



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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:

**Alternative School at Levitt**

(05-5805-300)

Grades Offered: 06-12

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

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	Burlington
District	Willingboro Public School District
Principal Name	Mrs. Teresa Ann Lucas
Address	50 Martin Luther King Jr. Blvd Willingboro, NJ 08046
Phone Number	609-835-8600
Email Address	tlucas@wboe.net
Website	https://www.willingboroschools.org/o/the-alternative-school-at-levitt



Alternative School at Levitt
(05-5805-300)
Grades Offered: 06-12
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

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
6	0	0	1
7	0	2	2
8	0	4	4
9	0	7	7
10	0	6	9
11	0	12	16
12	0	10	9
Total	0	41	48

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	N	41.5%	39.6%
Male	N	58.5%	60.4%
Economically Disadvantaged Students	N	68.3%	27.1%
Students with Disabilities	N	65.9%	47.9%
English Learners	N	0.0%	0.0%
Homeless Students	N	4.9%	4.2%
Students in Foster Care	N	9.8%	2.1%
Military-Connected Students	N	0.0%	0.0%
Migrant Students	N	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	N	2.4%	0.0%
Hispanic	N	7.3%	12.5%
Black or African American	N	90.2%	87.5%
Asian	N	0.0%	0.0%
Native Hawaiian or Pacific Islander	N	0.0%	0.0%
American Indian or Alaska Native	N	0.0%	0.0%
Two or More Races	N	0.0%	0.0%

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	N	41	48
Shared Time Students	N	0	0
Full Time Equivalent	N	41	48

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	93.8%
Spanish	6.3%



Alternative School at Levitt
(05-5805-300)
Grades Offered: 06-12
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

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.

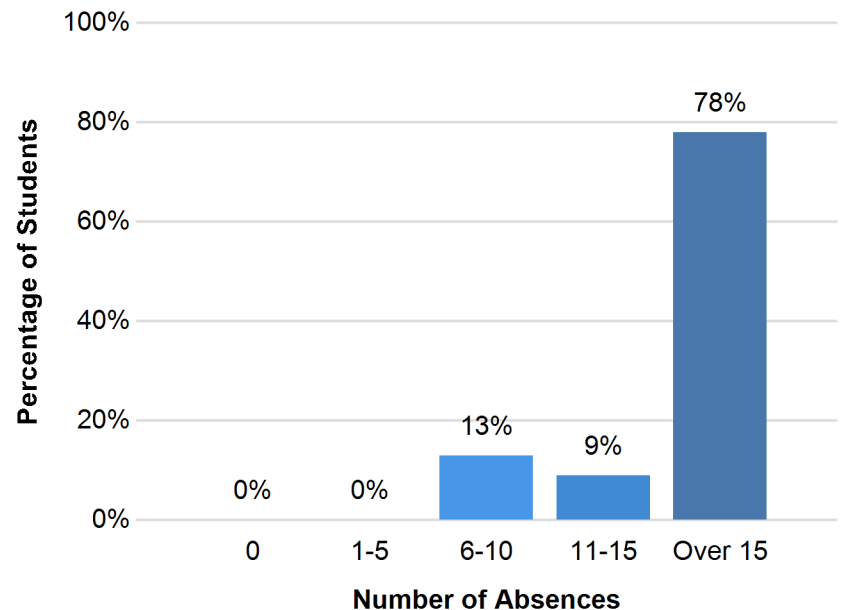
Chronic Absenteeism

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	38	82.6	12.0	Not Met
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	*	*	12.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	17	89.5		
Male	21	77.8		
Economically Disadvantaged Students	10	83.3	**	**
Students with Disabilities	18	81.8	12.0	Not Met
English Learners	N	N	N	N
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.





Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

2018-2019

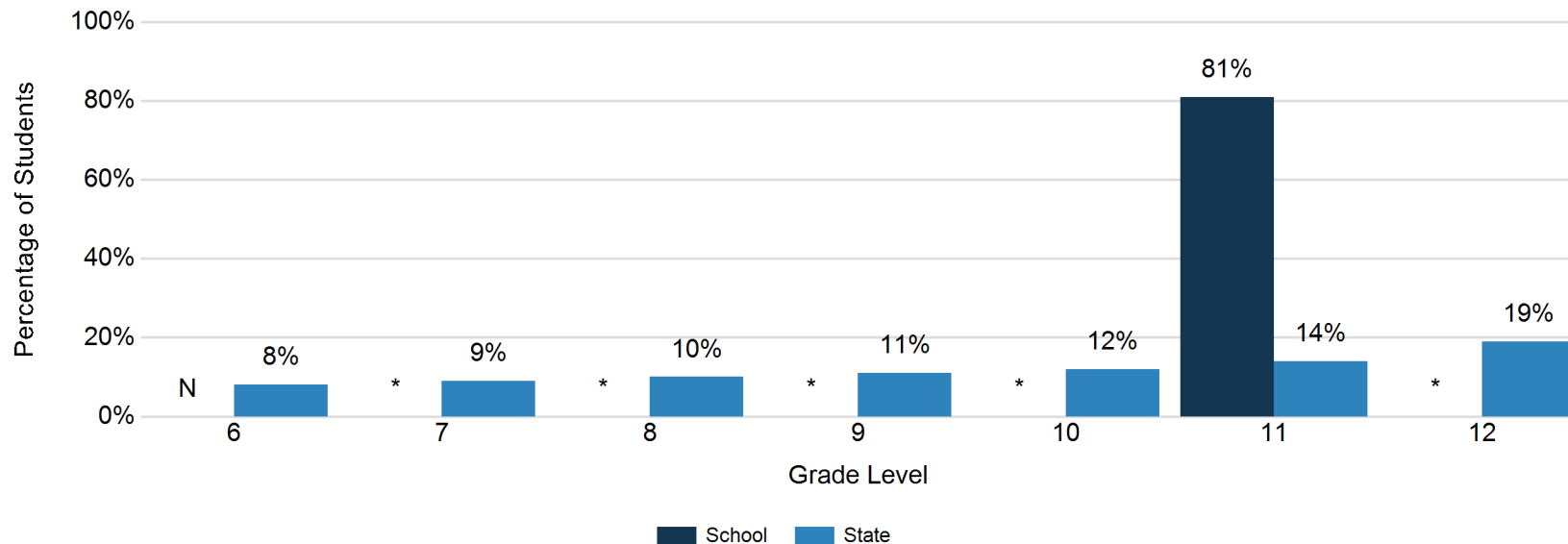
Report Key:

- * 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

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 by Grade

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





Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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	10
Weapons	1
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	31.25

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	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	1
No Identified Nature	0		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	13	27.1%
Any Suspension	13	27.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
78

**Alternative School at Levitt**

(05-5805-300)

Grades Offered: 06-12

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

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	7:35 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	N



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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	4	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.0	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	48:1	124:1
Teachers to Administrators	4:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



Alternative School at Levitt
 (05-5805-300)
 Grades Offered: 06-12
 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

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 – 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	39.6%	50.0%	100.0%	48.4%	77.1%	54.9%
Male	60.4%	50.0%	0.0%	51.6%	22.9%	45.1%
White	0.0%	75.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	12.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	87.5%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	25.0%	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	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Alternative School at Levitt
(05-5805-300)
Grades Offered: 06-12
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

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

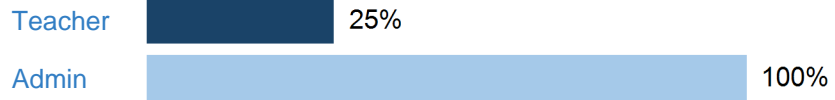
Teachers and Administrators - Level of Education

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.

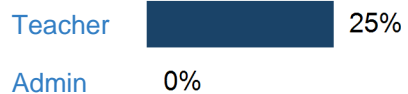
Bachelor's Degree



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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	93.0%



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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.



Alternative School at Levitt
(05-5805-300)
Grades Offered: 06-12
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

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:

- Added to increase in Graduation Rate



Mission, Vision, Theme:

Our goal is to keep the students of Willingboro HS and Memorial MS in their home district when they experience difficulties in their regular day environment. The mission of the Alternative Ed School is to provide a safe and structured environment that meets each individual student's educational needs. In addition to meeting their educational needs, the program is designed to address the behaviors that led them to the Alternative School and assist each student in modifying his/her inappropriate behaviors. Due to the wide variety of instructional levels that enter the school our teachers use several techniques such as collaborative learning, direct instruction, peer mediated instruction, small interactive groups and strategy instruction to reach all levels and learning styles. In addition to academics, the students are monitored using a behavior modification system based on rewarding positive behaviors rather than reinforcing negative behaviors.



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12



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

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>Courses, Curriculum, Instruction:</p>	<p>Alternative School at Levitt implements the following instructional & curriculum programs: Adoption of Eureka Math curriculum; Adoption of Engage NY curriculum; block scheduling that facilitates in class intervention;</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Willingboro High School Athletic program includes: Championship Varsity Football; Championship Boys Winter and Spring Track; Championship Boys basketball; Varsity Cheerleading. Students in good standing at Levitt Alternative School may participate in all WHS sports.</p>



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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.



Staff and Professional Learning:

Levitt Alternative staff participates in District sponsored professional development activities; webinars, and out-of -district workshop and conferences. Additionally, school wide Professional Learning Community model includes Cross Curricula Literacy Goals and implementation of Ed Connect to facilitate common assessments across the curriculum.



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12




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

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>Student Supports and Services:</p>	<p>The Levitt Alternative school has a Behavior Specialist on staff as well as a Social Worker, Crisis Specialist and Guidance Counselor.</p>
 <p>Student Health and Wellness:</p>	<p>Levitt Alternative School participates in the National School Lunch Program, a federally assisted meal program which provides nutritionally balanced, low-cost or free breakfast and lunch to children each school day. Health and Physical Education is mandatory for all students.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent/Community involvement includes: Access to the Parent Portal via Genesis and website updates. Parent Back to School Night; Participation in the Burlington County Juvenile Delinquency Prevention Committee and various other events.</p>



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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.



Facilities:

The building was constructed in 1959 and measures 58,745 sq. ft. In 2019 the building had minor renovations to the multi-purpose room; several classrooms, resurfacing of exterior doors and sidewalk repairs. Air conditioning is provided in all classrooms and offices.



Alternative School at Levitt

(05-5805-300)

Grades Offered: 06-12

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

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.



Other Information

Levitt Alteranative School services students grades 7-12.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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 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:



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	Burlington
District	Willingboro Public School District
Principal Name	Mr. Dumar Burgess
Address	84 Hampshire Lane WILLINGBORO, NJ 08046
Phone Number	609-835-8960
Email Address	dqburgess@wboe.net
Website	https://www.willingboroschools.org/o/hawthorne-elementary-school



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	57	42	0
KG	53	54	7
1	71	66	94
2	69	69	95
3	83	69	111
4	81	71	98
5	54	74	0
Total	468	445	405

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	48.1%	50.3%	45.4%
Male	51.9%	49.7%	54.6%
Economically Disadvantaged Students	61.3%	62.7%	28.6%
Students with Disabilities	13.0%	15.1%	19.5%
English Learners	0.0%	0.0%	1.5%
Homeless Students	2.1%	3.6%	3.0%
Students in Foster Care	1.1%	1.3%	0.2%
Military-Connected Students	0.0%	0.4%	0.5%
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	4.3%	4.9%	4.9%
Hispanic	10.5%	11.0%	13.6%
Black or African American	81.4%	80.7%	78.5%
Asian	0.4%	0.7%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	3.2%	2.5%	1.7%

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	21	0	0
PK - Full Day	36	42	0
KG - Half Day	0	0	0
KG - Full Day	53	54	7

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	92.1%
Spanish	6.7%
Other Languages	1.2%



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

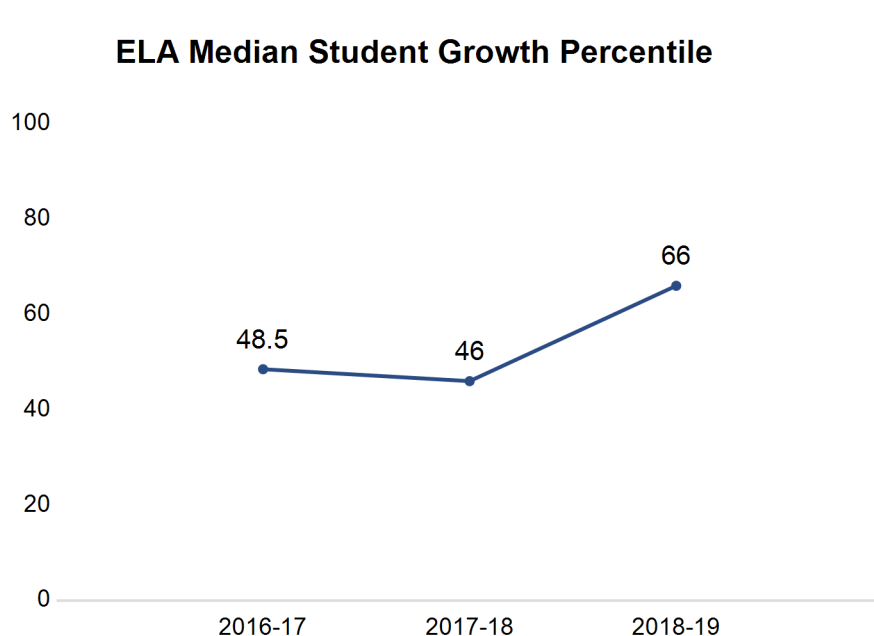
N No Data is available to display

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

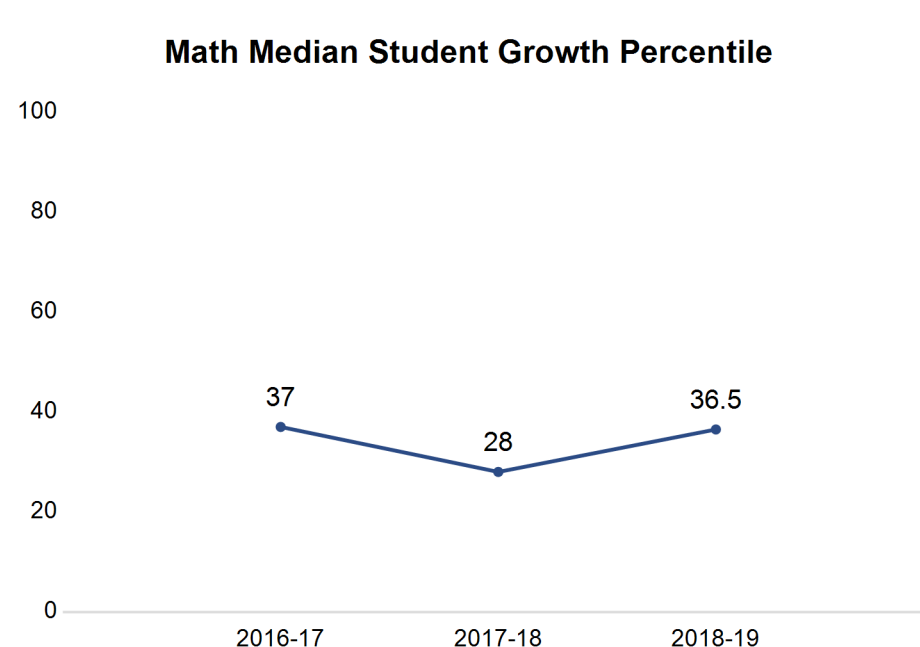
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	48.5	46	66	37	28	36.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	66	44	50	Exceeds Standard	36.5	42	50	Not Met
White	*	46	50	**	*	52	52	**
Hispanic	*	39.5	49	**	*	43	47	**
Black or African American	64.5	45	45	Exceeds Standard	35	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	40.5	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	67	44	53	N	32	44	50	N
Male	64	45	47	N	47	42	51	N
Economically Disadvantaged Students	64.5	44	48	Exceeds Standard	40	42	46	Met Standard
Students with Disabilities	*	42	43	**	*	45	45	**
English Learners	N	61	52	**	N	51.5	50	**
Homeless Students	*	45	43	N	*	60.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Hawthorne Park Elementary School
 (05-5805-065)
 Grades Offered: 01-04
 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

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.

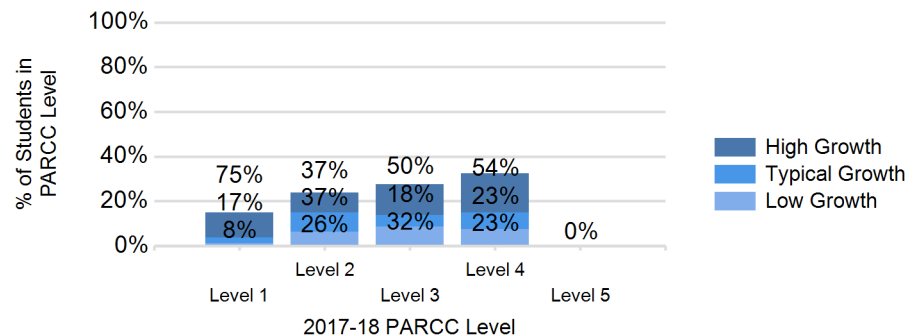
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

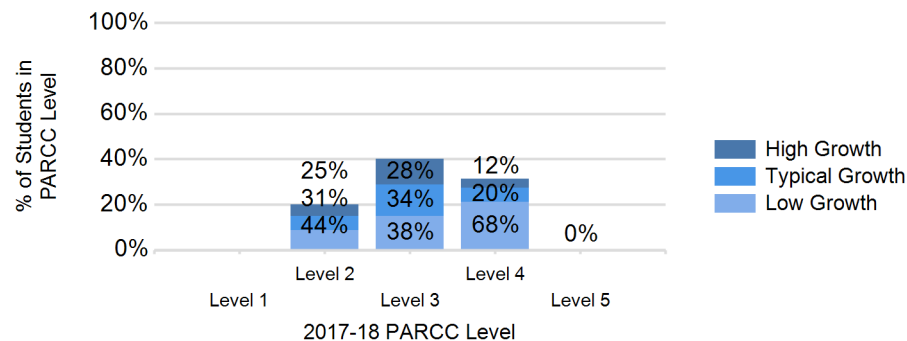
Student Growth by Performance Level

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.

ELA



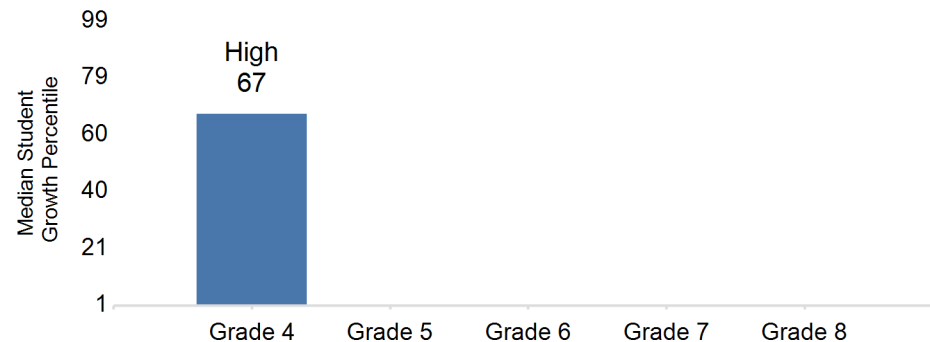
Math



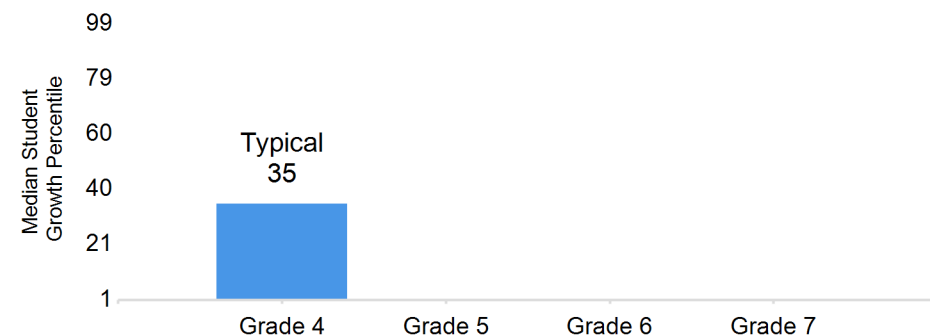
Student Growth by Grade

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

ELA



Math





Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
2018-2019

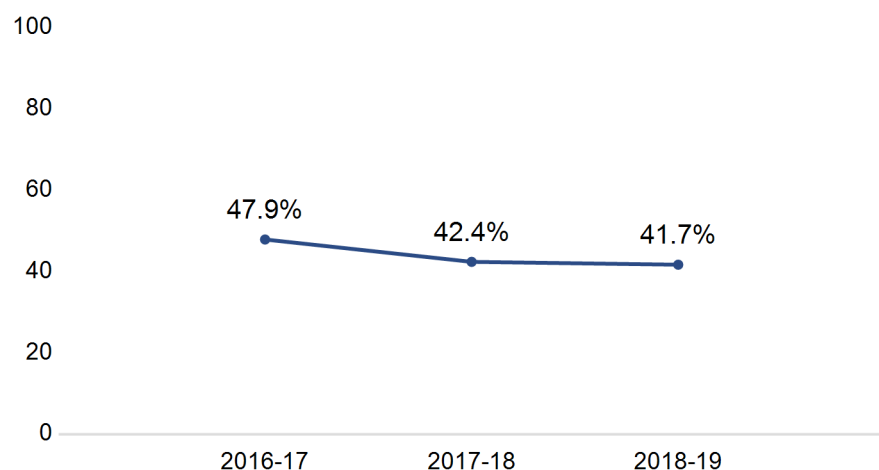
Report Key:

- * 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

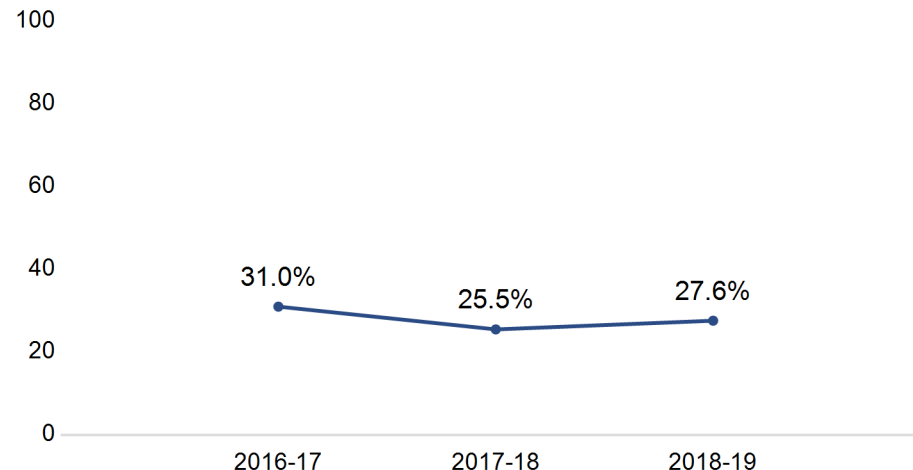
English Language Arts and Mathematics Performance Trends

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	95.0%	97.3%	98.6%	97.4%	97.3%	99.5%
Proficiency Rate for Federal Accountability	47.9%	42.4%	41.7%	31.0%	25.5%	27.6%
Annual Target	43.8%	45.7%	47.6%	37.2%	39.4%	41.7%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	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.



Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
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

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	192	98.6	41.7	31.5	57.9	41.7	47.6	Met Target†
White	*	*	*	25.0	66.9	*	**	**
Hispanic	25	96.4	44.0	*	43.9	44.0	52.6	Met Target†
Black or African American	155	99.4	41.3	30.9	38.5	41.3	47.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	85	98.9	43.5	37.3	64.8	43.5		
Male	107	98.3	40.2	26.4	51.3	40.2		
Economically Disadvantaged Students	87	98.9	33.3	27.6	40.0	33.3	52.8	Not Met
Non-Economically Disadvantaged Students	105	98.3	48.6	35.0	67.9	48.6		
Students with Disabilities	34	100.0	55.9	17.5	22.7	55.9	21.9	Met Target
Students without Disabilities	158	98.3	38.6	35.2	65.1	38.6		
English Learners	N	N	N	10.4	29.3	N	**	**
Non-English Learners	192	99.0	41.7	32.1	60.6	41.7		
Homeless Students	*	*	*	17.9	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.



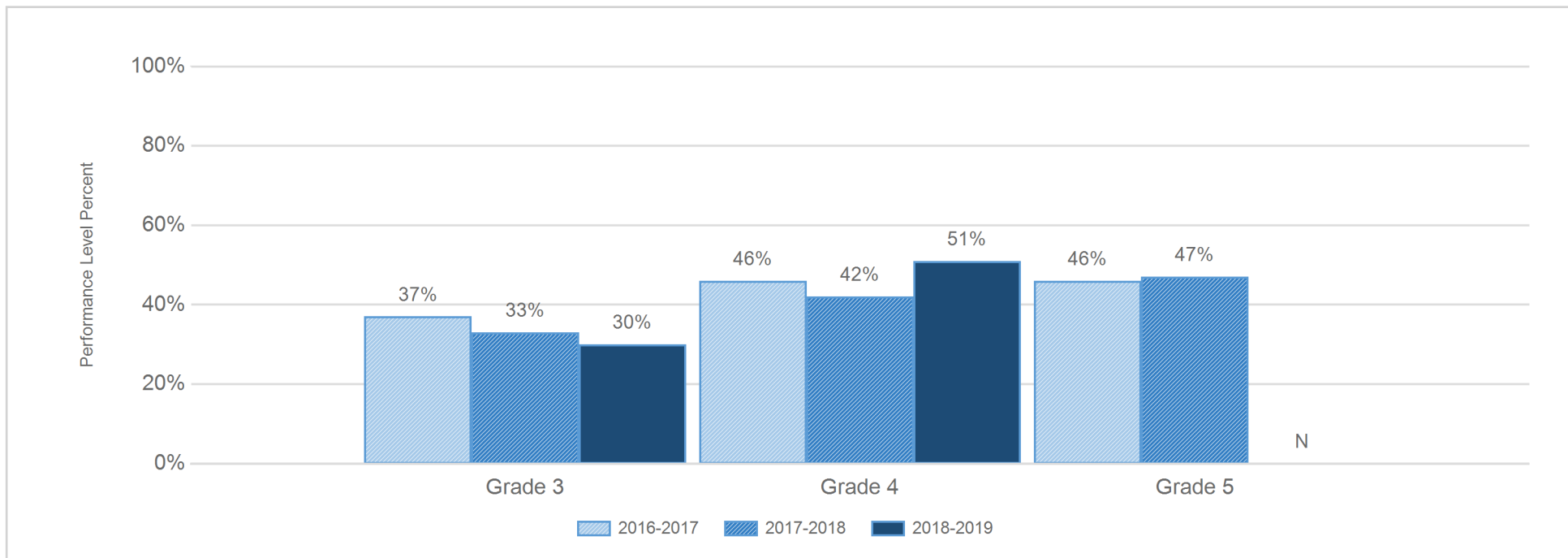
Hawthorne Park Elementary School
 (05-5805-065)
 Grades Offered: 01-04
 2018-2019

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

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.





Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	94	732	729	748	21%	17%	32%	30%	0%	30%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	12	737	*	734	*	*	*	*	*	25%	36%
Black or African American	79	731	729	731	22%	18%	30%	30%	0%	30%	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	N	N	*	756	N	N	N	N	N	N	58%
Female	46	738	732	753	*	*	30%	39%	0%	39%	55%
Male	48	726	726	743	*	*	33%	21%	0%	21%	46%
Economically Disadvantaged Students	39	722	726	731	*	*	44%	*	*	13%	33%
Non-Economically Disadvantaged Students	55	739	732	759	*	*	24%	*	*	42%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	687	713	N	N	N	N	N	N	17%
Non-English Learners	94	732	731	751	21%	17%	32%	30%	0%	30%	54%
Homeless Students	*	*	718	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%



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	88	753	745	755	*	22%	24%	*	*	51%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	71	753	746	739	*	21%	23%	*	*	54%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	43	761	751	760	*	*	*	*	*	58%	62%
Male	45	746	740	750	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	40	749	742	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	48	756	747	765	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	88	753	*	758	*	22%	24%	*	*	51%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
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

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	192	99.5	27.6	*	44.5	27.6	41.7	Not Met
White	*	*	*	12.5	54.1	*	**	**
Hispanic	25	96.4	36.0	18.0	28.8	36.0	52.6	Not Met
Black or African American	155	100.0	26.5	*	23.0	26.5	41.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	85	100.0	17.6	*	44.9	17.6		
Male	107	99.1	35.5	*	44.2	35.5		
Economically Disadvantaged Students	92	100.0	30.4	*	26.3	30.4	48.8	Not Met
Non-Economically Disadvantaged Students	100	99.1	25.0	*	54.9	25.0		
Students with Disabilities	34	100.0	52.9	13.4	17.4	52.9	25.9	Met Target
Students without Disabilities	158	99.4	22.2	16.9	50.0	22.2		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	192	99.5	27.6	*	46.5	27.6		
Homeless Students	*	*	*	10.3	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.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

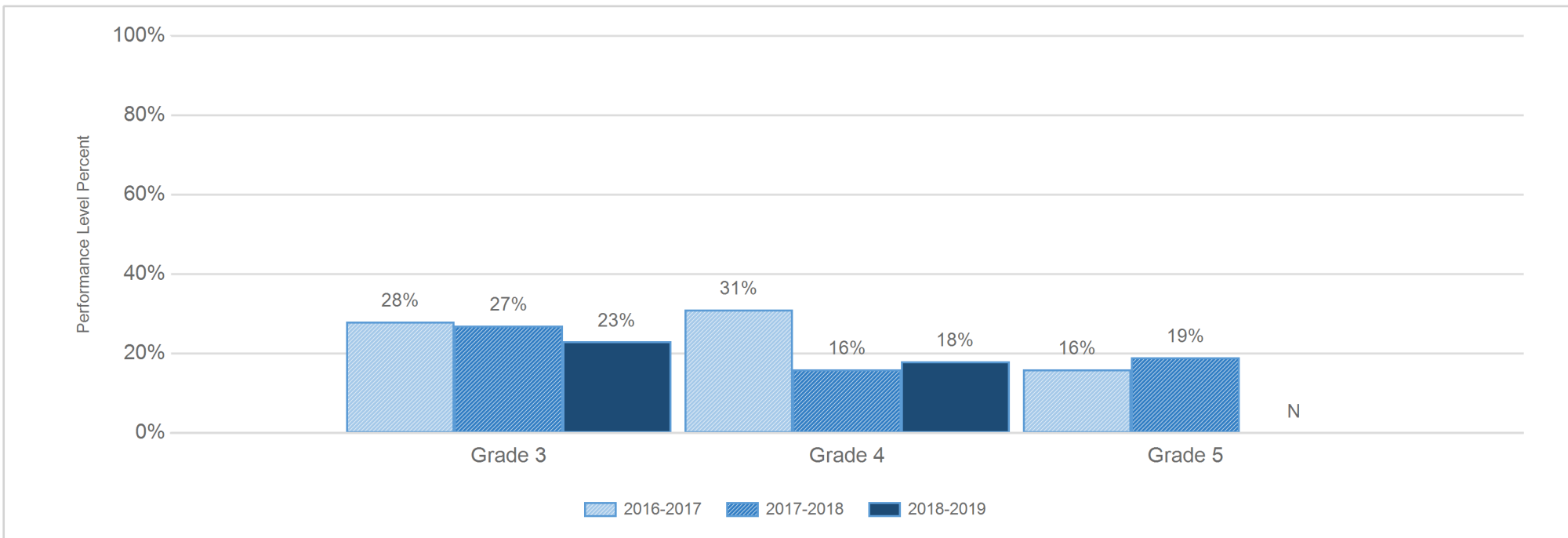
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
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

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	95	727	727	752	20%	27%	29%	*	*	23%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	12	729	*	739	*	*	*	*	*	17%	40%
Black or African American	80	727	727	735	21%	26%	29%	*	*	24%	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	N	N	*	758	N	N	N	N	N	N	62%
Female	47	725	725	751	*	26%	28%	*	*	23%	54%
Male	48	729	730	752	*	29%	31%	*	*	23%	56%
Economically Disadvantaged Students	40	725	726	737	*	28%	28%	*	*	23%	37%
Non-Economically Disadvantaged Students	55	729	729	761	*	27%	31%	*	*	24%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	704	728	N	N	N	N	N	N	26%
Non-English Learners	95	727	728	754	20%	27%	29%	*	*	23%	58%
Homeless Students	*	*	717	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%



Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
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

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	88	731	731	749	13%	19%	50%	18%	0%	18%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	733	737	*	*	*	*	*	*	36%
Black or African American	71	730	730	731	*	24%	49%	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	43	728	731	749	*	*	49%	*	*	12%	50%
Male	45	734	732	749	*	*	51%	*	*	24%	52%
Economically Disadvantaged Students	40	731	730	734	*	*	53%	*	*	18%	32%
Non-Economically Disadvantaged Students	48	731	733	759	*	*	48%	*	*	19%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	88	731	*	751	13%	19%	50%	18%	0%	18%	54%
Homeless Students	*	*	737	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	13	13
4	12	12

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



Hawthorne Park Elementary School
 (05-5805-065)
 Grades Offered: 01-04
 2018-2019

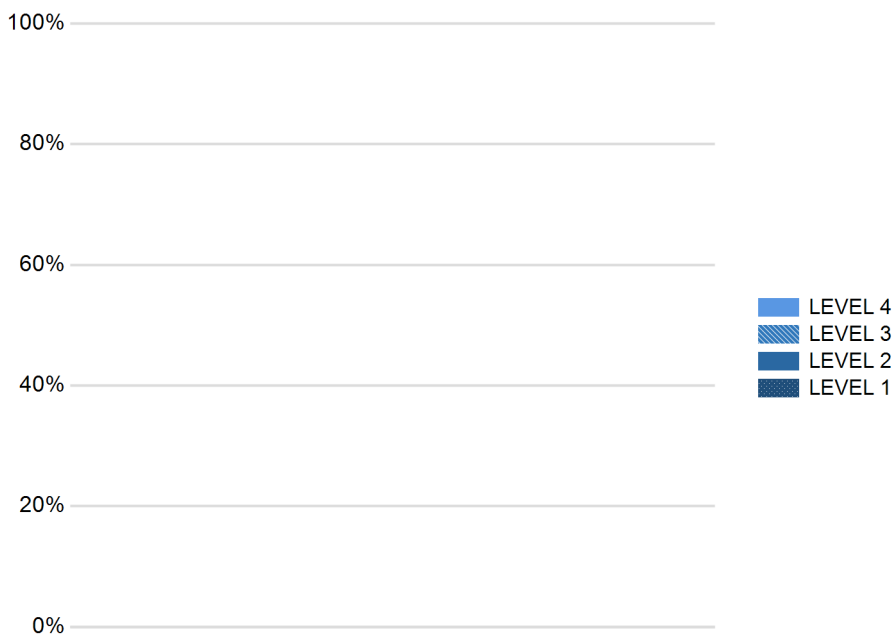
Report Key:

- * 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

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



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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.

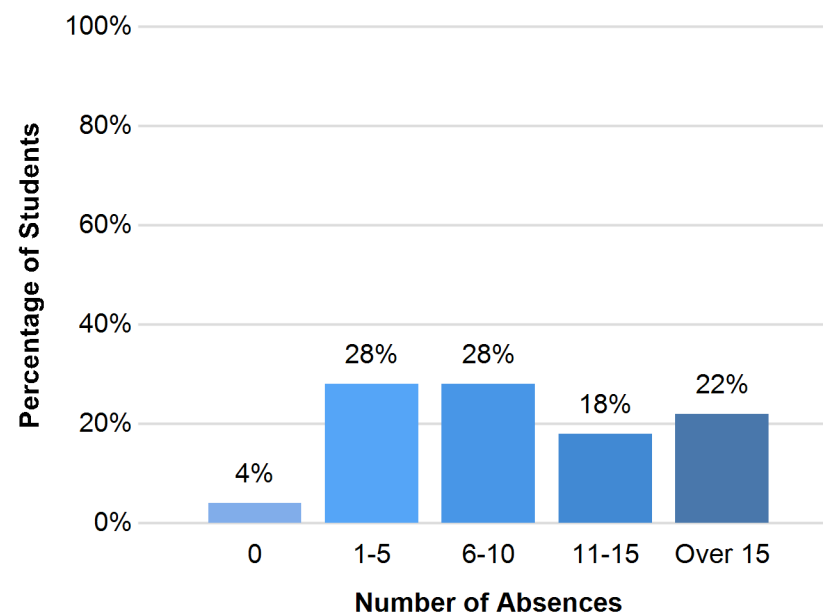
Chronic Absenteeism

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	78	19.7	8.2	Not Met
White	3	15.0	8.2	Not Met
Hispanic	13	24.5	8.2	Not Met
Black or African American	62	19.9	8.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	35	19.6		
Male	43	19.8		
Economically Disadvantaged Students	26	23.6	8.2	Not Met
Students with Disabilities	20	25.3	8.2	Not Met
English Learners	*	*	**	**
Homeless Students	6	50.0		
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.





Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

2018-2019

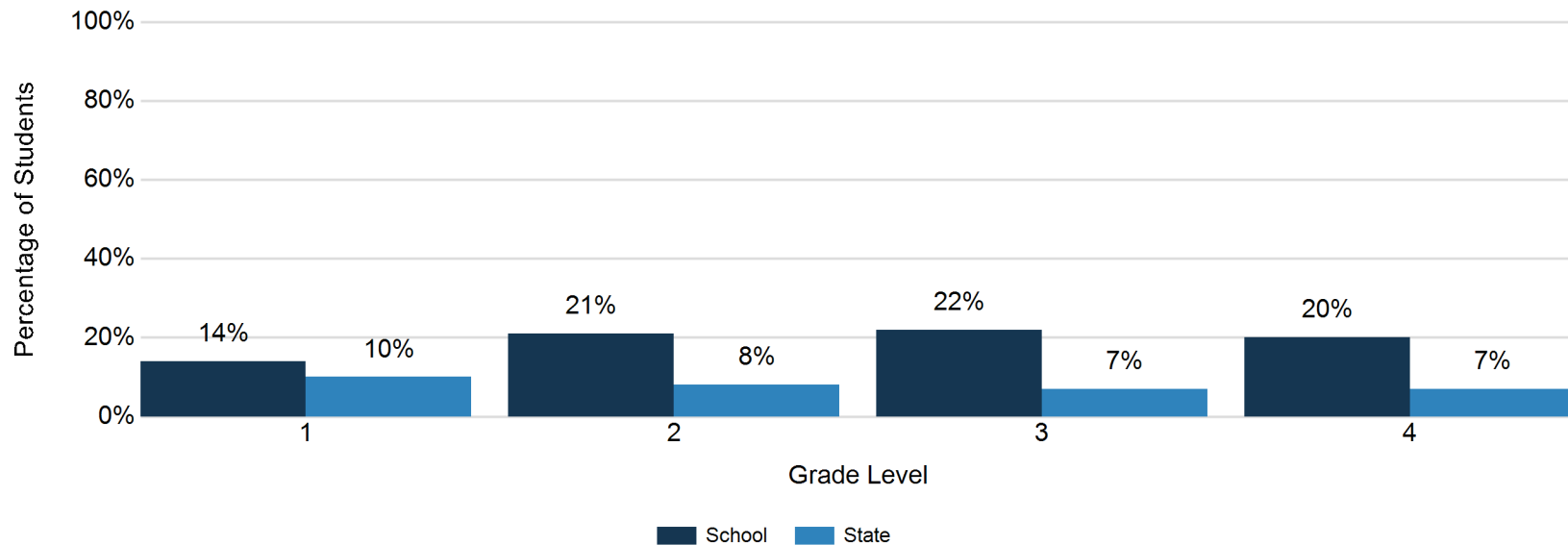
Report Key:

- * 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

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 by Grade

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





Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

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	1	1
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	0	0.0%
Any Suspension	0	0.0%
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

0



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 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	5.6:1



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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	31	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	15.1	10.8
Percentage of Teachers with 4 or more years experience in the district	87.1%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	13:1	13:1
Students to Administrators	203:1	124:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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 – 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	45.4%	83.9%	50.0%	48.4%	77.1%	54.9%
Male	54.6%	16.1%	50.0%	51.6%	22.9%	45.1%
White	4.9%	45.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	78.5%	48.4%	100.0%	15.0%	6.6%	13.9%
Asian	0.7%	3.2%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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

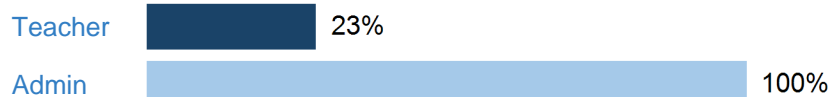
Teachers and Administrators - Level of Education

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	80.0%



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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 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	47.9%	42.4%	41.7%
Math Proficiency	31.0%	25.5%	27.6%
ELA Growth	48	46	66
Math Growth	37	28	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	17.2%	13.1%	19.7%

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



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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](#).

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.



Hawthorne Park Elementary School
(05-5805-065)
Grades Offered: 01-04
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

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†	Not Met	Exceeds Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target†	Not Met	**	**	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Exceeds Standard	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	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).



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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:

- Extra Curricular Activities Include: Theater Arts, Band, Safety Patrol, & Student Council
- Technology is utilized to enhance and support instruction. All classes are outfitted with classroom projectors or Promethium boards and sound systems. Students in all students in grades 1 and 2 have a
- HPE focuses on students' social and emotional development. Mental health promotion and prevention is integrated into our instructional program, PBSIS program, and our mindfulness activities.



Mission, Vision, Theme:

The mission of Hawthorne Park Elementary is to successfully educate all students through high expectations, a commitment to excellence and equal access to a comprehensive educational programs emphasizing the belief that all students will learn and become responsible, literate, thinking and contributing members of society.



Awards, Recognition, Accomplishments:

Hawthorne Park Elementary is the home of Burlington County's 2019-2020 Teacher of the Year- Mrs. Michelle-Ann Spring.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04

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

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.



Courses, Curriculum, Instruction:

Hawthorne Park Elementary implements a Balanced Literacy Program (Writers Workshop, Readers Workshop, Word Work, and Guided Reading). The curriculum is supported by the Eureka Math Curriculum. The science curriculum is grounded in NJ Next Generation Science standards.



Clubs and Activities:

Students at Hawthorne Park Elementary can participate in the following clubs and activities: student council, Hipster Heroes (Bully Prevention), theater arts, and safety patrol.



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04



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

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>Before and After School Programs:</p>	<p>The Before/After School Program, sponsored by the Willingboro Board of Education, is designed to provide a safe and caring environment for elementary students whose parents work. The program is run under the supervision of the Director of Before and After School Program.</p>
 <p>Staff and Professional Learning:</p>	<p>Hawthorne's staff is offered a variety of professional development opportunities, including: district sponsored professional development; embedded professional development that is support by Children's Literacy Initiative; out-of-district workshops & conferences and webinars.</p>



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04




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

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>Student Supports and Services:</p>	<p>The following student support services are offered at Hawthorne Park Elementary: Intervention and Referral Service (I&RS); special education programs (Multiple Disabilities and Autism); reading support for grades 1 and 2; and Title 1 After School Tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>Hawthorne Park Elementary School participates in the National School Lunch Program, a federally assisted meal program which provides nutritionally balanced, low-cost or free breakfast and lunch to children each school day. Students are provided a daily recess period.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent/Community involvement includes: Literacy and Math Family Night; access to the Parent Portal via Genesis; monthly newsletters and website updates. The PTA sponsors fundraisers to support academic initiatives for students, such as semi-annual Book Fairs, field trips and the purchase of materials for classrooms.</p>



Hawthorne Park Elementary School

(05-5805-065)

Grades Offered: 01-04



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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers In 2018-19 Hawthorne Park Elementary administered the State of NJ's school climate survey to students, staff, and parents. Respondents were provided an opportunity to candidly respond to a school climate survey. The data was shared with the Title-1 Leadership Team to promote on-going school improvement initiatives.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1962 and measures 58,745 sq. ft. In 2013 renovations to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office and multi-purpose room. All classrooms, instructional rooms, and common areas have air-conditioning. The school's facilities include, library, computer lab, music room, and playground area and basketball courts.</p>



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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 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:



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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	Burlington
District	Willingboro Public School District
Principal Name	Mrs. Teresa Ann Lucas
Address	70 SUNSET ROAD Willingboro, NJ 08046
Phone Number	609-835-3881
Email Address	tlucas@wboe.net
Website	https://www.willingboroschools.org/o/j-cresswell-stuart-ecdc



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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	0	0	284
KG	0	0	258
Total	0	0	542

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	N	N	54.6%
Male	N	N	45.4%
Economically Disadvantaged Students	N	N	46.5%
Students with Disabilities	N	N	12.7%
English Learners	N	N	0.4%
Homeless Students	N	N	1.8%
Students in Foster Care	N	N	0.7%
Military-Connected Students	N	N	0.9%
Migrant Students	N	N	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	N	N	2.2%
Hispanic	N	N	12.7%
Black or African American	N	N	80.8%
Asian	N	N	0.7%
Native Hawaiian or Pacific Islander	N	N	0.2%
American Indian or Alaska Native	N	N	0.6%
Two or More Races	N	N	2.8%

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	N	N	0
PK - Full Day	N	N	284
KG - Half Day	N	N	0
KG - Full Day	N	N	258

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	95.8%
Spanish	1.3%
Other Languages	3.0%



J. C. Stuart Early Childhood Development Center

(05-5805-302)

Grades Offered: PK-KG

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

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	N	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency 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



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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.

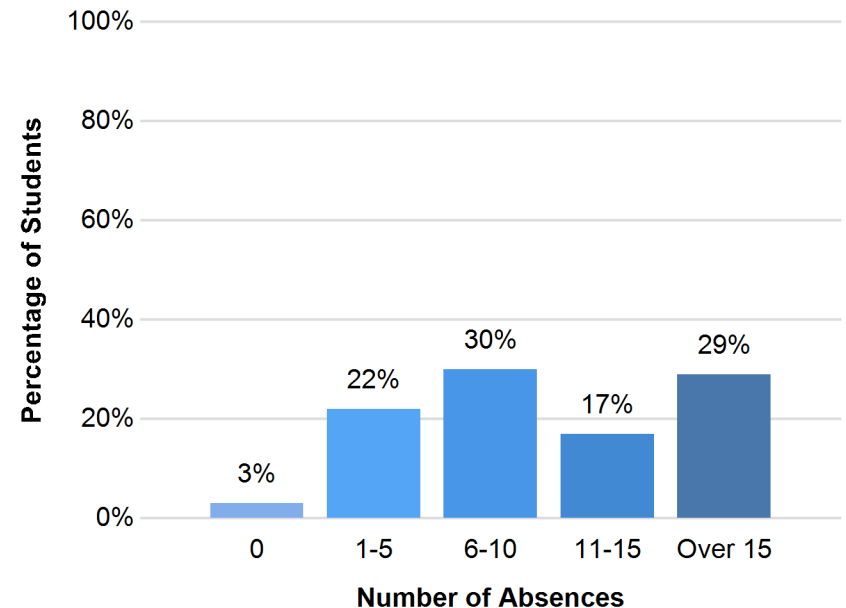
Chronic Absenteeism

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	64	24.8	13.1	Not Met
White	*	*	**	**
Hispanic	11	33.3	13.1	Not Met
Black or African American	48	23.0	13.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	32	23.2		
Male	32	26.7		
Economically Disadvantaged Students	30	30.6	13.1	Not Met
Students with Disabilities	4	17.4	13.1	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.





J. C. Stuart Early Childhood Development Center
 (05-5805-302)
 Grades Offered: PK-KG
 2018-2019

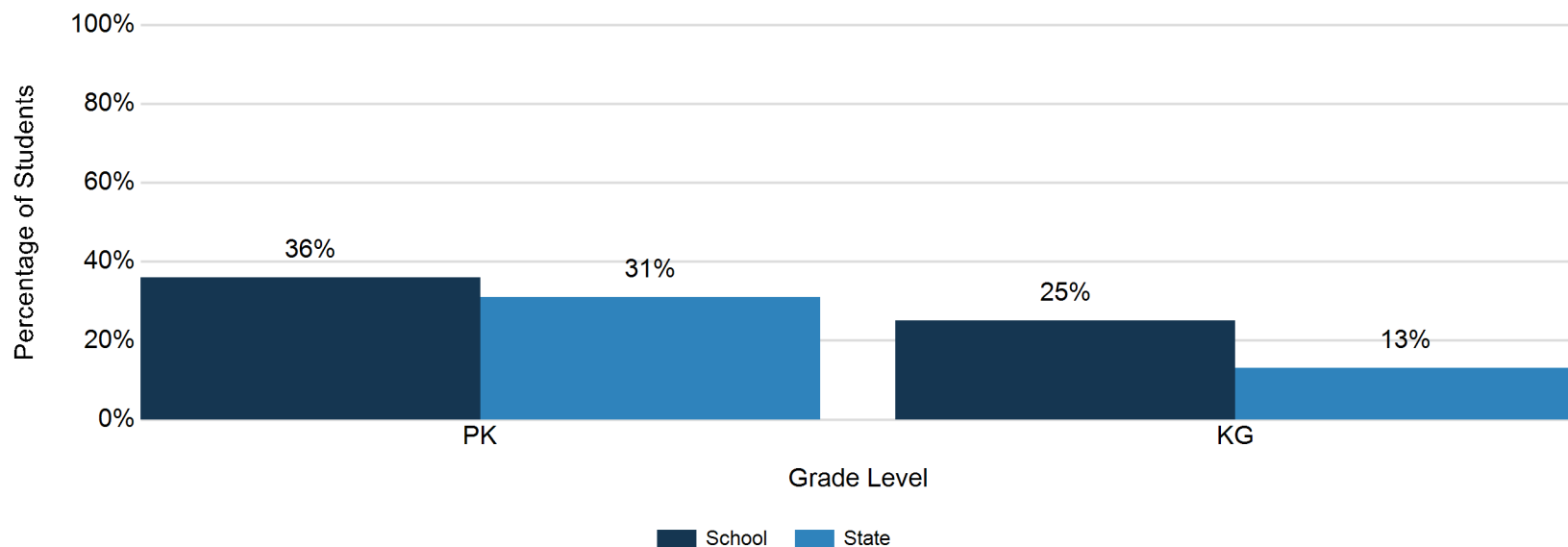
Report Key:

- * 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

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 by Grade

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





J. C. Stuart Early Childhood Development Center

(05-5805-302)

Grades Offered: PK-KG

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

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



J. C. Stuart Early Childhood Development Center

(05-5805-302)

Grades Offered: PK-KG

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

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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



J. C. Stuart Early Childhood Development Center
 (05-5805-302)
 Grades Offered: PK-KG
 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

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	43	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	13:1	13:1
Students to Administrators	271:1	124:1
Teachers to Administrators	22:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



J. C. Stuart Early Childhood Development Center
 (05-5805-302)
 Grades Offered: PK-KG
 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

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 – 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	54.6%	93.0%	100.0%	48.4%	77.1%	54.9%
Male	45.4%	7.0%	0.0%	51.6%	22.9%	45.1%
White	2.2%	55.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	12.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	80.8%	44.2%	50.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



J. C. Stuart Early Childhood Development Center
 (05-5805-302)
 Grades Offered: PK-KG
 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

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

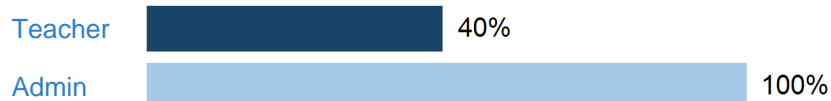
Teachers and Administrators - Level of Education

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	81.1%



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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.



J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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:

- Extracurricular activities for the ECDC are designed to enhance student learning and supplement the Board approved curriculum.
- The J. Cresswell Stuart ECDC was established at the start of the 2018-2019 school year, for Preschool and Kindergarten students.
- The ECDC focuses on active learning through the use of Creative Curriculum for Preschool and Kindergarten.



Mission, Vision, Theme:

Our mission at the ECDC is to develop a high quality program to provide children with a strong start in school through a positive and nurturing learning experience, in order to foster developmental skills in various areas using a researched based curriculum. The Creative Curriculum that is used in the classroom supports and encourages children to become active participants in their own learning. Our teaching staff continuously explores innovative ideas, in our quest to incorporate best practices and academic initiatives into our program. Our children are provided opportunities to participate in engaging and meaningful field trips, and age appropriate assemblies, to encourage further learning and enhance their learning experience.



J. C. Stuart Early Childhood Development Center

(05-5805-302)

Grades Offered: PK-KG



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

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>Courses, Curriculum, Instruction:</p>	<p>The ECDC at J. Cresswell Stuart and Garfield East enhances student learning through CReative Curriculum by integrating a Balanced Literacy approach that includes Guided Reading and phonemic awareness. Creative Curriculum for Kindergarten is supplemented with Eureka Math to provide students with a knowledge-building environment to develop their math fluency.</p>
 <p>Clubs and Activities:</p>	<p>Although clubs are not appropriate for the age group at the ECDC, the PTA works with school administration to provide Family Movie Night, a Father-Daughter Dance, and a Mother-Son Dance, to enhance parent and student participation.</p>



J. C. Stuart Early Childhood Development Center

(05-5805-302)

Grades Offered: PK-KG



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

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>Before and After School Programs:</p>	<p>The Before/After School Program provides services for students at both ECDC buildings. This provides working parents with a secure, safe and caring environment for their child. Although the program is under the supervision of the Before/Afterschool Program Director, the programs staff maintains a good rapport with school administration.</p>
 <p>Staff and Professional Learning:</p>	<p>The ECDC employs a Master Teacher to work directly with teachers in-class, during grade level team meetings, and facilitate professional development workshops. In addition, Faculty & staff attend ongoing professional development workshops that are designed to increase proficiency with instructional strategies for CReative Curriculum, Guided Reading, phonemic awareness, Message Time Plus (MTP), the Power of 3, and build capacity to create an effective learning environment.</p>






J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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>Student Supports and Services:</p>	<p>The ECDC provides student support services through a Guidance Counselor, Preschool Intervention & Referral Team (PIRT); and Special Education programs that include Preschool Disabling Program (PSD), Autistic program, and multiple disabilities.</p>
 <p>Student Health and Wellness:</p>	<p>The ECDC participates in the National School Lunch Program to ensure that students receive breakfast and lunch that are nutritionally balanced. Students participate in gross motor activities and outside play daily, weather permitting. During inclement weather, students participate in indoor gross motor activities.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent communication is maintained through a quarterly newsletter from school administration, frequent notification through the Remind application, and a Home-School Connection bulletin from their child's teacher. In addition, the PTA sponsors fundraisers, including two Book Fairs to provide students and parents with activities throughout the school year.</p>





J. C. Stuart Early Childhood Development Center
(05-5805-302)
Grades Offered: PK-KG
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

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>Climate Surveys:</p>	<p>Parent survey's are conducted at the time of registration to determine students and parents needs. The data is used to better meet the needs of the ECDC Learning Community.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1958 and measures 61,459 sq. ft; In 2014 Renovation to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office and multi-purpose room. Majority of the classrooms, instructional rooms, and common areas have air-conditioning. The school's facilities includes, Library, Computer Lab, Multi-purpose Room, Music Room, Science Lab and Playground Area</p>



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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:



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	Burlington
District	Willingboro Public School District
Principal Name	Ms. Nadine Tribbett
Address	80 Martin Luther King, Jr. Pkwy Willingboro, NJ 08046
Phone Number	609-835-8600
Email Address	ntribbett@wboe.net
Website	https://www.willingboroschools.org/o/levitt-intermediate-school



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	0	0	296
6	0	0	260
Total	0	0	556

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	N	N	48.2%
Male	N	N	51.8%
Economically Disadvantaged Students	N	N	25.2%
Students with Disabilities	N	N	16.9%
English Learners	N	N	2.7%
Homeless Students	N	N	2.9%
Students in Foster Care	N	N	0.2%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	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	N	N	2.7%
Hispanic	N	N	13.8%
Black or African American	N	N	80.2%
Asian	N	N	2.2%
Native Hawaiian or Pacific Islander	N	N	0.2%
American Indian or Alaska Native	N	N	0.2%
Two or More Races	N	N	0.7%

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	92.1%
Spanish	4.3%
Other Languages	3.6%



Levitt Intermediate School
 (05-5805-301)
 Grades Offered: 05-06
 2018-2019

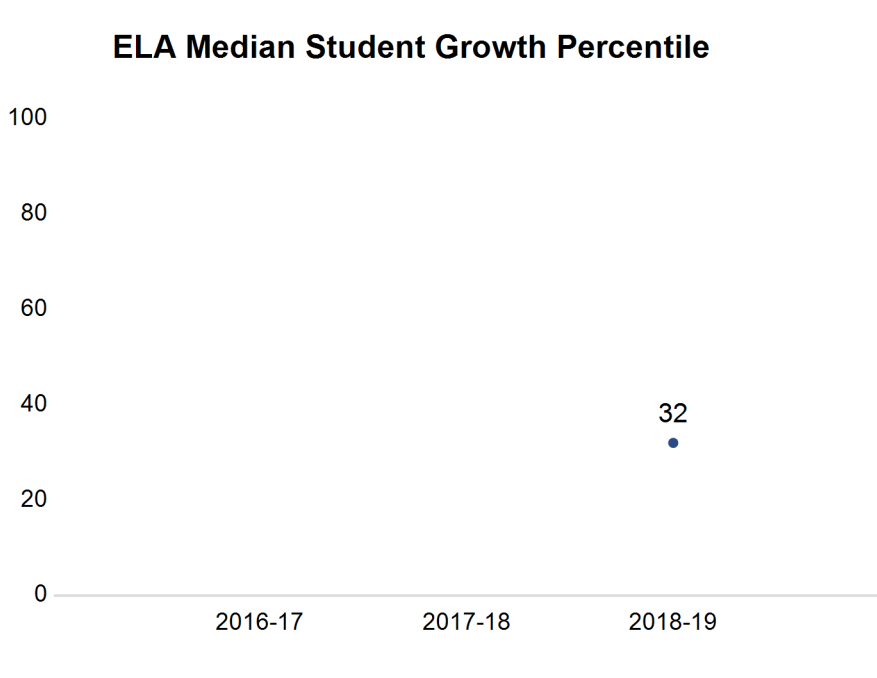
Report Key:

- * 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

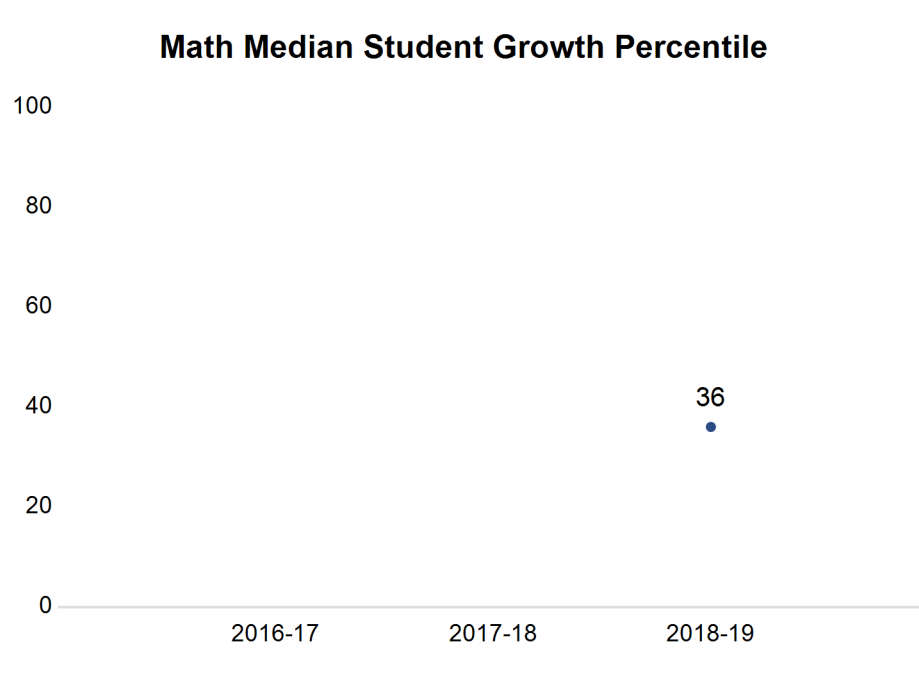
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	N	N	32	N	N	36
Met Standard (40-59.5)?	N	N	Not Met	N	N	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	32	44	50	Not Met	36	42	50	Not Met
White	28	46	50	**	45	52	52	**
Hispanic	34	39.5	49	Not Met	36.5	43	47	Not Met
Black or African American	32	45	45	Not Met	35	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	28	40.5	59	**	63	58	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	35	44	53	N	40	44	50	N
Male	29	45	47	N	31	42	51	N
Economically Disadvantaged Students	30	44	48	Not Met	37	42	46	Not Met
Students with Disabilities	36	42	43	Not Met	46	45	45	Met Standard
English Learners	*	61	52	**	41	51.5	50	**
Homeless Students	38	45	43	N	41.5	60.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Levitt Intermediate School
 (05-5805-301)
 Grades Offered: 05-06
 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

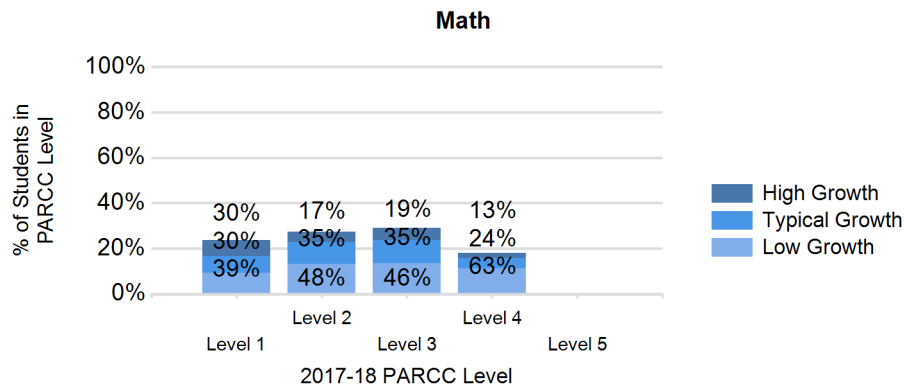
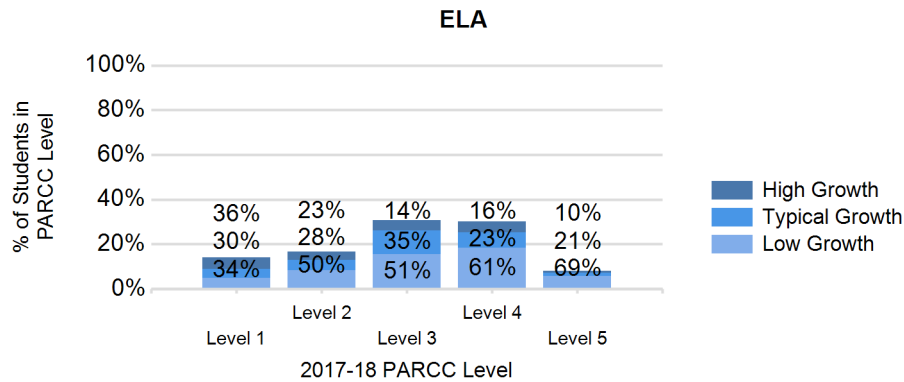
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

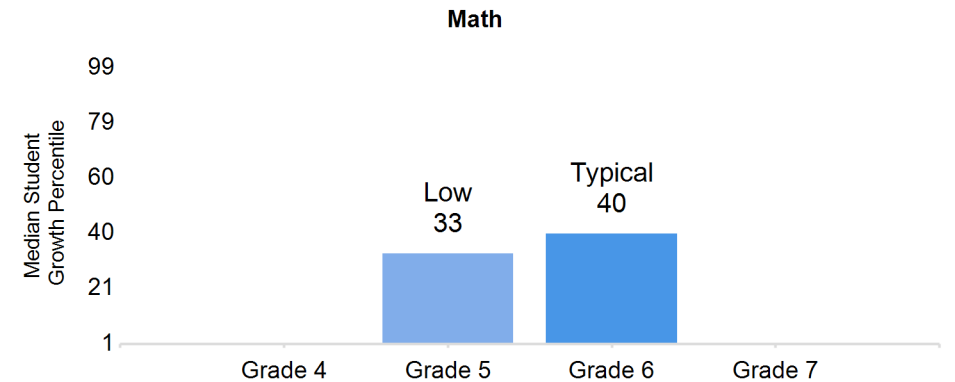
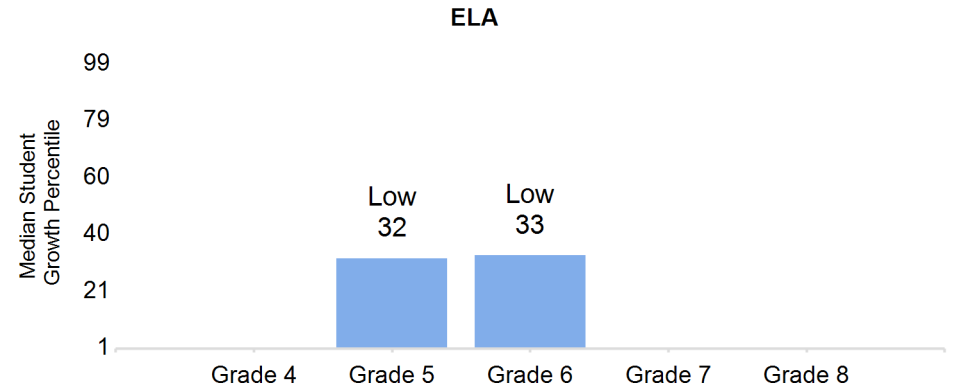
Student Growth by Performance Level

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.





Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
2018-2019

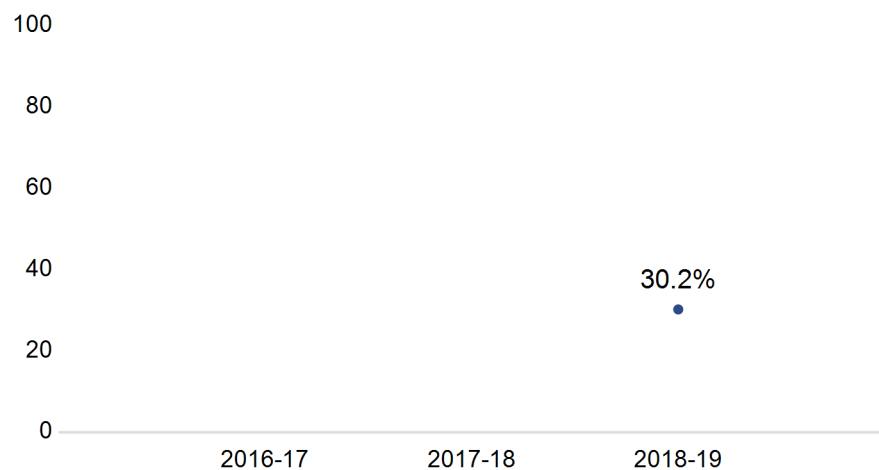
Report Key:

- * 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

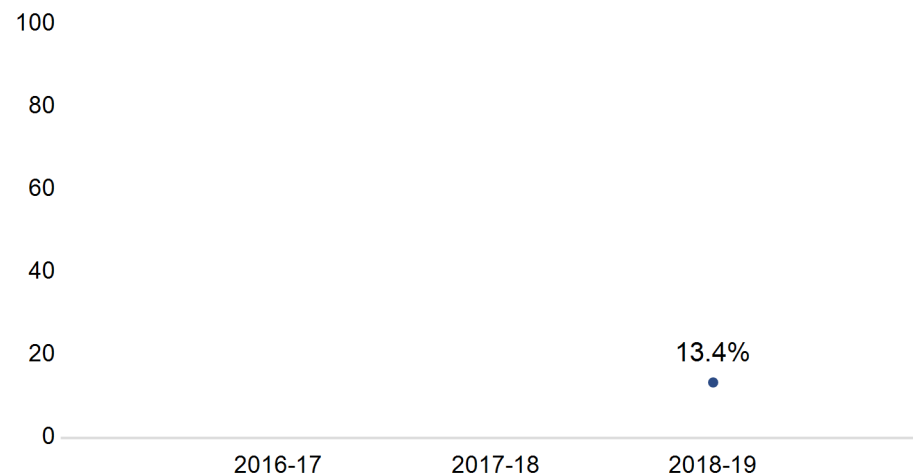
English Language Arts and Mathematics Performance Trends

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	N	N	97.9%	N	N	98.9%
Proficiency Rate for Federal Accountability	N	N	30.2%	N	N	13.4%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
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.



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	524	97.9	30.2	31.5	57.9	30.2	N	N
White	16	100.0	25.0	25.0	66.9	25.0	**	**
Hispanic	75	97.5	26.7	*	43.9	26.7	N	N
Black or African American	414	97.8	29.0	30.9	38.5	29.0	N	N
Asian, Native Hawaiian, or Pacific Islander	12	100.0	83.3	78.8	82.9	83.3	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	254	98.9	34.3	37.3	64.8	34.3		
Male	270	96.9	26.3	26.4	51.3	26.3		
Economically Disadvantaged Students	262	97.1	29.0	27.6	40.0	29.0	N	N
Non-Economically Disadvantaged Students	262	98.6	31.3	35.0	67.9	31.3		
Students with Disabilities	93	98.0	22.6	17.5	22.7	22.6	N	N
Students without Disabilities	431	97.9	31.8	35.2	65.1	31.8		
English Learners	14	100.0	*	10.4	29.3	*	**	**
Non-English Learners	510	97.8	*	32.1	60.6	*		
Homeless Students	15	95.0	33.3	17.9	29.1	33.3		
Students In Foster Care	*	*	*	*	27.6	*		
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.



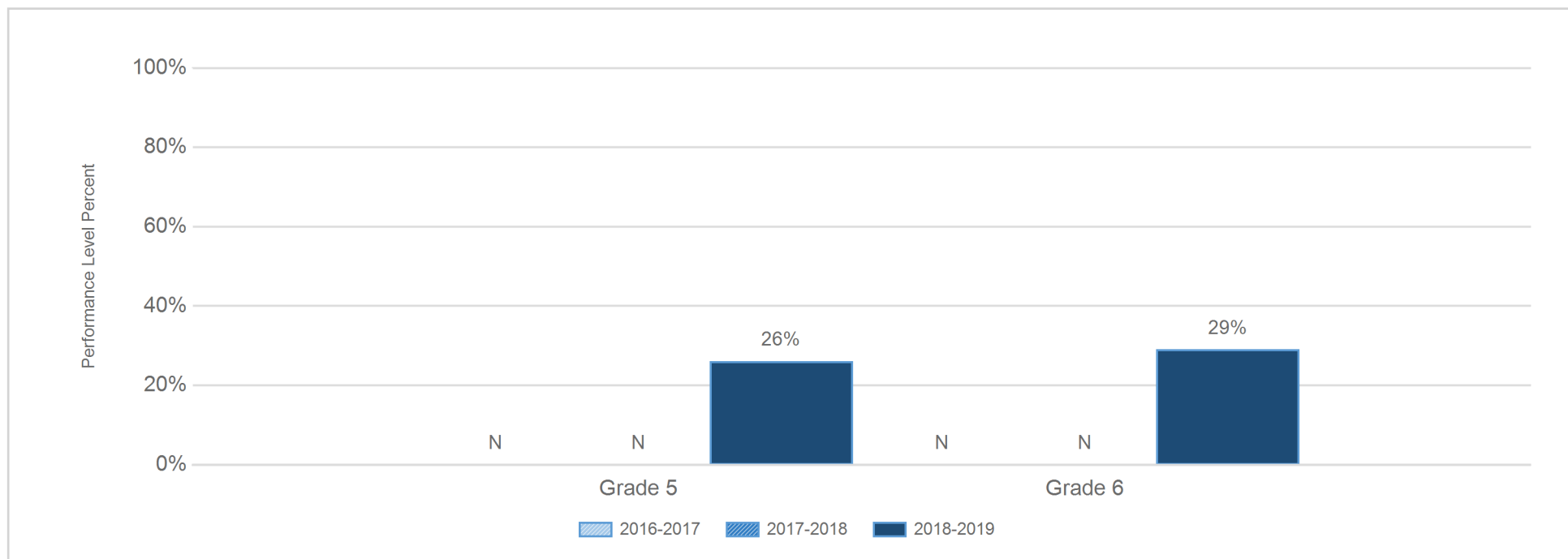
Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
2018-2019

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

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.





Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	287	730	730	756	18%	25%	30%	*	*	26%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	33	730	730	743	*	*	*	*	*	27%	44%
Black or African American	240	729	729	739	19%	25%	32%	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	135	736	736	761	13%	19%	33%	*	*	34%	64%
Male	152	725	725	750	22%	30%	28%	*	*	20%	52%
Economically Disadvantaged Students	126	729	729	740	18%	26%	31%	*	*	25%	39%
Non-Economically Disadvantaged Students	161	731	731	766	18%	24%	30%	*	*	28%	69%
Students with Disabilities	33	699	699	724	*	*	*	*	*	*	23%
Students without Disabilities	254	734	734	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	239	733	733	754	14%	23%	34%	*	*	29%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	40	728	728	743	*	30%	45%	*	*	18%	43%
Black or African American	180	733	733	738	16%	22%	32%	*	*	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	123	738	738	762	*	24%	36%	*	*	33%	64%
Male	116	729	729	748	*	22%	33%	*	*	25%	48%
Economically Disadvantaged Students	121	736	736	740	13%	20%	40%	*	*	27%	39%
Non-Economically Disadvantaged Students	118	731	731	763	14%	26%	29%	*	*	31%	67%
Students with Disabilities	37	710	710	722	*	*	*	*	*	*	19%
Students without Disabilities	202	738	738	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	10	724	724	729	*	*	*	*	*	30%	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%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	530	98.9	13.4	*	44.5	13.4	N	N
White	16	100.0	12.5	12.5	54.1	12.5	**	**
Hispanic	75	98.7	10.7	18.0	28.8	10.7	N	N
Black or African American	419	98.9	11.7	*	23.0	11.7	N	N
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	55.6	76.5	69.2	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	254	98.9	10.2	*	44.9	10.2		
Male	276	99.0	16.3	*	44.2	16.3		
Economically Disadvantaged Students	265	98.5	14.0	*	26.3	14.0	N	N
Non-Economically Disadvantaged Students	265	99.3	12.8	*	54.9	12.8		
Students with Disabilities	95	100.0	14.7	13.4	17.4	14.7	N	N
Students without Disabilities	435	98.7	13.1	16.9	50.0	13.1		
English Learners	16	100.0	*	*	25.0	*	**	**
Non-English Learners	514	98.9	*	*	46.5	*		
Homeless Students	16	100.0	12.5	10.3	17.1	12.5		
Students In Foster Care	*	*	*	*	17.1	*		
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.



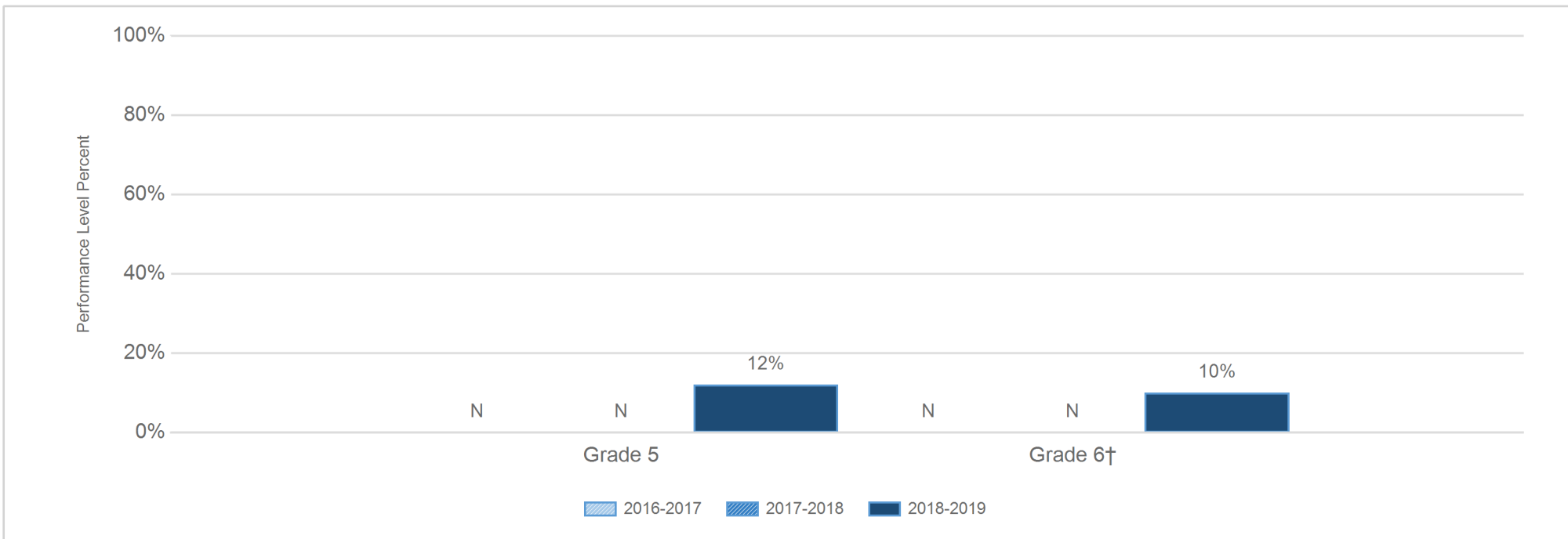
Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
2018-2019

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

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.



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	287	719	719	747	22%	40%	26%	*	*	12%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	33	721	721	735	*	33%	33%	*	*	12%	30%
Black or African American	239	718	718	729	23%	42%	25%	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	133	721	721	747	18%	34%	38%	*	*	11%	47%
Male	154	717	717	747	25%	46%	16%	*	*	14%	47%
Economically Disadvantaged Students	125	717	717	732	22%	45%	22%	*	*	12%	27%
Non-Economically Disadvantaged Students	162	721	721	757	22%	37%	29%	*	*	12%	59%
Students with Disabilities	33	706	706	725	*	*	*	*	*	*	19%
Students without Disabilities	254	721	721	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	246	717	717	741	24%	39%	26%	*	*	10%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	40	712	712	729	*	*	*	*	*	*	24%
Black or African American	187	716	716	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	125	718	718	742	*	*	*	*	*	*	42%
Male	121	715	715	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	126	719	719	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	120	714	714	750	*	*	*	*	*	*	53%
Students with Disabilities	40	696	696	716	*	*	*	*	*	*	12%
Students without Disabilities	206	721	721	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	11	716	716	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%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	13	13
6	14	13

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	53.8%	**	**

† 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	11	*	*
3-4	*	*	*
5 or more	*	*	*



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
2018-2019

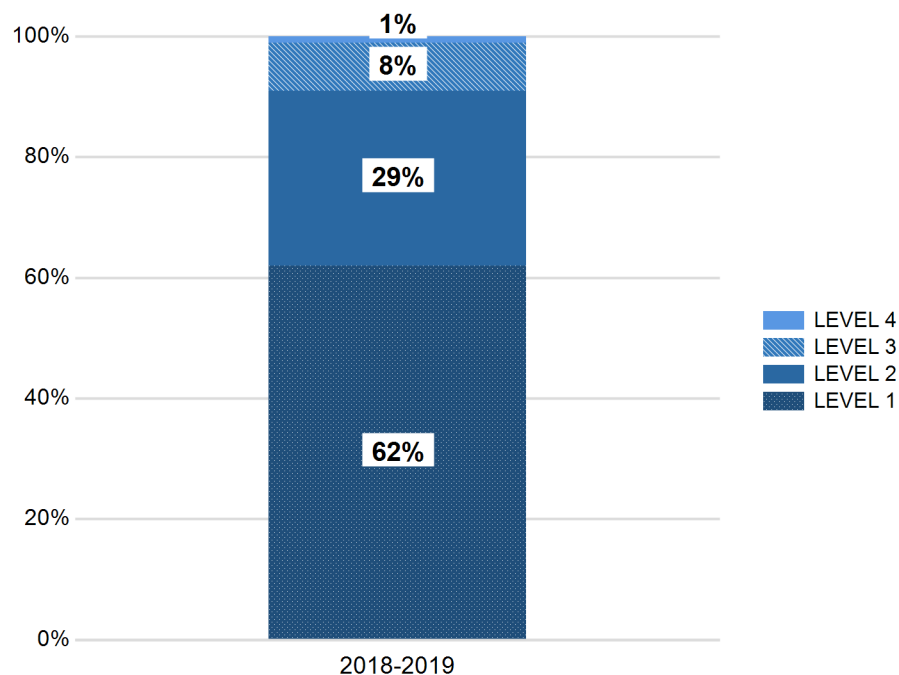
Report Key:

- * 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

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	62	29	8	1
White	*	*	*	*
Hispanic	61	24	12	3
Black or African American	64	29	7	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	57	32	11	0
Male	66	26	5	3
Economically Disadvantaged Students	64	29	7	0
Non-Economically Disadvantaged Students	60	29	8	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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.

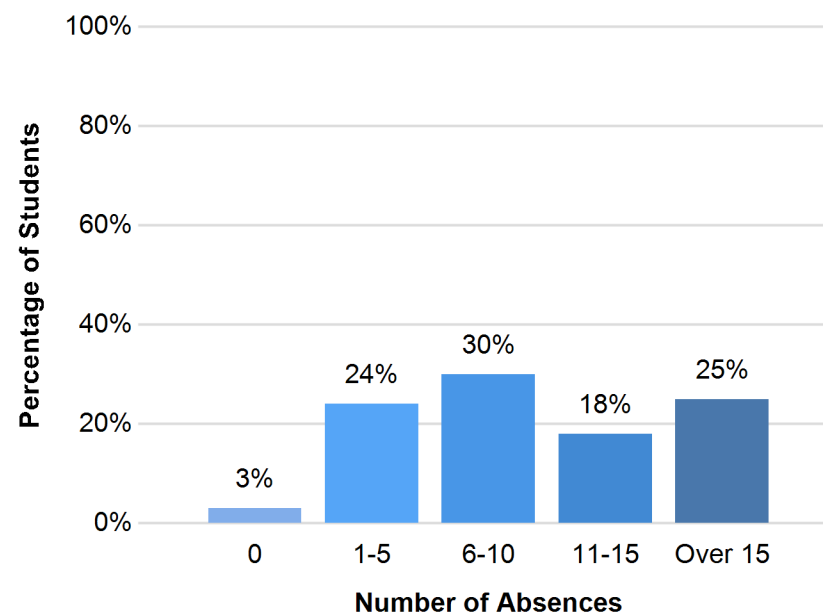
Chronic Absenteeism

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	119	21.5	8.0	Not Met
White	5	33.3	**	**
Hispanic	16	20.5	8.0	Not Met
Black or African American	97	21.9	8.0	Not Met
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	51	19.1		
Male	68	23.7		
Economically Disadvantaged Students	27	19.6	8.0	Not Met
Students with Disabilities	25	25.5	8.0	Not Met
English Learners	1	6.7	**	**
Homeless Students	4	26.7		
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.





Levitt Intermediate School

(05-5805-301)

Grades Offered: 05-06

2018-2019

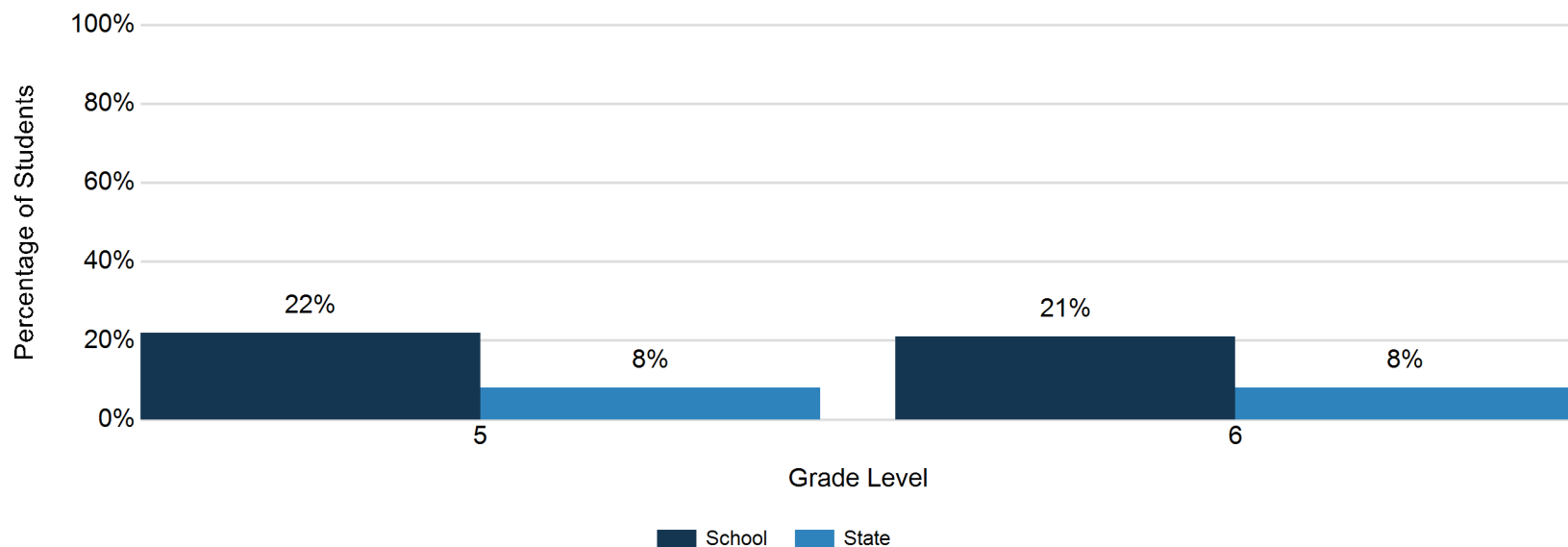
Report Key:

- * 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

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 by Grade

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





Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	73
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	75
Incidents Per 100 Students Enrolled	13.49

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	1	0	1
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	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	0	0.0%
Out-of-School Suspensions	82	14.7%
Any Suspension	82	14.7%
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

258



Levitt Intermediate School

(05-5805-301)

Grades Offered: 05-06

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

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	7:35 AM
Typical End Time	2:40 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	N



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	34	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	16:1	13:1
Students to Administrators	278:1	124:1
Teachers to Administrators	17:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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 – 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	48.2%	82.4%	100.0%	48.4%	77.1%	54.9%
Male	51.8%	17.6%	0.0%	51.6%	22.9%	45.1%
White	2.7%	55.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	13.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	80.2%	44.1%	100.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	87.4%



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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.



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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.



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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 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	N	N	30.2%
Math Proficiency	N	N	13.4%
ELA Growth	N	N	32
Math Growth	N	N	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	53.8%
Chronic Absenteeism	N	N	21.5%

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



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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](#).

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.



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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	N	N	Not Met	Not Met	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	N	Not Met	Not Met	n/a	Not Met	No
Black or African American	N	N	Not Met	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	N	N	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).



Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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:

- Partnership with Rutgers for New Jersey Positive Behavior Supports in Schools
- Technology is utilized to enhance instruction via smart boards, promethean boards and chromebooks.
- LIS Partnership with Rutgers New Brunswick allows for students to engage 4x per year in our annual Pride Day.



Mission, Vision, Theme:

The mission of the LIS is to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness.





Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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>Courses, Curriculum, Instruction:</p>	<p>Levitt Intermediate School</p>
 <p>Clubs and Activities:</p>	<p>National Elementary Honor Society, Elementary Student Council, Safety Patrol</p>



Levitt Intermediate School
 (05-5805-301)
 Grades Offered: 05-06
 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

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.



Staff and Professional Learning:

LIS participates in District Professional Development Activities in addition to Grade Level Meeting Data Analysis .






Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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>Student Supports and Services:</p>	<p>LIS provides Math and Literacy Intervention and Honors classes 5 days a week. In addition tutoring is offered to students that show academic need.</p>
 <p>Student Health and Wellness:</p>	<p>LIS participates in the National School Lunch Program, which provides nutritionally balanced breakfast and lunch to students. Students are provided a brief recess period. Additionally, students participate in physical education integral to their academic programming</p>
 <p>Parent and Community Involvement:</p>	<p>LIS is in the process of establishing a PTA. We encourage Parent outreach via our academic reading and math nights/IXL</p>





Levitt Intermediate School
(05-5805-301)
Grades Offered: 05-06
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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>The building was constructed in 1960 and measures 95,157 sq. ft; In 2016 Renovation to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office and multi-purpose room. Majority of the classrooms, instructional rooms, and common areas have air-conditioning. The school's facilities includes, Library, Computer Lab, Multi-purpose Room, Music Room, Science Lab</p>



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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:



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

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

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	Burlington
District	Willingboro Public School District
Principal Name	Ms. Sonya Nock-Lemons
Address	110 TWIN HILL DRIVE WILLINGBORO, NJ 08046
Phone Number	609-835-8980
Email Address	snock@wboe.net
Website	https://www.willingboroschools.org/o/twin-hills-elementary-school



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	31	27	0
KG	49	40	1
1	57	53	77
2	56	56	75
3	50	64	68
4	62	54	81
5	75	65	0
Total	380	359	302

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%	44.3%	48.0%
Male	50.0%	55.7%	52.0%
Economically Disadvantaged Students	52.6%	56.3%	22.2%
Students with Disabilities	13.2%	18.4%	21.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.3%	0.8%	1.7%
Students in Foster Care	1.3%	1.7%	0.7%
Military-Connected Students	0.0%	0.6%	0.7%
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	3.4%	3.6%	3.6%
Hispanic	6.1%	12.0%	11.6%
Black or African American	86.8%	81.1%	81.5%
Asian	2.6%	2.2%	1.3%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.6%	1.3%

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	0	0	0
PK - Full Day	31	27	0
KG - Half Day	0	0	0
KG - Full Day	49	40	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	97.7%
Spanish	1.7%
Other Languages	0.7%



Twin Hills Elementary School
 (05-5805-120)
 Grades Offered: 01-04
 2018-2019

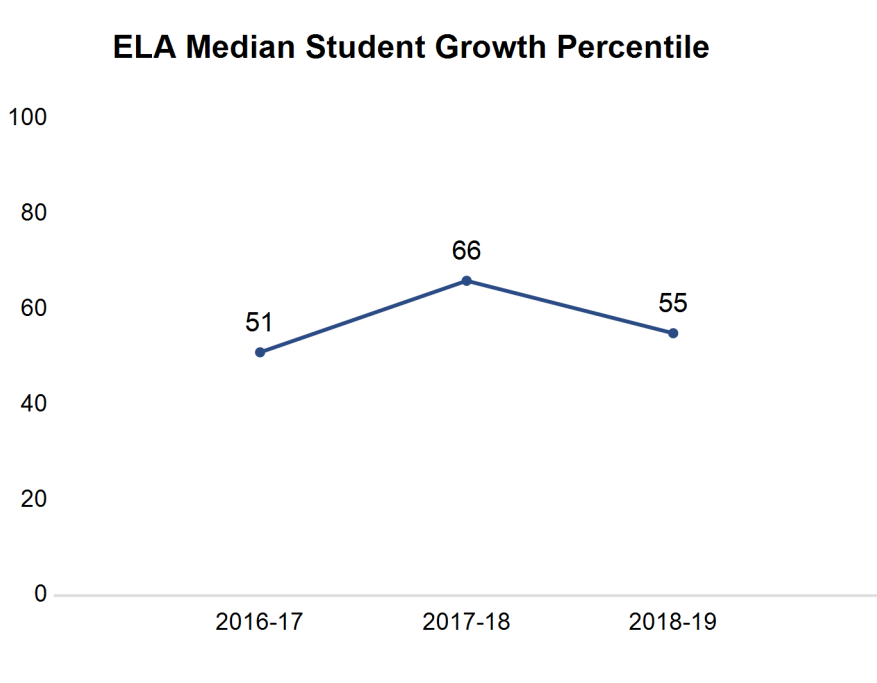
Report Key:

- * 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

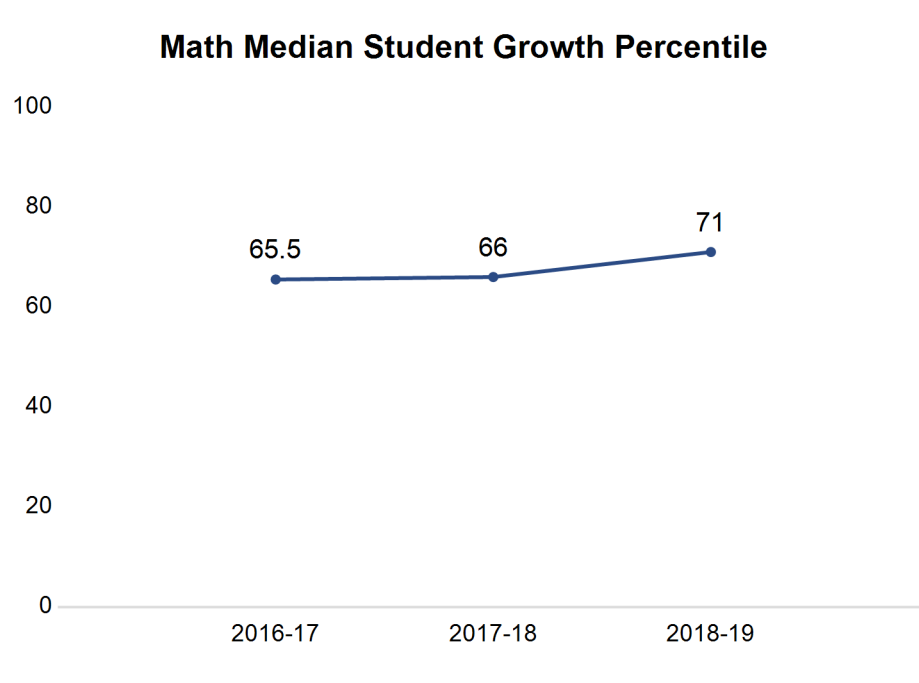
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	51	66	55	65.5	66	71
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	55	44	50	Met Standard	71	42	50	Exceeds Standard
White	*	46	50	**	*	52	52	**
Hispanic	*	39.5	49	**	*	43	47	**
Black or African American	55	45	45	Met Standard	65	42	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	40.5	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	52.5	44	53	N	77.5	44	50	N
Male	57	45	47	N	65	42	51	N
Economically Disadvantaged Students	54.5	44	48	Met Standard	64.5	42	46	Exceeds Standard
Students with Disabilities	54	42	43	**	67	45	45	**
English Learners	N	61	52	**	N	51.5	50	**
Homeless Students	*	45	43	N	*	60.5	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



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

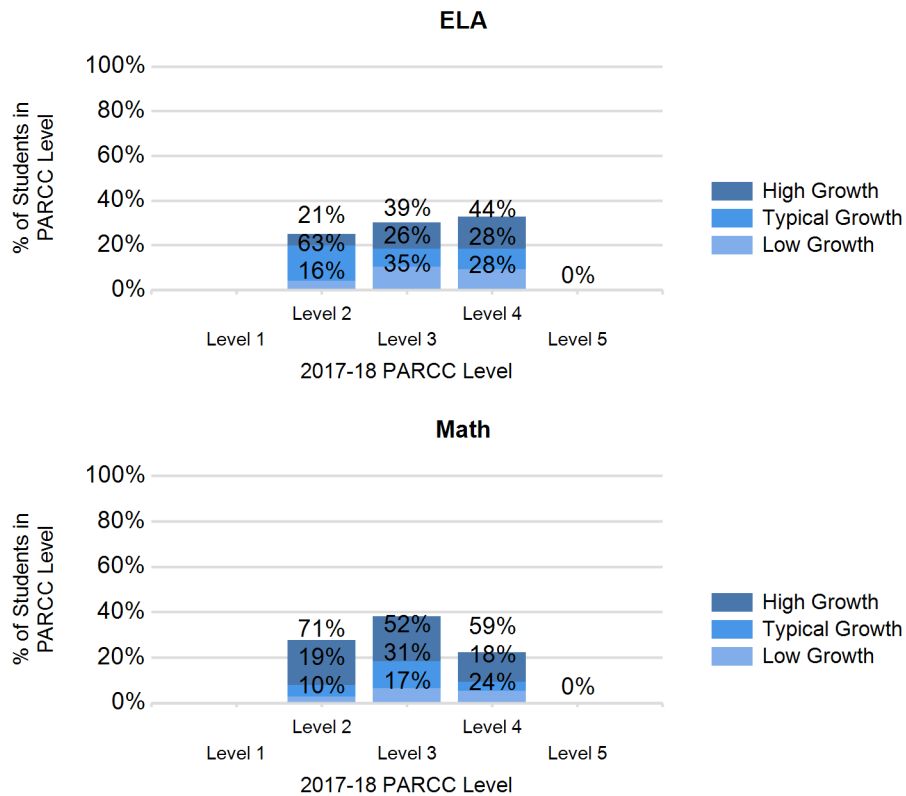
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

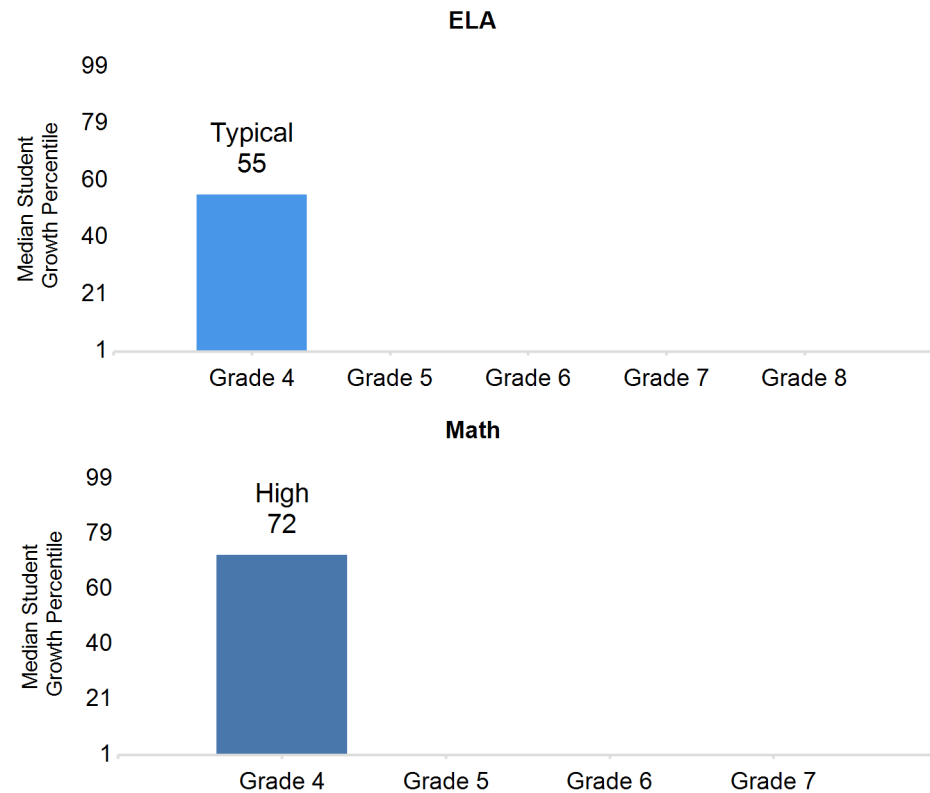
Student Growth by Performance Level

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.





Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
2018-2019

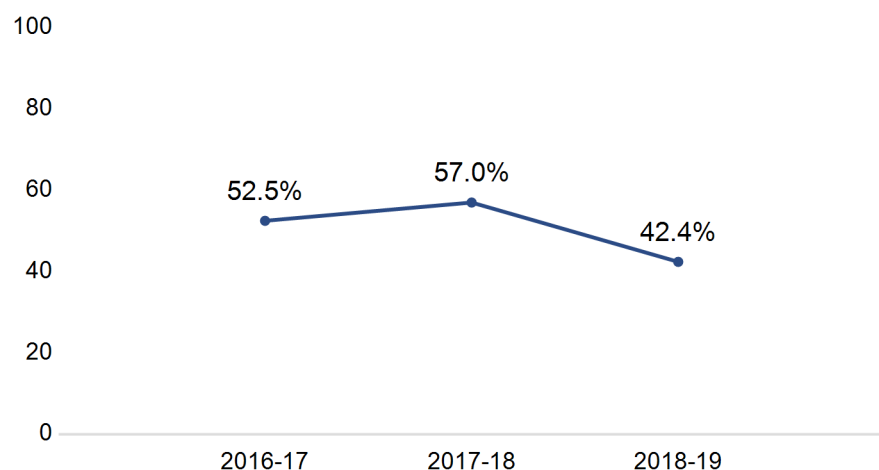
Report Key:

- * 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

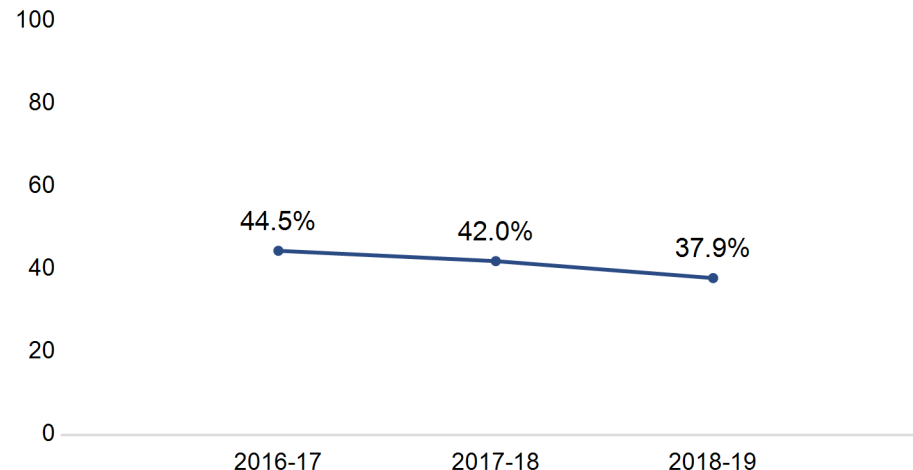
English Language Arts and Mathematics Performance Trends

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	98.9%	98.3%	93.9%	100.0%	97.8%	98.1%
Proficiency Rate for Federal Accountability	52.5%	57.0%	42.4%	44.5%	42.0%	37.9%
Annual Target	56.2%	57.4%	58.7%	43.1%	45.1%	47.0%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	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.



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	145	93.9	42.8	31.5	57.9	42.4	58.7	Not Met
White	*	*	*	25.0	66.9	*	**	**
Hispanic	12	86.7	*	*	43.9	*	**	**
Black or African American	126	95.0	46.8	30.9	38.5	46.8	58.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	70	96.2	48.6	37.3	64.8	48.6		
Male	75	91.8	37.3	26.4	51.3	36.4		
Economically Disadvantaged Students	67	95.8	43.3	27.6	40.0	*	62	Not Met
Non-Economically Disadvantaged Students	78	92.3	42.3	35.0	67.9	*		
Students with Disabilities	29	92.1	*	17.5	22.7	*	23.2	Not Met
Students without Disabilities	116	94.4	*	35.2	65.1	*		
English Learners	N	N	N	10.4	29.3	N	**	**
Non-English Learners	145	93.9	42.8	32.1	60.6	42.4		
Homeless Students	*	*	*	17.9	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.



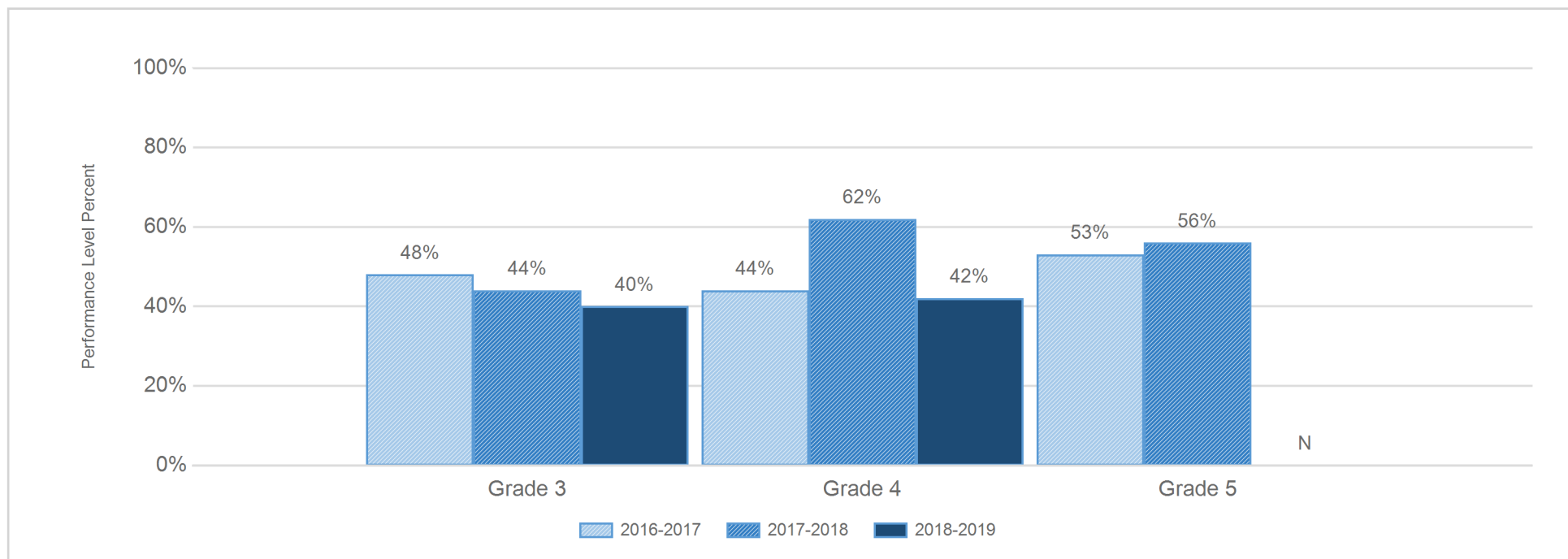
Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
2018-2019

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

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.





Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	70	738	729	748	17%	16%	27%	40%	0%	40%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	62	738	729	731	18%	18%	21%	44%	0%	44%	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	38	739	732	753	*	*	*	39%	0%	39%	55%
Male	32	736	726	743	*	*	*	41%	0%	41%	46%
Economically Disadvantaged Students	36	737	726	731	*	*	*	42%	0%	42%	33%
Non-Economically Disadvantaged Students	34	738	732	759	*	*	*	38%	0%	38%	61%
Students with Disabilities	13	708	*	719	*	*	*	*	*	15%	24%
Students without Disabilities	57	745	*	754	*	*	*	*	*	46%	56%
English Learners	N	N	687	713	N	N	N	N	N	N	17%
Non-English Learners	70	738	731	751	17%	16%	27%	40%	0%	40%	54%
Homeless Students	*	*	718	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	81	749	745	755	*	17%	38%	*	*	42%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	69	751	746	739	*	19%	33%	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	36	755	751	760	*	*	36%	*	*	53%	62%
Male	45	745	740	750	*	*	40%	*	*	33%	53%
Economically Disadvantaged Students	32	748	742	740	*	*	34%	*	*	44%	40%
Non-Economically Disadvantaged Students	49	751	747	765	*	*	41%	*	*	41%	69%
Students with Disabilities	20	720	*	725	*	*	*	*	*	*	25%
Students without Disabilities	61	759	*	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	81	749	*	758	*	17%	38%	*	*	42%	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	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%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	145	98.1	37.9	*	44.5	37.9	47	Not Met
White	*	*	*	12.5	54.1	*	**	**
Hispanic	12	100.0	33.3	18.0	28.8	33.3	**	**
Black or African American	125	98.5	37.6	*	23.0	37.6	46.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	69	100.0	36.2	*	44.9	36.2		
Male	76	96.3	39.5	*	44.2	39.5		
Economically Disadvantaged Students	67	98.6	37.3	*	26.3	37.3	39.5	Met Target†
Non-Economically Disadvantaged Students	78	97.7	38.5	*	54.9	38.5		
Students with Disabilities	29	94.6	13.8	13.4	17.4	13.8	19.5	Met Target†
Students without Disabilities	116	99.2	44.0	16.9	50.0	44.0		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	145	98.1	37.9	*	46.5	37.9		
Homeless Students	*	*	*	10.3	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.



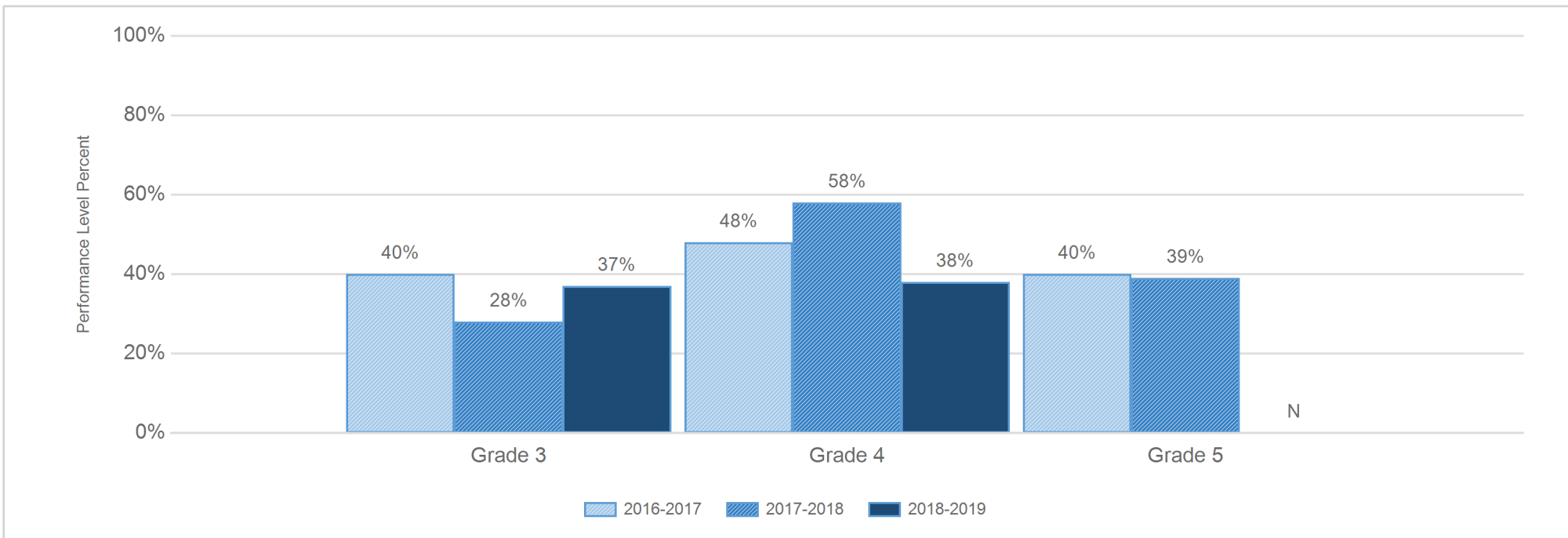
Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
2018-2019

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

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.



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	70	738	727	752	*	20%	33%	*	*	37%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	62	739	727	735	*	16%	34%	*	*	39%	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	38	740	725	751	*	*	34%	*	*	34%	54%
Male	32	735	730	752	*	*	31%	*	*	41%	56%
Economically Disadvantaged Students	36	736	726	737	*	*	33%	*	*	36%	37%
Non-Economically Disadvantaged Students	34	739	729	761	*	*	32%	*	*	38%	67%
Students with Disabilities	13	705	*	731	*	*	*	*	*	*	31%
Students without Disabilities	57	745	*	756	*	*	*	*	*	*	60%
English Learners	N	N	704	728	N	N	N	N	N	N	26%
Non-English Learners	70	738	728	754	*	20%	33%	*	*	37%	58%
Homeless Students	*	*	717	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	81	742	731	749	*	12%	42%	*	*	38%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	733	737	*	*	*	*	*	*	36%
Black or African American	69	740	730	731	*	*	43%	*	*	35%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	36	745	731	749	*	*	53%	*	*	39%	50%
Male	45	741	732	749	*	*	33%	*	*	38%	52%
Economically Disadvantaged Students	32	740	730	734	*	*	47%	*	*	38%	32%
Non-Economically Disadvantaged Students	49	744	733	759	*	*	39%	*	*	39%	63%
Students with Disabilities	20	725	*	726	*	*	*	*	*	15%	25%
Students without Disabilities	61	748	*	754	*	*	*	*	*	46%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	81	742	*	751	*	12%	42%	*	*	38%	54%
Homeless Students	*	*	737	722	*	*	*	*	*	*	19%
Students in Foster Care	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%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	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	N	N	N
3-4	N	N	N
5 or more	N	N	N



Twin Hills Elementary School
 (05-5805-120)
 Grades Offered: 01-04
 2018-2019

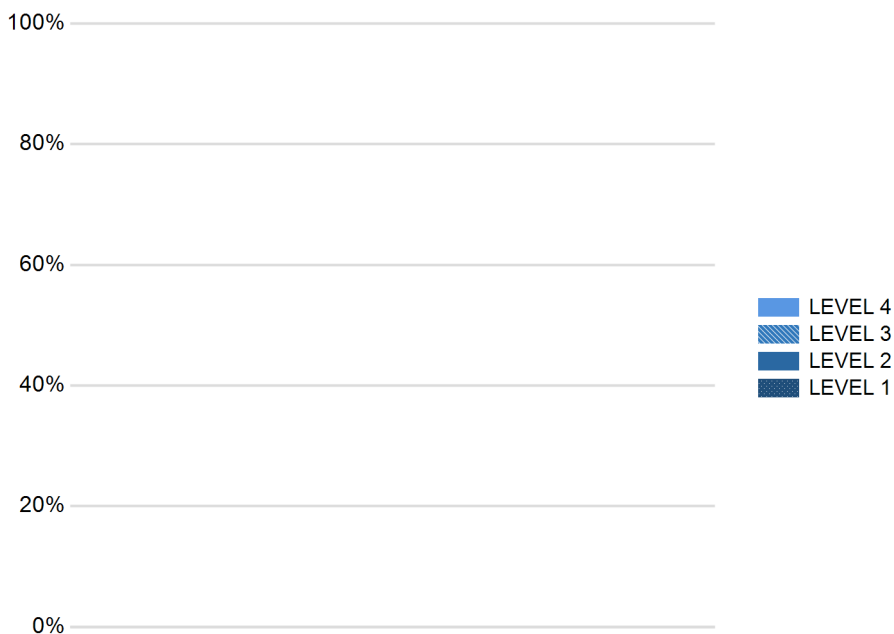
Report Key:

- * 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

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



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

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

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.

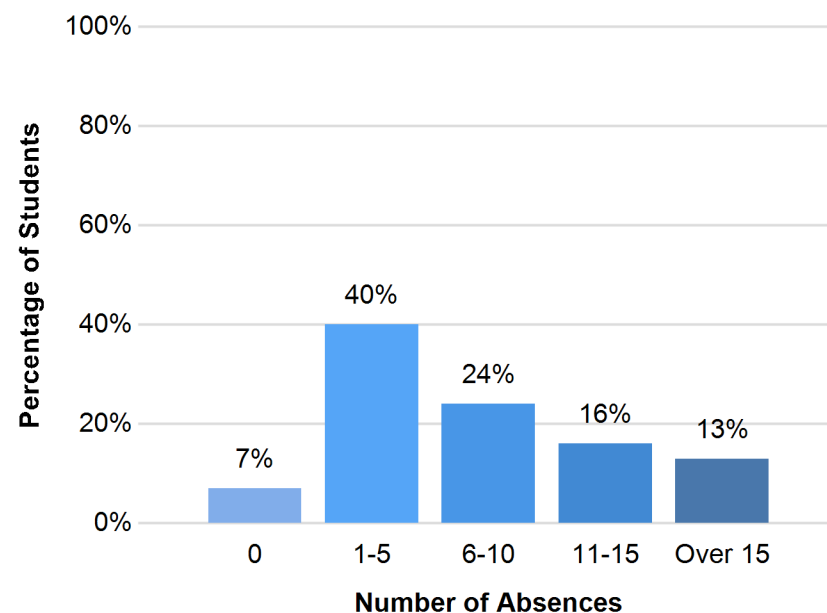
Chronic Absenteeism

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	28	9.3	8.2	Not Met
White	1	9.1	**	**
Hispanic	7	20.0	8.2	Not Met
Black or African American	20	8.1	8.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	6.2		
Male	19	12.2		
Economically Disadvantaged Students	9	13.6	8.2	Not Met
Students with Disabilities	12	18.8	8.2	Not Met
English Learners	N	N	N	N
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.





Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

2018-2019

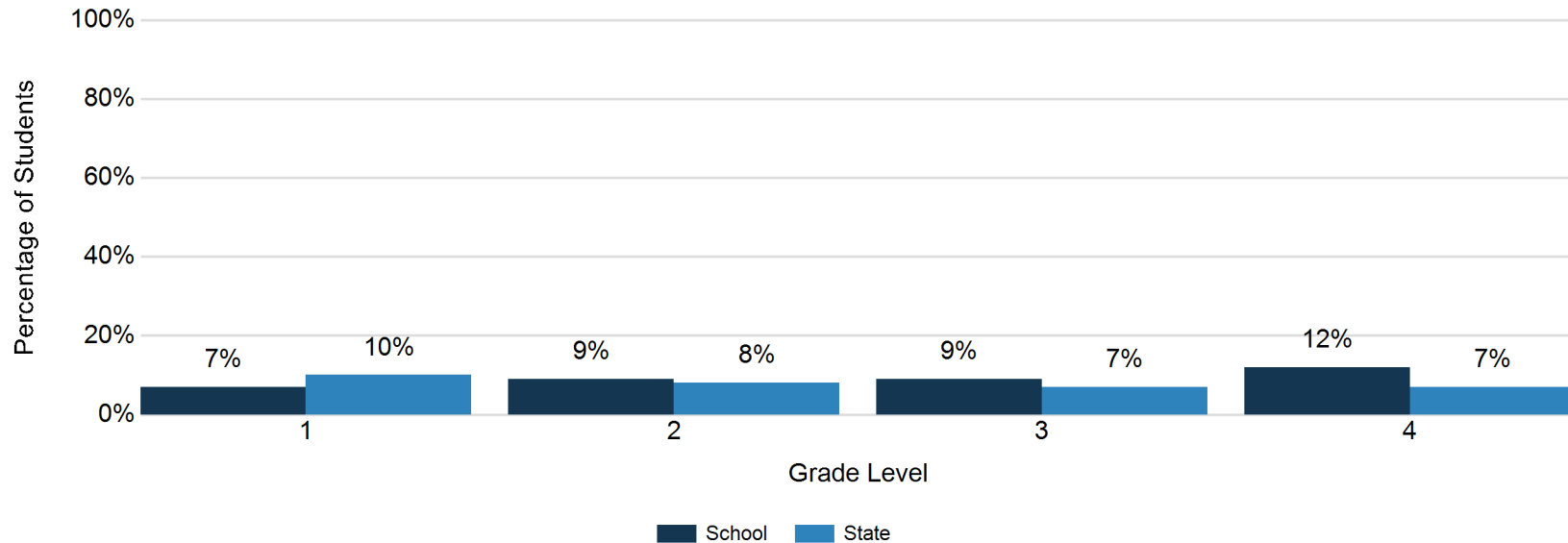
Report Key:

- * 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

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 by Grade

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





Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

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

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	1
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.99

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		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

19



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

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

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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 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	4.0:1



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04

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

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	26	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.5%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	151:1	124:1
Teachers to Administrators	13:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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 – 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	48.0%	88.5%	100.0%	48.4%	77.1%	54.9%
Male	52.0%	11.5%	0.0%	51.6%	22.9%	45.1%
White	3.6%	53.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	11.6%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	81.5%	42.3%	100.0%	15.0%	6.6%	13.9%
Asian	1.3%	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	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	84.2%



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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.



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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.



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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 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	52.5%	57.0%	42.4%
Math Proficiency	44.5%	42.0%	37.9%
ELA Growth	51	66	55
Math Growth	66	66	71
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.4%	3.9%	9.3%

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



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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](#).

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.



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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	Not Met	Not Met	Met Standard	Exceeds Standard	N	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Exceeds Standard	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/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	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).



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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:

- Students: Year Round Tutoring (Small Group); Unless Campaign- Partnership with Philadelphia Zoo to save endangered animals; Superstar Student Program- PBSIS Program; Willingboro HS NHS Tutors
- District's First National Elementary Honor Society (NEHS)-Alpha Chapter, Student Council; Leadership Links Workshop Series
- Grade 4 Mentor Program Partnerships with: Omega Psi Phi Fraternity, Inc.- Nu Nu Alumni Chapter; Zeta Phi Beta Sorority, Inc.



Mission, Vision, Theme:

Motto is "Students Today; Leaders Tomorrow!"



Awards, Recognition, Accomplishments:

IXL Case Study Focus School; Burlington County Law Day Contest 1st Grade Winner and 1st, 2nd, and 3rd Grade Honorable Mentions



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04



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

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>Courses, Curriculum, Instruction:</p>	<p>Twin Hills Elementary implements the following instructional & curriculum programs: Balanced Literacy (Daily 5), including Writer's and Reader's Workshop; and Eureka Math, and IXL's instructional support resources (ELA & Math). Science curriculum is implemented based on the Next Generation Science Standards.</p>
 <p>Clubs and Activities:</p>	<p>Twin Hills offers a variety of enriching activities that promote community service, leadership, creativity, self-esteem and expression, and character development. Some of the programs offered include: Computer Club, Student Safety Patrol, Student Council, National Elementary Honor Society, Theater Arts, Music, and Art.</p>



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04



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

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>Before and After School Programs:</p>	<p>The Before/After School Program, sponsored by the Willingboro Board of Education, is designed to provide a safe and caring environment for elementary students whose parents work. The program is run under the supervision of the Director of Before and After School Program. Twin Hills has a staff who serves 66 children ages 4-10 years old.</p>
 <p>Staff and Professional Learning:</p>	<p>Twin Hills staff participates in District sponsored Professional Development Activities. In addition, staff participates as part of grade level Professional Learning Research Communities (PLC). Monthly PLC presentations focus on research-based best practices and instructional initiatives derived to promote high-quality learning experiences.</p>



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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.



Student Supports and Services:

Twin Hills utilizes Restorative Practices to support positive school culture. In addition, Twin Hills successfully implements the Star Student Program, which is designed to promote students' academic efforts and behavioral choices. Twin Hills also believes in early intervention as a means of minimizing the number of Tier 2 and 3 students. All students are supported academically through year long before and after school tutoring, supplemental enrichment periods, and intervention supports (e.g.. IXL and Reading A to Z). Students participate in monthly leadership seminars, which compliments the Mentor Program.



Student Health and Wellness:

The school nurse leads a PLC research and presentation for staff to support the health and wellness of school stakeholders. She also spearheaded the Dental health initiatives and assist school clubs with Leukemia and Lymphoma Societies fundraising.



Parent and Community Involvement:

Parents are welcomed participants of our Title 1 Team. The PTA sponsors fundraisers to support academic initiatives for students (i.e., semi- annual book fairs, field trips, and the purchase of library materials). Parents are kept abreast of school activities in the monthly school newsletter and website updates. The PTA also facilitates annual Literacy Night during Read Across America month.



Twin Hills Elementary School

(05-5805-120)

Grades Offered: 01-04



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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers In 2018-19 Twin Hills administered the State of NJ's School Climate Survey to students (Grade 3 & 4), staff, and parents. Respondents were provided an opportunity to candidly respond to a school climate survey. The data posted and shared with the Title-1 Leadership Team to promote on-going school improvement initiatives.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1971 and measures 51,305 sq. ft; In 2011 Renovation to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office and multi-purpose room. All classrooms, instructional rooms, and common areas have air-conditioning. The school's facilities includes, Library, Computer Lab, Multi-purpose Room, Music Room, Science Lab and Playground Area</p>



Twin Hills Elementary School
(05-5805-120)
Grades Offered: 01-04
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

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.



Other Information

NJ Dept. of Education ranked Twin Hills in the 91st percentile in the state and 6th amongst all Burlington County Schools. Daily Instructional Schedule is as follows: Primary Grades: English Language Arts (120 min.); Daily 5/Balanced Literacy; Writer's and Reader's Workshop; Mathematics (90 min.); Science/Social Students (45 min), and supplemental Intervention & Enrichment.

**W. R. James Sr. Elementary School**

(05-5805-080)

Grades Offered: 01-04

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:

**W. R. James Sr. Elementary School**

(05-5805-080)

Grades Offered: 01-04

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

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	Burlington
District	Willingboro Public School District
Principal Name	Ms. Sylvia Miles-Wright
Address	41 PINETREE LANE WILLINGBORO, NJ 08046
Phone Number	609-835-8940
Email Address	smiles-wright@wboe.net
Website	https://www.willingboroschools.org/o/w-r-james-elementary-school



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	51	53	0
KG	68	68	0
1	48	66	86
2	56	51	88
3	77	61	82
4	61	74	90
5	84	64	0
Total	446	437	346

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	49.1%	50.1%	52.0%
Male	50.9%	49.9%	48.0%
Economically Disadvantaged Students	66.8%	70.5%	31.2%
Students with Disabilities	9.2%	6.4%	19.9%
English Learners	6.7%	5.9%	6.9%
Homeless Students	2.0%	5.0%	5.5%
Students in Foster Care	2.2%	1.4%	0.3%
Military-Connected Students	0.2%	0.0%	0.0%
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	1.8%	0.7%	2.3%
Hispanic	16.8%	19.7%	19.4%
Black or African American	76.2%	73.7%	75.1%
Asian	3.8%	3.0%	1.2%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.6%
American Indian or Alaska Native	0.7%	1.4%	0.3%
Two or More Races	0.2%	1.1%	1.2%

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
PK - Half Day	3	0	N
PK - Full Day	48	53	N
KG - Half Day	0	0	N
KG - Full Day	68	68	N

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	89.0%
Spanish	6.1%
Portuguese	1.2%
Other Languages	3.8%



W. R. James Sr. Elementary School
 (05-5805-080)
 Grades Offered: 01-04
 2018-2019

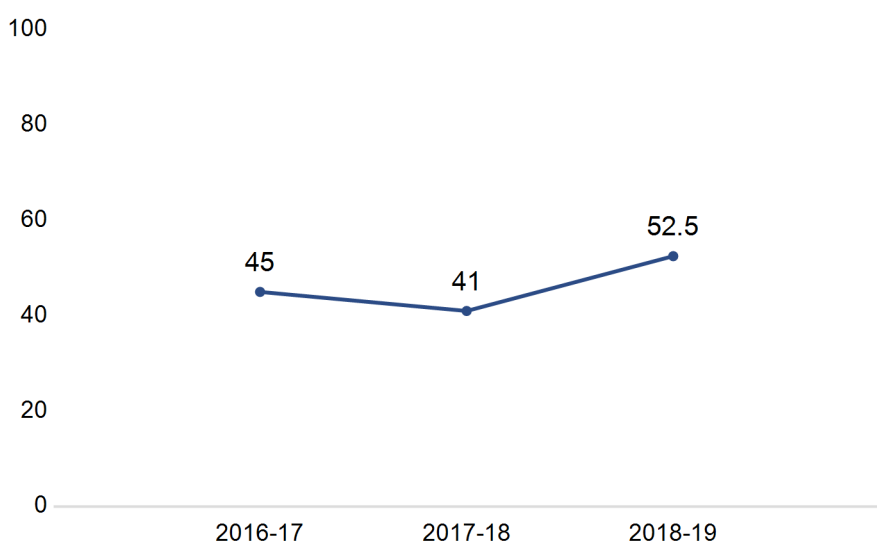
Report Key:

- * 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

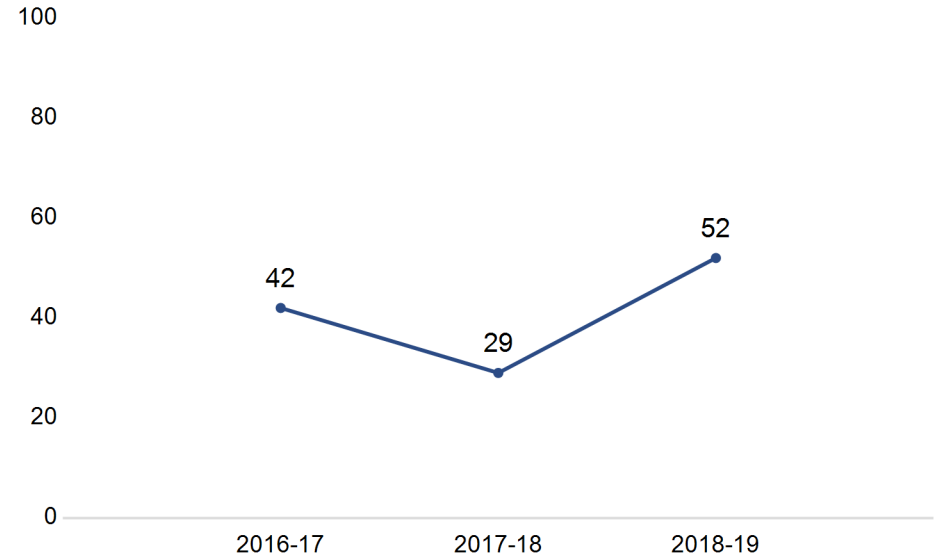
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	45	41	52.5	42	29	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	52.5	44	50	Met Standard	52	42	50	Met Standard
White	*	46	50	**	*	52	52	**
Hispanic	39	39.5	49	**	65	43	47	**
Black or African American	50	45	45	Met Standard	52	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	40.5	59	**	*	58	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	51.5	44	53	N	38	44	50	N
Male	52.5	45	47	N	64	42	51	N
Economically Disadvantaged Students	53	44	48	Met Standard	49	42	46	Met Standard
Students with Disabilities	31	42	43	Not Met	25	45	45	Not Met
English Learners	*	61	52	**	*	51.5	50	**
Homeless Students	*	45	43	N	*	60.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



W. R. James Sr. Elementary School
 (05-5805-080)
 Grades Offered: 01-04
 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

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.

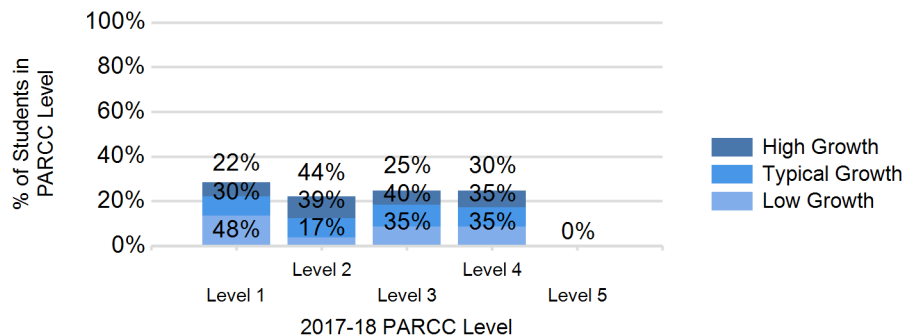
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

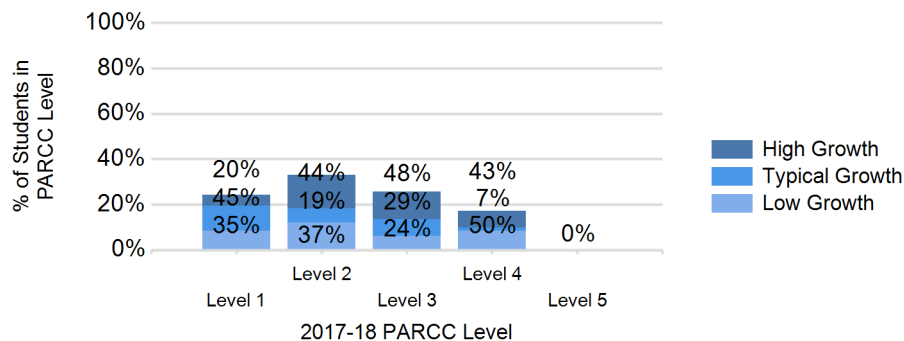
Student Growth by Performance Level

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.

ELA



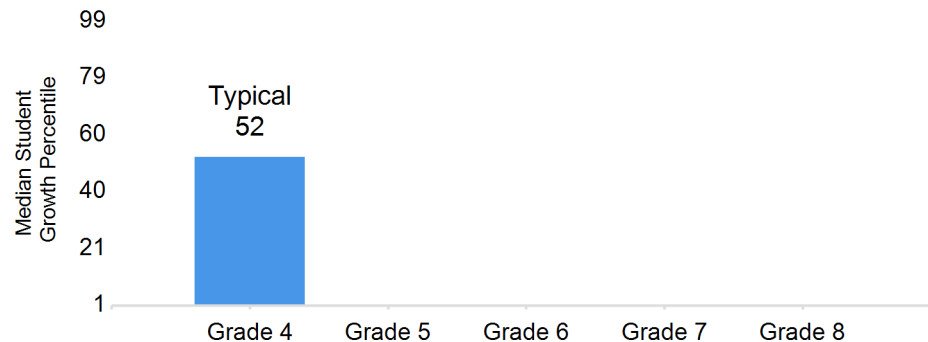
Math



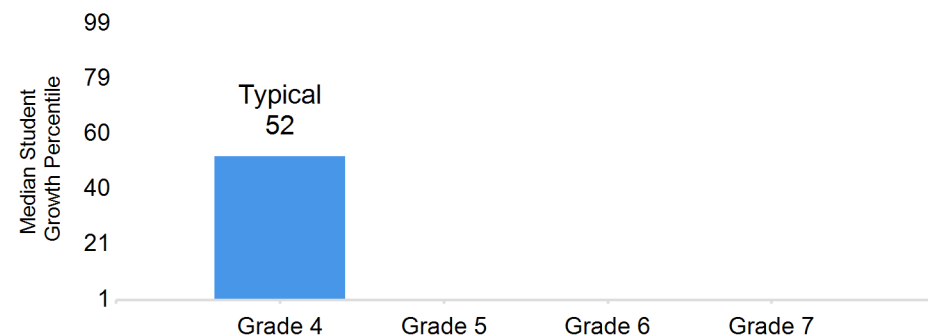
Student Growth by Grade

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

ELA



Math





W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
2018-2019

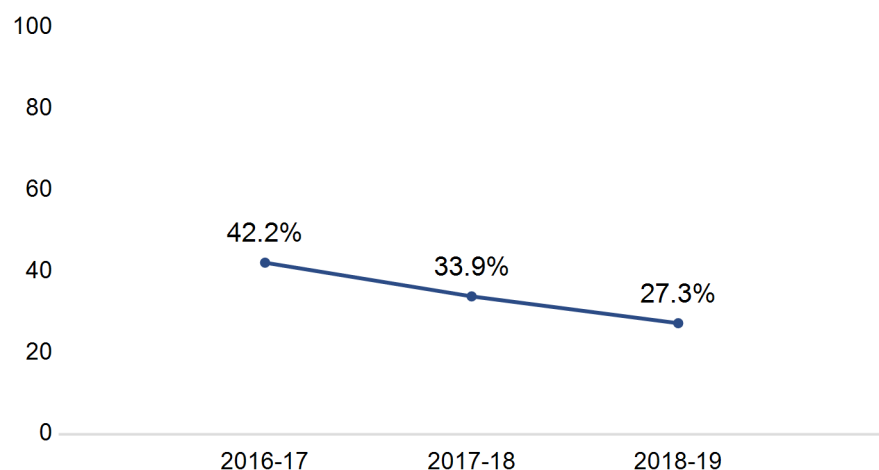
Report Key:

- * 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

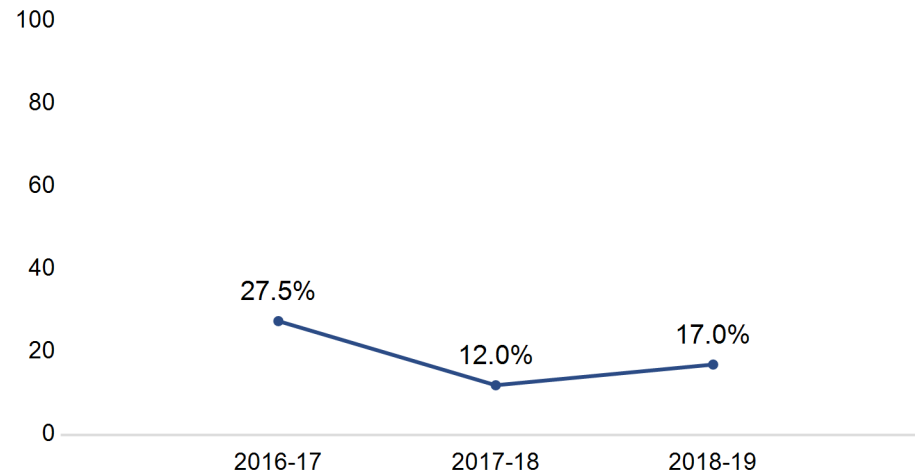
English Language Arts and Mathematics Performance Trends

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	98.6%	98.4%	99.4%	98.7%	98.5%	99.4%
Proficiency Rate for Federal Accountability	42.2%	33.9%	27.3%	27.5%	12.0%	17.0%
Annual Target	36.3%	38.6%	40.9%	24.7%	27.6%	30.5%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Not Met	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.



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	165	99.4	27.3	31.5	57.9	27.3	40.9	Not Met
White	*	*	*	25.0	66.9	*	**	**
Hispanic	34	100.0	17.6	*	43.9	17.6	54.5	Not Met
Black or African American	122	99.3	28.7	30.9	38.5	28.7	38.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	81	100.0	32.1	37.3	64.8	32.1		
Male	84	98.9	22.6	26.4	51.3	22.6		
Economically Disadvantaged Students	78	100.0	28.2	27.6	40.0	28.2	38	Not Met
Non-Economically Disadvantaged Students	87	99.0	26.4	35.0	67.9	26.4		
Students with Disabilities	43	97.9	*	17.5	22.7	*	41.7	Not Met
Students without Disabilities	122	100.0	*	35.2	65.1	*		
English Learners	16	100.0	*	10.4	29.3	*	**	**
Non-English Learners	149	99.4	*	32.1	60.6	*		
Homeless Students	11	100.0	*	17.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
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.



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

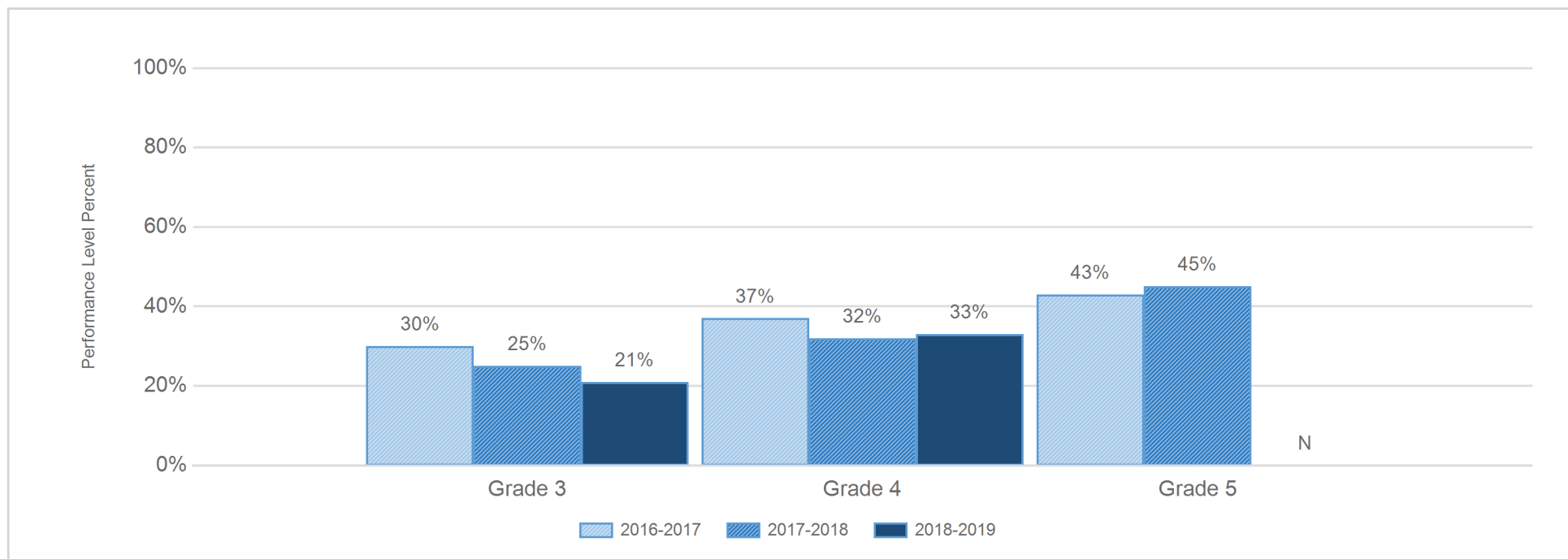
2018-2019

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

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.





W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	82	719	729	748	35%	21%	23%	*	*	21%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	19	718	*	734	*	*	*	*	*	16%	36%
Black or African American	60	718	729	731	37%	20%	22%	22%	0%	22%	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	N	N	*	756	N	N	N	N	N	N	58%
Female	45	720	732	753	36%	*	*	*	*	22%	55%
Male	37	717	726	743	35%	*	*	*	*	19%	46%
Economically Disadvantaged Students	46	720	726	731	37%	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	36	717	732	759	33%	*	*	*	*	17%	61%
Students with Disabilities	16	694	*	719	69%	*	0%	*	*	13%	24%
Students without Disabilities	66	725	*	754	27%	*	29%	*	*	23%	56%
English Learners	10	687	687	713	*	*	*	*	*	*	17%
Non-English Learners	72	723	731	751	*	*	*	*	*	*	54%
Homeless Students	*	*	718	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	90	733	745	755	19%	23%	24%	*	*	33%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	15	724	737	743	*	*	*	*	*	20%	44%
Black or African American	70	734	746	739	17%	26%	23%	*	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	43	738	751	760	*	*	26%	*	*	40%	62%
Male	47	728	740	750	*	*	23%	*	*	28%	53%
Economically Disadvantaged Students	33	729	742	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	57	735	747	765	*	*	*	*	*	33%	69%
Students with Disabilities	25	706	*	725	*	*	*	*	*	*	25%
Students without Disabilities	65	743	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	735	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	165	99.4	17.0	*	44.5	17.0	30.5	Not Met
White	*	*	*	12.5	54.1	*	**	**
Hispanic	35	100.0	14.3	18.0	28.8	14.3	19.7	Met Target†
Black or African American	122	99.3	17.2	*	23.0	17.2	31.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	81	98.9	14.8	*	44.9	14.8		
Male	84	100.0	19.0	*	44.2	19.0		
Economically Disadvantaged Students	78	98.7	16.7	*	26.3	16.7	38	Not Met
Non-Economically Disadvantaged Students	87	100.0	17.2	*	54.9	17.2		
Students with Disabilities	42	100.0	*	13.4	17.4	*	37.5	Not Met
Students without Disabilities	123	99.2	*	16.9	50.0	*		
English Learners	17	100.0	*	*	25.0	*	**	**
Non-English Learners	148	99.4	*	*	46.5	*		
Homeless Students	11	100.0	*	10.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
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.



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

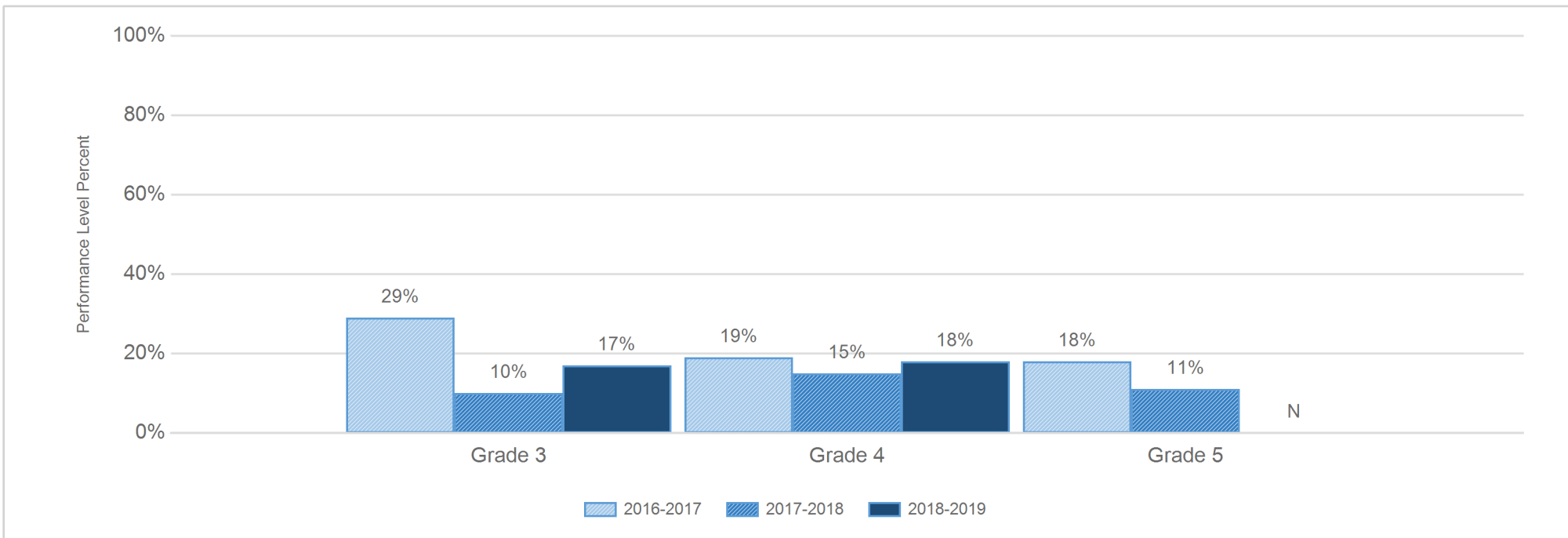
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	82	719	727	752	26%	37%	21%	*	*	17%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	19	724	*	739	*	*	*	*	*	21%	40%
Black or African American	60	717	727	735	28%	37%	18%	*	*	17%	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	N	N	*	758	N	N	N	N	N	N	62%
Female	45	713	725	751	*	42%	*	*	*	11%	54%
Male	37	726	730	752	*	30%	*	*	*	24%	56%
Economically Disadvantaged Students	46	718	726	737	*	33%	*	*	*	17%	37%
Non-Economically Disadvantaged Students	36	720	729	761	*	42%	*	*	*	17%	67%
Students with Disabilities	16	710	*	731	*	*	*	*	*	*	31%
Students without Disabilities	66	721	*	756	*	*	*	*	*	*	60%
English Learners	10	704	704	728	*	*	*	*	*	*	26%
Non-English Learners	72	721	728	754	*	*	*	*	*	*	58%
Homeless Students	*	*	717	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	90	722	731	749	28%	21%	33%	18%	0%	18%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	15	722	733	737	*	*	*	*	*	*	36%
Black or African American	70	721	730	731	31%	21%	29%	19%	0%	19%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	721	731	749	33%	*	30%	*	*	19%	50%
Male	47	723	732	749	23%	*	36%	*	*	17%	52%
Economically Disadvantaged Students	32	718	730	734	38%	*	34%	*	*	16%	32%
Non-Economically Disadvantaged Students	58	724	733	759	22%	*	33%	*	*	19%	63%
Students with Disabilities	25	697	*	726	*	*	*	*	*	*	25%
Students without Disabilities	65	732	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	737	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	68.4%	**	**

† 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	16	*	*
3-4	*	*	*
5 or more	*	*	*



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

2018-2019

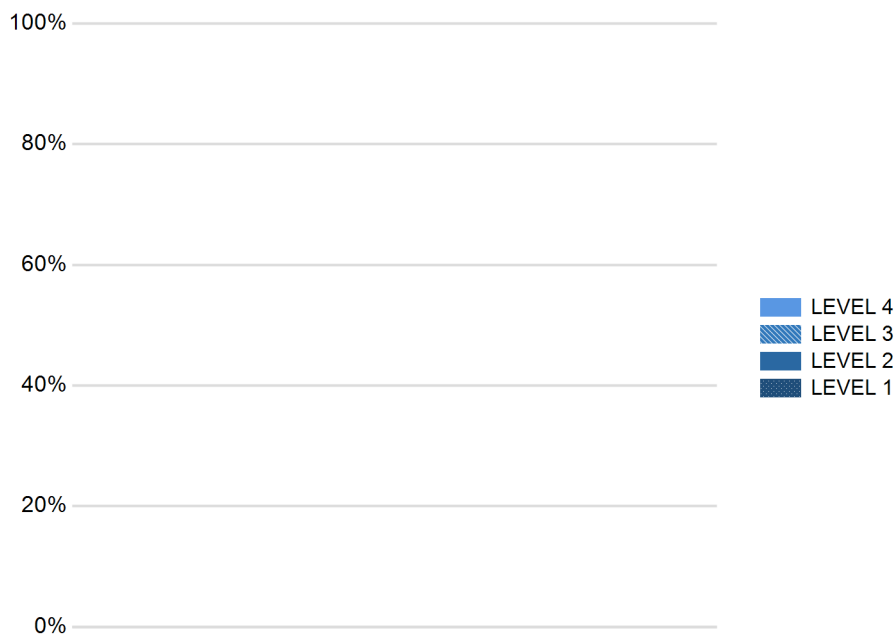
Report Key:

- * 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

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



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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.

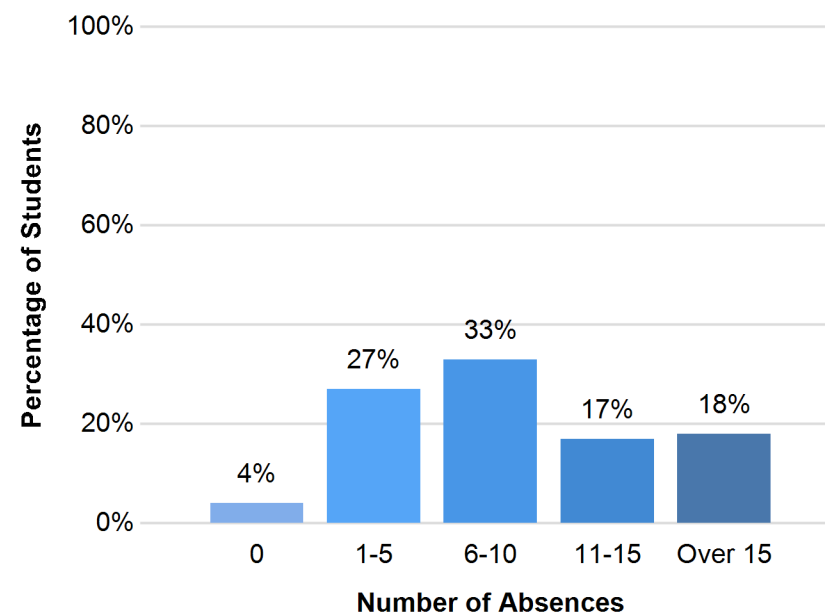
Chronic Absenteeism

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	53	15.3	8.2	Not Met
White	*	*	**	**
Hispanic	10	14.9	8.2	Not Met
Black or African American	42	16.2	8.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	14.6		
Male	27	16.1		
Economically Disadvantaged Students	17	16.2	8.2	Not Met
Students with Disabilities	20	27.0	8.2	Not Met
English Learners	3	13.0	8.2	Not Met
Homeless Students	4	22.2		
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.





W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
2018-2019

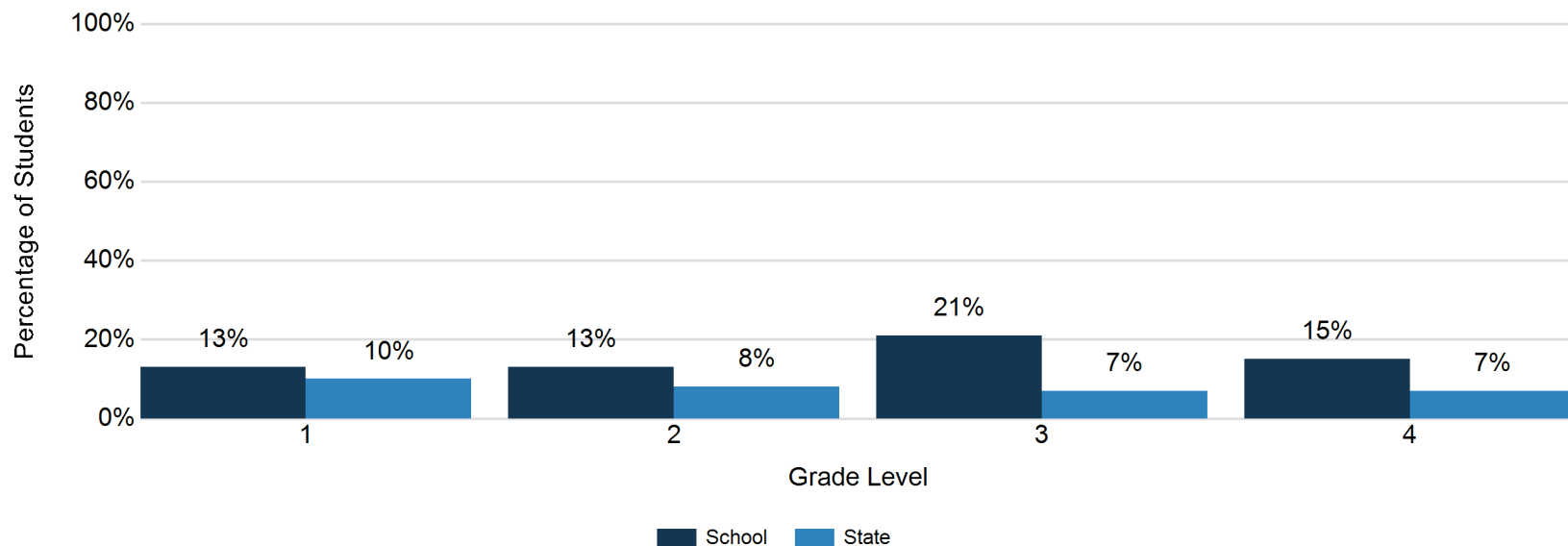
Report Key:

- * 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

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 by Grade

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





W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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	14
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	4.05

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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	15	4.3%
Any Suspension	15	4.3%
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

37



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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	8:50 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 30 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	4.6:1



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	29	118,214
Average years experience in public schools	15.7	12.1
Average years experience in district	15.6	10.8
Percentage of Teachers with 4 or more years experience in the district	96.6%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	173:1	124:1
Teachers to Administrators	15:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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 – 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	52.0%	93.1%	100.0%	48.4%	77.1%	54.9%
Male	48.0%	6.9%	0.0%	51.6%	22.9%	45.1%
White	2.3%	41.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	19.4%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	75.1%	55.2%	50.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	81.1%



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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.



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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.



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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 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	42.2%	33.9%	27.3%
Math Proficiency	27.5%	12.0%	17.0%
ELA Growth	45	41	52
Math Growth	42	29	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	68.4%
Chronic Absenteeism	15.9%	17.9%	15.3%

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



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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](#).

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.



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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:

- Curriculum includes Eureka Math, Balanced Literacy and Next Generation Science Standards
- Instrumental music lessons beginning in Grade 3
- Renaissance Positive Behavior Support Program



Mission, Vision, Theme:

The mission of the Willingboro School District is to successfully educate all students through high expectations, a commitment to excellence and equal access to a comprehensive educational program emphasizing the belief that all students will learn and become responsible, literate, thinking and contributing members of society.



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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.



Courses, Curriculum,
Instruction:

W. R. James Elementary implements the following instructional & curriculum programs: Balanced Literacy, including Writer's and Reader's Workshop; and Eureka Math. Science curriculum is based on the Next Generation Science standards.



Clubs and Activities:

National Elementary Honor Society, Elementary Student Council, Safety Patrol



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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.



Before and After School Programs:

The Before/After School Program, sponsored by the Willingboro Board of Education, is designed to provide a safe and caring environment for elementary students whose parents work before and after school. The program is run under the supervision of the Director of Before and After School Program.



Staff and Professional Learning:

The staff at W.R. James is offered a variety of professional development opportunities, including district sponsored professional development, embedded professional development that is supported by Children's Literacy Initiative (CLI), Professional Learning Communities (PLC), Out-of-District workshops & conferences, and webinars.



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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>Student Supports and Services:</p>	<p>Our school provides services for English Language Learners. An Intervention and Referral Services team assists students dealing with medical, behavior and/or learning difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Our school participates in the National School Lunch Program, a federally assisted meal program operating which provides nutritionally balanced, low-cost or free breakfast and lunch to children each school day. Students are provided a brief recess period. Additionally, students participate in physical education integral to their academic programming.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent/Community involvement includes: access to the Parent Portal via Genesis; The PTA sponsors fundraisers to support academic initiatives for students, such as semi-annual Book Fairs, field trips and the purchase of materials for classrooms. The W.R. James PTA is the recipient of the 2017 NJ PTA Environmental Awareness Award and the Diversity and Inclusion Award. The PTA also received the 2017 Community Service Award given by Alpha Kappa Alpha Sorority, Inc.</p>



W. R. James Sr. Elementary School

(05-5805-080)

Grades Offered: 01-04

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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Annually, our students in grades 3 and 4 complete the New Jersey School Climate Survey for Elementary Students. In 2019, 82% of our student indicated that they like school; 79% indicated that they feel like they're a part of this school. 94% of students indicated that "My teacher notices if I have trouble learning something" and 90% of students indicated that "My teachers listen to me."</p>
 <p>Facilities:</p>	<p>The W. R. James school was constructed 1960 and measured 58,745 sq. ft.. In 2011 Renovation to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office and multi-purpose room. Majority of the classrooms , instructional rooms, and common areas have air-conditioning. The school's facilities includes, Library, Computer Lab, Gym Room, Music Room, Science Lab and Playground Area and Basketball Courts.</p>



W. R. James Sr. Elementary School
(05-5805-080)
Grades Offered: 01-04
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

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.



Other Information

Students are expected to wear the district approved uniform during every school day; Tan or navy blue slacks, skirts, skorts or jumpers; Solid color light blue shirts or blouses; navy blue sweaters or vests



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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 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:

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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	Burlington
District	Willingboro Public School District
Principal Name	Ms. Kimberly Ash
Address	20 JFK WAY WILLINGBORO, NJ 08046-2121
Phone Number	609-835-8800
Email Address	kash@wboe.net
Website	https://www.willingboroschools.org/o/willingboro-high-school



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	187	198	138
10	152	176	177
11	181	151	164
12	242	191	155
Total	762	716	634

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	45.8%	46.2%	45.7%
Male	54.2%	53.8%	54.3%
Economically Disadvantaged Students	59.3%	61.7%	28.2%
Students with Disabilities	24.5%	24.6%	25.2%
English Learners	2.1%	2.0%	2.7%
Homeless Students	2.1%	3.9%	3.5%
Students in Foster Care	2.0%	1.1%	1.1%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.1%	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	1.4%	1.0%	1.4%
Hispanic	6.0%	5.9%	6.5%
Black or African American	90.4%	90.6%	88.5%
Asian	1.6%	1.3%	1.9%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	0.3%	0.8%	1.4%

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	762	716	634
Shared Time Students	0	0	0
Full Time Equivalent	762	716	634

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	91.3%
Spanish	3.6%
Haitian	1.6%
Other Languages	3.5%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

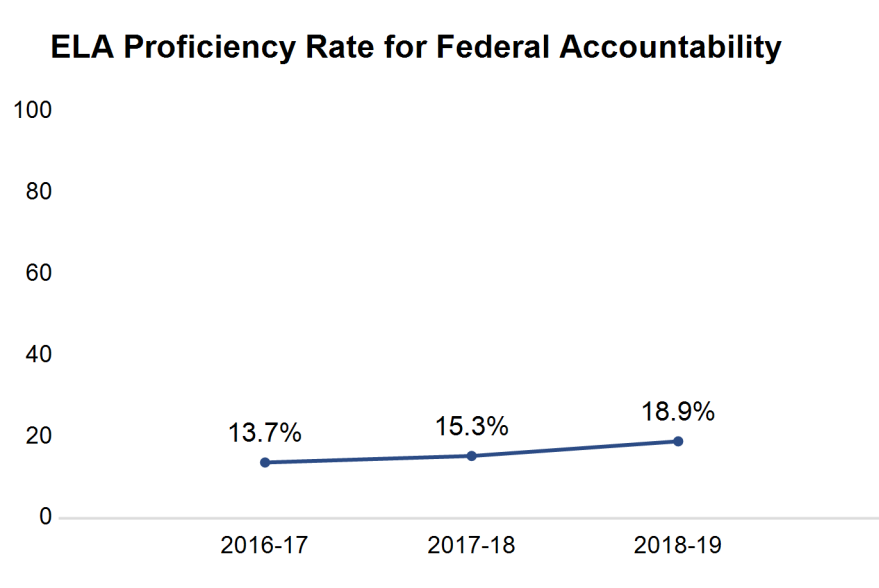
Report Key:

- * 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

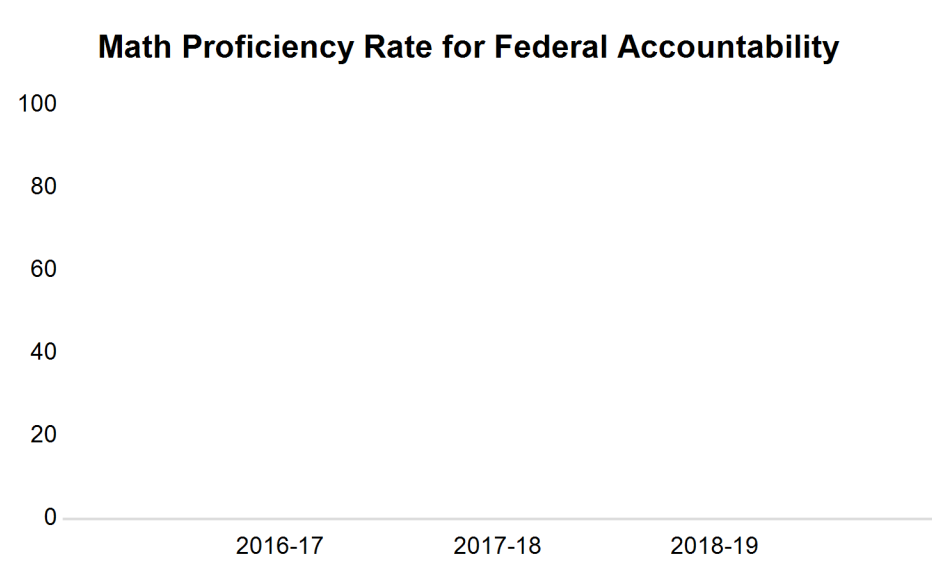
English Language Arts and Mathematics Performance Trends

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	84.5%	98.7%	95.5%	98.1%	97.9%	97.4%
Proficiency Rate for Federal Accountability	13.7%	15.3%	18.9%	*	*	*
Annual Target	14.3%	17.7%	21.2%	6.5%	10.3%	14.2%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Not Met	Not Met	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.



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	296	95.5	18.9	31.5	57.9	18.9	21.2	Met Target†
White	*	*	*	25.0	66.9	*	**	**
Hispanic	17	90.0	17.6	*	43.9	16.6	N	N
Black or African American	268	96.3	18.7	30.9	38.5	18.7	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	147	96.2	25.9	37.3	64.8	25.9		
Male	149	94.8	12.1	26.4	51.3	12.1		
Economically Disadvantaged Students	143	96.0	10.5	27.6	40.0	10.5	22.4	Not Met
Non-Economically Disadvantaged Students	153	95.1	26.8	35.0	67.9	26.8		
Students with Disabilities	70	95.0	*	17.5	22.7	*	11.1	Not Met
Students without Disabilities	226	95.7	*	35.2	65.1	*		
English Learners	*	*	*	10.4	29.3	*	**	**
Non-English Learners	*	*	*	32.1	60.6	*		
Homeless Students	*	*	*	17.9	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
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.



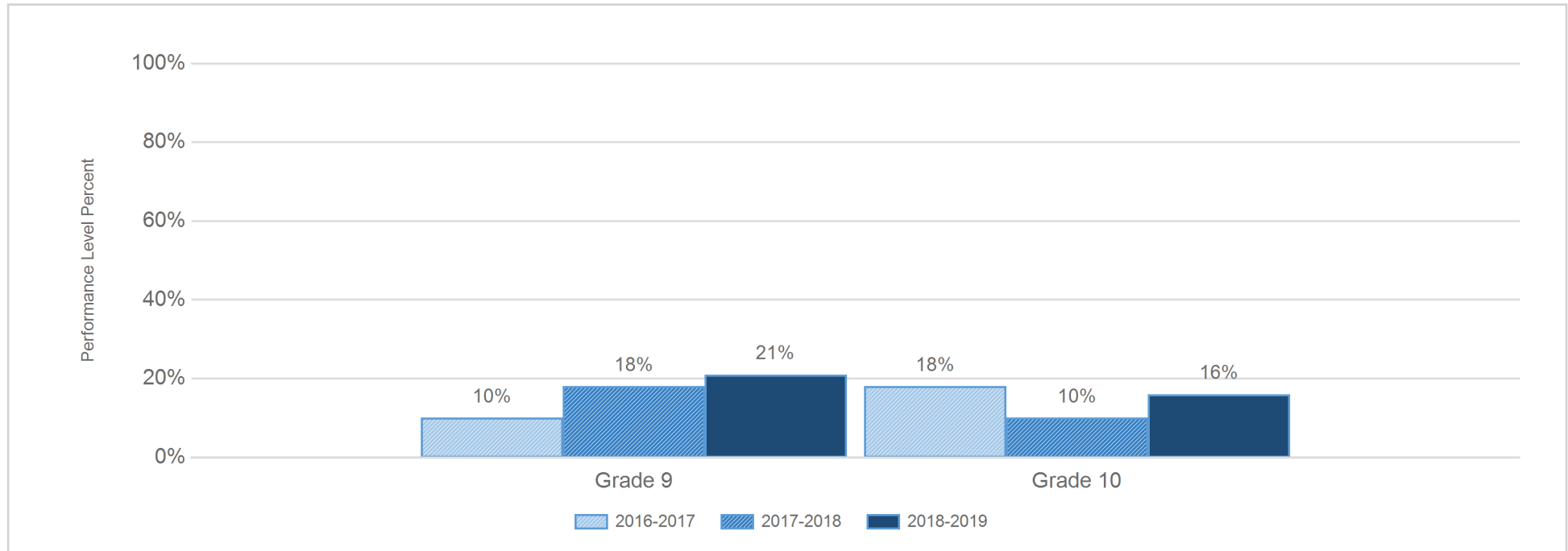
Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

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

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.





Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	143	717	716	753	34%	26%	20%	*	*	21%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	10	723	*	737	*	*	*	*	*	10%	40%
Black or African American	125	716	*	732	37%	25%	17%	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	68	725	*	760	26%	28%	18%	*	*	28%	63%
Male	75	709	*	746	40%	24%	21%	*	*	15%	49%
Economically Disadvantaged Students	66	705	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	77	727	*	762	*	*	*	*	*	*	65%
Students with Disabilities	37	692	*	717	*	*	*	*	*	*	17%
Students without Disabilities	106	725	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	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%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	171	709	708	757	44%	21%	19%	*	*	16%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	158	708	*	733	46%	20%	18%	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	84	723	*	766	*	*	*	*	*	*	66%
Male	87	696	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	76	706	*	735	47%	22%	18%	*	*	12%	40%
Non-Economically Disadvantaged Students	95	711	*	767	41%	20%	19%	*	*	20%	67%
Students with Disabilities	35	674	*	711	*	*	*	*	*	*	19%
Students without Disabilities	136	718	*	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	280	97.4	*	*	44.5	*	14.2	Not Met
White	*	*	*	12.5	54.1	*	**	**
Hispanic	17	94.7	17.6	18.0	28.8	17.5	**	**
Black or African American	251	98.2	*	*	23.0	*	14.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.6	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	147	96.8	*	*	44.9	*		
Male	133	98.0	*	*	44.2	*		
Economically Disadvantaged Students	132	97.8	*	*	26.3	*	16.6	Not Met
Non-Economically Disadvantaged Students	148	97.1	*	*	54.9	*		
Students with Disabilities	52	96.7	*	13.4	17.4	*	8	Not Met
Students without Disabilities	228	97.6	*	16.9	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	10.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
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.



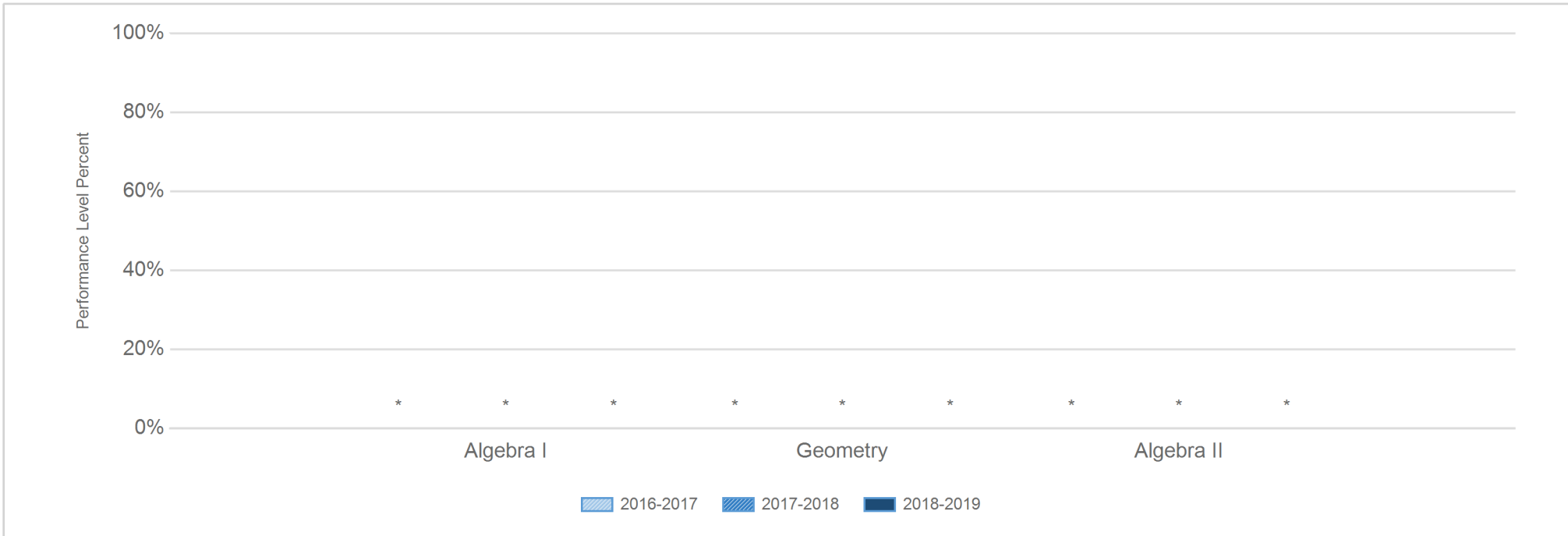
Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

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

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.



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	124	706	717	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	107	704	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	59	708	*	745	*	*	*	*	*	*	44%
Male	65	704	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	59	705	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	65	707	*	752	*	*	*	*	*	*	52%
Students with Disabilities	30	702	*	717	*	*	*	*	*	*	12%
Students without Disabilities	94	707	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	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%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	165	709	709	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	707	724	*	*	*	*	*	*	17%
Black or African American	150	710	*	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	88	713	*	738	*	*	*	*	*	*	36%
Male	77	705	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	72	710	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	93	709	*	743	*	*	*	*	*	*	43%
Students with Disabilities	24	693	*	712	*	*	*	*	*	*	*
Students without Disabilities	141	712	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	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%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	*	*	*	755	*	*	*	*	*	*	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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	*



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	40.0%	**	**

† 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	*	*	*



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

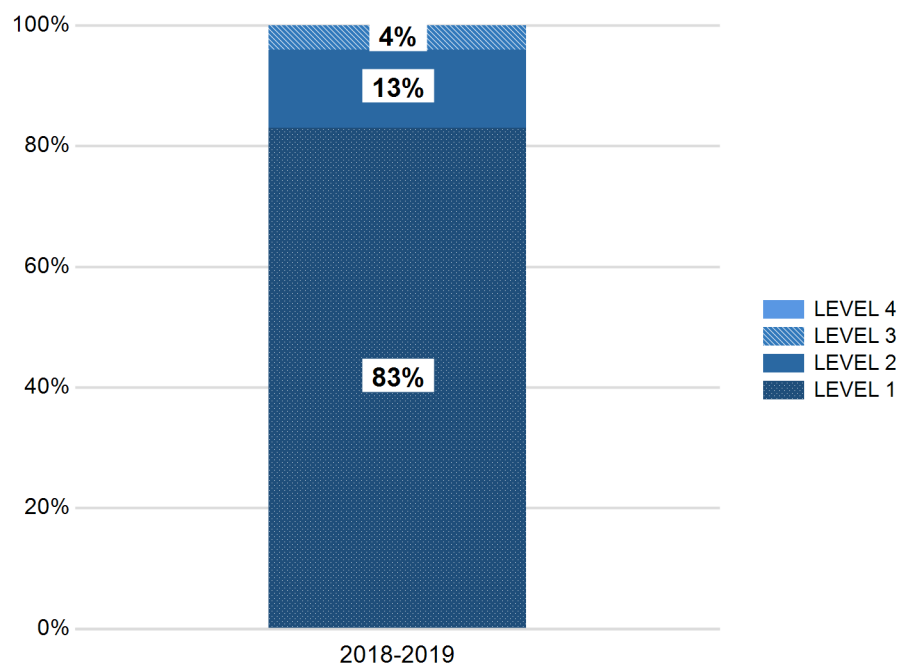
Report Key:

- * 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

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	83	13	4	0
White	*	*	*	*
Hispanic	80	20	0	0
Black or African American	84	12	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	82	13	5	0
Male	84	12	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	43.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	53.5%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	389	476	Grade 10: 430 Grade 11: 460	15%	61%
PSAT 10/NMSQT - Math	389	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	455	539	480	36%	70%
SAT - Math	440	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



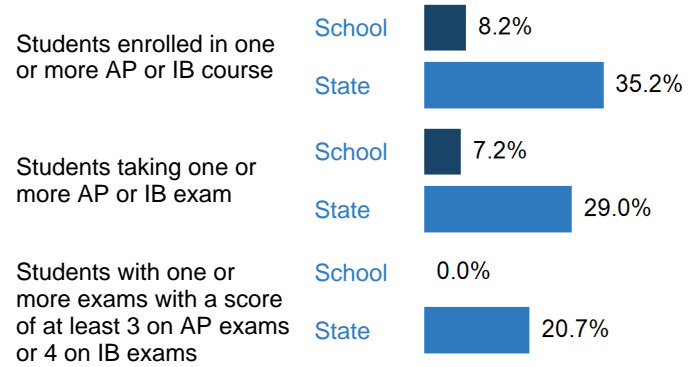
Willingboro High School
 (05-5805-053)
 Grades Offered: 09-12
 2018-2019

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

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.



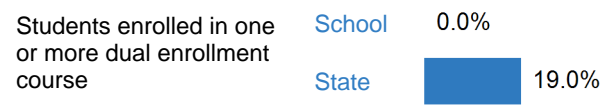
AP/ IB Courses Offered

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	6	6
AP English Literature and Composition	14	11
AP European History	10	9
AP Physics 1	0	6
AP Physics B	6	0
Total Exams taken		32
Exams with scores of at least 3 on AP exams or 4 on IB exams		0

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.





Willingboro High School
 (05-5805-053)
 Grades Offered: 09-12
 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

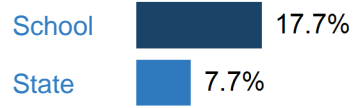
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career 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.

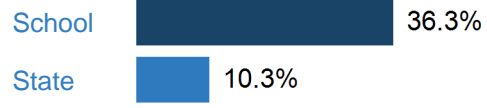
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

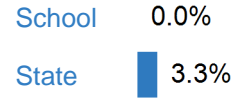
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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 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	17.7%	36.3%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	39.0%	10.3%	11.3%
Black or African American	17.8%	36.9%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	18.6%	41.7%	7.3%	10.6%
Male	16.9%	31.7%	8.0%	10.1%
Economically Disadvantaged Students	15.6%	36.3%	10.4%	11.8%
Students with Disabilities	18.1%	35.6%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

Report Key:

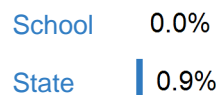
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

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](#).

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
Hospitality & Tourism	98		
Human Services	122		
Information Technology	122		
Total (All Clusters)	342	0	0



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	100	23	0	0	0	0	30
10	19	144	8	0	0	0	31
11	7	107	26	14	4	0	32
12	3	22	9	8	9	0	44
Total	129	296	43	22	13	0	137
Enrolled in AP/IB Course					0	0	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	118	0	18	12	1	1
10	44	128	8	12	2	4
11	10	39	3	50	65	14
12	9	9	0	15	20	40
Total	181	176	29	89	88	59
Enrolled in AP/IB Course	6	0		0	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	130	22	0	0	0	12
10	19	170	9	0	0	37
11	94	74	7	0	0	54
12	8	26	1	0	0	50
Total	251	292	17	0	0	153
Enrolled in AP/IB Course	0	0	0	0		10
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	2	26	0	0	0	0	0
10	5	63	0	0	0	0	0
11	10	45	0	0	0	0	0
12	7	16	0	0	0	0	0
Total	24	150	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	13	0	0	0	0	0



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	0	0	0	0	0	55
10	0	0	0	0	0	45
11	0	0	0	0	0	46
12	0	0	0	0	0	23
Total	0	0	0	0	0	169
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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
Total	0



Willingboro High School
 (05-5805-053)
 Grades Offered: 09-12
 2018-2019

Report Key:

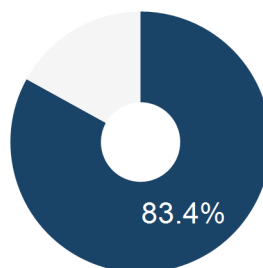
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

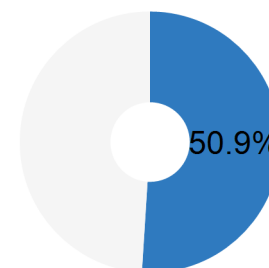
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

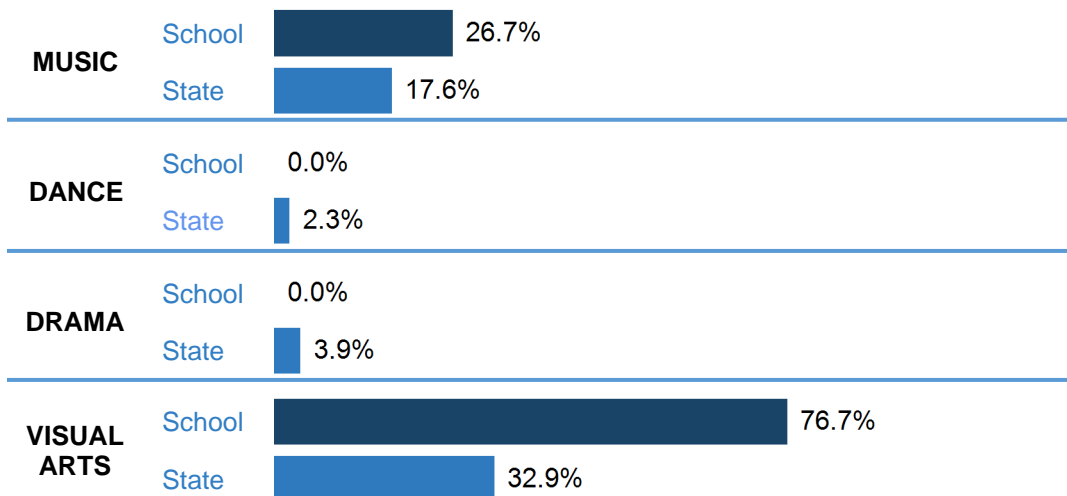


School



State

Students enrolled in one or more classes by discipline:





Willingboro High School
(05-5805-053)
Grades Offered: 09-12
2018-2019

Report Key:

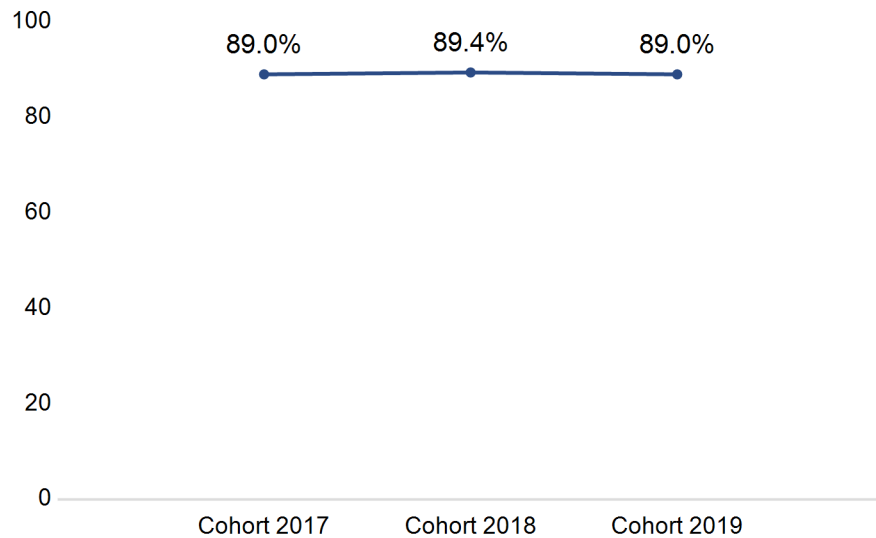
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

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

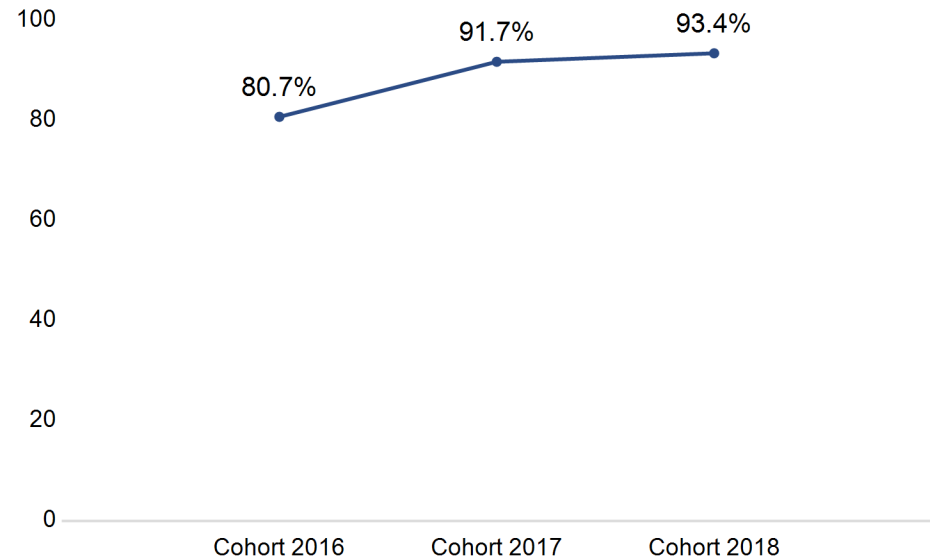
Graduation Rate Trends and Progress

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	89.0%	89.4%	89.0%	80.7%	91.7%	93.4%
Annual Target	79.5%	80.4%		80.6%	81.5%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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

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	89.0%	90.6%	93.4%	92.5%	89.4%	80.4%	Met Target	91.7%	81.5%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	90.9%	84.5%	70.0%	87.3%	70.0%	**	**	76.5%	**	**
Black or African American	90.1%	83.3%	95.3%	87.1%	90.3%	79.8%	Met Target	93.3%	81.4%	Met Target
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%	*	**	**	*	**	**
Female	88.6%	92.8%	94.3%	94.4%	90.7%			89.3%		
Male	89.4%	88.5%	92.5%	90.8%	88.1%			93.8%		
Economically Disadvantaged Students	92.3%	84.0%	93.1%	87.3%	88.2%	79.4%	Met Target	89.9%	78.3%	Met Target
Students with Disabilities	72.5%	79.2%	94.3%	83.8%	90.4%	80.0%	Met Target	88.5%	75.1%	Met Target
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	*	83.3%	N	85.0%	N			N		

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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	43.8%	16.4%
Substitute Competency Test	10.3%	29.5%
Portfolio Appeals Process	24.7%	35.6%
Alternate Requirements specified in IEP	19.2%	16.4%
Unknown	2.1%	2.1%

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	1.4%	1.2%
2017-2018	0.6%	1.2%
2016-2017	2.2%	1.1%



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

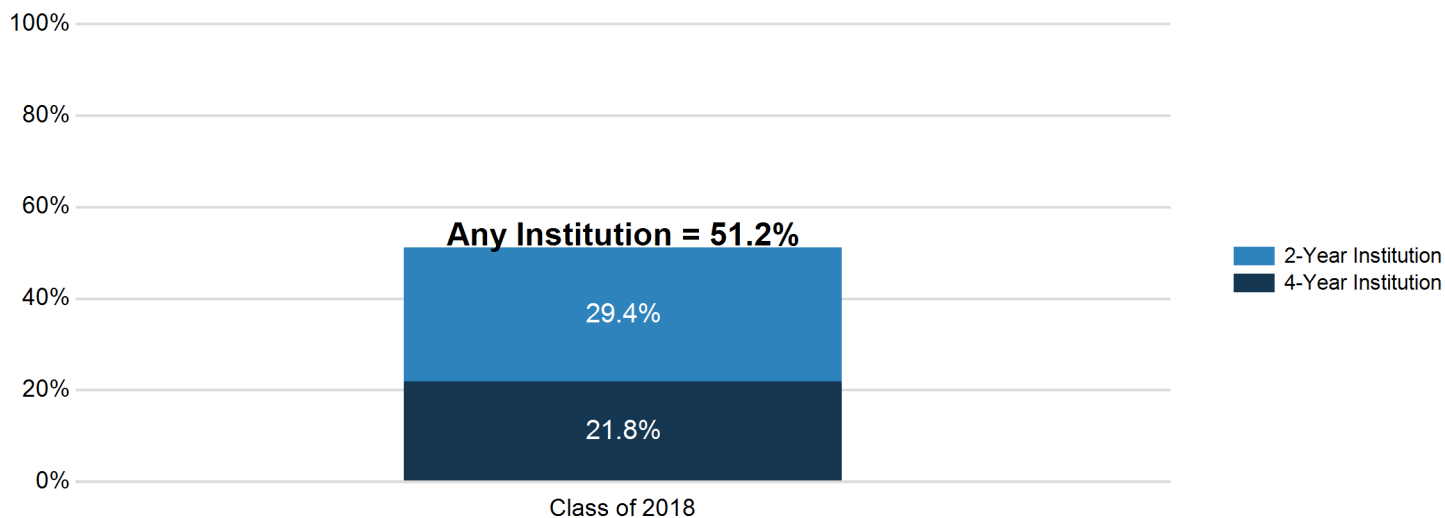
† This indicates a table specific note, see note below table

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	29.4%
% Enrolled in 4-Year Institution	21.8%
% Enrolled in Any Postsecondary Institution	51.3%



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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 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	43.2%	42.9%	57.1%
White	N	N	N
Hispanic	*	*	*
Black or African American	45%	40.7%	59.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	45.2%	57.1%	42.9%
Students with Disabilities	34.3%	66.7%	33.3%
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	51.3%	57.4%	42.6%	84.2%	15.8%	64.4%	35.6%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	52.5%	57.4%	42.6%	84%	16%	63.8%	36.2%
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	52.6%	62.3%	37.7%	83.6%	16.4%	65.6%	34.4%
Students with Disabilities	33.9%	80%	20%	80%	20%	70%	30%
English Learners	*	*	*	*	*	*	*



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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.

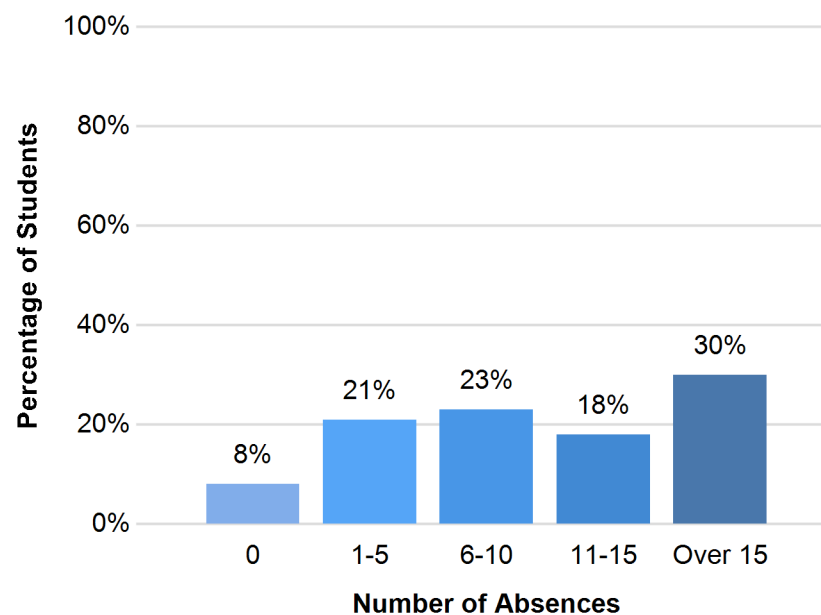
Chronic Absenteeism

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	180	27.4	14.2	Not Met
White	2	20.0	**	**
Hispanic	11	27.5	14.2	Not Met
Black or African American	159	27.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	1	8.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	92	30.8		
Male	88	24.6		
Economically Disadvantaged Students	50	28.4	14.2	Not Met
Students with Disabilities	50	26.3	14.2	Not Met
English Learners	3	17.6	**	**
Homeless Students	12	52.2		
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.





Willingboro High School

(05-5805-053)

Grades Offered: 09-12

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

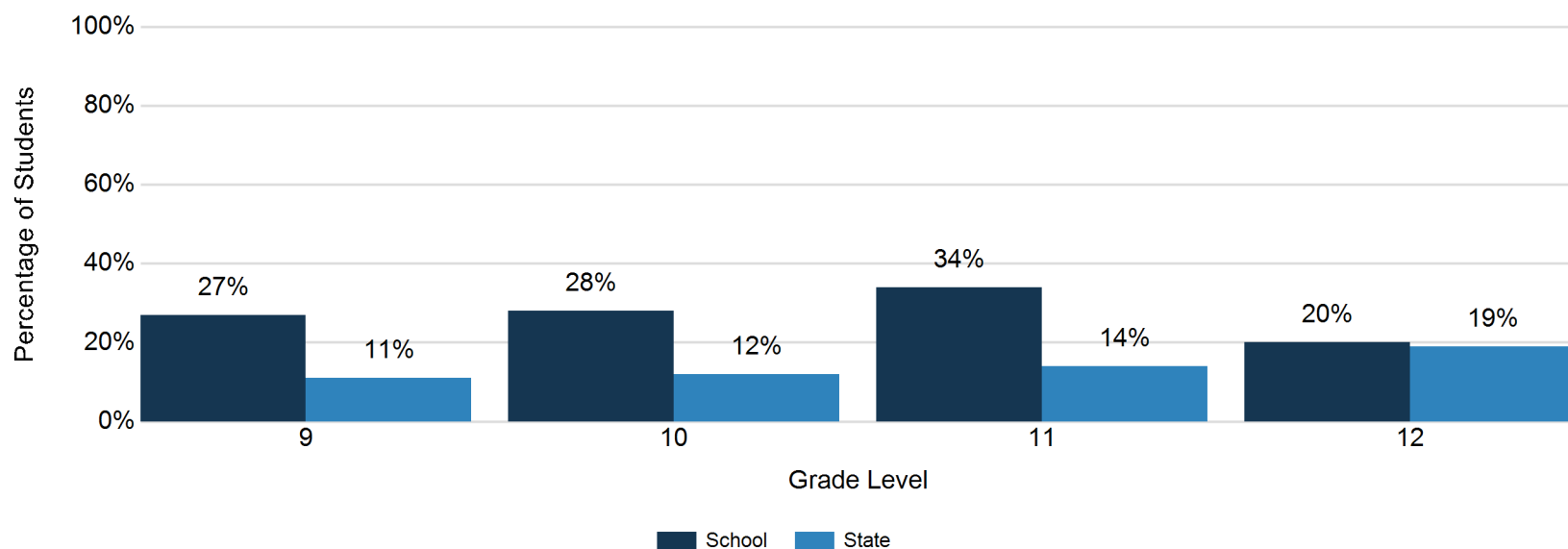
N No Data is available to display

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

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 by Grade

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





Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	29
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	5.36

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

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	*	*
Out-of-School Suspensions	58	9.1%
Any Suspension	59	9.3%
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
359

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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	7:15 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	2.6:1



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

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	50	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	64.0%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	13:1	13:1
Students to Administrators	127:1	124:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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 – 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	45.7%	42.0%	40.0%	48.4%	77.1%	54.9%
Male	54.3%	58.0%	60.0%	51.6%	22.9%	45.1%
White	1.4%	52.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	6.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	88.5%	46.0%	80.0%	15.0%	6.6%	13.9%
Asian	1.9%	2.0%	20.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	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	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Willingboro High School
 (05-5805-053)
 Grades Offered: 09-12
 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

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

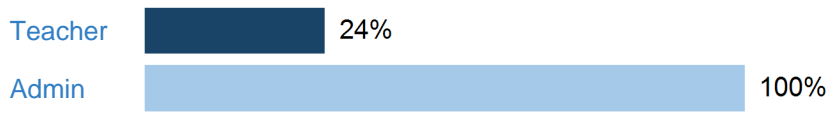
Teachers and Administrators - Level of Education

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	87.7%

**Willingboro High School**

(05-5805-053)

Grades Offered: 09-12

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

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.



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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.



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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 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	13.7%	15.3%	18.9%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.0%	89.4%	89.0%
5-Year Graduation Rate†	80.7%	91.7%	93.4%
Progress toward English Language Proficiency		30.8%	40.0%
Chronic Absenteeism	25.1%	26.1%	27.4%

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



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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](#).

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.



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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	Met Target	Met Target	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	N	**	**	**	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Target	Met Target	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	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).



Willingboro High School
(05-5805-053)
Grades Offered: 09-12
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

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:

- Continued Partnership with RCBC for student centered Pathways to Post Secondary Opportunities
- Consistent Increase in Graduation Rate for 8 Consecutive years
- Partnership with Making Visions Possible includes continuation of Aquaponics Program and Studio Broadcasting



Mission, Vision, Theme:

The mission of the Willingboro High School is commensurate with the mission of Willingboro Public School District; to successfully educate all students through high expectations, a commitment to excellence, and equal access to a comprehensive educational program, emphasizing the belief that all students will learn and become responsible, problem solving, self sustaining and contributing members of society.



Awards, Recognition, Accomplishments:

Willingboro High School received the following awards, recognitions, and accomplishments during the 2018-2019 school year: Increased graduation rate; Enhanced Interventions for the reductions of chronic absenteeism; Championship Football and Track teams; Continued implementation of common instructional framework; implementation of academic intervention programs; Enhanced strategies for improvement of climate and culture.



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

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.



Courses, Curriculum, Instruction:

Willingboro High School implements the following instructional & curriculum programs: Implementation of Eureka Math curriculum; Implementation of Engage NY curriculum; Common Planning time for all content areas; Advanced Placements Options; Online Elective Options; Partnerships with Rowan University at Burlington County; Partnerships with Student Centered Community Organizations



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

Willingboro High School Athletic program includes: Championship Varsity Football; Championship Boys Winter and Spring Track; Championship Boys basketball; Varsity Cheerleading, Wrestling, Boys and Girls Soccer, Girls Tennis, Baseball Team, Soft Ball Team



Clubs and Activities:

The students at Willingboro High School WHS can participate in the following clubs & activities: Marching Band. Color Guard; Dancers; Bible Club; Z Club; Chess Club; Debate team; Cultural and Performing Arts Club; Student Council; National Honor Society; National Math Honor Society; Yearbook Club; Future Doctors of Willingboro Club; US Army Stars Club



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

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>Before and After School Programs:</p>	<p>Before and After school services are provided by 'Making Visions Possible'; a third party partnership housed within the school to provide social, emotional and academic support to the student body. Services include tutoring, College Tours, Job Readiness; STEM projects; Student support groups and Mental health services.</p>
 <p>Staff and Professional Learning:</p>	<p>The following students support services are offered at Willingboro High School: ESL program; Life Skills Program; Autism Program; Behavior Intervention Program; Mentoring Program; Attendance Improvement Program and Mandatory Study Table for Athletes (i.e. minimum GPA requirement for all athletes and club participants); Tutoring available to all students, year round.</p>
 <p>Postsecondary Information:</p>	<p>Graduating class of 2019 statistics: 4 year college 31%; 2 year College 18%; Career Education 5%; Other School 1%; Work force 32%; Military 8%; Undecided/Unknown 5%</p>



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

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.



Student Supports and Services:

The following student support services are offered at Willingboro High School: ESL program; Life Skills Program; Autism Program; Behavior Intervention Program; Mentoring Program; Attendance Improvement Program and Mandatory Study Table for Athletes (i.e. minimum GPA requirement for all athletes and club participants).



Student Health and Wellness:

Willingboro High School participates in the National School Lunch Program, a federally assisted meal program which provides nutritionally balanced, low-cost or free breakfast and lunch to children each school day. Health and Physical Education is mandatory for all students.



Parent and Community Involvement:

Parent/Community involvement includes: Access to the Parent Portal via Genesis and website updates. Active Parent Teacher and Student Association; Parent Back to School Night; Participation in the Burlington County Juvenile Delinquency Prevention Committee and various other events. Partnership with Red Cross conducting 2 blood drives per year which yield donations specifically geared for African Americans recipients with Sickle Cell; Partnership with Faith in Action Youth Advocacy Organization; Partnership with Pennies For Patients Leukemia Awareness.



Willingboro High School

(05-5805-053)

Grades Offered: 09-12



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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Willingboro High School's school climate survey is conducted twice per year to measure: perceptions of teacher-student relations; the degree to which students feel safe in school and the overall climate of the school environment.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1975 and measures 227,623 sq. ft. In 2014, renovation were made to windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of main office, all classrooms and cafeteria. Also, the bathrooms, science Labs, cafeteria and auditorium were recent upgraded. In 2019 the air conditioning chiller tower was replaced.</p>



Willingboro High School

(05-5805-053)

Grades Offered: 09-12

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

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.



Other Information

Willingboro High School continues building capacity to become a Google Classroom School in tandem with our goals to produce 21st Century Career Ready graduates



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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 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:



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	Burlington
District	Willingboro Public School District
Principal Name	Mr. Ellis Brown
Address	451 Van Sciver Parkway WILLINGBORO, NJ 08046
Phone Number	609-835-8700
Email Address	ebrown@wboe.net
Website	https://www.willingboroschools.org/o/memorial-middle-school



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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
6	253	264	2
7	236	229	250
8	302	242	254
Total	791	735	507

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%	46.0%	45.2%
Male	51.7%	54.0%	54.8%
Economically Disadvantaged Students	62.5%	65.9%	31.4%
Students with Disabilities	18.7%	18.6%	18.3%
English Learners	1.4%	1.9%	2.6%
Homeless Students	2.9%	3.3%	3.0%
Students in Foster Care	1.3%	1.1%	1.0%
Military-Connected Students	0.0%	0.4%	0.8%
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	2.1%	2.9%	4.3%
Hispanic	8.3%	8.4%	11.6%
Black or African American	88.1%	85.4%	80.9%
Asian	0.8%	1.8%	2.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	0.4%	1.2%	1.0%

Enrollment by Home Language

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

Home Language	% of Students
English	93.1%
Spanish	4.5%
Other Languages	2.4%

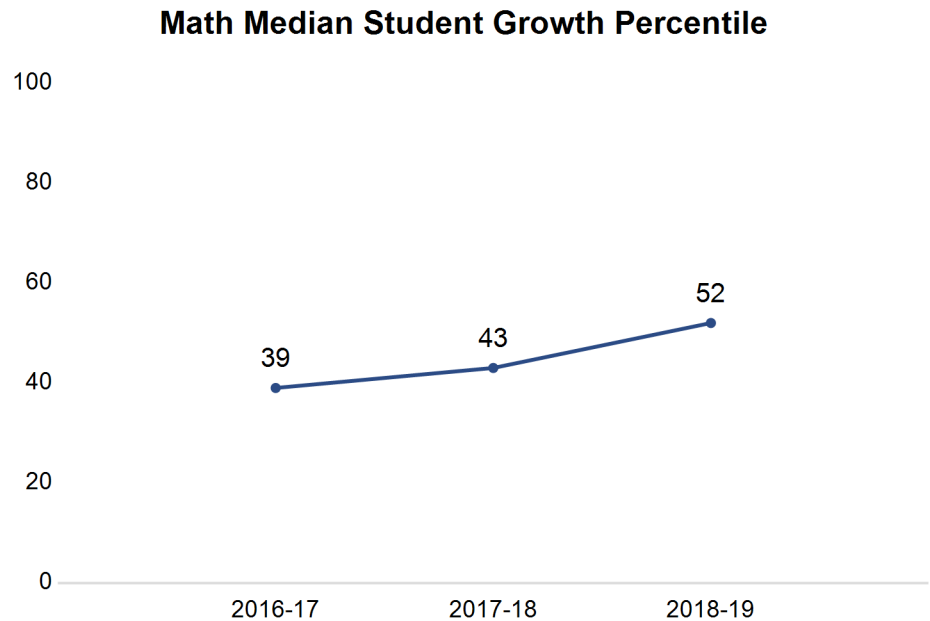
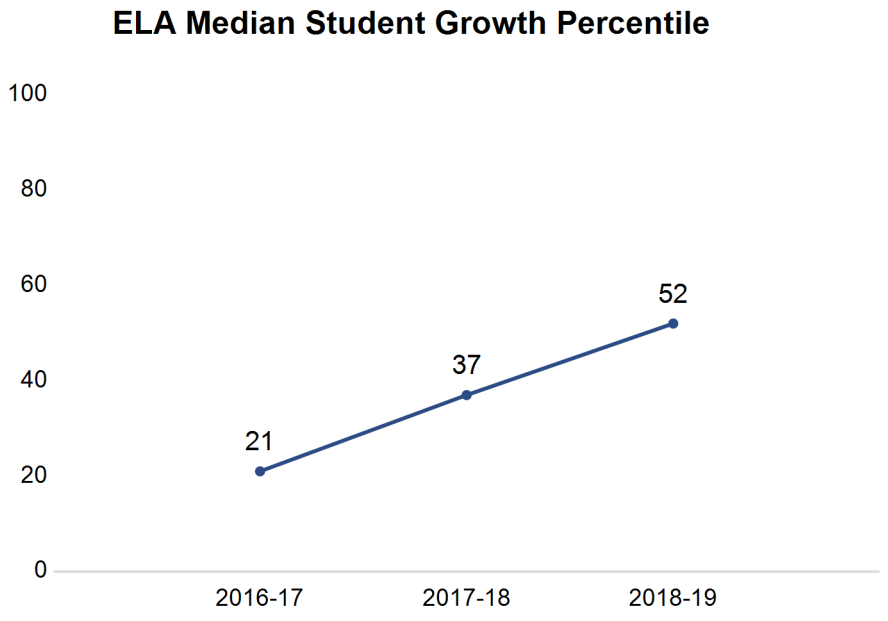


Willingboro Memorial Middle School
 (05-5805-057)
 Grades Offered: 07-08
 2018-2019

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

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	21	37	52	39	43	52
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	52	44	50	Met Standard	52	42	50	Met Standard
White	62	46	50	**	36	52	52	**
Hispanic	51.5	39.5	49	Met Standard	46	43	47	**
Black or African American	52	45	45	Met Standard	52	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	40.5	40.5	59	**	*	58	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	49.5	44	53	N	52	44	50	N
Male	53	45	47	N	55	42	51	N
Economically Disadvantaged Students	53	44	48	Met Standard	52	42	46	Met Standard
Students with Disabilities	48	42	43	Met Standard	44	45	45	Met Standard
English Learners	54	61	52	**	*	51.5	50	**
Homeless Students	70	45	43	N	*	60.5	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



Willingboro Memorial Middle School
 (05-5805-057)
 Grades Offered: 07-08
 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

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.

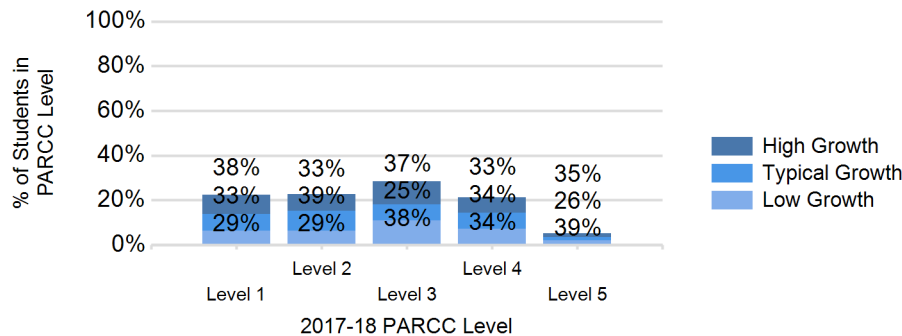
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

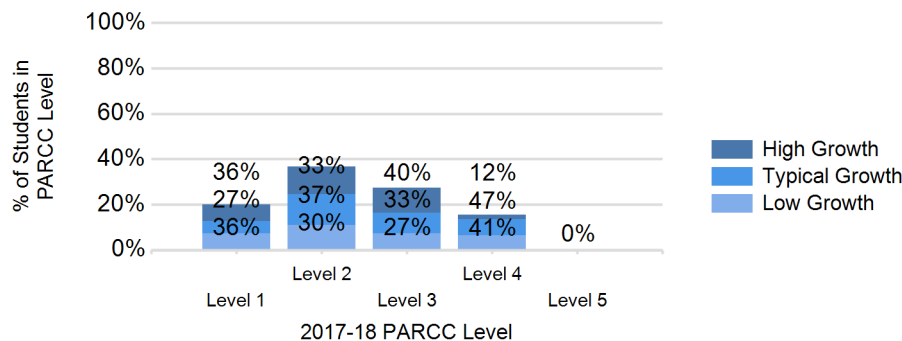
Student Growth by Performance Level

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.

ELA



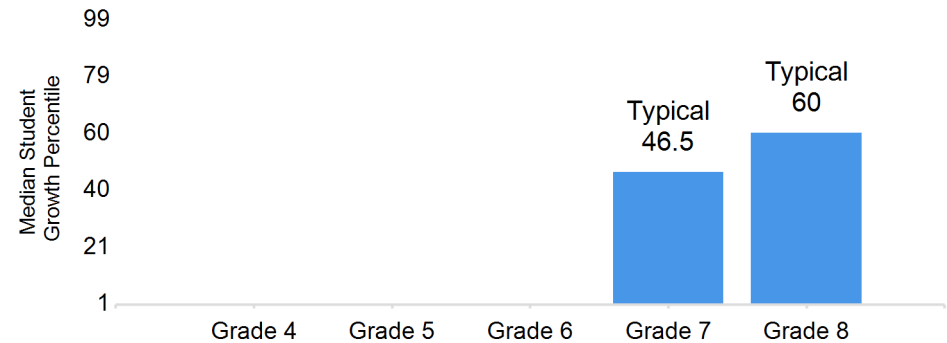
Math



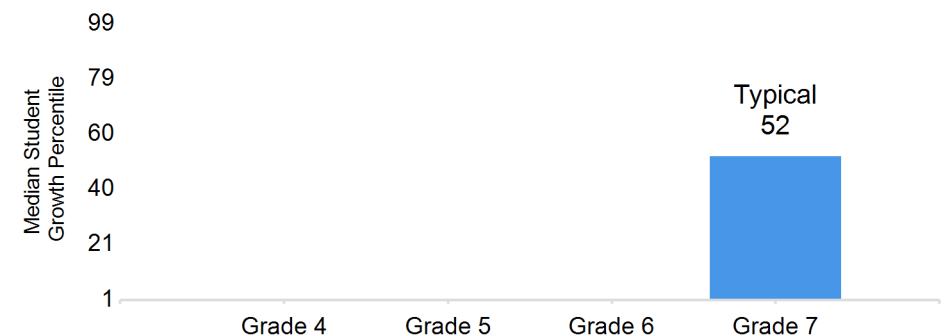
Student Growth by Grade

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

ELA



Math





Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
2018-2019

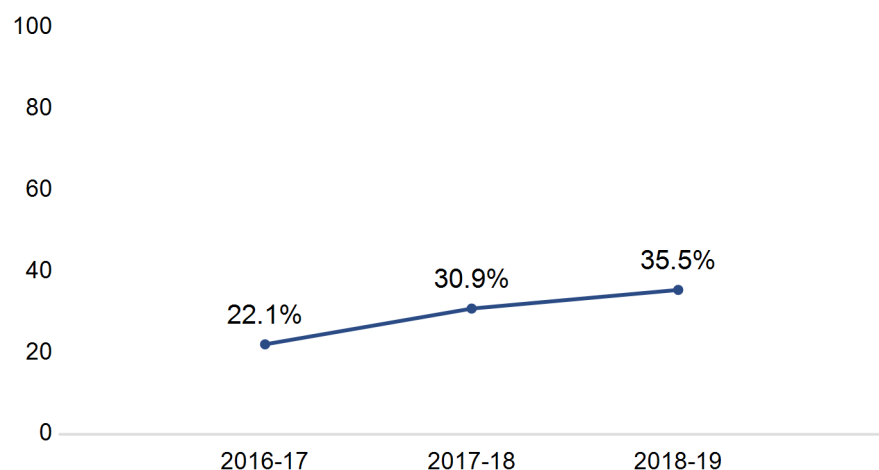
Report Key:

- * 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

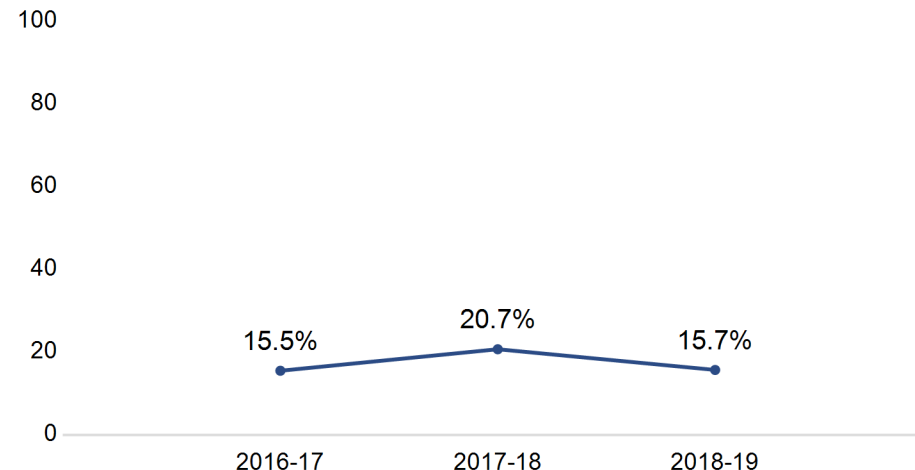
English Language Arts and Mathematics Performance Trends

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	93.3%	97.3%	98.1%	96.4%	97.1%	98.3%
Proficiency Rate for Federal Accountability	22.1%	30.9%	35.5%	15.5%	20.7%	15.7%
Annual Target	25.9%	28.7%	31.5%	18.4%	21.7%	24.9%
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.



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	476	98.1	35.5	31.5	57.9	35.5	31.5	Met Target
White	21	100.0	33.3	25.0	66.9	33.3	35.8	Met Target†
Hispanic	52	100.0	44.2	*	43.9	44.2	37.1	Met Target
Black or African American	388	97.6	33.5	30.9	38.5	33.5	30.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	215	97.9	45.1	37.3	64.8	45.1		
Male	261	98.2	27.6	26.4	51.3	27.6		
Economically Disadvantaged Students	199	98.1	30.7	27.6	40.0	30.7	29.3	Met Target
Non-Economically Disadvantaged Students	277	98.0	39.0	35.0	67.9	39.0		
Students with Disabilities	95	97.0	17.9	17.5	22.7	17.9	21.9	Met Target†
Students without Disabilities	381	98.3	39.9	35.2	65.1	39.9		
English Learners	12	100.0	25.0	10.4	29.3	25.0	**	**
Non-English Learners	464	98.0	35.8	32.1	60.6	35.8		
Homeless Students	13	100.0	*	17.9	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.

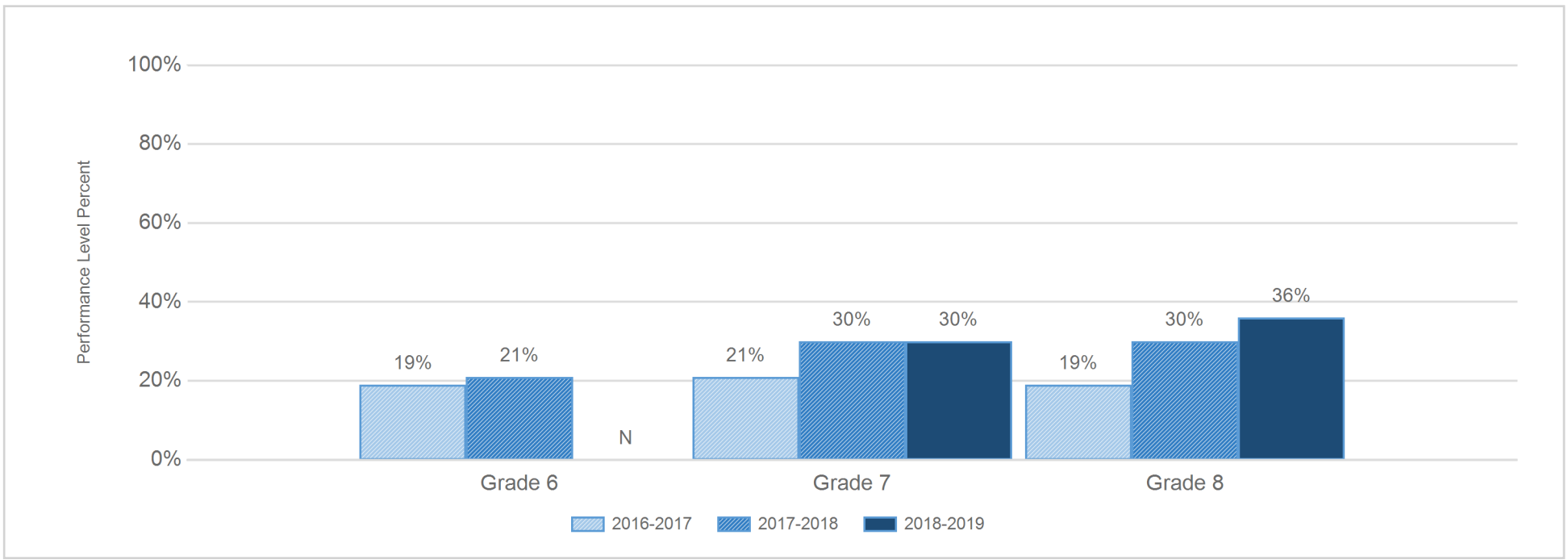


Willingboro Memorial Middle School
 (05-5805-057)
 Grades Offered: 07-08
 2018-2019

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

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.





Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	240	731	731	761	18%	25%	26%	24%	7%	30%	63%
White	11	726	726	769	*	*	*	*	*	27%	72%
Hispanic	23	741	741	747	*	*	*	*	*	43%	50%
Black or African American	195	729	*	741	19%	27%	27%	21%	7%	27%	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	113	740	740	769	12%	21%	29%	*	*	38%	71%
Male	127	723	*	753	24%	29%	23%	*	*	24%	55%
Economically Disadvantaged Students	106	726	*	743	21%	30%	25%	*	*	24%	45%
Non-Economically Disadvantaged Students	134	735	735	771	16%	22%	26%	*	*	36%	73%
Students with Disabilities	31	699	*	720	*	*	*	*	*	*	22%
Students without Disabilities	209	736	736	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	12	717	717	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	245	735	734	762	19%	24%	21%	29%	7%	36%	63%
White	11	736	*	770	*	*	*	*	*	36%	72%
Hispanic	31	739	739	747	*	*	*	*	*	45%	49%
Black or African American	199	734	*	741	20%	24%	21%	29%	6%	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	107	748	*	771	10%	18%	22%	*	*	50%	71%
Male	138	725	*	753	25%	28%	20%	*	*	26%	55%
Economically Disadvantaged Students	93	733	*	743	23%	23%	23%	*	*	32%	45%
Non-Economically Disadvantaged Students	152	736	*	772	16%	24%	20%	*	*	39%	72%
Students with Disabilities	45	696	*	721	*	*	*	*	*	*	22%
Students without Disabilities	200	744	744	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	478	98.3	15.7	*	44.5	15.7	24.9	Not Met
White	21	100.0	*	12.5	54.1	*	17.7	Not Met
Hispanic	51	98.2	19.6	18.0	28.8	19.6	27.7	Met Target†
Black or African American	390	98.1	14.4	*	23.0	14.4	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	63.6	55.6	76.5	63.6	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	215	97.9	16.7	*	44.9	16.7		
Male	263	98.6	14.8	*	44.2	14.8		
Economically Disadvantaged Students	200	98.1	14.5	*	26.3	14.5	23	Not Met
Non-Economically Disadvantaged Students	278	98.4	16.5	*	54.9	16.5		
Students with Disabilities	96	99.0	11.5	13.4	17.4	11.5	18.8	Not Met
Students without Disabilities	382	98.1	16.8	16.9	50.0	16.8		
English Learners	15	100.0	13.3	*	25.0	13.3	**	**
Non-English Learners	463	98.2	15.8	*	46.5	15.8		
Homeless Students	13	100.0	*	10.3	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.



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

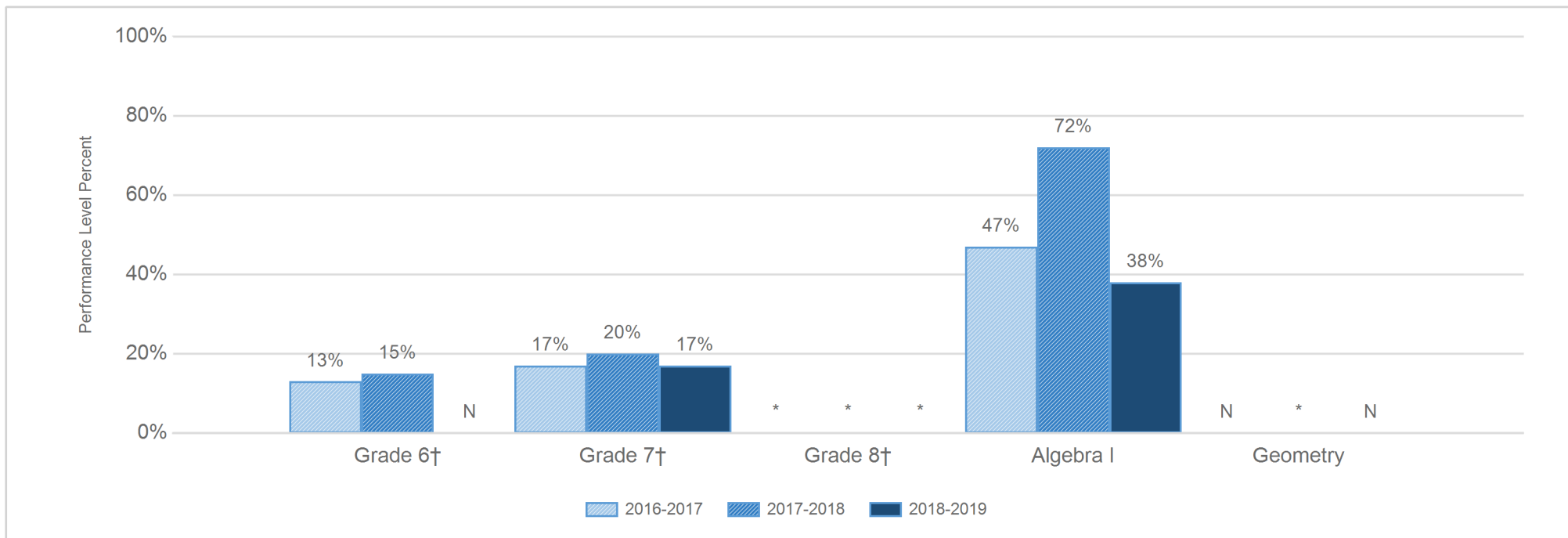
** Accountability calculations require 20 or more students

N No Data is available to display

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

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.



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	242	725	725	744	14%	36%	33%	17%	0%	17%	42%
White	11	718	718	751	*	*	*	*	*	*	53%
Hispanic	24	731	731	733	*	*	*	*	*	29%	26%
Black or African American	195	724	*	727	14%	37%	35%	13%	0%	13%	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	113	727	727	744	14%	32%	35%	19%	0%	19%	42%
Male	129	724	*	743	14%	40%	32%	15%	0%	15%	42%
Economically Disadvantaged Students	105	723	*	731	10%	45%	31%	13%	0%	13%	24%
Non-Economically Disadvantaged Students	137	727	727	751	17%	29%	35%	19%	0%	19%	53%
Students with Disabilities	31	701	*	718	*	*	*	*	*	*	13%
Students without Disabilities	211	729	729	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	12	708	708	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	192	703	702	728	*	*	*	*	*	*	29%
White	*	*	700	737	*	*	*	*	*	*	38%
Hispanic	23	709	709	722	*	*	*	*	*	*	22%
Black or African American	157	702	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	80	708	*	731	*	*	*	*	*	*	31%
Male	112	699	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	69	701	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	123	704	*	735	*	*	*	*	*	*	36%
Students with Disabilities	45	686	*	707	*	*	*	*	*	*	10%
Students without Disabilities	147	708	708	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	52	746	717	744	*	*	48%	38%	0%	38%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	726	728	*	*	*	*	*	*	24%
Black or African American	42	747	*	725	0%	*	*	*	*	43%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	27	745	*	745	*	*	*	*	*	30%	44%
Male	25	746	*	743	*	*	*	*	*	48%	41%
Economically Disadvantaged Students	24	743	*	727	*	*	50%	*	*	33%	23%
Non-Economically Disadvantaged Students	28	748	*	752	*	*	46%	*	*	43%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	52	746	*	748	*	*	48%	38%	0%	38%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	52	746	*	745	*	*	48%	38%	0%	38%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	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%



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	N	N	709	737	N	N	N	N	N	N	35%
White	N	N	*	743	N	N	N	N	N	N	43%
Hispanic	N	N	707	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	N	N	*	738	N	N	N	N	N	N	36%
Male	N	N	*	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	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%



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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
7	14	15
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	*	*	*

† 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	10	90.0%	10.0%
3-4	*	*	*
5 or more	*	*	*



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

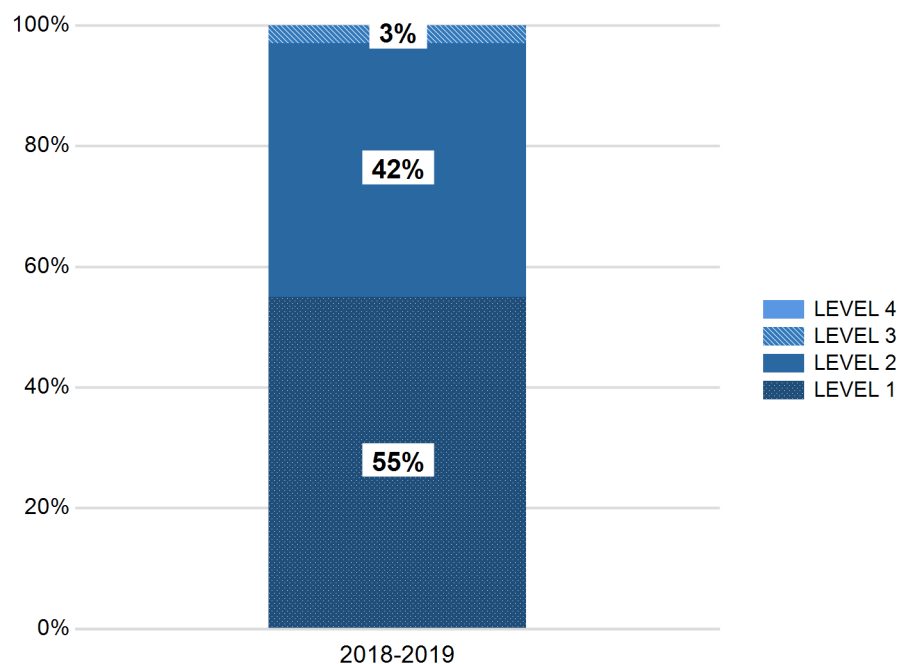
N No Data is available to display

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

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 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	55	42	3	0
White	64	36	0	0
Hispanic	52	42	3	3
Black or African American	56	42	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	45	52	2	1
Male	62	34	4	0
Economically Disadvantaged Students	56	42	2	0
Non-Economically Disadvantaged Students	54	42	3	1
Students with Disabilities	89	11	0	0
Students without Disabilities	46	49	4	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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
7	0	0	274
8	59	0	237
Total	59	0	511

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
7	207	133	0	0	0	0	0
8	224	142	0	0	0	0	0
Total	431	275	0	0	0	0	0



Willingboro Memorial Middle School
 (05-5805-057)
 Grades Offered: 07-08
 2018-2019

Report Key:

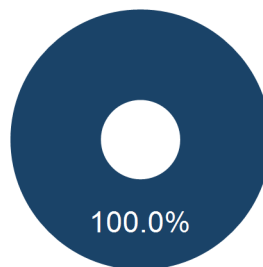
- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
- † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

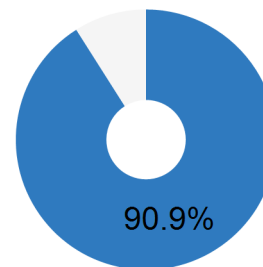
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

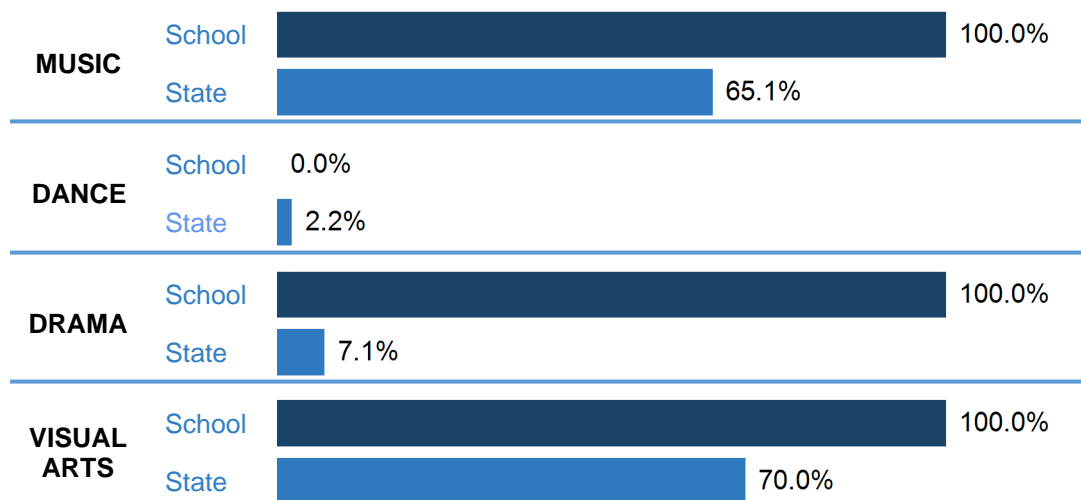


School



State

Students enrolled in one or more classes by discipline:





Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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.

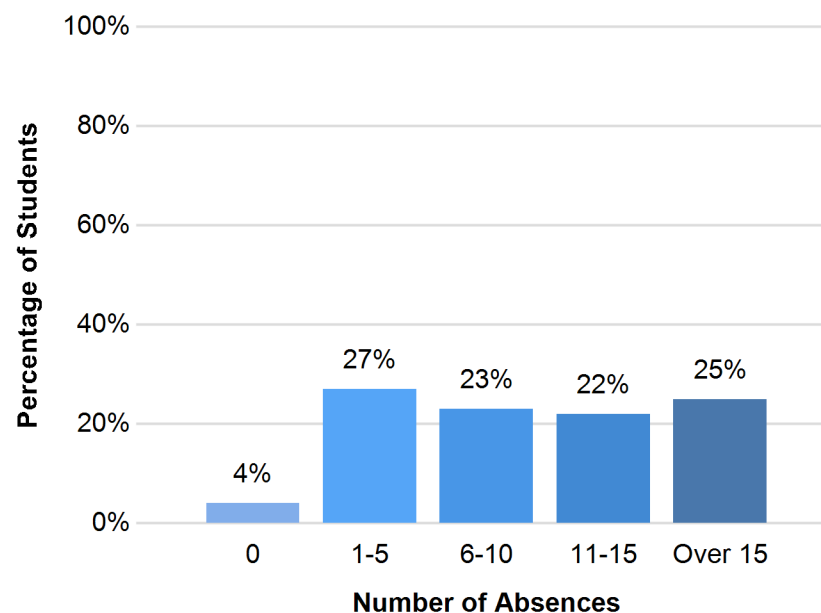
Chronic Absenteeism

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	106	20.8	9.5	Not Met
White	5	21.7	9.5	Not Met
Hispanic	12	21.1	9.5	Not Met
Black or African American	87	21.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	48	21.1		
Male	58	20.6		
Economically Disadvantaged Students	35	22.7	9.5	Not Met
Students with Disabilities	27	26.5	9.5	Not Met
English Learners	1	7.7	**	**
Homeless Students	7	46.7		
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.





Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

2018-2019

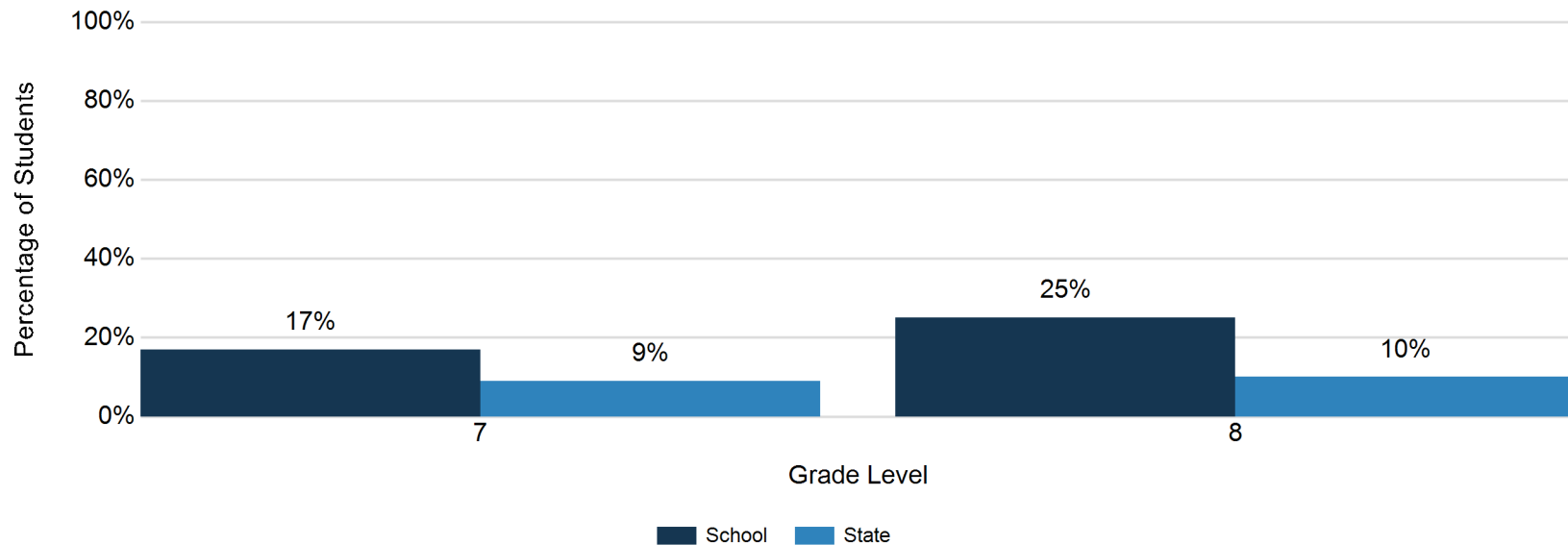
Report Key:

- * 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

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 by Grade

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





Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	10
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.17

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

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	1	0	1
No Identified Nature	0		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	*	*
Out-of-School Suspensions	14	2.8%
Any Suspension	14	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
79



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	7:56 AM
Typical End Time	1:52 PM
Length of School Day	5 Hrs 56 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	5 Hrs. 0 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	4.2:1



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	34	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.5%	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	27	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	12.1	12.0
Percentage of Administrators with 4 or more years experience in the district	85.2%	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	15:1	13:1
Students to Administrators	169:1	124:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		1113:1
Students to Nurses		668:1
Students to Counselors		304:1
Students to Child Study Team Members		223:1



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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 – 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	45.2%	70.6%	66.7%	48.4%	77.1%	54.9%
Male	54.8%	29.4%	33.3%	51.6%	22.9%	45.1%
White	4.3%	70.6%	33.3%	42.4%	83.6%	77.4%
Hispanic	11.6%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	80.9%	17.6%	66.7%	15.0%	6.6%	13.9%
Asian	2.2%	5.9%	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	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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

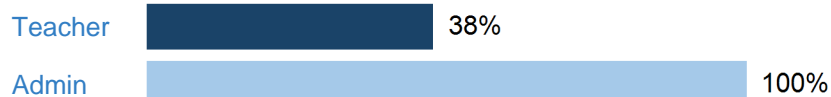
Teachers and Administrators - Level of Education

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	80.6%	90.5%
2017-18 Administrators: Same district 2018-19	71.9%	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	87.1%



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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.



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
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	Low Performing Student Group (ATSI)
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.



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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 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	22.1%	30.9%	35.5%
Math Proficiency	15.5%	20.7%	15.7%
ELA Growth	21	37	52
Math Growth	39	43	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		6.7%	*
Chronic Absenteeism	21.1%	20.9%	20.8%

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



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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](#).

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.



Willingboro Memorial Middle School
(05-5805-057)
Grades Offered: 07-08
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

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	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	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	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	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).



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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:

- Partnership with Rutgers for New Jersey Positive Behavior Supports in Schools
- Technology is utilized to enhance and support instruction through the use of Promethean Boards and portable devices.



Mission, Vision, Theme:

The mission of the Memorial Middle School is to successfully educate all students through high expectations, a commitment to excellence, and equal access to a comprehensive educational program, emphasizing the belief that all students will learn and become responsible, literate, thinking and contributing members of society.



Awards, Recognition, Accomplishments:

2017 Burlington County Boys Soccer League Blue Division Champions



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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>Courses, Curriculum, Instruction:</p>	<p>Memorial Middle School implements the following instructional curriculum programs: • Eureka Math; Guided Reading; Writer's Workshop; Next Gen Science Standards</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>Boys and Girls participate in Soccer, Basketball, Track, Boys Baseball, and Girls Softball</p>
 <p>Clubs and Activities:</p>	<p>The Students at Memorial Middle School can participate in the following clubs & activities: National Honor Society; Key Club; Academic Competition; Young Leaders; Student Council; Marching Band; Garden Club; African American Club; Chess Club; Yearbook</p>



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08

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

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.



Before and After School Programs:

The district Before / After School Program is designed to provide a safe and caring environment for students who need after school care. The program is run under the direction of the Director of Before and After School Program. Levitt/Memorial has a staff who serves 14 children ages 11-13 years old.



Staff and Professional Learning:

Memorial Middle School's staff participates in District sponsored professional development activities; webinars, and out-of-district workshop and conferences. In addition, staff participates as part of grade level Professional Learning Communities (PLC). Monthly PLC presentations focused on instructional initiatives derived from our School-wide data and plans.



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08




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

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>Student Supports and Services:</p>	<p>The following student support services are offered at Memorial Middle School: Embedded Intervention and Enrichment Blocks, Intervention and Referral Service (I&RS), Special Education Programs, and Title 1 Before/After School Tutoring.</p>
 <p>Student Health and Wellness:</p>	<p>Memorial Middle School participates in the National School Lunch Program, which provides nutritionally balanced breakfast and lunch to students. Students are provided a brief recess period. Additionally, students participate in physical education integral to their academic programming.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent/Community involvement includes: Access to the Parent Portal via Genesis and website updates. There are various parent and community involvement opportunities at Memorial. The school has a community partnerships with various organizations to help our students such as: CVS, the Girl Scouts, the Willingboro Public Library, Boy Scouts, & Willingboro Recreation Department.</p>



Willingboro Memorial Middle School

(05-5805-057)

Grades Offered: 07-08



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

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>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers In 2018-2019 Memorial Middle School administered the State of NJ's school climate survey to students, staff, and parents. The data was shared with the Title I leadership team and the PBSIS Universal Team.</p>
 <p>Facilities:</p>	<p>The building was constructed in 1968, and measures 159,000 sq.ft. Through a bond referendum in 2014, the building was renovated with air conditioning, windows, locker rooms, science labs, audio PA system, doors, restrooms, and lighting. In 2015, subsequent renovations were made to: windows, HVAC, boiler replacement, toilet rooms, interior doors, air conditioning of the main office, classrooms and multi-purpose room.</p>