



Central Early Childhood Center  
2016-2017


Grade Span PK-01

15-1100-030  
GLOUCESTER  
DEPTFORD TWP  
1040 MONMOUTH ROAD  
DEPTFORD, NJ 08096

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

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

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#### 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.
  
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### Footnotes

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	137	178	141
KG	231	198	234
1	220	231	199
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	56	62	64
Total	644	669	638

### 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	139	178	141
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	228	198	234

### 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%	45%	44%
Male	54%	55%	56%
Economically Disadvantaged Students	44%	40%	41%
Students with Disabilities	12%	18%	21%
English Learners	5%	5%	6%
Homeless Students			3%
Students in Foster Care			2%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	58.3%
Black or African American	22.4%
Hispanic	10.8%
Asian	7.5%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.3%

### 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	92.0%
Spanish	3.4%
Other	4.7%



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

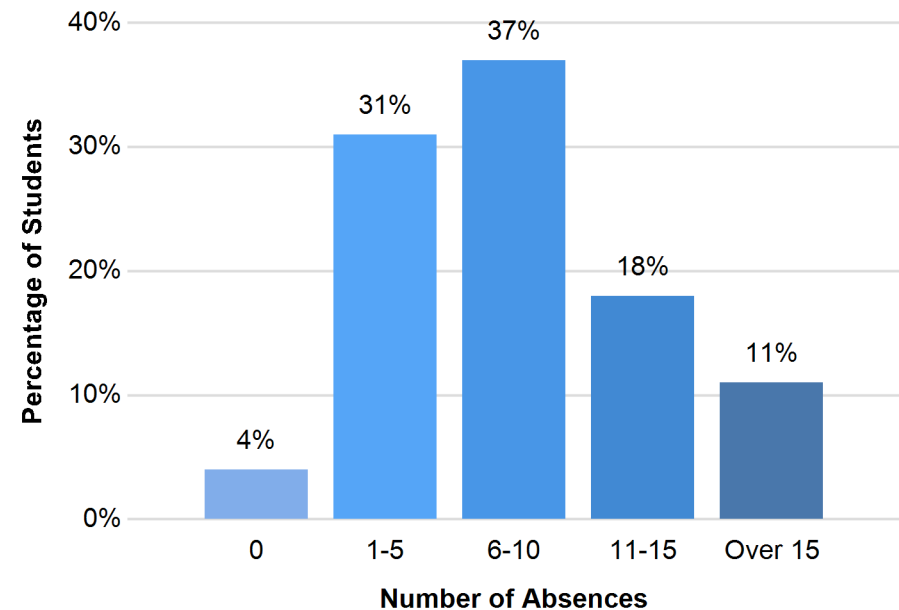
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	10.80	Met Target
White	4.80	10.80	Met Target
Hispanic	8.90	10.80	Met Target
Black or African American	10.50	10.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	10.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.70	10.80	Met Target
Students with Disabilities	14.90	10.80	Not Met
English Learners	0	10.80	Met Target

### 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.



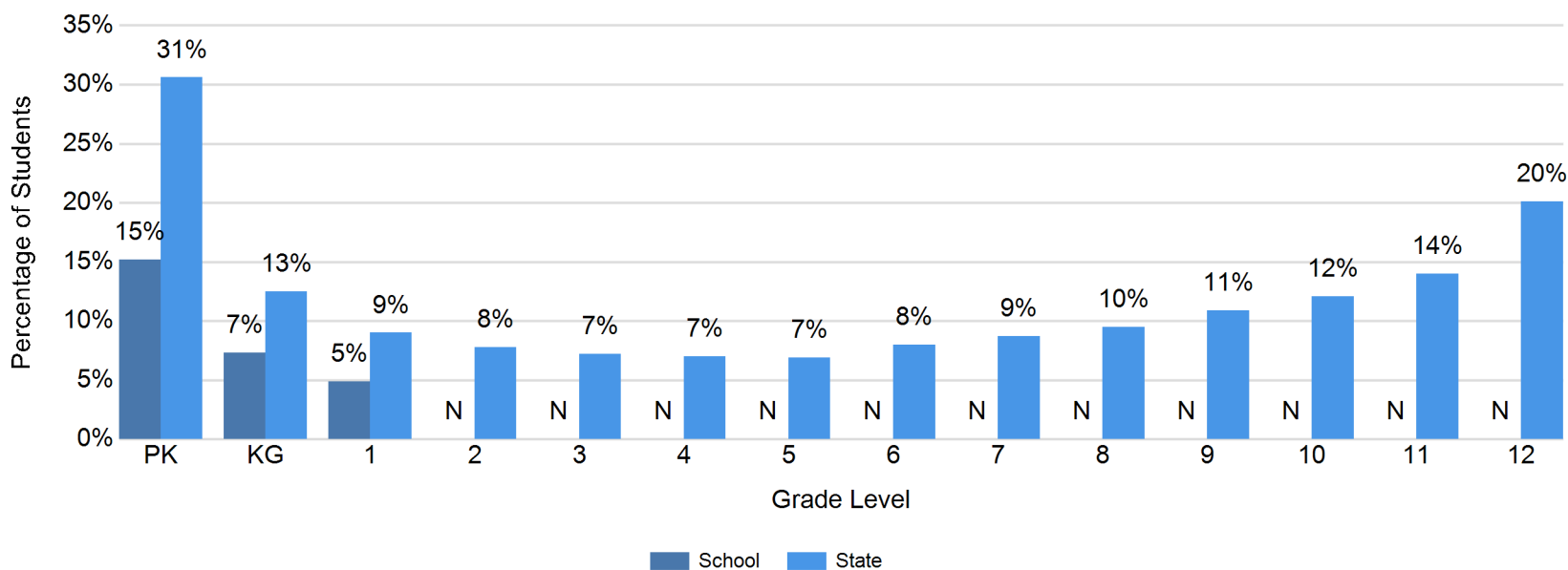
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### Chronic Absenteeism by Grade

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	9:05AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 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	0.0%
Any Suspension	0.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$489	\$13,167	\$13,656



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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	46	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	85%	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	14:1	12:1
Administrators	319:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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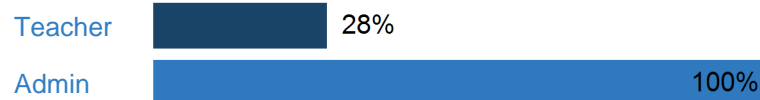
### Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	91%



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### School General Info

<b>Principal:</b>	Ms. Gioffre	<b>Email Address:</b>	<a href="mailto:gioffre.m@deptford.k12.nj.us">gioffre.m@deptford.k12.nj.us</a>
<b>Address:</b>	1040 MONMOUTH ROAD DEPTFORD, NJ 08096	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/central-early/">http://www.deptford.k12.nj.us/central-early/</a>
<b>Phone:</b>	(856)384-8750	<b>Facebook:</b>	<a href="https://www.facebook.com/CentralECC/">https://www.facebook.com/CentralECC/</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• PreK Curriculum- Tools of the Mind</li> <li>• Kindergarten and First Grade Curriculum consists of Go Math, Reading Street, Foundations, Next Generation Science</li> <li>• Technology is a part of each school day with every classroom equipped with Smartboards and Chromebooks</li> </ul>
 <b>Mission, Vision, Theme:</b>	In a partnership with our parents and community we strive to nurture the “whole child” to reach their fullest potential. CECC’s primary focus is to lay the foundation for the students to become lifelong learners in a school that is filled with discovery, exploration and enthusiastic hands-on learning. Students are the focal point of all endeavors stressing academic, mental, emotional, physical and social development in a school climate where all feel supported, respected, appreciated and safe.
 <b>Awards, Recognition, Accomplishments:</b>	Our students are regularly recognized for their achievements through the Super Hero Awards and the Bucketfiller Awards.



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**Courses, Curriculum,  
Instruction:**

Implementation of the Tools of the Mind curriculum in PreK classrooms helps all students learn through exploration and activities that include working in groups and creative play. Our kindergarten and first grade classes have a strong emphasis on core courses that are aligned with state standards in math and language arts literacy set the basis for success in all areas.





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 <p><b>Student Supports and Services:</b></p>	<p>We provide the following support services: ELL small group instruction, Speech, OT, PT, and counseling. CECC offers 3 MD classes, 4 half-day PSD classes, one inclusion class per grade level PreK - 1st and an I&amp;RS team to assist students experiencing learning or behavior difficulties.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>CECC is proud of our active PTO. Numerous events during the course of the year are designed to engage the entire family. The PTO has everything from a Family Fall Festival, Book Fair, Winter Event, a school-wide Fun Day and several fundraisers including an annual Basket Auction.</p>



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Facilities:

CECC is a comprehensive early childhood center designed to meet the needs of its student body of approximately 640 students. The school includes special classrooms for art, speech and ESL as well as a Media Center and multi-purpose room. CECC has the distinction of being the largest early childhood center in the district. Despite its size, CECC still maintains all the appeal of a small school without sacrificing any of the enhancements necessary to be part of a modern school district.



## Deptford Township High School

2016-2017


Grade Span 09-12

15-1100-040  
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**Deptford Township High School**

2016-2017

Grade Span 09-12

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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	252	271	263
10	294	280	273
11	231	285	262
12	242	225	286
Ungraded	37	11	3
Total	1056	1072	1087

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	44%	39%	38%
Students with Disabilities	16%	16%	17%
English Learners	1%	1%	1%
Homeless Students			2%
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	57.8%
Black or African American	25.2%
Hispanic	10.9%
Asian	5.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

**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	1085
Shared Time Students	3
Full Time Equivalent	1087

**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	91.5%
Spanish	3.8%
Other	5.1%



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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	498	98.5	32.70	45.30	54.90	32.7	34.1	Met Target†
White	297	97.8	32.30	47.60	63.90	32.3	36.1	Met Target†
Hispanic	50	100.0	24.00	41.90	39.80	24	27.4	Met Target†
Black or African American	114	100.0	28.00	34.10	35.20	28	28.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	36	97.6	63.80	*	80.70	63.8	45.8	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	244	99.3	38.50	54.10	62.20	38.5		
Male	254	97.8	27.10	37.30	48.10	27.1		
Economically Disadvantaged Students	195	99.5	20.00	30.70	36.20	20	25.3	Not Met
Non-Economically Disadvantaged Students	303	97.9	41.00	54.10	65.80	41		
Students with Disabilities	94	97.2	*	*	20.50	*	11.2	Met Target†
Students without Disabilities	404	98.9	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	269	741	741	749	13%	16%	31%	34%	6%	40%	52%
White	157	744	744	757	13%	10%	34%	37%	7%	44%	62%
Hispanic	31	725	725	733	*	*	*	*	0%	23%	35%
Black or African American	62	730	730	730	*	32%	32%	21%	*	24%	30%
Asian, Native Hawaiian, or Pacific Islander	19	773	773	777	0%	*	*	68%	*	90%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	123	749	749	756	*	12%	33%	37%	*	48%	60%
Male	146	733	733	741	*	20%	29%	31%	*	34%	43%
Economically Disadvantaged Students	111	730	730	731	*	25%	32%	23%	*	26%	32%
Non-Economically Disadvantaged Students	158	748	748	758	*	10%	30%	41%	*	50%	62%
Students with Disabilities	51	708	708	714	*	*	*	*	*	*	13%
Students without Disabilities	218	748	748	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	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
<b>Schoolwide</b>	266	725	725	743	25%	23%	29%	20%	4%	24%	46%
White	157	725	725	749	24%	23%	32%	*	*	21%	52%
Hispanic	24	724	724	728	*	*	*	*	0%	25%	34%
Black or African American	65	724	724	725	25%	*	25%	26%	*	28%	31%
Asian, Native Hawaiian, or Pacific Islander	20	730	730	774	*	*	*	*	*	30%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	142	731	731	752	*	23%	30%	*	*	28%	54%
Male	124	718	718	734	*	23%	27%	*	*	19%	39%
Economically Disadvantaged Students	100	716	716	726	27%	*	26%	*	*	14%	32%
Non-Economically Disadvantaged Students	166	731	731	751	24%	*	30%	*	*	30%	54%
Students with Disabilities	47	702	702	704	*	*	*	*	*	*	12%
Students without Disabilities	219	730	730	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	250	718	718	736	32%	28%	21%	*	*	19%	38%
White	141	719	719	738	33%	27%	20%	*	*	21%	40%
Hispanic	37	721	721	731	*	30%	*	*	*	22%	34%
Black or African American	60	714	714	728	35%	30%	20%	*	*	15%	30%
Asian, Native Hawaiian, or Pacific Islander	12	716	716	756	*	*	*	*	0%	17%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	119	729	729	744	*	24%	28%	*	*	27%	46%
Male	131	708	708	729	*	31%	15%	*	*	12%	31%
Economically Disadvantaged Students	95	713	713	729	32%	37%	17%	*	*	15%	32%
Non-Economically Disadvantaged Students	155	721	721	740	33%	22%	23%	*	*	22%	42%
Students with Disabilities	45	703	703	709	*	*	*	*	*	*	12%
Students without Disabilities	205	721	721	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	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.

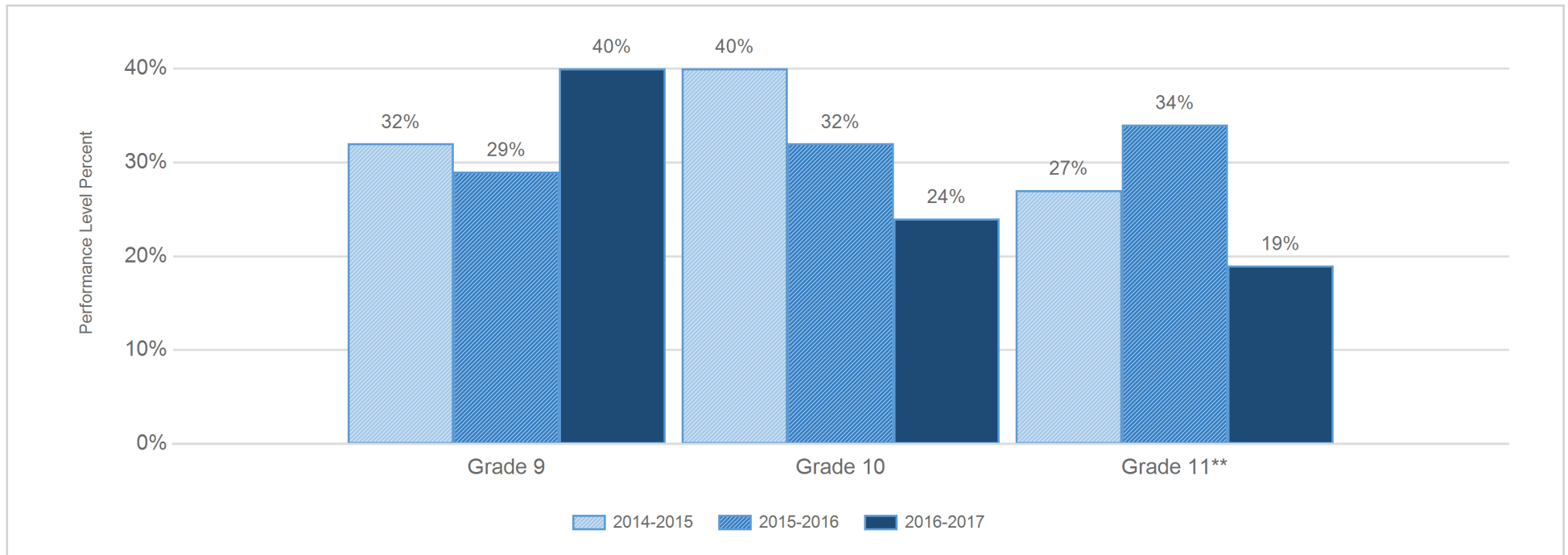


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**English Language Arts/Literacy Assessment - Performance Trends**

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	503	98.4	15.50	37.70	43.50	15.5	20.4	Not Met
White	299	97.8	16.40	40.00	52.40	16.4	21.6	Not Met
Hispanic	51	100.0	*	*	27.60	*	18.6	Not Met
Black or African American	117	99.2	*	*	21.70	*	14	Not Met
Asian, Native Hawaiian, or Pacific Islander	35	97.5	45.80	*	75.60	45.8	38.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	244	98.9	16.00	39.40	44.10	16		
Male	259	97.9	15.10	36.00	42.90	15.1		
Economically Disadvantaged Students	202	99.1	*	*	25.10	*	14.7	Not Met
Non-Economically Disadvantaged Students	301	97.9	*	*	54.30	*		
Students with Disabilities	94	96.3	*	15.10	16.50	*	8.1	Not Met
Students without Disabilities	409	98.9	*	43.90	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	36.40	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	310	718	731	743	*	*	*	*	*	*	42%
White	165	722	*	751	*	*	*	*	*	*	52%
Hispanic	49	713	*	728	*	*	*	*	*	*	24%
Black or African American	86	712	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	10	733	769	774	*	0%	*	*	0%	40%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	134	720	736	744	*	*	*	*	*	*	43%
Male	176	716	726	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	154	716	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	156	720	738	751	*	*	*	*	*	*	52%
Students with Disabilities	89	706	706	714	*	*	*	*	*	*	10%
Students without Disabilities	221	723	738	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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
<b>Schoolwide</b>	249	723	725	734	13%	39%	34%	14%	0%	14%	30%
White	146	725	*	740	11%	40%	33%	16%	0%	16%	38%
Hispanic	22	720	720	722	*	*	*	*	*	*	14%
Black or African American	63	717	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	735	*	758	*	*	*	*	0%	39%	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	123	722	*	735	15%	39%	33%	12%	0%	12%	31%
Male	126	724	*	733	11%	40%	34%	15%	0%	15%	30%
Economically Disadvantaged Students	97	718	718	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	152	727	*	740	*	*	*	*	*	*	39%
Students with Disabilities	42	711	711	711	*	*	*	*	*	*	*
Students without Disabilities	207	726	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
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
<b>Schoolwide</b>	172	712	712	725	42%	26%	16%	*	*	16%	28%
White	108	714	714	731	35%	32%	19%	*	*	14%	33%
Hispanic	15	691	691	710	*	*	*	*	*	*	14%
Black or African American	33	708	708	703	55%	*	*	*	0%	15%	*
Asian, Native Hawaiian, or Pacific Islander	16	732	732	761	*	*	*	*	*	44%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	92	716	716	725	37%	29%	16%	*	*	17%	27%
Male	80	708	708	725	48%	23%	16%	*	*	14%	29%
Economically Disadvantaged Students	52	709	709	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	120	714	714	733	*	*	*	*	*	*	35%
Students with Disabilities	11	682	682	692	*	*	*	*	*	*	*
Students without Disabilities	161	715	715	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

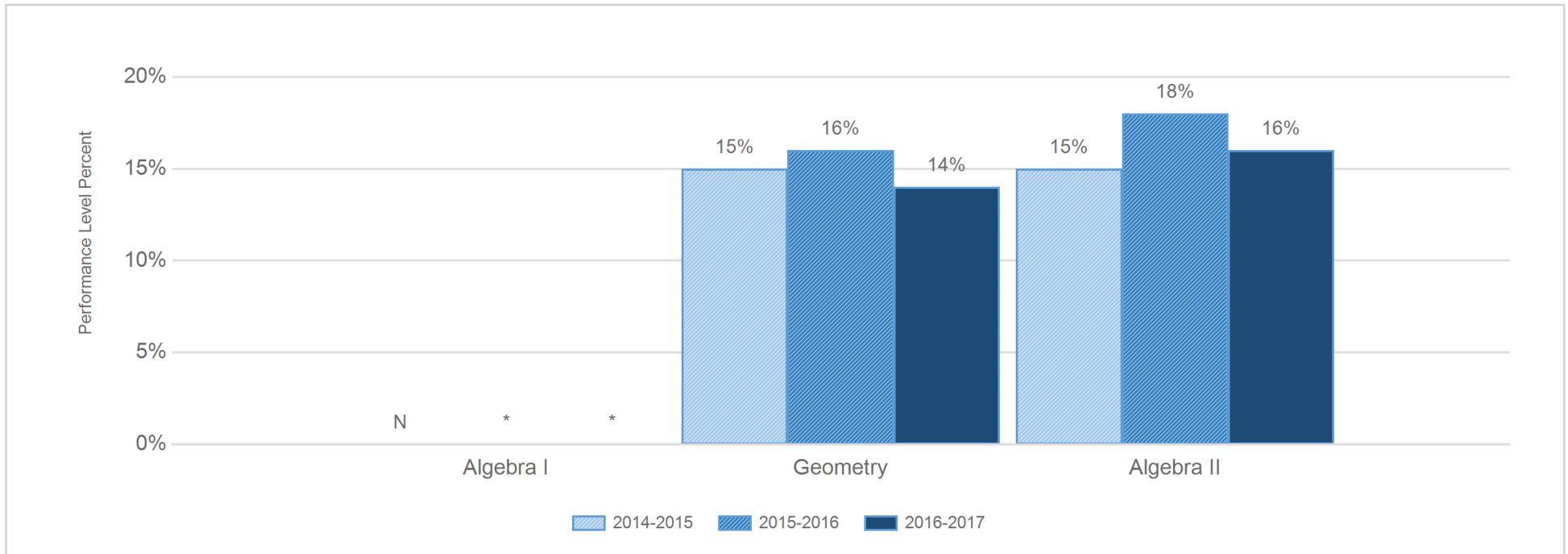


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**Mathematics Assessment – Performance Trends**

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	*	*

### 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	N	N	N
5+	N	N	N



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

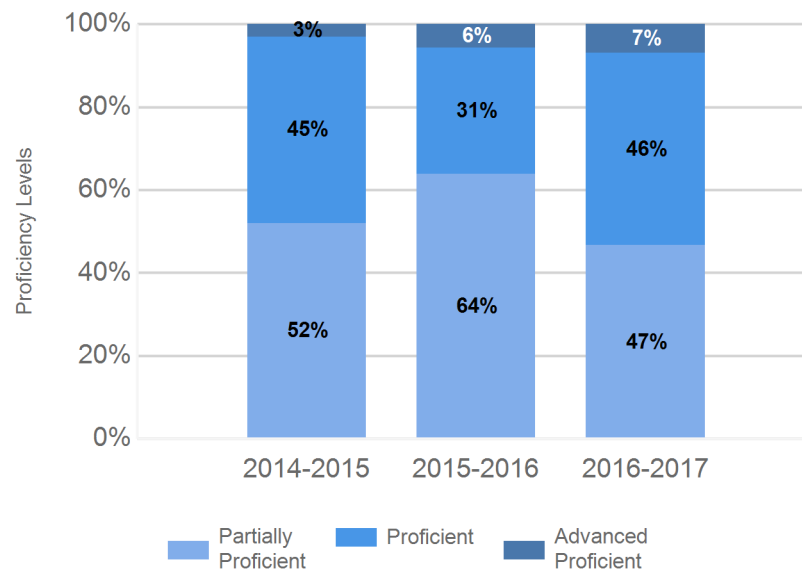
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	7%	46%	47%
White	6%	49%	44%
Hispanic	4%	50%	46%
Black or African American	6%	28%	66%
Asian, Native Hawaiian, or Pacific Islander	19%	69%	13%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	41%	55%
Students with Disabilities	12%	12%	77%
English Learners	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	87.2%	70.0%
Percentage of students taking the ACT	13.7%	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	450	481	Varies By Grade	54%	67%
PSAT - Math	456	483	Varies By Grade	36%	49%
SAT - Reading and Writing	542	551	480	72%	77%
SAT - Math	545	552	530	58%	58%
ACT - Reading	21	24	22	46%	65%
ACT - English	20	24	18	56%	79%
ACT - Math	21	24	22	49%	65%
ACT - Science	21	23	23	31%	54%



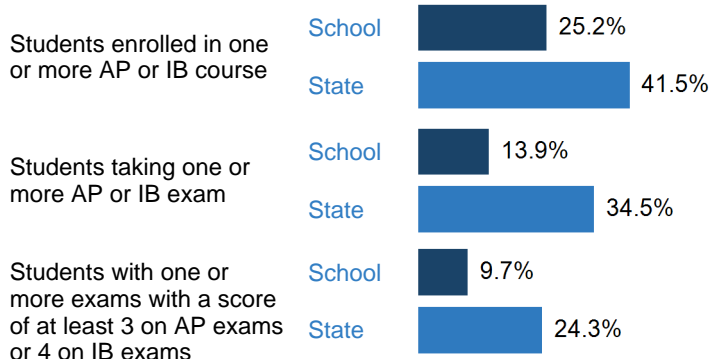
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

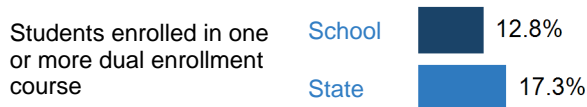
**AP/IB Coursework – Participation and Performance**

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	14	12
AP Calculus AB	21	9
AP Chemistry	21	15
AP Computer Science A	8	0
AP English Language and Composition	8	9
AP English Literature and Composition	26	20
AP European History	7	7
AP Government	13	0
AP Music Theory	5	2
AP Physics C	26	0
AP Physics C: Mechanics	0	13
AP Statistics	3	2
AP U.S. Government and Politics	0	5
AP U.S. History	70	32
<b>Total Exams Taken</b>		126
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		90



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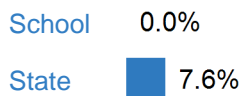
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**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.

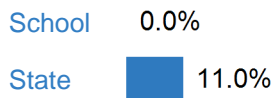
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

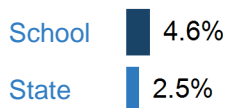
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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	214	44	15	0	0	0	13
10	32	198	54	3	0	1	17
11	7	36	97	52	5	0	92
12	0	6	11	22	52	2	159
Schoolwide	253	284	177	77	57	3	281
Enrolled in AP/IB Course					21	3	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	71	0	0	38	165	12
10	107	65	0	35	36	51
11	70	137	0	60	9	26
12	26	15	0	21	41	81
Schoolwide	274	217	0	154	251	170
Enrolled in AP/IB Course	14	21		0	26	0



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**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	0	3	0	8	1	270
10	0	269	0	10	0	35
11	0	270	0	32	27	31
12	0	38	0	52	46	66
Schoolwide	0	580	0	102	74	402
Enrolled in AP/IB Course	0	70	0	0	0	18

**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	179	34	0	0	0	0	0
10	220	29	0	0	0	0	0
11	116	12	0	0	0	0	0
12	43	5	0	0	0	0	0
Schoolwide	558	80	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	41	0	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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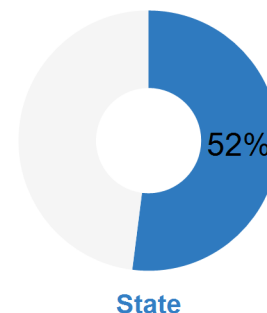
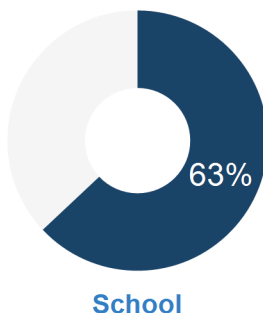
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**Visual and Performing Arts – Course Participation**

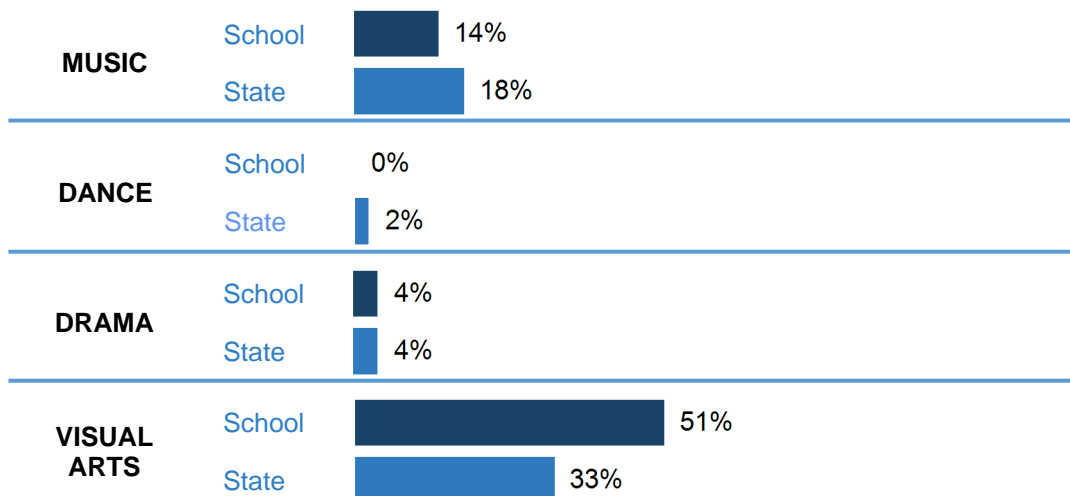
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



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	92.1%	90.5%	87.9%	91.8%	84.3%	89.1%	Not Met	91.4%	89.3%	Met Target
White	91.3%	94.5%	*	95.1%	*	90.2%	Not Met	92.5%	90.5%	Met Target
Hispanic	92.0%	84.3%	95.0%	86.3%	90.0%	95.0%	Not Met	95.8%	N	Met Goal
Black or African American	92.0%	83.4%	90.3%	85.3%	84.4%	84.2%	Met Target	*	88.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	92.9%	97.5%	92.9%	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	84.2%	83.9%	82.9%	85.6%	79.3%	79.9%	Not Met	85.3%	80.1%	Met Target
Students with Disabilities	76.6%	78.8%	70.7%	82.1%	58.5%	78.8%	Not Met	77.6%	88.3%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

**Graduation Rate Trends**

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

Class of	4-Year Rate	5-Year Rate
2017	92.1%	-
2016	84.3%	87.9%
2015	88.8%	91.4%

**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	1.1%	1.1%
2015-2016	1.1%	1.1%
2014-2015	0.9%	1.1%

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



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	54%	35.1%	64.9%
White	51.2%	41.9%	58.1%
Hispanic	31.8%	28.6%	71.4%
Black or African American	62.1%	24.4%	75.6%
Asian, Native Hawaiian, or Pacific Islander	77.8%	28.6%	71.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	53.5%	30.4%	69.6%
Students with Disabilities	27%	70%	30%
English Learners	*	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	66.7%	50.7%	49.3%	84.8%	15.2%	76.8%	23.2%
White	63.1%	57.1%	42.9%	83.1%	16.9%	79.2%	20.8%
Hispanic	66.7%	75%	25%	83.3%	16.7%	75%	25%
Black or African American	68.5%	43.2%	56.8%	86.5%	13.5%	73%	27%
Asian, Native Hawaiian, or Pacific Islander	92.3%	8.3%	91.7%	91.7%	8.3%	75%	25%
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	65.3%	42.6%	57.5%	83%	17%	76.6%	23.4%
Students with Disabilities	30.4%	85.7%	14.3%	100%	0%	100%	0%
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**

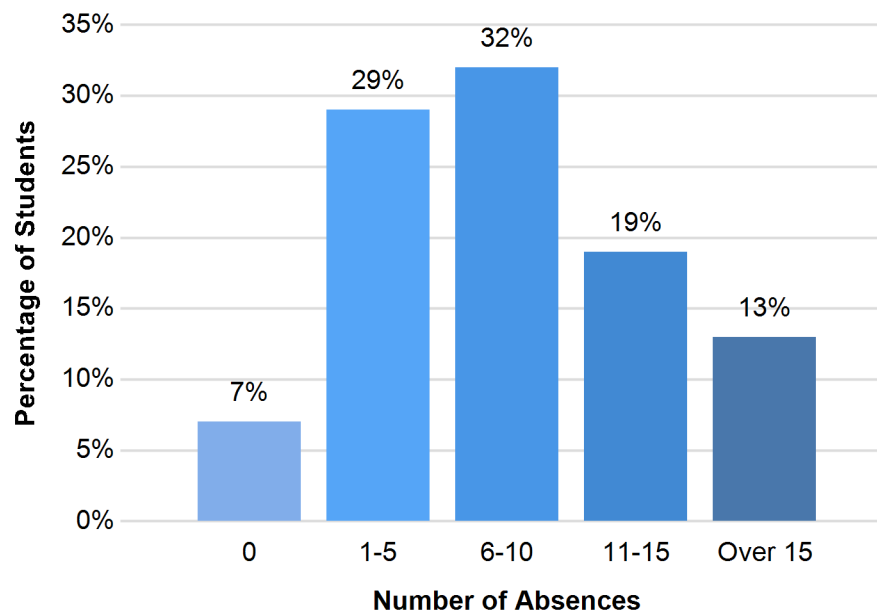
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	14.30	Met Target
White	10.80	14.30	Met Target
Hispanic	5.70	14.30	Met Target
Black or African American	6.10	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	14.30	Met Target
Students with Disabilities	15.20	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.



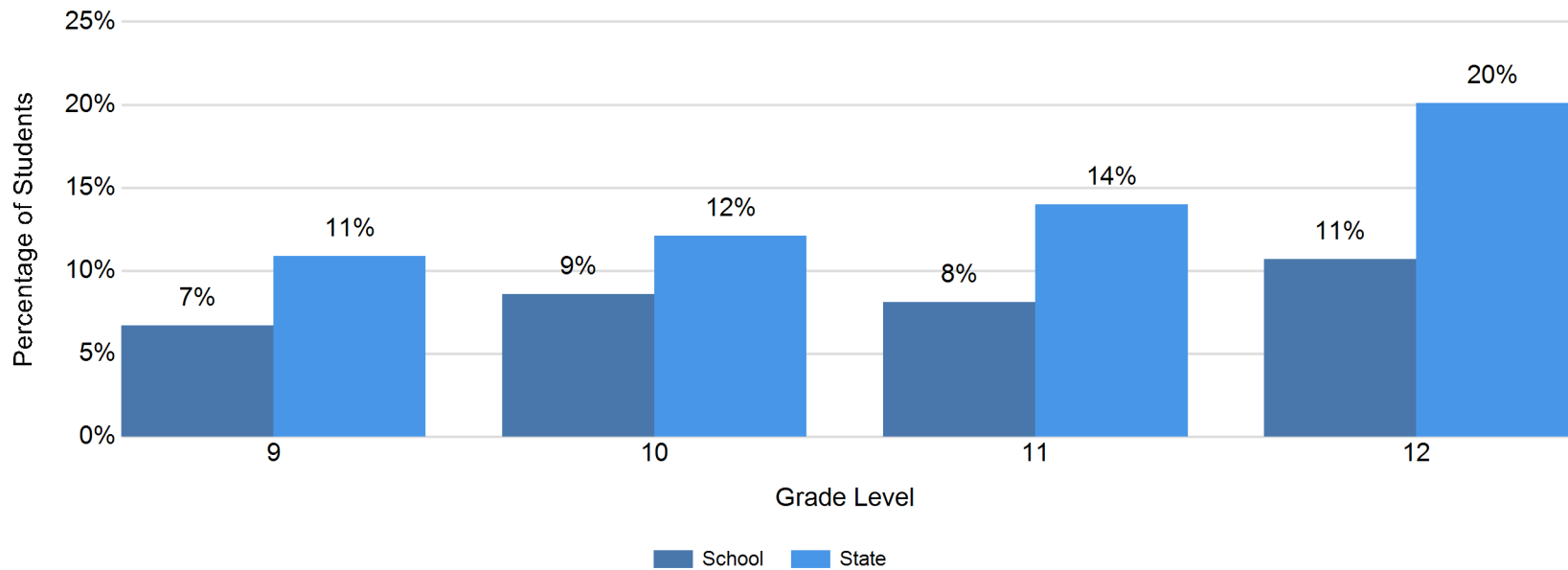


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Chronic Absenteeism by Grade

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	7:10AM
Typical End Time	2:20PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs. 11 Mins.
Shared Time - Instructional Time	3 Hrs. 5 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	10
Vandalism	1
Weapons	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.49

**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	10.1%
Out-of-School Suspensions	2.4%
Any Suspension	11.0%

**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	1.4:1	232.0 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)	\$489	\$13,167	\$13,656



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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	84	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	11.7	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	217:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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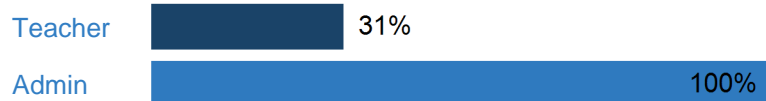
**Teachers and Administrators - Level of Education**

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	91%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	20.1	17.5%
Mathematics Proficiency	23.4	17.5%
Graduation - 4-Year	14.1	25.0%
Graduation - 5-Year	30.5	25.0%
Chronic Absenteeism	70.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		29.4
<b>Summative Rating:</b> Percentile rank of Summative Score		22.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	29.4	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
White	17.5	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Hispanic	52.8	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Goal	No
Black or African American	47.9	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	33.0	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Target	No
Students with Disabilities	28.1	6.2	No	Met Target†	Not Met	Not Met	Not Met	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

<b>Principal:</b>	Mr. Allen	<b>Email Address:</b>	<a href="mailto:allen.m@deptford.k12.nj.us">allen.m@deptford.k12.nj.us</a>
<b>Address:</b>	575 S FOX RUN RD DEPTFORD, NJ 08096-4203	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/deptfordhs/">http://www.deptford.k12.nj.us/deptfordhs/</a>
<b>Phone:</b>	(856)232-2713		

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"> <li>• Deptford boasts multiple academies as well as a thriving research based post-secondary program(AVID).</li> <li>• Award winning Jazz Ensemble. Deptford is a New Jersey Choice School.</li> <li>• Six times conference champion spring track program. State champion in 4x100 and state record holder in 4x100</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>School Vision Statement: Deptford Township High School...Improved Ship on an Enhanced Course, Impacting All!</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Class of 2015 earned \$8,327,192.00 in Scholarship \$\$\$; Class of 2016 earned \$13,094,061.00 in Scholarship \$\$\$; Class of 2017 earned \$22,737,508.00 in Scholarship \$\$\$</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Advanced Placement courses are offered in AP English (Literature &amp; Composition and Language &amp; Composition), AP Calculus (AB), AP Chemistry, AP Music Theory, AP Psychology, AP Biology, AP Statistics, AP Physics, AP History of Government and Politics, AP US History I, AP US History II, AP Modern European History, AP World History. We offer Academy courses in Engineering, Biomedical, and Business. Dual credit classes with Rowan College, and Camden County College</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>Girls Soccer and Spring Boys -Track and Field - TCC Diamond Division Champions. Boys Winter Track - 4 x 200-State Champions(Group 2). Boys Spring Track- 4x100 and High Jump- State Champions and All State(Group 3). Twenty nine athletes - 1st Team TCC Diamond Div.. Four athletes signed NLI to Div. I programs. JT-1000 points- Girls Basketball. LG led the state in assists- girls soccer.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Jazz Ensemble(L3) and Jazz Combo(S2) were Berklee Jazz Festival Champions, 2 outstanding soloist and 2 Superior Musicians. AM- Tournament of Bands Drum Major. Wind Ensemble- NJ State Honors Band Gala. DG- All SJ symphonic Band, DK- All South Jersey Wind Ensemble. BL- 1st place Accounting - FBLA. Numerous NJROTC honors.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Deptford Township High School employs a Spartan High Pride Academy. This after school program is supplements the curriculum for eligible students to provide opportunities s to strengthen math and ELA skills.</p>






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**School Narrative**

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 <p><b>Postsecondary Information:</b></p>	<p>"Percentage of Students Continuing Their Education Class of 2017 - Four-year colleges – 40 two-year colleges – 36, 76 % go to college. Other education – 3, Armed Services – 11, Employment – 8. College Information Night in the Spring, FAFSA night in the fall, SAT prep electives are offered. Fee waivers are offered to low income students. Colleges attendance at M.I.T., California Tech., Univ. of Penn, Purdue University."</p>
 <p><b>Student Supports and Services:</b></p>	<p>Deptford Township High School has a specialized program helping students with disabilities develop life skills, and prepare for the work world. It has an ELL program written specifically for each student to help them get acclimated to life at DHS.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Deptford Township employs parent access. This is a program that allows parents the opportunity to view their children's grades, attendance and discipline. It ensures that parents are consistently and at their convenience able to stay up to date on their child's progress in school.</p>



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School Narrative

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Facilities:

Deptford High School has recently converted several classrooms into state of the art facilities to highlight the academy programs. We have a brand new solar roof to help with our district green initiative.



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Deptford Township High School, utilizes a rotating bell schedule with a lunch in the middle of the day for the entire school. Students are able to receive help, meet with teachers, and or get work done during the time frame.



Other Information:



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

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

**Navigating through the reports:**

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

**Other Resources:**

- Review the [Parent Summary Report](#) 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](mailto: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**

**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
2	83	83	81
3	49	84	74
4	57	50	86
5	74	63	57
6	81	70	65
Ungraded	8	9	4
Total	352	359	367

Student Group	2014-15	2015-16	2016-17
Female	53%	51%	50%
Male	47%	49%	50%
Economically Disadvantaged Students	45%	43%	40%
Students with Disabilities	17%	23%	21%
English Learners	6%	10%	10%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	59.7%
Black or African American	17.2%
Hispanic	15.3%
Asian	7.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

**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	85.8%
Spanish	6.5%
Panjabi	2.2%
Chinese	1.1%
Bengali	1.1%
Other	3.3%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	256	98.6	44.50	45.30	54.90	44.5	47.4	Met Target†
White	163	98.8	53.40	47.60	63.90	53.4	49.7	Met Target
Hispanic	34	97.5	38.20	41.90	39.80	38.2	40.3	Met Target†
Black or African American	47	98.2	23.40	34.10	35.20	23.4	37.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	27.30	*	80.70	27.3	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	130	97.9	51.50	54.10	62.20	51.5		
Male	126	99.3	37.30	37.30	48.10	37.3		
Economically Disadvantaged Students	104	99.1	30.80	30.70	36.20	30.8	31.7	Met Target†
Non-Economically Disadvantaged Students	152	98.2	53.90	54.10	65.80	53.9		
Students with Disabilities	61	98.4	26.20	*	20.50	26.2	24.6	Met Target
Students without Disabilities	195	98.6	50.30	*	61.90	50.3		
English Learners	18	95.2	11.10	23.00	25.20	11.1	N	N
Non-English Learners	238	98.9	47.00	45.90	57.40	47		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	737	737	749	15%	18%	28%	39%	0%	39%	50%
White	39	748	743	759	*	*	26%	54%	0%	54%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	16	723	728	731	*	*	*	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	745	744	754	*	*	*	*	0%	50%	55%
Male	34	727	731	745	*	*	*	*	0%	27%	46%
Economically Disadvantaged Students	35	727	725	731	*	*	*	37%	0%	37%	31%
Non-Economically Disadvantaged Students	37	745	746	762	*	*	*	41%	0%	41%	63%
Students with Disabilities	13	738	719	720	*	*	*	*	0%	39%	24%
Students without Disabilities	59	736	743	755	*	*	*	*	0%	39%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	748	744	753	*	20%	36%	34%	*	42%	56%
White	51	749	748	762	*	*	41%	31%	*	41%	67%
Hispanic	13	750	741	740	0%	*	*	*	0%	46%	40%
Black or African American	17	744	*	737	*	*	*	*	*	47%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	44	753	747	758	*	*	41%	30%	*	43%	61%
Male	42	743	741	749	*	*	31%	38%	*	41%	51%
Economically Disadvantaged Students	37	742	733	737	*	*	30%	*	*	35%	36%
Non-Economically Disadvantaged Students	49	753	751	764	*	*	41%	*	*	47%	69%
Students with Disabilities	13	729	720	725	*	*	*	*	*	15%	25%
Students without Disabilities	73	752	750	759	*	*	*	*	*	47%	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
<b>Schoolwide</b>	53	745	747	756	*	21%	19%	32%	*	45%	59%
White	33	751	750	763	*	*	*	36%	*	55%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	29	755	756	761	*	*	*	*	*	48%	66%
Male	24	733	740	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	17	716	735	740	*	*	*	*	*	12%	40%
Non-Economically Disadvantaged Students	36	758	755	765	*	*	*	*	*	61%	71%
Students with Disabilities	15	733	723	725	*	*	*	*	*	33%	22%
Students without Disabilities	38	750	755	762	*	*	*	*	*	50%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	752	748	752	*	*	28%	52%	*	58%	54%
White	45	756	748	758	*	*	*	58%	*	67%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	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	N	N	N	753	N	N	N	N	N	N	56%
Female	29	757	754	758	*	*	*	55%	*	62%	61%
Male	35	748	742	746	*	*	*	49%	*	54%	46%
Economically Disadvantaged Students	22	739	742	737	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	42	759	751	761	*	*	*	*	*	69%	65%
Students with Disabilities	15	727	725	722	*	*	*	*	*	27%	17%
Students without Disabilities	49	760	754	758	*	*	*	*	*	67%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	64	752	*	753	*	*	28%	52%	*	58%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

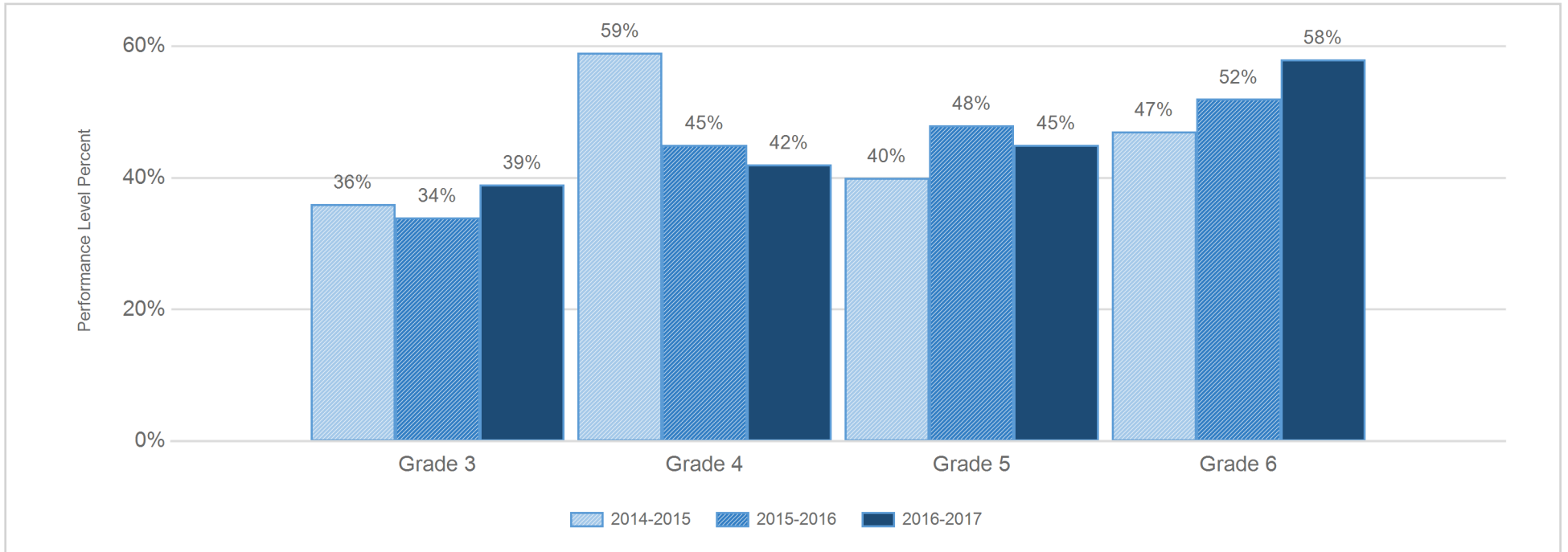


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	256	98.6	45.70	37.70	43.50	45.7	49.4	Met Target†
White	163	98.8	50.30	40.00	52.40	50.3	48	Met Target
Hispanic	34	97.7	44.10	*	27.60	44.1	48.7	Met Target†
Black or African American	47	98.2	29.80	*	21.70	29.8	40.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	11	100.0	54.50	*	75.60	54.5	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	130	98.0	47.70	39.40	44.10	47.7		
Male	126	99.3	43.70	36.00	42.90	43.7		
Economically Disadvantaged Students	104	99.1	33.70	*	25.10	33.7	35.6	Met Target†
Non-Economically Disadvantaged Students	152	98.3	54.00	*	54.30	54		
Students with Disabilities	61	98.4	36.10	15.10	16.50	36.1	24.6	Met Target
Students without Disabilities	195	98.7	48.70	43.90	48.80	48.7		
English Learners	18	96.3	22.20	29.40	23.30	22.2	N	N
Non-English Learners	238	98.9	47.50	37.90	45.20	47.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	36.40	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	749	742	751	*	17%	32%	46%	*	49%	53%
White	39	753	745	759	*	*	28%	54%	*	56%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	16	741	736	733	0%	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	751	743	751	*	*	29%	55%	*	55%	52%
Male	34	746	741	751	*	*	35%	35%	*	41%	53%
Economically Disadvantaged Students	35	744	733	736	*	*	29%	43%	*	46%	34%
Non-Economically Disadvantaged Students	37	753	748	761	*	*	35%	49%	*	51%	65%
Students with Disabilities	13	754	726	729	*	*	*	*	*	77%	29%
Students without Disabilities	59	748	746	755	*	*	*	*	*	42%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	745	742	747	*	14%	38%	40%	*	43%	47%
White	51	746	745	755	*	*	43%	41%	*	43%	59%
Hispanic	13	747	739	734	*	*	*	*	0%	54%	30%
Black or African American	17	740	*	729	*	*	*	*	*	35%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	45	743	739	747	*	*	36%	38%	*	42%	47%
Male	42	746	744	747	*	*	41%	43%	*	43%	48%
Economically Disadvantaged Students	37	738	730	732	*	*	35%	32%	*	35%	27%
Non-Economically Disadvantaged Students	50	750	749	757	*	*	40%	46%	*	48%	61%
Students with Disabilities	13	733	719	724	*	*	*	*	*	*	22%
Students without Disabilities	74	747	747	751	*	*	*	*	*	*	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
<b>Schoolwide</b>	55	740	743	747	*	20%	36%	29%	*	35%	46%
White	33	743	747	754	*	*	30%	36%	*	42%	57%
Hispanic	12	737	739	735	*	*	*	*	*	25%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	30	738	745	747	*	*	*	*	*	33%	47%
Male	25	742	741	746	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	18	728	736	732	*	*	*	*	*	17%	27%
Non-Economically Disadvantaged Students	37	746	747	756	*	*	*	*	*	43%	59%
Students with Disabilities	15	732	725	725	*	*	*	*	*	40%	19%
Students without Disabilities	40	743	748	751	*	*	*	*	*	33%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	747	745	743	*	*	27%	46%	*	52%	44%
White	45	752	748	751	*	*	27%	51%	*	60%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	31	743	744	745	*	*	*	42%	*	45%	45%
Male	36	749	745	742	*	*	*	50%	*	58%	43%
Economically Disadvantaged Students	22	730	735	728	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	45	754	749	752	*	*	*	*	*	64%	56%
Students with Disabilities	15	727	723	717	*	*	*	*	*	33%	13%
Students without Disabilities	52	752	750	748	*	*	*	*	*	58%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

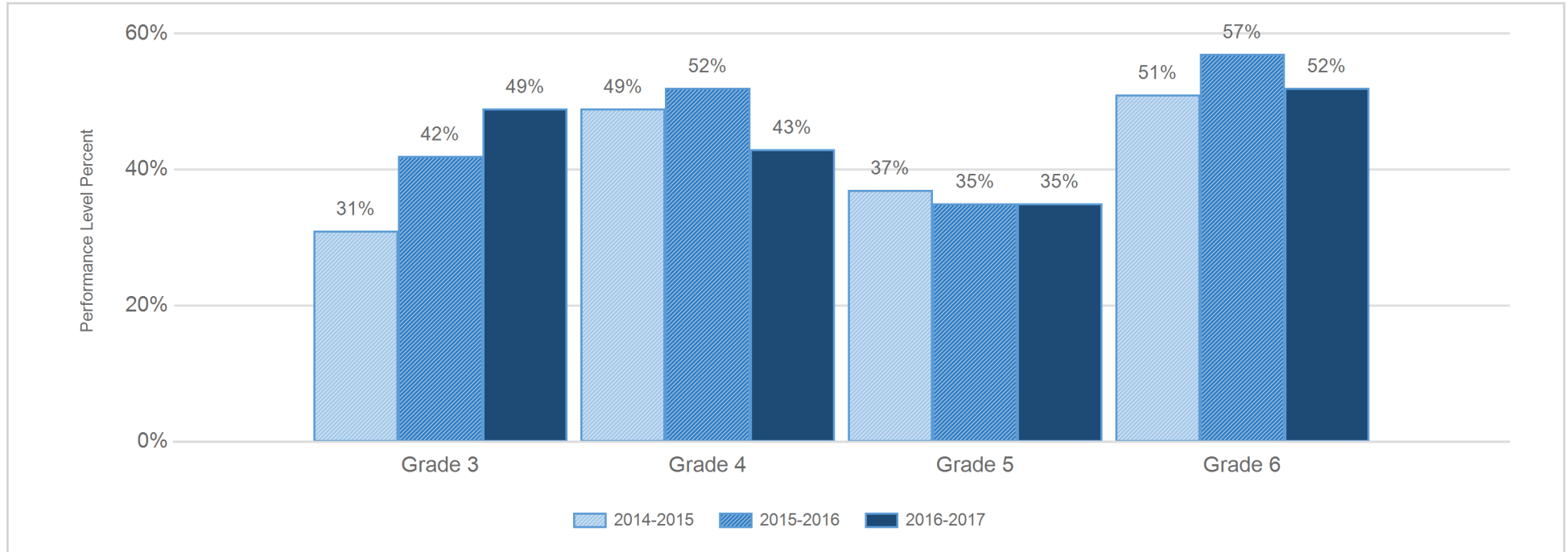


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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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

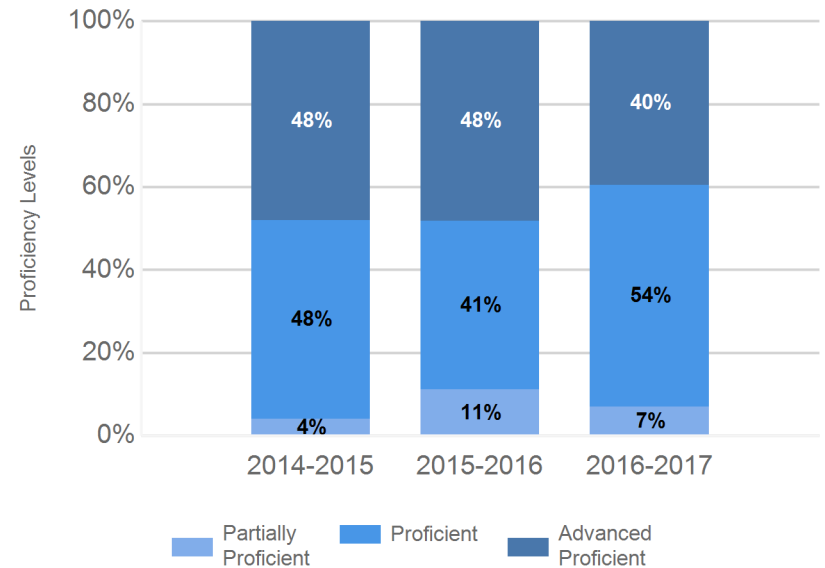
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	40%	54%	7%
White	44%	54%	2%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	42%	46%	12%
Students with Disabilities	15%	62%	23%
English Learners	N	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	54.5	50	Met Target	58	53	50	Met Target
White	52	53.5	50	Met Target	61	54	52	Exceeds Target
Hispanic	*	54	49	Met Target	*	48	47	Met Target
Black or African American	55	55	45	Met Target	51	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	58.5	60	**	*	57.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55.5	54	47	Met Target	55.5	52	46	Met Target
Students with Disabilities	63	44	41	Exceeds Target	52	50	43	Met Target
English Learners	*	84	53	**	*	52.5	51	**

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



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

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

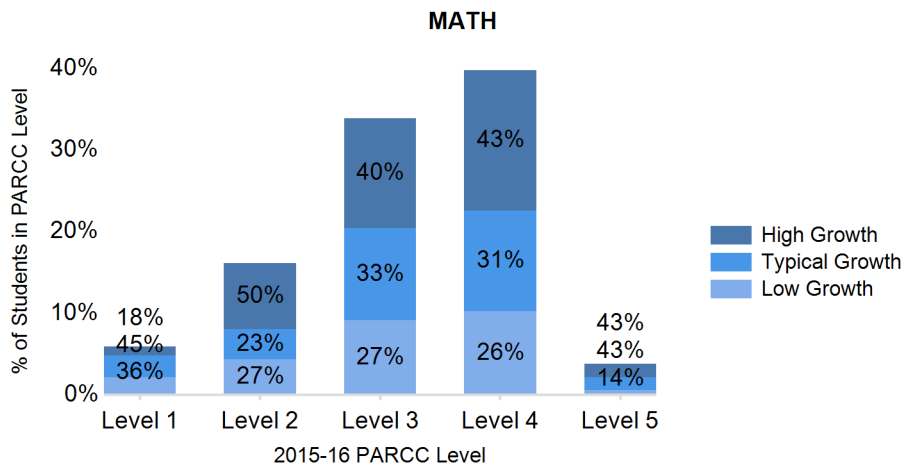
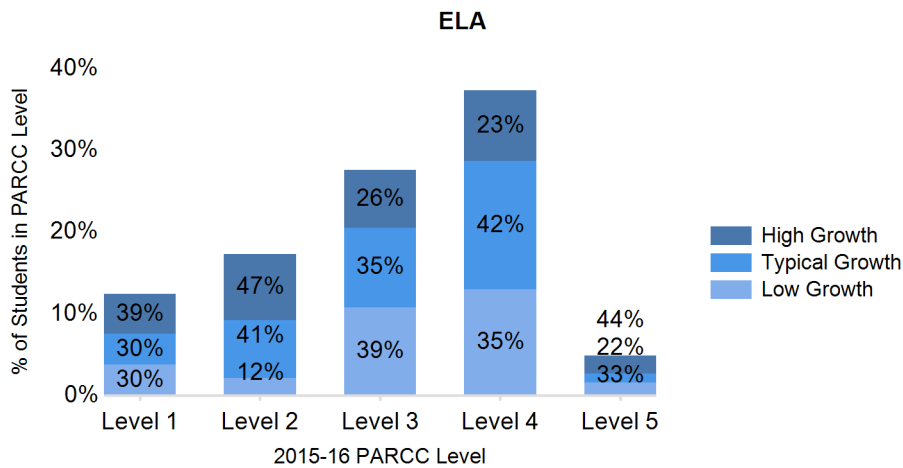
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

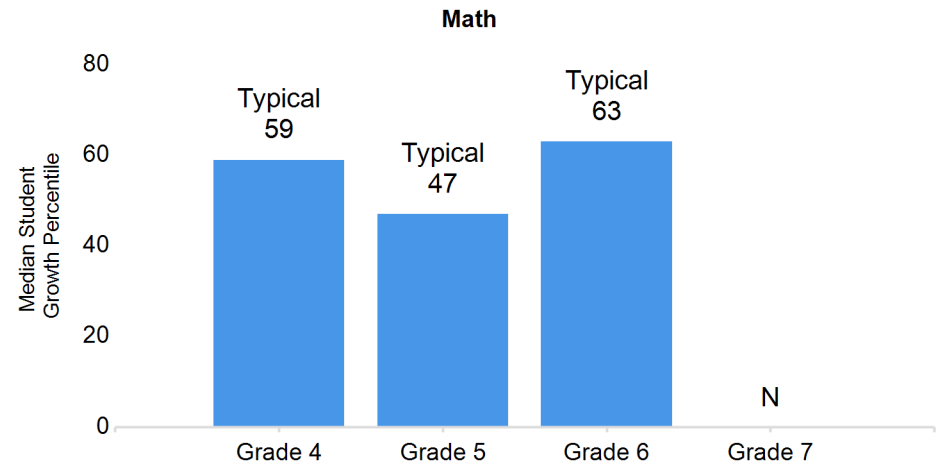
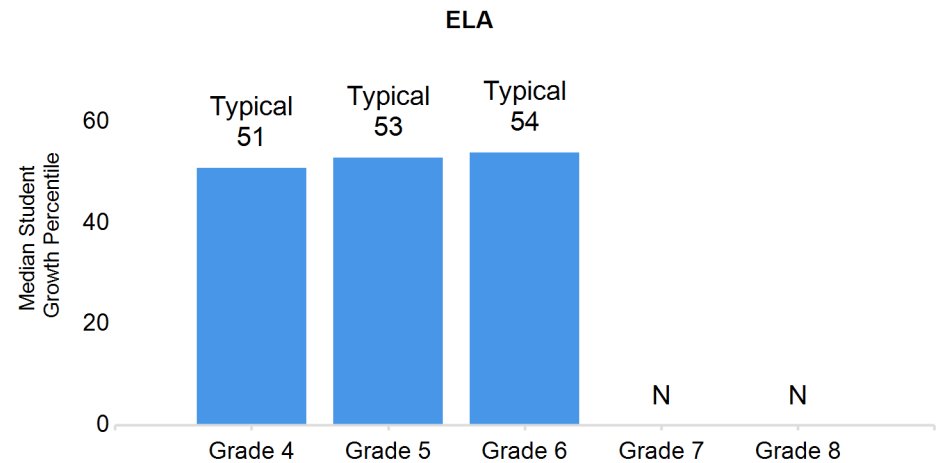
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

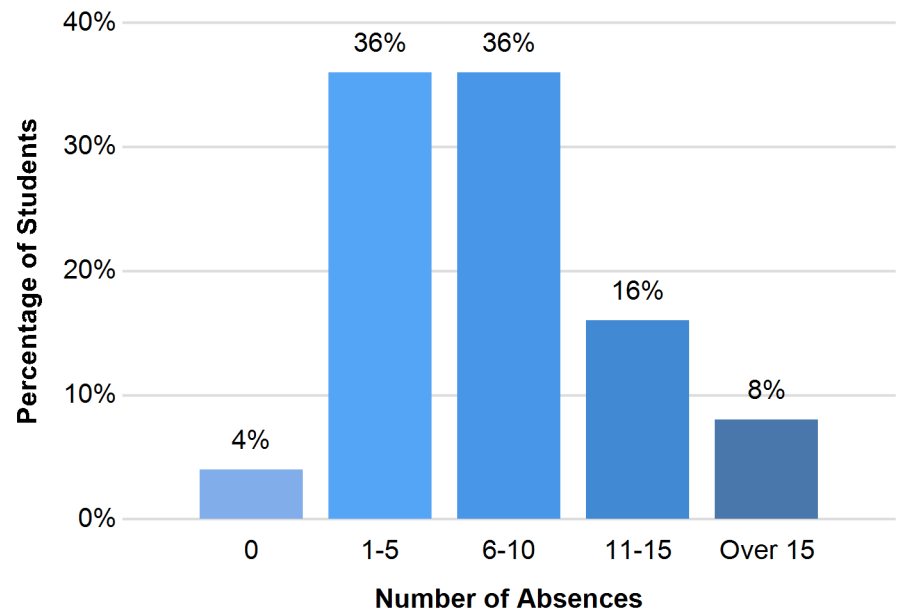
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	7.40	Met Target
White	8.30	7.40	Not Met
Hispanic	3.70	7.40	Met Target
Black or African American	4.80	7.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	7.40	Met Target
Students with Disabilities	5.40	7.40	Met Target
English Learners	2.80	7.40	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.



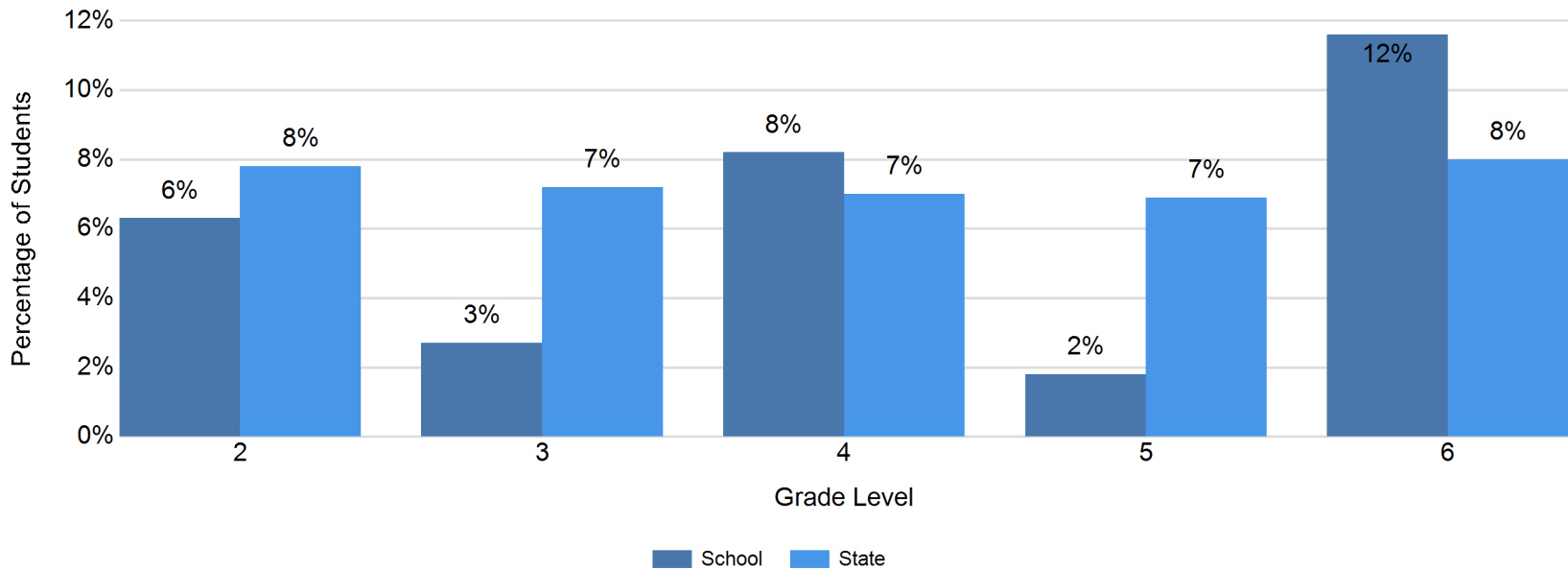


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**Chronic Absenteeism by Grade**

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	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 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	0.0%
Any Suspension	0.0%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	232.0 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)	\$489	\$13,167	\$13,656



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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	41	120,724
Average years experience in public schools	14.9	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	83%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	9:1	12:1
Administrators	367:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	93%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	25.4	17.5%
Mathematics Proficiency	51.8	17.5%
English Language Arts Growth	70.2	25.0%
Mathematics Growth	75.1	25.0%
Chronic Absenteeism	69.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		60.3
<b>Summative Rating:</b> Percentile rank of Summative Score		66.0
<b>Requires Comprehensive Support:</b> 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	60.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	46.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	66.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	68.5	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	82.2	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Matthews	<b>Email Address:</b>	<a href="mailto:matthews.k@deptford.k12.nj.us">matthews.k@deptford.k12.nj.us</a>
<b>Address:</b>	1555 GOOD INTENT RD DEPTFORD, NJ 08096-6101	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/good-intent/">http://www.deptford.k12.nj.us/good-intent/</a>
<b>Phone:</b>	(856)232-2737		

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"> <li>• Student of the Month and Caught Being Good awards recognize students for their outstanding efforts and achievements.</li> <li>• A technology rich learning experience includes: smart boards with elmos, desk tops, chrome books and ipads</li> <li>• Good Intent offers a rigorous curriculum which is fully aligned with New Jersey Student Learning Standards.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>In a partnership with our staff, parents, and community we will strive to nurture the “whole child” to reach his/her fullest potential. Students will be encouraged to think and reason logically, critically, and creatively in an environment that celebrates and respects academic and cultural diversity. Together we will facilitate each student to become contributing members to our school, our community, and eventually our global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students are recognized and awarded for their achievements in academics, music/band, art, and other non-academic areas. The Student of the Month awards are given to recognize students for their outstanding efforts and achievements.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The elementary curriculum is consistent throughout the district. The Reading Street literacy program for grades two through five and Prentice Hall Literacy for grade six are innovative programs that are in place to meet the diverse learning styles and grade levels in our school. The Go-Math and Big Ideas Math curriculums emphasize hands-on lessons. The science curriculum emphasizes exploration and discovery.</p>
 <p><b>Clubs and Activities:</b></p>	<p>An Art Club is offered for grades five and six and a musical program is offered to all students. This includes a performing choir for fifth and sixth grades and two levels of performing band, beginner and intermediate. Musical assemblies provide extra stimulation and motivation for the student body. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth grade students</p>
 <p><b>Before and After School Programs:</b></p>	<p>Spartan Care is a NJ state licensed organization committed to providing affordable, quality care for your children, at their school. Spartan Care strives to meet the individual needs of the children, as well as establishing supportive relationships between its families, staff and community.</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><b>Staff and Professional Learning:</b></p>	<p>Deptford School District provides professional development for the staff multiple days throughout the school year. The teachers have six full days and ten two hour sessions of professional development. Additional training is provided on-line through public works.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Various support staff are provided to meet the specific needs of the students. These staff members include: a part –time school guidance counselor, special service case manager, part-time basic skills teachers, gifted and talented teachers speech therapist and occupation therapist.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active Parent Teacher Organization supports the school in many ways including assembly programs, and student activities.</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](mailto: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

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
2	124	89	85
3	92	118	87
4	95	90	111
5	106	95	94
6	96	117	100
Ungraded	0	0	5
Total	513	509	482

Student Group	2014-15	2015-16	2016-17
Female	50%	46%	49%
Male	51%	54%	51%
Economically Disadvantaged Students	40%	37%	39%
Students with Disabilities	13%	15%	20%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	53.5%
Black or African American	23.7%
Asian	11.6%
Hispanic	10.6%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.2%

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	90.9%
Panjabi	1.9%
Tagalog	1.9%
Spanish	1.7%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	366	99.0	51.10	45.30	54.90	51.1	47.4	Met Target
White	206	98.6	46.60	47.60	63.90	46.6	43.3	Met Target
Hispanic	36	97.8	58.30	41.90	39.80	58.3	50.3	Met Target
Black or African American	79	100.0	44.30	34.10	35.20	44.3	40.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	100.0	77.20	*	80.70	77.2	76.3	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	169	98.0	60.40	54.10	62.20	60.4		
Male	197	100.0	43.20	37.30	48.10	43.2		
Economically Disadvantaged Students	116	99.3	38.80	30.70	36.20	38.8	35.4	Met Target
Non-Economically Disadvantaged Students	250	98.9	56.80	54.10	65.80	56.8		
Students with Disabilities	70	100.0	21.40	*	20.50	21.4	22.6	Met Target†
Students without Disabilities	296	98.8	58.10	*	61.90	58.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	89	745	737	749	*	14%	34%	39%	*	43%	50%
White	50	744	743	759	*	*	42%	28%	*	34%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	19	745	728	731	*	*	*	*	0%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	10	758	742	775	0%	*	*	*	0%	70%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	750	744	754	*	*	28%	42%	*	47%	55%
Male	53	741	731	745	*	*	38%	38%	*	40%	46%
Economically Disadvantaged Students	33	738	725	731	*	*	30%	42%	*	42%	31%
Non-Economically Disadvantaged Students	56	748	746	762	*	*	36%	38%	*	43%	63%
Students with Disabilities	20	733	719	720	*	*	*	*	*	25%	24%
Students without Disabilities	69	748	743	755	*	*	*	*	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	89	745	*	752	*	14%	34%	39%	*	43%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	746	744	753	*	20%	34%	40%	*	44%	56%
White	62	746	748	762	*	19%	40%	37%	*	40%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	28	739	*	737	*	*	*	*	*	32%	36%
Asian, Native Hawaiian, or Pacific Islander	11	760	748	777	0%	0%	*	*	0%	64%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	54	744	747	758	*	20%	33%	41%	*	43%	61%
Male	58	748	741	749	*	19%	35%	40%	*	45%	51%
Economically Disadvantaged Students	36	735	733	737	*	31%	33%	28%	*	28%	36%
Non-Economically Disadvantaged Students	76	752	751	764	*	15%	34%	46%	*	51%	69%
Students with Disabilities	18	729	720	725	*	*	*	*	*	17%	25%
Students without Disabilities	94	750	750	759	*	*	*	*	*	49%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	112	746	*	755	*	20%	34%	40%	*	44%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	761	747	756	*	*	22%	60%	*	68%	59%
White	49	761	750	763	*	*	25%	53%	*	63%	69%
Hispanic	14	755	747	743	*	*	*	*	0%	64%	44%
Black or African American	25	760	737	740	0%	*	*	68%	*	72%	39%
Asian, Native Hawaiian, or Pacific Islander	12	767	762	779	0%	0%	*	*	*	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	51	768	756	761	*	*	*	69%	*	80%	66%
Male	49	754	740	750	*	*	*	51%	*	55%	53%
Economically Disadvantaged Students	36	752	735	740	*	*	28%	50%	*	53%	40%
Non-Economically Disadvantaged Students	64	766	755	765	*	*	19%	66%	*	77%	71%
Students with Disabilities	20	736	723	725	*	*	*	*	*	25%	22%
Students without Disabilities	80	767	755	762	*	*	*	*	*	79%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	100	761	*	757	*	*	22%	60%	*	68%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	751	748	752	*	*	41%	40%	*	47%	54%
White	51	751	748	758	0%	*	41%	43%	*	47%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	20	744	*	736	*	*	50%	*	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	15	768	761	776	0%	*	*	*	*	73%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	50	756	754	758	*	*	28%	52%	*	62%	61%
Male	47	745	742	746	*	*	55%	28%	*	32%	46%
Economically Disadvantaged Students	30	747	742	737	*	*	50%	37%	*	40%	34%
Non-Economically Disadvantaged Students	67	753	751	761	*	*	37%	42%	*	51%	65%
Students with Disabilities	12	723	725	722	*	*	*	*	*	17%	17%
Students without Disabilities	85	755	754	758	*	*	*	*	*	52%	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	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

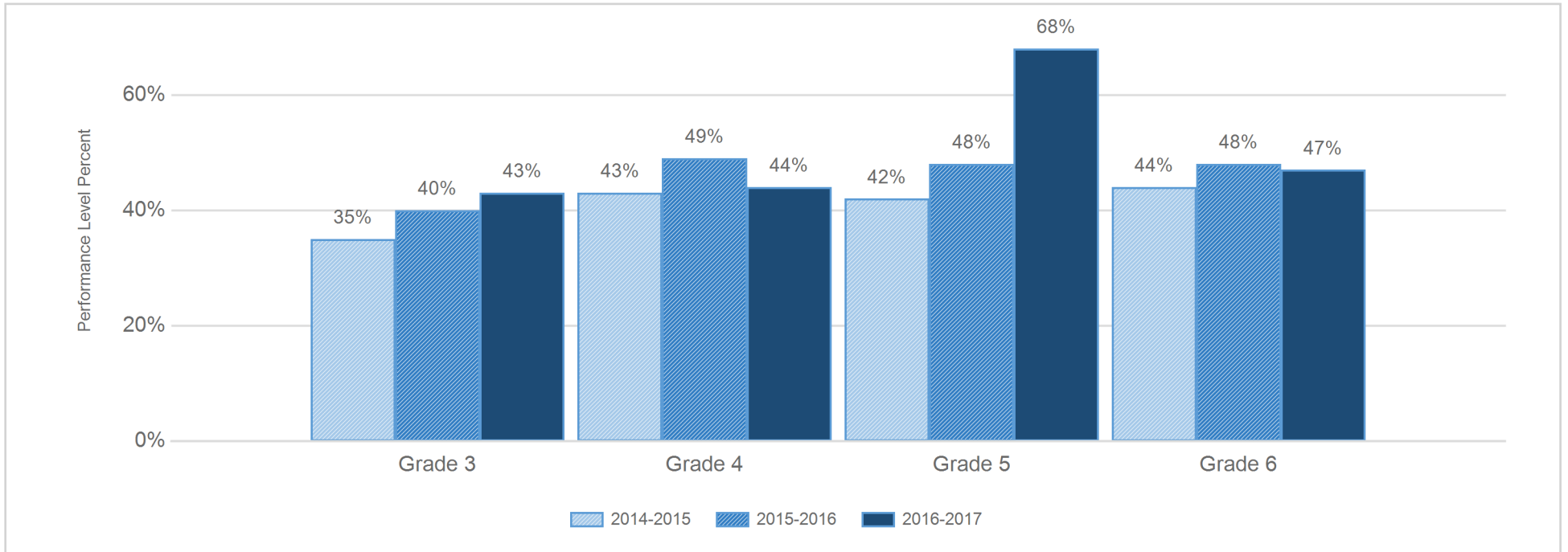


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English Language Arts/Literacy Assessment - Performance Trends

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	365	99.0	46.50	37.70	43.50	46.5	47.1	Met Target†
White	207	99.1	47.80	40.00	52.40	47.8	47.2	Met Target
Hispanic	35	97.7	37.20	*	27.60	37.2	40.6	Met Target†
Black or African American	78	98.9	33.40	*	21.70	33.4	32.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	44	100.0	72.70	*	75.60	72.7	77.9	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	170	98.5	45.30	39.40	44.10	45.3		
Male	195	99.5	47.70	36.00	42.90	47.7		
Economically Disadvantaged Students	115	99.3	32.20	*	25.10	32.2	33.3	Met Target†
Non-Economically Disadvantaged Students	250	98.9	53.20	*	54.30	53.2		
Students with Disabilities	69	100.0	21.70	15.10	16.50	21.7	21	Met Target
Students without Disabilities	296	98.8	52.30	43.90	48.80	52.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	745	742	751	*	17%	43%	33%	*	38%	53%
White	50	745	745	759	*	*	44%	32%	*	36%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	18	743	736	733	0%	*	*	*	0%	44%	32%
Asian, Native Hawaiian, or Pacific Islander	10	759	751	779	0%	*	*	*	*	50%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	744	743	751	*	*	50%	31%	*	33%	52%
Male	51	745	741	751	*	*	37%	35%	*	41%	53%
Economically Disadvantaged Students	32	740	733	736	*	*	44%	34%	*	38%	34%
Non-Economically Disadvantaged Students	55	747	748	761	*	*	42%	33%	*	38%	65%
Students with Disabilities	19	736	726	729	*	*	53%	*	*	26%	29%
Students without Disabilities	68	747	746	755	*	*	40%	*	*	41%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	87	745	*	753	*	17%	43%	33%	*	38%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	742	742	747	*	26%	34%	38%	*	39%	47%
White	62	743	745	755	*	24%	39%	34%	*	37%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	28	734	*	729	*	39%	*	*	0%	25%	25%
Asian, Native Hawaiian, or Pacific Islander	11	761	747	774	0%	0%	*	*	0%	82%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	737	739	747	*	30%	41%	28%	*	28%	47%
Male	58	747	744	747	*	22%	28%	47%	*	50%	48%
Economically Disadvantaged Students	36	725	730	732	*	50%	36%	*	*	11%	27%
Non-Economically Disadvantaged Students	76	750	749	757	*	15%	33%	*	*	53%	61%
Students with Disabilities	18	720	719	724	*	*	*	*	*	*	22%
Students without Disabilities	94	747	747	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	112	742	*	749	*	26%	34%	38%	*	39%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	746	743	747	*	20%	30%	43%	*	48%	46%
White	49	748	747	754	*	*	22%	49%	*	55%	57%
Hispanic	14	742	739	735	0%	*	*	*	*	29%	30%
Black or African American	25	742	733	729	0%	*	48%	*	0%	32%	22%
Asian, Native Hawaiian, or Pacific Islander	12	753	753	774	0%	*	0%	*	*	75%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	51	750	745	747	*	*	29%	45%	*	53%	47%
Male	49	742	741	746	*	*	31%	41%	*	43%	46%
Economically Disadvantaged Students	36	740	736	732	*	28%	39%	28%	*	33%	27%
Non-Economically Disadvantaged Students	64	750	747	756	*	16%	25%	52%	*	56%	59%
Students with Disabilities	20	730	725	725	*	*	*	*	*	25%	19%
Students without Disabilities	80	750	748	751	*	*	*	*	*	54%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	100	746	*	748	*	20%	30%	43%	*	48%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	98	751	745	743	*	18%	24%	44%	*	55%	44%
White	52	755	748	751	0%	*	23%	50%	*	62%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	20	738	*	724	*	*	*	*	*	35%	20%
Asian, Native Hawaiian, or Pacific Islander	15	767	760	771	0%	*	*	*	*	67%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	51	749	744	745	*	*	*	45%	*	57%	45%
Male	47	752	745	742	*	*	*	43%	*	53%	43%
Economically Disadvantaged Students	30	742	735	728	*	*	*	43%	*	47%	24%
Non-Economically Disadvantaged Students	68	755	749	752	*	*	*	44%	*	59%	56%
Students with Disabilities	12	740	723	717	*	*	*	*	*	33%	13%
Students without Disabilities	86	752	750	748	*	*	*	*	*	58%	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	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

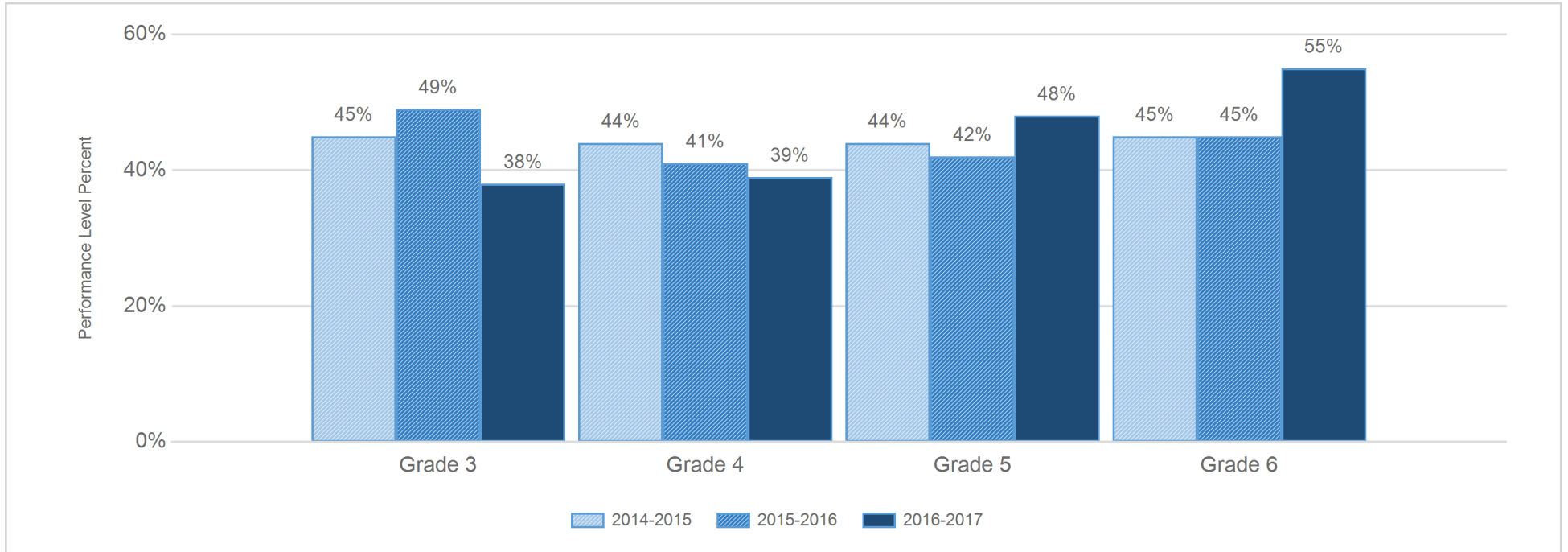


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

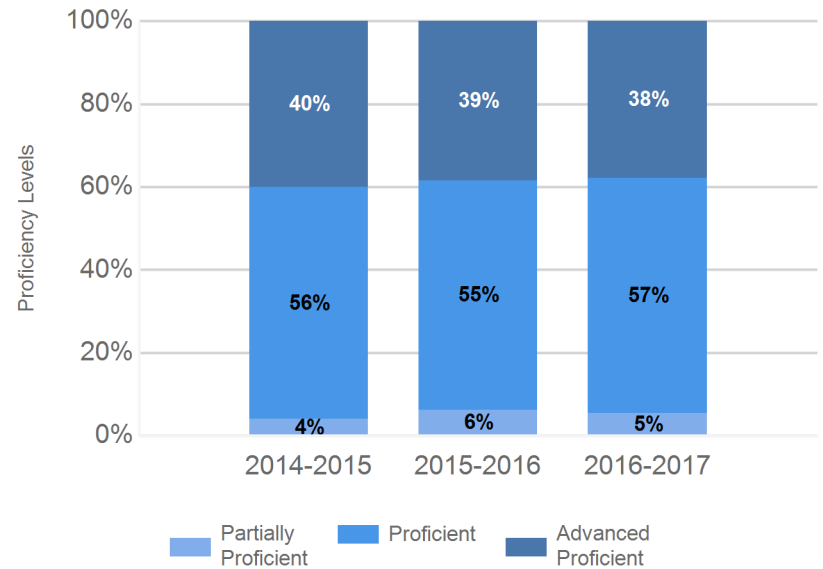
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	57%	5%
White	39%	57%	5%
Hispanic	55%	46%	N
Black or African American	22%	67%	11%
Asian, Native Hawaiian, or Pacific Islander	55%	46%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	21%	67%	13%
Students with Disabilities	22%	67%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53.5	54.5	50	Met Target	55	53	50	Met Target
White	51	53.5	50	Met Target	57	54	52	Met Target
Hispanic	35	54	49	Not Met	37.5	48	47	Not Met
Black or African American	63.5	55	45	Exceeds Target	52	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	56	58.5	60	Met Target	61	57.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	62	54	47	Exceeds Target	53	52	46	Met Target
Students with Disabilities	62.5	44	41	Exceeds Target	63	50	43	Exceeds Target
English Learners	*	84	53	**	*	52.5	51	**

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



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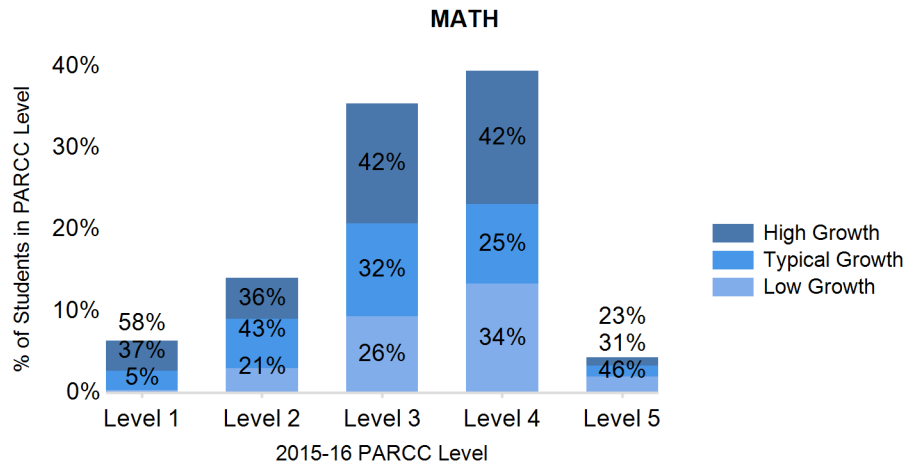
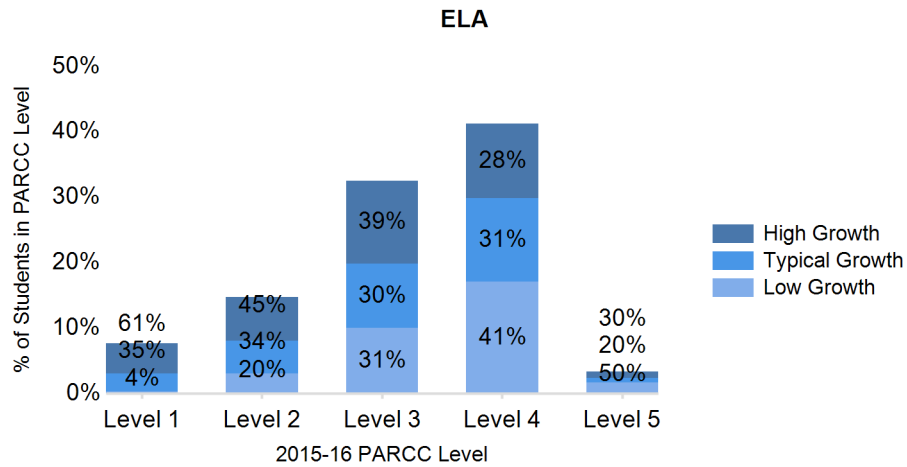
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

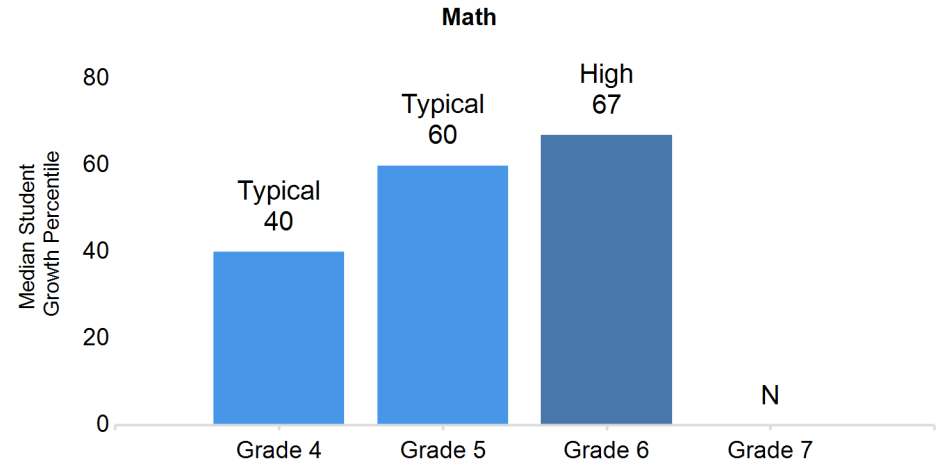
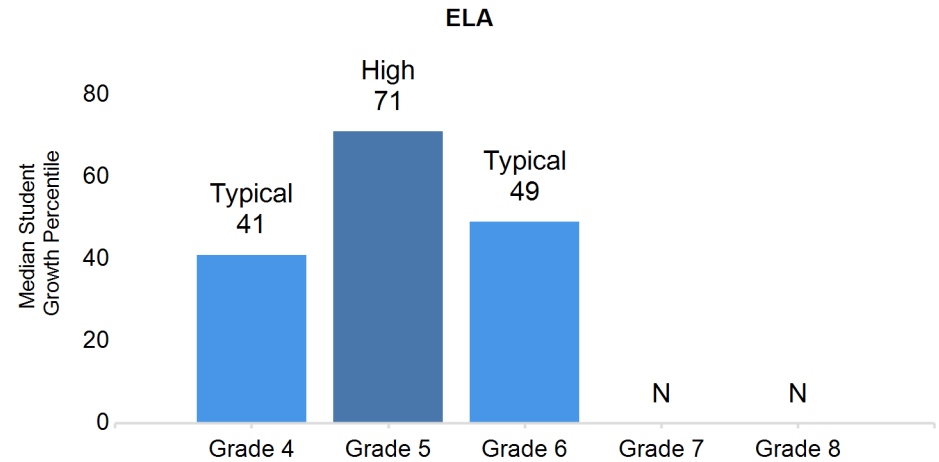
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

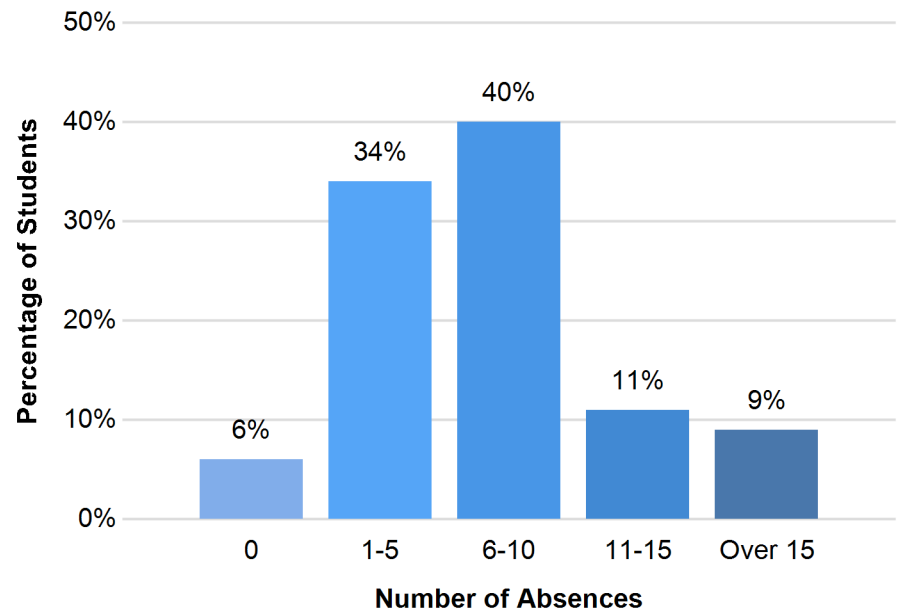
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	7.40	Met Target
White	6.90	7.40	Met Target
Hispanic	9.40	7.40	Not Met
Black or African American	5.20	7.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.40	7.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.60	7.40	Not Met
Students with Disabilities	10.90	7.40	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.



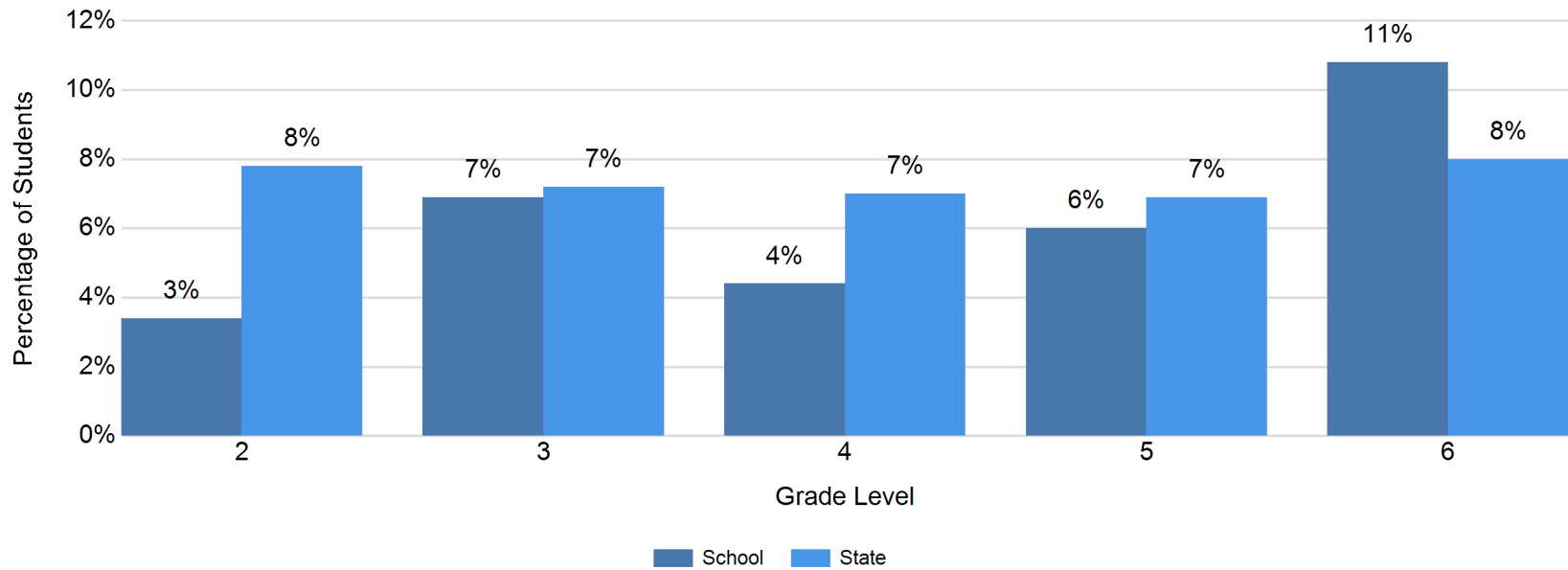


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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 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	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	232.0 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)	\$489	\$13,167	\$13,656



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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	43	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	74%	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	241:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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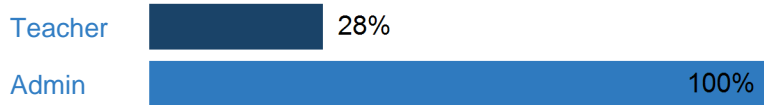
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	92%



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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	40.3	17.5%
Mathematics Proficiency	47.6	17.5%
English Language Arts Growth	66.1	25.0%
Mathematics Growth	66.9	25.0%
Chronic Absenteeism	54.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		56.7
<b>Summative Rating:</b> Percentile rank of Summative Score		60.8
<b>Requires Comprehensive Support:</b> 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	56.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	42.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	39.5	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	81.7	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	39.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	69.2	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	75.5	11.9	No	Met Target†	Met Target	Not Met	Exceeds Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Battee	<b>Email Address:</b>	<a href="mailto:battee.c@deptford.k12.nj.us">battee.c@deptford.k12.nj.us</a>
<b>Address:</b>	690 ISZARD RD DEPTFORD, NJ 08096	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/lake-tract/">http://www.deptford.k12.nj.us/lake-tract/</a>
<b>Phone:</b>	(856)686-2240		

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"> <li>• Lake Tract offers a rigorous curriculum which is fully aligned with New Jersey Student Learning Standards.</li> <li>• A technology rich learning experience includes: smart boards with Elmos, desk tops, chrome books and Ipads</li> <li>• Spartan of the Month and Caught Being Good awards recognize students for their outstanding efforts and achievements.</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>In a partnership with our staff, parents, and community we will strive to nurture the “whole child” to reach his/her fullest potential. Students will be encouraged to think and reason logically, critically, and creatively in an environment that celebrates and respects academic and cultural diversity. Together we will facilitate each student to become contributing members to our school, our community, and eventually our global society.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Students are recognized and awarded for their achievements in academics, fitness, art, and other non-academic areas. The Spartan of the Month awards are given to recognize students for their outstanding efforts and achievements.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The elementary curriculum is consistent throughout the district. The Reading Street literacy program for grades two through five and Prentice Hall Literacy for grade six are innovative programs that are in place to meet the diverse learning styles and grade levels in our school. The Go-Math and Big Ideas Math curriculums emphasize hands-on lessons. The science curriculum emphasizes exploration and discovery.</p>
 <p>Clubs and Activities:</p>	<p>A musical program is offered to all students. This includes a performing choir for sixth graders and two levels of performing band for students in grades four through six. An Art Club for sixth graders meet regularly throughout the year. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth grade students.</p>
 <p>Before and After School Programs:</p>	<p>The Spartan Pride Academy offers an after tutoring program for students that are academically at risk. The academy offer two sessions, the first in the fall and the second during the spring.</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><b>Staff and Professional Learning:</b></p>	<p>Deptford School District provides professional development for the staff multiple days throughout the school year. The teachers have six full days and ten two hour sessions of professional development. Additional training is provided on-line through public works.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Various support staff are provided to meet the specific needs of the students. These staff members include: a part-time School Guidance Counselor, Special Service Case Manager, part-time Basic Skills teachers, Gifted and Talented teachers, Speech Therapist and Occupation Therapist.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active Parent Teacher Organization supports the school through various student activities including school assemblies, Holiday Shop, Scholastic Book Fare, school dances, FunDday and the 6th grade Moving On Ceremony.</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.



Other Information:

Lake Tract is a comprehensive elementary school designed to meet the needs of its diverse student body of approximately 500 students. Constructed in 1964 and expanded in 1973, Lake Tract Elementary has received several renovation and improvement projects to continually update its facilities. Lake Tract Elementary educates children in grades two through six. Over the years, Lake Tract Elementary has worked to achieve a technology-rich learning environment. Today, all classrooms are equipped a SMART board and an Elmo document reader. The Media Center has 28 desktop computers. A computerized catalogue system allows for electronic circulation of all materials. In 2013, Lake Tract opened a Computer Lab which houses 30 desktop computers. Internet access is available in every classroom, office, Media Center and the computer lab. Because we realize technology is a powerful tool in the classroom and has paved the way for Lake Tract students to access information and programs that reaches beyond the boundaries of their classroom walls. In 2014, we added 20 Ipad minis and in 2015 and 2016 we added chromebooks to our school's technology giving us a total of 165 chrome books which are housed in 5 carts (33 in each cart). The elementary program has a standard curriculum that is consistent throughout the district. Books and materials provide continuity and the necessary skills for elementary students to proceed to the middle school and graduate with the skills needed to thrive in the global world. Community members are a valuable resource and are regular visitors to the school to enhance student learning. An active Parent Teacher Organization supports the school through school assemblies and other student activities. Family Fun Nights are also held throughout the year and include activities such as Pumpkin Carving and Candy Bar Bingo.



## Monongahela Middle 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](mailto: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	299	331	315
8	289	295	317
Ungraded	40	28	43
<b>Total</b>	<b>628</b>	<b>654</b>	<b>675</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	43%	40%	40%
Students with Disabilities	15%	17%	19%
English Learners	1%	1%	1%
Homeless Students			2%
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	58.4%
Black or African American	21.5%
Hispanic	12.3%
Asian	7.4%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	0.0%

### 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	89.8%
Spanish	3.6%
Panjabi	1.2%
<i>Other</i>	5.0%



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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	642	97.3	56.70	45.30	54.90	56.7	49	Met Target
White	385	96.9	59.50	47.60	63.90	59.5	49	Met Target
Hispanic	71	96.3	50.70	41.90	39.80	50.7	39.3	Met Target
Black or African American	131	98.0	44.30	34.10	35.20	44.3	39.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	52	100.0	77.00	*	80.70	77	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	324	98.3	67.20	54.10	62.20	67.2		
Male	318	96.3	45.90	37.30	48.10	45.9		
Economically Disadvantaged Students	232	97.3	39.70	30.70	36.20	39.7	36.2	Met Target
Non-Economically Disadvantaged Students	410	97.3	66.40	54.10	65.80	66.4		
Students with Disabilities	126	93.7	13.50	*	20.50	13.2	13.7	Met Target†
Students without Disabilities	516	98.2	67.30	*	61.90	67.3		
English Learners	11	100.0	36.40	23.00	25.20	36.4	**	**
Non-English Learners	631	97.2	57.00	45.90	57.40	57		
Homeless Students	11	100.0	36.40	25.00	26.40	36.4		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	341	758	758	756	9%	9%	20%	35%	27%	61%	59%
White	197	760	760	764	9%	9%	17%	37%	29%	66%	69%
Hispanic	33	757	757	742	*	*	*	36%	*	64%	44%
Black or African American	79	745	745	737	*	15%	32%	33%	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	29	784	784	784	*	0%	*	*	52%	79%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	174	767	767	764	7%	7%	15%	39%	32%	71%	68%
Male	167	750	750	749	11%	12%	26%	30%	21%	51%	51%
Economically Disadvantaged Students	116	743	743	739	13%	13%	33%	27%	15%	41%	40%
Non-Economically Disadvantaged Students	225	766	766	766	7%	8%	14%	39%	33%	72%	70%
Students with Disabilities	58	709	709	719	*	*	19%	*	*	12%	19%
Students without Disabilities	283	769	769	763	*	*	21%	*	*	71%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	10	761	761	731	0%	*	*	*	*	60%	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	333	749	749	757	11%	12%	26%	38%	13%	51%	59%
White	201	751	751	764	10%	11%	25%	41%	12%	54%	68%
Hispanic	45	739	739	742	*	*	31%	31%	*	40%	44%
Black or African American	65	739	739	738	*	17%	29%	31%	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	22	780	780	786	0%	*	*	*	*	77%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	165	759	759	766	7%	9%	23%	42%	19%	61%	68%
Male	168	739	739	749	15%	16%	29%	33%	8%	41%	50%
Economically Disadvantaged Students	132	738	738	739	15%	19%	29%	30%	8%	37%	40%
Non-Economically Disadvantaged Students	201	756	756	766	8%	8%	24%	43%	17%	60%	69%
Students with Disabilities	68	709	709	718	*	*	28%	*	*	13%	18%
Students without Disabilities	265	759	759	764	*	*	26%	*	*	60%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

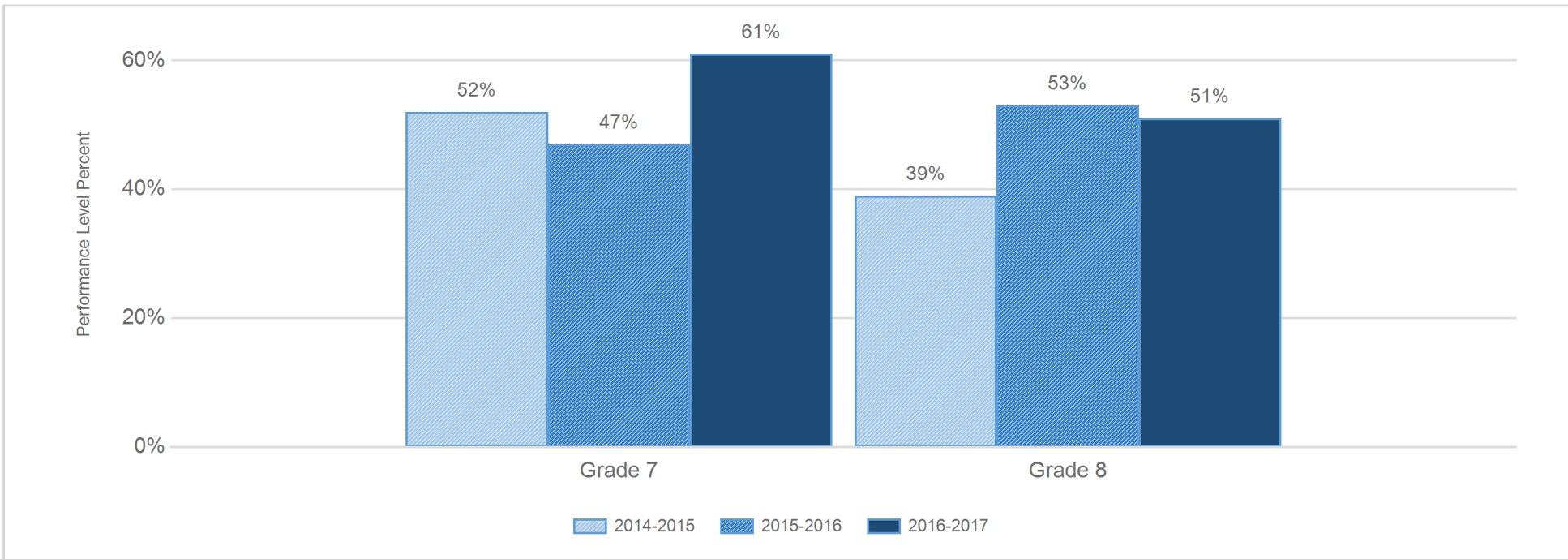


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	645	97.9	45.40	37.70	43.50	45.4	41.2	Met Target
White	388	97.6	45.10	40.00	52.40	45.1	42	Met Target
Hispanic	72	97.6	44.50	*	27.60	44.5	22.8	Met Target
Black or African American	131	98.0	34.30	*	21.70	34.3	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	51	100.0	78.40	*	75.60	78.4	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	326	98.9	50.00	39.40	44.10	50		
Male	319	96.9	40.80	36.00	42.90	40.8		
Economically Disadvantaged Students	234	98.1	34.20	*	25.10	34.2	29.7	Met Target
Non-Economically Disadvantaged Students	411	97.7	51.80	*	54.30	51.8		
Students with Disabilities	127	95.0	*	15.10	16.50	*	9.3	Met Target†
Students without Disabilities	518	98.6	*	43.90	48.80	*		
English Learners	11	100.0	36.40	29.40	23.30	36.4	**	**
Non-English Learners	634	97.8	45.60	37.90	45.20	45.6		
Homeless Students	11	100.0	36.40	28.60	16.40	36.4		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	335	743	743	741	6%	20%	33%	34%	6%	41%	40%
White	193	746	746	748	5%	17%	36%	35%	7%	43%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	78	731	731	726	*	36%	33%	21%	*	22%	19%
Asian, Native Hawaiian, or Pacific Islander	27	760	760	764	*	*	*	52%	*	70%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	171	743	743	743	6%	21%	30%	37%	6%	43%	41%
Male	164	743	743	740	6%	20%	36%	31%	7%	38%	38%
Economically Disadvantaged Students	118	734	734	729	*	29%	31%	28%	*	31%	22%
Non-Economically Disadvantaged Students	217	748	748	749	*	16%	34%	38%	*	46%	50%
Students with Disabilities	58	717	717	716	*	41%	22%	*	*	10%	11%
Students without Disabilities	277	749	749	746	*	16%	35%	*	*	47%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	10	740	740	722	*	*	0%	*	0%	60%	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	265	732	732	728	20%	*	28%	33%	*	34%	28%
White	163	734	734	736	*	19%	29%	32%	*	34%	35%
Hispanic	39	724	724	721	*	*	28%	28%	0%	28%	21%
Black or African American	54	729	729	715	24%	*	22%	33%	*	35%	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	N	N	N	726	N	N	N	N	N	N	28%
Female	122	736	736	730	*	*	29%	36%	*	38%	30%
Male	143	729	729	725	*	*	27%	29%	*	31%	26%
Economically Disadvantaged Students	119	728	728	719	*	*	25%	27%	*	29%	19%
Non-Economically Disadvantaged Students	146	736	736	734	*	*	30%	37%	*	38%	34%
Students with Disabilities	70	706	706	705	*	*	*	*	*	*	*
Students without Disabilities	195	742	742	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	785	731	743	*	*	*	84%	14%	97%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	797	769	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	44	783	736	744	0%	0%	*	89%	*	98%	43%
Male	29	790	726	741	0%	0%	*	76%	*	97%	40%
Economically Disadvantaged Students	16	783	722	727	0%	0%	*	81%	*	94%	23%
Non-Economically Disadvantaged Students	57	786	738	751	0%	0%	*	84%	*	98%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	73	785	738	747	*	*	*	84%	14%	97%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	73	785	*	745	*	*	*	84%	14%	97%	*
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: 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
<b>Schoolwide</b>	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	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	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
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	*

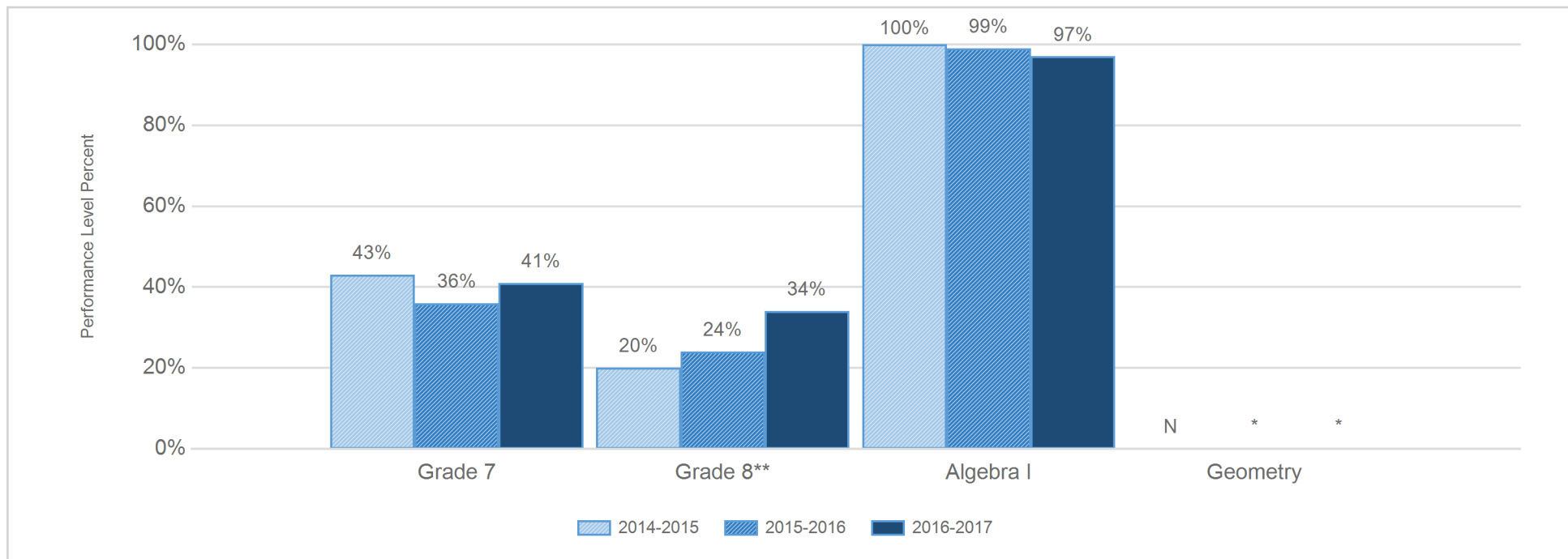


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**Mathematics Assessment – Performance Trends**

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



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



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#### Alternate Assessments - Participation

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

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

#### English Language Proficiency Test - Participation and Performance

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

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



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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.

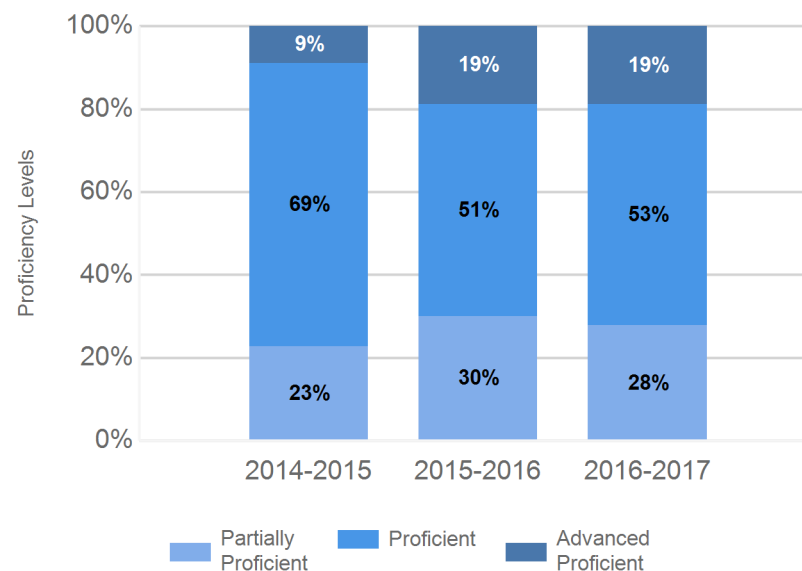
### NJASK Science Assessment Performance: Grade 8

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	19%	53%	28%
White	22%	56%	23%
Hispanic	13%	44%	42%
Black or African American	8%	52%	41%
Asian, Native Hawaiian, or Pacific Islander	35%	57%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	12%	54%	34%
Students with Disabilities	3%	30%	67%
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	62	54.5	50	Exceeds Target	48	53	50	Met Target
White	62	53.5	50	Exceeds Target	47	54	52	Met Target
Hispanic	65	54	49	Exceeds Target	45.5	48	47	Met Target
Black or African American	58.5	55	45	Met Target	43	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	58.5	60	Exceeds Target	64.5	57.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	54	54	47	Met Target	36	52	46	Not Met
Students with Disabilities	33	44	41	Not Met	41	50	43	Met Target
English Learners	*	84	53	**	*	52.5	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:

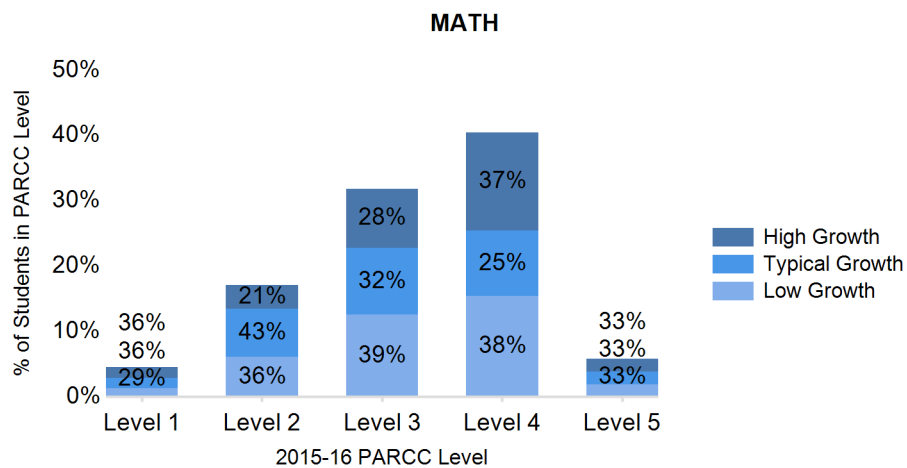
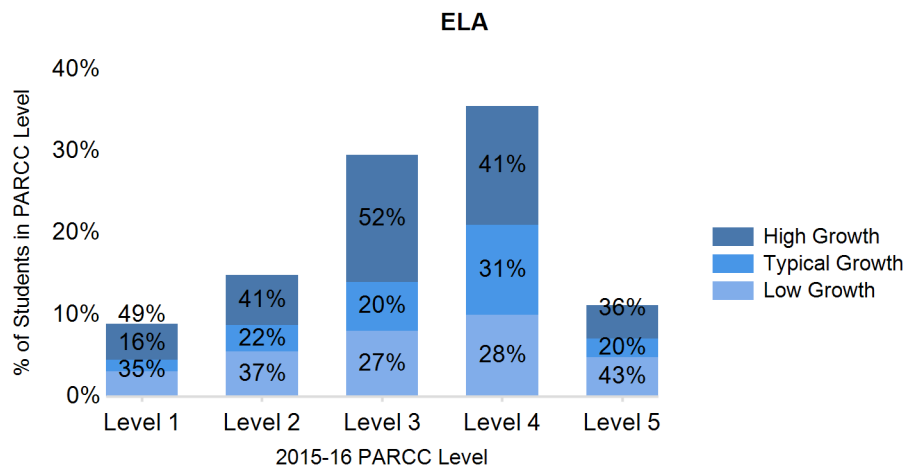
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

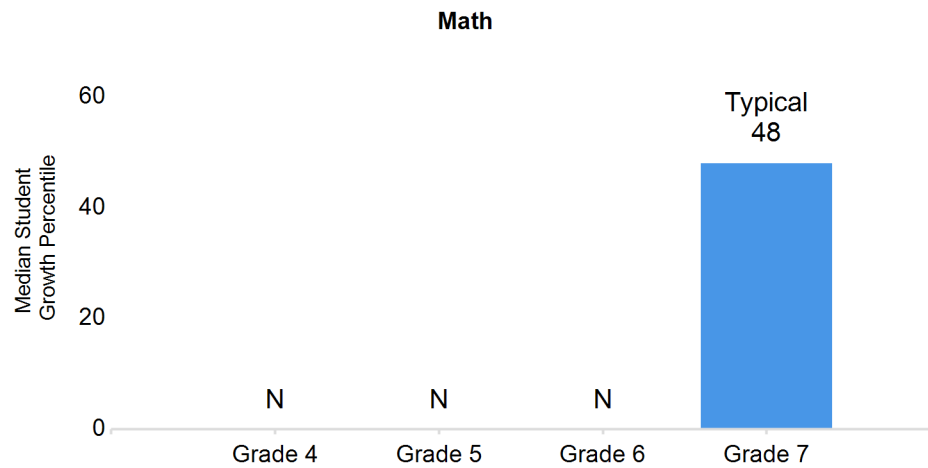
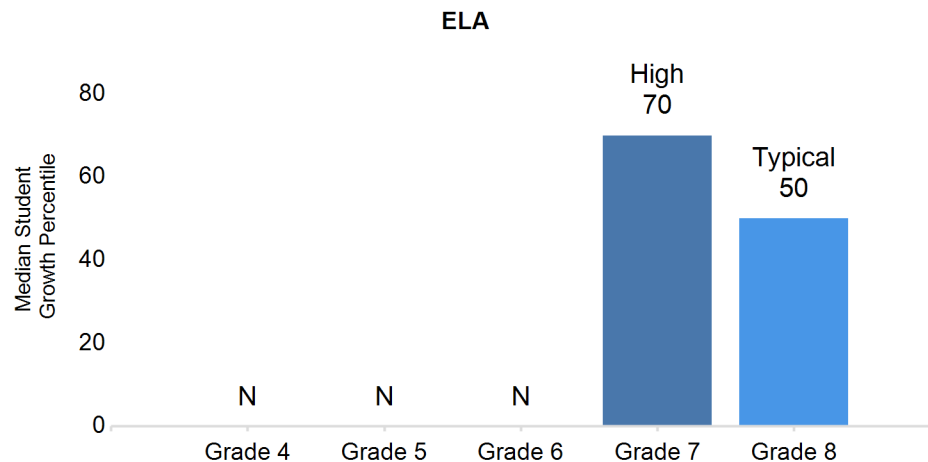
**Student Growth by Performance Level**

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	7	0	342
8	67	8	280
Schoolwide	74	8	622

### 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	276	66	0	0	0	0	0
8	287	54	0	0	0	0	0
Schoolwide	563	120	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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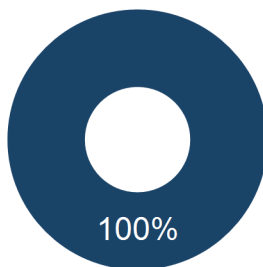
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Visual and Performing Arts – Course Participation

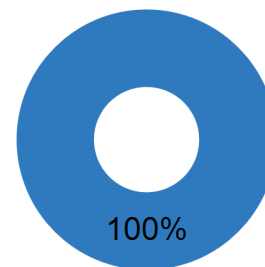
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

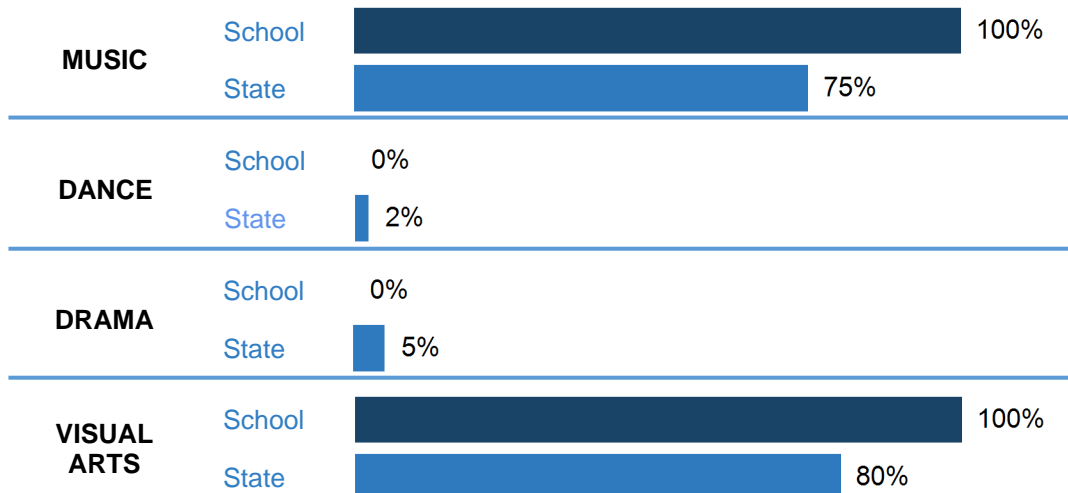


School



State

Students enrolled in one or more classes by discipline:





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

**Chronic Absenteeism**

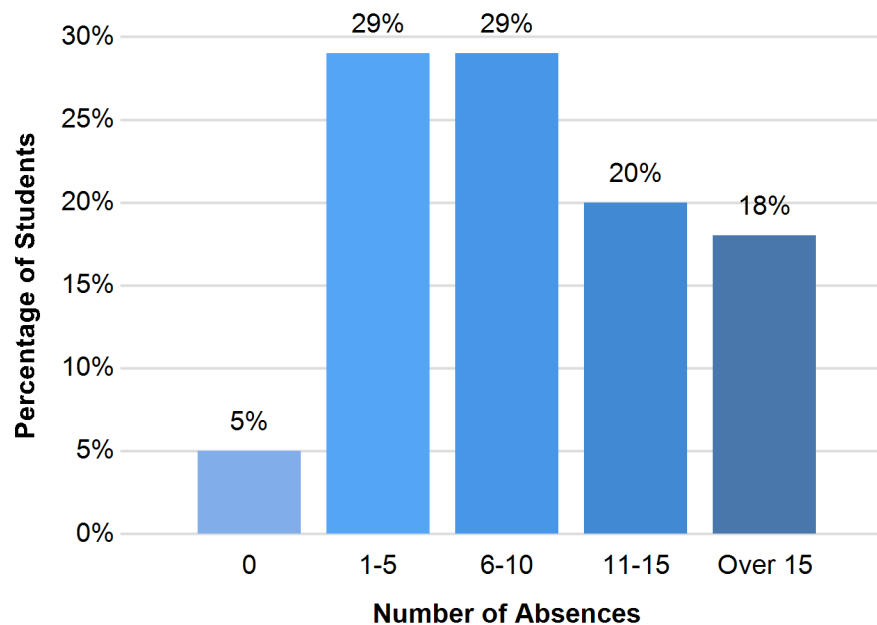
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.90	9.10	Not Met
White	15.30	9.10	Not Met
Hispanic	16.90	9.10	Not Met
Black or African American	12.20	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.90	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.90	9.10	Not Met
Students with Disabilities	26.10	9.10	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.



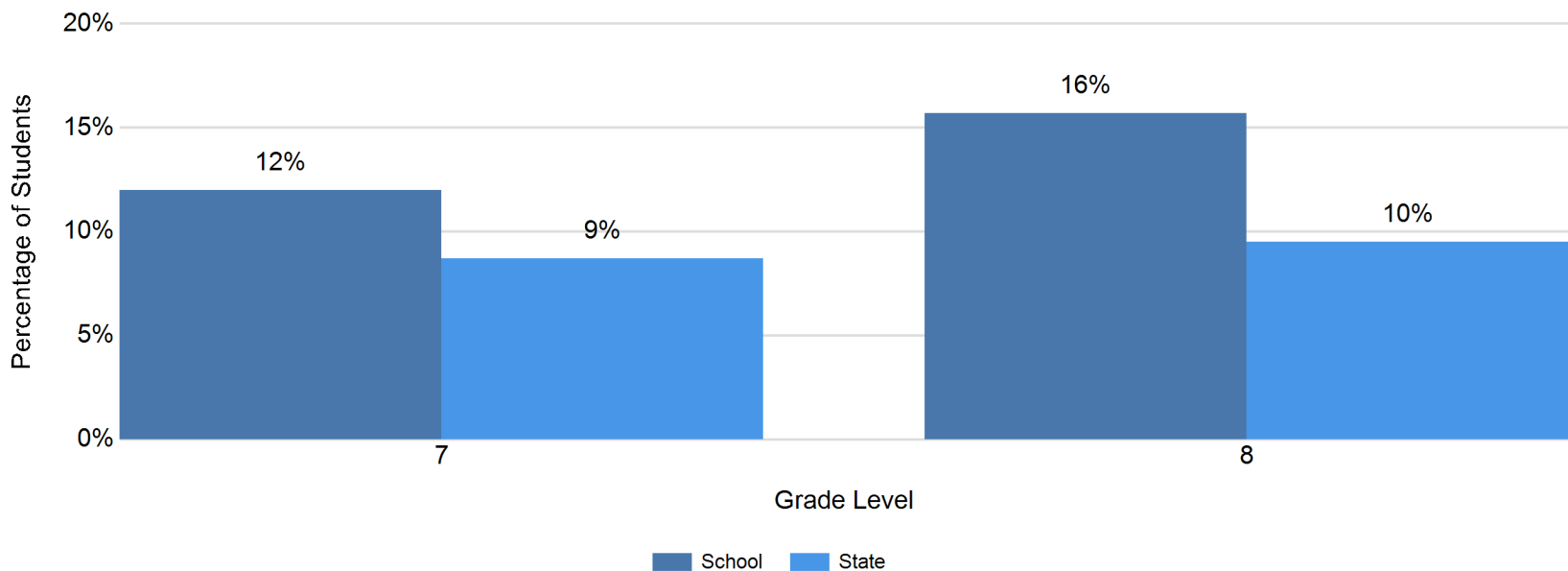


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**Chronic Absenteeism by Grade**

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	7:10AM
Typical End Time	2:15PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.19

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.1%
Out-of-School Suspensions	2.8%
Any Suspension	4.9%

### 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	1.0:1	232.0 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)	\$489	\$13,167	\$13,656



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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	55	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	91%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	225:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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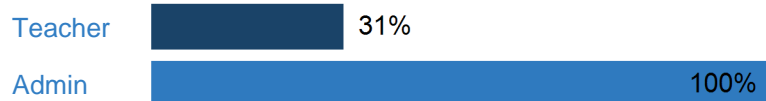
**Teachers and Administrators - Level of Education**

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	91%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45.8	17.5%
Mathematics Proficiency	46.4	17.5%
English Language Arts Growth	82.0	25.0%
Mathematics Growth	41.3	25.0%
Chronic Absenteeism	12.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		48.8
<b>Summative Rating:</b> Percentile rank of Summative Score		48.1
<b>Requires Comprehensive Support:</b> 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	48.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	40.0	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	61.4	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Black or African American	68.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	53.5	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	27.8	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Dietz	<b>Email Address:</b>	<a href="mailto:dietz.a@deptford.k12.nj.us">dietz.a@deptford.k12.nj.us</a>
<b>Address:</b>	890 BANKBRIDGE RD SEWELL, NJ 08080	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/monongahela">www.deptford.k12.nj.us/monongahela</a>
<b>Phone:</b>	(856)415-9540		

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"> <li>• Advancement via Individual Determination (AVID)</li> <li>• Advanced Math, ELA, Social Studies and Science, Alg 1, Geometry</li> <li>• Band, Jazz Band, Choir</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers. At Monongahela Middle School, we strive for excellence for all students academically, socially, emotionally, and behaviorally.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Monongahela Middle School enjoys a vibrant school wide AVID program which serves to encourage students to plan and consider their futures beyond middle school. Students are given an opportunity to explore colleges, set long-term and short-term goals, increase personal accountability, and be mentored throughout the process. Students are regularly recognized for their achievements through their teachers, their guidance counselors, and the principal.</p>







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 DEPTFORD TWP  
 890 BANKBRIDGE RD  
 SEWELL, NJ 08080

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><b>Courses, Curriculum, Instruction:</b></p>	<p>The middle school offers a strong academic curriculum which includes English Language Arts, Advanced English Language Arts, Mathematics, Accelerated Mathematics, Geometry, Algebra I, Science, Advanced Science, World History, Advanced World History, American History, Advanced American History, Health, Physical Education, World Language, Art, Computer Skills I &amp; II, Twenty First Century Skills, and Music. Students have access to world languages in either Spanish or French.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Wrestling (Co-ed)</p> <p>Students participate in intramural and interscholastic programs and co-curricular activities for all areas of interest. Included in these are the following: Intramural Sports Programs – basketball and floor hockey; Interscholastic Sports Programs - field hockey, basketball, soccer, and wrestling</p>
 <p><b>Clubs and Activities:</b></p>	<p>Art Club, Computer Club, Newspaper, Yearbook, Choir, Band, Drama Club, Renaissance Club, Science Club, Student Council, National Junior Honor Society</p>
 <p><b>Before and After School Programs:</b></p>	<p>Breakfast Program</p>







**Monongahela Middle School**  
**2016-2017**  
**Grade Span 07-08**

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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Monongahela staff participates in Professional Learning Communities (PLCs) which facilitates meeting the needs of a diverse population of learners. The PLCs will focus on evaluating multiple means of data for strengths and weaknesses, developing a common understanding of standards, and revising a living curriculum. Curriculum, including resources, activities, and assessments will be enhanced in response to students' strengths and weaknesses by grade and subject area.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Two guidance counselors, SAC, Emotional Support Services (ESS), English as a Second Language. Full range of support for special education students including an Autism Program</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Monongahela Middle School takes student's health and wellness very seriously. The school nurse serves in a pivotal role that bridges health and education. Grounded by standards of practice, services provided by the school nurse include leadership, community/public health, care coordinator, and AED response Team chair. Monongahela provides access to free immunizations and eye glasses if a student has a need.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Active PTO. Staff engages the community through Pink Day (A district wide teacher led initiative to support Breast Cancer Awareness), Purple Day (Teen Cancer Awareness), Websites, Email Blasts, Parent Access, Genesis, Website. Band and Choir Concerts.</p>



**Monongahela Middle School**  
**2016-2017**  
**Grade Span 07-08**

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Facilities:

Monongahela Middle School is a comprehensive middle school designed to meet the needs of its diverse student body of over 645 students. Originally built in 1964, MMS has been renovated and expanded in 1967, 2001, and 2003 in order to update its facilities. Monongahela Middle School is proud of its rich heritage. Even its name reflects its history. Chief Monongahela was a revered chief of a mighty tribe of the Susquehanna Indians.



**Monongahela Middle School**  
**2016-2017**  
**Grade Span 07-08**

15-1100-045  
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School Narrative

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Other Information:

Monongahela Middle School strives to improve the academic achievement for all students by challenging students to reach new academic heights and maximize their individual potential. We are dedicated to creating a safe environment where students are taught to recognize bullying and respond in a way which promotes positive student relationships and a comfortable, safe learning environment for all. Students will be taught to utilize 21st Century skills to work collaboratively and with confidence. Monongahela offers each student a Personalized Learning Period (PLP) to help them achieve success. During this period students utilize the 21st Century skills of goal setting and learning to advocate for their own learning by seeking help from teachers in areas of concern. Our academic achievement will be measured through a detailed review and analysis of benchmark tests and standardized tests, comparing cohort groups from entrance to exit in our school. We will continually review student growth and progress in all curricular areas. The established AVID program serves to encourage students to consider their futures beyond middle school. Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers.



New Sharon @ Deptford High School  
2016-2017


Grade Span 02-12

15-1100-110  
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2016-2017**

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### **Footnotes**

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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	2	0
10	0	0	3
11	0	0	0
12	0	0	0
Ungraded	15	11	10
Total	15	13	13

### 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	67%	54%	54%
Male	33%	46%	46%
Economically Disadvantaged Students	33%	39%	54%
Students with Disabilities	100%	100%	92%
English Learners	0%	0%	0%
Homeless Students			15%
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	38.5%
Asian	23.1%
Black or African American	15.4%
Hispanic	15.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.7%

### 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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	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	100.0%



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

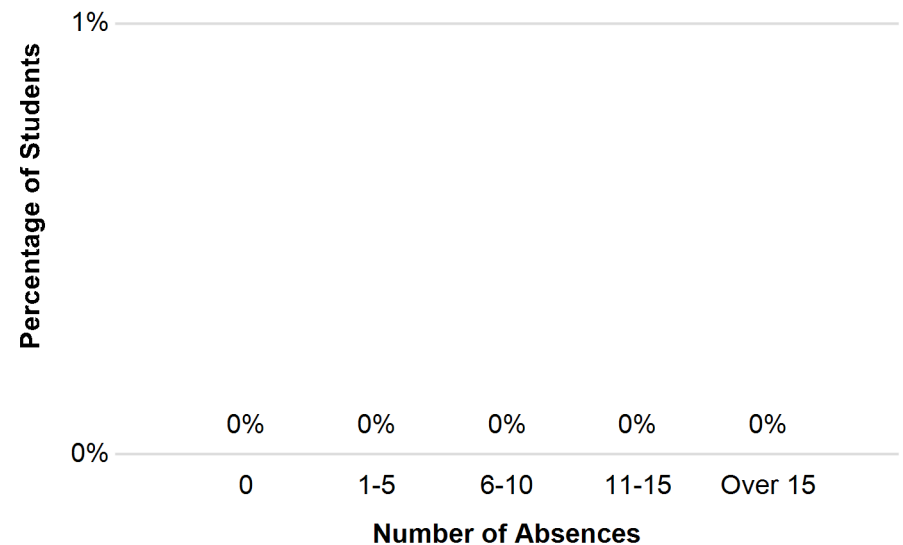
### Chronic Absenteeism

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

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



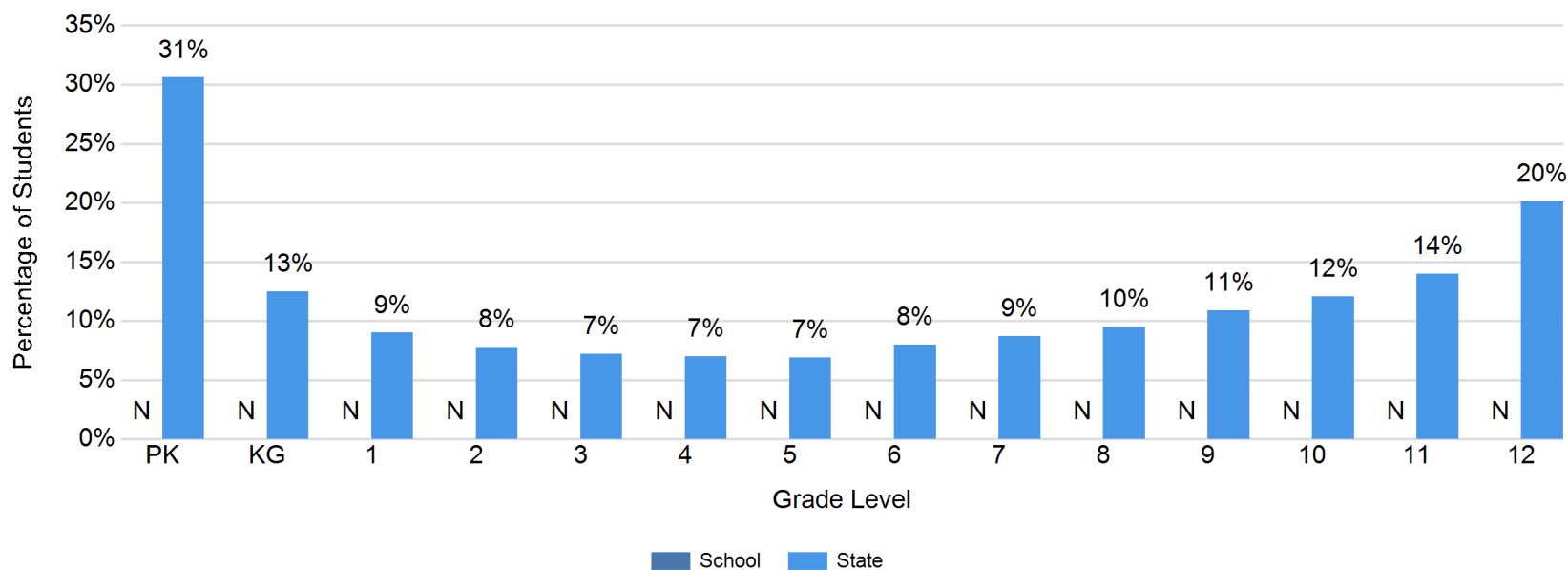
**New Sharon @ Deptford High School  
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### Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 45 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$489	\$13,167	\$13,656



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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	4	120,724
Average years experience in public schools	19.5	11.8
Average years experience in district	15.3	10.5
Teachers in district for 4 or more years	100%	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	3:1	12:1
Administrators	13:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	90%



**New Sharon @ Deptford High School  
2016-2017**

**Grade Span 02-12**




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### School General Info

<b>Principal:</b>	Mr. Nicely	<b>Email Address:</b>	<a href="mailto:nicely.m@deptford.k12.nj.us">nicely.m@deptford.k12.nj.us</a>
<b>Address:</b>	575 FOX RUN ROAD DEPTFORD, NJ 08096-3627	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us">www.deptford.k12.nj.us</a>
<b>Phone:</b>	(856)415-9537		

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 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• New Sharon School is a school devoted exclusively to special education students up to 21 years old.</li> <li>• Community Based Instruction program</li> <li>• New Sharon offers small class sizes and a variety of program options for the pupils based on their IEP's.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The program is designed to view all students as individuals, respecting each person's uniqueness, and setting high expectations for all students. We will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student. We hold high expectations for all learners and maintain core values in all internal and external endeavors.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our school won a grant to purchase a new curriculum. Additionally, we developed a CBI program for our students.</p>





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2016-2017**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students take all necessary high school classes for their graduation requirements. The New Sharon Program offers students access to curricula that addresses NJ Learning Standards and 21st Century Skills. Curriculums are adapted to meet the needs of the individual students. Vocational Training; Functional Skills; and Life Skills</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our students can participate in any club or activity at the high school. We will work with the student and give the necessary supports needed to participate.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>Community Based Instruction; Structured Learning Experience; District wide Professional Development; Technology</p>
 <p><b>Postsecondary Information:</b></p>	<p>Most of our students are educated until they are 21 years old.</p>
 <p><b>Student Supports and Services:</b></p>	<p>New Sharon School offers small class sizes and a variety of program options and services for the students based on their IEP's. The multisensory approach to learning is student-centered and incorporates differentiated instruction.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students take the required Health and PE classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>New Sharon School has a PTA. We try to meet once every marking period. We do a Back To School Night and an Open House for our families. We have a parent portal through our school system where our parents can look at the students grades and progress monitoring on their IEP.</p>



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Facilities:

New Sharon School splits their day up into two settings. During the morning, we are at the high school for our academics and have access to all of the high school amenities. Then during the afternoon, we travel to the New Sharon School for our Vocational and Life Skills Training. The rooms are set up as different job sites where the students can learn the different skills needed to gain the confidence to obtain and maintain employment after graduation.



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Other Information:

The New Sharon School is a program that meets the needs of the students with developmental and/or cognitive disabilities. It also provides special education services, life skills training, and vocational training for pupils with educational disabilities ranging in ages from 14 through 21 years old. We split our day into two settings. We start our day at the high school for our academics in ELA, Math, Science, Social Studies, PE/Health, and different electives. Here the learning environment addresses the New Jersey Learning Standards and 21st Century Skills. We then transition over to the New Sharon School in the afternoon. Here, we focus on life skills, functional skills and vocational skills for our students. The school has also developed a Community Based Instruction program. CBI is an integral part of the student's functional and independent living curriculum. It is a systematic and differentiated approach to educating students for real world living. This program concentrates on creating teachable moments in the community, home, and workplace setting (real and simulated). Ultimately, we want to see each student become a happy, productive, and contributing member of his/her community. Students, staff, and parents work together as a team to develop the necessary skills needed for each student in a small family atmosphere.




Oak Valley Elementary School  
2016-2017  
Grade Span 02-06

15-1100-120  
GLOUCESTER  
DEPTFORD TWP  
525 COLLEGE BLVD  
WENONAH, NJ 08090

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Oak Valley Elementary School  
2016-2017  
Grade Span 02-06

15-1100-120  
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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
2	76	71	66
3	72	83	81
4	84	60	79
5	84	81	62
6	89	82	81
Ungraded	19	18	11
Total	424	395	380

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	48%
Male	53%	52%	52%
Economically Disadvantaged Students	35%	30%	30%
Students with Disabilities	26%	23%	25%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.6%
Black or African American	16.8%
Hispanic	8.4%
Asian	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

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	98.4%
Other	1.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	284	96.8	50.00	45.30	54.90	50	48.5	Met Target
White	205	96.9	49.80	47.60	63.90	49.8	50.2	Met Target†
Hispanic	20	96.6	70.00	41.90	39.80	70	51.5	Met Target
Black or African American	52	98.2	40.30	34.10	35.20	40.3	39.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	40.00	54.90	N	**	**
Female	136	97.3	57.30	54.10	62.20	57.3		
Male	148	96.5	43.30	37.30	48.10	43.3		
Economically Disadvantaged Students	80	97.8	35.00	30.70	36.20	35	34.6	Met Target
Non-Economically Disadvantaged Students	204	96.4	55.90	54.10	65.80	55.9		
Students with Disabilities	69	93.9	31.90	*	20.50	31.3	28	Met Target
Students without Disabilities	215	97.9	55.80	*	61.90	55.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	749	737	749	*	18%	21%	41%	*	48%	50%
White	54	752	743	759	*	20%	28%	43%	*	46%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	18	739	728	731	*	*	*	*	*	39%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	45	759	744	754	*	*	*	44%	*	56%	55%
Male	35	737	731	745	*	*	*	37%	*	37%	46%
Economically Disadvantaged Students	29	731	725	731	*	*	*	*	*	31%	31%
Non-Economically Disadvantaged Students	51	759	746	762	*	*	*	*	*	57%	63%
Students with Disabilities	21	727	719	720	*	*	*	*	*	38%	24%
Students without Disabilities	59	757	743	755	*	*	*	*	*	51%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	80	749	*	752	*	18%	21%	41%	*	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	750	744	753	*	*	30%	56%	*	57%	56%
White	64	752	748	762	*	*	30%	56%	*	58%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	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	N	N	N	755	N	N	N	N	N	N	56%
Female	32	753	747	758	*	*	31%	56%	*	59%	61%
Male	47	748	741	749	*	*	30%	55%	*	55%	51%
Economically Disadvantaged Students	19	744	733	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	60	752	751	764	*	*	*	*	*	60%	69%
Students with Disabilities	18	737	720	725	*	*	*	*	*	39%	25%
Students without Disabilities	61	754	750	759	*	*	*	*	*	62%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	750	*	755	*	*	30%	56%	*	57%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	735	747	756	15%	16%	33%	36%	0%	36%	59%
White	45	736	750	763	*	*	29%	40%	0%	40%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	30	745	756	761	*	*	*	47%	*	47%	66%
Male	37	727	740	750	*	*	*	27%	*	27%	53%
Economically Disadvantaged Students	23	725	735	740	*	*	*	*	0%	17%	40%
Non-Economically Disadvantaged Students	44	741	755	765	*	*	*	*	0%	46%	71%
Students with Disabilities	17	708	723	725	*	*	*	*	*	*	22%
Students without Disabilities	50	744	755	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	735	*	757	15%	16%	33%	36%	0%	36%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	749	748	752	*	*	32%	48%	*	53%	54%
White	52	749	748	758	*	*	40%	46%	*	48%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	16	741	*	736	*	*	*	*	0%	56%	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	N	N	N	753	N	N	N	N	N	N	56%
Female	36	756	754	758	*	*	28%	56%	*	64%	61%
Male	43	744	742	746	*	*	35%	42%	*	44%	46%
Economically Disadvantaged Students	20	745	742	737	*	*	*	*	*	45%	34%
Non-Economically Disadvantaged Students	59	751	751	761	*	*	*	*	*	56%	65%
Students with Disabilities	19	735	725	722	*	*	*	*	*	32%	17%
Students without Disabilities	60	754	754	758	*	*	*	*	*	60%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	749	*	753	*	*	32%	48%	*	53%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

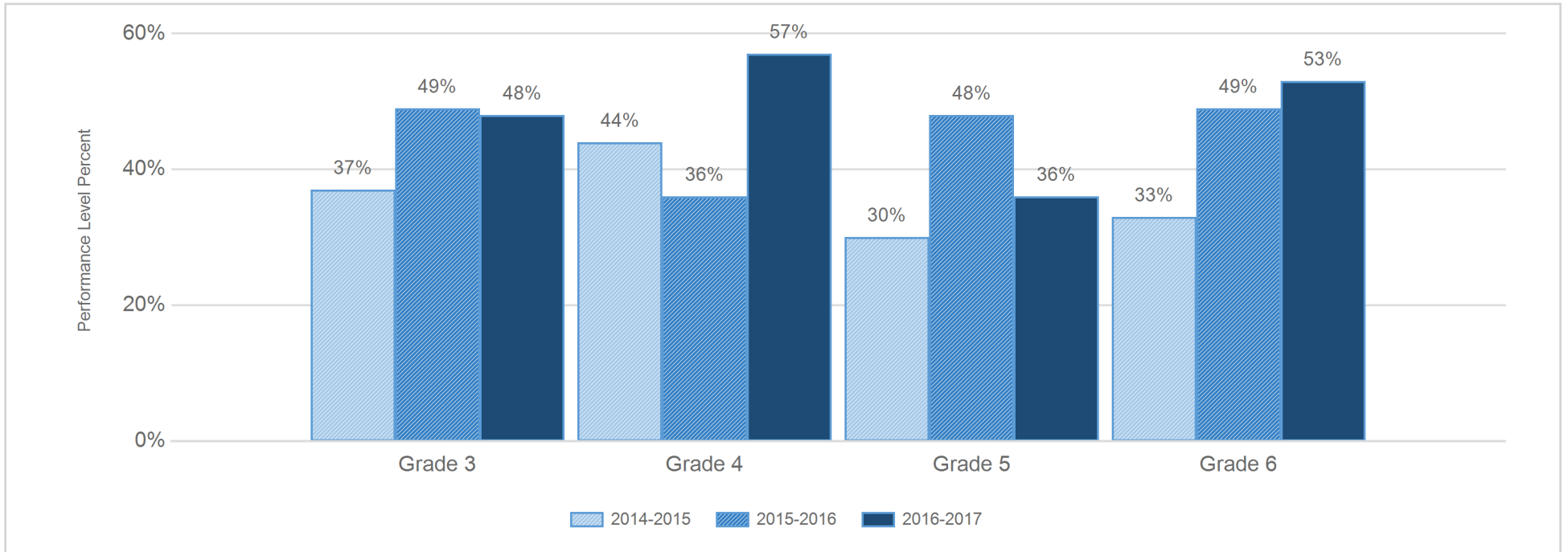


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English Language Arts/Literacy Assessment - Performance Trends

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	285	96.8	46.00	37.70	43.50	46	52.2	Not Met
White	205	96.9	48.80	40.00	52.40	48.8	54	Met Target†
Hispanic	21	96.6	47.60	*	27.60	47.6	55.8	Met Target†
Black or African American	52	98.2	30.70	*	21.70	30.7	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	20.00	44.90	N	**	**
Female	136	97.3	47.80	39.40	44.10	47.8		
Male	149	96.5	44.30	36.00	42.90	44.3		
Economically Disadvantaged Students	81	97.9	28.40	*	25.10	28.4	38.1	Not Met
Non-Economically Disadvantaged Students	204	96.4	52.90	*	54.30	52.9		
Students with Disabilities	70	93.9	22.80	15.10	16.50	22.4	28	Met Target†
Students without Disabilities	215	97.9	53.50	43.90	48.80	53.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	36.40	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	80	745	742	751	*	19%	29%	45%	*	50%	53%
White	54	746	745	759	*	*	28%	50%	*	54%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	18	741	736	733	0%	*	*	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	45	750	743	751	*	*	*	51%	*	58%	52%
Male	35	739	741	751	*	*	*	37%	*	40%	53%
Economically Disadvantaged Students	29	732	733	736	*	*	45%	*	*	24%	34%
Non-Economically Disadvantaged Students	51	753	748	761	*	*	20%	*	*	65%	65%
Students with Disabilities	21	731	726	729	*	*	*	*	*	29%	29%
Students without Disabilities	59	750	746	755	*	*	*	*	*	58%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	80	745	*	753	*	19%	29%	45%	*	50%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	752	742	747	*	*	32%	52%	*	56%	47%
White	64	754	745	755	*	*	33%	53%	*	58%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	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	N	N	N	747	N	N	N	N	N	N	48%
Female	32	752	739	747	*	*	34%	44%	*	50%	47%
Male	47	753	744	747	*	*	30%	57%	*	60%	48%
Economically Disadvantaged Students	19	744	730	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	60	755	749	757	*	*	*	*	*	62%	61%
Students with Disabilities	18	736	719	724	*	*	*	*	*	33%	22%
Students without Disabilities	61	757	747	751	*	*	*	*	*	62%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	752	*	749	*	*	32%	52%	*	56%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	742	743	747	*	15%	36%	43%	*	43%	46%
White	45	743	747	754	*	*	38%	47%	0%	47%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	30	749	745	747	*	*	47%	47%	*	47%	47%
Male	37	736	741	746	*	*	27%	41%	*	41%	46%
Economically Disadvantaged Students	23	737	736	732	*	*	48%	*	0%	30%	27%
Non-Economically Disadvantaged Students	44	744	747	756	*	*	30%	*	0%	50%	59%
Students with Disabilities	17	721	725	725	*	*	*	*	*	18%	19%
Students without Disabilities	50	749	748	751	*	*	*	*	*	52%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	67	742	*	748	*	15%	36%	43%	*	43%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	739	745	743	*	23%	41%	27%	*	30%	44%
White	52	741	748	751	*	21%	46%	27%	*	31%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	16	727	*	724	*	*	*	*	0%	19%	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	N	N	N	745	N	N	N	N	N	N	46%
Female	36	742	744	745	*	*	42%	28%	*	33%	45%
Male	43	736	745	742	*	*	40%	26%	*	28%	43%
Economically Disadvantaged Students	20	732	735	728	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	59	741	749	752	*	*	*	*	*	32%	56%
Students with Disabilities	19	722	723	717	*	*	*	*	*	*	13%
Students without Disabilities	60	744	750	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	739	745	745	*	23%	41%	27%	*	30%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

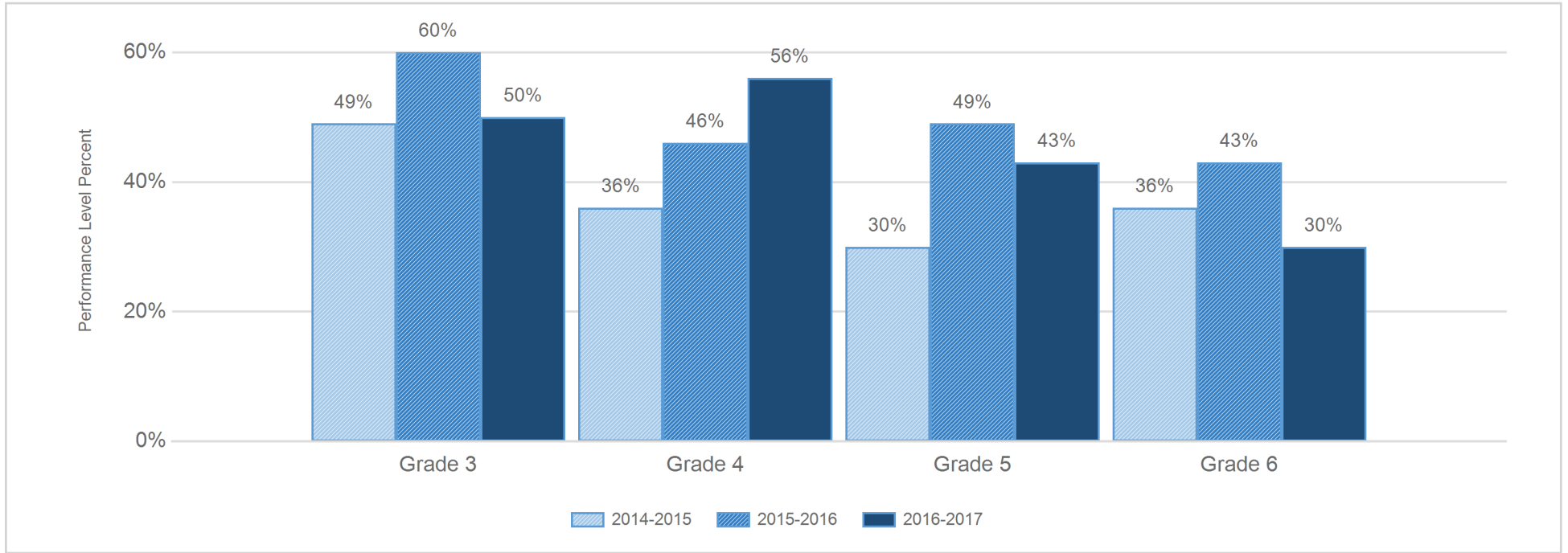


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

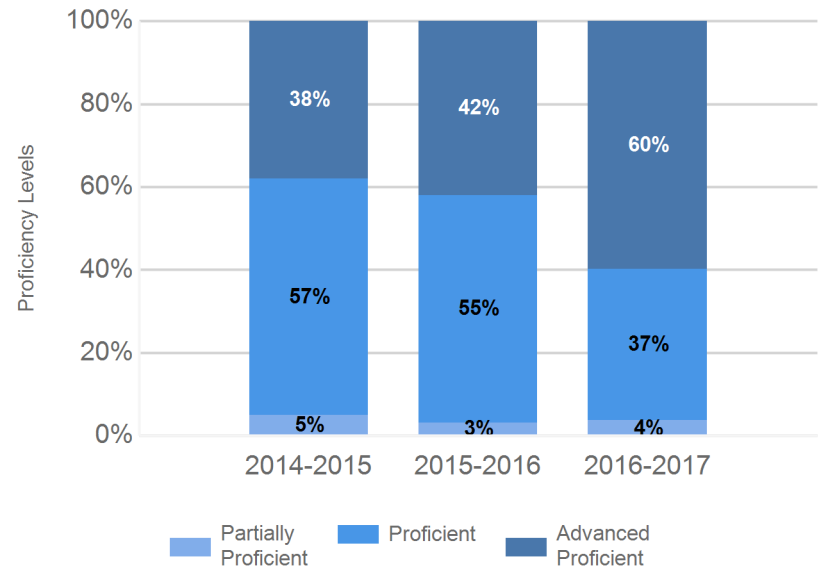
NJASK Science Assessment Performance: Grade 4

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	60%	37%	4%
White	61%	36%	*
Hispanic	*	N	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	65%	30%	5%
Students with Disabilities	56%	39%	6%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	54.5	50	Met Target	43.5	53	50	Met Target
White	44	53.5	50	Met Target	47	54	52	Met Target
Hispanic	*	54	49	**	*	48	47	**
Black or African American	43	55	45	Met Target	43	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	58.5	60	**	*	57.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	42	54	47	Met Target	41	52	46	Met Target
Students with Disabilities	53	44	41	Met Target	44.5	50	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



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

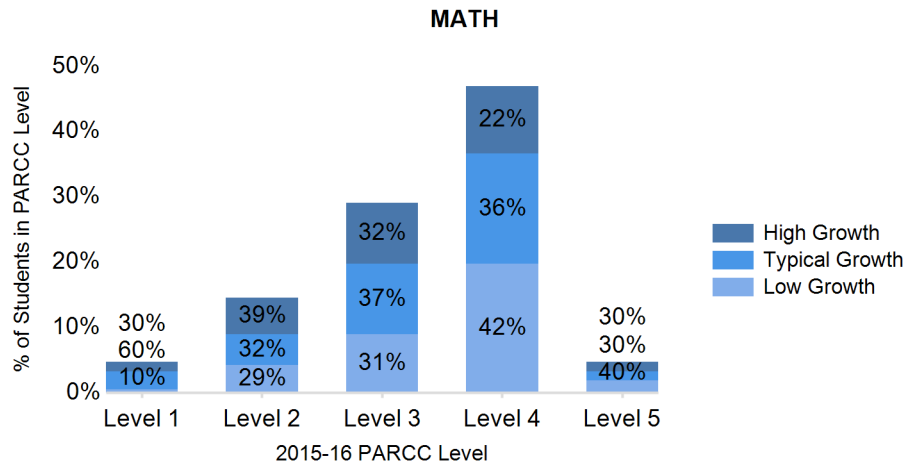
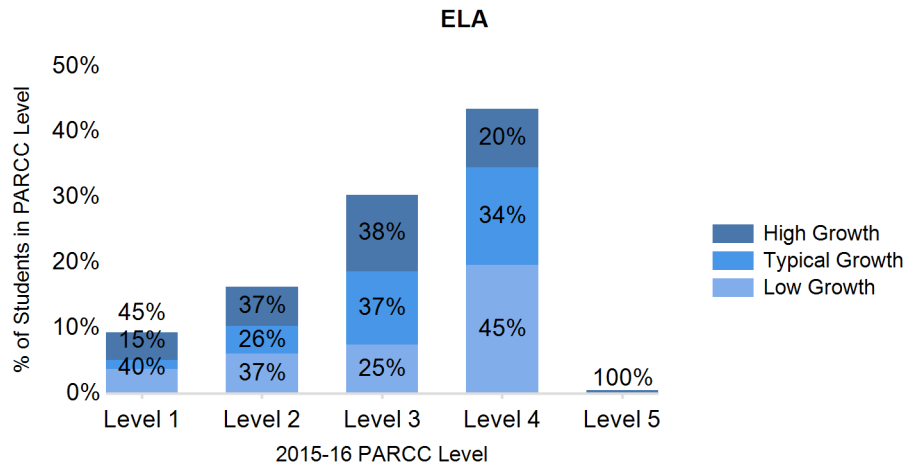
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

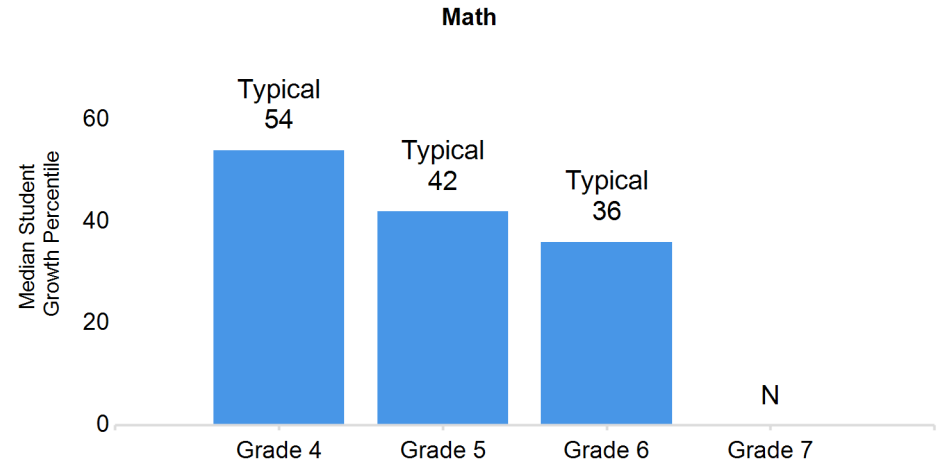
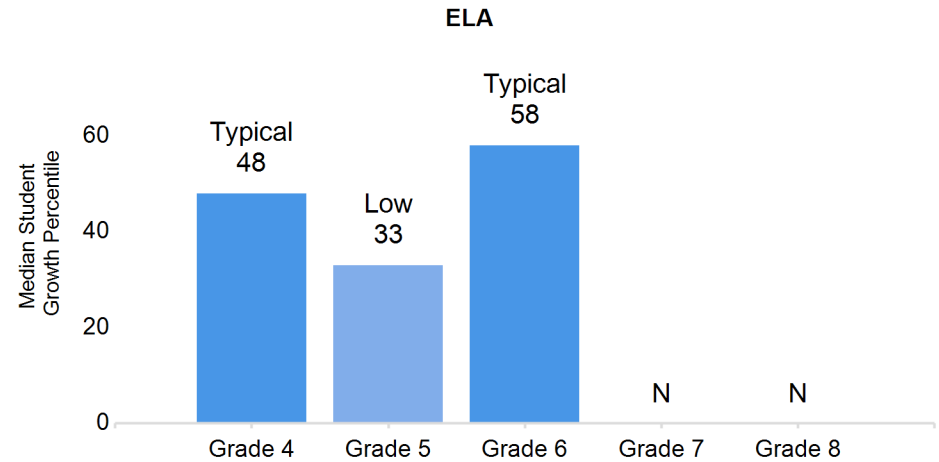
Student Growth by Performance Level

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



Student Growth by Grade

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





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

**Chronic Absenteeism**

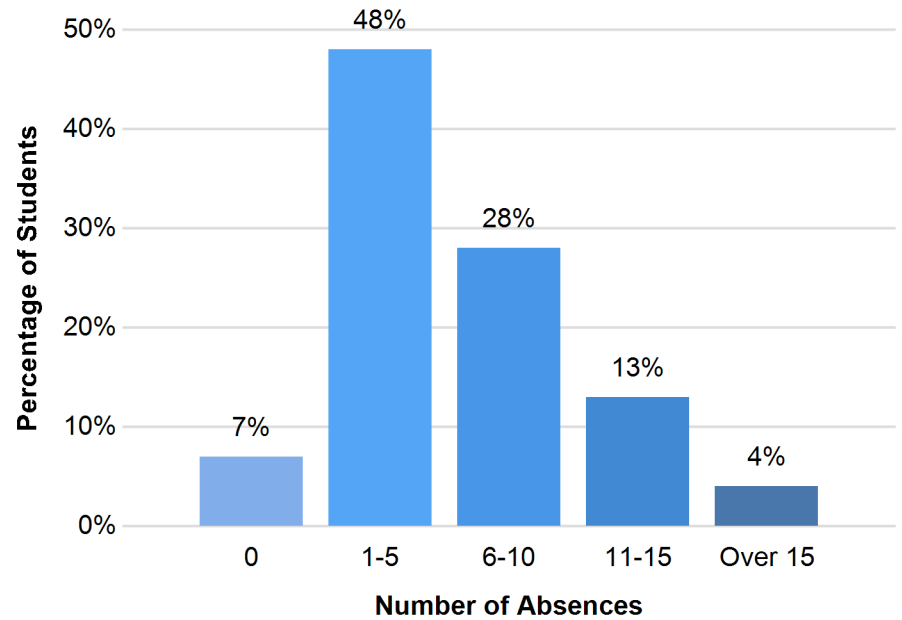
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.60	7.40	Met Target
White	1.80	7.40	Met Target
Hispanic	0	7.40	Met Target
Black or African American	7.60	7.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	7.40	Met Target
Students with Disabilities	4.10	7.40	Met Target
English Learners	N	**	**

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

**Days Absent**

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



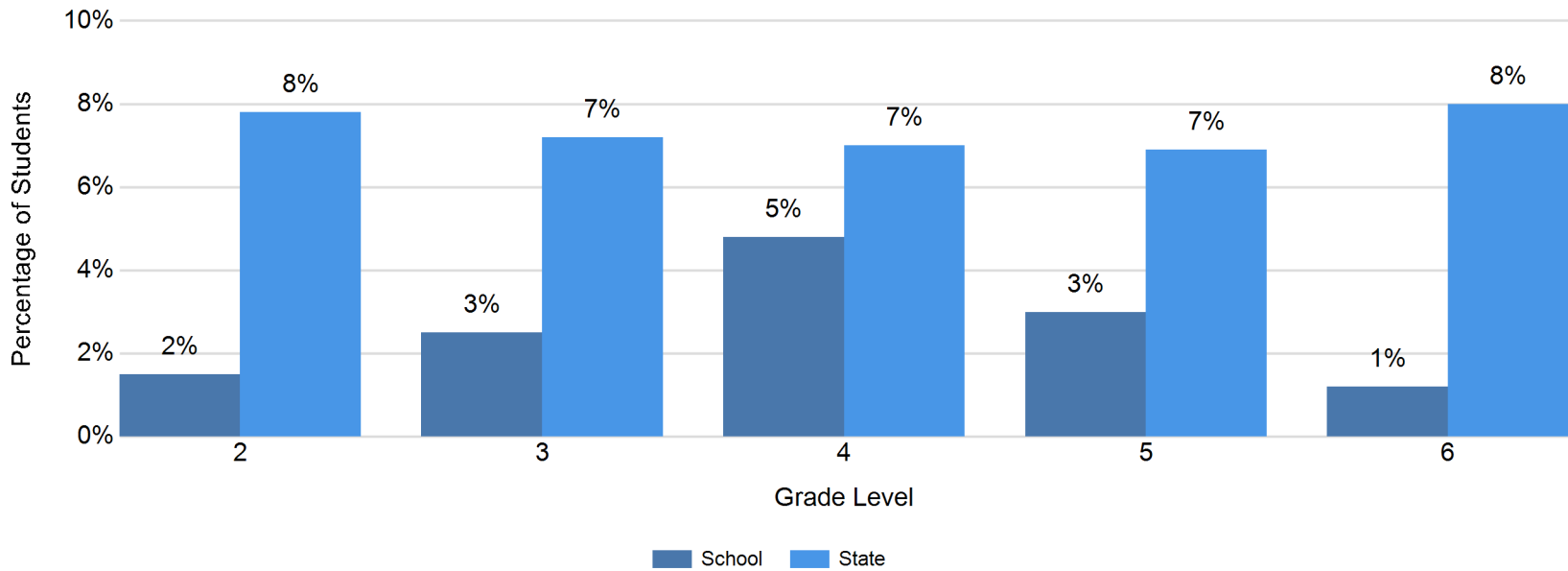


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 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	0.8%
Out-of-School Suspensions	1.1%
Any Suspension	1.3%

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



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	232.0 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)	\$489	\$13,167	\$13,656



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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	40	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	70%	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	380:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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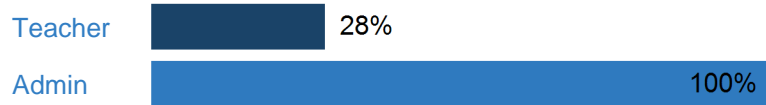
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	43.8	17.5%
Mathematics Proficiency	50.1	17.5%
English Language Arts Growth	40.7	25.0%
Mathematics Growth	32.0	25.0%
Chronic Absenteeism	93.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		48.6
<b>Summative Rating:</b> Percentile rank of Summative Score		47.6
<b>Requires Comprehensive Support:</b> 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	48.6	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	36.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Black or African American	57.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.2	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	72.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Schilling	<b>Email Address:</b>	<a href="mailto:schilling.j@deptford.k12.nj.us">schilling.j@deptford.k12.nj.us</a>
<b>Address:</b>	525 COLLEGE BLVD WENONAH, NJ 08090	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/oak-valley/">www.deptford.k12.nj.us/oak-valley/</a>
<b>Phone:</b>	(856)415-9218		

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"> <li>• Oak Valley is proud of its work with the community and parents to strive to provide a positive environment.</li> <li>• Technology is not only emphasized in their Technology class, but also in the homeroom and recommended for use at home.</li> <li>• An emphasis on learning, aligned with the standards, sets the basis for success.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Oak Valley Elementary has been an important part of its community for more than 50 years. The original Oak Valley School, built in 1955, was only a four-room structure. Today, Oak Valley is a comprehensive elementary school designed to meet the needs of its diverse student body of approximately 400 students. Oak Valley Elementary is responsible for the educational programs, including character education, of children in grades two through six.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>At Oak Valley Elementary school, students are regularly recognized for their achievements in both academic and non-academic areas. Projects to raise money for child-related charities and community support are conducted throughout the school year. A musical program is offered to all students. This includes a performing choir for fifth and sixth graders and two levels of performing band – beginner and intermediate.</p>






**Oak Valley Elementary School**  
**2016-2017**  
**Grade Span 02-06**

15-1100-120  
 GLOUCESTER  
 DEPTFORD TWP  
 525 COLLEGE BLVD  
 WENONAH, NJ 08090

**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A standard-based curriculum that is consistent throughout the district is present. Our curriculum and tech provide tools for students to grow. Reading programs, including Reading Street and Pearson, address all learning styles. The GoMath and Big Ideas programs emphasize hands-on lessons with a focus on the skills that are necessary throughout life. The science curriculum stresses discovery. Programs reach the needs of diverse learners and include enrichment and intervention.</p>
 <p><b>Clubs and Activities:</b></p>	<p>A variety of clubs and activities are available for students to participate at Oak Valley Elementary School. Students can take part in Art Club, OV Community Kids, Safety Patrol, PE Club, Language Club, Spartan Scribes, Office Helpers, Choir and Band.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Deptford Twp. School District offers the Spartan Care Program both before and after school at Oak Valley Elementary School.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff are provided with Professional Development opportunities throughout the year. Professional Development focuses on strengthening teaching skills, collaboration among staff and gaining understanding of the standards.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Students at Oak Valley are provided various settings that meet the needs of students' with disabilities and students requiring interventions such as Basic Skills. E/I teaching blocks are provided along with staff push-in. CST members, Basic Skills Teaches and a School Guidance Counselor are available for student support.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students at Oak Valley are provided Health and Physical Education. Breakfast is provided as students arrive and a school nurse is on site and not only is present for medical needs, but to also provide lessons with the guidance counselor to classes addressing student health, growth and development.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active Parent Teacher Association supports the school in many ways including student recognition and school-wide student activities. Students are recognized for their achievements in both academic and non-academic areas at PTA events. Community service and fundraising take place throughout the school year. Our PTA is always striving to find productive and meaningful ways to support the students and staff.</p>




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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Recent climate surveys were done at the district level though our OLWEUS Programs. Surveys were reviewed by OLWEUS Chairs, administration, anti-bullying teams and SCIP Teams.</p>
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Other Information:

Parents are kept informed through websites, email and phone blasts, Remind, Twitter and newsletters. Over the years, Oak Valley Elementary has worked to achieve its technology-rich learning environment. Today, all classrooms are equipped with several computers, Chromebooks, a SMART board, and most have an Elmo document reader, which projects documents and images on a SMART board. The Media Center boasts more computers, a SMART board, a wall-mounted television, as well as a computerized catalogue system to allow for electronic circulation of all materials. In addition, mobile computer labs with Chromebooks are utilized throughout the building. The school is networked to provide Internet access to every classroom, office, and Media Center. Technology is a powerful tool in the classroom and has paved the way for Oak Valley students to access information and programs that reaches beyond the boundaries of their classroom walls. A School Improvement Panel works to provide input into the formulation of school improvement goals and to develop an action plan to meet those objectives. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth graders. An enriching assembly program, that supplements the curriculum, is given to students in all grades. An extensive character education program teaches students the essential qualities of good character. An anti-bullying program endeavors to make the school a safe and caring environment for all.



Pine Acres Early Childhood Center  
2016-2017


Grade Span PK-01

15-1100-130  
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**Pine Acres Early Childhood Center**

2016-2017

Grade Span PK-01

15-1100-130  
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1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
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Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	63	57	58
KG	100	85	87
1	102	90	85
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	15	10	7
Total	280	242	237

### 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	52%	51%	46%
Male	48%	49%	54%
Economically Disadvantaged Students	44%	39%	42%
Students with Disabilities	9%	17%	19%
English Learners	0%	0%	0%
Homeless Students			2%
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	69.2%
Black or African American	22.4%
Hispanic	7.2%
Asian	1.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### 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	61	57	58
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	95	85	87

### Enrollment by Home Language

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

Home Language	% of Students
English	97.5%
Other	2.4%



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

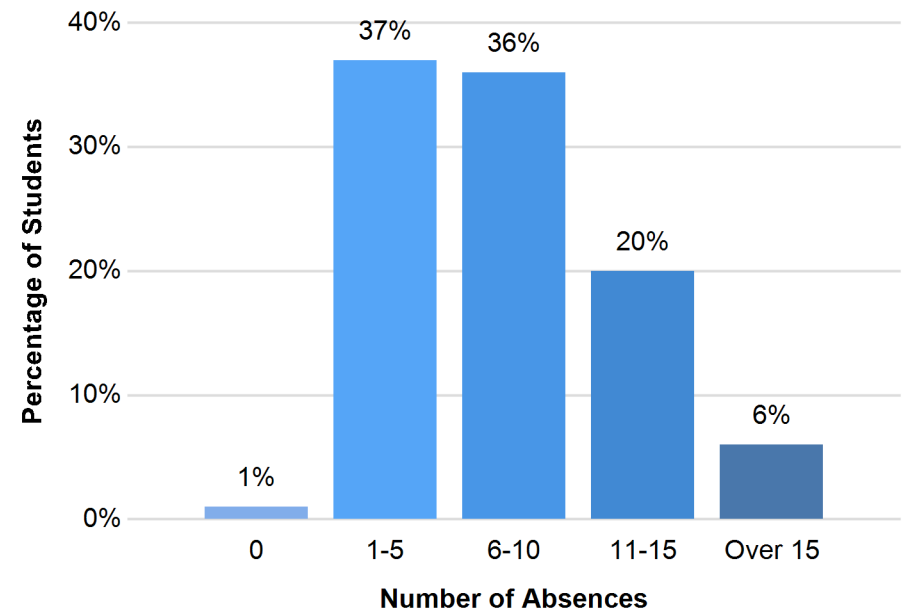
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.70	10.80	Met Target
White	2.60	10.80	Met Target
Hispanic	N	**	**
Black or African American	0	10.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	1.30	10.80	Met Target
Students with Disabilities	0	10.80	Met Target
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.



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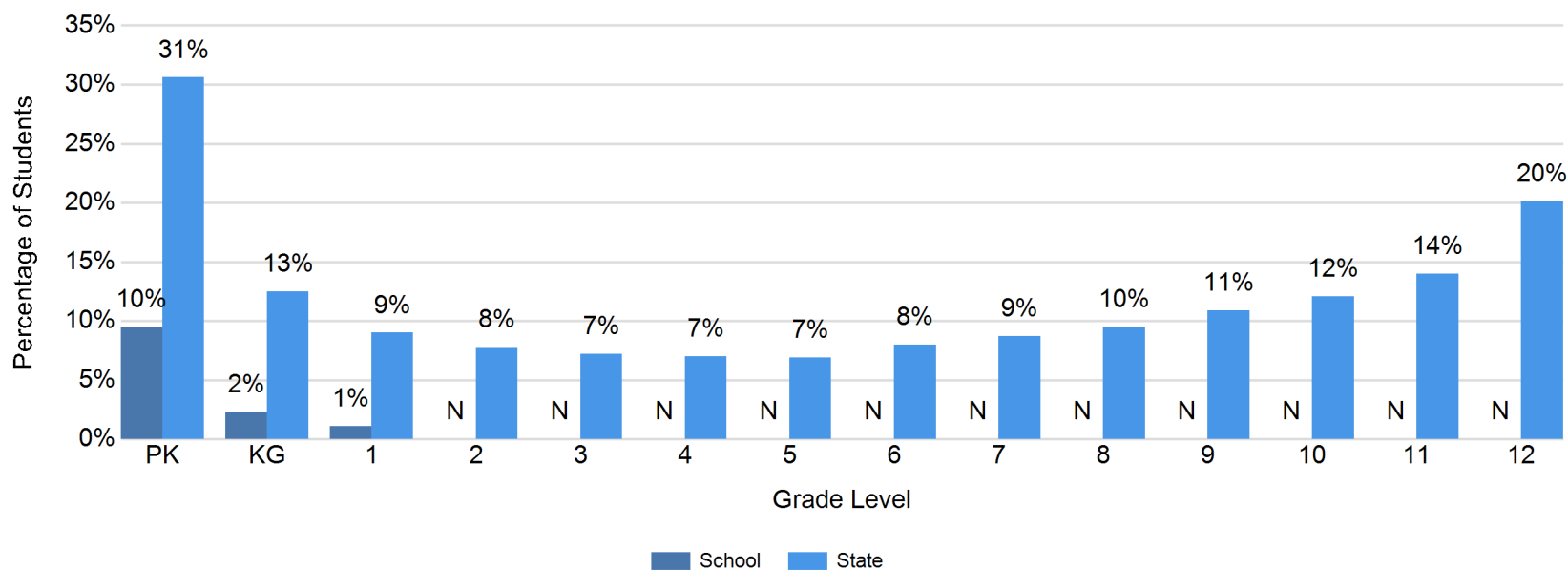
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### Chronic Absenteeism by Grade

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	9:05AM
Typical End Time	3:35PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 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	0.0%
Any Suspension	0.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$489	\$13,167	\$13,656



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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	21	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.5	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	237:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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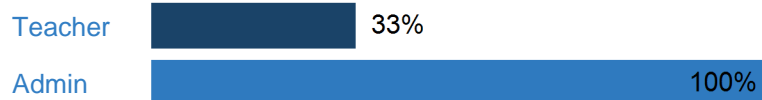
### Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	90%



**Pine Acres Early Childhood Center  
2016-2017**

**Grade Span PK-01**




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### School General Info

<b>Principal:</b>	Mrs. Jones	<b>Email Address:</b>	<a href="mailto:jones.s@deptford.k12.nj.us">jones.s@deptford.k12.nj.us</a>
<b>Address:</b>	720 PURDUE AVE WENONAH, NJ 08090	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/pine-acres/">http://www.deptford.k12.nj.us/pine-acres/</a>
<b>Phone:</b>	(856)464-1260		

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 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• PreKindergarten Curriculum- Tools of the Mind and My Teaching Strategies Gold</li> <li>• Grades K-1 Curriculum: GoMath, Reading Street, and implementation of the Next Generation Science standards</li> <li>• Technology rich classrooms include SmartBoards, Elmos, desktops and Chrome books</li> </ul>
 <b>Mission, Vision, Theme:</b>	The mission of PAECC is to provide an emotionally, intellectually and physically safe learning environment under the direction of the most caring, dynamic and innovative educators. In order for our children to have the most successful learning experience possible, we embrace and maintain high standards. Children's curiosity, motivation to learn, and taking pride in accomplishments are the keys to success in school achievement. We endeavor to provide our students with these keys to success.
 <b>Awards, Recognition, Accomplishments:</b>	Staff at Pine Acres award students for bucket filling actions and STAR student achievements.



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### Courses, Curriculum, Instruction:

Implementation of the Tools of the Mind curriculum in pre-k classrooms helps students learn through purposeful play and exploration. Students are exposed to the newest trends in literacy as a result of collaborative efforts and implementation of our curricula and Reading Street and pilot Foundations programs. Go Math, as well as the next generation science curricula, emphasize a rich variety of hands-on lessons.



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#### Student Supports and Services:

Pine Acres offers two classes that are dedicated to students with autistic needs. Also housed within the building is a behavioral disabilities classroom for students in grades K-1. Support services for students include speech, OT, PT, counseling, and an I&RS team to assist students experiencing learning or behavior difficulties.



#### Parent and Community Involvement:

PAECC has an active PTA and encourages parents and students to remain engaged with student activities. They offer several events including book fair, holiday events, etc. Pine Acres also has a FISH committee (Family Involvement Starts Here) that promotes academically based events for families to participate (game night, book breakfast). Members of the school also serve on an ECAC.



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Facilities:

PAECC is a comprehensive early childhood center designed to meet the needs of its student body. Originally constructed in 1964, expanded and renovated in 2003 as an early childhood center, PA maintains all the appeal of a small school without sacrificing any of the enhancements necessary to be part of a modern school district. In 2017, the addition of a ramp was welcomed along with other building renovations.




Shady Lane Elementary School  
2016-2017  
Grade Span 02-06

15-1100-140  
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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**

**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
2	87	94	82
3	79	91	99
4	78	85	97
5	76	64	85
6	72	74	65
Ungraded	17	17	4
Total	409	425	432

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	45%
Male	52%	52%	55%
Economically Disadvantaged Students	53%	51%	53%
Students with Disabilities	17%	25%	29%
English Learners	0%	0%	1%
Homeless Students			4%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	50.9%
Black or African American	28.9%
Hispanic	15.0%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

**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	93.3%
Spanish	4.9%
Other	1.7%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	321	99.2	32.30	45.30	54.90	32.3	30.8	Met Target
White	159	98.9	40.20	47.60	63.90	40.2	34.6	Met Target
Hispanic	52	100.0	27.00	41.90	39.80	27	30.3	Met Target†
Black or African American	93	99.1	20.50	34.10	35.20	20.5	17.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	41.20	*	80.70	41.2	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	40.00	54.90	N	**	**
Female	139	100.0	41.70	54.10	62.20	41.7		
Male	182	98.5	25.20	37.30	48.10	25.2		
Economically Disadvantaged Students	159	99.4	22.60	30.70	36.20	22.6	20	Met Target
Non-Economically Disadvantaged Students	162	98.9	41.90	54.10	65.80	41.9		
Students with Disabilities	94	100.0	11.70	*	20.50	11.7	6.7	Met Target
Students without Disabilities	227	98.8	40.90	*	61.90	40.9		
English Learners	12	100.0	25.00	23.00	25.20	25	**	**
Non-English Learners	309	99.1	32.70	45.90	57.40	32.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	50.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	720	737	749	32%	*	24%	23%	*	24%	50%
White	47	728	743	759	26%	*	26%	30%	*	32%	61%
Hispanic	13	701	726	734	*	*	*	*	0%	15%	35%
Black or African American	30	712	728	731	37%	*	*	*	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	43	722	744	754	40%	*	*	*	*	33%	55%
Male	53	718	731	745	26%	*	*	*	*	17%	46%
Economically Disadvantaged Students	46	709	725	731	46%	*	*	*	*	15%	31%
Non-Economically Disadvantaged Students	50	731	746	762	20%	*	*	*	*	32%	63%
Students with Disabilities	26	692	719	720	*	*	*	*	*	*	24%
Students without Disabilities	70	731	743	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	96	720	*	752	32%	*	24%	23%	*	24%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	733	744	753	21%	*	29%	30%	*	34%	56%
White	37	743	748	762	*	*	27%	38%	*	46%	67%
Hispanic	22	726	741	740	*	*	*	*	*	27%	40%
Black or African American	29	727	*	737	*	*	*	*	0%	28%	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	N	N	N	755	N	N	N	N	N	N	56%
Female	50	741	747	758	*	*	30%	36%	*	42%	61%
Male	44	724	741	749	*	*	27%	23%	*	25%	51%
Economically Disadvantaged Students	49	722	733	737	*	*	27%	22%	*	25%	36%
Non-Economically Disadvantaged Students	45	745	751	764	*	*	31%	38%	*	44%	69%
Students with Disabilities	26	698	720	725	*	*	*	*	*	*	25%
Students without Disabilities	68	747	750	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	94	733	*	755	21%	*	29%	30%	*	34%	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	85	743	747	756	*	21%	33%	33%	*	39%	59%
White	47	752	750	763	0%	*	30%	45%	*	53%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	24	721	737	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	31	749	756	761	*	*	36%	39%	*	48%	66%
Male	54	739	740	750	*	*	32%	30%	*	33%	53%
Economically Disadvantaged Students	40	735	735	740	*	*	40%	*	*	25%	40%
Non-Economically Disadvantaged Students	45	750	755	765	*	*	27%	*	*	51%	71%
Students with Disabilities	19	714	723	725	*	*	*	*	*	11%	22%
Students without Disabilities	66	751	755	762	*	*	*	*	*	47%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	85	743	*	757	*	21%	33%	33%	*	39%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	737	748	752	*	20%	36%	27%	*	31%	54%
White	32	731	748	758	*	*	34%	*	0%	25%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	22	743	*	736	*	*	*	*	*	36%	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	N	N	N	753	N	N	N	N	N	N	56%
Female	28	742	754	758	*	*	*	*	*	39%	61%
Male	36	732	742	746	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	29	736	742	737	*	*	41%	*	*	24%	34%
Non-Economically Disadvantaged Students	35	737	751	761	*	*	31%	*	*	37%	65%
Students with Disabilities	19	715	725	722	*	*	*	*	*	*	17%
Students without Disabilities	45	746	754	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	64	737	*	753	*	20%	36%	27%	*	31%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

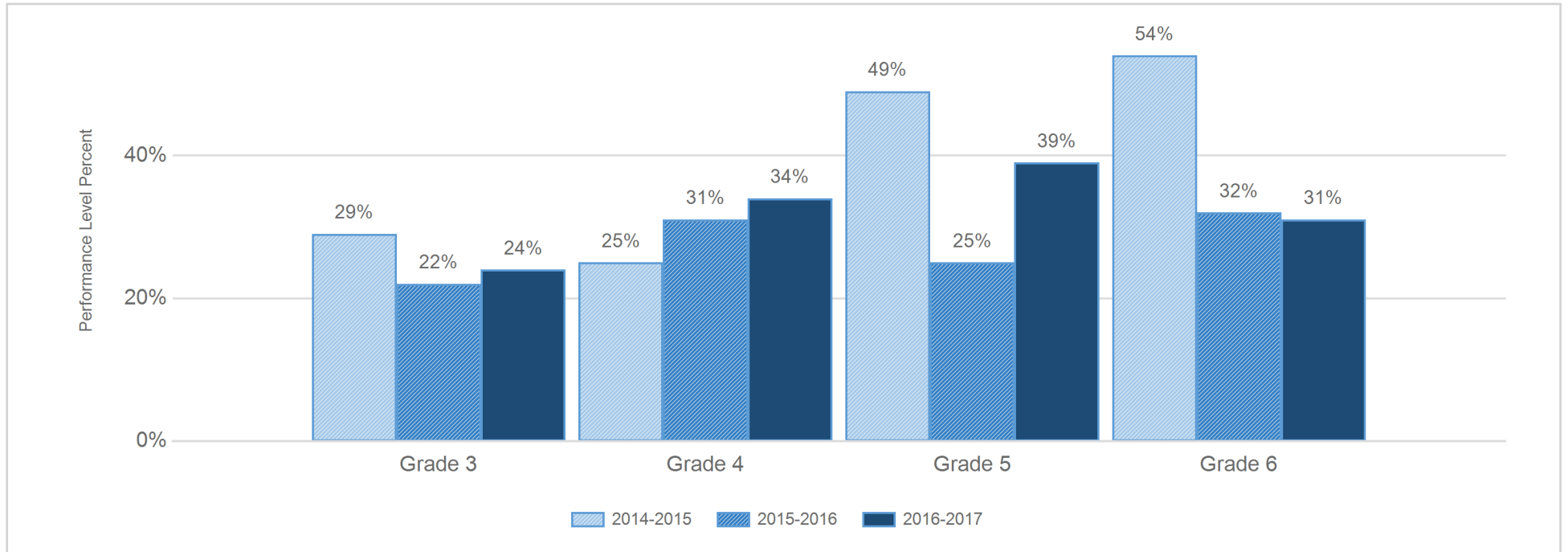


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	99.2	33.10	37.70	43.50	33.1	35.9	Met Target†
White	159	98.9	39.60	40.00	52.40	39.6	39.2	Met Target
Hispanic	51	100.0	25.50	*	27.60	25.5	40.4	Not Met
Black or African American	93	99.1	24.70	*	21.70	24.7	21.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	41.20	*	75.60	41.2	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	20.00	44.90	N	**	**
Female	139	100.0	33.10	39.40	44.10	33.1		
Male	181	98.5	33.10	36.00	42.90	33.1		
Economically Disadvantaged Students	158	99.4	25.90	*	25.10	25.9	25.1	Met Target
Non-Economically Disadvantaged Students	162	98.9	40.10	*	54.30	40.1		
Students with Disabilities	93	100.0	11.90	15.10	16.50	11.9	9.2	Met Target
Students without Disabilities	227	98.8	41.80	43.90	48.80	41.8		
English Learners	11	100.0	27.30	29.40	23.30	27.3	**	**
Non-English Learners	309	99.1	33.30	37.90	45.20	33.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	50.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	731	742	751	*	22%	33%	24%	*	28%	53%
White	47	737	745	759	*	*	34%	28%	*	34%	63%
Hispanic	13	718	736	738	*	*	*	*	*	*	37%
Black or African American	30	725	736	733	*	*	33%	*	0%	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	43	728	743	751	*	*	28%	23%	*	28%	52%
Male	53	733	741	751	*	*	38%	25%	*	28%	53%
Economically Disadvantaged Students	46	721	733	736	*	*	33%	*	*	15%	34%
Non-Economically Disadvantaged Students	50	740	748	761	*	*	34%	*	*	40%	65%
Students with Disabilities	26	702	726	729	*	*	*	*	*	*	29%
Students without Disabilities	70	742	746	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	96	731	*	753	*	22%	33%	24%	*	28%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	729	742	747	*	23%	33%	25%	*	26%	47%
White	37	732	745	755	*	*	43%	27%	0%	27%	59%
Hispanic	22	729	739	734	*	*	*	*	*	32%	30%
Black or African American	29	725	*	729	*	*	*	*	0%	24%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	50	731	739	747	*	22%	30%	*	*	30%	47%
Male	44	726	744	747	*	25%	36%	*	*	21%	48%
Economically Disadvantaged Students	49	721	730	732	*	*	20%	20%	*	20%	27%
Non-Economically Disadvantaged Students	45	737	749	757	*	*	47%	29%	*	31%	61%
Students with Disabilities	26	701	719	724	*	*	*	*	*	*	22%
Students without Disabilities	68	740	747	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	94	729	*	749	*	23%	33%	25%	*	26%	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
<b>Schoolwide</b>	85	742	743	747	*	26%	35%	29%	*	37%	46%
White	47	751	747	754	*	23%	30%	34%	*	47%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	24	722	733	729	*	42%	*	*	0%	13%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	31	739	745	747	*	*	45%	*	*	32%	47%
Male	54	744	741	746	*	*	30%	*	*	39%	46%
Economically Disadvantaged Students	40	735	736	732	*	28%	43%	25%	*	28%	27%
Non-Economically Disadvantaged Students	45	748	747	756	*	24%	29%	33%	*	44%	59%
Students with Disabilities	19	720	725	725	*	*	*	*	*	*	19%
Students without Disabilities	66	748	748	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	85	742	*	748	*	26%	35%	29%	*	37%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	64	740	745	743	*	17%	39%	25%	*	31%	44%
White	32	741	748	751	*	*	47%	*	*	25%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	22	738	*	724	*	*	*	*	0%	41%	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	N	N	N	745	N	N	N	N	N	N	46%
Female	28	740	744	745	*	*	*	*	*	36%	45%
Male	36	741	745	742	*	*	*	*	*	28%	43%
Economically Disadvantaged Students	29	735	735	728	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	35	744	749	752	*	*	*	*	*	31%	56%
Students with Disabilities	19	707	723	717	*	*	*	*	*	*	13%
Students without Disabilities	45	754	750	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	64	740	745	745	*	17%	39%	25%	*	31%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

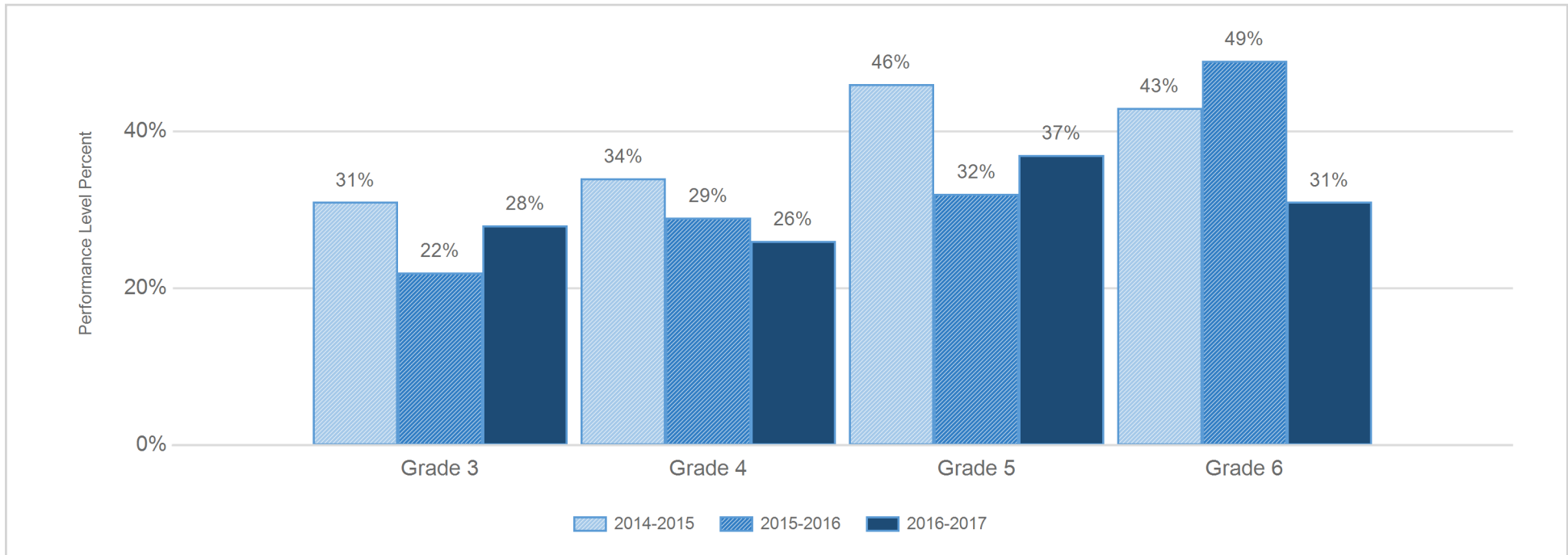


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**Mathematics Assessment – Performance Trends**

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



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



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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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

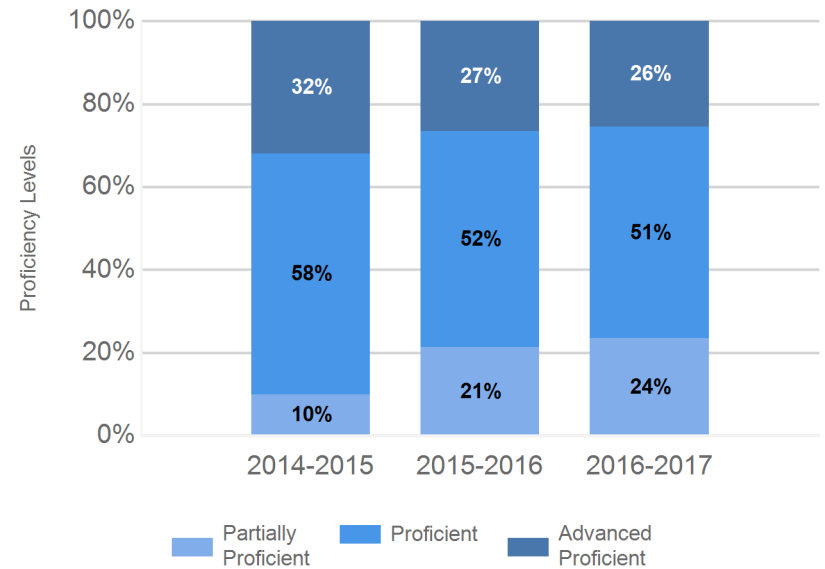
**NJASK Science Assessment Performance: Grade 4**

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	26%	51%	24%
White	28%	50%	23%
Hispanic	*	*	18%
Black or African American	20%	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	50%	35%
Students with Disabilities	10%	52%	38%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51.5	54.5	50	Met Target	58	53	50	Met Target
White	53	53.5	50	Met Target	61	54	52	Exceeds Target
Hispanic	54	54	49	Met Target	53	48	47	Met Target
Black or African American	50.5	55	45	Met Target	55	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	58.5	60	**	63	57.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	50.5	54	47	Met Target	58	52	46	Met Target
Students with Disabilities	42	44	41	Met Target	44	50	43	Met Target
English Learners	*	84	53	**	*	52.5	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:

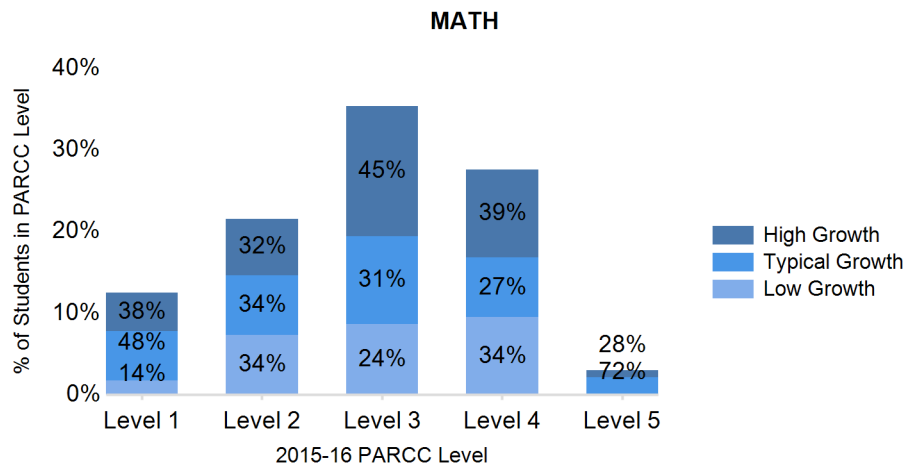
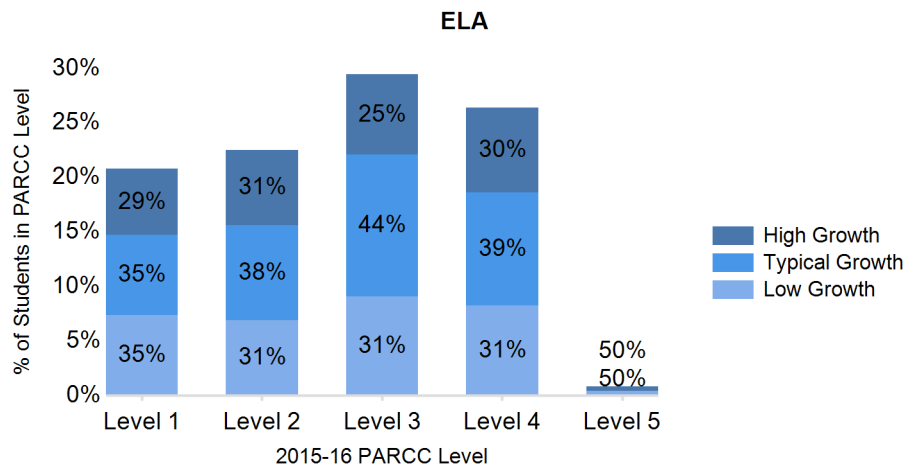
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

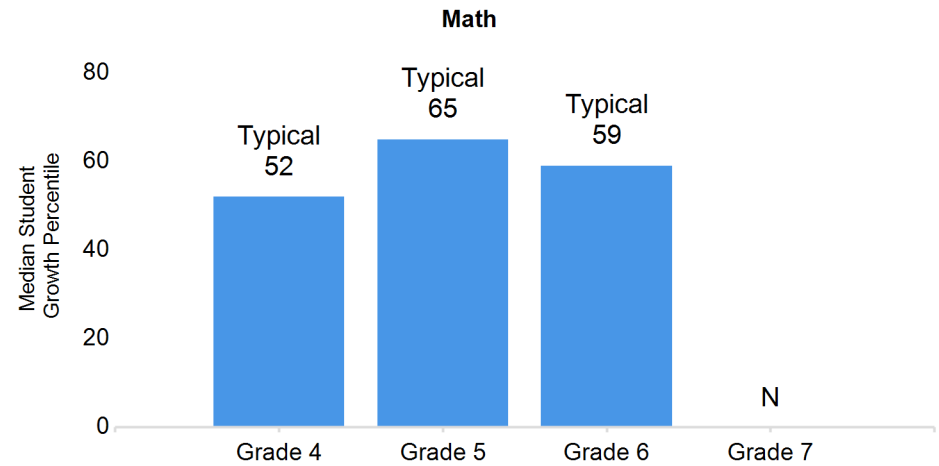
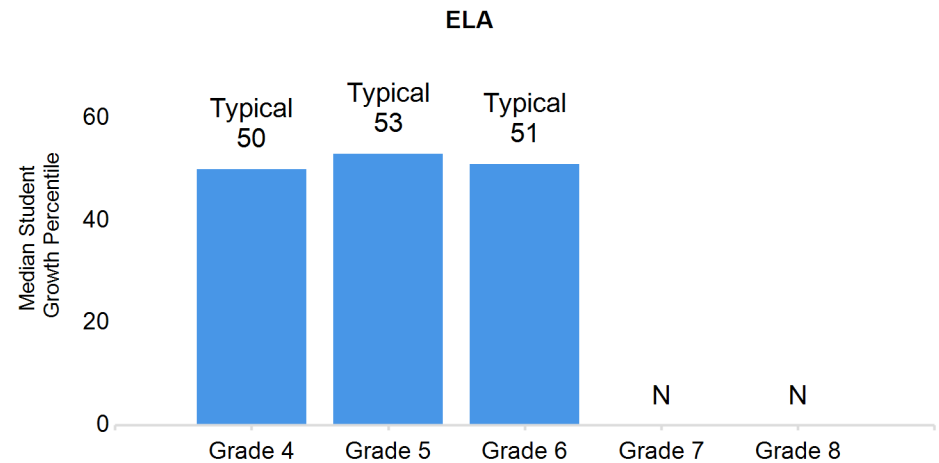
Student Growth by Performance Level

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.





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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**

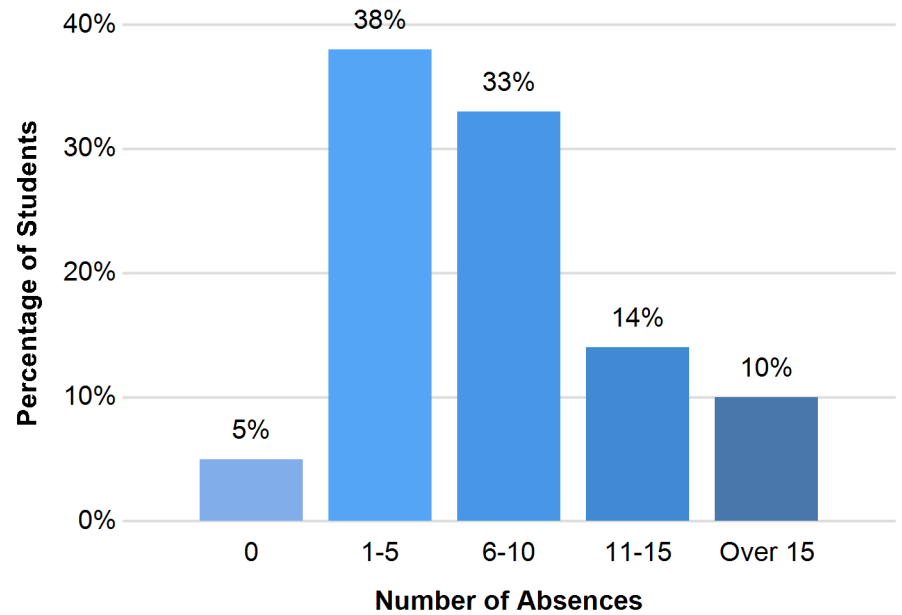
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	7.40	Not Met
White	7.70	7.40	Not Met
Hispanic	10.40	7.40	Not Met
Black or African American	8.60	7.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.80	7.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.40	7.40	Not Met
Students with Disabilities	14.30	7.40	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.



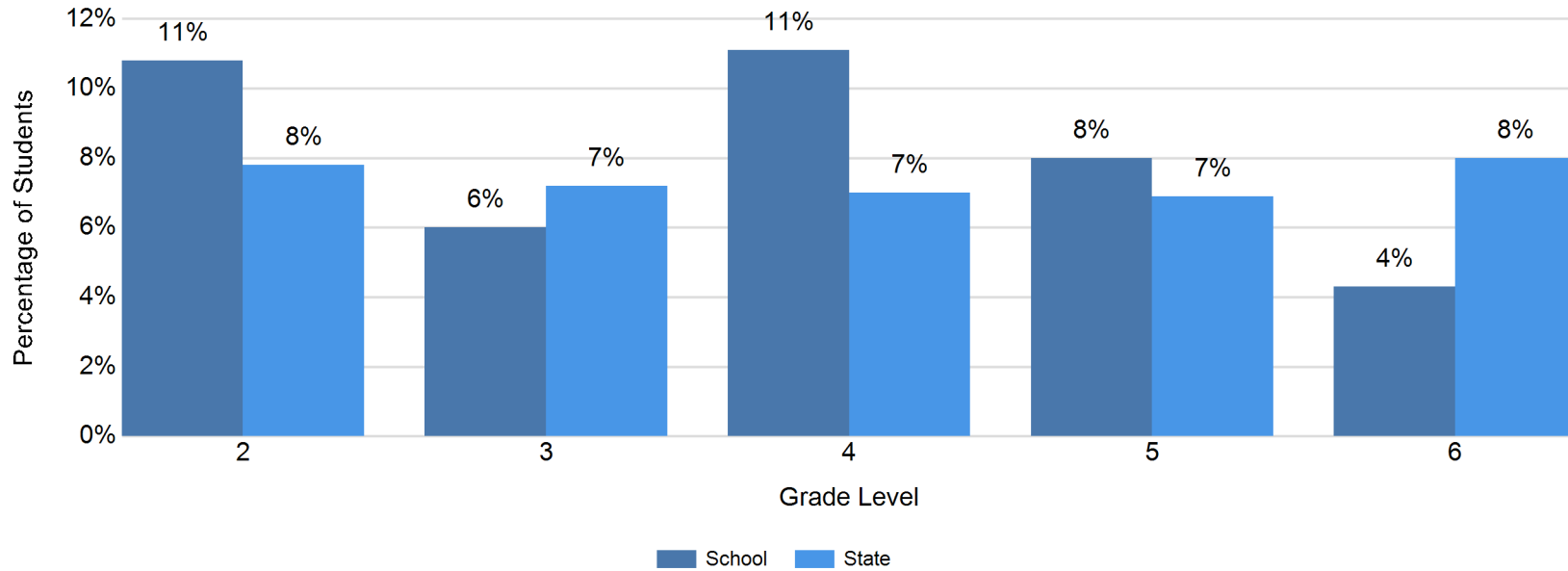


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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	2 Hrs. 45 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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	232.0 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)	\$489	\$13,167	\$13,656



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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	46	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	78%	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	25	9,506
Average years experience in public schools	16.2	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	88%	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	9:1	12:1
Administrators	432:1	172:1
Librarian/Media Specialists		862:1
Nurses		539:1
Counselors		479:1
Child Study Team		392:1



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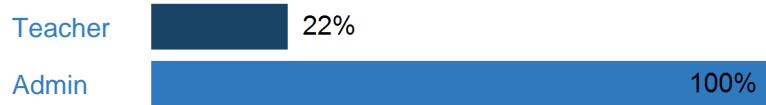
Teachers and Administrators - Level of Education

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	93%	89%
2015-16 Administrators: Same district 2016-17	92%	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	91%



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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	11.3	17.5%
Mathematics Proficiency	25.8	17.5%
English Language Arts Growth	56.6	25.0%
Mathematics Growth	75.2	25.0%
Chronic Absenteeism	36.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		44.8
<b>Summative Rating:</b> Percentile rank of Summative Score		41.4
<b>Requires Comprehensive Support:</b> 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	44.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	41.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	48.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Black or African American	61.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	42.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



**Shady Lane Elementary School**  
2016-2017

**Grade Span 02-06**




15-1100-140  
GLOUCESTER  
DEPTFORD TWP  
130 PEACH STREET  
WESTVILLE, NJ 08093-9718

School General Info

<b>Principal:</b>	Mrs. Scerbo	<b>Email Address:</b>	<a href="mailto:scerbo.j@deptford.k12.nj.us">scerbo.j@deptford.k12.nj.us</a>
<b>Address:</b>	130 PEACH STREET WESTVILLE, NJ 08093-9718	<b>Website:</b>	<a href="http://www.deptford.k12.nj.us/shady-lane/">http://www.deptford.k12.nj.us/shady-lane/</a>
<b>Phone:</b>	(856)384-6046		

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><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Shady Lanes continues to incorporate a daily Enrichment and Intervention period for all students.</li> <li>• We continue to focus on providing a technologically rich learning environment.</li> <li>• Shady Lane runs programs and fun events throughout the year to foster school and community awareness.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Shady Lane Elementary Schools serves the needs of a diverse student body of approximately 420 students. Shady Lane educates students in second through sixth grade. We continue to focus on providing a technologically rich environment that includes 2 computer labs, classroom chromebooks, and chromebook carts. The staff continues to provide an education focused on preparing students for success in the 21st century.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Students are regularly recognized and awarded for their achievements in academic and non-academic areas. Our students of the months are honored in school with a student of the month lanyard, a certificate, a letter from the principal, a photo of the group and an announcement to the whole student body. Students from the High school Class of 2017 walked through the halls of Shady Lane in their caps and gowns to be recognized for their accomplishments.</p>



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Courses, Curriculum, Instruction:

Shady Lane focuses on implementing and teaching the New Jersey Student Learning Standards. As we focus on Standard Based Instruction, we are implementing a new phenomenon based science curriculum and continue to use the Writer’s Workshop model. Teachers are using an updated Benchmark Assessment System to target Guided Reading instruction. We continue to increase the use of technology in our instruction including interactive lessons, digital practice, flipped classrooms, and Google Classroom.







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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers at Shady Lane hold weekly collaboration meetings. They focus on unpacking standards in order to strengthen their knowledge of developmentally appropriate and academic expectations for student learning. Teachers have spent time becoming familiar with the requirements of the NJSL-Science, increasing their knowledge of writing strategies, and continuing to analyze assessments and other data in order to offer valuable and relevant instruction for all students.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Shady Lane continues to incorporate a daily Enrichment and Intervention period for all students. Shady Lane continue to provide additional support to students through services including Basic Skills Instruction, Leveled Literacy Intervention, School Counselling, Guidance Counselling, ESL instruction, and Gifted and Talented Programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Shady Lane provides physical education classes for all students. Students have options for a nutritious breakfast and lunch. The daily schedule includes an outside recess period. An effective educational program in drug and alcohol resistance is offered to fifth and sixth graders every year. Character Education is incorporated into daily lessons.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active Parent Teacher Association supports Shady Lane in many ways. Shady Lane runs programs and fun events throughout the year to foster school and community awareness. These activities include skating parties, fun day, annual yearbook, holiday tables, and teacher appreciation week. Projects to raise money for charities are conducted throughout the school year.</p>




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 <p>Facilities:</p>	<p>Shady Lane was originally constructed in 1957, and has had building expansions in 1973 and 2003. Recent facility updates including entry ways, cameras, and ramps have supported the school in continuing to provide a safe environment. The Shady Lane School Community has access to a media center, computer lab, art room, and two gymnasiums.</p>
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