




ALDER AVENUE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

01-1310-038
 ATLANTIC
 EGG HARBOR TWP
 25 ALDER AVENUE
 EGG HARBOR TOWNSHIP, NJ 08234-5315

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	278	271	293
7	314	273	271
8	310	309	269
Ungraded	32	31	24
Total	934	884	857

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	49%
Male	53%	50%	51%
Economically Disadvantaged Students	53%	51%	48%
Students with Disabilities	13%	11%	12%
English Learners	1%	2%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	45.6%
Hispanic	23.6%
Asian	16.2%
Black or African American	11.4%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	2.8%

Enrollment by Home Language

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

Home Language	% of Students
English	75.6%
Spanish	11.8%
Chinese	3.0%
Bengali	1.6%
Vietnamese	1.5%
Other	6.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	799	96.7	51.60	52.90	54.90	51.6	45.3	Met Target
White	377	95.8	53.40	57.60	63.90	53.4	51.1	Met Target
Hispanic	186	97.1	40.90	39.30	39.80	40.9	29.2	Met Target
Black or African American	79	95.9	37.90	36.80	35.20	37.9	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	131	100.0	68.70	70.90	80.70	68.7	65.9	Met Target
American Indian or Alaska Native	N	N	N	57.20	53.70	N	**	**
Two or More Races	26	93.3	57.70	55.80	54.90	56.4	N	N
Female	396	97.0	61.10	60.50	62.20	61.1		
Male	403	96.4	42.20	45.90	48.10	42.2		
Economically Disadvantaged Students	188	97.3	41.50	42.30	36.20	41.5	33.2	Met Target
Non-Economically Disadvantaged Students	611	96.5	54.70	56.00	65.80	54.7		
Students with Disabilities	103	91.5	*	12.90	20.50	*	7.1	Met Target
Students without Disabilities	696	97.5	*	58.60	61.90	*		
English Learners	14	100.0	14.30	22.50	25.20	14.3	**	**
Non-English Learners	785	96.6	52.20	54.00	57.40	52.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	287	744	747	752	*	16%	33%	41%	*	44%	54%
White	123	744	750	758	*	16%	31%	44%	*	46%	63%
Hispanic	66	738	741	740	*	17%	36%	33%	*	35%	38%
Black or African American	33	739	736	736	*	*	33%	39%	0%	39%	32%
Asian, Native Hawaiian, or Pacific Islander	49	757	759	776	*	*	31%	45%	*	55%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	16	745	749	753	*	*	*	*	0%	44%	56%
Female	140	751	754	758	*	12%	31%	47%	*	52%	61%
Male	147	738	742	746	*	20%	34%	35%	*	36%	46%
Economically Disadvantaged Students	60	742	744	737	*	22%	32%	38%	*	40%	34%
Non-Economically Disadvantaged Students	227	745	749	761	*	15%	33%	42%	*	45%	65%
Students with Disabilities	39	715	715	722	*	*	*	*	*	*	17%
Students without Disabilities	248	749	752	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	748	750	756	9%	15%	23%	40%	13%	53%	59%
White	128	752	754	764	*	*	24%	42%	14%	56%	69%
Hispanic	73	738	736	742	*	*	26%	34%	*	41%	44%
Black or African American	29	736	733	737	*	*	*	35%	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	30	768	773	784	*	*	*	43%	33%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	130	757	761	764	*	*	24%	47%	17%	64%	68%
Male	135	740	741	749	*	*	22%	33%	9%	42%	51%
Economically Disadvantaged Students	62	747	750	739	*	21%	26%	37%	*	50%	40%
Non-Economically Disadvantaged Students	203	749	750	766	*	13%	22%	40%	*	53%	70%
Students with Disabilities	23	706	705	719	*	*	*	*	*	*	19%
Students without Disabilities	242	752	754	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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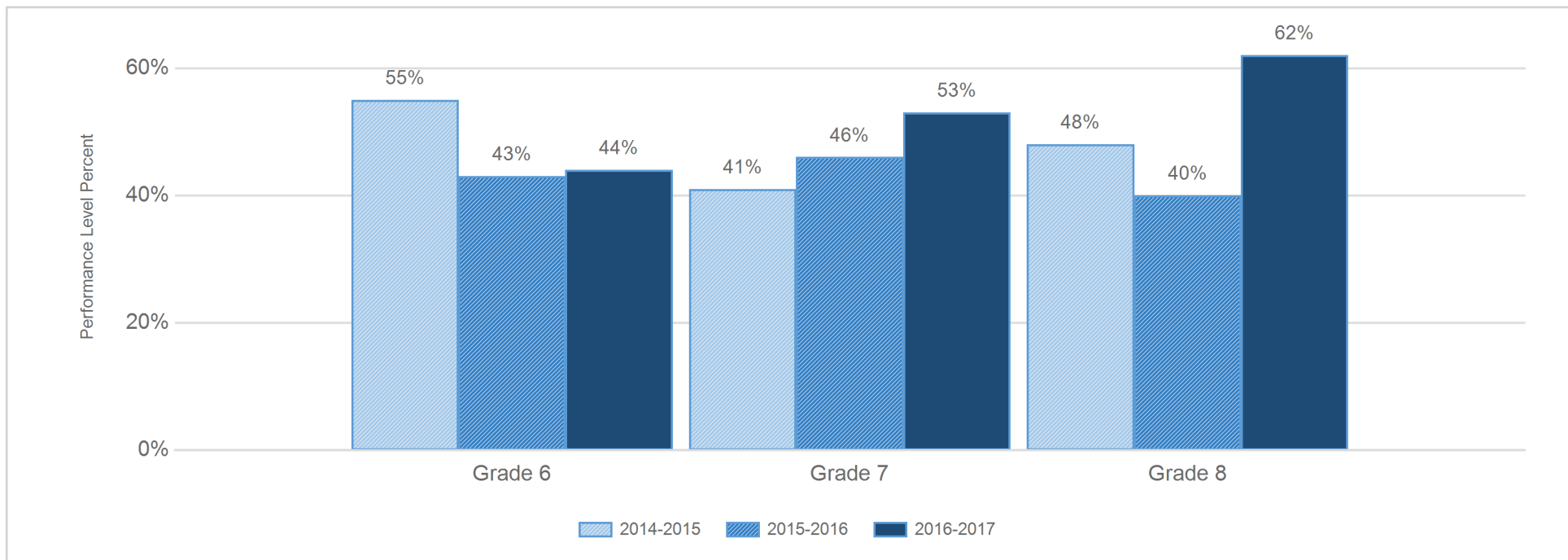
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	269	761	766	757	9%	8%	21%	39%	23%	62%	59%
White	128	762	771	764	10%	9%	21%	37%	23%	60%	68%
Hispanic	55	751	755	742	*	*	22%	35%	18%	53%	44%
Black or African American	30	741	745	738	*	*	37%	37%	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	49	783	785	786	0%	*	*	51%	37%	88%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	137	770	773	766	*	*	18%	43%	28%	71%	68%
Male	132	753	760	749	*	*	24%	34%	18%	52%	50%
Economically Disadvantaged Students	67	749	757	739	*	*	30%	39%	*	49%	40%
Non-Economically Disadvantaged Students	202	765	769	766	*	*	18%	39%	*	66%	69%
Students with Disabilities	22	697	708	718	*	*	*	*	*	*	18%
Students without Disabilities	247	767	772	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	794	96.6	43.90	43.50	43.50	43.9	40.9	Met Target
White	376	95.7	48.50	48.20	52.40	48.5	45	Met Target
Hispanic	184	97.1	27.70	28.30	27.60	27.7	24.7	Met Target
Black or African American	79	96.0	22.80	20.30	21.70	22.8	26	Met Target†
Asian, Native Hawaiian, or Pacific Islander	130	100.0	65.40	67.90	75.60	65.4	65.7	Met Target†
American Indian or Alaska Native	N	N	N	57.10	42.50	N	**	**
Two or More Races	25	90.0	48.00	48.50	44.90	45.2	N	N
Female	394	97.0	46.70	44.70	44.10	46.7		
Male	400	96.2	41.10	42.40	42.90	41.1		
Economically Disadvantaged Students	185	97.3	35.70	36.40	25.10	35.7	31.2	Met Target
Non-Economically Disadvantaged Students	609	96.3	46.30	45.60	54.30	46.3		
Students with Disabilities	99	90.4	*	13.10	16.50	*	10.3	Not Met
Students without Disabilities	695	97.5	*	47.70	48.80	*		
English Learners	14	100.0	14.20	29.30	23.30	14.2	N	N
Non-English Learners	780	96.5	44.30	44.10	45.20	44.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 6**

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

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Schoolwide	288	741	742	743	8%	20%	33%	34%	5%	39%	44%
White	123	743	747	751	*	24%	31%	37%	*	41%	54%
Hispanic	67	732	731	731	*	24%	39%	25%	*	25%	27%
Black or African American	34	726	*	724	*	*	41%	*	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	49	758	758	771	*	*	29%	45%	*	61%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	15	740	746	745	*	*	*	*	*	47%	46%
Female	141	743	745	745	*	22%	31%	38%	*	43%	45%
Male	147	738	740	742	*	18%	35%	29%	*	35%	43%
Economically Disadvantaged Students	62	738	737	728	*	23%	36%	32%	*	34%	24%
Non-Economically Disadvantaged Students	226	742	743	752	*	20%	32%	34%	*	40%	56%
Students with Disabilities	38	710	714	717	*	*	*	*	*	*	13%
Students without Disabilities	250	746	746	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Schoolwide	254	739	739	741	*	21%	37%	35%	*	36%	40%
White	121	743	743	748	*	20%	32%	41%	*	42%	49%
Hispanic	72	735	731	730	*	18%	50%	25%	*	25%	23%
Black or African American	28	727	*	726	*	*	39%	*	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	29	748	756	764	*	*	*	48%	*	52%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	125	742	743	743	*	21%	38%	35%	*	38%	41%
Male	129	737	736	740	*	20%	37%	34%	*	34%	38%
Economically Disadvantaged Students	63	740	740	729	*	19%	48%	30%	*	30%	22%
Non-Economically Disadvantaged Students	191	739	739	749	*	21%	34%	36%	*	38%	50%
Students with Disabilities	23	702	703	716	*	*	*	*	*	*	11%
Students without Disabilities	231	743	743	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	200	737	739	728	18%	*	30%	37%	*	38%	28%
White	95	741	744	736	19%	*	24%	43%	*	45%	35%
Hispanic	47	726	730	721	23%	*	40%	*	0%	19%	21%
Black or African American	26	723	723	715	*	*	*	*	0%	19%	15%
Asian, Native Hawaiian, or Pacific Islander	26	754	*	747	0%	*	*	62%	0%	62%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	97	739	739	730	18%	*	27%	40%	*	41%	30%
Male	103	734	738	725	18%	*	32%	33%	*	34%	26%
Economically Disadvantaged Students	56	731	736	719	*	*	29%	34%	*	34%	19%
Non-Economically Disadvantaged Students	144	739	740	734	*	*	30%	38%	*	39%	34%
Students with Disabilities	22	699	700	705	*	*	*	*	*	*	*
Students without Disabilities	178	741	744	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	791	740	743	0%	0%	0%	83%	18%	100%	42%
White	27	790	*	751	*	*	*	85%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	16	792	766	774	*	*	*	75%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	36	785	743	744	*	*	*	94%	*	100%	43%
Male	21	802	738	741	*	*	*	62%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	57	791	744	747	0%	0%	0%	83%	18%	100%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	57	791	741	745	0%	0%	0%	83%	18%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	782	736	734	0%	0%	0%	46%	54%	100%	30%
White	12	782	*	740	0%	0%	0%	*	*	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	784	*	758	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	24	782	740	738	0%	0%	0%	46%	54%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	24	782	*	735	0%	0%	0%	46%	54%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

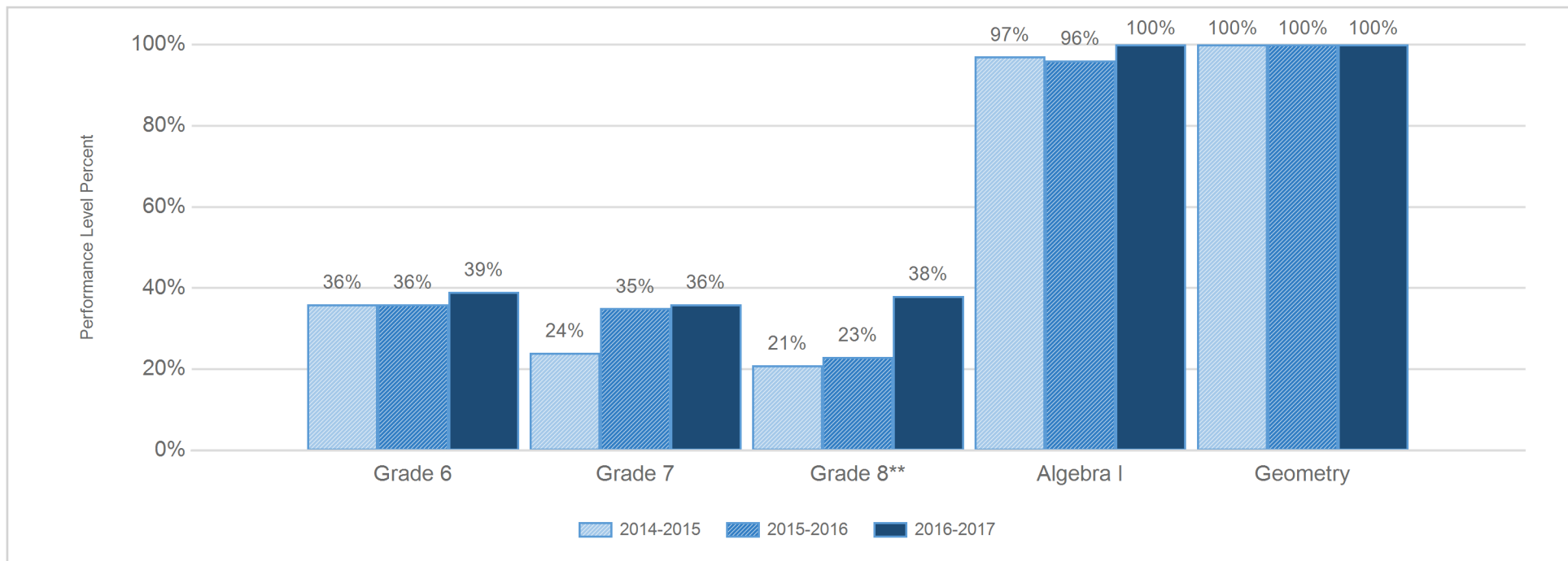


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

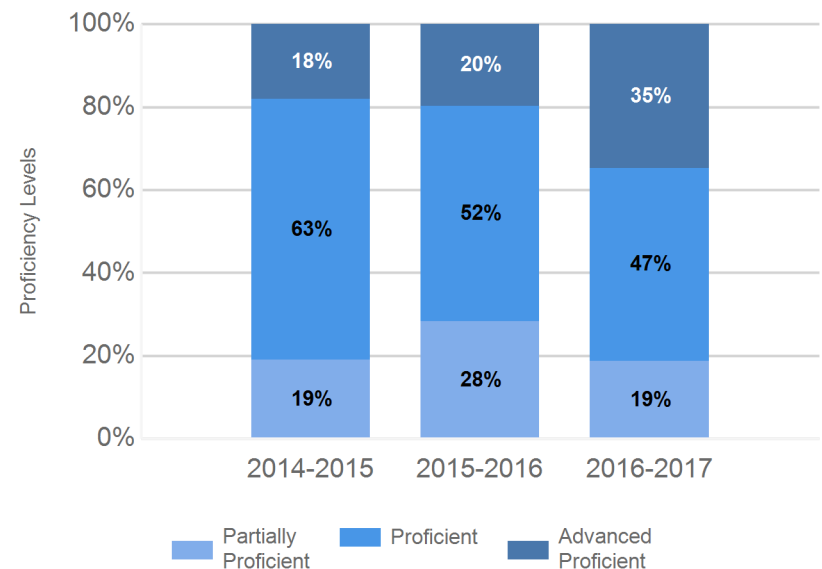
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	35%	47%	19%
White	40%	43%	18%
Hispanic	25%	53%	23%
Black or African American	16%	*	38%
Asian, Native Hawaiian, or Pacific Islander	48%	44%	8%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	24%	51%	25%
Students with Disabilities	4%	13%	83%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	55	50	Met Target	66	58	50	Exceeds Target
White	53.5	55.5	50	Met Target	68	62	52	Exceeds Target
Hispanic	54	52	49	Met Target	67	53	47	Exceeds Target
Black or African American	51.5	52	45	Met Target	51	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	65	63	60	Exceeds Target	68.5	63.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	50	*	51	Met Target	64	*	52	**
Economically Disadvantaged	57	55	47	Met Target	73	58	46	Exceeds Target
Students with Disabilities	45	41	41	Met Target	37.5	46.5	43	Not Met
English Learners	45	43	53	**	*	*	51	**

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



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

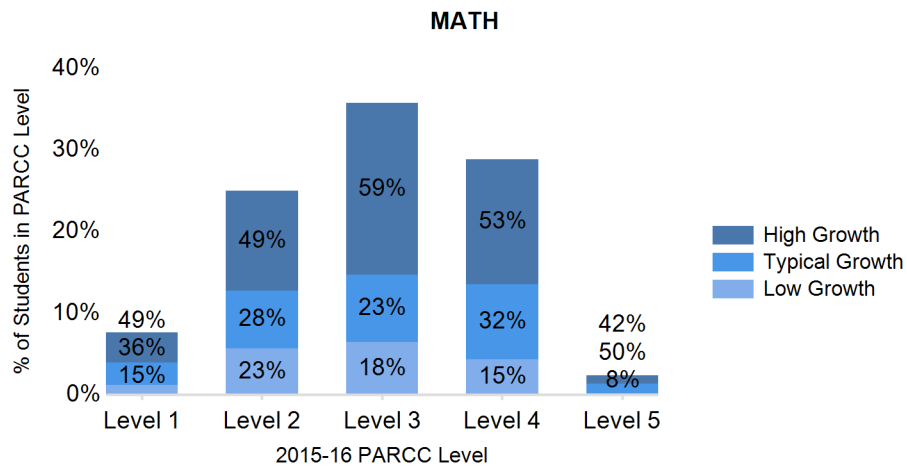
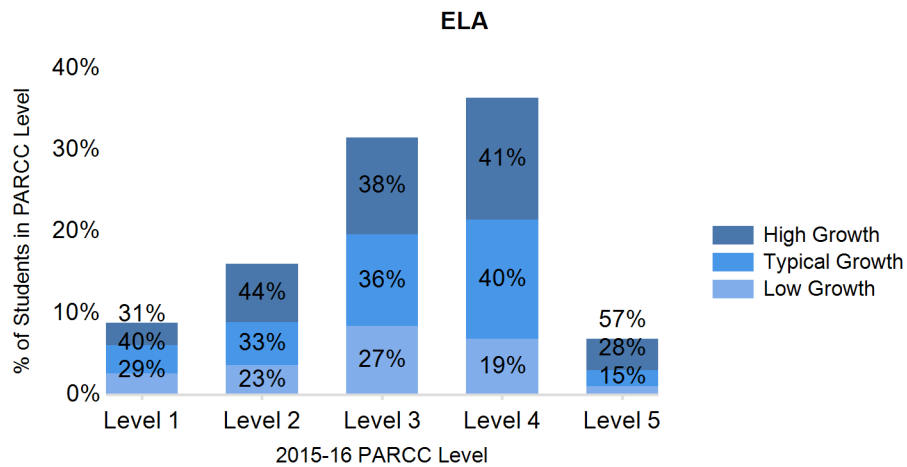
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

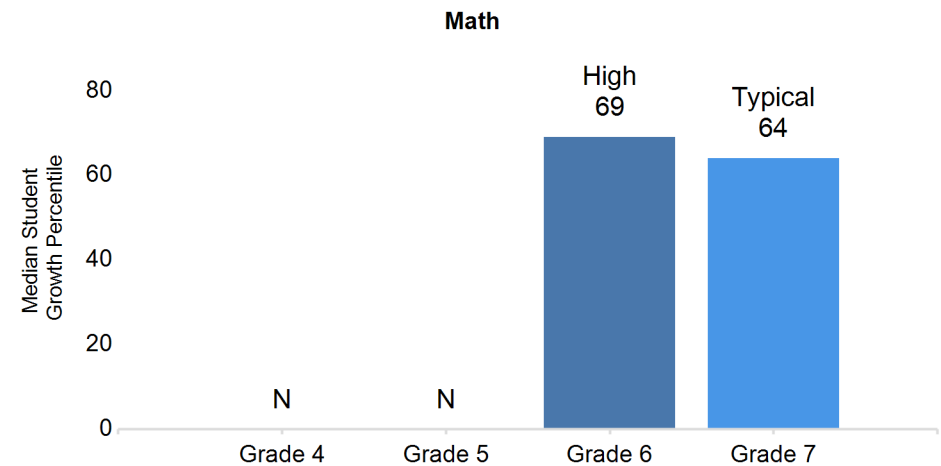
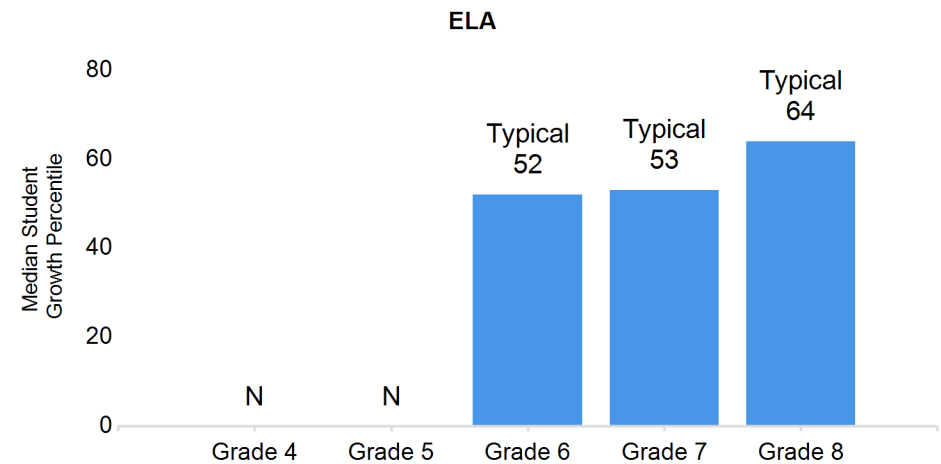
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	303
7	11	1	265
8	46	23	208
Schoolwide	57	24	776

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	288	0	0	0	0	0	0
7	145	0	0	0	79	0	0
8	145	0	0	0	71	0	0
Schoolwide	578	0	0	0	150	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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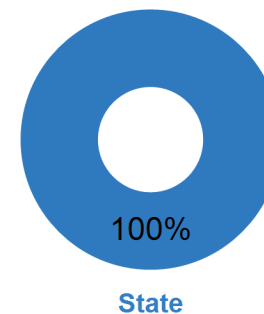
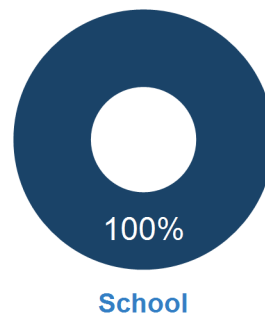
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Visual and Performing Arts – Course Participation

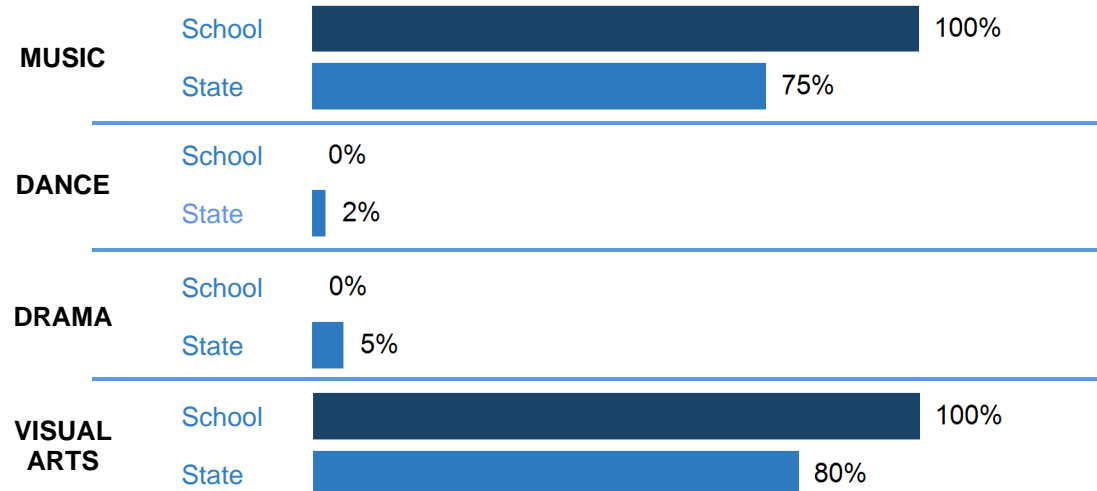
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

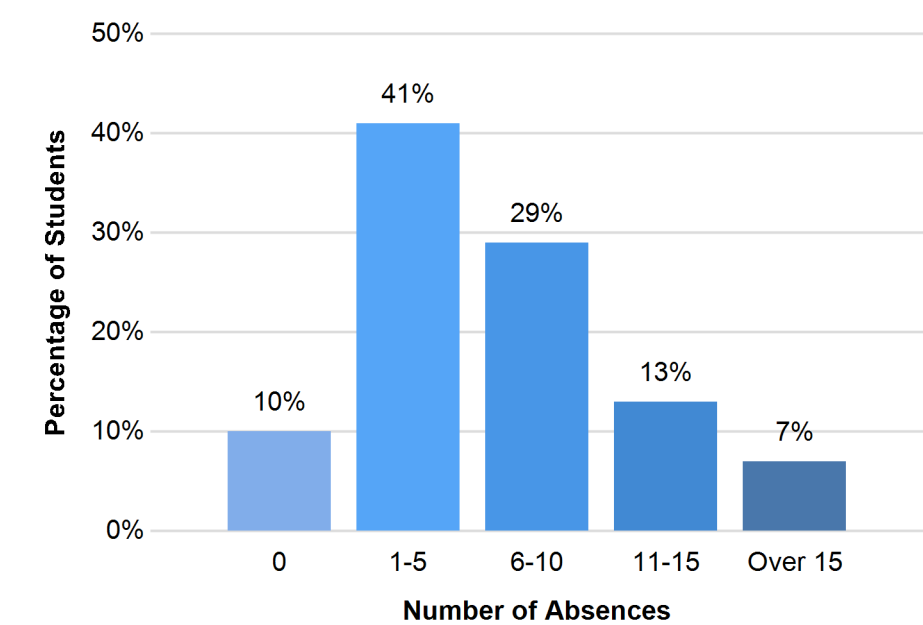
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.70	Met Target
White	7.30	8.70	Met Target
Hispanic	5.40	8.70	Met Target
Black or African American	3.00	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.70	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.70	8.70	Met Target
Economically Disadvantaged Students	7.70	8.70	Met Target
Students with Disabilities	16.20	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



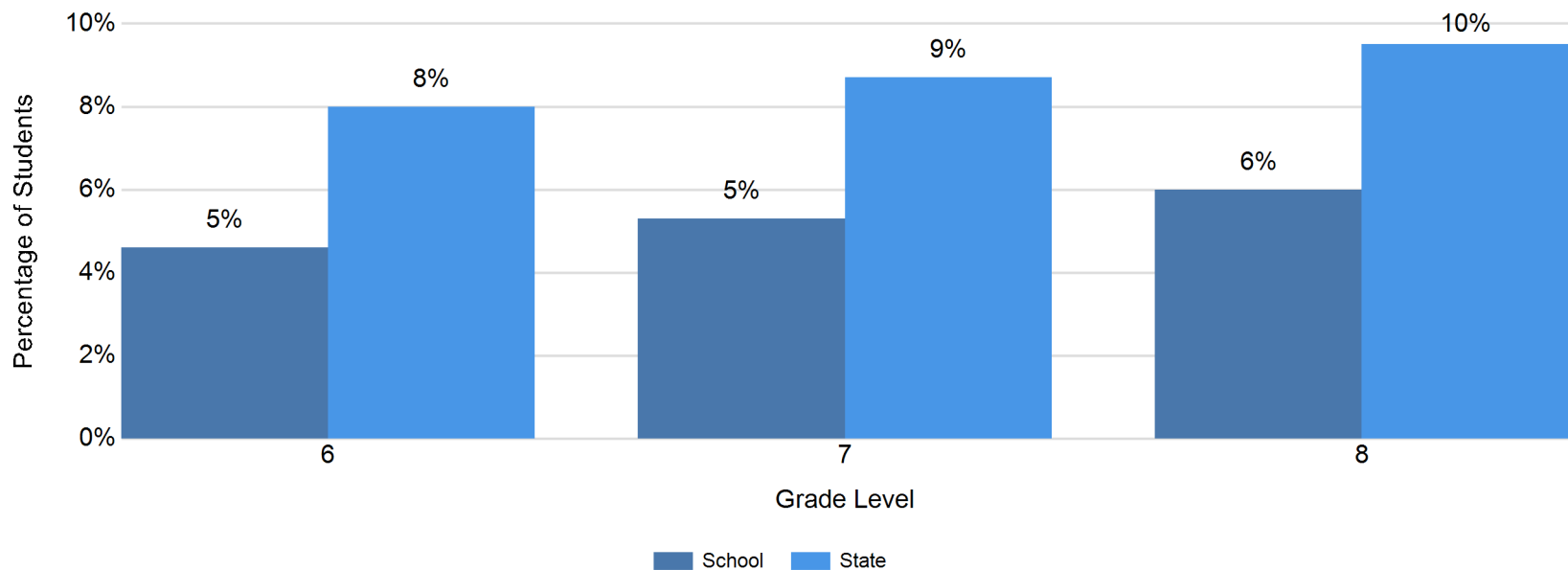


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	25
Vandalism	2
Weapons	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.85

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	6.5%
Any Suspension	6.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	82	121,048
Average years experience in public schools	13.7	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	286:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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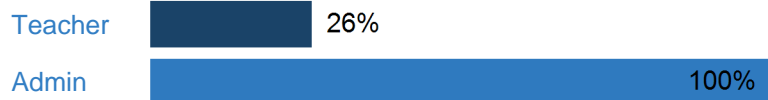
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.1	17.5%
Mathematics Proficiency	37.5	17.5%
English Language Arts Growth	66.2	25.0%
Mathematics Growth	89.2	25.0%
Chronic Absenteeism	63.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.1
Summative Rating: Percentile rank of Summative Score		67.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	51.7	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	66.7	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	70.4	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	54.4	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	46.4	No	N	N	Met Target	Met Target	**	No
Economically Disadvantaged Students	79.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	32.7	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. MARINELLI	Email Address:	marinelj@eht.k12.nj.us
Address:	25 ALDER AVENUE EGG HARBOR TOWNSHIP, NJ 08234-5315	Website:	http://ams.eht.k12.nj.us/
Phone:	(609)383-3366	Facebook:	https://www.facebook.com/ehtnjalder/
		Twitter:	https://twitter.com/EHTNJAllder

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • U.S. Department of Education National Green Ribbon School and NJ Department of Education State Green Ribbon School • International Green Flag Award • Catawba / Adopt-A-Stream
 Mission, Vision, Theme:	<p>Mission: The mission of the Egg Harbor Township School District and Alder Avenue Middle School is "to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning." Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 Awards, Recognition, Accomplishments:	<p>Alder Avenue Middle School has been recognized for excellence in environmental stewardship, reduction in energy usage, and cost avoidance as a U.S. Department of Education Green Ribbon School. Furthermore, our school has won the International Green Flag Award, and the New Jersey Sustainability Champion Award as a "green" Middle School.</p>







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School Narrative

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

 Courses, Curriculum, Instruction:	<p>At Alder Avenue each grade is divided into cross-curricular teams, or learning communities, which provide students a more personalized educational experience in English, Math, Science and Social Studies. Students who meet criteria are offered a cohorted advanced Mathematics and Science course. We also offer Honors courses in Spanish and French.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Alder Avenue Middle School is a member of the Cape Atlantic Athletic Conference and offers athletics to boys and girls during the fall, winter and spring seasons. The Alder School offers soccer, field hockey, basketball, wrestling, softball, baseball, and track and field.</p>
 Clubs and Activities:	<p>Alder's Renaissance program is a character education program that rewards students for good attendance, grades and appropriate conduct, participates in community service and making positive decisions. Alder also participates in the Adopt-A-Stream project that affords students the opportunity to become stewards of their environment.</p>
 Before and After School Programs:	<p>Alder Middle School offers diverse after school opportunities for students to develop positive relationships, good character and build self esteem. The activities offered at Alder are: Student Council, National Jr. Honor Society, Vocal Choir, Band, Strings, Drama Catawba/Garden, Art, Yearbook, Media, Coding, Brain Bowl Competition and Homework Club.</p>







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The Alder Avenue Middle School is a Professional Learning Community (PLC). We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). Alder Avenue has after school PLC meetings as well as designated times within the school day for collaborating within their cross-curricular "Teams" and departments. Staff participate in four full Professional Learning Days in the 2016-2017 school year.</p>
 <p>Student Supports and Services:</p>	<p>Alder Avenue provides support for students through our Child Study Team, guidance Counselor Services and Student Assistance Coordinator as well as our Intervention & Referral Services Team.</p>
 <p>Student Health and Wellness:</p>	<p>Alder Avenue offers a before school breakfast program. Health and Wellness education is delivered through our Health and Physical Education curriculum that includes: Grade 6-overall health, nutrition and body image, Grade 7-emotional health and healthy relationships, and Grade 8-body development and drugs,tobacco and alcohol. While in gym students learn life long exercise programs and Body Mass Index.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents can access real-time information regarding their child's progress and attendance through the Parent Portal of Infinite Campus. Our Parent's Club meets once a month in our cafeteria and Parents/Community presentations take place regarding transitioning to high school, Bullying or internet Safety.</p>



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School Narrative

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

Alder Avunue Middle School is comprised of grades 6,7 and 8. Each grade level is divided into "Teams" that create smaller learning communities within the school as a whole. Grades 7 & 8 begin their day at 7:30 a.m. which concludes at 2:06 p.m. There are three cross-curricular teams in grades 7 & 8 that are comprised of English, Math, Science and Social Studies. Students in grade 7 & 8 rotate through these subjects in a 52 minute block of time. Students also have a 52 minute period of time for specials and tutorial. Tutorial is a block of time designed to meet students needs though rotation our world langauge program. Grade 6 is broken into 4 cross-curricular teams that are comprised of 3 teachers: Math, English and Science/Social Studies that meets for a 70 minute block of time. Alder has approximately 875 students and 93 full time staff.



Other Information:




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	22	1	0
KG	177	130	134
1	192	197	162
2	209	185	205
3	219	211	189
Ungraded	66	91	101
Total	885	815	791

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	43%
Male	54%	56%	57%
Economically Disadvantaged Students	65%	68%	67%
Students with Disabilities	17%	20%	22%
English Learners	8%	8%	5%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	36.0%
White	25.9%
Asian	18.8%
Black or African American	12.5%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	6.6%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	21	0	0
PK - Full Day	1	1	0
KG - Half Day	170	130	134
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	68.9%
Spanish	14.7%
Vietnamese	3.9%
Bengali	3.2%
Urdu	2.0%
Other	7.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	159	98.5	54.70	52.90	54.90	54.7	48.6	Met Target
White	37	97.9	56.80	57.60	63.90	56.8	55.1	Met Target
Hispanic	60	98.6	48.30	39.30	39.80	48.3	41.4	Met Target
Black or African American	26	100.0	38.50	36.80	35.20	38.5	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	97.3	70.90	70.90	80.70	70.9	63.1	Met Target
American Indian or Alaska Native	*	*	*	57.20	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	85	98.0	58.80	60.50	62.20	58.8		
Male	74	99.0	50.00	45.90	48.10	50		
Economically Disadvantaged Students	47	97.3	44.60	42.30	36.20	44.6	46.8	Met Target†
Non-Economically Disadvantaged Students	112	99.2	59.00	56.00	65.80	59		
Students with Disabilities	21	100.0	28.50	12.90	20.50	28.5	40.6	Met Target†
Students without Disabilities	138	98.2	58.70	58.60	61.90	58.7		
English Learners	15	100.0	40.00	22.50	25.20	40	**	**
Non-English Learners	144	98.3	56.20	54.00	57.40	56.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	753	749	749	*	12%	29%	47%	*	52%	50%
White	46	747	747	759	*	24%	22%	48%	*	48%	61%
Hispanic	65	747	743	734	*	*	28%	45%	*	49%	35%
Black or African American	32	743	739	731	*	*	50%	34%	0%	34%	32%
Asian, Native Hawaiian, or Pacific Islander	36	771	765	775	0%	*	28%	56%	*	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	96	757	752	754	*	*	29%	52%	*	57%	55%
Male	90	749	745	745	*	*	29%	42%	*	47%	46%
Economically Disadvantaged Students	66	747	742	731	*	20%	30%	33%	*	41%	31%
Non-Economically Disadvantaged Students	120	756	751	762	*	8%	28%	55%	*	58%	63%
Students with Disabilities	20	728	717	720	*	*	*	*	*	15%	24%
Students without Disabilities	166	756	753	755	*	*	*	*	*	57%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

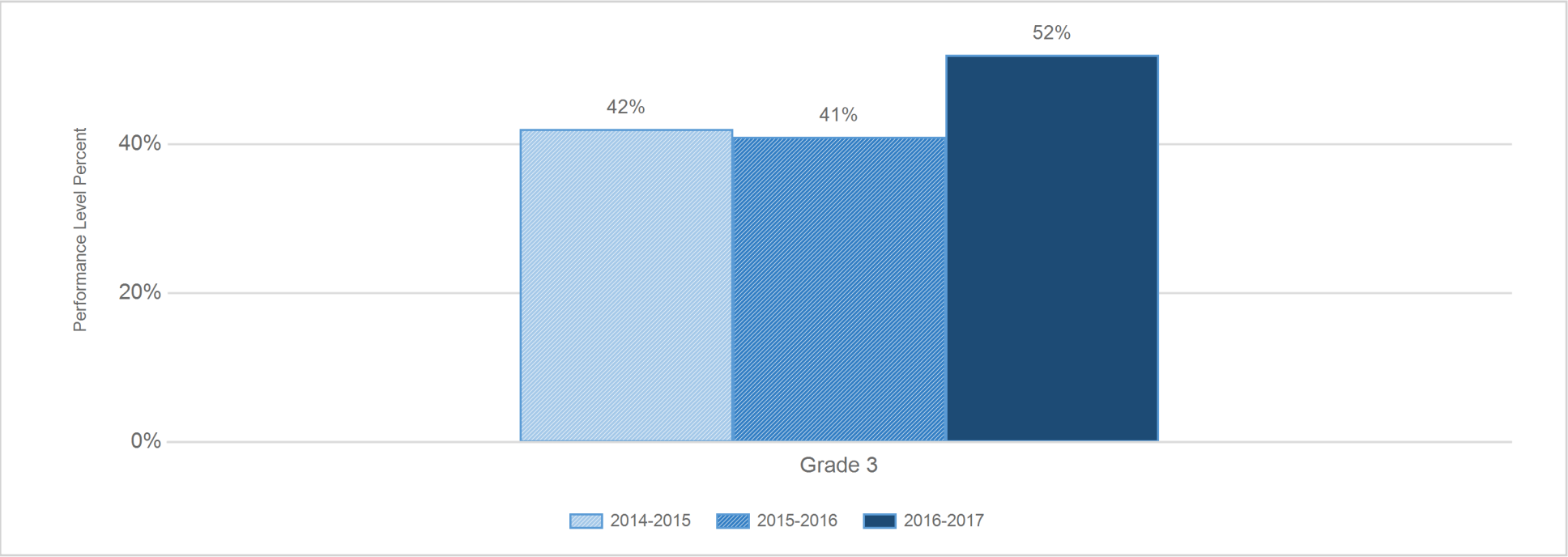


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	159	98.5	54.70	43.50	43.50	54.7	45.6	Met Target
White	37	97.9	51.30	48.20	52.40	51.3	46	Met Target
Hispanic	60	98.6	50.00	28.30	27.60	50	38.8	Met Target
Black or African American	26	100.0	30.80	20.30	21.70	30.8	24	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	97.3	80.60	67.90	75.60	80.6	70.8	Met Goal
American Indian or Alaska Native	*	*	*	57.10	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	85	98.0	55.30	44.70	44.10	55.3		
Male	74	99.0	54.10	42.40	42.90	54.1		
Economically Disadvantaged Students	47	97.3	51.10	36.40	25.10	51.1	42.3	Met Target
Non-Economically Disadvantaged Students	112	99.2	56.30	45.60	54.30	56.3		
Students with Disabilities	21	100.0	23.80	13.10	16.50	23.8	38.1	Met Target†
Students without Disabilities	138	98.2	59.40	47.70	48.80	59.4		
English Learners	15	100.0	60.00	29.30	23.30	60	**	**
Non-English Learners	144	98.3	54.20	44.10	45.20	54.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	752	752	751	*	13%	29%	42%	*	53%	53%
White	46	750	752	759	*	*	35%	30%	*	46%	63%
Hispanic	67	744	743	738	*	21%	25%	43%	*	49%	37%
Black or African American	32	740	736	733	*	*	50%	31%	0%	31%	32%
Asian, Native Hawaiian, or Pacific Islander	36	774	772	779	0%	*	*	56%	*	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	97	752	750	751	*	*	32%	43%	*	54%	52%
Male	91	752	753	751	*	*	26%	41%	*	53%	53%
Economically Disadvantaged Students	68	749	747	736	*	*	28%	41%	*	50%	34%
Non-Economically Disadvantaged Students	120	754	753	761	*	*	30%	43%	*	55%	65%
Students with Disabilities	20	723	720	729	*	*	*	*	0%	15%	29%
Students without Disabilities	168	755	756	755	*	*	*	*	13%	58%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

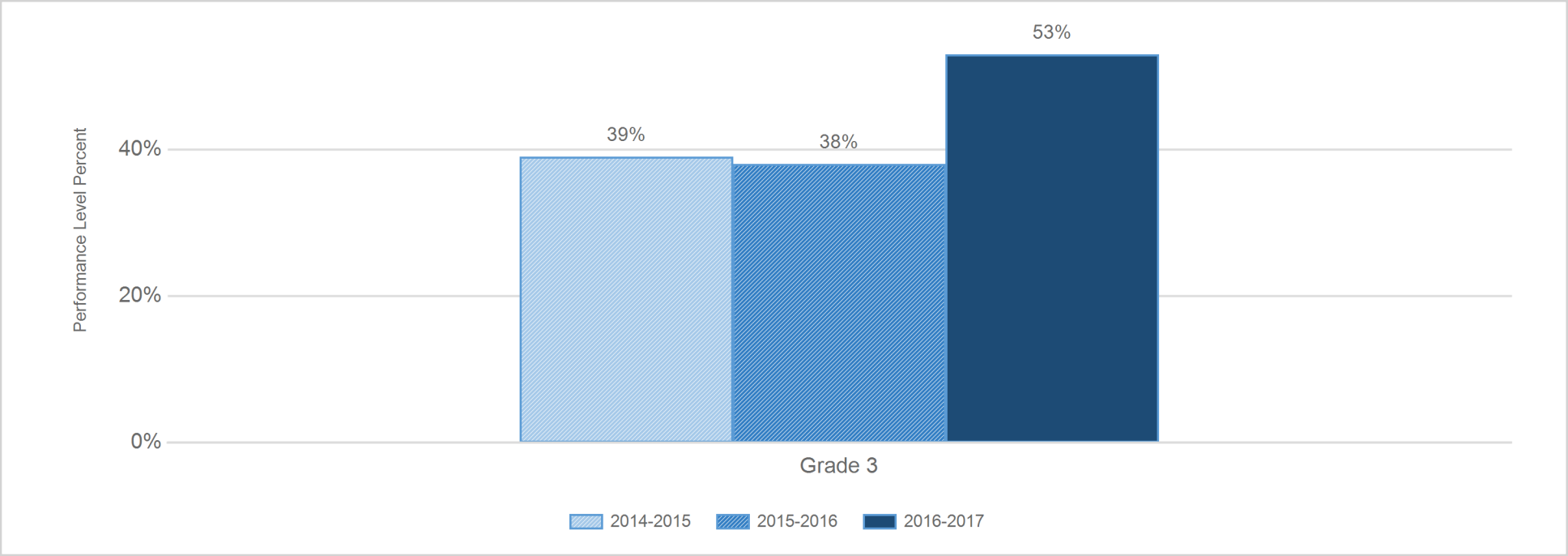


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	*	*
2	11	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

Chronic Absenteeism

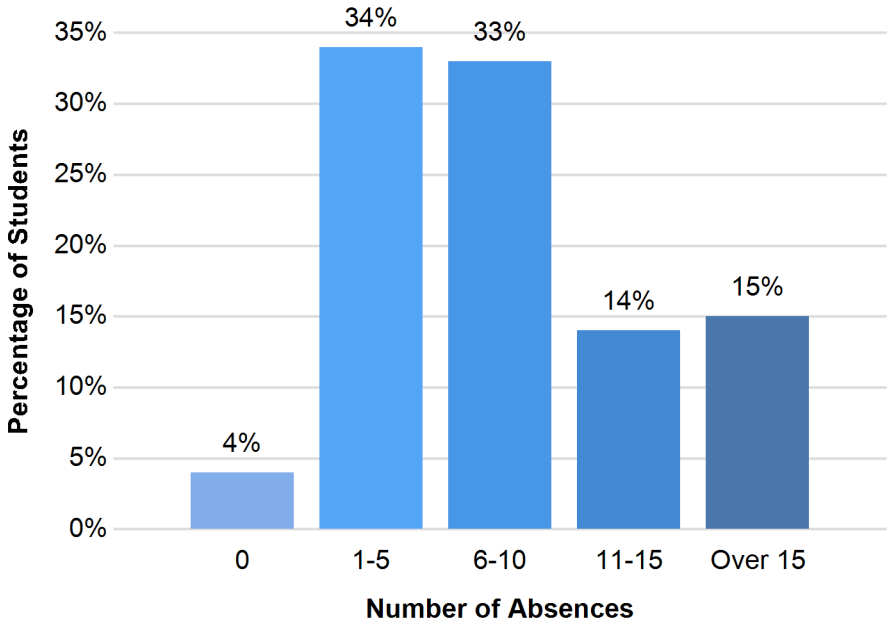
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	9.10	Not Met
White	12.20	9.10	Not Met
Hispanic	13.40	9.10	Not Met
Black or African American	10.60	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.70	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	9.10	Met Target
Economically Disadvantaged Students	12.20	9.10	Not Met
Students with Disabilities	18.50	9.10	Not Met
English Learners	7.70	9.10	Met Target

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

Days Absent

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



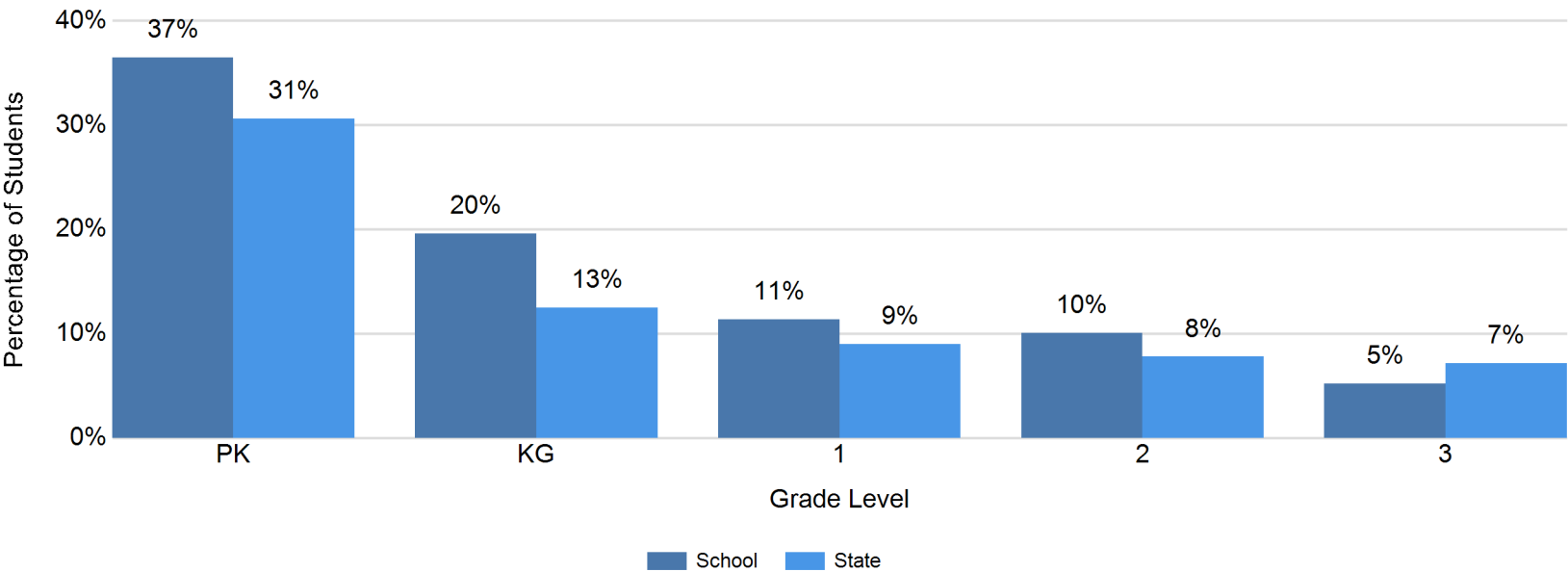


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:15AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.38

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	1.1%
Any Suspension	1.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	57	121,048
Average years experience in public schools	13.3	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	95%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	791:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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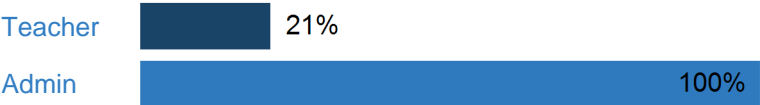
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Giardina	Email Address:	giardinm@eht.k12.nj.us
Address:	2499 SPRUCE AVENUE EGG HARBOR TOWNSHIP, NJ 08234-4513	Website:	http://da.eht.k12.nj.us/
Phone:	(609)645-3550	Facebook:	https://www.facebook.com/EHTNJdavenport
		Twitter:	https://twitter.com/?lang=en

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Addition of Chromebook Carts for enhanced learning • Well-recognized and respected Autism Program • Progressive Curriculum: Fountas/Pinnell Leveling, Guided Reading
Mission, Vision, Theme:	<p>Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is "to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning."</p>
Awards, Recognition, Accomplishments:	<p>Davenport was awarded an Atlanticare Healthy Schools Grant. This grant promoted health and wellness in our staff and students. In addition, we received grant awards from our Education Foundation; including: Davenport is Blooming" and "Oasis on Spruce". These beautified our school and gave our students special learning opportunities. We also had a student win the LPGA ticket design contest last year with our school recognized with \$500 for the highest participation.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Currently Davenport is using Pearsons Envisions for our Math program. Our G/T program completed projects on mythology and electricity. Students were engaged in STEAM design challenges.They created original Rube Goldberg contraptions and worked with Newton's Law on catapults.We utilized a number of online subscriptions to enhance instruction: Flocabulary. Learning A-Z, Reading A-Z, Edulastic, and Pebblego. We promote reading every night as an important life practice.</p>
 <p>Clubs and Activities:</p>	<p>Davenport's Renaissance Team is all school encompassing and involves staff, students, and our community.Everyday students can earn character tickets. Students and staff participate in pep rallies, Renaissance Days, Trimester Awards, Spirit days, Bike Raffle, Lip Sync Night, and dances. Our students love Renaissance!</p>
 <p>Before and After School Programs:</p>	<p>At Davenport, over 100 students participate in our Title 1 Before School Program from November through May. Our students engage in Phonics First Instruction and increase their reading skills and fluency. Our Title 1 Parent Coordinator offers workshops for parents throughout the school year. Social skills groups occur after school for our autistic students. We also have a Kids Klub Program for before and after care for our students.This runs all year long.</p>







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School Narrative

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 Staff and Professional Learning:	Davenport's Professional Development includes: Suicide Prevention, Edulastic Training, Google Classroom, Project Based Learning Suite, Interactive Math Using Port a Portal, Digital Literacy Centers, Google Chrome to Engage all Learners, Public School Works Mandatory Training, and Digital Literacy Centers for Elementary Classrooms.
 Student Supports and Services:	Davenport services our English Language Learners through our Title 1 Program. They receive both Title 1 instruction and English Language Learning instruction. We service students in resource room, in-class resource and self-contained settings. Importantly, Davenport is home to 11 Applied Behavior Analysis based classrooms that serve students with autism and/or multiple disabilities. This allows the students to get specific programming from trained staff.
 Student Health and Wellness:	Davenport's Health and Wellness Programs include: Atlanticare Grant Program, Shop-Rite Dieticians at lunch, Chefs in the Classroom, and yoga. We offer a huge breakfast program here with approximately 70% free and reduced meals. Our physical education teachers utilize stations to teach skills in a fun, thematic way. They incorporate music to enhance movement and support transitions. They hold a FUN RUN each year, providing incentives for reaching fitness milestones.
 Parent and Community Involvement:	Davenport has an active and growing Parents' Club. Fundraisers are an important part of obtaining money for our field trips. Parents volunteer at Book Fairs and Family Bingo Nights. They hold a "Snow Ball" for Fathers/ daughters and Mothers/sons. Parents and the community support our Fun Field Day with a host of physical activity stations, community involvement, snacks, and assemblies.



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School Narrative

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Other Information:

Davenport's Staff continues to incorporate 21st century learning with technology and increased rigor into daily lessons. Our diverse student population is exposed to varying levels of learning in the classroom setting. At Davenport, because of our Autistic Programs with 12 Multiply Disabled Classrooms, our students have learned to appreciate and respect differences in learning even more. We feel that Davenport School Complex's programs and activities provide our students with a well-rounded and comprehensive education; in addition to teaching them how to be upstanding, respectful, and productive citizens. Technology is being enhanced each year. We utilize chromebooks and ipads to support learning. We added instructional carts for classrooms to use for whole class instruction. Davenport is proud of our entire school community of parents, teachers, staff, and students. Yearly climate survey given: 84.4% of staff reporting a positive climate and 70.6 % participation in our Renaissance Program. Survey was used as part of the SST and HIB policy to determine areas of strength and areas to improve. We communicated through a Power Point. Noted increase in the staff confidence in administration (92% agree). Noted increases in friendliness and comraderie (85%). 100% of staff agrees that they demonstrate concern for student well-being & success. Walk through our halls and Davenport Pride is evident everywhere!




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	591	527	558
5	551	589	557
Ungraded	33	40	47
Total	1175	1156	1162

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	50%
Male	53%	54%	50%
Economically Disadvantaged Students	49%	47%	50%
Students with Disabilities	13%	14%	15%
English Learners	1%	1%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			2%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	44.7%
Hispanic	25.7%
Asian	13.6%
Black or African American	10.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	5.2%

Enrollment by Home Language

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

Home Language	% of Students
English	78.4%
Spanish	10.2%
Vietnamese	2.9%
Chinese	2.2%
Bengali	1.4%
Other	5.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	990	96.8	55.80	52.90	54.90	55.8	49	Met Target
White	461	95.7	61.40	57.60	63.90	61.4	52.3	Met Target
Hispanic	241	97.5	44.40	39.30	39.80	44.4	39.2	Met Target
Black or African American	95	95.9	40.00	36.80	35.20	40	30.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	145	100.0	66.90	70.90	80.70	66.9	60.3	Met Target
American Indian or Alaska Native	N	N	N	57.20	53.70	N	**	**
Two or More Races	48	96.6	56.20	55.80	54.90	56.2	47.5	Met Target
Female	483	96.5	61.70	60.50	62.20	61.7		
Male	507	97.2	50.10	45.90	48.10	50.1		
Economically Disadvantaged Students	212	97.1	42.90	42.30	36.20	42.9	37.3	Met Target
Non-Economically Disadvantaged Students	778	96.7	59.30	56.00	65.80	59.3		
Students with Disabilities	160	96.3	18.80	12.90	20.50	18.8	23.5	Met Target†
Students without Disabilities	830	96.9	62.90	58.60	61.90	62.9		
English Learners	45	100.0	35.50	22.50	25.20	35.5	30.9	Met Target
Non-English Learners	945	96.7	56.70	54.00	57.40	56.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	13	100.0	61.60	61.00	53.50	61.6		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	539	755	755	753	7%	10%	25%	42%	16%	58%	56%
White	239	761	761	762	*	*	24%	45%	18%	64%	67%
Hispanic	143	747	747	740	11%	14%	29%	35%	12%	47%	40%
Black or African American	57	744	744	737	*	*	30%	42%	*	49%	36%
Asian, Native Hawaiian, or Pacific Islander	64	767	767	777	*	*	17%	42%	30%	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	36	747	747	755	*	*	*	44%	*	53%	56%
Female	280	758	758	758	6%	9%	23%	44%	18%	62%	61%
Male	259	752	752	749	9%	10%	27%	39%	14%	53%	51%
Economically Disadvantaged Students	119	748	748	737	13%	10%	29%	37%	10%	47%	36%
Non-Economically Disadvantaged Students	420	757	757	764	6%	10%	24%	43%	18%	61%	69%
Students with Disabilities	87	717	717	725	*	*	22%	*	*	20%	25%
Students without Disabilities	452	763	763	759	*	*	26%	*	*	65%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	539	755	755	755	7%	10%	25%	42%	16%	58%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	11	750	750	755	*	*	0%	*	*	64%	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	537	748	748	756	10%	14%	24%	48%	5%	53%	59%
White	244	752	752	763	6%	13%	22%	55%	5%	60%	69%
Hispanic	130	736	736	743	*	20%	24%	39%	*	40%	44%
Black or African American	58	732	732	740	22%	*	33%	31%	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	85	761	761	779	*	*	27%	57%	*	65%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	20	757	757	757	*	*	*	*	*	55%	60%
Female	262	756	756	761	*	10%	24%	55%	*	61%	66%
Male	275	740	740	750	*	17%	24%	41%	*	44%	53%
Economically Disadvantaged Students	127	736	736	740	13%	20%	32%	35%	0%	35%	40%
Non-Economically Disadvantaged Students	410	752	752	765	8%	12%	22%	52%	6%	58%	71%
Students with Disabilities	74	712	712	725	39%	27%	22%	*	*	12%	22%
Students without Disabilities	463	754	754	762	5%	11%	25%	*	*	59%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	537	748	748	757	10%	14%	24%	48%	5%	53%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

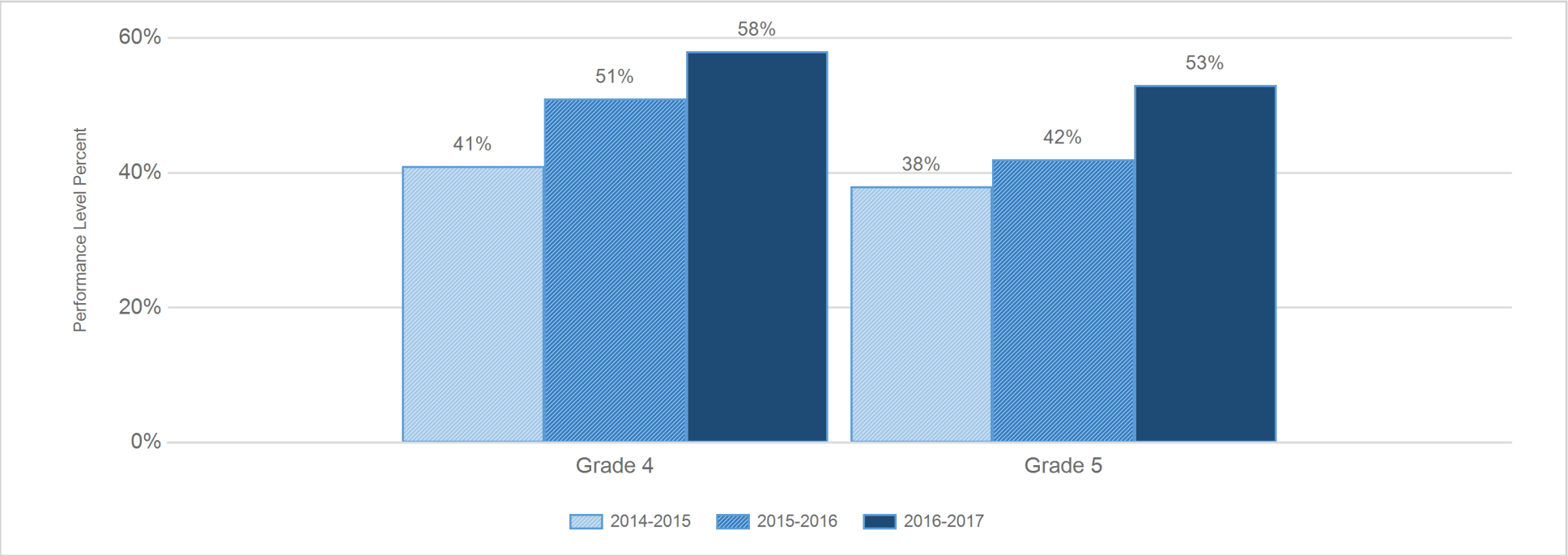


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1003	97.0	43.30	43.50	43.50	43.3	37.9	Met Target
White	463	96.2	48.60	48.20	52.40	48.6	41	Met Target
Hispanic	249	97.6	30.10	28.30	27.60	30.1	25.3	Met Target
Black or African American	96	95.9	19.80	20.30	21.70	19.8	14.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	147	100.0	64.60	67.90	75.60	64.6	56.2	Met Target
American Indian or Alaska Native	N	N	N	57.10	42.50	N	**	**
Two or More Races	48	96.6	41.70	48.50	44.90	41.7	41	Met Target
Female	487	96.7	44.30	44.70	44.10	44.3		
Male	516	97.4	42.30	42.40	42.90	42.3		
Economically Disadvantaged Students	218	97.6	36.20	36.40	25.10	36.2	27.6	Met Target
Non-Economically Disadvantaged Students	785	96.9	45.20	45.60	54.30	45.2		
Students with Disabilities	160	96.3	19.40	13.10	16.50	19.4	15.6	Met Target
Students without Disabilities	843	97.2	47.80	47.70	48.80	47.8		
English Learners	57	100.0	29.80	29.30	23.30	29.8	20.5	Met Target
Non-English Learners	946	96.9	44.10	44.10	45.20	44.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	13	100.0	38.50	35.00	39.90	38.5		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	551	743	743	747	8%	18%	31%	39%	3%	42%	47%
White	241	748	748	755	*	16%	32%	47%	*	50%	59%
Hispanic	151	733	733	734	14%	24%	32%	31%	0%	31%	30%
Black or African American	58	731	731	729	*	31%	35%	19%	*	21%	25%
Asian, Native Hawaiian, or Pacific Islander	65	761	761	774	*	*	25%	49%	*	63%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	36	737	737	747	*	*	36%	33%	*	36%	48%
Female	283	741	741	747	*	22%	29%	40%	*	42%	47%
Male	268	745	745	747	*	15%	34%	38%	*	43%	48%
Economically Disadvantaged Students	125	736	736	732	*	20%	27%	34%	*	37%	27%
Non-Economically Disadvantaged Students	426	745	745	757	*	18%	33%	40%	*	44%	61%
Students with Disabilities	87	720	720	724	31%	28%	22%	*	*	20%	22%
Students without Disabilities	464	747	747	751	4%	17%	33%	*	*	46%	52%
English Learners	11	705	705	716	*	*	*	*	*	*	12%
Non-English Learners	540	744	744	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	11	736	736	749	*	*	*	*	0%	36%	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	545	744	744	747	4%	21%	32%	35%	7%	42%	46%
White	247	745	745	754	*	19%	31%	39%	*	46%	57%
Hispanic	132	737	737	735	*	29%	39%	24%	*	28%	30%
Black or African American	59	730	730	729	*	29%	34%	19%	*	24%	22%
Asian, Native Hawaiian, or Pacific Islander	87	759	759	774	0%	*	28%	54%	*	64%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	20	752	752	747	*	*	*	*	*	50%	47%
Female	265	747	747	747	*	17%	34%	39%	*	46%	47%
Male	280	742	742	746	*	25%	30%	31%	*	39%	46%
Economically Disadvantaged Students	133	735	735	732	*	29%	38%	23%	*	27%	27%
Non-Economically Disadvantaged Students	412	747	747	756	*	19%	30%	39%	*	47%	59%
Students with Disabilities	74	718	718	725	*	*	*	*	*	*	19%
Students without Disabilities	471	748	748	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

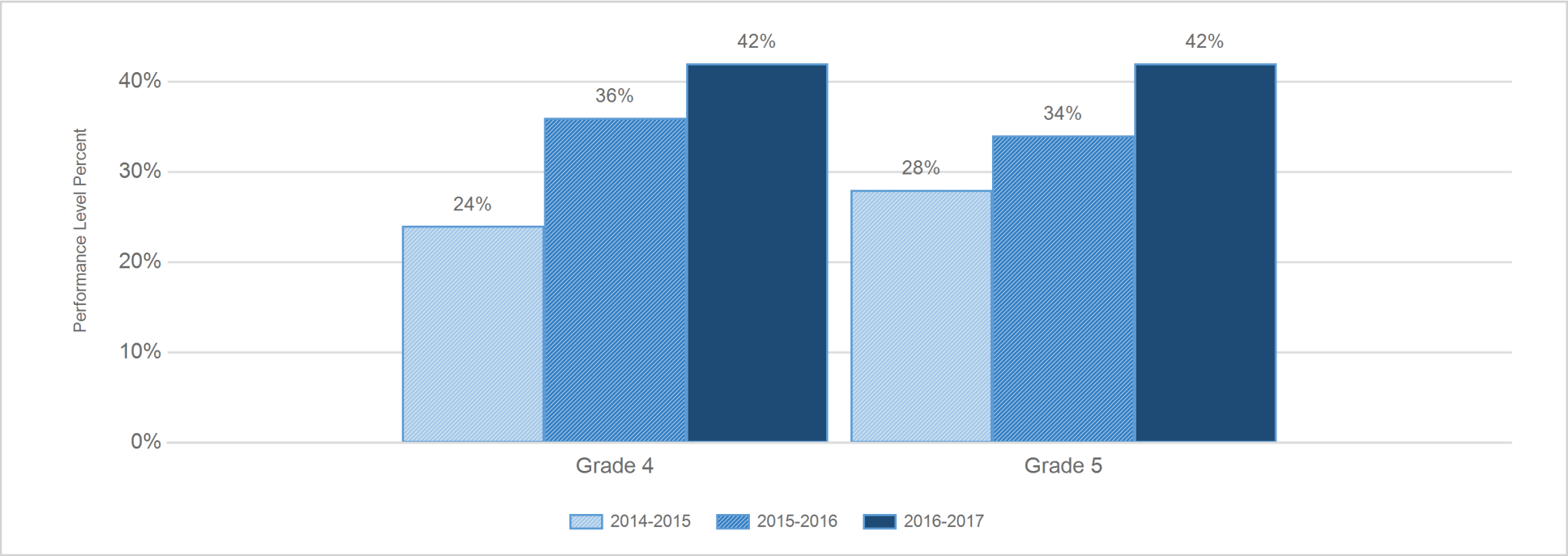


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	10	10
5	12	12

English Language Proficiency Test - Participation and Performance

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

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



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

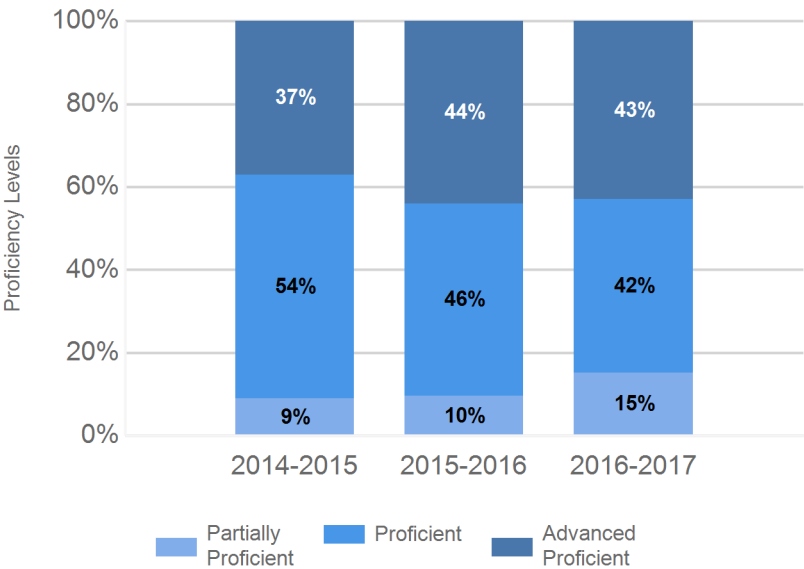
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	42%	15%
White	55%	39%	6%
Hispanic	28%	46%	26%
Black or African American	20%	50%	30%
Asian, Native Hawaiian, or Pacific Islander	58%	30%	12%
American Indian or Alaska Native	N	N	N
Two or More Races	39%	50%	11%
Economically Disadvantaged Students	33%	45%	22%
Students with Disabilities	27%	38%	35%
English Learners	8%	23%	69%

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	55	50	Met Target	51	58	50	Met Target
White	47	55.5	50	Met Target	51	62	52	Met Target
Hispanic	43	52	49	Met Target	47.5	53	47	Met Target
Black or African American	45	52	45	Met Target	42	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	63	60	Met Target	55	63.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	43	*	51	Met Target	61	*	52	Exceeds Target
Economically Disadvantaged	44	55	47	Met Target	52	58	46	Met Target
Students with Disabilities	32.5	41	41	Not Met	45	46.5	43	Met Target
English Learners	49	43	53	Met Target	54.5	*	51	Met Target

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



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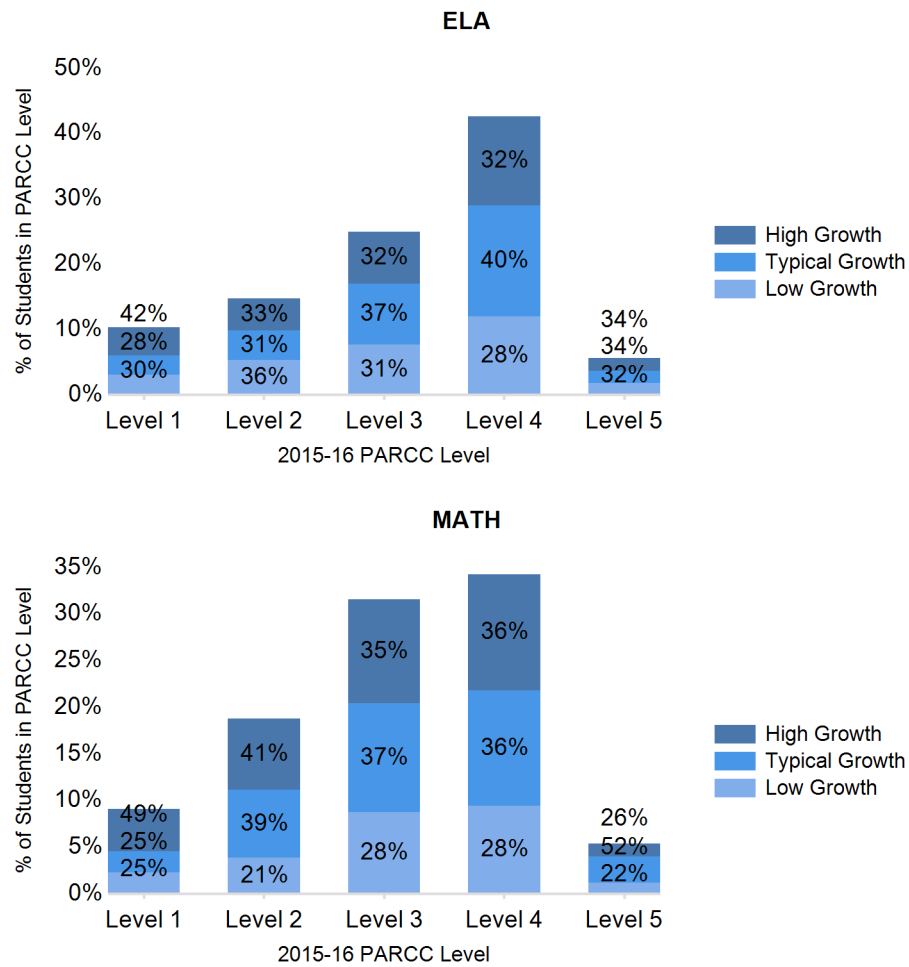
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

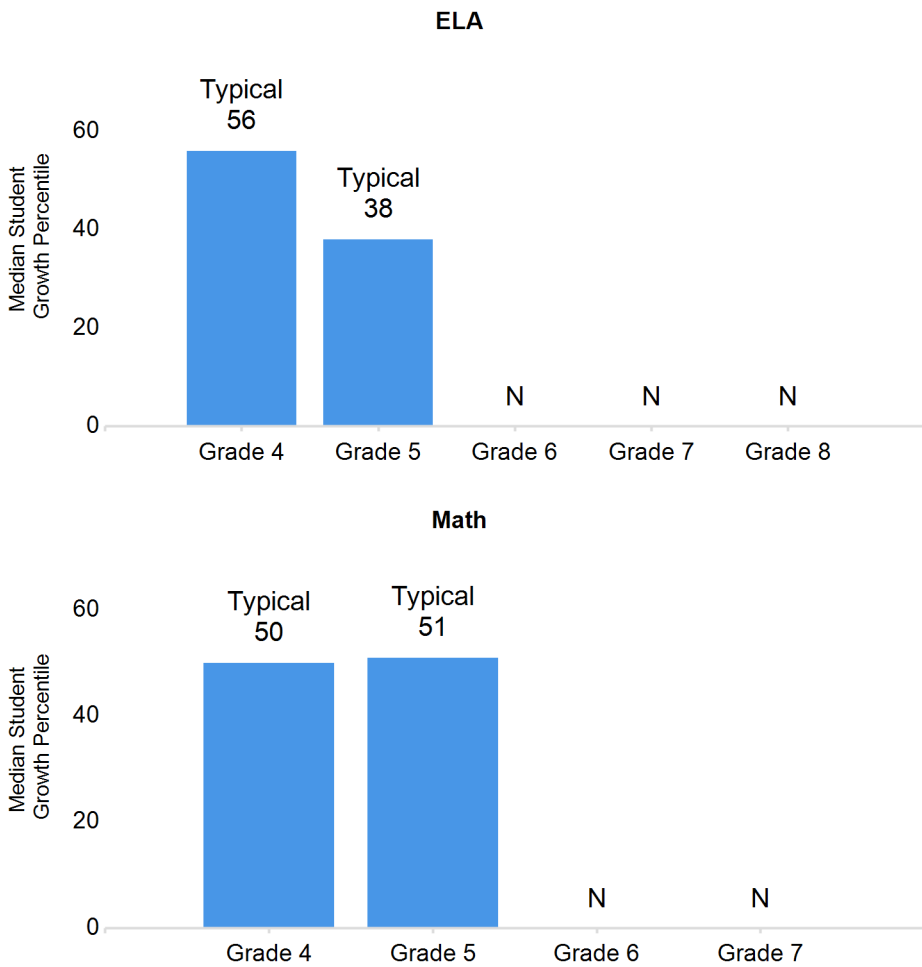
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

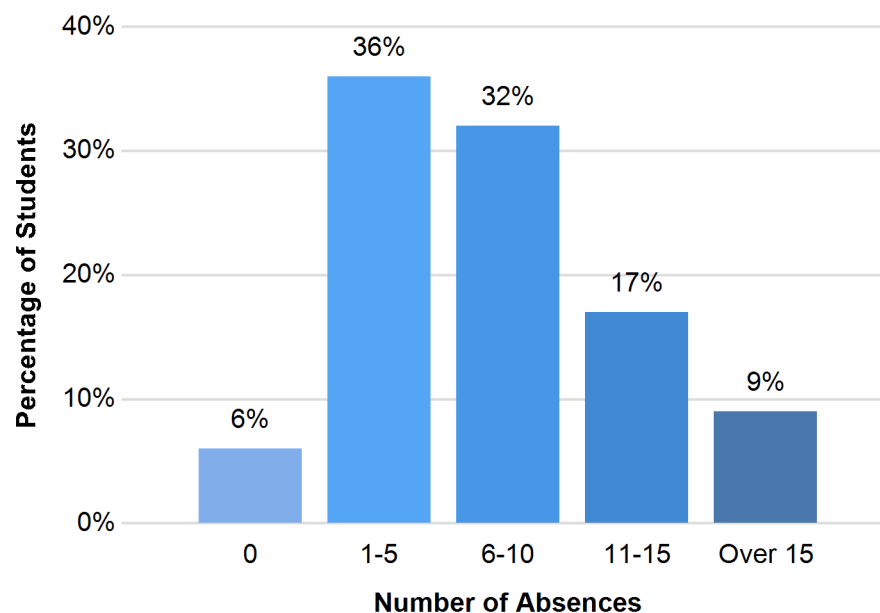
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	7.00	Met Target
White	6.90	7.00	Met Target
Hispanic	10.00	7.00	Not Met
Black or African American	6.50	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.30	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.00	7.00	Met Target
Economically Disadvantaged Students	10.60	7.00	Not Met
Students with Disabilities	18.10	7.00	Not Met
English Learners	N	**	**

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

Days Absent

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



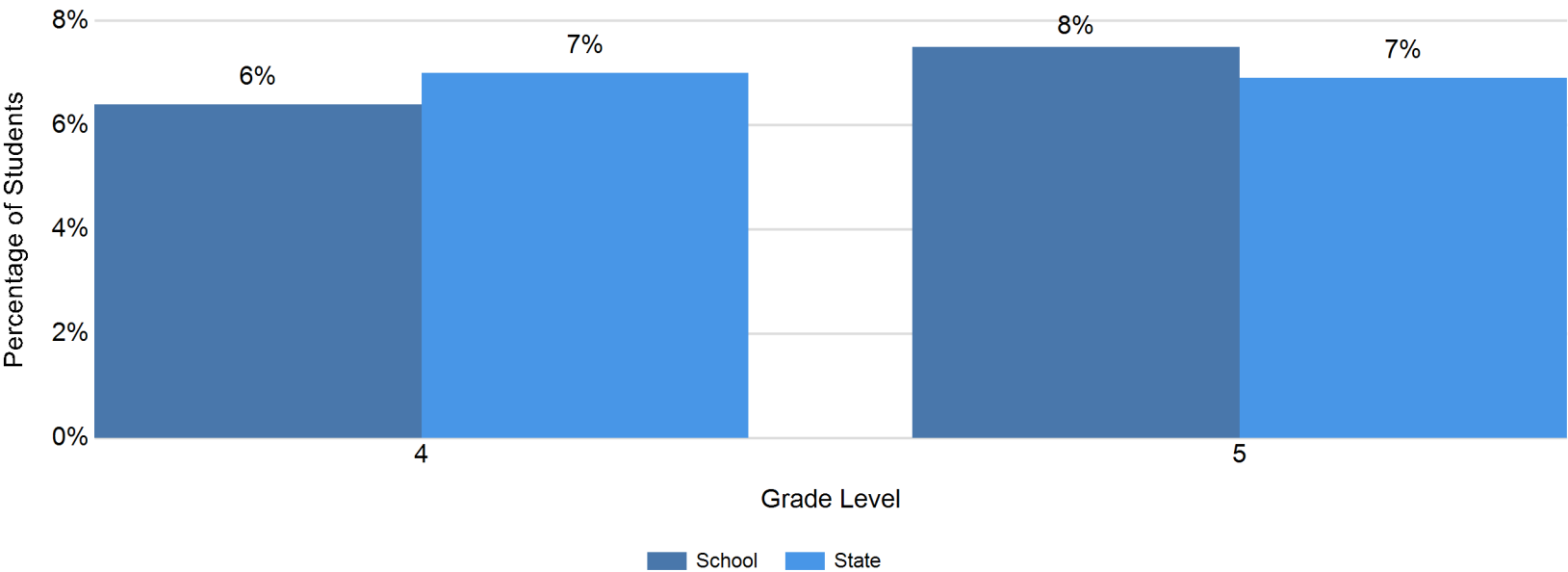


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.86

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.2%
Any Suspension	5.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	91	121,048
Average years experience in public schools	11.9	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	387:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	99%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	44.0	17.5%
Mathematics Proficiency	40.9	17.5%
English Language Arts Growth	28.3	25.0%
Mathematics Growth	52.8	25.0%
Chronic Absenteeism	47.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.3
Summative Rating: Percentile rank of Summative Score		37.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	38.2	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	43.2	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	53.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	28.1	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	49.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Economically Disadvantaged Students	59.3	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	41.1	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
English Learners	57.8	No	Met Target	Met Target	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Potter	Email Address:	potterl@eht.k12.nj.us
Address:	2 ALDER AVENUE EGG HARBOR TOWNSHIP, NJ 08234	Website:	http://eggharborjdm.ss13.sharpschool.com/
Phone:	(609)407-2500	Facebook:	https://www.facebook.com/pages/Dr-Joy-MillerElementarySchool/1594587050769605
		Twitter:	https://twitter.com/EHTNJMiller

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Tournament for Jersey Shore Mathletes 1st place champions (Grade 5), 2nd place (Grade 4) • PGA ticket design contest - 5th grade winner • Sustainable Jersey Grant recipient for refillable water bottle stations
Mission, Vision, Theme:	Mission: The mission of the Egg Harbor Township School District and Miller School is “to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.” Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!
Awards, Recognition, Accomplishments:	Miller School was awarded the following grants, Sustainable Jersey grant for refillable water stations, Wetlands Institute, Marine Mammal Stranding Center, AtlantiCare Healthy Educator, AED, EHT Education Foundation mini-grants, JDRF top fundraising winner. Miller School is a Sustainable Jersey Bronze school. Miller School implemented Miller Mindset where staff offered professional development to peers, Mathletes 1st and 2nd place winners, and a 5th grader designed the PGA ticket this year.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Miller School offers the following advanced courses for students, Hispanohablantes, Instrumental Music, Gifted and Talented, and Advanced math. Our curriculum includes Fountas and Pinnell leveling system, PEARSON math, and NextGen Science standards alignment. All teachers are required to implement at least 3 STEM lessons. Benchmark testing is administered using Edulastic. Technology is infused on a daily basis using google classroom. Several classrooms are designated as chromebook classrooms.</p>
 <p>Clubs and Activities:</p>	<p>Miller School offers the following activities throughout the school year, Chorus, Miller Mile Run, Safety Patrol, Lighthouse Keepers to welcome new students, Peer Mediation, Staff mentors for students, Partnership with EHTHS and Elementary schools in which hearing impaired students meet and visit other hearing impaired students, and Fit Friday's for students to exercise.</p>







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 <p>Staff and Professional Learning:</p>	<p>District and building-wide professional development include but is not limited to topics such as: Best Practices, ELA and Math, Cross-Curricular lessons, STEM, Social and Emotional Learning, Technology, Google, Mindfulness, and School Safety. This year, Miller Mindset was implemented in which staff presented professional development to their peers during staff meetings. In addition, Miller School has a staff peer coaching program on a voluntary basis.</p>
 <p>Student Supports and Services:</p>	<p>The following student supports and services are offered at Miller School: ELL, Special Education, Speech, Title I services, I&RS interventions, and 504 accommodations. This year, Miller School implemented the SOAR (Students Obtaining Academic Rewards) program targeting students on the cusp of proficiency. Also offered at Miller School are various guidance services including classroom lessons, individual and group counseling, and a strengthening families program.</p>
 <p>Student Health and Wellness:</p>	<p>Miller School partnered with AtlantiCare Healthy Schools to provide health and wellness education. Our Breakfast/Lunch program offers a healthy breakfast and lunch for all students. Miller staff participate in the annual Biggest Loser competition.</p>
 <p>Parent and Community Involvement:</p>	<p>Miller School has an active Parents Club. They provide our school-wide assemblies, field trips, color run, box tops collections, food bank collections, and holiday parties. We also offer family nights for our title I students to expose parents to the various lessons and activities their students participate in throughout the school day. In addition, our Parent portal can be accessed through Infinite Campus.</p>




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School Narrative

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

<div>Other Information:</div>	<p>Miller School uses a Semi-departmentalized model to offer instruction in ELA, Social Studies, Math, and Science. Our related arts include Spanish, Art, Physical Education, and Music. Computer technology and Library are offered twice per month. Miller School has an enrichment period entitled SHOP (Stem, Health, Or, Practice ELA). We have six (6) computer labs and chromebook carts used on a daily basis. Our school messenger communication system is used to notify parents and guardians of important school related information.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	53	106	111
KG	156	159	155
1	190	192	199
2	197	192	208
3	202	215	196
Ungraded	11	18	0
Total	809	882	869

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	53	106	111
PK - Full Day	0	0	0
KG - Half Day	152	158	155
KG - Full Day	0	1	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	50%
Male	51%	50%	51%
Economically Disadvantaged Students	32%	34%	30%
Students with Disabilities	12%	17%	17%
English Learners	2%	2%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			3%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.4%
Hispanic	15.9%
Asian	9.9%
Black or African American	4.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	4.5%

Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Spanish	3.6%
Vietnamese	1.6%
Chinese	1.3%
Urdu	1.0%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	171	94.0	46.70	52.90	54.90	46	49.2	Met Target†
White	113	93.2	45.20	57.60	63.90	44	53.2	Not Met
Hispanic	21	88.9	33.30	39.30	39.80	30.7	35.7	Met Target†
Black or African American	12	100.0	50.00	36.80	35.20	50	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	61.10	70.90	80.70	61.1	N	N
American Indian or Alaska Native	*	*	*	57.20	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	81	93.7	46.90	60.50	62.20	45.9		
Male	90	94.3	46.70	45.90	48.10	46.1		
Economically Disadvantaged Students	22	93.7	18.10	42.30	36.20	*	34.8	Not Met
Non-Economically Disadvantaged Students	149	94.0	51.00	56.00	65.80	*		
Students with Disabilities	23	96.3	26.10	12.90	20.50	26.1	15.1	Met Target
Students without Disabilities	148	93.6	50.00	58.60	61.90	48.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	35.30	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	747	749	749	*	13%	32%	44%	*	47%	50%
White	122	746	747	759	*	14%	32%	43%	*	46%	61%
Hispanic	24	737	743	734	*	*	42%	*	0%	29%	35%
Black or African American	13	743	739	731	*	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	20	758	765	775	*	*	*	60%	0%	60%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	88	749	752	754	*	*	36%	43%	*	47%	55%
Male	99	745	745	745	*	*	27%	46%	*	47%	46%
Economically Disadvantaged Students	29	730	742	731	*	*	35%	*	*	24%	31%
Non-Economically Disadvantaged Students	158	750	751	762	*	*	31%	*	*	51%	63%
Students with Disabilities	25	723	717	720	*	*	*	*	*	24%	24%
Students without Disabilities	162	751	753	755	*	*	*	*	*	50%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	187	747	*	752	*	13%	32%	44%	*	47%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

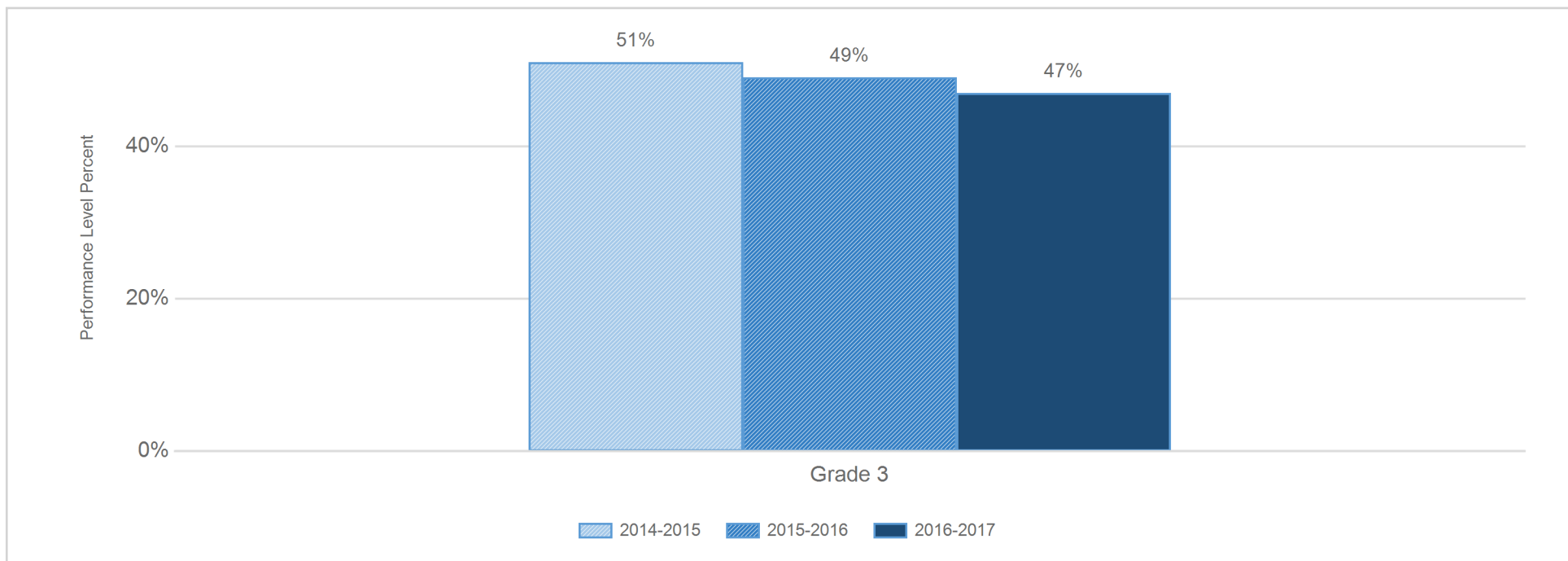


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	171	94.0	52.00	43.50	43.50	51.2	43.7	Met Target
White	113	93.2	51.30	48.20	52.40	50	43.1	Met Target
Hispanic	21	88.9	47.60	28.30	27.60	43.9	35.7	Met Target
Black or African American	12	100.0	41.70	20.30	21.70	41.7	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.30	67.90	75.60	72.3	N	N
American Indian or Alaska Native	*	*	*	57.10	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	81	93.7	50.60	44.70	44.10	49.6		
Male	90	94.3	53.30	42.40	42.90	52.7		
Economically Disadvantaged Students	22	93.7	18.20	36.40	25.10	*	27.1	Met Target†
Non-Economically Disadvantaged Students	149	94.0	57.10	45.60	54.30	*		
Students with Disabilities	23	96.3	30.40	13.10	16.50	30.4	15.1	Met Target
Students without Disabilities	148	93.6	55.40	47.70	48.80	54.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	751	752	751	*	16%	31%	41%	*	51%	53%
White	122	752	752	759	*	15%	31%	39%	*	52%	63%
Hispanic	24	741	743	738	*	*	*	42%	0%	42%	37%
Black or African American	13	740	736	733	0%	*	*	*	0%	39%	32%
Asian, Native Hawaiian, or Pacific Islander	20	765	772	779	0%	*	*	55%	*	70%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	88	749	750	751	*	15%	33%	38%	*	49%	52%
Male	99	753	753	751	*	17%	28%	43%	*	54%	53%
Economically Disadvantaged Students	29	736	747	736	*	35%	38%	*	*	24%	34%
Non-Economically Disadvantaged Students	158	754	753	761	*	13%	29%	*	*	56%	65%
Students with Disabilities	25	733	720	729	*	*	*	*	*	28%	29%
Students without Disabilities	162	754	756	755	*	*	*	*	*	55%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	187	751	*	753	*	16%	31%	41%	*	51%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

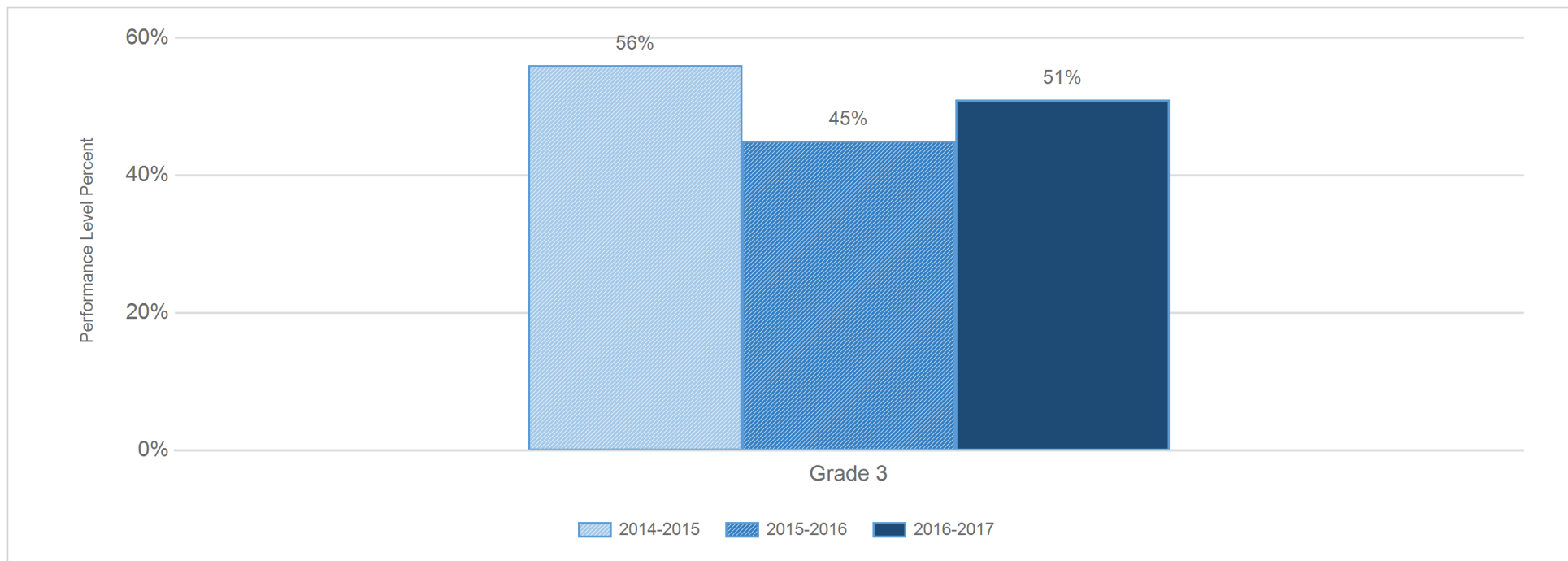


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

Chronic Absenteeism

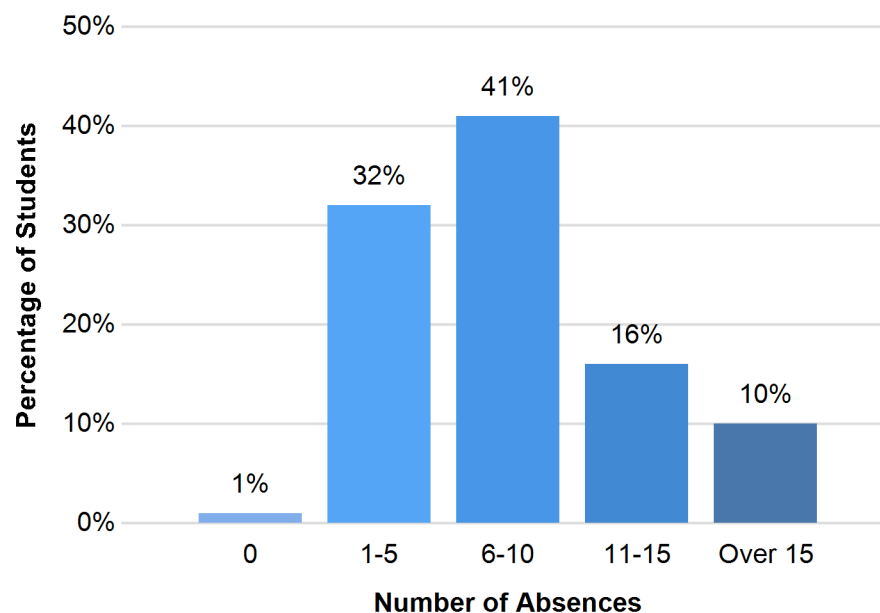
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	9.10	Met Target
White	7.30	9.10	Met Target
Hispanic	9.10	9.10	Met Target
Black or African American	7.90	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.00	9.10	Met Target
Economically Disadvantaged Students	11.60	9.10	Not Met
Students with Disabilities	12.60	9.10	Not Met
English Learners	N	**	**

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

Days Absent

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



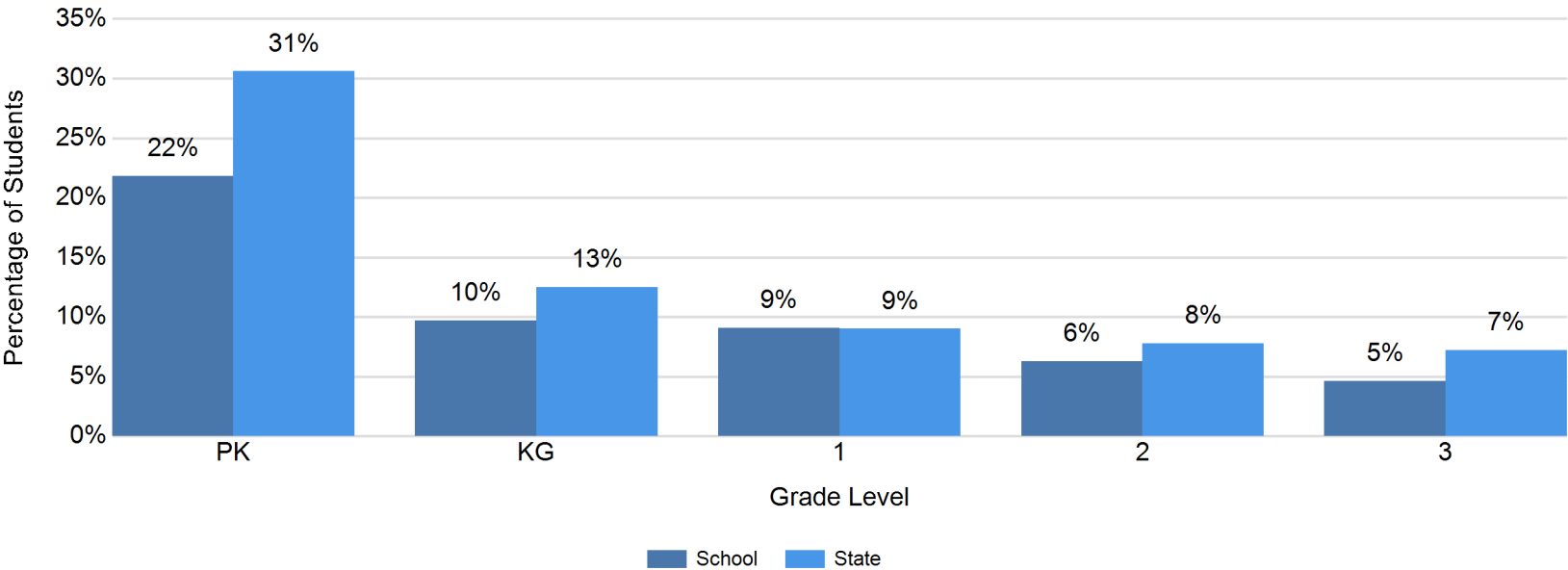


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:15AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.8:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	54	121,048
Average years experience in public schools	14.9	11.8
Average years experience in district	13.9	10.5
Teachers in district for 4 or more years	94%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	12:1
Administrators	869:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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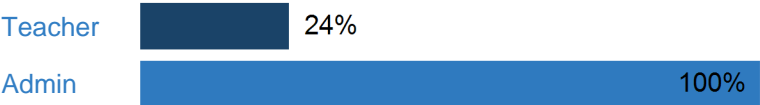
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Fricke	Email Address:	fricke@eht.k12.nj.us
Address:	11 SWIFT AVENUE EGG HARBOR TOWNSHIP, NJ 08234-9697	Website:	http://sl.eht.k12.nj.us/
Phone:	(609)927-8222	Facebook:	https://www.facebook.com/EHTNJSlaybaugh/
		Twitter:	https://twitter.com/ehtslaybaugh

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 21st century learning with technology and increased rigor in daily lessons. • STEAM initiative through cross curricular collaboration. • Highly successful Renaissance program building school culture.
 Mission, Vision, Theme:	Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is “to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.”
 Awards, Recognition, Accomplishments:	The Slaybaugh School Complex has received several awards and mini-grants. Slaybaugh has been recognized as a Bronze level school by Sustainable Jersey for environmental awareness and initiatives. Also, the EHT Ed. Foundation has awarded Slaybaugh teachers with various mini-grants to support academic achievement. One of Slaybaugh's students was recognized for his art work and was a winner of the LPGA Ticket Design Contest.




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

 <div>Courses, Curriculum, Instruction:</div>	Students receive a comprehensive education in Language Arts, Mathematics, Science, Social Studies, Physical Education, Health Education, Music, Art, Library and Media skills, and Computer Technology. Additionally we continue to implement district wide lessons in Science, Technology, Engineering, and Math (STEM) to help our students gain more skills for more relevant use in our world today.
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11 SWIFT AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-9697

School Narrative

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

 Staff and Professional Learning:	The staff at the Slaybaugh School Complex has received professional development training to coincide with our new Reading and Math programs. The staff also takes part in bi-weekly Professional Learning Communities that allow for collaboration in order to support the needs of all learners.
 Student Supports and Services:	The Slaybaugh School Complex meets the needs of all learners by providing programs for English Language Learners, Gifted and Talented Learners and a Remedial program that coincides with our Intervention and Referral Services program.
 Student Health and Wellness:	The Slaybaugh School complex provides for student health and wellness through a nutritious breakfast program, rigorous physical education and daily recess for all students.
 Parent and Community Involvement:	The Slaybaugh School Complex is fully supported by our Parent's club which provides fundraiser opportunities to enhance the total school program.




E. H. SLAYBAUGH ELEMENTARY SCHOOL
2016-2017

Grade Span 4H-03

01-1310-035
ATLANTIC
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School Narrative

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

<div><div>Other Information:</div></div>	<p>The District Preschool Program is housed at the Slaybaugh Primary School. This half day program is lottery based and provides instruction for 3 and 4 years olds in the district.</p>
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EGG HARBOR TOWNSHIP HIGH SCHOOL
2016-2017


Grade Span 09-12

01-1310-005
ATLANTIC
EGG HARBOR TWP
24 HIGH SCHOOL DRIVE
EGG HARBOR TOWNSHIP, NJ 08234-9450

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



EGG HARBOR TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

01-1310-005
ATLANTIC
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	579	594	576
10	576	583	609
11	590	554	583
12	593	565	557
Ungraded	22	21	27
Total	2360	2317	2352

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	50%	51%
Economically Disadvantaged Students	47%	45%	46%
Students with Disabilities	11%	10%	10%
English Learners	2%	2%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	46.5%
Hispanic	23.1%
Asian	16.1%
Black or African American	12.2%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.6%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	N	2317	2352
Shared Time Students	N	0	0
Full Time Equivalent	N	2317	2352

Enrollment by Home Language

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

Home Language	% of Students
English	69.4%
Spanish	14.3%
Vietnamese	3.3%
Chinese	3.1%
Bengali	1.9%
Other	7.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1121	99.2	46.40	52.90	54.90	46.4	39.8	Met Target
White	506	98.3	51.20	57.60	63.90	51.2	40.1	Met Target
Hispanic	272	100.0	28.70	39.30	39.80	28.7	27.6	Met Target
Black or African American	138	99.4	32.60	36.80	35.20	32.6	25.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	180	100.0	71.70	70.90	80.70	71.7	65.4	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	55.80	54.90	30	N	N
Female	534	99.1	54.30	60.50	62.20	54.3		
Male	587	99.2	39.20	45.90	48.10	39.2		
Economically Disadvantaged Students	281	99.7	37.40	42.30	36.20	37.4	29.7	Met Target
Non-Economically Disadvantaged Students	840	99.0	49.40	56.00	65.80	49.4		
Students with Disabilities	122	98.6	*	12.90	20.50	*	10	Met Target†
Students without Disabilities	999	99.3	*	58.60	61.90	*		
English Learners	42	100.0	*	22.50	25.20	*	N	N
Non-English Learners	1079	99.1	*	54.00	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	11	100.0	54.60	61.00	53.50	54.6		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



EGG HARBOR TOWNSHIP HIGH SCHOOL
2016-2017

Grade Span 09-12

01-1310-005
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	579	747	747	749	10%	16%	28%	37%	10%	47%	52%
White	259	751	751	757	7%	13%	26%	44%	10%	53%	62%
Hispanic	154	735	735	733	*	21%	35%	26%	*	31%	35%
Black or African American	67	732	732	730	21%	21%	25%	33%	0%	33%	30%
Asian, Native Hawaiian, or Pacific Islander	82	768	768	777	*	*	20%	42%	28%	70%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	15	733	733	746	*	*	*	*	*	27%	48%
Female	282	754	754	756	6%	13%	24%	43%	14%	57%	60%
Male	297	740	740	741	14%	18%	32%	31%	6%	37%	43%
Economically Disadvantaged Students	160	741	741	731	10%	20%	33%	30%	7%	37%	32%
Non-Economically Disadvantaged Students	419	749	749	758	10%	14%	26%	39%	11%	50%	62%
Students with Disabilities	55	700	700	714	*	*	*	*	*	*	13%
Students without Disabilities	524	751	751	754	*	*	*	*	*	*	58%
English Learners	10	699	699	690	*	*	*	*	*	*	*
Non-English Learners	569	747	747	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	11	751	751	746	*	0%	*	*	*	55%	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



**EGG HARBOR TOWNSHIP HIGH SCHOOL
2016-2017**

Grade Span 09-12

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	612	740	740	743	24%	14%	16%	31%	15%	45%	46%
White	271	745	745	749	19%	13%	18%	35%	15%	50%	52%
Hispanic	145	721	721	728	35%	*	19%	23%	*	28%	34%
Black or African American	85	722	722	725	37%	18%	*	25%	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	101	772	772	774	*	*	*	34%	40%	73%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	289	749	749	752	17%	13%	19%	33%	18%	51%	54%
Male	323	732	732	734	30%	16%	14%	29%	12%	40%	39%
Economically Disadvantaged Students	151	729	729	726	31%	16%	19%	24%	11%	34%	32%
Non-Economically Disadvantaged Students	461	744	744	751	22%	14%	16%	33%	16%	49%	54%
Students with Disabilities	76	692	692	704	*	*	*	*	*	*	12%
Students without Disabilities	536	747	747	749	*	*	*	*	*	*	52%
English Learners	15	692	692	681	*	*	*	*	*	*	*
Non-English Learners	597	741	741	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



**EGG HARBOR TOWNSHIP HIGH SCHOOL
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	528	730	730	736	25%	20%	22%	27%	6%	33%	38%
White	241	731	731	738	*	22%	24%	29%	*	33%	40%
Hispanic	121	724	724	731	32%	*	25%	22%	*	25%	34%
Black or African American	70	715	715	728	40%	26%	19%	*	*	16%	30%
Asian, Native Hawaiian, or Pacific Islander	89	749	749	756	11%	14%	19%	42%	15%	56%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	254	740	740	744	15%	19%	25%	35%	7%	42%	46%
Male	274	722	722	729	35%	21%	20%	20%	4%	25%	31%
Economically Disadvantaged Students	129	724	724	729	30%	23%	*	21%	*	28%	32%
Non-Economically Disadvantaged Students	399	733	733	740	24%	19%	*	29%	*	34%	42%
Students with Disabilities	45	691	691	709	*	*	*	*	*	*	12%
Students without Disabilities	483	734	734	741	*	*	*	*	*	*	43%
English Learners	10	708	708	699	*	*	*	*	*	*	*
Non-English Learners	518	731	731	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



EGG HARBOR TOWNSHIP HIGH SCHOOL

2016-2017

Grade Span 09-12

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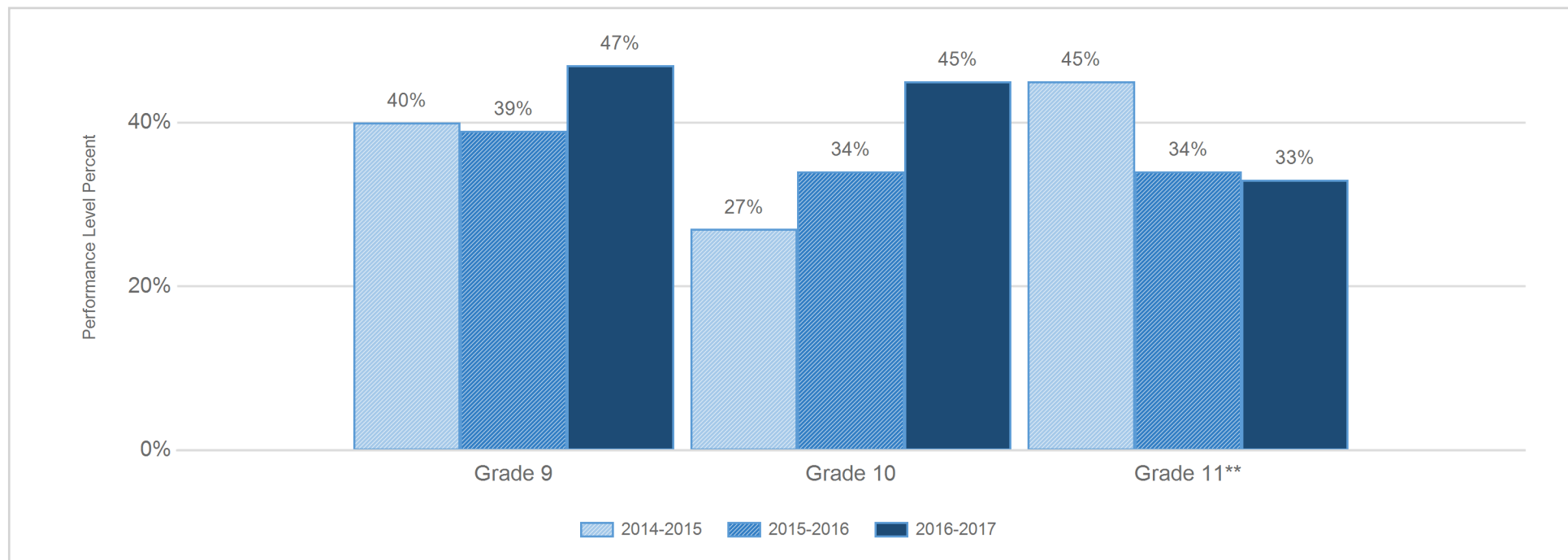
EGG HARBOR TWP

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English Language Arts/Literacy Assessment - Performance Trends

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



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.



EGG HARBOR TOWNSHIP HIGH SCHOOL 2016-2017

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	992	99.2	33.90	43.50	43.50	33.9	34.5	Met Target†
White	455	98.4	38.00	48.20	52.40	38	31	Met Target
Hispanic	246	100.0	18.30	28.30	27.60	18.3	25.1	Not Met
Black or African American	115	99.2	13.90	20.30	21.70	13.9	21.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	154	100.0	60.40	67.90	75.60	60.4	63.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	48.50	44.90	41.2	**	**
Female	486	99.2	34.40	44.70	44.10	34.4		
Male	506	99.1	33.40	42.40	42.90	33.4		
Economically Disadvantaged Students	249	99.6	29.70	36.40	25.10	29.7	28.9	Met Target
Non-Economically Disadvantaged Students	743	99.0	35.20	45.60	54.30	35.2		
Students with Disabilities	102	97.4	*	13.10	16.50	*	7	Met Target†
Students without Disabilities	890	99.4	*	47.70	48.80	*		
English Learners	33	100.0	24.20	29.30	23.30	24.2	N	N
Non-English Learners	959	99.1	34.20	44.10	45.20	34.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	10	100.0	40.00	35.00	39.90	40		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	497	728	740	743	17%	31%	31%	22%	0%	22%	42%
White	196	732	*	751	12%	28%	35%	26%	0%	26%	52%
Hispanic	171	721	727	728	21%	37%	29%	12%	0%	12%	24%
Black or African American	80	723	728	724	23%	29%	30%	19%	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	39	741	766	774	*	*	26%	46%	0%	46%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	10	728	742	741	*	*	*	*	0%	40%	41%
Female	240	730	743	744	16%	28%	33%	23%	0%	23%	43%
Male	257	726	738	741	17%	34%	29%	20%	0%	20%	40%
Economically Disadvantaged Students	149	724	*	727	17%	34%	31%	18%	0%	18%	23%
Non-Economically Disadvantaged Students	348	729	*	751	16%	29%	31%	23%	0%	23%	52%
Students with Disabilities	54	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	443	730	744	747	*	*	*	*	*	*	47%
English Learners	16	713	713	708	*	*	*	*	*	*	*
Non-English Learners	481	728	741	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	467	731	736	734	*	29%	33%	27%	*	28%	30%
White	216	735	*	740	9%	23%	35%	33%	0%	33%	38%
Hispanic	112	724	725	722	14%	40%	30%	16%	0%	16%	14%
Black or African American	68	719	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	64	749	*	758	*	*	33%	48%	*	55%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	227	732	735	735	*	30%	32%	30%	*	30%	31%
Male	240	731	736	733	*	28%	34%	24%	*	25%	30%
Economically Disadvantaged Students	121	729	732	721	*	34%	29%	22%	*	24%	13%
Non-Economically Disadvantaged Students	346	732	737	740	*	27%	34%	29%	*	29%	39%
Students with Disabilities	67	708	708	711	*	*	*	*	*	*	*
Students without Disabilities	400	735	740	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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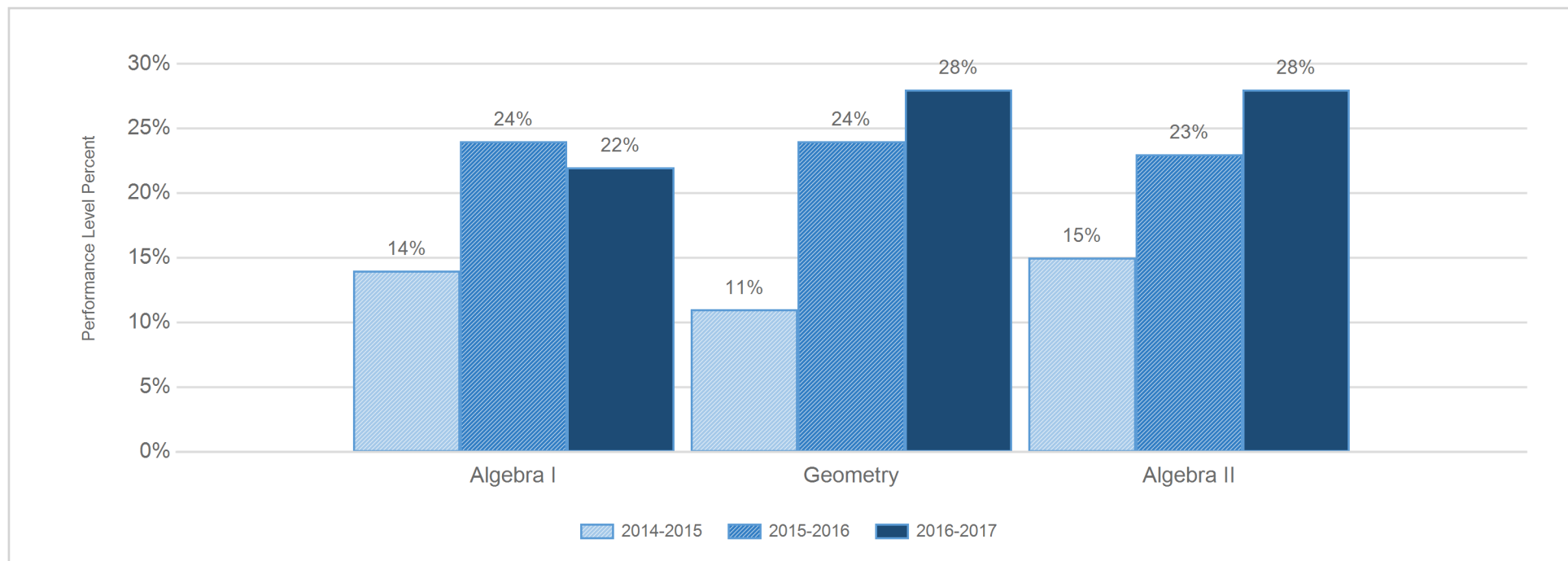
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	470	724	724	725	30%	23%	*	28%	*	28%	28%
White	234	725	725	731	30%	23%	*	28%	*	28%	33%
Hispanic	92	710	710	710	41%	25%	19%	15%	0%	15%	14%
Black or African American	43	701	701	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91	748	748	761	*	20%	20%	50%	*	51%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	242	724	724	725	28%	24%	*	*	*	24%	27%
Male	228	725	725	725	33%	21%	*	*	*	33%	29%
Economically Disadvantaged Students	104	725	725	708	32%	*	*	28%	*	29%	13%
Non-Economically Disadvantaged Students	366	724	724	733	30%	*	*	28%	*	28%	35%
Students with Disabilities	31	680	680	692	*	*	*	*	*	*	*
Students without Disabilities	439	728	728	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	85%	15%
2	15	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

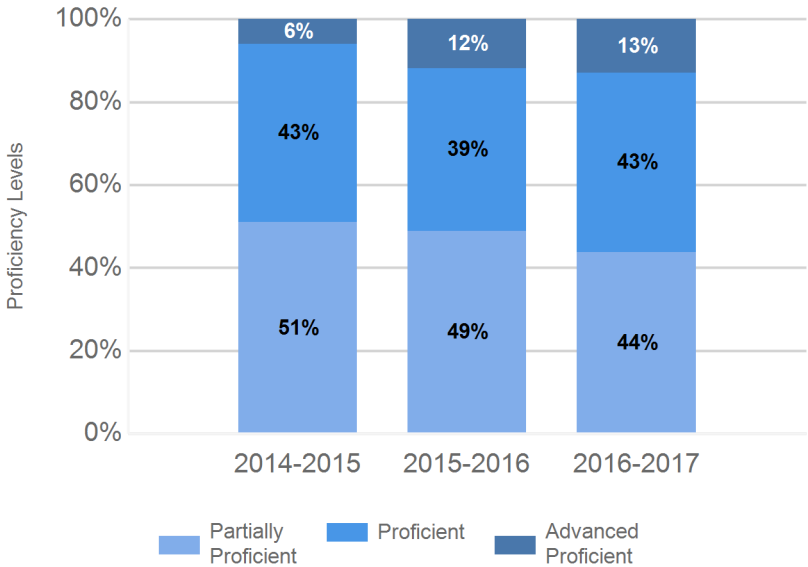
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	13%	43%	44%
White	15%	48%	37%
Hispanic	5%	37%	58%
Black or African American	4%	37%	59%
Asian, Native Hawaiian, or Pacific Islander	31%	*	21%
American Indian or Alaska Native	N	N	*
Two or More Races	N	*	*
Economically Disadvantaged Students	9%	35%	56%
Students with Disabilities	1%	10%	88%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	10.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	474	481	Varies By Grade	65%	67%
PSAT - Math	462	483	Varies By Grade	38%	49%
SAT - Reading and Writing	553	551	480	82%	77%
SAT - Math	550	552	530	57%	58%
ACT - Reading	24	24	22	61%	65%
ACT - English	22	24	18	81%	79%
ACT - Math	24	24	22	63%	65%
ACT - Science	23	23	23	47%	54%



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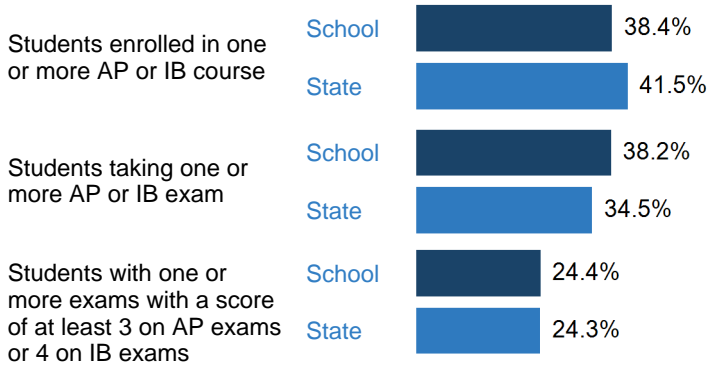
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

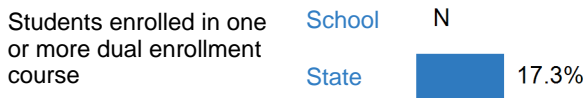
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	17	17
AP Biology	52	53
AP Calculus AB	52	52
AP Calculus BC	17	17
AP Chemistry	50	50
AP Computer Science A	35	35
AP English Language and Composition	43	43
AP English Literature and Composition	49	49
AP Environmental Science	23	23
AP French Language and Culture	9	9
AP German Language and Culture	14	13
AP Latin (Virgil Catullus and Horace)	11	10
AP Macroeconomics	45	45
AP Microeconomics	39	39
AP Music Theory	3	3
AP Physics 1	0	62
AP Physics 2	0	18
AP Physics B	80	0
AP Physics C	6	0
AP Physics C: Electricity and Magnetism	0	1



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	6
AP Psychology	104	103
AP Spanish Language	15	32
AP Spanish Literature	17	17
AP Statistics	112	111
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Dimensional	4	1
AP U.S. Government and Politics	11	11
AP U.S. History	110	111
Total Exams Taken		934
Exams with scores of at least 3 on AP exams or 4 on IB exams		539



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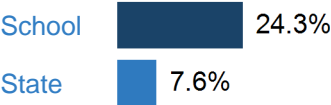
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

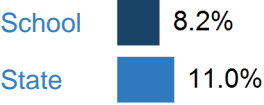
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



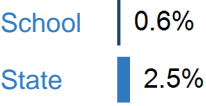
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Manufacturing	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	62	
Total number of credentials earned in all clusters		70

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	449	99	40	1	1	0	54
10	124	345	144	37	3	14	29
11	22	98	296	153	25	44	34
12	1	9	79	63	116	172	34
Schoolwide	596	551	559	254	145	230	151
Enrolled in AP/IB Course					69	112	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	565	0	0	1	4	55
10	67	394	1	4	5	185
11	44	122	16	38	233	166
12	22	19	6	100	149	139
Schoolwide	698	535	23	143	391	545
Enrolled in AP/IB Course	52	50		23	85	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	570	5	0	0	0	21
10	10	594	25	1	0	38
11	5	575	117	47	0	89
12	7	86	124	211	0	131
Schoolwide	592	1260	266	259	0	279
Enrolled in AP/IB Course	0	110	83	104	0	11

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	325	131	0	35	48	0	0
10	345	103	0	58	36	0	0
11	259	35	0	43	28	0	0
12	63	14	0	12	15	0	0
Schoolwide	992	283	0	148	127	0	0
Enrolled in AP/IB Course	32	9	0	11	14	0	0
Enrolled in Level 3 or Higher	229	63	0	41	26	0	0
Earned Seal of Biliteracy	41	*	0	*	*	*	0



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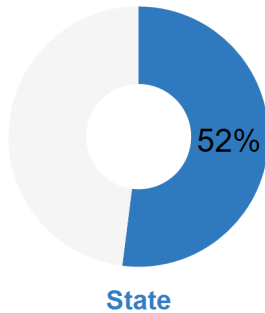
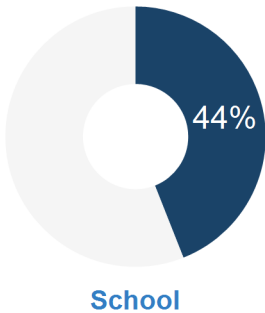
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Visual and Performing Arts – Course Participation

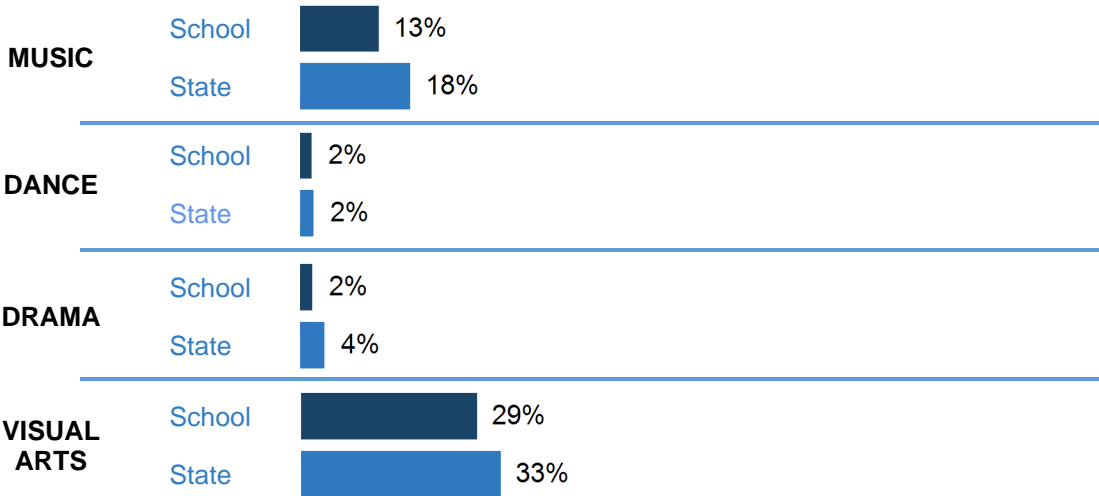
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.2%	90.5%	93.2%	91.8%	92.3%	94.0%	Not Met	95.0%	N	Met Goal
White	95.0%	94.5%	93.2%	95.1%	92.5%	95.0%	Not Met	96.6%	N	Met Goal
Hispanic	92.4%	84.3%	93.1%	86.3%	90.9%	90.9%	Met Target	*	92.0%	Not Met
Black or African American	*	83.4%	*	85.3%	*	92.6%	Not Met	96.2%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	98.9%	96.6%	93.2%	97.5%	93.2%	95.0%	Not Met	95.4%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	96.3%	91.9%	100.0%	93.7%	100.0%	N	Met Goal	94.3%	96.0%	Not Met
Economically Disadvantaged Students	94.2%	83.9%	91.3%	85.6%	89.6%	93.6%	Not Met	93.1%	91.7%	Met Target
Students with Disabilities	70.2%	78.8%	78.3%	82.1%	76.8%	86.4%	Not Met	86.1%	83.1%	Met Target
English Learners	100.0%	76.1%	58.8%	79.7%	58.8%	**	**	95.2%	N	Met Goal
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	94.2%	-
2016	92.3%	93.2%
2015	93.9%	95.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.6%	1.1%
2015-2016	0.7%	1.1%
2014-2015	0.9%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	72.9%	37.7%	62.3%
White	73.7%	31.7%	68.3%
Hispanic	60.6%	74.6%	25.4%
Black or African American	67.8%	42.5%	57.5%
Asian, Native Hawaiian, or Pacific Islander	86.6%	20.2%	79.8%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	69.4%	48.2%	51.8%
Students with Disabilities	37.5%	86.7%	13.3%
English Learners	70%	85.7%	14.3%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	75.4%	38.3%	61.7%	80.6%	19.4%	71.2%	28.8%
White	76.3%	38%	62%	78.5%	21.5%	69.5%	30.5%
Hispanic	66.4%	54.6%	45.5%	84.4%	15.6%	79.2%	20.8%
Black or African American	76.7%	43.5%	56.5%	82.6%	17.4%	69.6%	30.4%
Asian, Native Hawaiian, or Pacific Islander	84.3%	18.6%	81.4%	81.4%	18.6%	67.1%	32.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	74.1%	35%	65%	80%	20%	75%	25%
Economically Disadvantaged Students	65.1%	42.8%	57.2%	86.8%	13.3%	79.5%	20.5%
Students with Disabilities	39.1%	100%	0%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

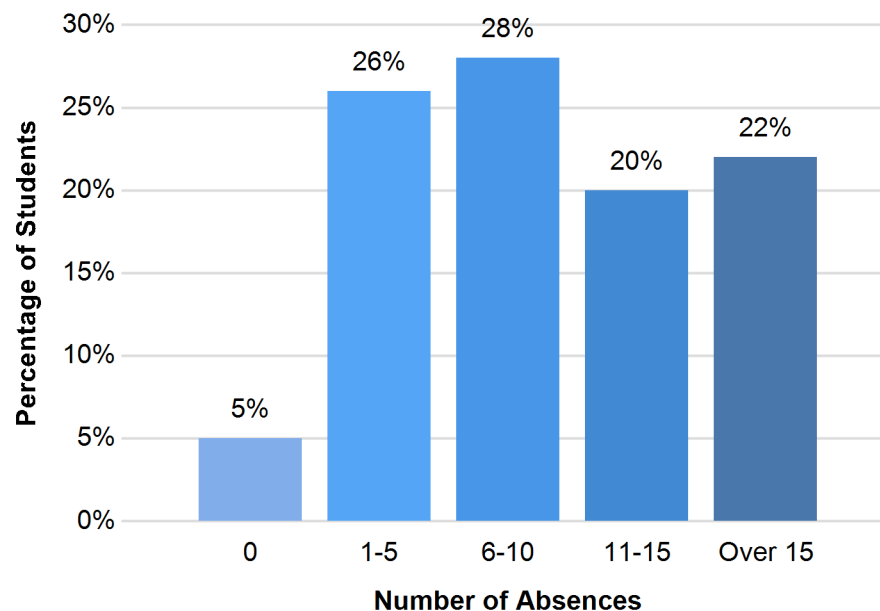
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.20	14.30	Not Met
White	18.40	14.30	Not Met
Hispanic	20.50	14.30	Not Met
Black or African American	15.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	25.60	14.30	Not Met
Economically Disadvantaged Students	20.20	14.30	Not Met
Students with Disabilities	29.80	14.30	Not Met
English Learners	14.00	14.30	Met Target

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

Days Absent

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





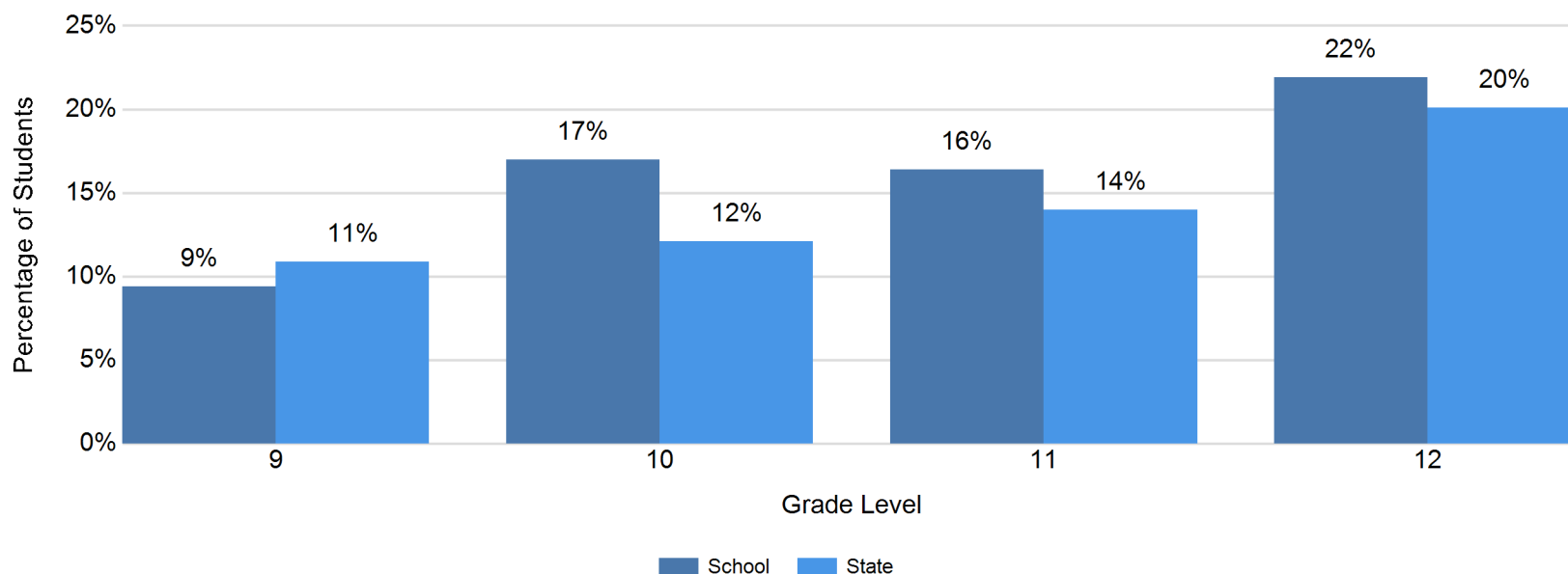
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	28
Vandalism	6
Weapons	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	2.17

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	7.2%
Any Suspension	7.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.8:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	204	121,048
Average years experience in public schools	11.8	11.8
Average years experience in district	10.0	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	138:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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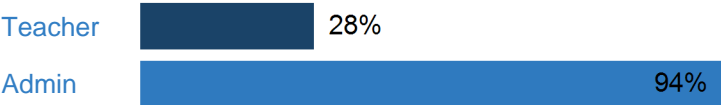
Teachers and Administrators - Level of Education

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

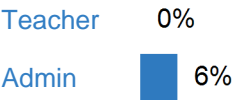
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.9	17.5%
Mathematics Proficiency	63.1	17.5%
Graduation - 4-Year	40.3	25.0%
Graduation - 5-Year	52.3	25.0%
Chronic Absenteeism	31.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.3
Summative Rating: Percentile rank of Summative Score		44.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
White	41.9	No	Met Target	Met Target	Not Met	Not Met	Met Goal	No
Hispanic	50.1	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Black or African American	65.9	No	Met Target	Not Met	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	31.0	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	23.6	No	N	**	Not Met	Met Goal	Not Met	No
Economically Disadvantaged Students	68.4	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	36.8	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	77.6	No	N	N	Met Target	**	Met Goal	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Charlton	Email Address:	charltot@eht.k12.nj.us
Address:	24 HIGH SCHOOL DRIVE EGG HARBOR TOWNSHIP, NJ 08234-9450	Website:	http://hs.eht.k12.nj.us/
Phone:	(609)653-0100	Facebook:	https://www.facebook.com/EHTNJHighSchool
		Twitter:	https://twitter.com/EHTNJHighSchool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • U.S. Department of Education National Green Ribbon School and NJ Department of Education State Green Ribbon School • New Jersey Model School for the Arts • Career Academies in the Medical Sciences, Business, Law and Communications
 Mission, Vision, Theme:	<p>Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is “to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.” Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 Awards, Recognition, Accomplishments:	<p>Egg Harbor Township High School has been recognized for excellence in environmental stewardship, reduction in energy usage, and cost avoidance as a U.S. Department of Education Green Ribbon School. Furthermore, our school has won the New Jersey Sustainability Champion Award as the greenest high school in the state for the past two years. Our Girl's Softball Team won the Group IV State Championship at Kean University this past Spring.</p>



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Courses, Curriculum, Instruction:

EHTHS offers over 240 courses and 23 Advanced Placement courses. Content areas include: Art, Business Education, Computer Applications, Computer Science, Consumer Science, English, Health & Physical Education, Industrial Technology, Math, Music, Science, Social Studies, Special Education, Theater, and World Language.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

At EHTHS the Girls Cross Country repeated as Atlantic County Champions for the second year. Girls Tennis, Wrestling, Boys Bowling, Softball, and Boys Track and Field captured Cape Atlantic League (CAL) titles and Wrestling was also a District Champion. 29 student-athletes were recognized as First Team CAL and 13 students signed National Letters of Intent. The Boys Track and Field 4x800 team was recognized as the fastest American team at the Penn Relays as well as National Indoor Champions.



Clubs and Activities:

EHTHS currently offers 33 clubs and activities where students and staff participate in a variety of events throughout South Jersey and the State. Clubs participate in the Hero Walk, Gilda's Club, the Food Pantry of Atlantic County, cancer benefits, and Field of Dreams. All clubs and activities raise funds through various activities including bake sales, flea markets, coin drops, and grocery bagging and donate the proceeds to multiple organizations.



Before and After School Programs:

Egg Harbor Township High School offers academic assistance in the form of specific after school programs for students with disabilities as well as ELL students. After school tutoring is also available for the entire student body on a weekly basis. The school offers a grab and go breakfast program before instruction begins.








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 <p>Staff and Professional Learning:</p>	<p>EHTHS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTHS has after school PLC meetings as well as designated times within the school day for collaborating both within departments and cross-content. Staff participated in four full Professional Learning Days in the 2016-17 school year.</p>
 <p>Postsecondary Information:</p>	<p>The Class of 2017 consisted of 550 students with 88% pursuing further education. 52% pursued four-year colleges; 36% pursued two-year colleges; 4% pursued Career/Technical Schools; 4% Military Enlistment, and 4% School-to-Work. The class was awarded at total of \$16 million in grants and scholarships.</p>
 <p>Student Supports and Services:</p>	<p>EHTHS provides extensive supports for students with two Child Study Teams, a comprehensive school counseling program including Student Assistance Coordinators, a community Youth-Based Service program, as well as two Intervention & Referral Services Teams each covering two grade levels.</p>
 <p>Student Health and Wellness:</p>	<p>EHTHS offers a before school breakfast program in conjunction with the AtlantiCare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training, weight training, and aquatics. Medical care is provided through a nursing suite staffed by three certified school nurses.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents can access real-time information regarding their children's progress and attendance through the Parent Portal of Infinite Campus. Parent/community presentations take place throughout the year on the topics of college admissions, literacy, teen driving, dangers of substance abuse, internet safety, and career connection events.</p>




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<div><div>Climate Surveys:</div></div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The New Jersey School Climate and Culture Survey was administered in November of the 2016-17 school year. Stakeholder groups reported overall satisfaction with the school and noted a desire to see an increase in the availability of instructional technology.</p>
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<div>Other Information:</div>	<p>EHTHS utilizes a modified, rotating block schedule with instructional periods of 55 minutes, six times per day. Total enrollment is approximately 2350 with a full-time certified staff of over 230, many holding advanced degrees. EHTHS offers three selective academy programs: a Medical Science Academy, the Academy of Law and Business, and the Communications Academy. Dual credit is offered through partnerships with Stockton University and Atlantic Cape Community College. A half-day Senior Option program is available to students that may want to pursue School-to-Work or college course opportunities. An Option Two program, for senior students who would like to fulfill graduation requirements in a non-traditional manner, is also available.</p>
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FERNWOOD AVENUE MIDDLE SCHOOL
2016-2017
Grade Span 06-08

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



FERNWOOD AVENUE MIDDLE SCHOOL

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ATLANTIC

EGG HARBOR TWP

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	290	288	333
7	304	301	307
8	316	318	308
Ungraded	23	10	11
Total	933	917	959

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	47%
Male	51%	49%	53%
Economically Disadvantaged Students	50%	49%	47%
Students with Disabilities	9%	9%	11%
English Learners	1%	2%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	47.1%
Hispanic	25.4%
Asian	13.3%
Black or African American	10.8%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.1%

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. All other students are included in Other Languages.

Home Language	% of Students
English	77.1%
Spanish	11.6%
Vietnamese	2.5%
Bengali	2.1%
Chinese	1.9%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	838	94.6	61.60	52.90	54.90	61.4	58.4	Met Target
White	401	93.2	69.10	57.60	63.90	68.1	63.5	Met Target
Hispanic	217	97.1	45.60	39.30	39.80	45.6	41.8	Met Target
Black or African American	72	89.3	38.90	36.80	35.20	36	36.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	121	99.2	79.40	70.90	80.70	79.4	78	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	55.80	54.90	56.4	63.4	Met Target†
Female	391	93.3	71.60	60.50	62.20	70.5		
Male	447	95.7	52.80	45.90	48.10	52.8		
Economically Disadvantaged Students	183	97.3	54.10	42.30	36.20	*	44.9	Met Target
Non-Economically Disadvantaged Students	655	93.7	63.70	56.00	65.80	*		
Students with Disabilities	74	83.8	*	12.90	20.50	*	9.3	Met Target†
Students without Disabilities	764	95.9	*	58.60	61.90	*		
English Learners	19	100.0	*	22.50	25.20	*	**	**
Non-English Learners	819	94.5	*	54.00	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	750	747	752	5%	14%	29%	44%	8%	52%	54%
White	154	754	750	758	*	12%	28%	45%	*	56%	63%
Hispanic	88	744	741	740	*	17%	30%	39%	*	44%	38%
Black or African American	27	733	736	736	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	33	762	759	776	0%	*	33%	55%	*	64%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	14	755	749	753	0%	*	*	*	*	64%	56%
Female	132	758	754	758	*	*	27%	54%	9%	63%	61%
Male	184	745	742	746	*	*	30%	36%	8%	44%	46%
Economically Disadvantaged Students	80	745	744	737	*	*	41%	33%	*	40%	34%
Non-Economically Disadvantaged Students	236	752	749	761	*	*	25%	48%	*	56%	65%
Students with Disabilities	36	715	715	722	*	*	*	*	*	*	17%
Students without Disabilities	280	755	752	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	282	752	750	756	11%	10%	26%	35%	18%	54%	59%
White	125	756	754	764	9%	10%	19%	41%	22%	62%	69%
Hispanic	68	734	736	742	*	19%	38%	22%	*	27%	44%
Black or African American	27	729	733	737	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	54	776	773	784	0%	0%	24%	39%	37%	76%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	127	764	761	764	*	*	19%	42%	28%	69%	68%
Male	155	742	741	749	*	*	31%	30%	11%	41%	51%
Economically Disadvantaged Students	75	754	750	739	*	*	31%	29%	19%	48%	40%
Non-Economically Disadvantaged Students	207	751	750	766	*	*	24%	37%	18%	56%	70%
Students with Disabilities	21	704	705	719	*	*	*	*	*	*	19%
Students without Disabilities	261	756	754	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	771	766	757	4%	7%	14%	50%	25%	76%	59%
White	145	780	771	764	*	*	10%	57%	28%	85%	68%
Hispanic	76	757	755	742	*	*	18%	45%	18%	63%	44%
Black or African American	38	749	745	738	*	*	26%	32%	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	40	786	785	786	0%	*	*	53%	43%	95%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	158	775	773	766	*	*	15%	49%	30%	79%	68%
Male	148	766	760	749	*	*	14%	52%	20%	72%	50%
Economically Disadvantaged Students	62	766	757	739	0%	*	21%	57%	*	71%	40%
Non-Economically Disadvantaged Students	244	772	769	766	5%	*	12%	49%	*	77%	69%
Students with Disabilities	31	715	708	718	*	*	*	*	0%	13%	18%
Students without Disabilities	275	777	772	764	*	*	*	*	28%	83%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

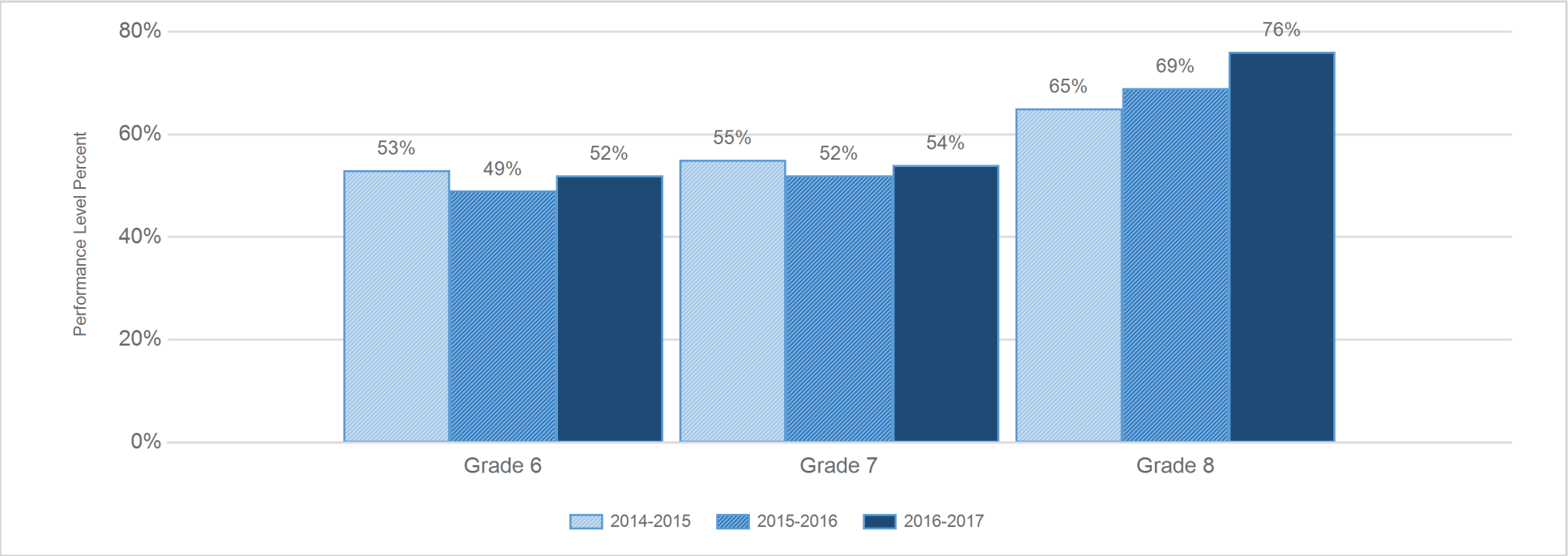


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	831	94.0	49.40	43.50	43.50	48.9	45.6	Met Target
White	399	92.7	55.90	48.20	52.40	54.9	48.3	Met Target
Hispanic	213	95.8	28.70	28.30	27.60	28.7	26.1	Met Target
Black or African American	72	89.3	22.20	20.30	21.70	20.6	30	Not Met
Asian, Native Hawaiian, or Pacific Islander	120	99.2	79.20	67.90	75.60	79.2	73.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	48.50	44.90	52.6	43.6	Met Target
Female	388	92.6	52.00	44.70	44.10	50.9		
Male	443	95.3	47.00	42.40	42.90	47		
Economically Disadvantaged Students	182	96.9	42.30	36.40	25.10	*	34.2	Met Target
Non-Economically Disadvantaged Students	649	93.2	51.30	45.60	54.30	*		
Students with Disabilities	74	83.8	10.80	13.10	16.50	*	10.6	Met Target†
Students without Disabilities	757	95.3	53.10	47.70	48.80	*		
English Learners	19	100.0	*	29.30	23.30	*	N	N
Non-English Learners	812	93.9	*	44.10	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	313	743	742	743	8%	21%	29%	34%	8%	42%	44%
White	153	749	747	751	*	19%	29%	39%	*	48%	54%
Hispanic	86	731	731	731	*	27%	29%	21%	*	27%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	33	757	758	771	*	*	*	49%	*	64%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	752	746	745	*	0%	*	*	*	57%	46%
Female	130	746	745	745	*	22%	29%	36%	*	45%	45%
Male	183	741	740	742	*	21%	29%	32%	*	39%	43%
Economically Disadvantaged Students	80	737	737	728	*	23%	38%	21%	*	28%	24%
Non-Economically Disadvantaged Students	233	745	743	752	*	21%	26%	38%	*	46%	56%
Students with Disabilities	36	718	714	717	*	44%	*	*	0%	11%	13%
Students without Disabilities	277	746	746	748	*	18%	*	*	9%	46%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	740	739	741	*	20%	32%	36%	*	40%	40%
White	116	743	743	748	*	20%	35%	42%	*	43%	49%
Hispanic	67	727	731	730	*	31%	34%	21%	*	21%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	48	761	756	764	0%	*	21%	56%	*	73%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	122	744	743	743	*	16%	33%	42%	*	47%	41%
Male	143	736	736	740	*	24%	32%	32%	*	34%	38%
Economically Disadvantaged Students	70	740	740	729	*	21%	33%	33%	*	37%	22%
Non-Economically Disadvantaged Students	195	740	739	749	*	20%	32%	37%	*	41%	50%
Students with Disabilities	21	705	703	716	*	*	*	*	*	*	11%
Students without Disabilities	244	743	743	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	740	739	728	14%	14%	26%	45%	0%	45%	28%
White	104	747	744	736	11%	10%	25%	55%	0%	55%	35%
Hispanic	68	733	730	721	18%	19%	32%	31%	0%	31%	21%
Black or African American	36	723	723	715	*	28%	*	*	0%	25%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	120	739	739	730	14%	15%	26%	45%	0%	45%	30%
Male	111	741	738	725	14%	14%	27%	45%	0%	45%	26%
Economically Disadvantaged Students	51	740	736	719	*	*	35%	37%	0%	37%	19%
Non-Economically Disadvantaged Students	180	740	740	734	*	*	24%	47%	0%	47%	34%
Students with Disabilities	31	700	700	705	*	*	*	*	*	*	*
Students without Disabilities	200	747	744	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	788	740	743	*	*	*	81%	18%	99%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	21	791	766	774	0%	0%	*	76%	*	95%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	39	784	743	744	*	*	*	92%	*	100%	43%
Male	33	794	738	741	*	*	*	67%	*	97%	40%
Economically Disadvantaged Students	13	795	*	727	*	*	*	77%	*	100%	23%
Non-Economically Disadvantaged Students	59	787	*	751	*	*	*	81%	*	98%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	72	788	744	747	*	*	*	81%	18%	99%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	72	788	741	745	*	*	*	81%	18%	99%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

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



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	784	736	734	*	*	*	*	61%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	18	784	740	738	*	*	*	*	61%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	18	784	*	735	*	*	*	*	61%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

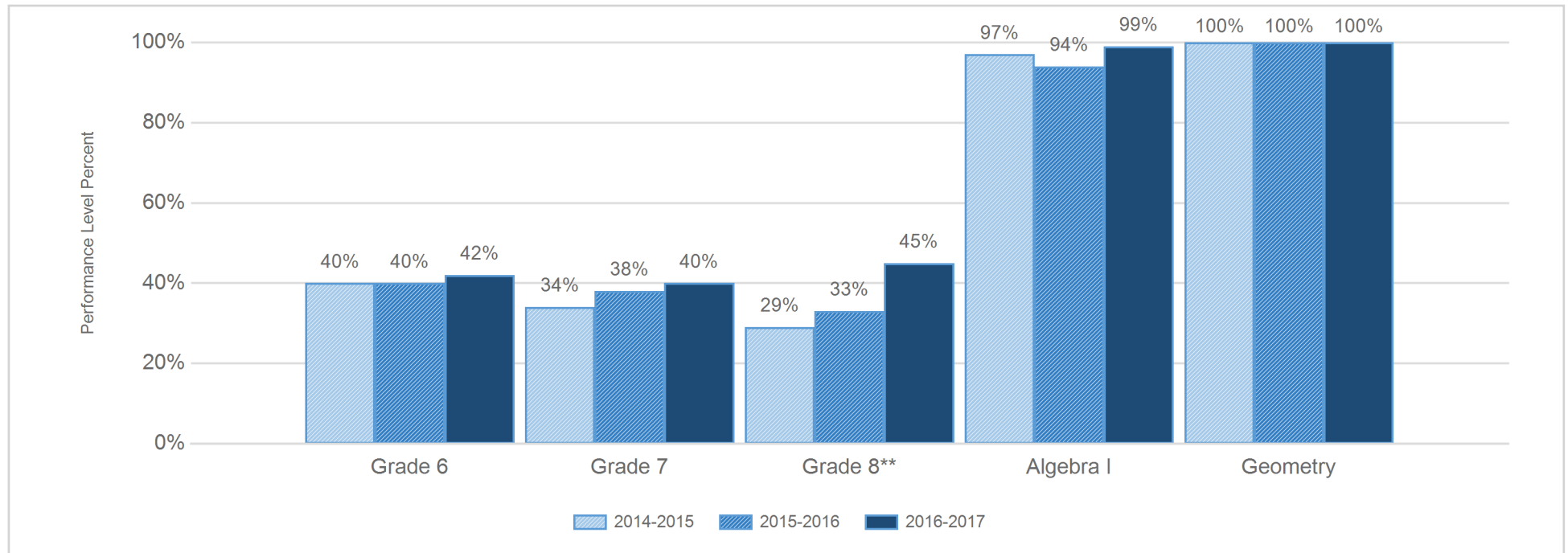


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N

English Language Proficiency Test - Participation and Performance

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

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



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

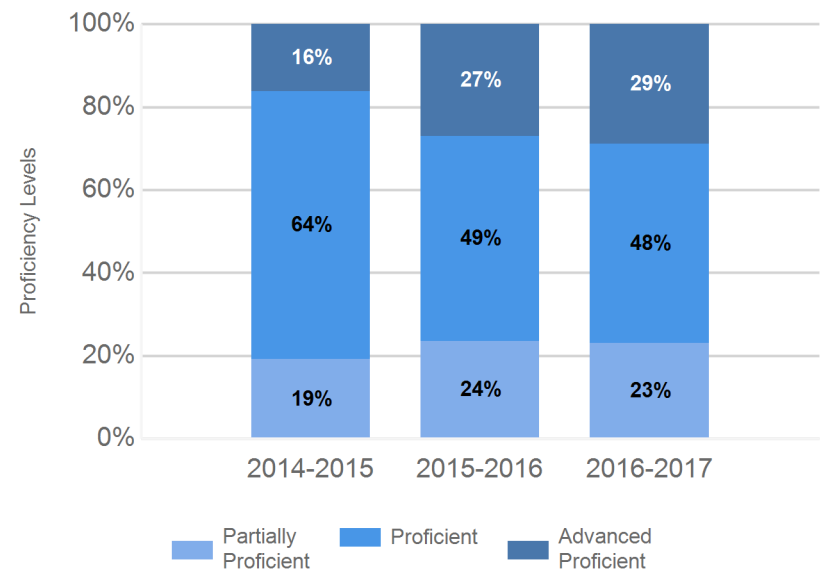
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	29%	48%	23%
White	34%	49%	17%
Hispanic	14%	51%	35%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	54%	44%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	15%	51%	34%
Students with Disabilities	N	24%	76%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	69	55	50	Exceeds Target	67	58	50	Exceeds Target
White	69.5	55.5	50	Exceeds Target	71	62	52	Exceeds Target
Hispanic	57.5	52	49	Met Target	52	53	47	Met Target
Black or African American	66.5	52	45	Exceeds Target	54.5	46	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	79	63	60	Exceeds Target	76	63.5	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Exceeds Target	*	*	52	**
Economically Disadvantaged	68	55	47	Exceeds Target	60.5	58	46	Exceeds Target
Students with Disabilities	44.5	41	41	Met Target	59	46.5	43	Met Target
English Learners	31	43	53	**	42	*	51	**

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



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

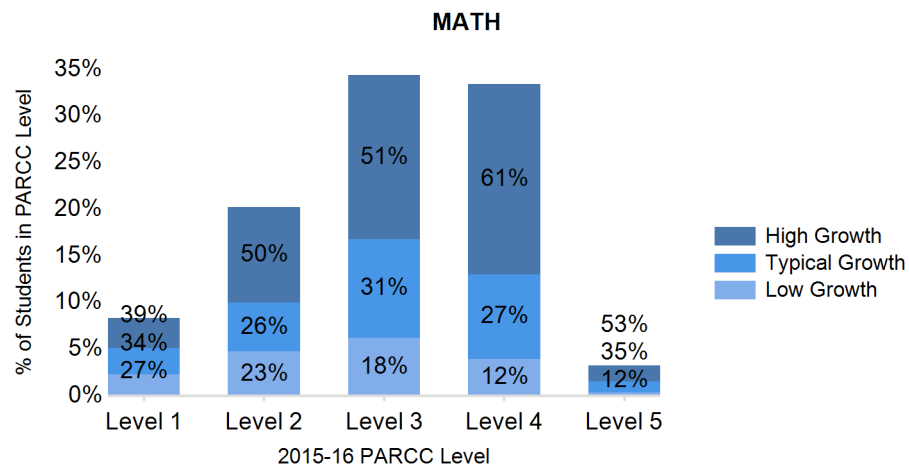
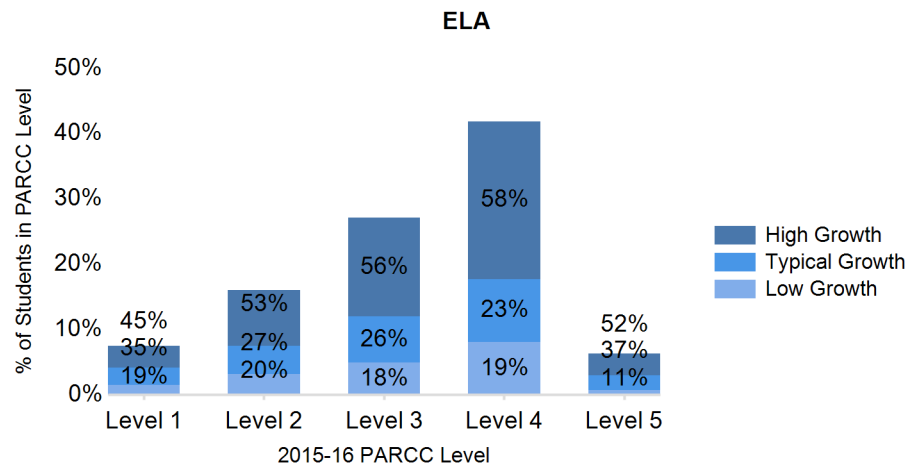
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

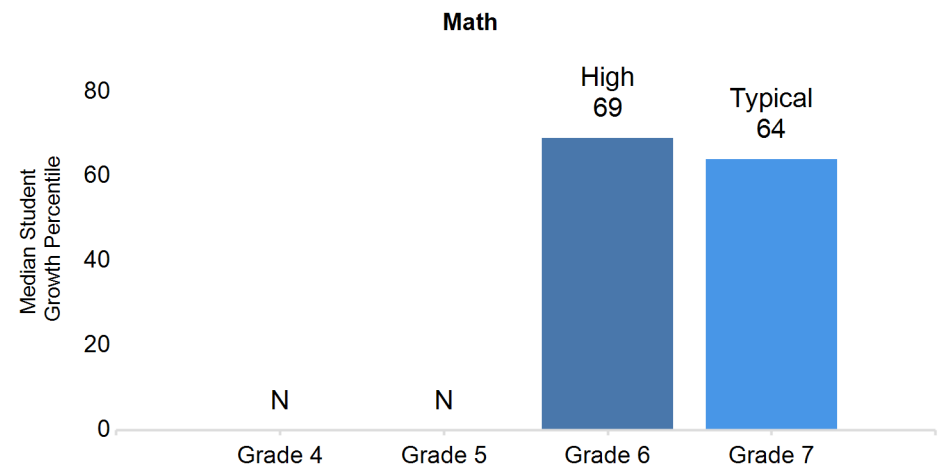
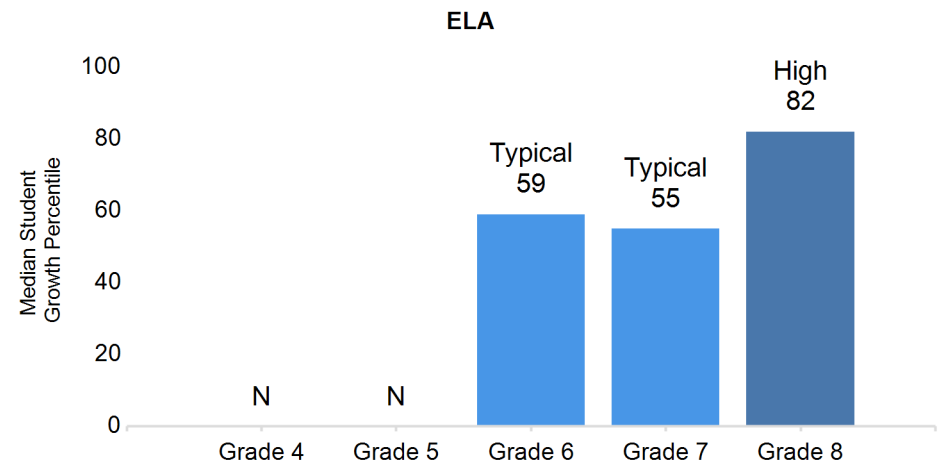
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	338
7	16	0	295
8	58	18	234
Schoolwide	74	18	867

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	307	0	0	0	0	0	0
7	153	0	0	0	74	0	0
8	202	0	0	0	47	0	0
Schoolwide	662	0	0	0	121	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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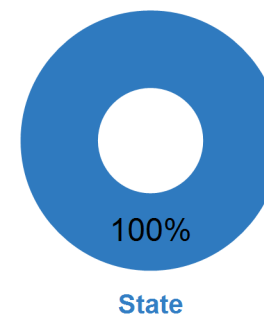
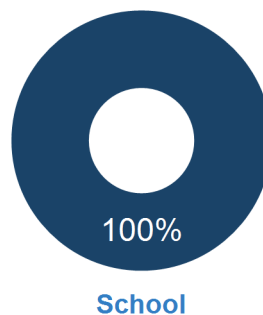
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Visual and Performing Arts – Course Participation

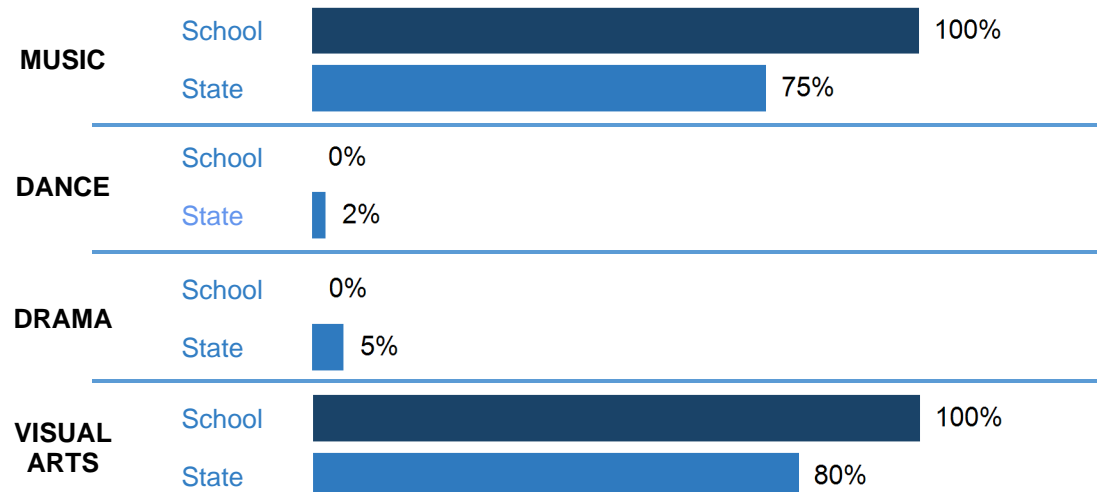
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

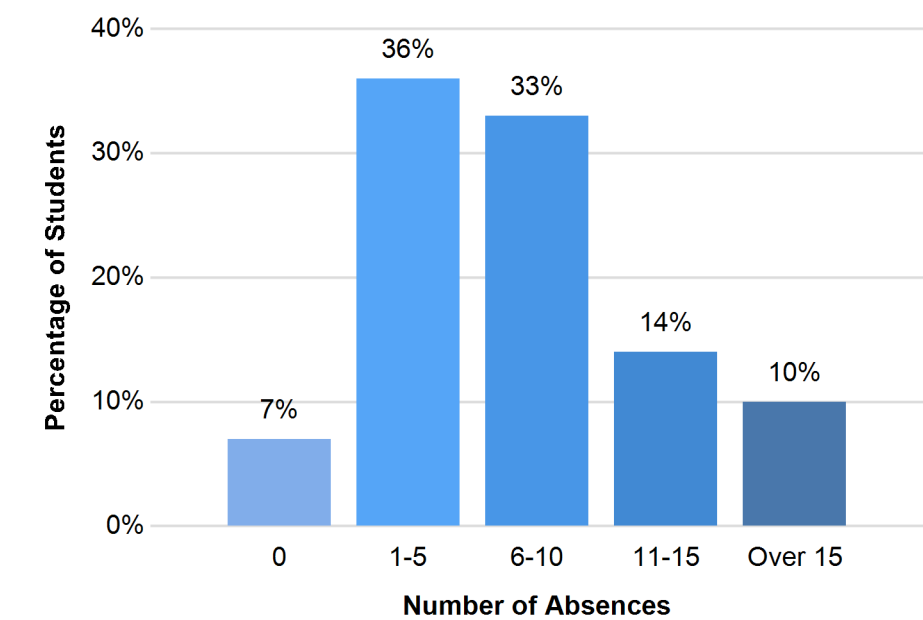
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.30	8.70	Met Target
White	9.10	8.70	Not Met
Hispanic	8.30	8.70	Met Target
Black or African American	5.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.70	Met Target
Economically Disadvantaged Students	9.10	8.70	Not Met
Students with Disabilities	13.20	8.70	Not Met
English Learners	N	**	**

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

Days Absent

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



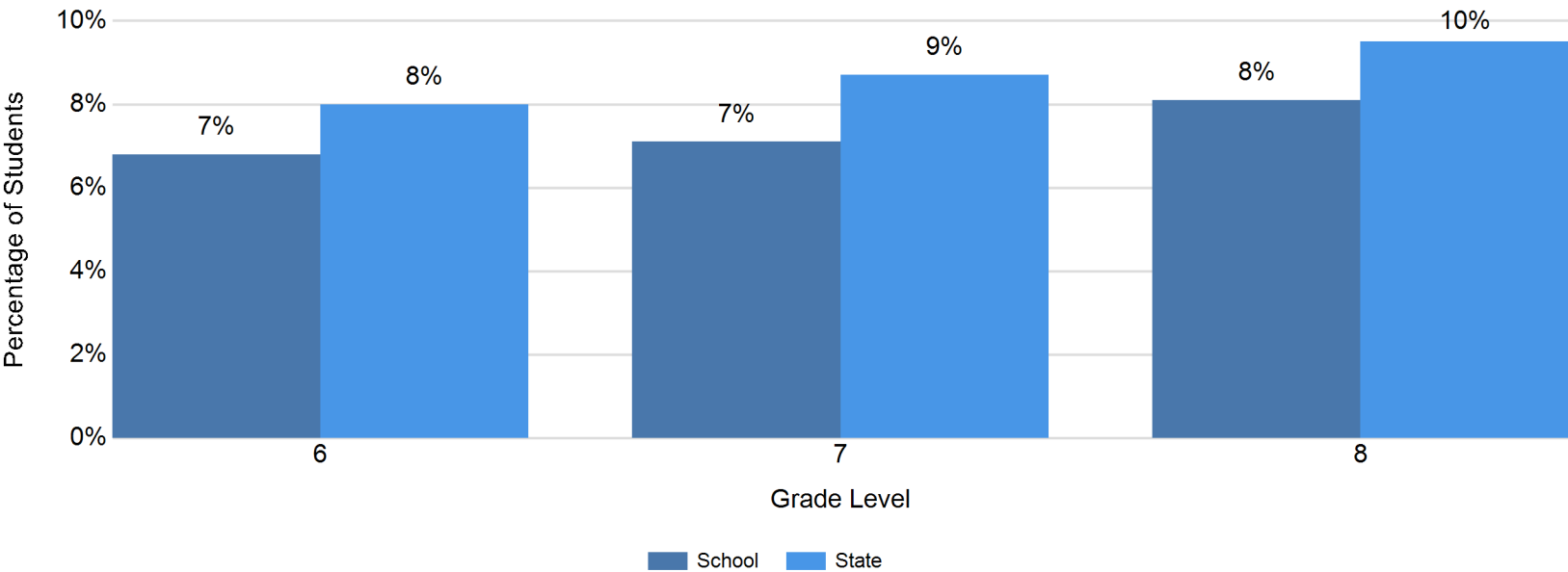


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Vandalism	1
Weapons	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	1.88

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	7.4%
Any Suspension	7.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	80	121,048
Average years experience in public schools	13.9	11.8
Average years experience in district	12.0	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	320:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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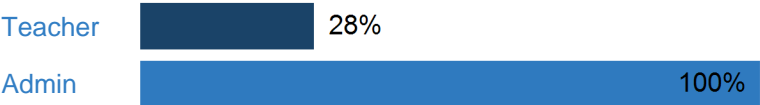
Teachers and Administrators - Level of Education

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

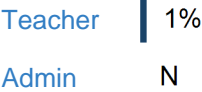
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.7	17.5%
Mathematics Proficiency	45.7	17.5%
English Language Arts Growth	94.9	25.0%
Mathematics Growth	90.7	25.0%
Chronic Absenteeism	52.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		71.3
Summative Rating: Percentile rank of Summative Score		81.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	68.6	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	60.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	74.1	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	70.4	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	75.5	No	Met Target†	Met Target	Met Target	Exceeds Target	**	No
Economically Disadvantaged Students	86.4	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	51.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	No	**	N	**	**	**	No

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

† Target was met within a confidence interval.



FERNWOOD AVENUE MIDDLE SCHOOL
2016-2017
Grade Span 06-08




01-1310-039
 ATLANTIC
 EGG HARBOR TWP
 4034 FERNWOOD AVENUE
 EGG HARBOR TOWNSHIP, NJ 08234-5703

School General Info

Principal:	Mr. BATTERSBY	Email Address:	battersj@eht.k12.nj.us
Address:	4034 FERNWOOD AVENUE EGG HARBOR TOWNSHIP, NJ 08234-5703	Website:	http://fms.eht.k12.nj.us/
Phone:	(609)383-3355	Facebook:	https://www.facebook.com/@ehtnjfernwoodschool
		Twitter:	https://twitter.com/@ehtnjfernwoodschool

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Cohort with the University of Notre Dame Center for STEM Education. • Award winning concert band and wind ensemble. • Awarded Bronze level status through Sustainable New Jersey for environmental awareness.
 Mission, Vision, Theme:	<p>Mission: The mission of the Egg Harbor Township School District and Fernwood Avenue Middle School (FAMS) is “to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.” Vision: Embrace, Engage, Educate. Theme: Every Hand Together; Every Child, Every Day!</p>
 Awards, Recognition, Accomplishments:	<p>The Fernwood Avenue Middle School (FAMS) is environmentally friendly and has been certified with a Bronze level status through Sustainable New Jersey for reducing our environmental impact. The FAMS has been accepted as a cohort with University of Notre Dame’s Center for STEM Education. Our Fine and Performing Arts program had seven students achieve All South Jersey Band and Orchestra during the 2016-2017 school year.</p>







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2016-2017
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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Our course of study affords students a daily exposure to English, Mathematics, Science, and Social Studies. Students who need additional instruction and reinforcement for the New Jersey State Learning Standards (NJSTLS) are offered supplemental classes in English and Mathematics. The Egg Harbor Township School District offers advanced programs in Science, Pre-Algebra, Algebra, Geometry, Spanish and French.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The Fernwood Avenue Middle School is a member of the Cape Atlantic Athletic Conference and offers athletics to boys and girls during the fall, winter and spring seasons. The FAMS offers soccer, field hockey, basketball, wrestling, softball, baseball, and track and field.</p>
 <p>Clubs and Activities:</p>	<p>The extracurricular programs at Fernwood Avenue Middle School are very diverse and comprehensive, providing an extension to our students' overall education and well roundedness. In addition to athletics, we offer clubs that coordinate our community and school environments. Our Fine and Performing Arts program includes Band, Strings Ensemble, Chorus, Drama, and Art with many of our students having been chosen as ALL South Jersey representatives.</p>
 <p>Before and After School Programs:</p>	<p>Fernwood Avenue Middle School offers academic assistance programs during and after school for all of our students. The school also has a comprehensive breakfast program.</p>







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School Narrative

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

 <div>Staff and Professional Learning:</div>	FAMS is a Professional Learning Community. We believe that every student can learn through a systematic design of differentiated instruction, project-based learning, and Response to Intervention (RTI). EHTHS has after school PLC meetings as well as designated times within the school day for collaborating both with departments and cross-content. Staff participated in four full Professional Learning Days in the 2016-17 school year.
 <div>Student Supports and Services:</div>	FAMS provides extensive supports for students from their Child Study Teams, provides a comprehensive school counseling program including a Student Assistance Coordinator, as well as an Intervention & Referral Services Team.
 <div>Student Health and Wellness:</div>	FAMS offers a before school breakfast program in conjunction with the Atlanticare Healthy Schools Initiative. Health & Wellness education is delivered through a comprehensive Health & Physical Education curriculum that includes aerobic training. Medical care is provided through a nursing suite staffed by two certified school nurses.
 <div>Parent and Community Involvement:</div>	Parents have access to live information regarding their children's academic progress and attendance through Infinite Campus, which is our administrative software platform. Parent/community presentations take place throughout the year on topics of HS course selection, literacy, and teen issues related to the dangers of substance abuse, internet safety, and career related activities.




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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The New Jersey School Climate and Culture Survey was administered in November of the 2016-17 school year. Stakeholder groups reported overall satisfaction with the school and noted a desire to see an increase in the availability of instructional technology.</p>
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School Narrative

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

<div>Other Information:</div>	<p>The Fernwood Avenue Middle School (FAMS) hosts grades 6, 7 and 8 and is structured into eight small learning communities, which provide students a more personalized educational environment that utilizes a traditional schedule. The schedule allows for six instructional periods that allow for 52 minutes of instruction per day. The total enrollment is approximately 970 students with 94 full-time certified staff.</p>
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H. RUSSEL SWIFT ELEMENTARY SCHOOL
2016-2017
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01-1310-050
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	28	0	0
KG	100	83	66
1	108	113	104
2	109	109	109
3	103	111	117
Ungraded	22	20	40
Total	470	436	436

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	47%
Male	51%	50%	53%
Economically Disadvantaged Students	32%	33%	33%
Students with Disabilities	14%	13%	20%
English Learners	7%	6%	6%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			2%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	57.1%
Hispanic	18.8%
Asian	10.1%
Black or African American	7.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	29	0	0
PK - Full Day	0	0	0
KG - Half Day	93	83	66
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	83.0%
Spanish	7.3%
Vietnamese	2.8%
Chinese	2.1%
Arabic	1.1%
Other	3.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	105	95.1	44.80	52.90	54.90	44.8	56.3	Not Met
White	53	92.1	54.80	57.60	63.90	53.5	65.6	Not Met
Hispanic	22	100.0	18.10	39.30	39.80	18.1	N	N
Black or African American	10	93.7	20.00	36.80	35.20	20	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	61.50	70.90	80.70	61.5	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	42	94.0	45.20	60.50	62.20	44.3		
Male	63	95.9	44.50	45.90	48.10	44.5		
Economically Disadvantaged Students	23	100.0	30.40	42.30	36.20	30.4	37.7	Met Target†
Non-Economically Disadvantaged Students	82	93.7	48.80	56.00	65.80	48.8		
Students with Disabilities	18	90.0	11.10	12.90	20.50	11	N	N
Students without Disabilities	87	96.1	51.70	58.60	61.90	51.7		
English Learners	11	100.0	45.50	22.50	25.20	45.5	**	**
Non-English Learners	94	94.6	44.70	54.00	57.40	44.7		
Homeless Students	N	N	N	35.30	26.40	N		
Students In Foster Care	N	N	N	47.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	744	749	749	*	16%	27%	39%	*	44%	50%
White	58	747	747	759	*	*	21%	47%	*	52%	61%
Hispanic	23	737	743	734	*	*	48%	*	*	22%	35%
Black or African American	15	728	739	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	13	758	765	775	*	*	*	*	*	62%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	749	752	754	*	*	36%	34%	*	43%	55%
Male	70	741	745	745	*	*	21%	43%	*	44%	46%
Economically Disadvantaged Students	27	743	742	731	*	*	41%	*	*	33%	31%
Non-Economically Disadvantaged Students	90	745	751	762	*	*	23%	*	*	47%	63%
Students with Disabilities	18	695	717	720	*	*	*	*	*	11%	24%
Students without Disabilities	99	753	753	755	*	*	*	*	*	50%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	117	744	*	752	*	16%	27%	39%	*	44%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

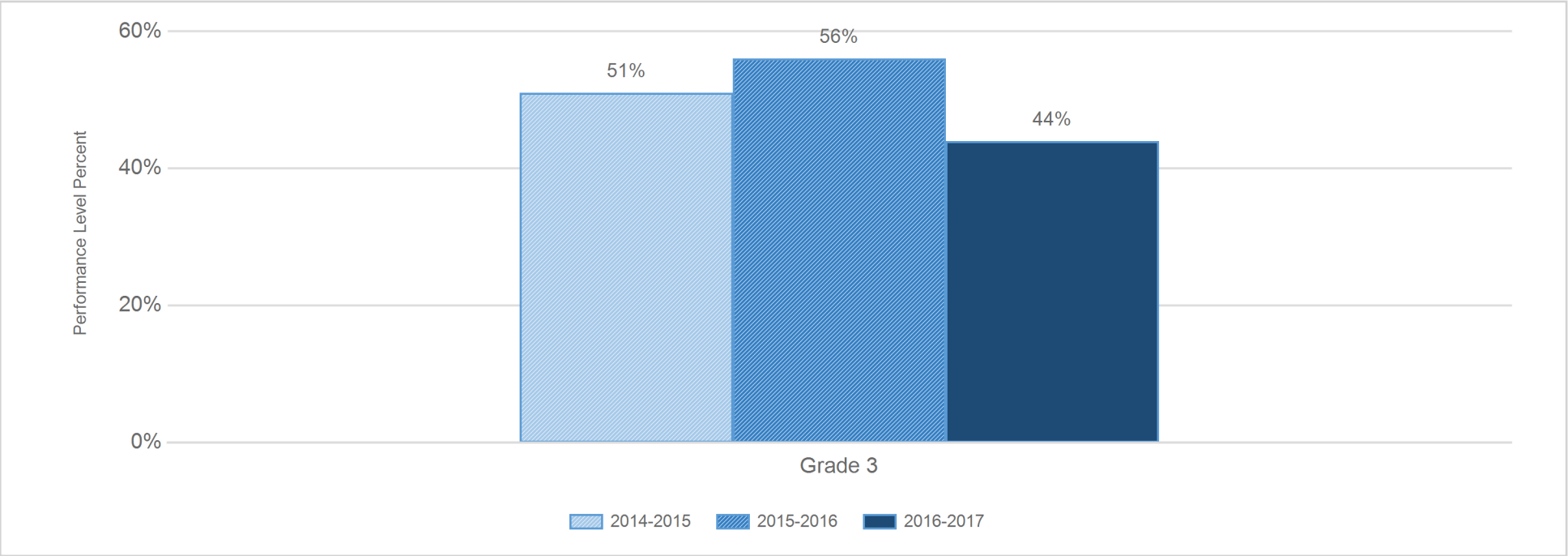


H. RUSSEL SWIFT ELEMENTARY SCHOOL
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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	105	95.1	57.20	43.50	43.50	57.2	53.4	Met Target
White	53	92.1	64.10	48.20	52.40	62.7	60.3	Met Target
Hispanic	22	100.0	45.40	28.30	27.60	45.4	N	N
Black or African American	10	93.7	10.00	20.30	21.70	10	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	77.00	67.90	75.60	77	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	42	94.0	50.00	44.70	44.10	49.1		
Male	63	95.9	61.90	42.40	42.90	61.9		
Economically Disadvantaged Students	23	100.0	56.50	36.40	25.10	56.5	40.8	Met Target
Non-Economically Disadvantaged Students	82	93.7	57.30	45.60	54.30	57.3		
Students with Disabilities	18	90.0	22.20	13.10	16.50	22.1	N	N
Students without Disabilities	87	96.1	64.30	47.70	48.80	64.3		
English Learners	11	100.0	63.70	29.30	23.30	63.7	**	**
Non-English Learners	94	94.6	56.40	44.10	45.20	56.4		
Homeless Students	N	N	N	20.00	16.40	N		
Students In Foster Care	N	N	N	26.30	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	751	752	751	9%	9%	24%	44%	13%	57%	53%
White	58	754	752	759	*	0%	26%	52%	*	64%	63%
Hispanic	23	744	743	738	*	*	*	44%	*	48%	37%
Black or African American	15	725	736	733	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	13	774	772	779	0%	*	*	*	*	77%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	749	750	751	*	*	32%	40%	*	51%	52%
Male	70	753	753	751	*	*	19%	47%	*	61%	53%
Economically Disadvantaged Students	27	755	747	736	*	*	*	48%	*	59%	34%
Non-Economically Disadvantaged Students	90	750	753	761	*	*	*	43%	*	57%	65%
Students with Disabilities	18	699	720	729	*	*	*	*	0%	22%	29%
Students without Disabilities	99	761	756	755	*	*	*	*	15%	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	117	751	*	753	9%	9%	24%	44%	13%	57%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

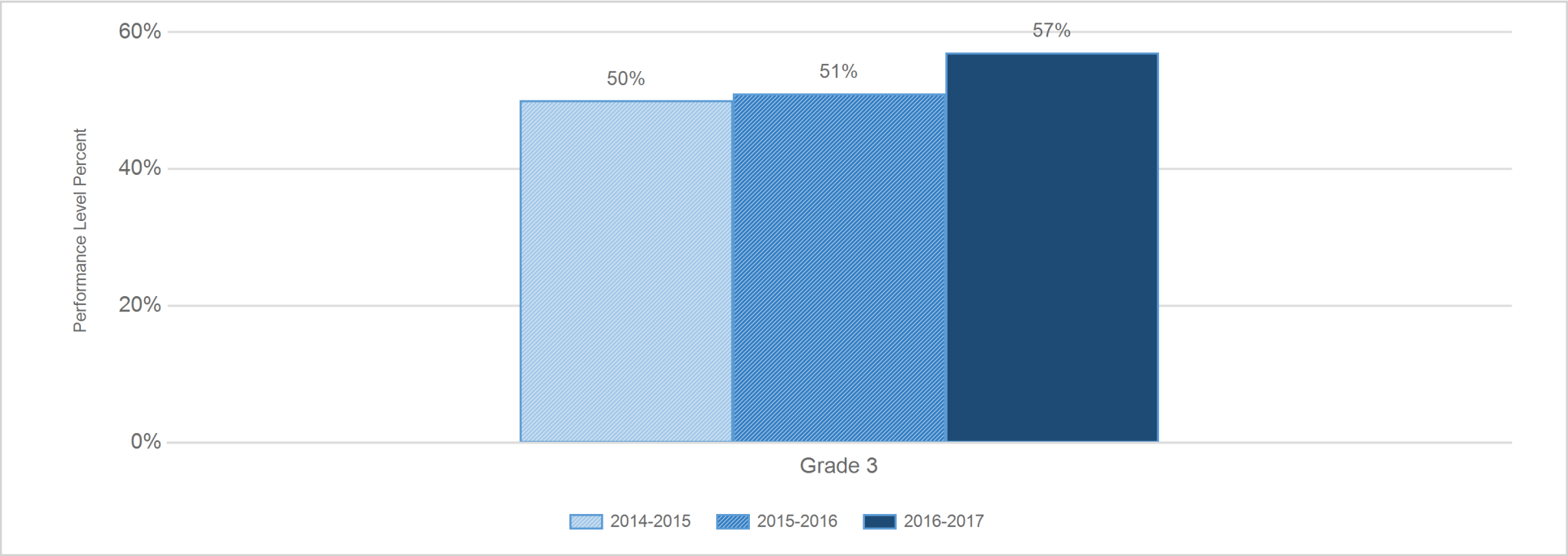


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N

English Language Proficiency Test - Participation and Performance

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

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



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

Chronic Absenteeism

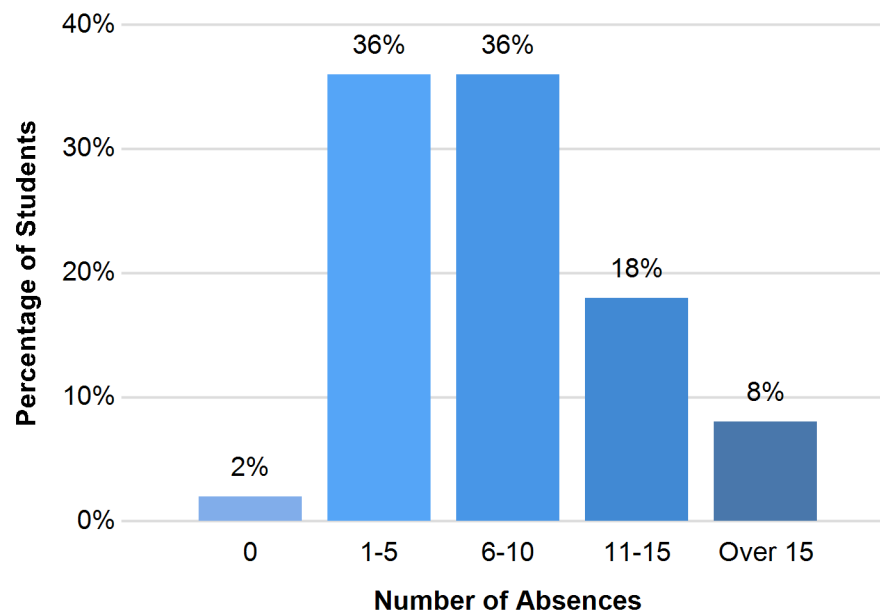
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	9.10	Met Target
White	7.90	9.10	Met Target
Hispanic	5.30	9.10	Met Target
Black or African American	0	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.80	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.10	Met Target
Economically Disadvantaged Students	8.50	9.10	Met Target
Students with Disabilities	17.60	9.10	Not Met
English Learners	0	9.10	Met Target

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

Days Absent

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



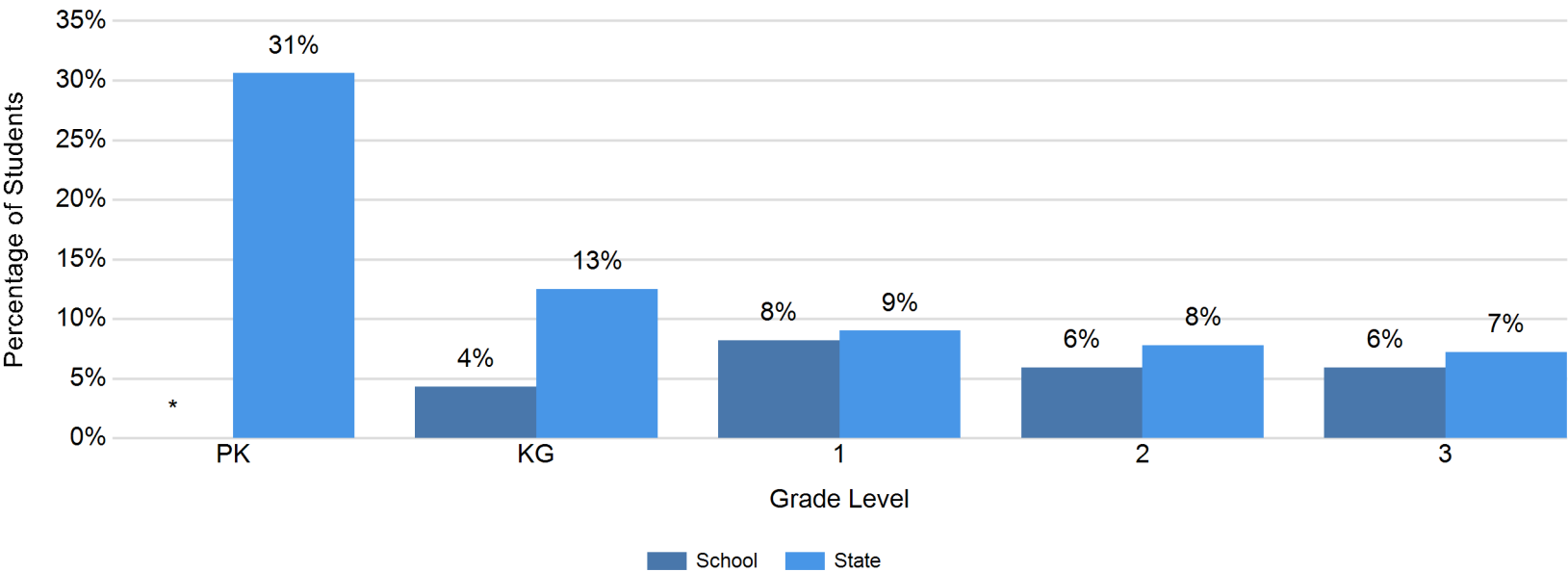


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	9:15AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	26.9 kbps	100 kbps	No	Wireless	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$492	\$13,877	\$14,369



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	36	121,048
Average years experience in public schools	14.8	11.8
Average years experience in district	14.0	10.5
Teachers in district for 4 or more years	92%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,533
Average years experience in public schools	12.2	15.9
Average years experience in district	10.9	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	436:1	181:1
Librarian/Media Specialists		825:1
Nurses		531:1
Counselors		323:1
Child Study Team		297:1



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

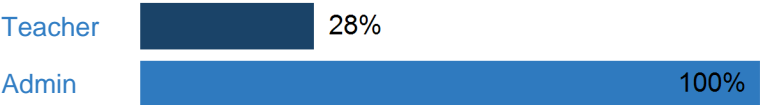
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Connor	Email Address:	connorp@eht.k12.nj.us
Address:	5 SWIFT DRIVE EGG HARBOR TOWNSHIP, NJ 08234-9477	Website:	http://sw.eht.k12.nj.us
Phone:	(609)927-4141	Facebook:	https://www.facebook.com/swift/
		Twitter:	https://twitter.com/swift

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • H. Russell Swift Elementary School has been recognized in the state as a Star School. • Swift Elementary School prides itself with Classroom Technology using smart boards and chromebooks. • Swift celebrates the whole child as we engage and educate all.
 Mission, Vision, Theme:	Mission: The mission of the Egg Harbor Township School District and Egg Harbor Township High School is “to embrace families and their students to provide a safe, rigorous, and relevant learning experience while students are engaged and educated to become responsible for their own learning.”
 Awards, Recognition, Accomplishments:	H.Russell Swift Elementary is recognized by the State as a Star School. A Star School is a school honored for programs and practices of excellence. We have received Sustainable New Jersey Awards and are Certified as a Silver School. Swift continually works with Atlantic Care for healthy foods and has created a team of teachers and staff called the Wellness group to create great ideas for healthy living. We continue to receive mini grants from the Ed. Foundation for a variety of activities.





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 <div>Courses, Curriculum, Instruction:</div>	Swift Elementary began a new series, Pearson's enVision Math. Our GT classes continue to teach lessons involving STEM and also compete with wordmasters. Swift holds a science fair which is organized through GT but all studnets are welcome. Chromebooks are used to enhance classroom instruction. We have open library times with Maker Space activities. The computer lab also has open time slots for enrichment opportunities.
 <div>Before and After School Programs:</div>	Kids Club is before and after School program run by the district in each elementary school. Children have an opportunity to get homework done and work on reading skills.





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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Our teachers at Swift have a built in Professional Learning Community (PLC's) once a week during the school day. We also have District wide PLC's built into their contract to occur twice a month. During our Professional Learning Day's the district gives teachers and administration session choices through out the day. Teacher also have the opportunity to attend seminars outside the district to enhance their PD. Teachers, staff and administration have required online PD to complete.</p>
 <p>Student Supports and Services:</p>	<p>Swift has services and supports for English Language Learners, Basic Skills and students with disabilities. There are four self-contained classrooms and one auditory impaired classroom. Swift has a strong I&RS team that provides teachers with the necessary help for struggling students whether it is behavioral or academic. Our guidance counselor has small groups and one on one support for students. There is a mentor program to assist students emotional and academic needs.</p>
 <p>Student Health and Wellness:</p>	<p>Swift provides students with breakfast and lunch. Swift has a team of teachers who promote wellness throughout the building. Swift had a family and fun night where health professionals shared their knowledge and parents and students had an opportunity to try healthy food and drink. Swift works with Atlantic Care and sets up taste testings of healthy foods. Swift was the recipient of a new playground and students get to utilize it on a daily basis. Students have PE 2x a week and recess.</p>
 <p>Parent and Community Involvement:</p>	<p>Swift parents club is very involved in the culture of our school. They help with everything from class parties to book fair to class trips. They help with Science fair awards and anyother financial need the school may have. Parents have access to a parent portal to view student progress throughout the year. The community partnership along with the parents club funded a new playground for Swift.</p>