 6-8
Student Health and Wellness:	West Deptford Middle School offers a daily breakfast program. All students are provided a daily 22 minute outdoor recess. Students participate in Health/Physical Education classes. There are several afterschool clubs that focus on health and wellness including yoga club, basketball club, fitness club, soccer club, and weightlifting.
Parent and Community Involvement:	West Deptford Middle School is fortunate to have an active Parent Teacher Organization (PTO) which contributes to our assemblies and recognition events. Parents have online access to their child's grades via PowerParent. Administration sends frequent communication via SchoolMessenger. Parents are invited to our Annual Gifted and Talented History Night, STEAM Night, Winter and Spring Concerts, parent/teacher conferences, drama performance, sporting events, award ceremonies, and Closing Ceremony.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers West Deptford Middle School annually utilizes a School Climate Survey. Students take the survey in the beginning, middle and end of each school year. The School Safety Team, consisting of administration, counselors, School Resource Officer, teachers, Child Study Team members, and parents, meets monthly to review the school climate and survey results.
Facilities:	West Deptford Middle School was built in 1975 and has air conditioning. Due to a recently approved referendum, WDMS now has solar panels, a newly finished gymnasium floor, new HVAC units, rekeyed doors, and secured entry and foyer.
School Safety:	West Deptford Middle School works closely with West Deptford Police Department in the area of school safety. This year, a Class Three Officer (SLEO) was added to WDMS Staff to enhance our security. This addition, in conjuction to our School Resource Officer, provides constant communication between school and community.

NJ SCHOOL PERFORMANCE REPORT

WEST DEPTFORD MIDDLE SCHOOL
(15-5620-130)
Grades Offered: 05-08
2017-2018

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

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.

Technology and STEM:	All students and staff are provided a personal laptop. All classrooms have a SmartBoard and desktop computer. Many classrooms also have a document camera. All instruction incorporates the functionality of Google products ie: Google Classroom. All classroom resources (ie: textbooks) are located online, in addition to a hard copy version. All students in grade 5-8 have multiple STEM courses. Courses include, but are not limited to: 3D Design, Engineering Design, Creative Computing, and Modern Innovations.