



Green-Fields Elementary School
(15-5620-070)
Grades Offered: PK-04
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Mr. Karry Corbitt
Address	15 HILL LANE WOODBURY, NJ 08096
Phone Number	856-845-7929
Email Address	kcorbitt@wdeptford.k12.nj.us
Website	http://wdeptfordges.ss9.sharpschool.com/
Facebook	https://www.facebook.com/GreenFieldsFamily/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	84	76	66
1	0	0	0
2	3	3	0
3	213	194	224
4	196	224	196
Total	496	497	500

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.6%	52.1%	49.8%
Male	49.4%	47.9%	50.2%
Economically Disadvantaged Students	26.6%	24.1%	24.6%
Students with Disabilities	24.6%	23.1%	20.8%
English Learners	1.0%	1.0%	0.6%
Homeless Students	0.6%	0.8%	1.2%
Students in Foster Care	1.2%	0.4%	0.2%
Military-Connected Students	0.4%	0.6%	0.4%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.0%	72.4%	71.6%
Hispanic	11.7%	10.9%	11.0%
Black or African American	8.1%	8.5%	9.0%
Asian	2.4%	3.0%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.8%	5.2%	6.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	84	76	66

Enrollment by Home Language

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

Home Language	% of Students
English	95.6%
Spanish	1.4%
Other Languages	3.0%



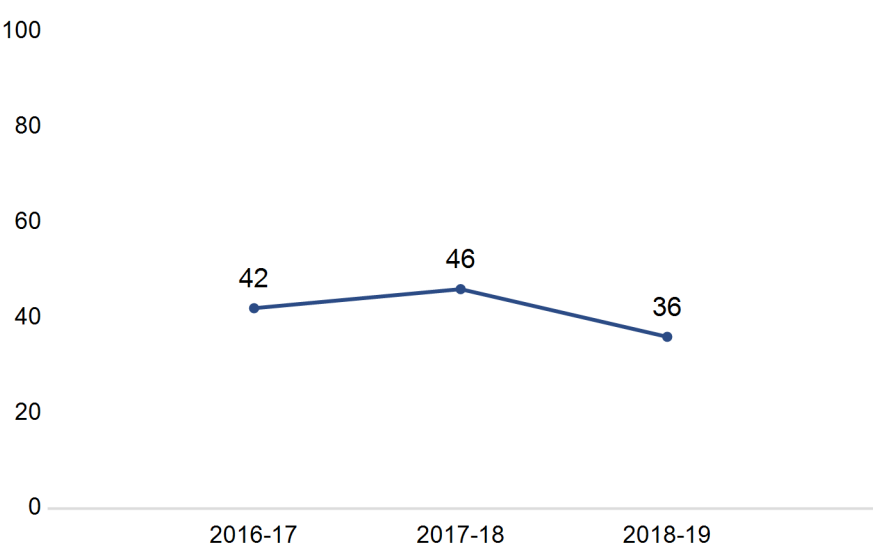
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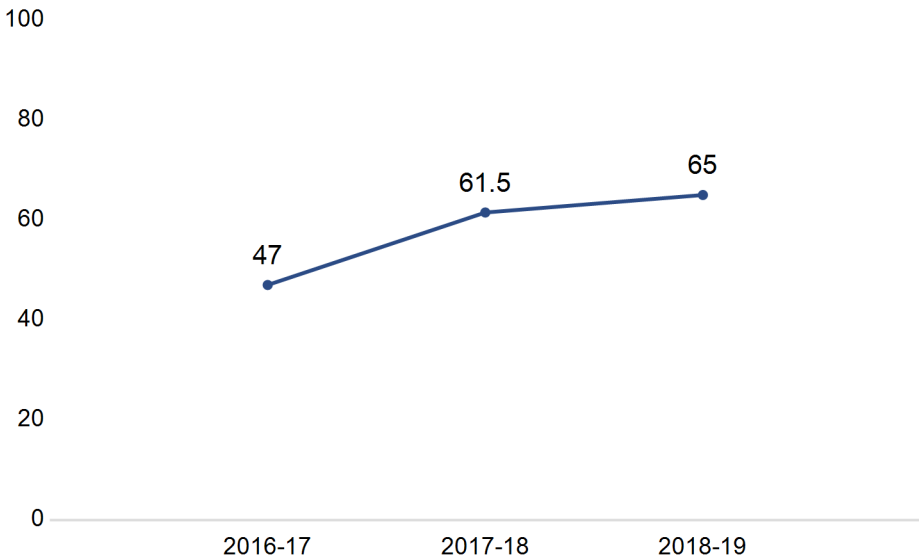
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	46	36	47	61.5	65
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	36	48	50	Not Met	65	53	50	Exceeds Standard
White	39	49	50	Not Met	68	54	52	Exceeds Standard
Hispanic	29.5	44.5	49	Not Met	67	57	47	Exceeds Standard
Black or African American	29	44.5	45	Not Met	52	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	10	41	49	**	50	55	52	**
Female	38.5	51	53	N	67	52	50	N
Male	35	44.5	47	N	62	54.5	51	N
Economically Disadvantaged Students	27	41	48	Not Met	52	51	46	Met Standard
Students with Disabilities	36	37	43	Not Met	59	45.5	45	Met Standard
English Learners	*	44	52	**	*	45	50	**
Homeless Students	*	29	43	N	*	39	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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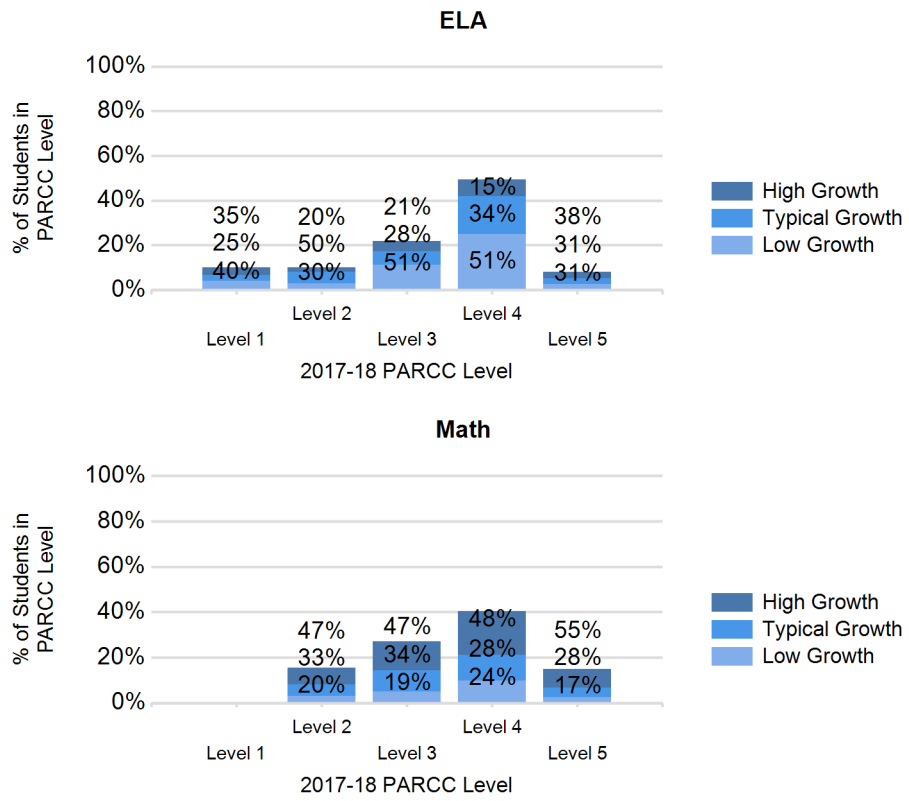
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

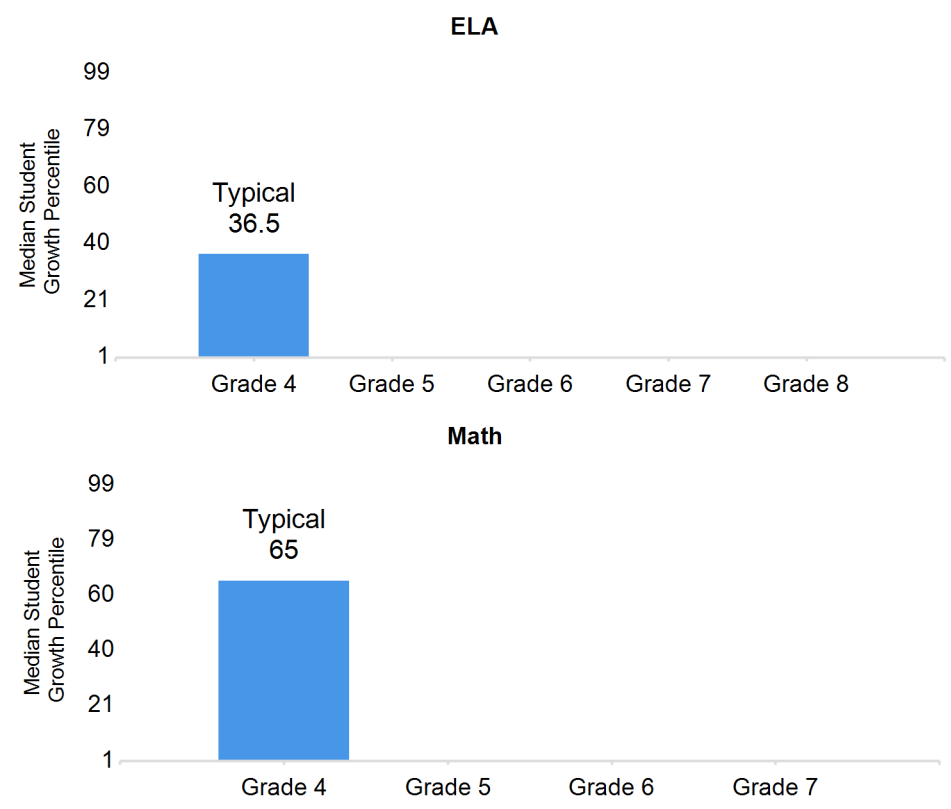
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



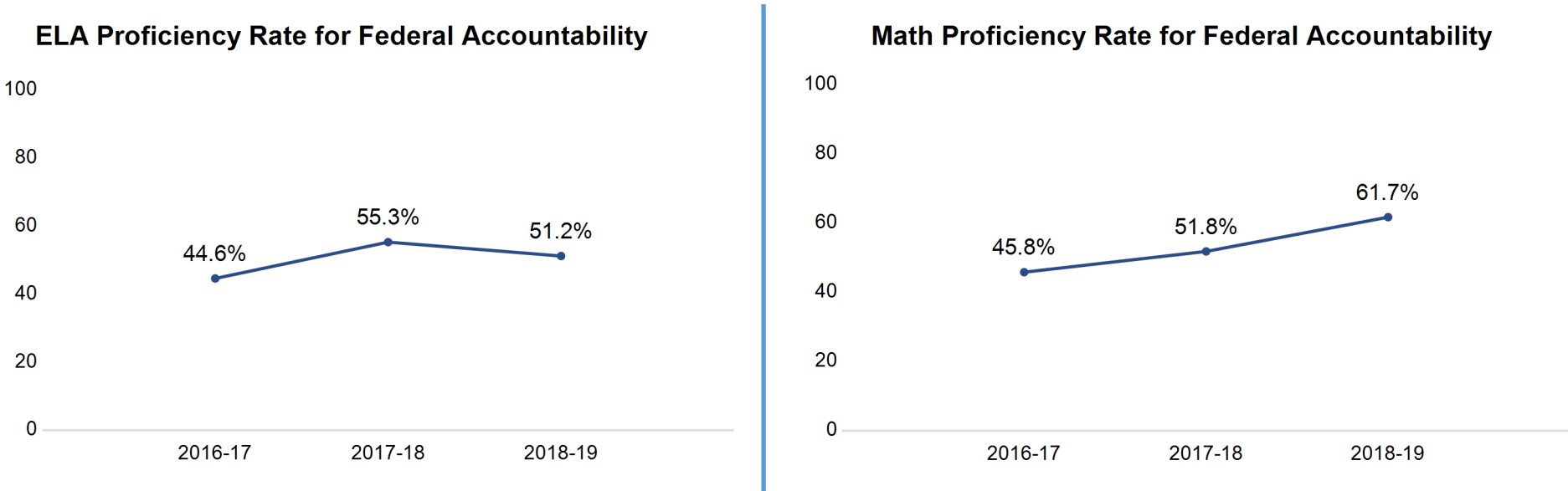


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	98.6%	98.8%	97.8%	98.6%	98.1%
Proficiency Rate for Federal Accountability	44.6%	55.3%	51.2%	45.8%	51.8%	61.7%
Annual Target	43.2%	45.2%	47.1%	41.0%	43.1%	45.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	416	98.8	51.2	59.6	57.9	51.2	47.1	Met Target
White	292	99.0	55.5	64.3	66.9	55.5	50.9	Met Target
Hispanic	51	98.1	43.1	48.7	43.9	43.1	38.3	Met Target
Black or African American	36	97.4	27.8	41.7	38.5	27.8	28.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	*	82.9	70.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	27	100.0	44.4	43.6	64.4	44.4	39.2	Met Target
Female	209	99.1	53.6	67.6	64.8	53.6		
Male	207	98.6	48.8	51.5	51.3	48.8		
Economically Disadvantaged Students	101	99.1	33.7	40.5	40.0	33.7	32.9	Met Target
Non-Economically Disadvantaged Students	315	98.8	56.8	65.4	67.9	56.8		
Students with Disabilities	100	99.0	23.0	22.6	22.7	23.0	30	Not Met
Students without Disabilities	316	98.8	60.1	70.4	65.1	60.1		
English Learners	*	*	*	56.0	29.3	*	**	**
Non-English Learners	*	*	*	59.7	60.6	*		
Homeless Students	*	*	*	29.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



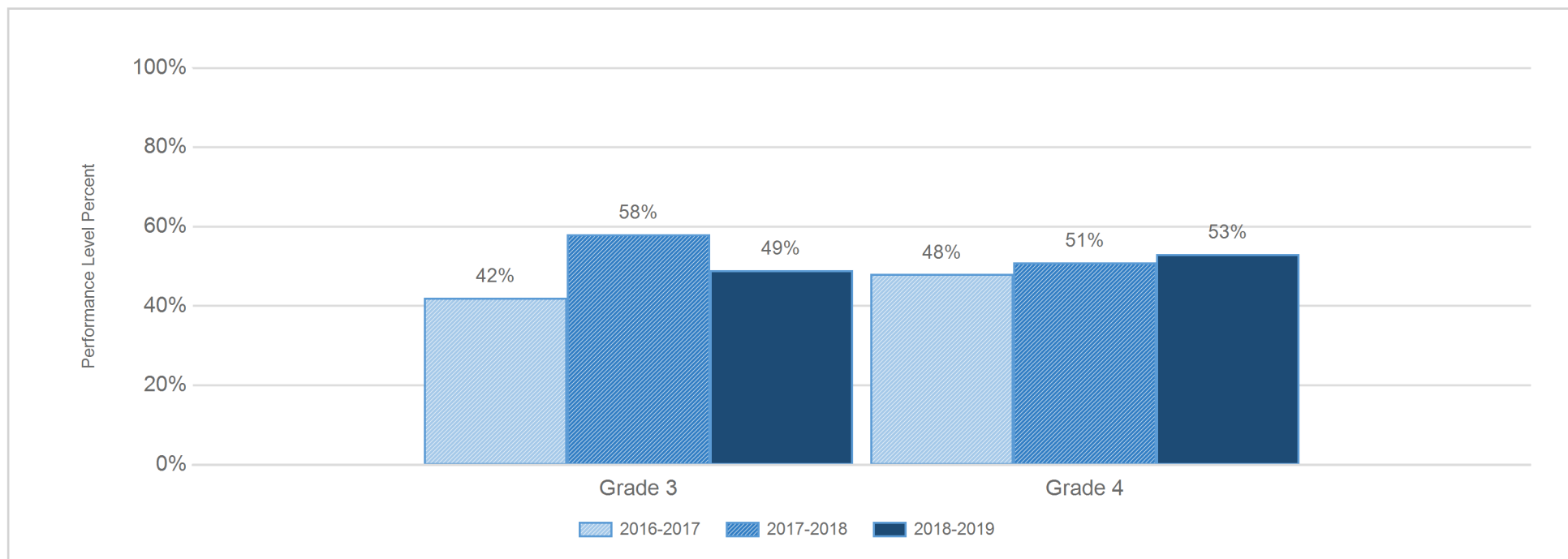
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	749	749	748	11%	13%	27%	44%	5%	49%	50%
White	157	753	753	757	8%	11%	29%	46%	6%	53%	60%
Hispanic	26	740	740	734	*	*	*	*	*	42%	36%
Black or African American	16	736	736	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	104	750	750	753	*	14%	30%	*	*	48%	55%
Male	115	748	748	743	*	12%	24%	*	*	50%	46%
Economically Disadvantaged Students	52	738	738	731	*	*	33%	*	*	35%	33%
Non-Economically Disadvantaged Students	167	753	753	759	*	*	25%	*	*	54%	61%
Students with Disabilities	48	720	720	719	*	23%	23%	*	*	21%	24%
Students without Disabilities	171	757	757	754	*	11%	28%	*	*	57%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	199	754	754	755	7%	12%	28%	39%	15%	53%	57%
White	137	758	758	763	*	*	26%	40%	18%	58%	67%
Hispanic	25	744	744	743	*	*	*	44%	0%	44%	44%
Black or African American	21	735	735	739	*	*	*	*	*	19%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	105	761	761	760	*	*	29%	*	*	60%	62%
Male	94	747	747	750	*	*	28%	*	*	46%	53%
Economically Disadvantaged Students	52	738	738	740	*	*	44%	*	*	29%	40%
Non-Economically Disadvantaged Students	147	760	760	765	*	*	22%	*	*	62%	69%
Students with Disabilities	48	729	729	725	*	*	29%	*	*	23%	25%
Students without Disabilities	151	762	762	761	*	*	28%	*	*	63%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	413	98.1	61.7	45.0	44.5	61.7	45.1	Met Target
White	290	98.3	66.6	49.2	54.1	66.6	48.9	Met Target
Hispanic	51	98.1	52.9	*	28.8	52.9	36.7	Met Target
Black or African American	35	94.7	34.3	23.8	23.0	34.1	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	*	76.5	70.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	27	100.0	59.3	38.2	53.3	59.3	32.4	Met Target
Female	206	97.7	60.7	46.4	44.9	60.7		
Male	207	98.6	62.8	43.7	44.2	62.8		
Economically Disadvantaged Students	99	97.2	41.4	29.3	26.3	41.4	32.2	Met Target
Non-Economically Disadvantaged Students	314	98.5	68.2	49.8	54.9	68.2		
Students with Disabilities	99	98.1	33.3	*	17.4	33.3	28.3	Met Target
Students without Disabilities	314	98.2	70.7	*	50.0	70.7		
English Learners	*	*	*	52.0	25.0	*	**	**
Non-English Learners	*	*	*	44.9	46.5	*		
Homeless Students	*	*	*	11.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

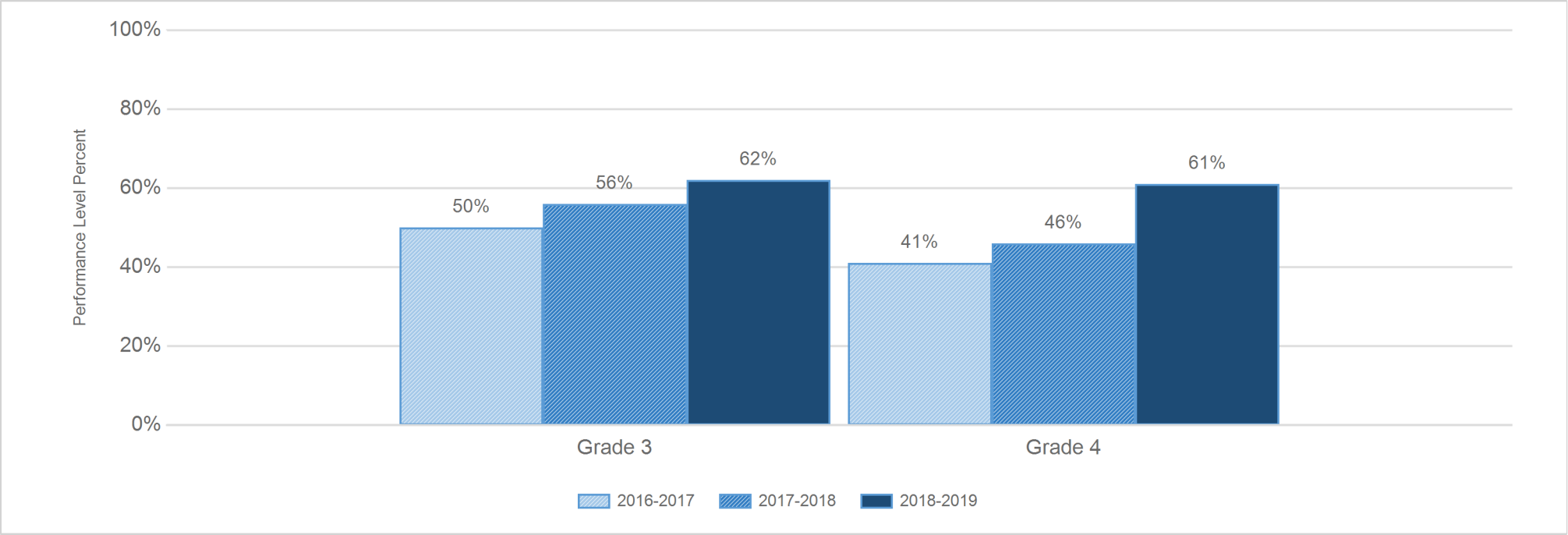


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	217	757	757	752	5%	11%	23%	45%	17%	62%	55%
White	155	759	759	760	*	*	22%	46%	19%	66%	66%
Hispanic	26	750	750	739	*	*	*	*	*	54%	40%
Black or African American	16	751	751	735	0%	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	102	759	759	751	*	*	24%	43%	18%	61%	54%
Male	115	755	755	752	*	*	23%	46%	17%	63%	56%
Economically Disadvantaged Students	51	741	741	737	*	*	33%	*	*	39%	37%
Non-Economically Disadvantaged Students	166	762	762	761	*	*	20%	*	*	69%	67%
Students with Disabilities	47	731	731	731	21%	28%	*	*	*	34%	31%
Students without Disabilities	170	764	764	756	0%	6%	*	*	*	69%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Green-Fields Elementary School
(15-5620-070)
Grades Offered: PK-04
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	198	760	760	749	*	*	26%	47%	13%	61%	51%
White	137	763	763	757	*	*	24%	50%	15%	66%	62%
Hispanic	25	750	750	737	*	*	*	52%	0%	52%	36%
Black or African American	20	740	740	731	*	*	50%	*	*	30%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	104	760	760	749	*	*	27%	*	*	60%	50%
Male	94	759	759	749	*	*	24%	*	*	62%	52%
Economically Disadvantaged Students	51	745	745	734	*	*	39%	*	*	39%	32%
Non-Economically Disadvantaged Students	147	764	764	759	*	*	21%	*	*	68%	63%
Students with Disabilities	48	739	739	726	*	*	31%	*	*	31%	25%
Students without Disabilities	150	766	766	754	*	*	24%	*	*	70%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

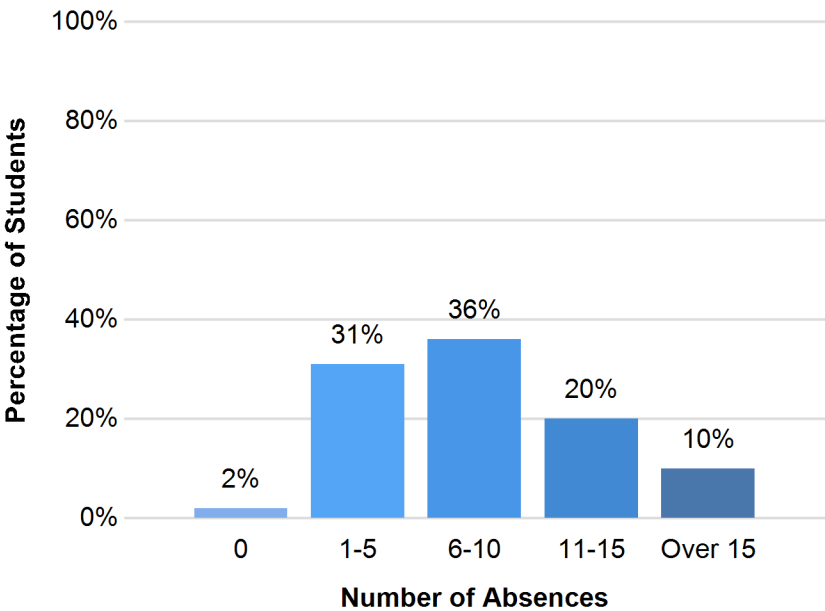
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	7.9	9.3	Met
White	25	7.1	9.3	Met
Hispanic	6	10.5	9.3	Not Met
Black or African American	5	11.1	9.3	Not Met
Asian, Native Hawaiian, or Pacific	2	18.2	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.6	9.3	Met
Female	22	9.1		
Male	17	6.8		
Economically Disadvantaged Students	15	12.7	9.3	Not Met
Students with Disabilities	16	14.4	9.3	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





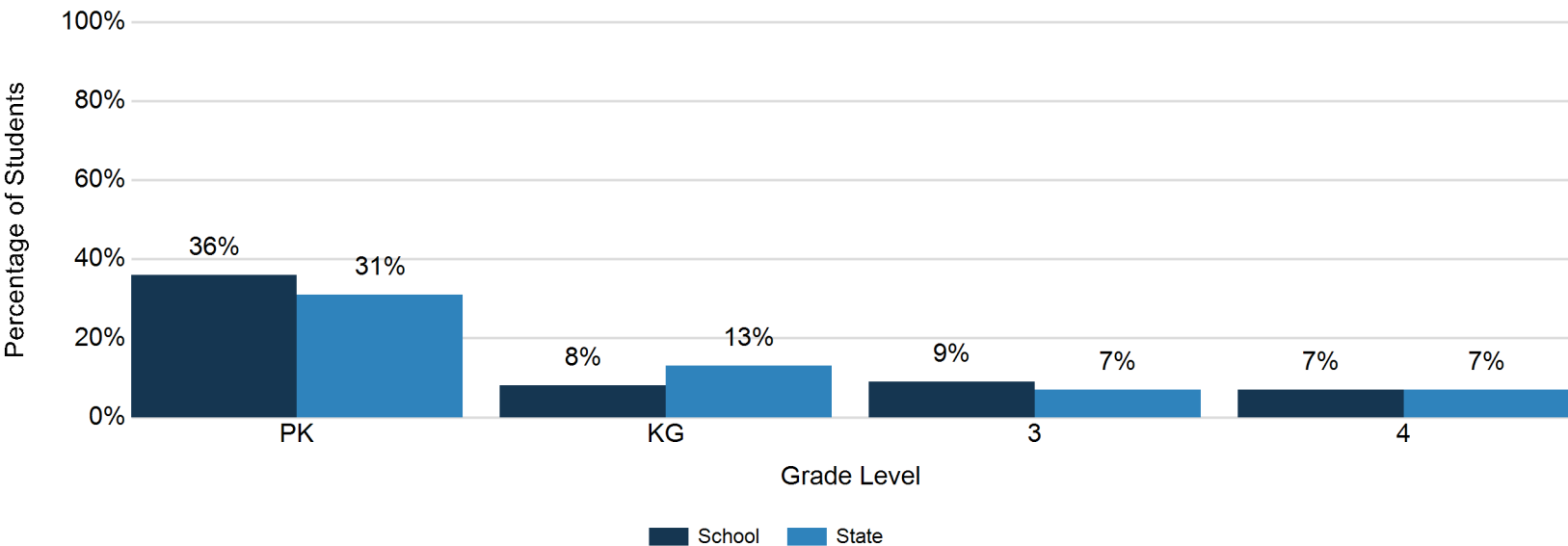
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.4:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	14.4	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.1	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	500:1	195:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		586:1
Students to Counselors		326:1
Students to Child Study Team Members		326:1



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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	91.7%	0.0%	48.4%	77.1%	54.9%
Male	50.2%	8.3%	100.0%	51.6%	22.9%	45.1%
White	71.6%	97.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.0%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.6%	55.3%	51.2%
Math Proficiency	45.8%	51.8%	61.7%
ELA Growth	42	46	36
Math Growth	47	62	65
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.1%	3.0%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Green-Fields Elementary School
(15-5620-070)
Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






Green-Fields Elementary School
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2018-2019

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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Green-Fields has been designated as a National School of Character. Green-Fields continues to place an emphasize on Service Learning through our Family Service Learning Night supporting local charities. Green-Fields continues to support students with before and after-school programs in both Language Arts and Mathematics as well as a Student Tutoring and Mentoring program.
<div>  <div>Mission, Vision, Theme:</div> </div>	<div>Pride, Passion, and a Commitment to Excellence</div>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<div>Recently, Green-Fields was recognized as a National Award winner by Character.org for two ongoing practices in our building. These two practices are School-Wide Bucket Filling, and Trusted Adult. Also, we were named a National School of Character. There is a strong emphasis on character education in the building and all students are a part of the ongoing initiative.</div>





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 <div>Courses, Curriculum, Instruction:</div>	Green-Fields offers advanced classes in mathematics, STEM, provides enrichment for our gifted students, and offers intervention services for students both before and after-school. We focus on reading support through our Literacy Coaching Program for grades 3 and 4 and offer math support through coaching services for identified students. From a technology perspective, we provide Chromebooks to each 3rd and 4th grade student for daily use throughout the year.
 <div>Clubs and Activities:</div>	We place a strong emphasis on service learning in each classroom and students are involved in ongoing service learning opportunities throughout the year. We have an active safety patrol, school store, and student ambassador program. We have recently added an after-school writing club as well as a Student Tutoring and Mentoring program for select students. A comprehensive balanced literacy approach provides students with opportunities to be a part of reading and writing activities to help engage them as learners.





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 <div>Before and After School Programs:</div>	Our before and after-school programs consist of enrichment and academic support in both Language Arts literacy and Mathematics. There is also additional support in place for students who need assistance completing class or homework through a new Student Tutoring and Mentoring Program for select students.
 <div>Staff and Professional Learning:</div>	Staff professional development is both site based and job embedded, and is offered throughout the year on scheduled days, as well as for a full week in November. Also, faculty members are encouraged to attend outside professional development in line with their professional development goals.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	<p>Student Supports and Services:</p> <p>We have an Intervention and Referral Services team that meets monthly. This team consists of regular and special education teachers, literacy specialists, guidance and support personnel, child study team members and administrative staff. We also have 8 In-Class-Support classrooms as well as 4 self-contained classrooms for our special needs population. All of our Student Support Services address both academic (literacy and math coaching), the ever increasing social and emotional needs of our students through counseling and classroom activities, and an emphasis on our preschool student needs through our Preschool Intervention and Referral Team.</p>
An icon depicting two blue hands shaking, symbolizing partnership or agreement.	<p>Parent and Community Involvement:</p> <p>We have an active district-wide elementary PTO that provides support to all elementary buildings. We provide multiple opportunities for our parents and school community as a whole through ongoing service learning and outreach to the community. These opportunities include our Operation Blessing Christmas appeal, our school-wide Service Learning Night, our local food drive, and staff service at a local day shelter for needy families.</p>




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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: No Each year, our Character and Climate Team uses survey information provided from our students, parents, and staff to guage the effectiveness of our instruction, student services, and our academic and social programming. Opportunites for parent feedback are provided during our annual Coffee with the Principal where survey information is shared with our parent community. We have also recently instituted a preschool parent survey to monitor the effectiveness of our new full-day preschool program.</div>
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Oakview Elementary School
(15-5620-100)
Grades Offered: PK-02
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Oakview Elementary School
 (15-5620-100)
 Grades Offered: PK-02
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Mr. Ryan Dougherty
Address	350 DUBOIS AVE WEST DEPTFORD, NJ 08096
Phone Number	856-845-1856
Email Address	rdougherty@wdeptford.k12.nj.us
Website	http://oes.wdeptford.k12.nj.us/
Facebook	https://www.facebook.com/Oakview-1551556508493655/
Twitter	https://twitter.com/OVELEM



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	84	90	151
KG	56	54	73
1	209	5	193
2	1	225	4
Total	350	374	421

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.3%	42.5%	43.7%
Male	51.7%	57.5%	56.3%
Economically Disadvantaged Students	30.3%	24.1%	32.3%
Students with Disabilities	31.1%	33.2%	26.4%
English Learners	1.1%	0.8%	1.0%
Homeless Students	1.7%	0.5%	1.2%
Students in Foster Care	1.7%	0.5%	1.0%
Military-Connected Students	0.9%	0.5%	0.0%
Migrant Students	0.3%	0.3%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.4%	71.1%	70.1%
Hispanic	13.4%	13.6%	12.1%
Black or African American	6.6%	7.2%	8.6%
Asian	1.7%	2.1%	2.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.6%	5.9%	7.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	84	90	66
PK - Full Day	0	0	85
KG - Half Day	0	0	0
KG - Full Day	56	54	73

Enrollment by Home Language

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

Home Language	% of Students
English	97.6%
Spanish	1.7%
Other Languages	0.7%



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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

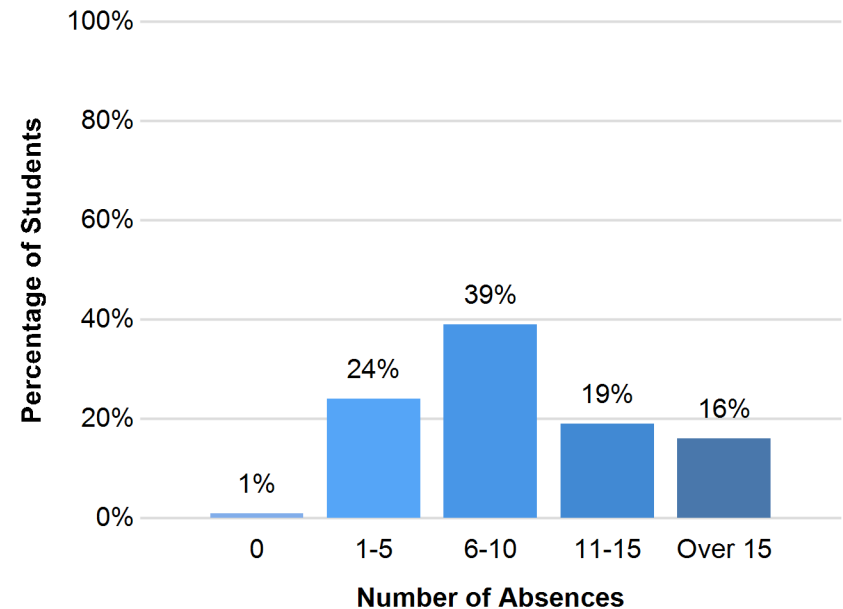
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	10.0	10.3	Met
White	18	9.7	10.3	Met
Hispanic	3	10.0	10.3	Met
Black or African American	4	12.9	10.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	10.9		
Male	14	9.2		
Economically Disadvantaged Students	20	22.0	10.3	Not Met
Students with Disabilities	7	10.9	10.3	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



**Oakview Elementary School**

(15-5620-100)

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2018-2019

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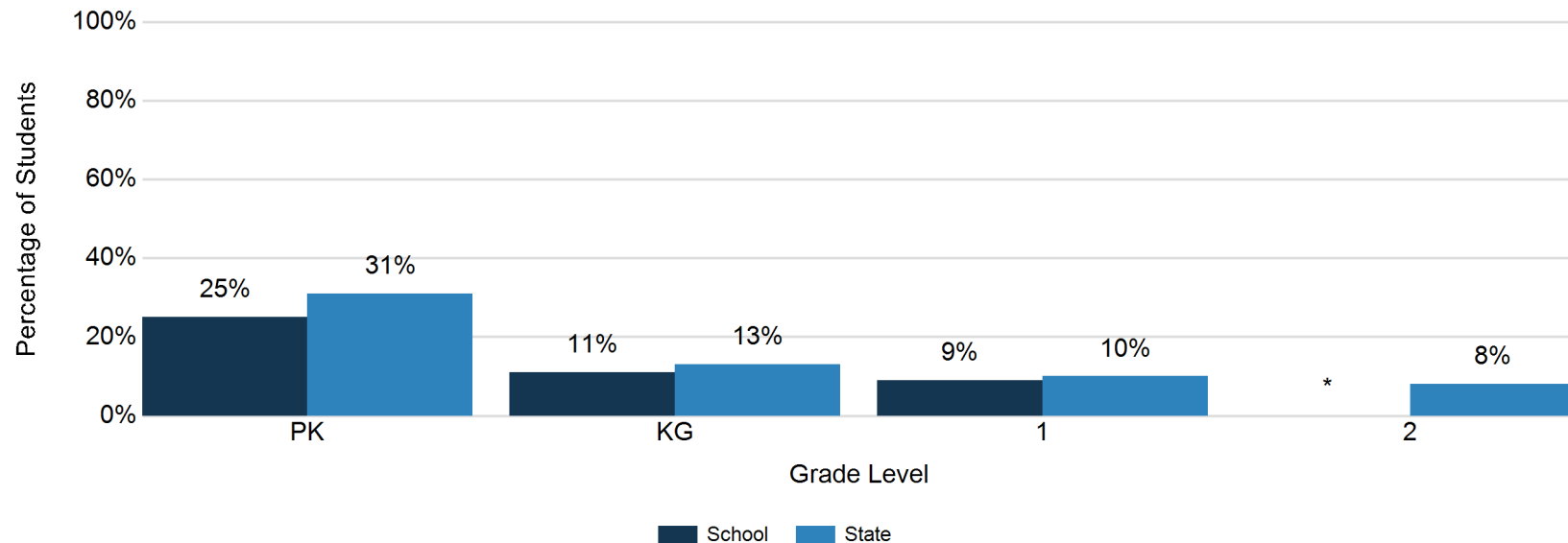
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	76.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.1	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	421:1	195:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		586:1
Students to Counselors		326:1
Students to Child Study Team Members		326:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.7%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	56.3%	0.0%	100.0%	51.6%	22.9%	45.1%
White	70.1%	96.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.6%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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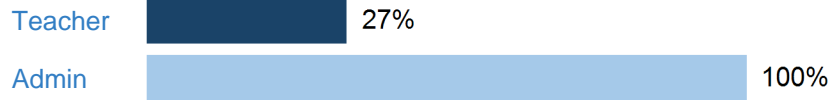
Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.4%



Oakview Elementary School
 (15-5620-100)
 Grades Offered: PK-02
 2018-2019

Report Key:

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Oakview Elementary School
(15-5620-100)
Grades Offered: PK-02
2018-2019

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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 the school or district directly.



Highlights:

- Entered our first year of NJTSS grant, collaborating with NJDOE and Rutgers University.
- Organized a family literacy night to support Read Across America and promote a love of reading with students, families, and local community members/organizations.
- Expanded our tuition-based Pre-K program for all district residents from 19 students/2 classrooms to 45 students/3 classrooms.



Mission, Vision, Theme:

District mission: Pride, Passion, and a Commitment to Excellence Oakview theme: "Every Student. Every Day. Whatever It Takes."



Awards, Recognition, Accomplishments:

Received recognition for our participation in: Jump Rope for Heart for the American Heart Association, Read Across America reading challenge campaign/family literacy night, Alex's Lemonade Stand, Pennies for Patients, and Caps for Cure.



Oakview Elementary School
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2018-2019

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**Courses, Curriculum,
Instruction:**

Reading Street, Foundations, Envisions, Link it!, Standards-based report cards, High Scope, Carolina Science, Character Education, Response to Intervention



Oakview Elementary School
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Before and After School Programs:

Young Eagles Program



Staff and Professional Learning:

Grade-level professional learning communities, half-day and full-day district in-service days providing professional development opportunities for all teachers, out-of-district professional development opportunities offered, teachers in graduate programs seeking higher education degrees, literacy and math coaching to provide students and staff supports.



Oakview Elementary School
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School Narrative

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Student Supports and Services:

ESL teacher to support ELA and math curriculum, two literacy coaches and one math coach supporting teachers and students in grades K-1, I&RS team, RTI interventionists, speech/language services, OT/PT services, guidance counseling, character education, and Title I.



Student Health and Wellness:

Jump Rope for Heart, assemblies for dental care and nutrition, school-wide walk to support cystic fibrosis, physical fitness testing in Phys. Ed. classes.



Parent and Community Involvement:

West Deptford Elementary Schools PTO, PTO Meetings, Book Fair, Family Nights, Parent Workshops for RTI, Title I, Open Houses, classroom activities involving parent participation, partnerships with local businesses/organizations, participation in American Education Week.





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Through Survey Monkey and Google forms, occasional surveys are sent out to staff weighing in on the effectiveness of school and district initiatives, school climate, and ways to better provide services to support students. Each year, a parent survey is sent out obtaining feedback about their overall school experience for their child. Overall, results were positive and parents' biggest concern was once again parking at Oakview.</p>
 <p>School Safety:</p>	<p>Monthly security drills held to practice procedures and protocol for lockdowns, lockouts, shelter in place, and evacuations.</p>



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Technology and STEM:

iPad carts in K-1



Early Childhood Education:

4 half-day Preschool disabled classrooms, 3 half-day tuition-based Pre-K classrooms



Red Bank Elementary School
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Red Bank Elementary School
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Ms. Jill Scheetz
Address	192 PHILADELPHIA AVE WEST DEPTFORD, NJ 08086-9703
Phone Number	856-845-2727
Email Address	jscheetz@wdeptford.k12.nj.us
Website	http://rbes.wdeptford.k12.nj.us/
Facebook	https://www.facebook.com/WDRedBank/
Twitter	https://twitter.com/WDRedBank



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	52	44	52
1	0	198	0
2	196	0	202
Total	248	242	269

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.0%	47.9%	49.4%
Male	50.0%	52.1%	50.6%
Economically Disadvantaged Students	33.1%	30.2%	32.3%
Students with Disabilities	23.4%	14.0%	19.0%
English Learners	2.4%	0.8%	3.7%
Homeless Students	2.0%	0.8%	0.7%
Students in Foster Care	0.8%	1.7%	0.0%
Military-Connected Students	0.8%	0.8%	0.7%
Migrant Students	0.4%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	67.7%	71.5%	65.8%
Hispanic	13.3%	9.9%	13.8%
Black or African American	10.9%	10.7%	11.2%
Asian	2.8%	1.7%	2.6%
Native Hawaiian or Pacific Islander	0.4%	0.8%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.8%	5.4%	5.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	44	52

Enrollment by Home Language

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

Home Language	% of Students
English	92.6%
Spanish	2.6%
Arabic	2.2%
Chinese	1.1%
Other Languages	1.5%



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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

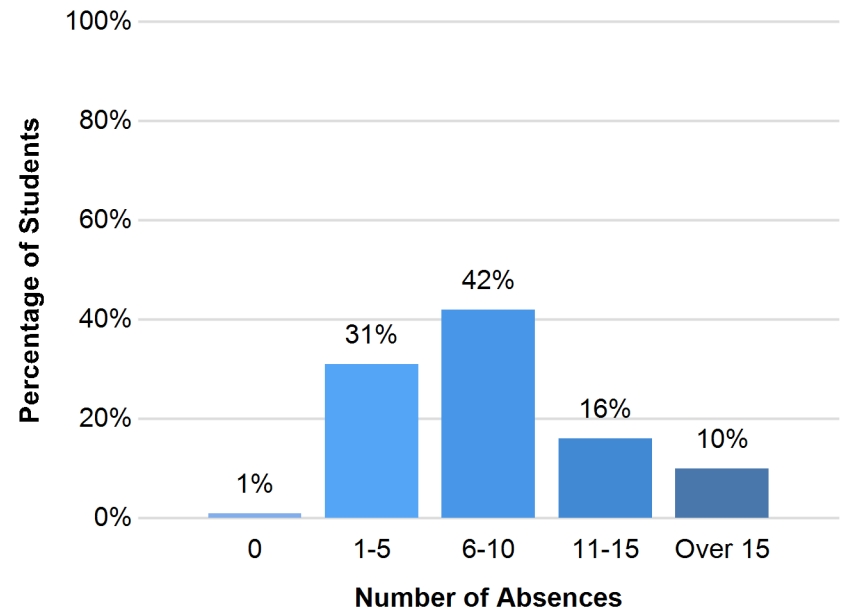
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	7.8	10.3	Met
White	15	8.7	10.3	Met
Hispanic	3	9.4	10.3	Met
Black or African American	1	3.7	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	5.6		
Male	13	10.0		
Economically Disadvantaged Students	7	8.9	10.3	Met
Students with Disabilities	2	3.8	10.3	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Red Bank Elementary School
(15-5620-111)
Grades Offered: PK-02
2018-2019

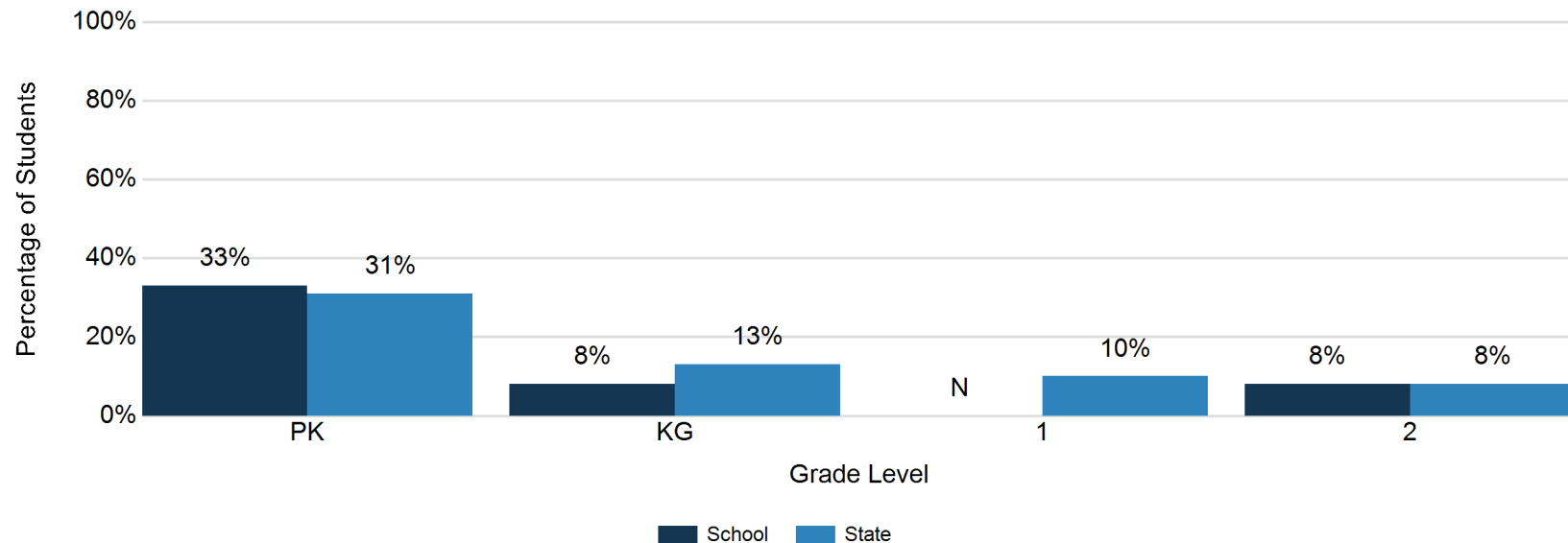
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.74

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	69.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.1	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	269:1	195:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		586:1
Students to Counselors		326:1
Students to Child Study Team Members		326:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.4%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	50.6%	0.0%	0.0%	51.6%	22.9%	45.1%
White	65.8%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.2%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.6%



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School Narrative

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Highlights:

- We focus on foundational/ind. literacy by participating in One School, One Book project bi-yearly to foster positive home school connections through reading. Our goal is to create life-long readers.
- Our learning environments are student-centered, technology infused, and curriculum focused. Gr 2 has implemented 1:1 Chromebook initiative to inspire creativity, collaboration, and critical thinking.
- We inspire our students' hearts and minds through innovative, authentic instruction that is a balance of SEL and academics. We educate each unique child through purposeful play and instruction.



Mission, Vision, Theme:

Pride, Passion, and a Commitment to Excellence



Awards, Recognition, Accomplishments:

Students of the month for Pre-K and 2nd grade students are honored based upon the Six Pillars of Character. Faculty and staff work diligently to consistently instill good character in our students through instruction and individual classroom recognition. Our district honors a monthly "Soaring Eagle" award for outstanding character presented at monthly BOE meetings. In addition, West Deptford Schools earned the Lighthouse District Award by the NJDOE for substantial improvement for academic performance and a commitment to building equity throughout the district. We have incorporated the Good News Call of the Day initiative as a way for staff and students alike to showcase the positive choices made by our students daily. Selection to the prestigious RB Honor Guard celebrates our students exceptional character of citizenship. Red Bank is proud to be ranked as a Top 10 fundraiser in Gloucester County for Jump Rope for Heart campaign sponsored by the American Heart Association.



Red Bank Elementary School
 (15-5620-111)
 Grades Offered: PK-02
 2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

We strive to reach every child where there are through innovative, differentiated instruction. Using data to effectively drive our instruction is a top priority when crafting lessons that are reinforcing, enriching, engaging, and empowering for our students. Our Writers' Workshop model used by 2nd grade is taught with fidelity based on Lucy Calkins Units of Study while our Pre K students develop writing readiness skills through a variety of activities that align with the HighScope curriculum. Teachers ensure their curriculum is aligned to the NJ Student Learning Standards as well as the Next Generation Science Standards through the use of Envisions Math, Carolina Science kits, Reading Streets, and Foundations. Using the recommendations from the NJTSS allows our specialists to provide strategic and intensive intervention to close the achievement gap.



Red Bank Elementary School
(15-5620-111)
Grades Offered: PK-02
2018-2019

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Staff and Professional Learning:

Red Bank continues its partnership with NJDOE to ensure the integration of the NJTSS framework into the classrooms. Coaches collaborate with our state appointed representative to create and use best practices for intervention in the classrooms and to address Title 1 needs. Bi-monthly PLCs are conducted that focus on common assessment, grade level articulation, data driven instruction, pacing guides, and benchmark analysis to provide rigorous and appropriate instruction for students. In addition, select staff use a turnkey approach to facilitate the successful transition of the 1:1 Chromebook initiative into the classrooms. In addition, staff are able to attend out-of-district workshops to enhance their instruction.



Red Bank Elementary School
(15-5620-111)
Grades Offered: PK-02
2018-2019

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School Narrative

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Student Supports and Services:

Red Bank offers the following student supports and services: *Intervention and Referral Services designed to assist students in tiered supports *Coaching services for both math and literacy following the NJTSS framework for intervention *ELL-English Language Learner instruction for those who qualify *Behavior Reinforcement System through the use of the "Good Egg" program to encourage good choices and positive behavior *Social Skills small groups held throughout the year to reinforce appropriate peer interaction.



Student Health and Wellness:

Red Bank offers a daily breakfast program. During students' lunch period, a shared table is provided for students to select additional food if needed. All students are provided daily outdoor recess. Students participate in Health/Physical Education with a certified physical education instruction. In addition, teachers provide additional physical activity within the classroom via Brain breaks, GoNoodle, and positive mindset activities. The school counselor does monthly guidance lessons to speak about mental health that is developmentally appropriate for an early elementary setting.



Parent and Community Involvement:

The West Deptford Elementary schools are supported by an exceptional Elementary school PTO. The PTO organizes grade appropriate assemblies, holds a yearly Scholastic Book Fair with an evening of fun for students and families, and facilitates a successful Holiday Shopping experience for all students. Parents and families are encouraged to be present in our school whenever possible. Our doors are open for "mystery readers," neighborhood helpers presentations, American Education week visitations, room parents, etc. Communication is sent frequently through email, newsletters, Facebook, Twitter, and Instagram. Parents and families are encouraged to join us in Look Who Got Caught Reading by sharing candid pictures of their child outside of school practicing the art of reading. Parents are invited to parent/teacher conferences twice per year, winter and spring musicals, Art in our Schools art gallery, and select award ceremonies.



Red Bank Elementary School
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2018-2019

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Facilities:

Red Bank is a welcoming school community that strives to create an atmosphere of family and a warm and positive school climate. Student work is displayed throughout the hallways to brighten up the school and celebrate our students' achievements. Red Bank was built in 1965 and improvements are added each year as needed. Red Bank was the first school in the district to incorporate solar panels. The school has a double secured entry with a new visitor identification entrance system. Red Bank's custodial and facilities staff take great pride in keeping our building clean and safe for our students to enjoy a wonderful school experience



School Safety:

Red Bank works closely with the West Deptford Police Department to ensure school safety. The district's School Resource Officer visits the three elementary schools on a rotating basis. Monthly security drills are conducted with students and staff. Yearly professional development is provided to staff in regards to de-escalation, lockdown, reunification, and first-aid. Visitors must be granted admittance through our security system.



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2018-2019

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School Narrative

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Early Childhood Education:

One Pre-K classroom was added through the state's Pre-K grant. Classroom provides full-day tuition free education for 15 students (4 year old class).



Red Bank Elementary School
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Other Information

Red Bank is very proud of the establishment of our WD Eagle Buddies program. This is a mentor program that provides social, emotional as well academic support for some students in need. This mentorship is provided by select members of the West Deptford High School football team. These mentors are carefully selected and recommended through the football coaches and high school administration. Each "Eagle Buddy" partnership meets weekly. Through partner activities, character building games, and 1:1 time, the high school mentors act as positive role models, helping hands, and the biggest cheerleaders. Through the mentorship, positive bonds are built that impact the mentors, mentees, and their families.



West Deptford High School
 (15-5620-050)
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 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



West Deptford High School
(15-5620-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Dr. Brian Gismondi
Address	1600 OLD CROWN POINT RD WEST DEPTFORD, NJ 08093
Phone Number	856-848-6110
Email Address	bgsimondi@wdeptford.k12.nj.us
Website	http://wdeptfordhs.ss9.sharpschool.com/
Twitter	https://twitter.com/WDHigh



West Deptford High School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	213	240	232
10	224	187	225
11	212	225	181
12	236	212	217
Total	885	864	855

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.7%	45.7%	46.7%
Male	56.3%	54.3%	53.3%
Economically Disadvantaged Students	23.8%	23.8%	22.2%
Students with Disabilities	21.5%	21.4%	20.7%
English Learners	0.1%	0.1%	0.6%
Homeless Students	0.9%	1.6%	1.2%
Students in Foster Care	0.7%	0.3%	0.0%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.5%	76.5%	75.0%
Hispanic	7.0%	8.1%	9.8%
Black or African American	9.6%	9.5%	9.4%
Asian	1.8%	2.2%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.1%	3.6%	4.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	884	862	853
Shared Time Students	2	4	3
Full Time Equivalent	885	864	855

Enrollment by Home Language

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

Home Language	% of Students
English	96.8%
Spanish	1.9%
Other Languages	1.3%



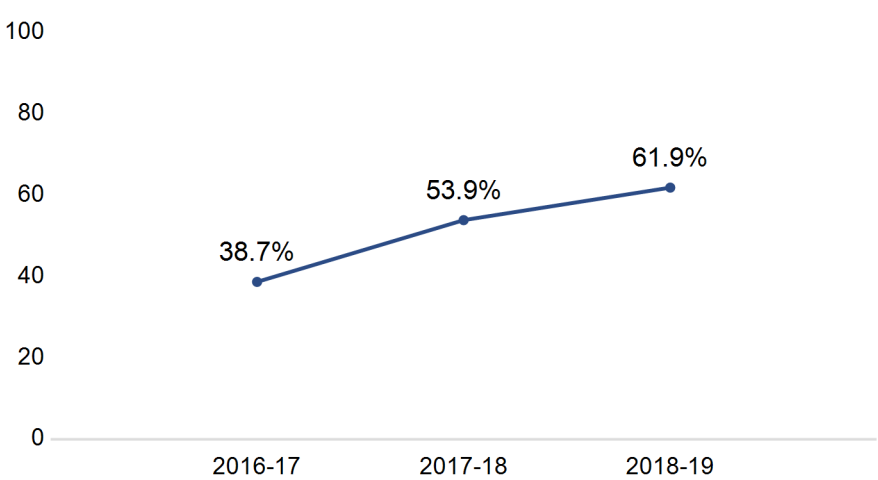
West Deptford High School
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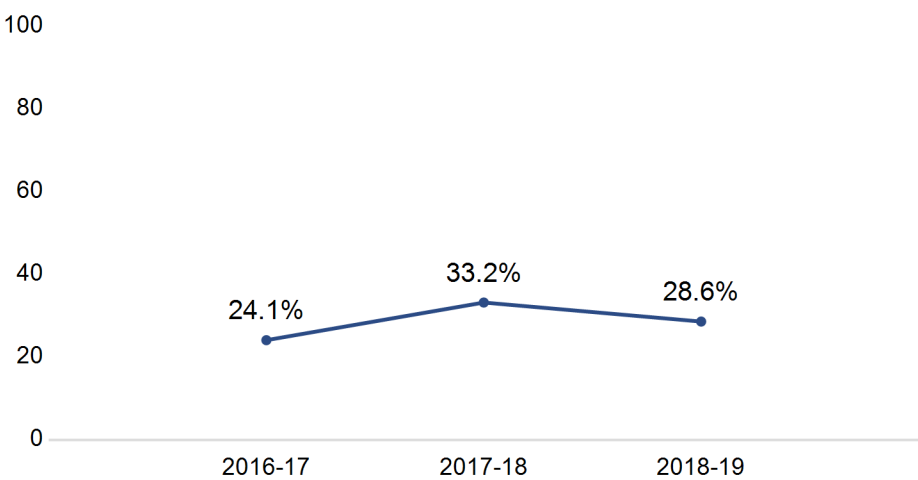
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.1%	99.6%	98.1%	99.0%	98.6%
Proficiency Rate for Federal Accountability	38.7%	53.9%	61.9%	24.1%	33.2%	28.6%
Annual Target	49.3%	50.9%	52.5%	27.8%	30.6%	33.3%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	441	99.6	61.9	59.6	57.9	61.9	52.5	Met Target
White	333	99.7	65.8	64.3	66.9	65.8	54.8	Met Target
Hispanic	39	97.5	53.8	48.7	43.9	53.8	38.6	Met Target
Black or African American	36	100.0	50.0	41.7	38.5	50.0	36.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	*	82.9	80.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	23	100.0	30.4	43.6	64.4	30.4	N	N
Female	214	99.5	72.4	67.6	64.8	72.4		
Male	227	99.6	52.0	51.5	51.3	52.0		
Economically Disadvantaged Students	90	98.9	42.2	40.5	40.0	42.2	41.2	Met Target
Non-Economically Disadvantaged Students	351	99.7	67.0	65.4	67.9	67.0		
Students with Disabilities	91	98.9	22.0	22.6	22.7	22.0	20.4	Met Target
Students without Disabilities	350	99.7	72.3	70.4	65.1	72.3		
English Learners	*	*	*	56.0	29.3	*	**	**
Non-English Learners	*	*	*	59.7	60.6	*		
Homeless Students	*	*	*	29.4	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

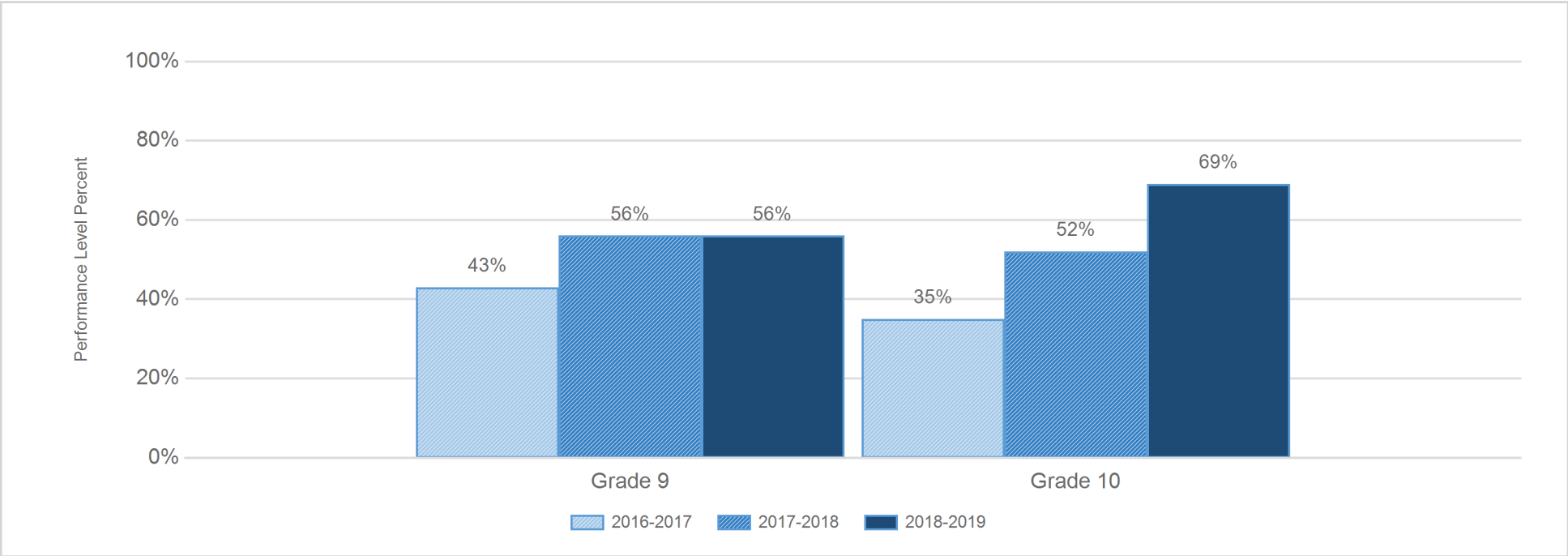


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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	225	749	749	753	15%	9%	20%	41%	14%	56%	56%
White	163	754	754	762	12%	9%	20%	44%	16%	60%	65%
Hispanic	23	729	729	737	*	*	*	*	*	43%	40%
Black or African American	22	739	739	732	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	104	761	761	760	*	*	24%	49%	17%	66%	63%
Male	121	739	739	746	*	*	17%	35%	12%	46%	49%
Economically Disadvantaged Students	46	726	726	734	35%	*	24%	*	*	30%	36%
Non-Economically Disadvantaged Students	179	755	755	762	9%	*	20%	*	*	62%	65%
Students with Disabilities	48	704	704	717	*	*	23%	*	*	13%	17%
Students without Disabilities	177	762	762	760	*	*	20%	*	*	67%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	217	767	767	757	8%	6%	18%	42%	27%	69%	58%
White	170	770	770	767	*	*	15%	43%	30%	73%	67%
Hispanic	16	758	758	738	*	*	*	*	*	69%	43%
Black or African American	16	760	760	733	0%	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	111	780	780	766	*	*	16%	41%	36%	77%	66%
Male	106	754	754	749	*	*	19%	42%	18%	60%	51%
Economically Disadvantaged Students	45	751	751	735	*	*	24%	*	*	53%	40%
Non-Economically Disadvantaged Students	172	772	772	767	*	*	16%	*	*	73%	67%
Students with Disabilities	41	727	727	711	*	*	24%	*	*	34%	19%
Students without Disabilities	176	777	777	765	*	*	16%	*	*	77%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	217	767	767	760	8%	6%	18%	42%	27%	69%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	405	98.6	28.6	45.0	44.5	28.6	33.3	Not Met
White	315	98.8	32.1	49.2	54.1	32.1	34.8	Met Target†
Hispanic	33	100.0	*	*	28.8	*	30.2	Not Met
Black or African American	29	93.9	20.7	23.8	23.0	20.3	20.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	18	100.0	11.1	38.2	53.3	11.1	**	**
Female	202	99.0	30.7	46.4	44.9	30.7		
Male	203	98.1	26.6	43.7	44.2	26.6		
Economically Disadvantaged Students	80	98.8	20.0	29.3	26.3	20.0	21.9	Met Target†
Non-Economically Disadvantaged Students	325	98.5	30.8	49.8	54.9	30.8		
Students with Disabilities	71	98.6	*	*	17.4	*	17.2	Not Met
Students without Disabilities	334	98.5	*	*	50.0	*		
English Learners	*	*	*	52.0	25.0	*	**	**
Non-English Learners	*	*	*	44.9	46.5	*		
Homeless Students	*	*	*	11.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

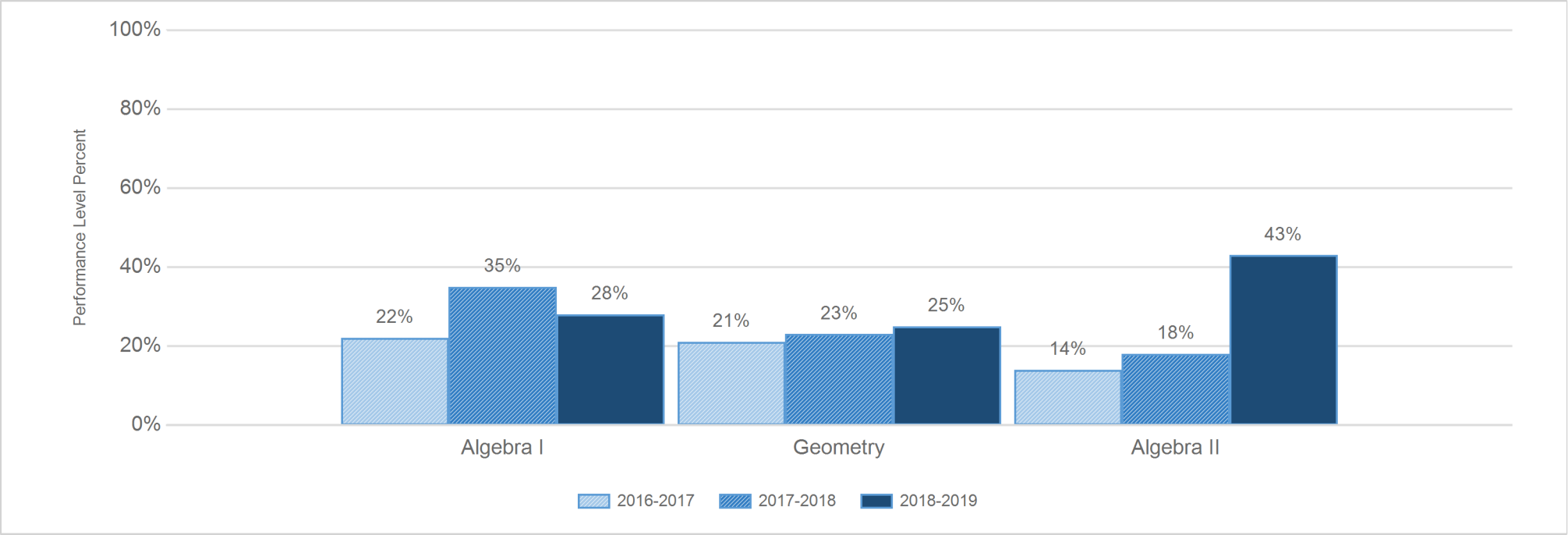


West Deptford High School
(15-5620-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	230	737	743	744	7%	23%	43%	28%	0%	28%	42%
White	166	739	746	752	*	*	42%	33%	0%	33%	53%
Hispanic	22	725	*	728	*	*	*	*	*	*	24%
Black or African American	24	733	*	725	*	*	50%	*	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	120	739	745	745	*	15%	43%	*	*	33%	44%
Male	110	735	740	743	*	31%	43%	*	*	22%	41%
Economically Disadvantaged Students	61	731	*	727	*	33%	43%	*	*	16%	23%
Non-Economically Disadvantaged Students	169	739	*	752	*	19%	43%	*	*	32%	52%
Students with Disabilities	43	714	*	717	*	*	*	*	*	*	12%
Students without Disabilities	187	742	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	230	737	743	745	7%	23%	43%	28%	0%	28%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



West Deptford High School
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	120	737	740	737	*	*	53%	25%	0%	25%	35%
White	105	737	740	743	*	*	50%	28%	0%	28%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	53	737	*	738	*	*	55%	25%	0%	25%	36%
Male	67	737	*	736	*	*	52%	25%	0%	25%	34%
Economically Disadvantaged Students	17	733	*	722	*	*	*	*	*	29%	16%
Non-Economically Disadvantaged Students	103	738	*	743	*	*	*	*	*	24%	43%
Students with Disabilities	23	718	718	712	*	*	*	*	*	*	*
Students without Disabilities	97	742	744	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	56	739	739	755	*	*	29%	43%	0%	43%	58%
White	44	742	742	758	*	*	27%	45%	0%	45%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	31	733	733	752	*	*	*	32%	0%	32%	55%
Male	25	746	746	758	*	*	*	56%	0%	56%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	56	739	739	755	*	*	29%	43%	0%	43%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



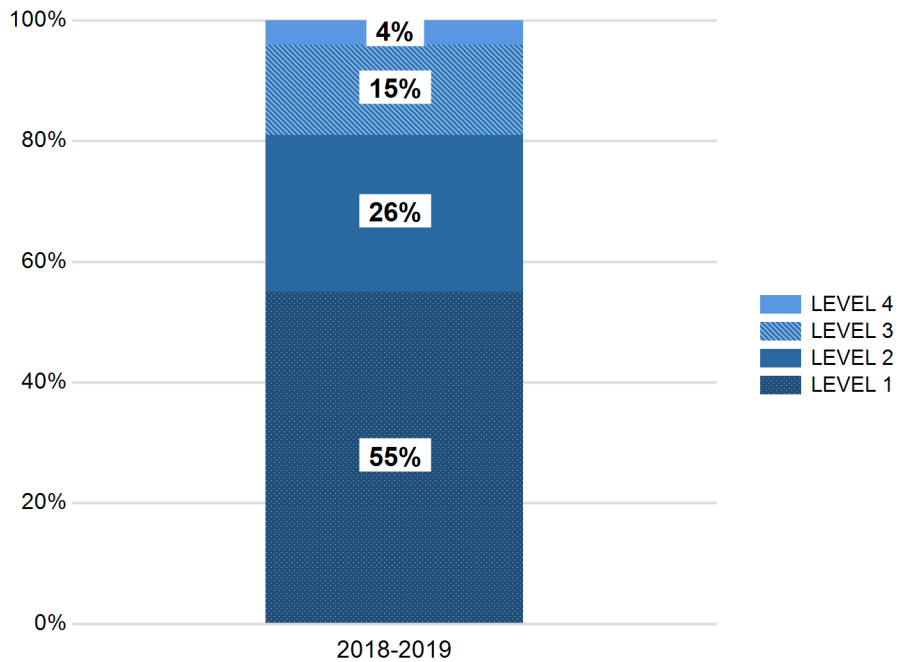
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	26	15	4
White	50	29	17	4
Hispanic	65	25	10	0
Black or African American	71	14	5	10
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	51	32	14	3
Male	57	21	16	5
Economically Disadvantaged Students	74	14	9	3
Non-Economically Disadvantaged Students	50	29	17	4
Students with Disabilities	86	11	0	4
Students without Disabilities	49	29	18	4
English Learners	N	N	N	N
Non-English Learners	55	26	15	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.2%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	465	476	Grade 10: 430 Grade 11: 460	63%	61%
PSAT 10/NMSQT - Math	456	477	Grade 10: 480 Grade 11: 510	32%	43%
SAT - Reading and Writing	539	539	480	78%	70%
SAT - Math	529	541	530	47%	53%
ACT - Reading	22	25	22	55%	66%
ACT - English	21	24	18	65%	81%
ACT - Math	22	24	22	45%	65%
ACT - Science	21	24	23	40%	57%



West Deptford High School

(15-5620-050)

Grades Offered: 09-12

2018-2019

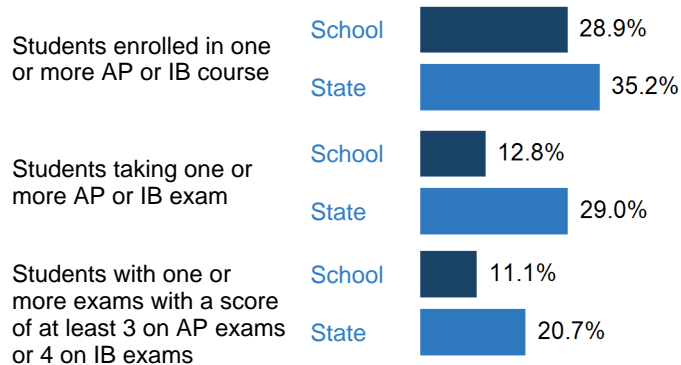
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

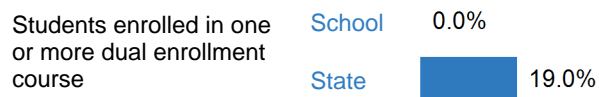
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	8	8
AP Calculus AB	5	3
AP Computer Science Principles	25	9
AP English Language and Composition	37	25
AP English Literature and Composition	40	8
AP European History	25	2
AP Music Theory	4	4
AP Physics 1	0	7
AP Physics B	14	0
AP Physics C	5	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	2
AP Psychology	23	5
AP Spanish Language	5	5
AP Statistics	13	4
AP U.S. History	35	24



West Deptford High School

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		108
Exams with scores of at least 3 on AP exams or 4 on IB exams		86



West Deptford High School
(15-5620-050)
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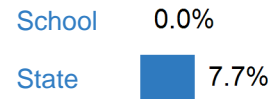
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

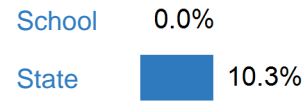
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



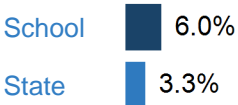
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





West Deptford High School
 (15-5620-050)
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



West Deptford High School
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	158	49	8	0	0	0	22
10	96	147	49	0	0	0	5
11	3	13	129	0	1	2	33
12	0	2	12	0	21	77	153
Total	257	211	198	0	22	79	213
Enrolled in AP/IB Course					5	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	23	0	0	200	9	0
10	173	43	0	2	5	0
11	7	115	0	4	43	12
12	1	1	0	2	31	60
Total	204	159	0	208	88	72
Enrolled in AP/IB Course	8	0		0	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	221	7	0	0	0	0
10	3	216	0	7	0	2
11	0	177	0	13	7	3
12	2	12	0	70	40	84
Total	226	412	0	90	47	89
Enrolled in AP/IB Course	0	35	0	23		25
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	158	36	0	0	0	0	0
10	151	41	0	0	0	0	0
11	51	16	0	0	0	0	0
12	17	11	0	0	0	0	0
Total	377	104	0	0	0	0	0
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	77	26	0	0	0	0	0



West Deptford High School
 (15-5620-050)
 Grades Offered: 09-12
 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	7	0	5	0	0	0
10	2	0	1	0	0	0
11	2	0	5	0	0	0
12	14	0	14	0	0	0
Total	25	0	25	0	0	0
Enrolled in AP/IB Course	0		25			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



West Deptford High School

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	*
Total	*



West Deptford High School
(15-5620-050)
Grades Offered: 09-12
2018-2019

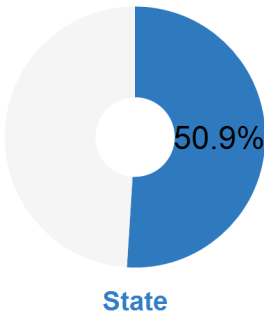
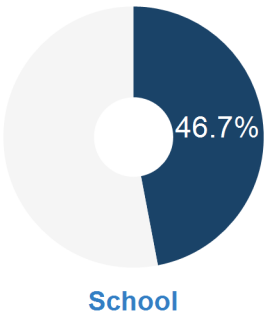
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	15.4%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	33.2%
	State	32.9%



West Deptford High School

(15-5620-050)

Grades Offered: 09-12

2018-2019

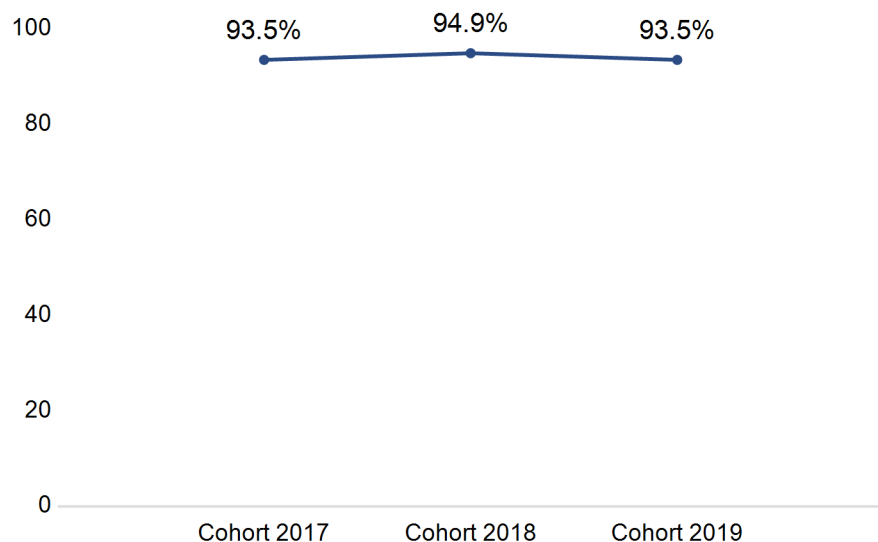
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

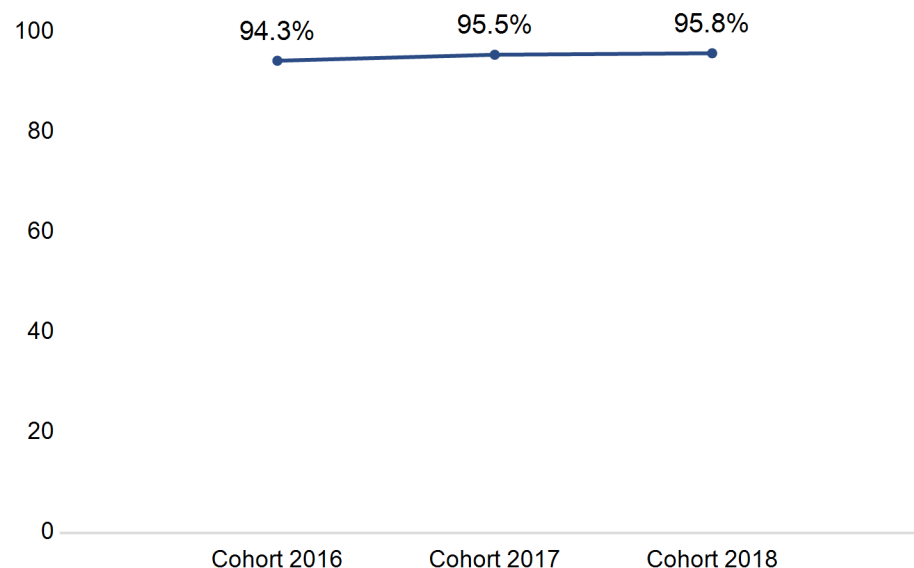
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.5%	94.9%	93.5%	94.3%	95.5%	95.8%
Annual Target	95.0%	95.0%		95.5%	N	
Met Annual Target?	Not Met	Not Met		Not Met	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.5%	90.6%	95.8%	92.5%	94.9%	95.0%	Not Met	95.5%	N	Met Goal
White	93.0%	94.9%	96.4%	95.9%	96.4%	N	Met Goal	96.0%	N	Met Goal
Hispanic	100.0%	84.5%	83.3%	87.3%	83.3%	**	**	*	**	**
Black or African American	88.9%	83.3%	100.0%	87.1%	94.4%	**	**	87.0%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	100.0%	**	**
Female	91.3%	92.8%	96.7%	94.4%	96.7%			95.5%		
Male	95.3%	88.5%	95.2%	90.8%	93.5%			95.6%		
Economically Disadvantaged Students	85.9%	84.0%	91.7%	87.3%	87.5%	90.6%	Not Met	93.1%	96.0%	Not Met
Students with Disabilities	83.3%	79.2%	90.0%	83.8%	85.0%	87.1%	Not Met	90.9%	78.1%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	58.3%	68.5%
Substitute Competency Test	26.4%	12.0%
Portfolio Appeals Process	2.3%	4.6%
Alternate Requirements specified in IEP	12.5%	14.4%
Unknown	0.5%	0.5%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.6%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.7%	1.1%



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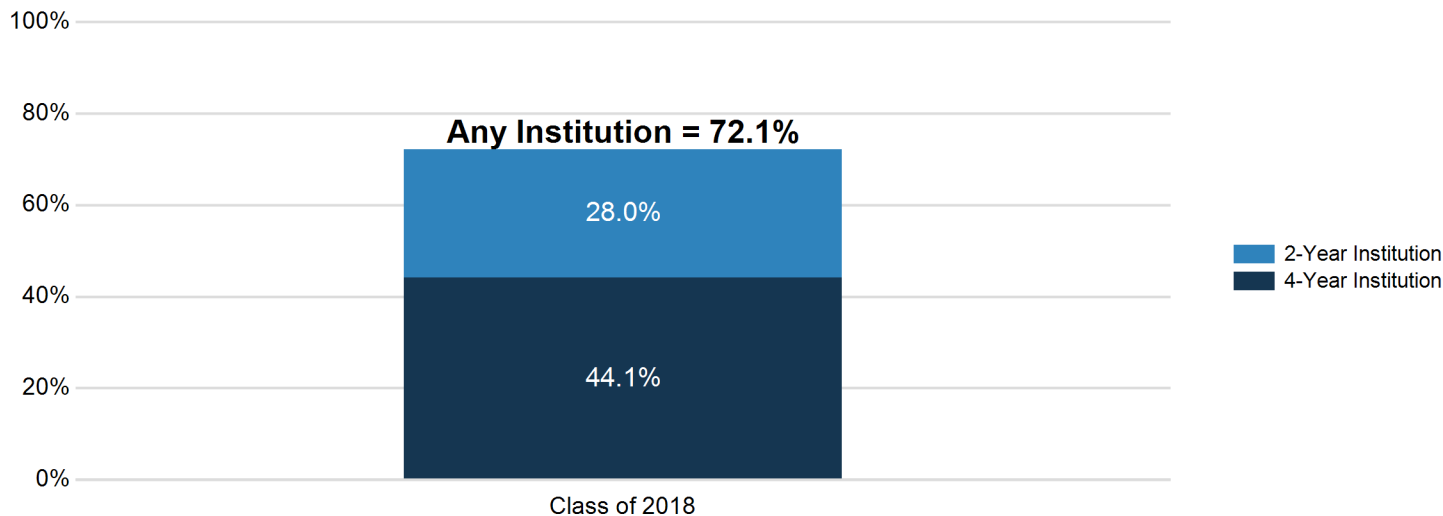
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.0%
% Enrolled in 4-Year Institution	44.1%
% Enrolled in Any Postsecondary Institution	72.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	66.4%	54.8%	45.2%
White	70.6%	53.6%	46.4%
Hispanic	52.6%	80%	20%
Black or African American	41.2%	42.9%	57.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	67.5%	66.7%	33.3%
Students with Disabilities	42.9%	85.7%	14.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	72%	38.8%	61.2%	79.6%	20.4%	64.5%	35.5%
White	71.3%	37.6%	62.4%	76.9%	23.1%	63.2%	36.8%
Hispanic	80%	50%	50%	100%	0%	62.5%	37.5%
Black or African American	68.4%	38.5%	61.5%	76.9%	23.1%	53.8%	46.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	64.9%	41.7%	58.3%	87.5%	12.5%	79.2%	20.8%
Students with Disabilities	40.5%	70.6%	29.4%	94.1%	5.9%	88.2%	11.8%
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

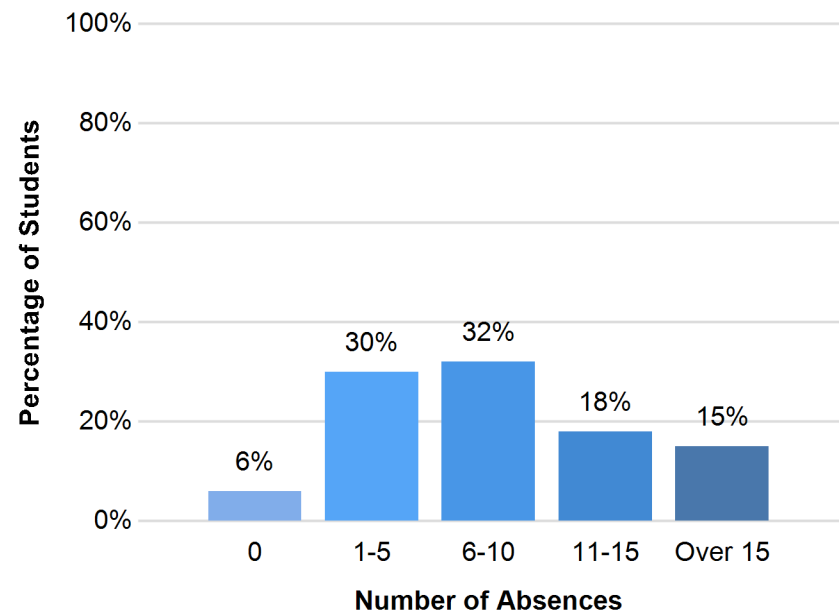
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	108	12.2	14.2	Met
White	87	13.0	14.2	Met
Hispanic	10	11.8	14.2	Met
Black or African American	8	9.5	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	8.1	14.2	Met
Female	56	13.8		
Male	52	10.8		
Economically Disadvantaged Students	40	20.6	14.2	Not Met
Students with Disabilities	51	23.9	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	5	50.0		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





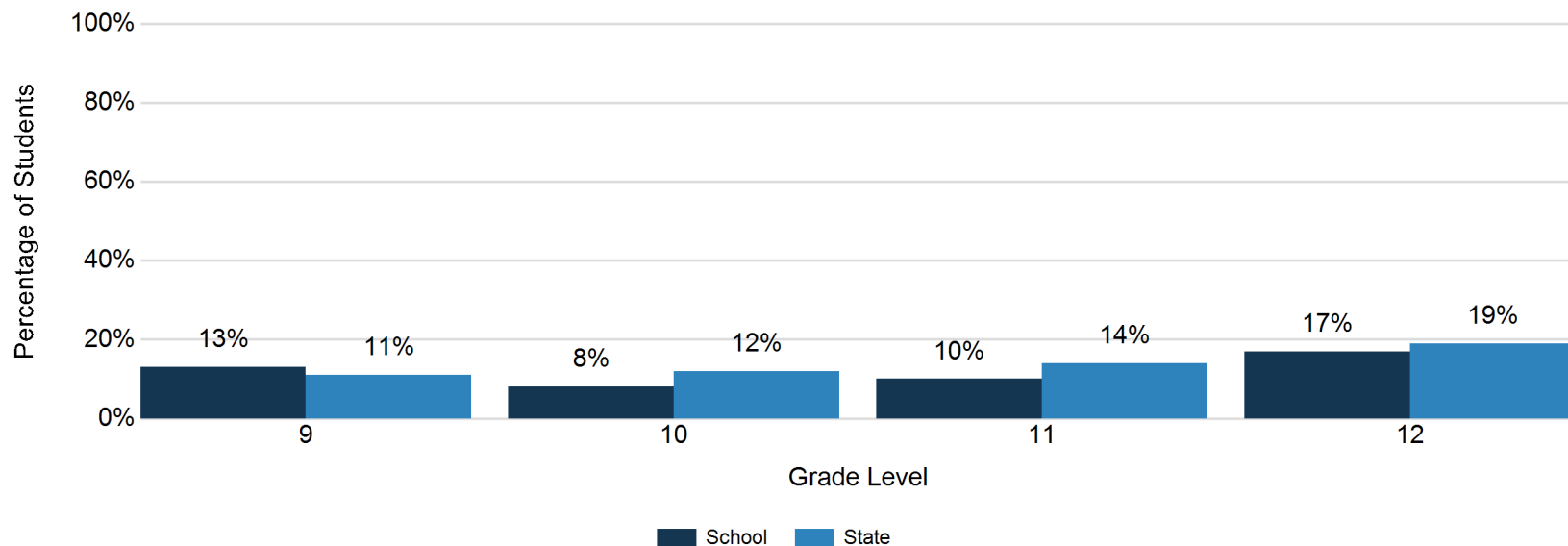
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	1
Vandalism	0
Substances	20
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.86

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	64	7.5%
Out-of-School Suspensions	44	5.1%
Any Suspension	76	8.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
220



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 36 Mins
Shared Time - Instructional Time	6 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	83.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.1	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	214:1	195:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		586:1
Students to Counselors		326:1
Students to Child Study Team Members		326:1



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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	64.8%	25.0%	48.4%	77.1%	54.9%
Male	53.3%	35.2%	75.0%	51.6%	22.9%	45.1%
White	75.0%	98.6%	75.0%	42.4%	83.6%	77.4%
Hispanic	9.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.4%	1.4%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	25.0%	2.1%	0.2%	0.2%



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

Teachers and Administrators - Level of Education

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

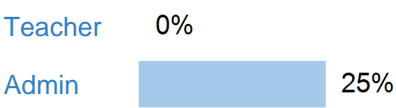
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.2%



West Deptford High School

(15-5620-050)

Grades Offered: 09-12

2018-2019

Report Key:

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



West Deptford High School

(15-5620-050)

Grades Offered: 09-12

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



West Deptford High School
(15-5620-050)
Grades Offered: 09-12
2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.7%	53.9%	61.9%
Math Proficiency	24.1%	33.2%	28.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	94.9%	93.5%
5-Year Graduation Rate†	94.3%	95.5%	95.8%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	12.7%	13.9%	12.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Goal	**	Met	No
White	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	**	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> WDHS Offers 17 AP Courses, Engineering and Computer Science Classes State of the Art Biology, Chemistry and Science Labs. Award-winning Marching Band (9x Atlantic Coast Champions)and Sports Programs New Theatre State, New Gym Floor (Basketball). 1:1 Laptop (each students receives a laptop) and Smartboards in every classroom.
 <p>Mission, Vision, Theme:</p>	<p>Pride, Passion, and a Commitment to Excellence</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Feb, 2016 - WDHS recognized as TOP PERFORMING school in Gloucester County for 10th grade ELA PARCC score. 2016 - Recognized as one of the Top 100 Schools in New Jersey for Best Graduation Rates. Lighthouse Recipient.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Advanced Coursework, and Enrichment Opportunities included Gifted and Talented, AP Courses, Honors, and CP level classes. DUAL ENROLLMENT COLLEGE CREDITS through Camden County College, Rowan College of Gloucester County, and Rowan University.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Coed), Field Hockey (Girls), Football (Boys & Girls), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>2016 State Baseball Champions, Marching Band - 2010, 11, 12, 13, 14, 15, 16, 17, 19 Atlantic Coast Open Class Champions, Football Group II Champions - 2002,03,04,07,11,12,16, Field Hockey SJ Group II Champs - 1994, 96, Sectional Champions 2002,05,07,08,09,10,15,16, 17, 18, 19.</p>
 <p>Clubs and Activities:</p>	<p>Academic Challenge, DECA, Friends of Rachel's Club, Gifted and Talented, Key Club, Marching Band, National Honor Society, National Arts Honor Society, Round Table, Renaissance Club, School Musical, Student Council, SADD, Safe Space, Madrigals, Women's Vocal Ensemble, Yearbook.</p>



West Deptford High School

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<div>  <div>Staff and Professional Learning:</div> </div>	<div>There is a continual focus on utilizing instructional technology in the building as the high school students participate in the 1:1 Laptop Initiative. Teachers continue to plan lessons that incorporate the many technological tools. Teachers in both the social studies and science departments continue with their effort to use e-books in the classroom. A number of teachers are using blogs, GOOGLE CLASSROOM, MOODLE, EDMODO, and Wikis with their students as an electronical form of communication.</div>
<div>  <div>Postsecondary Information:</div> </div>	<div>78% of our students applied, accepted, and planto attend a 2yr or 4 yr college. (Rowan, RCGC, Rutgers, Stockton, MIT, Penn State, University of Maryland, Widner, JMU, East Strausberg, PITT Post - 10% employment, 2.5% armed services, 4.5% trade schools, 6% undecided. Guidance offers classroom lessons on college planning and financial aid process, resource books, partnership with community college for "priority admissions" process, trips to colleges and college fairs.</div>






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 <p>Student Supports and Services:</p>	<p>English Language Learners - supports and services Child Study Team and Case Managers - assist with Students with disabilities, NHS Peer Tutoring Homeroom and Afterschool, Mentoring Homeroom, Intervention, and Referral Team.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast offered before and during homeroom. Guidance Department offers Stress and Anxiety Management, Academic Success, Social/Emotion counseling, Crisis Interventions, Academic Advisment to all students. Health Course include Healthy Relationships, CPR, and Covey's The Seven Habits of Highly Effective Teens.</p>
 <p>Parent and Community Involvement:</p>	<p>WD Super Boosters Club - Parents that oversee our sports programs, fundraise for students events, athletic competitions and school support. Active PTO Group - Assist in making sure Homecoming Food is taken care of for the students and host PROJECT GRADUATION. . Additionally, they provide scholarships also. OPERATION BLESSING - High Community Involvement - Police, local businesses, all schools get together to provide cheer for the holidays to WD Families, Riverwinds Community Center offers pool, golf club and services to WDHS.</p>





West Deptford High School
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2018-2019

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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Created a new Club called the Roundtable. Various students get together monthly to tackle tough issues to make our school more inclusive and a place to have our students be heard!</p>
 <div>Facilities:</div>	<p>State of the Art Science Labs. 99% of the School Air Conditioned. New Stage and sound system in Auditorium. New GYM Flooring in Gymnasium. Car port solar system added and interior/exterior lighting updated New Fire proof solid doors and windows throughout entire school, New elevator!</p>



West Deptford Middle School
(15-5620-130)
Grades Offered: 05-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**West Deptford Middle School**

(15-5620-130)

Grades Offered: 05-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Ms. Christine Trampe
Address	675 GROVE RD WEST DEPTFORD, NJ 08066-1925
Phone Number	856-848-1200
Email Address	ctrampe@wdeptford.k12.nj.us
Website	http://ms.wdeptford.k12.nj.us/
Facebook	https://www.facebook.com/wdeptfordms/
Twitter	https://twitter.com/wdeptfordms



West Deptford Middle School
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 Grades Offered: 05-08
 2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	215	205	220
6	234	228	208
7	240	227	230
8	254	240	228
Total	943	900	886

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	50.1%	51.4%
Male	50.6%	49.9%	48.6%
Economically Disadvantaged Students	28.4%	27.3%	25.2%
Students with Disabilities	24.4%	23.7%	22.1%
English Learners	0.2%	0.1%	0.1%
Homeless Students	0.7%	0.7%	0.9%
Students in Foster Care	1.1%	1.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.2%	72.9%	71.6%
Hispanic	10.2%	11.4%	11.3%
Black or African American	7.7%	8.7%	9.3%
Asian	2.2%	1.8%	2.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.5%	5.2%	5.1%

Enrollment by Home Language

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

Home Language	% of Students
English	97.0%
Spanish	1.6%
Other Languages	1.5%



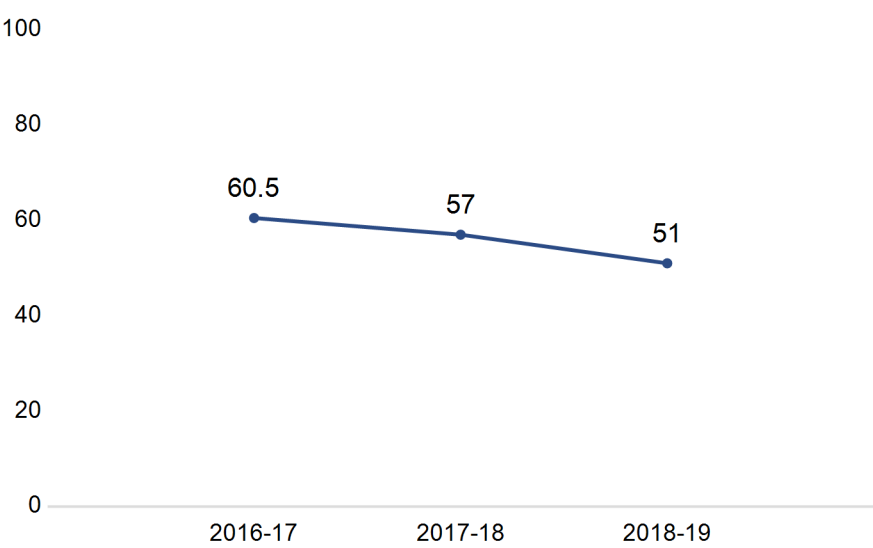
West Deptford Middle School
(15-5620-130)
Grades Offered: 05-08
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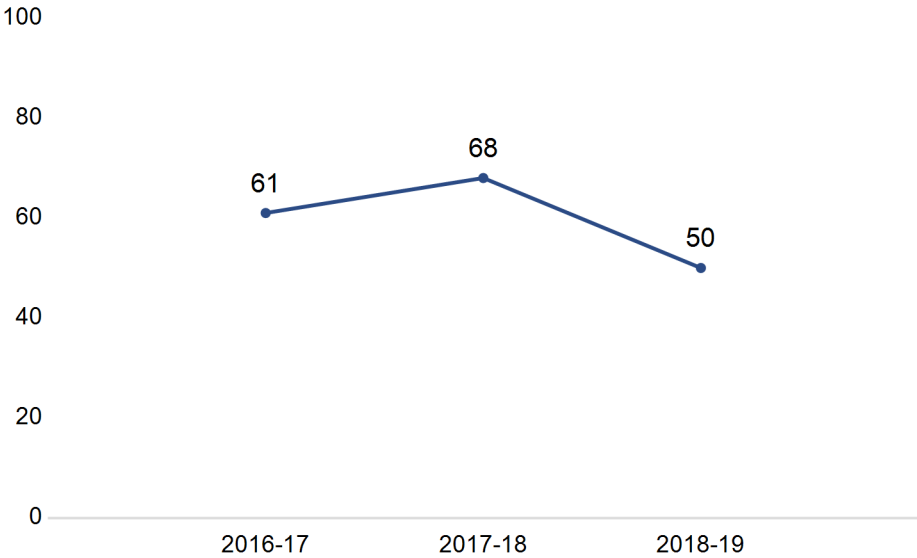
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60.5	57	51	61	68	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	48	50	Met Standard	50	53	50	Met Standard
White	52	49	50	Met Standard	51	54	52	Met Standard
Hispanic	58	44.5	49	Met Standard	51	57	47	Met Standard
Black or African American	46.5	44.5	45	Met Standard	39	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	53.5	48	59	Met Standard	59	58	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	43.5	41	49	Met Standard	62	55	52	Exceeds Standard
Female	55	51	53	N	48.5	52	50	N
Male	48	44.5	47	N	53	54.5	51	N
Economically Disadvantaged Students	45	41	48	Met Standard	48	51	46	Met Standard
Students with Disabilities	40	37	43	Met Standard	42	45.5	45	Met Standard
English Learners	52	44	52	**	45	45	50	**
Homeless Students	*	29	43	N	*	39	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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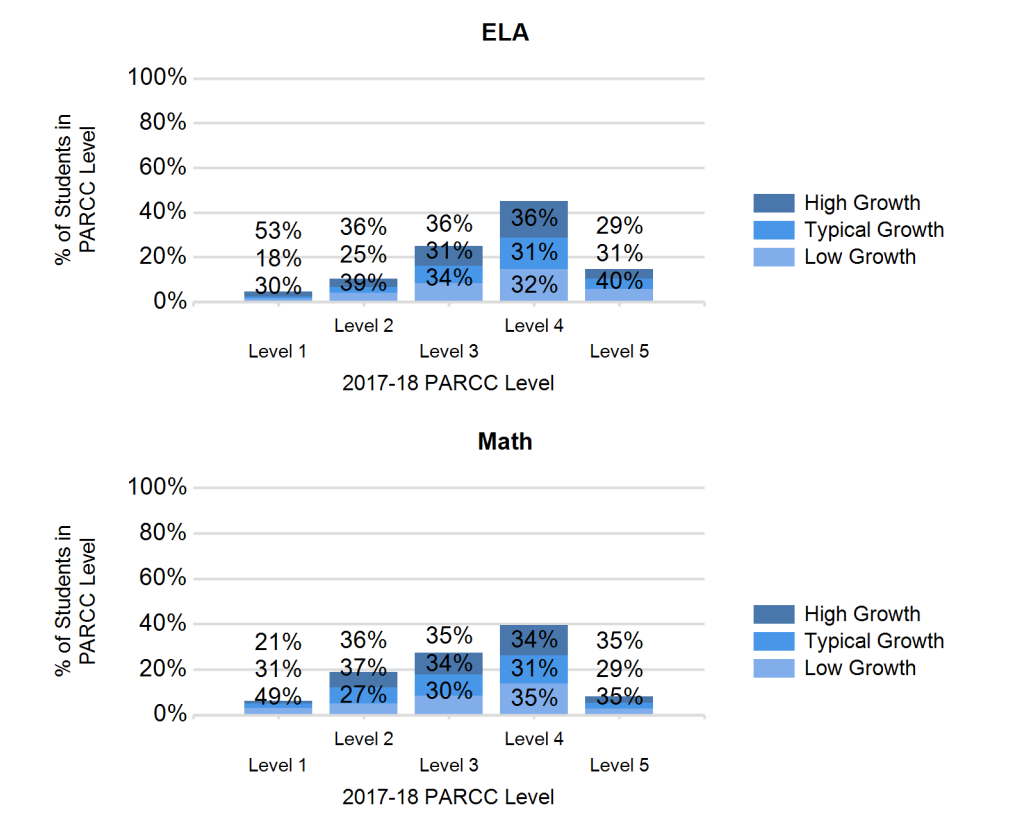
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

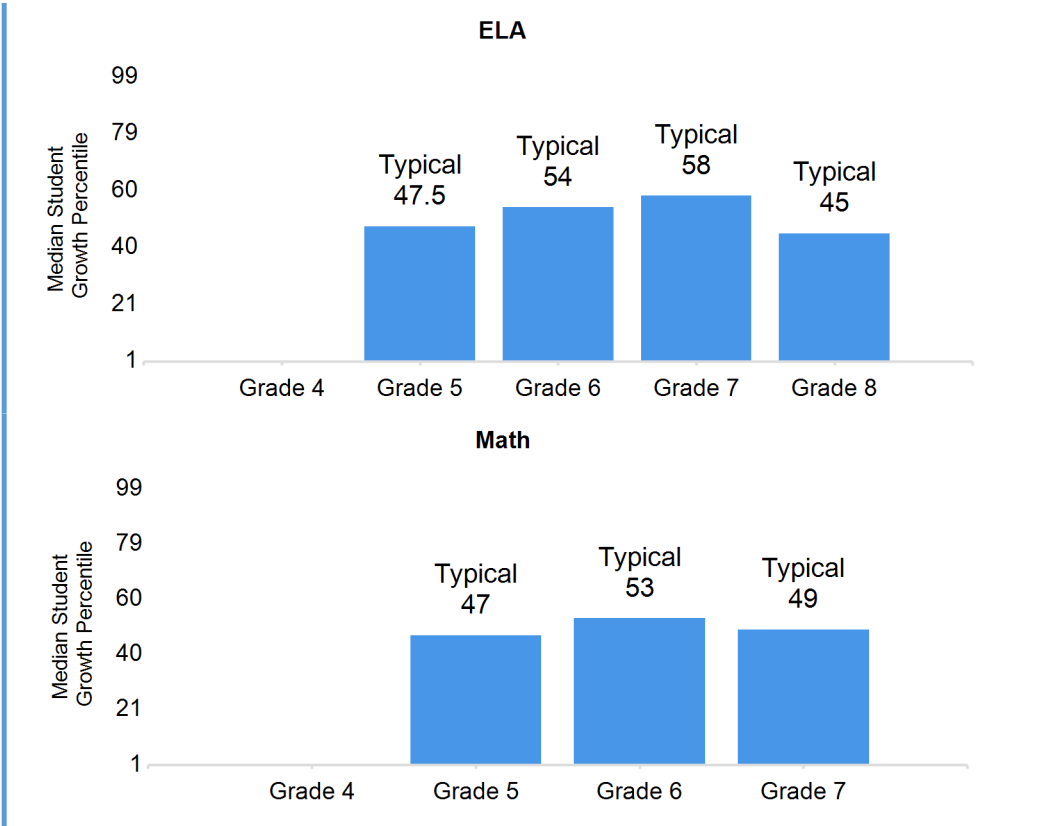
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



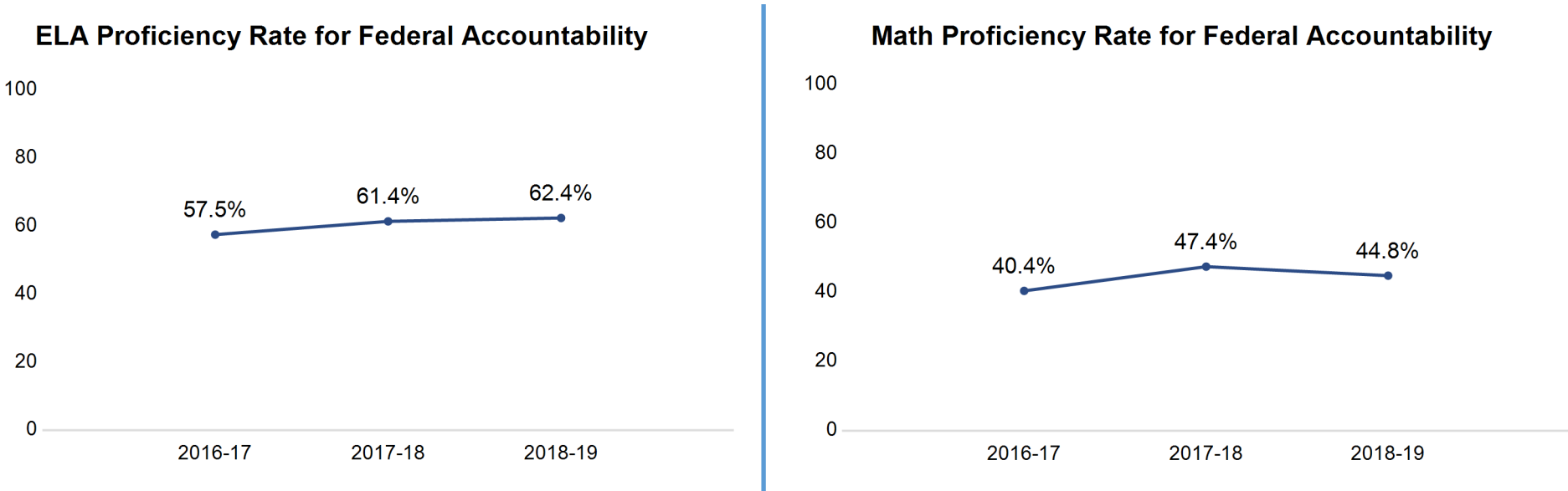


West Deptford Middle School
(15-5620-130)
Grades Offered: 05-08
2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.5%	98.6%	98.7%	98.3%	98.3%
Proficiency Rate for Federal Accountability	57.5%	61.4%	62.4%	40.4%	47.4%	44.8%
Annual Target	49.7%	51.3%	52.9%	35.1%	37.4%	39.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



West Deptford Middle School

(15-5620-130)

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	881	98.6	62.4	59.6	57.9	62.4	52.9	Met Target
White	632	98.2	67.6	64.3	66.9	67.6	55.6	Met Target
Hispanic	101	99.0	49.5	48.7	43.9	49.5	45.8	Met Target
Black or African American	79	100.0	44.3	41.7	38.5	44.3	46.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	74.5	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	44	100.0	50.0	43.6	64.4	50.0	35.9	Met Target
Female	451	98.5	71.8	67.6	64.8	71.8		
Male	430	98.6	52.6	51.5	51.3	52.6		
Economically Disadvantaged Students	214	98.6	43.0	40.5	40.0	43.0	36	Met Target
Non-Economically Disadvantaged Students	667	98.5	68.7	65.4	67.9	68.7		
Students with Disabilities	202	96.7	22.8	22.6	22.7	22.8	24.2	Met Target†
Students without Disabilities	679	99.1	74.2	70.4	65.1	74.2		
English Learners	14	100.0	42.9	56.0	29.3	42.9	**	**
Non-English Learners	867	98.5	62.7	59.7	60.6	62.7		
Homeless Students	*	*	*	29.4	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

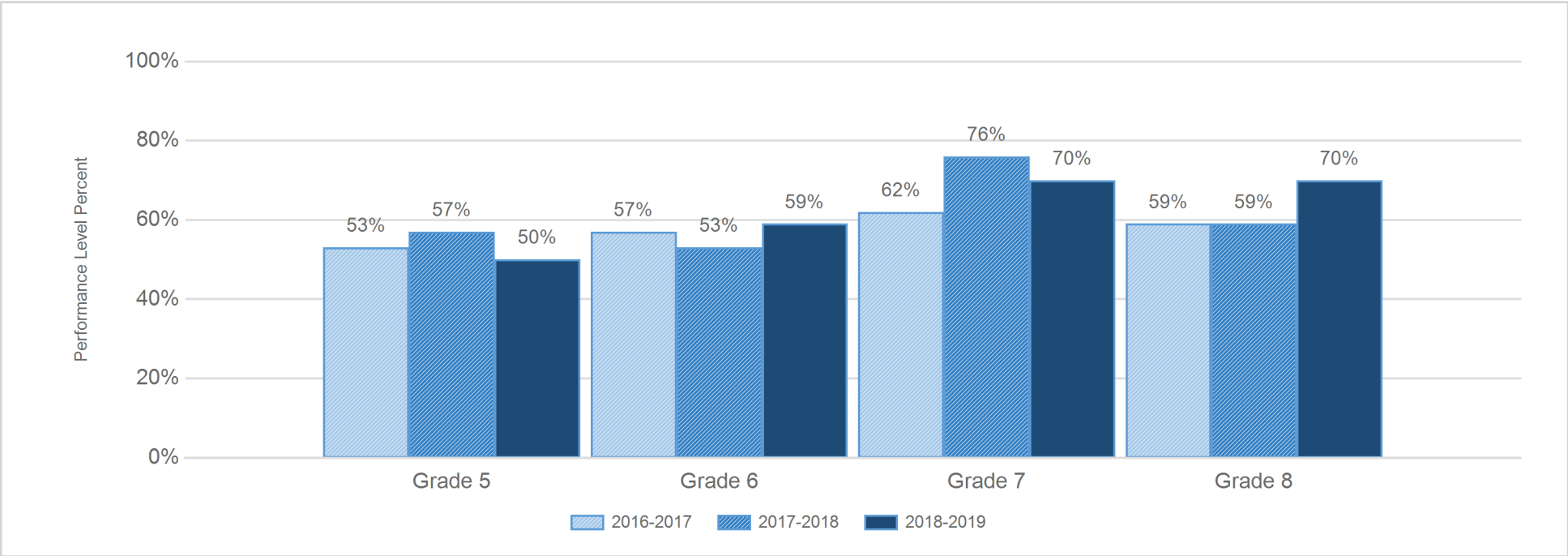


West Deptford Middle School
(15-5620-130)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	750	750	756	7%	13%	31%	42%	8%	50%	58%
White	155	754	754	764	*	13%	26%	*	*	55%	68%
Hispanic	26	737	737	743	*	*	42%	*	*	31%	44%
Black or African American	15	727	727	739	*	*	*	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	112	755	755	761	*	11%	27%	*	*	58%	64%
Male	104	745	745	750	*	15%	35%	*	*	40%	52%
Economically Disadvantaged Students	50	737	737	740	*	*	42%	*	*	28%	39%
Non-Economically Disadvantaged Students	166	754	754	766	*	*	27%	*	*	56%	69%
Students with Disabilities	49	721	721	724	*	*	20%	*	*	16%	23%
Students without Disabilities	167	759	759	762	*	*	34%	*	*	59%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	216	750	750	758	7%	13%	31%	42%	8%	50%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	210	753	753	754	9%	10%	23%	50%	8%	59%	56%
White	145	758	758	762	*	*	23%	55%	9%	64%	65%
Hispanic	26	744	744	743	*	*	*	*	*	50%	43%
Black or African American	22	731	731	738	*	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	14	751	751	760	*	*	*	*	*	57%	64%
Female	116	757	757	762	*	*	22%	*	*	63%	64%
Male	94	748	748	748	*	*	24%	*	*	53%	48%
Economically Disadvantaged Students	54	733	733	740	*	*	30%	35%	0%	35%	39%
Non-Economically Disadvantaged Students	156	759	759	763	*	*	21%	56%	11%	67%	67%
Students with Disabilities	48	723	723	722	*	*	35%	*	*	15%	19%
Students without Disabilities	162	762	762	761	*	*	20%	*	*	72%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	210	753	753	756	9%	10%	23%	50%	8%	59%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	227	761	761	761	8%	7%	16%	45%	24%	70%	63%
White	154	765	765	769	*	*	16%	45%	28%	73%	72%
Hispanic	32	750	750	747	*	*	*	*	*	56%	50%
Black or African American	24	750	750	741	*	*	*	*	*	67%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	123	766	766	769	*	*	14%	49%	28%	76%	71%
Male	104	755	755	753	*	*	18%	41%	20%	62%	55%
Economically Disadvantaged Students	59	742	742	743	*	*	22%	*	*	49%	45%
Non-Economically Disadvantaged Students	168	767	767	771	*	*	14%	*	*	77%	73%
Students with Disabilities	46	726	726	720	*	*	30%	*	*	22%	22%
Students without Disabilities	181	770	770	769	*	*	12%	*	*	82%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	227	761	761	763	8%	7%	16%	45%	24%	70%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	230	765	765	762	7%	10%	13%	46%	24%	70%	63%
White	177	769	769	770	*	*	*	49%	28%	76%	72%
Hispanic	17	760	760	747	0%	0%	*	*	*	65%	49%
Black or African American	20	732	732	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	11	751	751	769	*	*	*	*	*	55%	69%
Female	102	784	784	771	0%	*	*	48%	41%	89%	71%
Male	128	749	749	753	12%	*	*	45%	11%	55%	55%
Economically Disadvantaged Students	51	748	748	743	*	*	*	*	*	59%	45%
Non-Economically Disadvantaged Students	179	769	769	772	*	*	*	*	*	74%	72%
Students with Disabilities	53	727	727	721	*	*	*	*	*	38%	22%
Students without Disabilities	177	776	776	770	*	*	*	*	*	80%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	230	765	765	764	7%	10%	13%	46%	24%	70%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	878	98.3	44.8	45.0	44.5	44.8	39.8	Met Target
White	629	97.8	49.8	49.2	54.1	49.8	42.9	Met Target
Hispanic	101	99.0	28.7	*	28.8	28.7	34.2	Met Target†
Black or African American	79	100.0	20.3	23.8	23.0	20.3	23.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	51	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	44	100.0	36.4	38.2	53.3	36.4	27.9	Met Target
Female	450	98.5	46.9	46.4	44.9	46.9		
Male	428	98.2	42.5	43.7	44.2	42.5		
Economically Disadvantaged Students	213	98.2	27.2	29.3	26.3	27.2	26.5	Met Target
Non-Economically Disadvantaged Students	665	98.4	50.4	49.8	54.9	50.4		
Students with Disabilities	202	96.7	13.9	*	17.4	13.9	16.8	Met Target†
Students without Disabilities	676	98.8	54.0	*	50.0	54.0		
English Learners	14	100.0	42.9	52.0	25.0	42.9	**	**
Non-English Learners	864	98.3	44.8	44.9	46.5	44.8		
Homeless Students	*	*	*	11.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

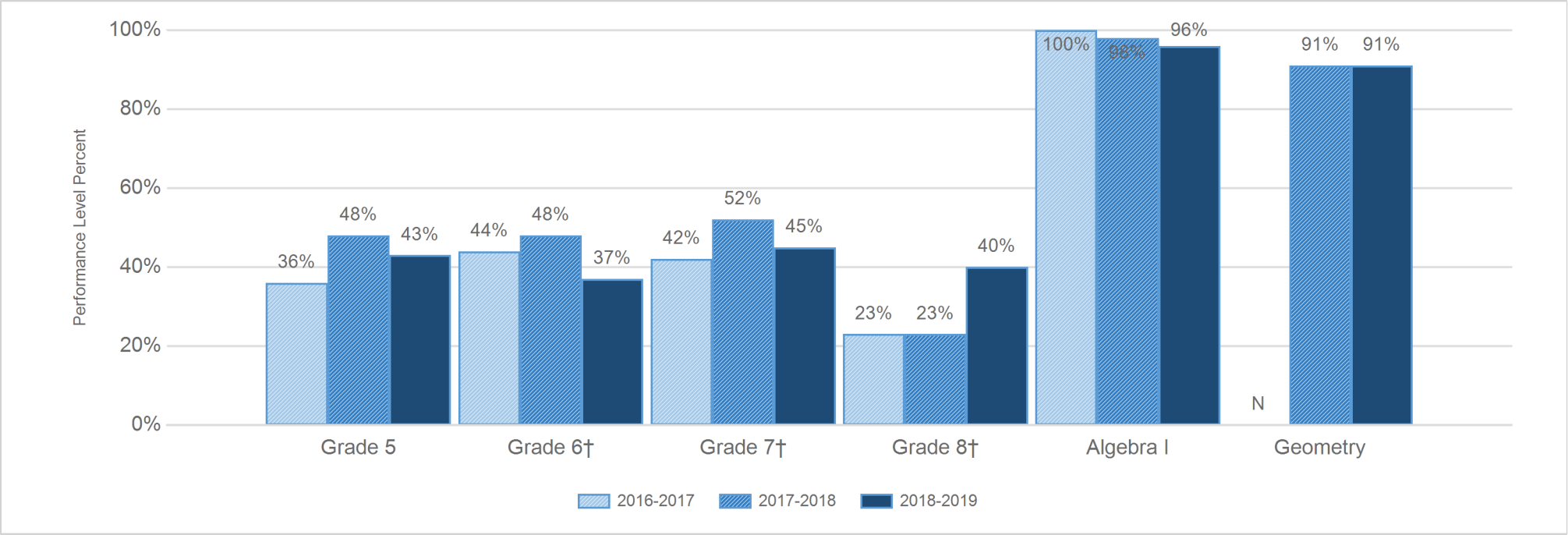


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	746	746	747	9%	19%	30%	31%	12%	43%	47%
White	155	749	749	755	6%	17%	30%	32%	14%	46%	58%
Hispanic	26	730	730	735	*	*	*	*	*	23%	30%
Black or African American	15	726	726	729	*	*	*	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	112	745	745	747	*	15%	35%	*	*	42%	47%
Male	104	746	746	747	*	23%	24%	*	*	43%	47%
Economically Disadvantaged Students	50	734	734	732	*	28%	26%	*	*	30%	27%
Non-Economically Disadvantaged Students	166	749	749	757	*	16%	31%	*	*	46%	59%
Students with Disabilities	49	719	719	725	*	27%	31%	*	*	12%	19%
Students without Disabilities	167	754	754	752	*	17%	29%	*	*	51%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	216	746	746	749	9%	19%	30%	31%	12%	43%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	209	740	740	741	9%	24%	30%	31%	7%	37%	41%
White	144	746	746	749	*	23%	31%	*	*	42%	51%
Hispanic	26	732	732	729	*	*	*	38%	0%	38%	24%
Black or African American	22	715	715	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	14	737	737	747	*	*	*	*	*	29%	48%
Female	116	739	739	742	*	26%	32%	*	*	34%	42%
Male	93	741	741	740	*	22%	28%	*	*	41%	40%
Economically Disadvantaged Students	53	722	722	726	*	36%	32%	*	*	15%	21%
Non-Economically Disadvantaged Students	156	746	746	750	*	20%	29%	*	*	45%	53%
Students with Disabilities	48	713	713	716	*	46%	*	*	*	10%	12%
Students without Disabilities	161	748	748	746	*	17%	*	*	*	45%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	209	740	740	743	9%	24%	30%	31%	7%	37%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



West Deptford Middle School
(15-5620-130)
Grades Offered: 05-08
2018-2019

Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	215	742	742	744	7%	18%	31%	*	*	45%	42%
White	145	746	746	751	*	14%	30%	*	*	51%	53%
Hispanic	31	733	733	733	*	*	45%	*	*	23%	26%
Black or African American	23	726	726	727	*	*	*	*	*	22%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	117	741	741	744	*	17%	32%	*	*	43%	42%
Male	98	743	743	743	*	19%	29%	*	*	47%	42%
Economically Disadvantaged Students	58	733	733	731	*	36%	31%	*	*	26%	24%
Non-Economically Disadvantaged Students	157	746	746	751	*	11%	31%	*	*	52%	53%
Students with Disabilities	46	717	717	718	*	37%	22%	*	*	13%	13%
Students without Disabilities	169	749	749	749	*	13%	33%	*	*	53%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	215	742	742	745	7%	18%	31%	*	*	45%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



West Deptford Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	735	735	728	16%	15%	28%	40%	0%	40%	29%
White	135	738	738	737	14%	13%	29%	44%	0%	44%	38%
Hispanic	16	728	728	722	*	*	*	*	*	25%	22%
Black or African American	19	721	721	714	*	*	*	*	*	21%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	70	741	741	731	*	*	26%	53%	0%	53%	31%
Male	113	731	731	726	*	*	30%	32%	0%	32%	27%
Economically Disadvantaged Students	46	724	724	719	30%	*	*	33%	0%	33%	20%
Non-Economically Disadvantaged Students	137	739	739	735	12%	*	*	42%	0%	42%	36%
Students with Disabilities	52	710	710	707	*	*	*	*	*	19%	10%
Students without Disabilities	131	745	745	734	*	*	*	*	*	48%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	183	735	735	730	16%	15%	28%	40%	0%	40%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	46	774	743	744	0%	0%	*	*	*	96%	42%
White	38	773	746	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	30	771	745	745	0%	0%	*	*	*	100%	44%
Male	16	778	740	743	0%	0%	*	*	*	88%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	46	774	743	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	769	740	737	0%	0%	*	*	*	91%	35%
White	11	769	740	743	0%	0%	*	*	*	91%	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	718	712	N	N	N	N	N	N	*
Students without Disabilities	11	769	744	741	0%	0%	*	*	*	91%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	11	769	*	738	0%	0%	*	*	*	91%	*
Homeless Students	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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

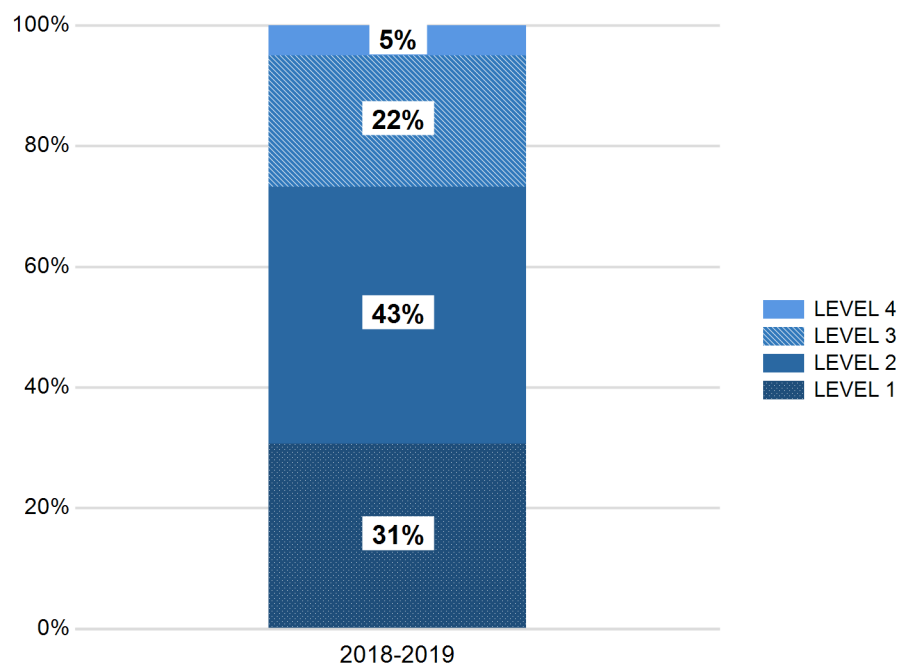
Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	43	22	5
White	27	43	24	6
Hispanic	44	48	8	0
Black or African American	56	31	13	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	51	16	4
Male	34	34	27	5
Economically Disadvantaged Students	42	40	15	2
Non-Economically Disadvantaged Students	28	43	23	5
Students with Disabilities	67	20	13	0
Students without Disabilities	20	50	24	6
English Learners	N	N	N	N
Non-English Learners	31	43	22	5
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



West Deptford Middle School

(15-5620-130)

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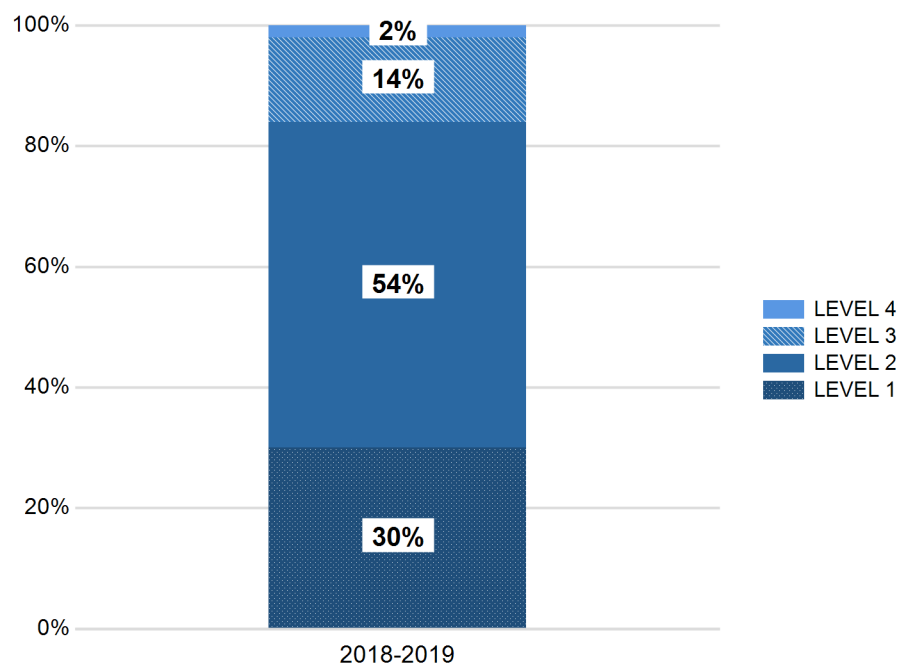
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	54	14	2
White	23	58	17	2
Hispanic	47	47	6	0
Black or African American	63	37	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	55	36	9	0
Female	17	66	14	3
Male	40	45	13	1
Economically Disadvantaged Students	40	52	6	2
Non-Economically Disadvantaged Students	27	55	16	2
Students with Disabilities	67	29	4	0
Students without Disabilities	19	62	17	2
English Learners	N	N	N	N
Non-English Learners	30	54	14	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	214
7	10	0	228
8	36	11	191
Total	46	11	633

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	212	0	0	0	0	0	0
7	1	0	0	0	0	0	0
8	1	0	0	0	0	0	0
Total	214	0	0	0	0	0	0



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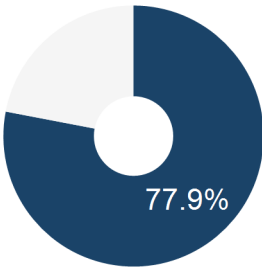
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Visual and Performing Arts – Course Participation

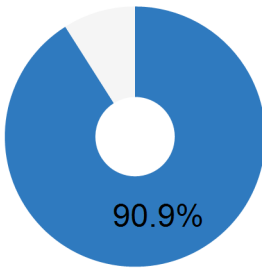
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

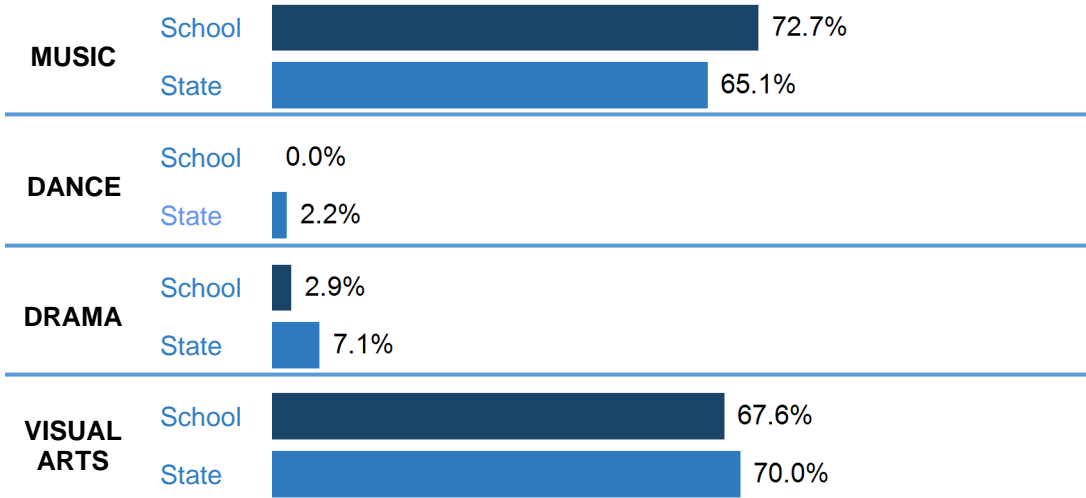


School



State

Students enrolled in one or more classes by discipline:





West Deptford Middle School

(15-5620-130)

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

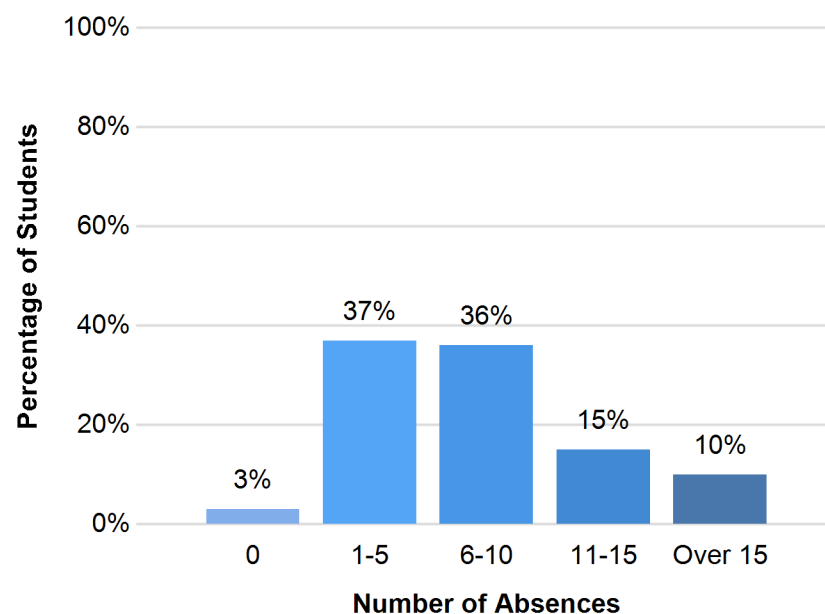
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	66	7.4	8.7	Met
White	46	7.2	8.7	Met
Hispanic	6	5.9	8.7	Met
Black or African American	10	12.3	8.7	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	8.9	8.7	Not Met
Female	33	7.2		
Male	33	7.5		
Economically Disadvantaged Students	31	14.0	8.7	Not Met
Students with Disabilities	32	15.6	8.7	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





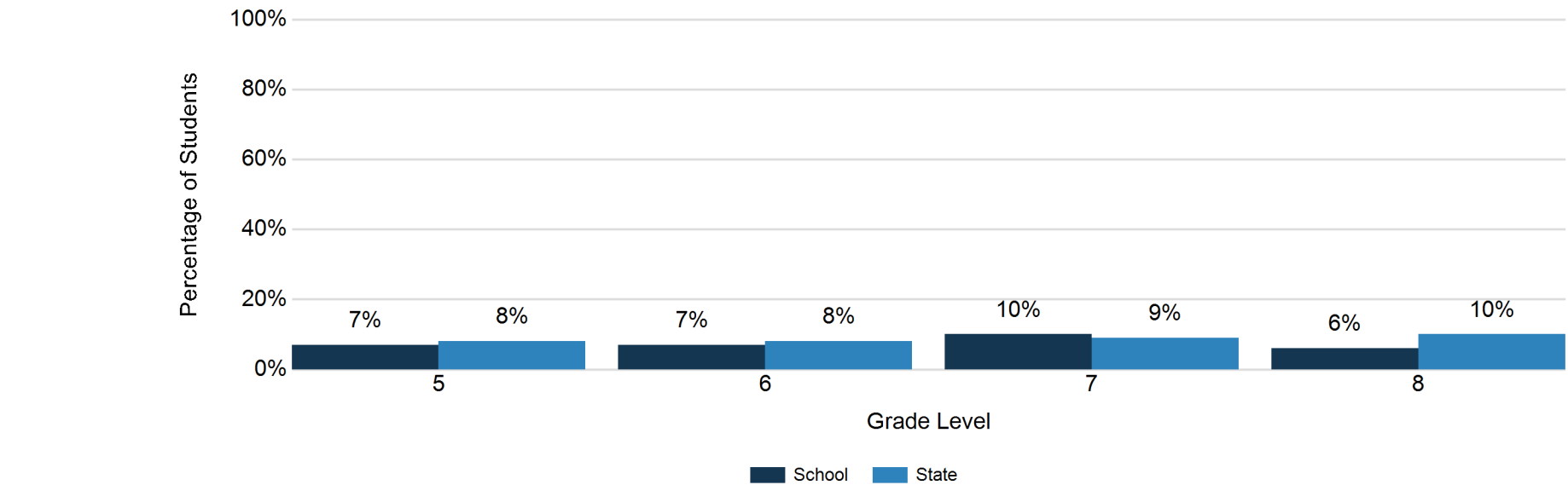
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Chronic Absenteeism by Grade

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





West Deptford Middle School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	33
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	4.85

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	1	1	2
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	14	8	22
No Identified Nature	12		12

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	26
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	1.5%
Out-of-School Suspensions	45	5.1%
Any Suspension	54	6.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
157



West Deptford Middle School

(15-5620-130)

Grades Offered: 05-08

2018-2019

Report Key:

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	76.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.1	12.0
Percentage of Administrators with 4 or more years experience in the district	80.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	295:1	195:1
Teachers to Administrators	24:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		586:1
Students to Counselors		326:1
Students to Child Study Team Members		326:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	71.8%	66.7%	48.4%	77.1%	54.9%
Male	48.6%	28.2%	33.3%	51.6%	22.9%	45.1%
White	71.6%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.3%	1.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.3%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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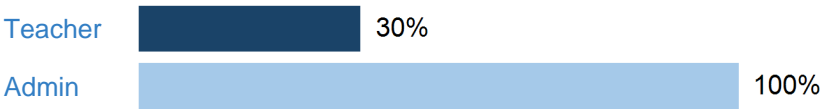
Teachers and Administrators - Level of Education

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

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.0%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.5%	61.4%	62.4%
Math Proficiency	40.4%	47.4%	44.8%
ELA Growth	60	57	51
Math Growth	61	68	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	6.7%	10.7%	7.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Goal	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Our school community participates in numerous service-learning projects to enrich character development thereby generating a strong sense of responsibility, integrity, and productive citizenship. Technology is infused through the use of 1:1 chromebooks for all students, classroom smartboards, and document cameras. Daily instruction integrates all Google products, Smart Suite, and Go Guardian. We pride ourselves on reaching students at all levels through various forms of differentiation. We offer high school credit-awarding courses, as well as support services to meet our students' needs.
 <p>Mission, Vision, Theme:</p>	<p>Pride, Passion, and a Commitment to Excellence</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>WDMS is proud be recognized as an Emerging School of Character, as well as a School of Promising Practice by Character.org. In addition, West Deptford Schools was awarded the Lighthouse District Award by the NJDOE for substantial improvement for academic achievement. Results of student academic performance on standardized assessments are comparable or superior to that of the state average. WDMS is a Rowan University Professional Development School in which a Professor-in-Residence works alongside our teaching staff to improvement practice and enhance student learning. Students have the opportunity to receive various awards each year including: Honor Roll, Perfect Attendance, Citizenship, Quiz Bowl, Geography Bee, Art Excellence, All South Jersey Jr. High Choir, Choir/Band Director, Physical Fitness, and Presidential Educational Improvement. Some students compete in various competitions such as Math League Contest, VFW Essay Contest, and National History Day Competition.</p>



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Courses, Curriculum, Instruction:

We address the individual needs of our students through cross curricular and differentiated activities. The focus of our instruction is to address remedial and enrichment needs through ongoing benchmark assessments. Teachers analyze data to drive future instruction and determine the focus of future professional development. Teachers ensure their curriculum is aligned with the New Jersey Student Learning Standards as well as the Next Generation Science Standards. In Literacy and Social Studies, we focus on synthesizing informational text, integrating various novels and writer's workshop. We strive to close the gap within reading levels through the use of the American Reading Company. Math instruction combines problem-based and visual learning to deepen our students' conceptual understanding of content. To enrich our math instruction, we offer various advanced level courses including Algebra I and Geometry. Science instruction includes hands-on inquiry based labs to explore NGSS.



Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Track and Field - Spring (Coed), Wrestling (Coed)

West Deptford Middle School provides numerous after school activities/clubs, as well as the opportunity to participate in interscholastic sports. Fall Sports include Cross Country (grades 6-8) and Field Hockey (grades 7-8). Winter Sports include Boys and Girls Basketball (grades 7-8) and Wrestling (grades 6-8). Track and Field is offered in the Spring for students in grades 6-8. Each year, athletic coaches from each sport offered at West Deptford High School visits West Deptford Middle School to meet with 8th grade athletes interested in pursuing sports at the high school level.



Clubs and Activities:

Outside of the classroom, West Deptford Middle School provides students with numerous opportunities to be involved in after school activities including mentoring programs, clubs, sports, academic enrichment, and community service. After school clubs include, but are not limited to: choir, band, yoga, drama, soccer, community service, positive behavior, gardening, art, fitness, gaming, small business, and mentor program. Late bus transportation is offered to all students.





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<div>  <div>Before and After School Programs:</div> </div>	<p>In addition to clubs, activities and sports, West Deptford Middle School offers mentoring programs and Student Council. Students are identified to participate in mentoring programs such as STAMP (Student Teacher Afterschool Mentoring Program), Leading Ladies and Boys to Men. The goal of these programs is to improve academic achievement, self-esteem, leadership, communication, and social competence. It is the hope that high-risk behavior is avoided by providing a relationship with a caring and supportive mentor who works to help students achieve their potential. WDMS mentoring programs are dedicated to helping students transition from a state of reliance to one of independence and self-direction. Also, students elect students representatives to serve on Student Council. These members assist in fostering a sense of community amongst our students through ongoing service projects, fundraisers, school-wide dances, and spirit week.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>West Deptford Middle School is proud to continue its partnership with Rowan University as a Professional Development School. WDMS is the first middle school and ninth school overall to hold this distinguished title. Through the PDS program, our Rowan Professor-in-Residence collaborates with our Middle School teachers on a shared goal to improve educational outcomes for all learners, particularly those who have been traditionally underserved. Full day professional development in-services are provided to accommodate vertical articulation, data driven instructional decisions, curriculum revisions, and guest presenters. In addition, staff are able to attend out-of-district workshops to enhance their instruction.</p>



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Student Supports and Services:

West Deptford Middle School offers the following student supports and services: • Intervention and Referral Services designed to assist students in tiered supports • Positive Behavior Supports in Schools (Winning Wings) to encourage recognition of exemplary actions • English Language Learner instruction to qualifying students • Reading tutoring for elementary students who are identified with low reading levels • Supplemental Mathematics and English Language Arts instruction for students in Grades 6-8.



Student Health and Wellness:

West Deptford Middle School offers a daily breakfast program. During students' lunch period, a shared table is provided for students to select additional food if needed. All students are provided a daily outdoor recess. Students participate in Health/Physical Education classes as well as classroom visitations by school counselors to speak about mental health. In addition, WDMS hosts The Strengthening Families Program. This free 7 week program is developed for families, and includes children in family skill training sessions. Both parents and children learn and practice new behaviors separately, followed by working together so that appropriate responses to various behaviors become easier to incorporate into family interpersonal relations. WDMS also offers various afterschool clubs that focus on health and wellness including yoga club, basketball club, fitness club, soccer club, and weightlifting.



Parent and Community Involvement:

West Deptford Middle School is fortunate to have an active Parent Teacher Organization which meets monthly with community members. The PTO is instrumental in contributing to our assemblies and recognition events. Parents have online access to their child's grades via PowerParent and communication between teachers and parents is encouraged to bridge the home and school relationship. Administration sends frequent communication via email, text, Facebook and Twitter. Parents are invited to our Annual Gifted and Talented History Night, STEAM Night, Winter and Spring Concerts, parent/teacher conferences, drama performance, sporting events, award ceremonies, and Closing Ceremony. Our school community works together in numerous service learning projects to create a powerful experience as well as global awareness to create a sense of empathy. Biannually, WDMS hosts staff vs. student events in the spirit of comradery and purpose as the proceeds of these events benefit a local family in need.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers West Deptford Middle School annually utilizes a Student School Climate Survey and a Parent and Staff School Climate survey biennially. The School Climate and Safety Team consists of administration, counselors, School Resource Officer, teachers, Child Study Team members, Anti-Bullying Specialist and parent. The team meets monthly to review the survey results, trends in reports of bullying and supports ongoing prevention and preparedness efforts.</p>
 <p>Facilities:</p>	<p>West Deptford Middle School is a warm and inviting environment to empower student learning and cultivate a positive school culture. Each year, the students and staff come together to create a welcoming mural encompassing participation by all. Built in 1975, WDMS has had numerous upgrades and renovations including air conditioning, solar panels, newly finished gymnasium floor, HVAC units, rekeyed doors, secured entry and foyer, personalized wall padding in gymnasium, and outdoor learning spaces. Students are provided a daily outdoor recess in which a soccer field, basketball courts, gaga pit, handball wall, four-square court and sitting benches are offered. The school's Garden Club beautify the flower beds in the school's courtyards seasonally to create and preserve a welcoming outdoor space. A paved track for student and staff use surrounds the field hockey field. Track and field practice on premise with use of a discus circle (surrounded by a throwing cage) and long jump sand pit.</p>
 <p>School Safety:</p>	<p>West Deptford Middle School works closely with West Deptford Police Department (WDPD) in the area of school safety. The district's School Resource Officer visits the school daily and works in conjunction with our building's Class Three Officer (SLEO). The principal of the school serves as the district's School Safety Specialist. Monthly school security drills are conducted with staff and students as members of the WDPD are present. Yearly professional development is provided to staff in regards to de-escalation, lockdown, reunification, and first-aid. All student bathrooms were upgraded with speakers to ensure students can be immediately notified should an emergency arise. Visitors must be granted admittance into a secured vestibule via a speaker and camera verification system. The WDMS Code Blue team consisting of the nurse, SLEO, teachers and administrators practice medical emergency response throughout the building should an event requiring CPR and/or AED is needed.</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 the school or district directly.

 <div>Technology and STEM:</div>	All students and staff are provided a personal Chromebook. Our classrooms have a Smart Board and desktop computer. Many classrooms also have a document camera while printers are located throughout the building for student and staff use. Instruction incorporates the functionality of Google products as well as supplemental resources. All classroom resources (i.e.: textbooks) are located online. Students in grade 5-8 have multiple STEM courses including, but not limited to, the following: 3D Design, Engineering Design, Creative Computing, and Modern Innovations. The WDMS Tech Team meets monthly to discuss new apps and current trends in technology. In addition, monthly Tech Support is provided to the staff to assist in technology usage and thereby enhancing instruction.
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