



ANN A. MULLEN MIDDLE SCHOOL  
2016-2017

Grade Span 06-08

07-1780-100  
CAMDEN  
GLOUCESTER TWP  
1400 SICKLERVILLE ROAD  
SICKLERVILLE, NJ 08081

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](mailto: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	286	303	276
7	305	299	303
8	290	305	298
Ungraded	7	16	24
<b>Total</b>	<b>888</b>	<b>923</b>	<b>901</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	48%
Male	53%	50%	52%
Economically Disadvantaged Students	35%	33%	33%
Students with Disabilities	13%	16%	16%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.2%
Black or African American	31.1%
Hispanic	8.5%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	3.2%

### 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	98.4%
<i>Other</i>	1.4%



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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	807	96.7	47.00	50.50	54.90	47	38.6	Met Target
White	439	96.5	54.90	55.60	63.90	54.9	43.5	Met Target
Hispanic	63	96.1	33.40	39.00	39.80	33.4	30.1	Met Target
Black or African American	235	97.2	31.90	37.80	35.20	31.9	25.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	40	97.7	72.50	64.80	80.70	72.5	64.2	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	52.00	54.90	44.8	29.9	Met Target
Female	398	96.1	54.80	59.80	62.20	54.8		
Male	409	97.3	39.40	41.60	48.10	39.4		
Economically Disadvantaged Students	252	97.1	33.40	36.30	36.20	33.4	25.5	Met Target
Non-Economically Disadvantaged Students	555	96.5	53.20	59.00	65.80	53.2		
Students with Disabilities	128	93.2	*	13.10	20.50	*	10	Met Target†
Students without Disabilities	679	97.5	*	58.80	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	280	750	745	752	7%	13%	30%	44%	7%	51%	54%
White	153	756	747	758	*	*	28%	51%	9%	60%	63%
Hispanic	18	735	737	740	*	*	*	*	0%	33%	38%
Black or African American	87	742	737	736	*	18%	35%	33%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	10	770	*	776	0%	0%	*	*	*	80%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	136	758	751	758	*	*	24%	52%	*	63%	61%
Male	144	743	739	746	*	*	35%	36%	*	39%	46%
Economically Disadvantaged Students	89	738	734	737	*	*	33%	30%	*	33%	34%
Non-Economically Disadvantaged Students	191	755	751	761	*	*	28%	50%	*	59%	65%
Students with Disabilities	43	713	711	722	*	*	*	*	*	12%	17%
Students without Disabilities	237	757	752	758	*	*	*	*	*	58%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	280	750	*	753	7%	13%	30%	44%	7%	51%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	300	744	745	756	14%	16%	22%	36%	12%	48%	59%
White	153	747	751	764	13%	10%	22%	46%	10%	56%	69%
Hispanic	26	732	731	742	*	*	*	*	*	31%	44%
Black or African American	90	737	734	737	17%	24%	22%	24%	12%	37%	38%
Asian, Native Hawaiian, or Pacific Islander	16	766	759	784	*	0%	*	*	*	69%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	14	747	746	757	*	*	*	*	*	43%	59%
Female	152	752	754	764	*	12%	23%	37%	*	55%	68%
Male	148	735	736	749	*	20%	22%	35%	*	41%	51%
Economically Disadvantaged Students	101	733	734	739	*	26%	*	32%	*	37%	40%
Non-Economically Disadvantaged Students	199	749	751	766	*	11%	*	38%	*	53%	70%
Students with Disabilities	43	700	705	719	*	*	*	*	*	*	19%
Students without Disabilities	257	751	754	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	300	744	*	758	14%	16%	22%	36%	12%	48%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	299	738	747	757	15%	23%	24%	32%	6%	38%	59%
White	152	748	754	764	8%	20%	23%	41%	9%	49%	68%
Hispanic	29	724	737	742	*	*	*	*	0%	24%	44%
Black or African American	98	721	731	738	28%	30%	24%	19%	0%	19%	39%
Asian, Native Hawaiian, or Pacific Islander	16	770	*	786	0%	*	*	*	*	69%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	131	747	757	766	*	19%	25%	38%	*	46%	68%
Male	168	731	739	749	*	26%	23%	28%	*	32%	50%
Economically Disadvantaged Students	104	721	733	739	27%	30%	19%	24%	0%	24%	40%
Non-Economically Disadvantaged Students	195	747	756	766	9%	19%	26%	37%	9%	46%	69%
Students with Disabilities	54	704	707	718	*	*	*	*	*	*	18%
Students without Disabilities	245	745	756	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	299	738	*	759	15%	23%	24%	32%	6%	38%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

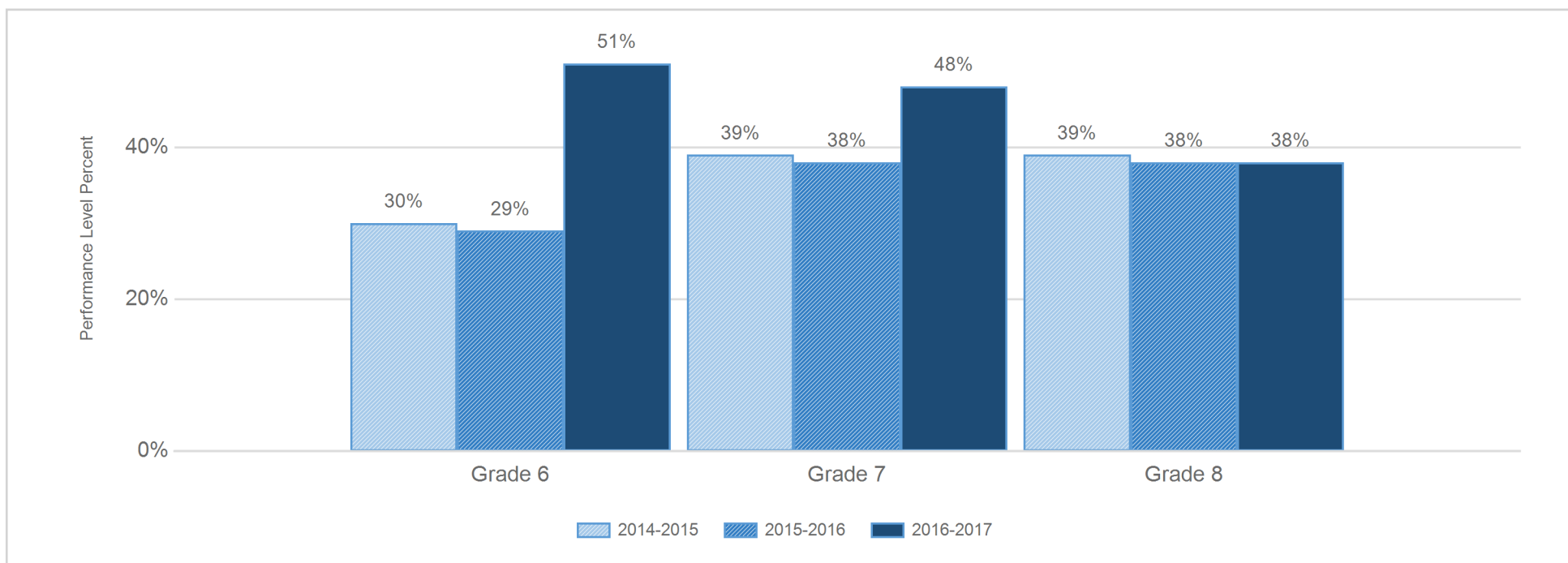


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	807	96.6	38.40	38.60	43.50	38.4	38.6	Met Target†
White	439	96.5	47.40	44.70	52.40	47.4	45	Met Target
Hispanic	63	94.7	22.20	27.60	27.60	22.2	23.3	Met Target†
Black or African American	235	97.2	22.10	22.60	21.70	22.1	22.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	40	97.7	67.50	58.70	75.60	67.5	66.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	33.30	44.90	31	38.6	Met Target†
Female	398	95.9	38.20	39.80	44.10	38.2		
Male	409	97.3	38.70	37.40	42.90	38.7		
Economically Disadvantaged Students	252	96.8	21.00	25.50	25.10	21	23.6	Met Target†
Non-Economically Disadvantaged Students	555	96.5	46.30	46.40	54.30	46.3		
Students with Disabilities	128	93.2	*	11.70	16.50	*	12.9	Not Met
Students without Disabilities	679	97.4	*	44.50	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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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<b>Schoolwide</b>	280	740	736	743	11%	18%	30%	37%	4%	41%	44%
White	153	747	741	751	*	14%	28%	46%	*	52%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	10	775	*	771	0%	0%	*	*	*	90%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	728	*	745	*	*	*	*	0%	33%	46%
Female	136	743	739	745	*	15%	34%	38%	*	43%	45%
Male	144	736	734	742	*	20%	26%	36%	*	40%	43%
Economically Disadvantaged Students	89	727	725	728	*	26%	28%	25%	*	26%	24%
Non-Economically Disadvantaged Students	191	746	743	752	*	14%	30%	43%	*	49%	56%
Students with Disabilities	43	699	707	717	*	*	*	*	*	*	13%
Students without Disabilities	237	747	742	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	280	740	*	745	11%	18%	30%	37%	4%	41%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	299	735	735	741	*	22%	39%	27%	*	29%	40%
White	153	739	740	748	*	18%	42%	33%	*	34%	49%
Hispanic	25	728	721	730	*	*	40%	*	0%	16%	23%
Black or African American	90	725	724	726	18%	27%	36%	20%	0%	20%	19%
Asian, Native Hawaiian, or Pacific Islander	16	761	755	764	*	*	*	*	*	63%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	14	738	*	740	0%	*	*	*	*	21%	39%
Female	151	739	737	743	*	23%	38%	30%	*	33%	41%
Male	148	731	733	740	*	22%	41%	24%	*	25%	38%
Economically Disadvantaged Students	100	726	727	729	*	30%	42%	14%	*	14%	22%
Non-Economically Disadvantaged Students	199	740	740	749	*	19%	38%	34%	*	37%	50%
Students with Disabilities	43	706	707	716	*	*	*	*	*	*	11%
Students without Disabilities	256	740	741	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	299	735	*	742	*	22%	39%	27%	*	29%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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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<b>Schoolwide</b>	223	728	728	728	23%	20%	30%	28%	0%	28%	28%
White	97	736	735	736	18%	18%	26%	39%	0%	39%	35%
Hispanic	27	725	*	721	*	*	*	*	0%	19%	21%
Black or African American	89	719	*	715	30%	20%	33%	17%	0%	17%	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	90	728	730	730	19%	24%	33%	23%	0%	23%	30%
Male	133	728	727	725	26%	17%	27%	31%	0%	31%	26%
Economically Disadvantaged Students	97	720	719	719	32%	23%	26%	20%	0%	20%	19%
Non-Economically Disadvantaged Students	126	734	736	734	16%	18%	33%	34%	0%	34%	34%
Students with Disabilities	52	703	703	705	*	*	*	*	*	*	*
Students without Disabilities	171	736	735	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	223	728	*	729	23%	20%	30%	28%	0%	28%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	778	773	743	*	*	15%	70%	15%	84%	42%
White	55	782	775	751	0%	0%	*	73%	*	89%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	41	771	768	744	*	*	*	68%	*	76%	43%
Male	35	787	781	741	*	*	*	71%	*	94%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	76	778	773	745	*	*	15%	70%	15%	84%	*
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%

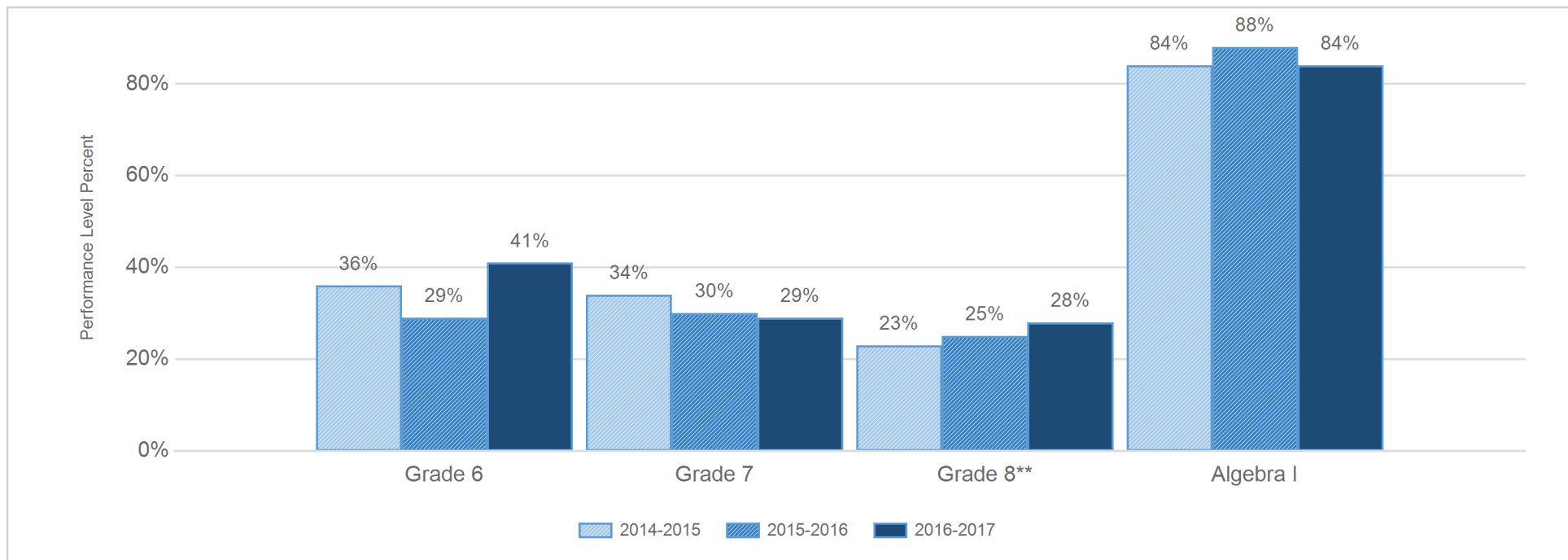


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**Mathematics Assessment – Performance Trends**

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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

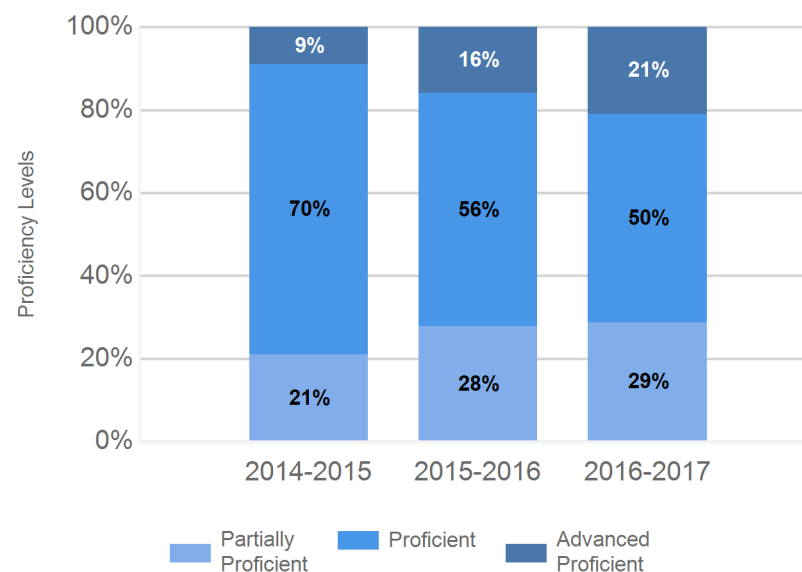
### NJASK Science Assessment Performance: Grade 8

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	21%	50%	29%
White	30%	54%	16%
Hispanic	13%	42%	45%
Black or African American	8%	45%	47%
Asian, Native Hawaiian, or Pacific Islander	32%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	8%	44%	48%
Students with Disabilities	6%	26%	69%
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	49	51	50	Met Target	49	49	50	Met Target
White	50.5	52	50	Met Target	49.5	50	52	Met Target
Hispanic	38	47	49	Not Met	50	43.5	47	Met Target
Black or African American	46	*	45	Met Target	43	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	65	63	60	Exceeds Target	*	60	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Met Target	*	*	52	Met Target
Economically Disadvantaged	45	50	47	Met Target	46.5	45.5	46	Met Target
Students with Disabilities	38	46.5	41	Not Met	27	41	43	Not Met
English Learners	*	64	53	**	*	50	51	**

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



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

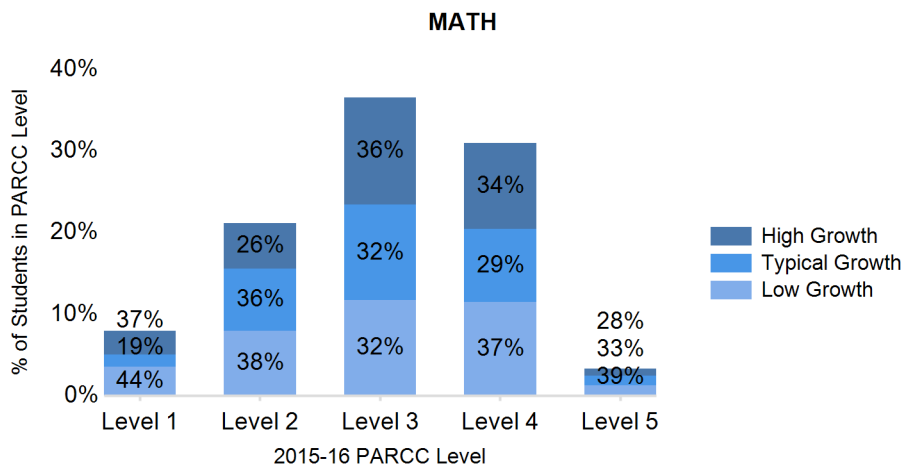
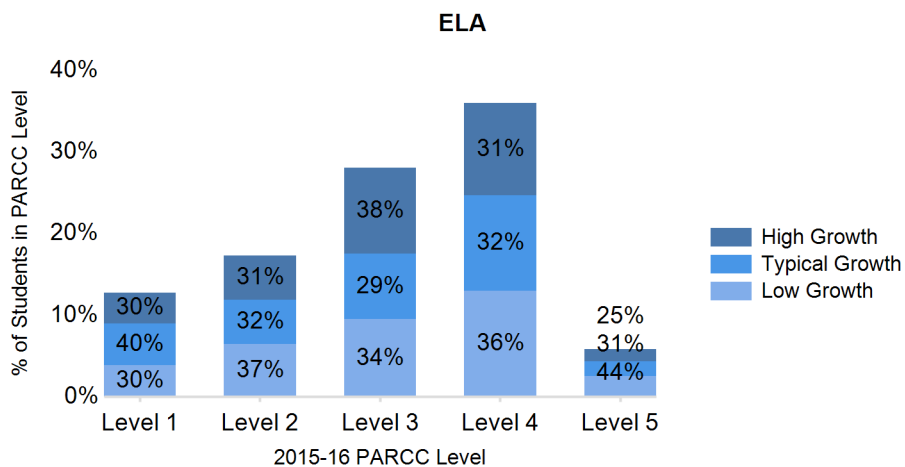
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

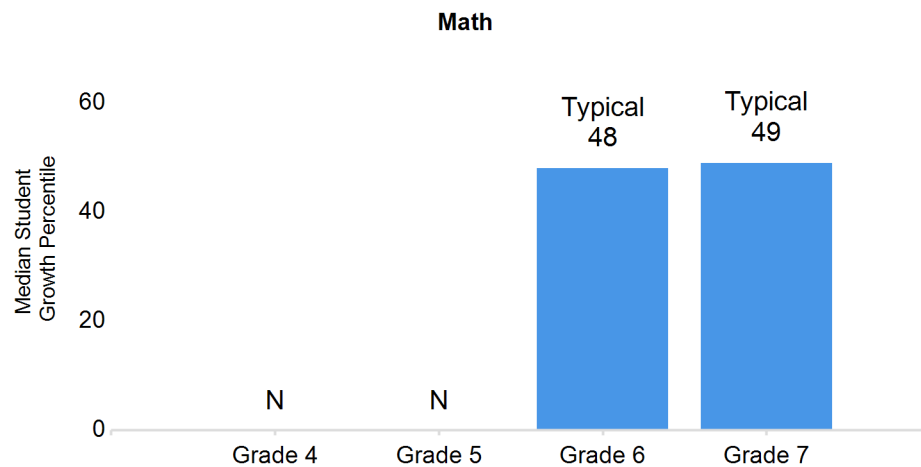
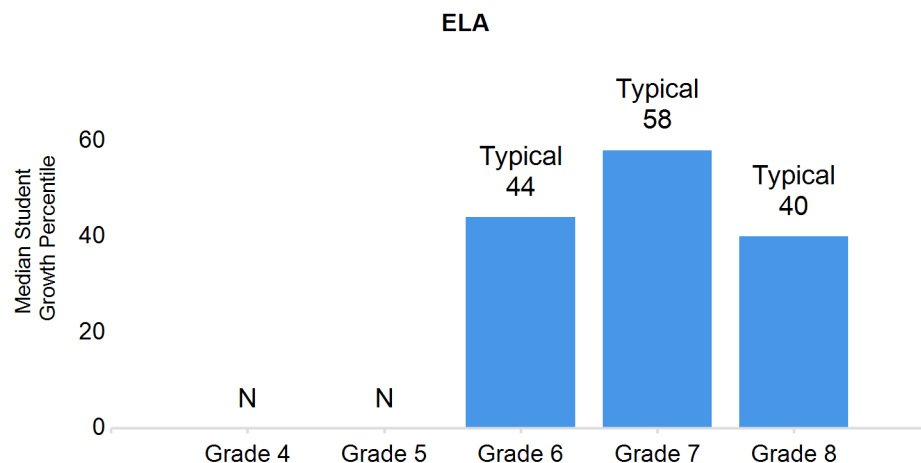
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	285
7	0	0	309
8	87	0	228
Schoolwide	87	0	822

### 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	0	231	0	0	0	0	0
7	0	258	0	0	0	0	0
8	0	251	0	0	0	0	0
Schoolwide	0	740	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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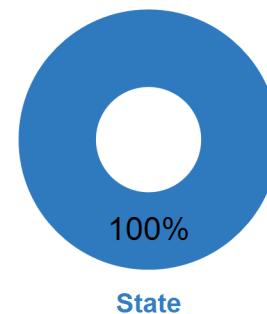
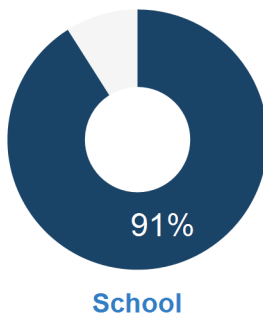
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**Visual and Performing Arts – Course Participation**

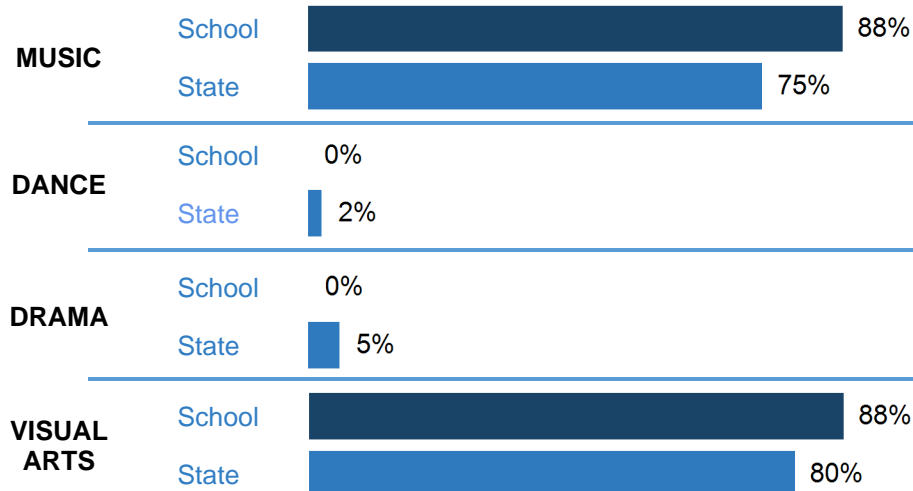
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:





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

**Chronic Absenteeism**

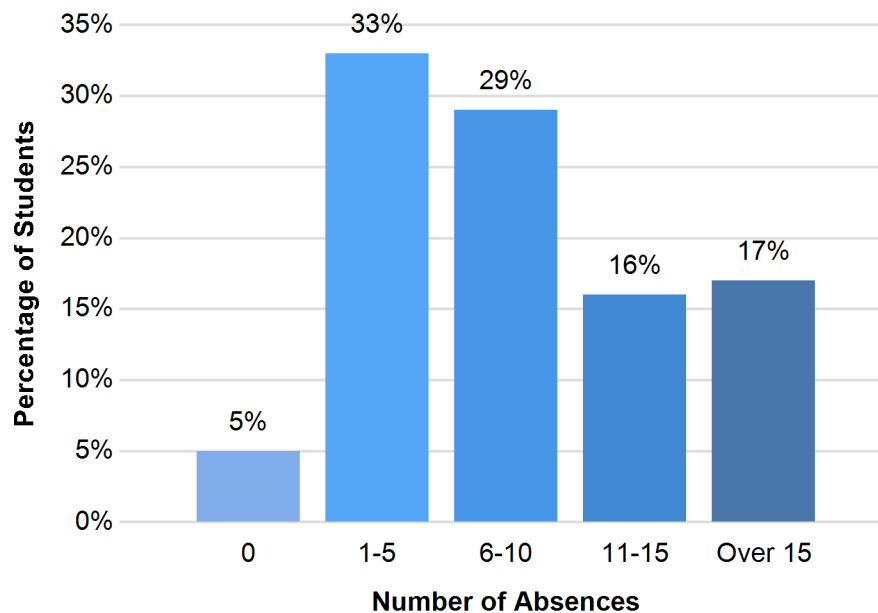
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	8.70	Not Met
White	12.50	8.70	Not Met
Hispanic	22.40	8.70	Not Met
Black or African American	13.70	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	17.20	8.70	Not Met
Economically Disadvantaged Students	22.00	8.70	Not Met
Students with Disabilities	35.00	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.





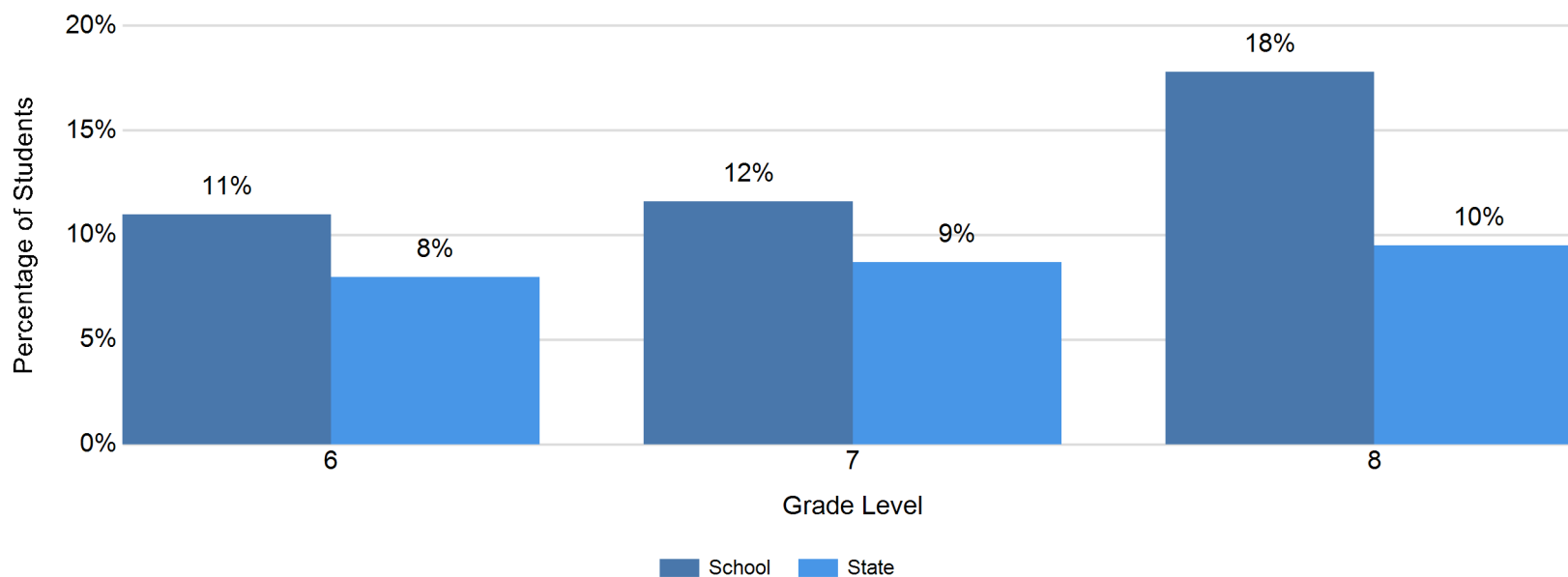
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### Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.00

### 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	12.4%
Out-of-School Suspensions	16.5%
Any Suspension	21.0%

### 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	157.1 kbps	100 kbps	Yes	N	Fiber	N

### 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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	74	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	12.8	10.5
Teachers in district for 4 or more years	81%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	300:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	26.6	17.5%
Mathematics Proficiency	28.4	17.5%
English Language Arts Growth	44.5	25.0%
Mathematics Growth	43.2	25.0%
Chronic Absenteeism	9.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		33.0
<b>Summative Rating:</b> Percentile rank of Summative Score		22.9
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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SICKLERVILLE, NJ 08081

### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	33.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	32.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	28.4	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	47.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	40.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	36.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Economically Disadvantaged Students	35.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	18.5	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Cetrullo	<b>Email Address:</b>	<a href="mailto:ecetrullo@gloucestertownshipschools.org">ecetrullo@gloucestertownshipschools.org</a>
<b>Address:</b>	1400 SICKLERVILLE ROAD SICKLERVILLE, NJ 08081	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)875-8777		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Mullen students learn within a core consisting of an interdisciplinary team of teachers and approximately 150 students.</li> <li>• Mullen students learn with a 1 to 1 Chromebook initiative for grades 6 through 8.</li> <li>• Mullen boasts outstanding extra-curricular activities where students are encouraged to get involved.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Ann A. Mullen Middle School is committed to providing a quality educational program that meets the needs of individual learners in a safe environment where achievement is recognized and celebrated; diversity is valued; staff collaboration is ongoing and purposeful; and where a strong home, school and community partnership exists in order to ensure that all students develop into respectful, self-confident and responsible citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Student Team competes in a Hot Dog Launching Competition at CCTS, 2nd place &amp; Team Spirit Awards, Student E. Liszewski wins 2017 Local, County, and State Safety Essay winner for VFW, Teacher Karen Chew earns STEAM grant to purchase robots for her classes, Teacher Pat Flannery wins Free Mason Teacher of the Year, Teacher Francesca Schiavo earns flexible seating grant.</p>







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### School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Mullen Middle School employs a Core Academic Program. The Core is a small learning community consisting of an interdisciplinary team of teachers and approximately 150 students. Each student takes the following core academic courses of Mathematics, Science, Social Studies, and English Language Arts.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Back to back division and conference championship Boys' Basketball team. Back to back league championship Girls' Track Team. Back to back division and conference championship Girls' Softball team.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Mullen offers a wide range of extra-curricular activities designed to meet the many interests of our students. We have athletic teams, student government, drama, instrumental music, and choral music. There are numerous clubs that students are encouraged to join, including yearbook, school newspaper, computer, technology, dance and drill team, and art to name a few.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Mullen has a tutoring initiative during our morning advisory. There is an after-school intervention/tutoring program provided to offer extra support to students who struggle. We also offer an after school program in our library.</p>







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### School Narrative

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff participates in regular Professional Learning Communities (PLCs) during their teacher day. In addition, we have both full and early dismissal days used for PD to better plan for and meet student achievement goals. In addition to the required activities, our staff also participates in numerous voluntary trainings and learning activities throughout the year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The district offers a full range of services for students including: Gifted and Talented, Individualized Educational Programs for students with disabilities, Federal 504 accommodations, and an Intervention program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Mullen has an active Health and Safety Committee designed to create a safe climate conducive to learning and healthy student development. Our Physical Education courses stress lifetime fitness, healthful living and social skills. The district also fully participates in the school breakfast and lunch programs.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are welcome in our school and are afforded opportunities to visit during Orientation, Back to School Night, American Education Week, parent-teacher conferences, and various other school functions. We recognize that parents are an important part of our school and we welcome parent participation through our Home and School Council. Mullen has an active HSC and enjoys the support of parent involvement in the school during the school year.</p>



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## School Narrative

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



Other Information:

The Ann A. Mullen Middle School is committed to providing each student with a supportive and challenging environment that promotes responsible decision making, character building, and life-long learning. Our motto, "We are here to LEARN, BE RESPECTFUL, and DO OUR PERSONAL BEST," is written proudly on our walls. We recognize and support the diversity of our student body in age, maturity, physical and emotional development. In addition to a solid curriculum in core subject areas of math, science, social studies and language arts literacy, Mullen offers an excellent exploratory cycle that includes fine arts and related arts. The fine arts cycle consists of music appreciation, instrumental music, art, and world language. The related arts cycle includes courses in technology and computer studies. Technology is integrated throughout the curriculum with every student possessing a district issued Chromebook. Gifted students are challenged in EXCEL through a social studies and science curriculum that is intensive and interdisciplinary. Physical education courses stress lifetime fitness, healthful living and social skills. There is an intervention program to offer extra support to students who struggle in math, and reading. We also offer an after school academic assistance program



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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](mailto:reportcard@doe.state.nj.us)



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**Grade Span PK-05**

**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
PK	0	15	15
KG	100	88	74
1	78	92	82
2	105	81	90
3	101	112	89
4	94	101	112
5	92	113	104
Ungraded	23	31	27
<b>Total</b>	<b>593</b>	<b>633</b>	<b>593</b>

Student Group	2014-15	2015-16	2016-17
Female	44%	47%	46%
Male	56%	53%	55%
Economically Disadvantaged Students	56%	53%	56%
Students with Disabilities	19%	20%	17%
English Learners	0%	0%	0%
Homeless Students			2%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	40.3%
Black or African American	35.4%
Hispanic	11.8%
Asian	9.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
<i>Two or More Races</i>	2.2%

**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.

**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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	15	15
PK - Full Day	0	0	0
KG - Half Day	82	0	0
KG - Full Day	16	88	74

Home Language	% of Students
English	96.6%
Bengali	1.5%
Spanish	1.2%
<i>Other</i>	0.8%



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**Grade Span PK-05**

**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	265	98.4	46.00	50.50	54.90	46	46.6	Met Target†
White	96	98.1	47.90	55.60	63.90	47.9	49.8	Met Target†
Hispanic	30	97.2	50.00	39.00	39.80	50	26.1	Met Target
Black or African American	99	98.4	36.30	37.80	35.20	36.3	44.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	32	100.0	65.70	64.80	80.70	65.7	59.9	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	117	97.9	61.60	59.80	62.20	61.6		
Male	148	98.8	33.80	41.60	48.10	33.8		
Economically Disadvantaged Students	157	98.9	35.70	36.30	36.20	35.7	37.3	Met Target†
Non-Economically Disadvantaged Students	108	97.5	61.10	59.00	65.80	61.1		
Students with Disabilities	43	96.1	20.90	13.10	20.50	20.9	21	Met Target†
Students without Disabilities	222	98.8	50.90	58.80	61.90	50.9		
English Learners	10	100.0	60.00	27.90	25.20	60	**	**
Non-English Learners	255	98.3	45.50	51.00	57.40	45.5		
Homeless Students	12	100.0	50.00	47.30	26.40	50		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	747	747	749	15%	*	27%	46%	*	52%	50%
White	29	753	752	759	*	0%	35%	48%	*	52%	61%
Hispanic	10	732	732	734	*	0%	*	*	*	50%	35%
Black or African American	37	741	738	731	*	*	30%	43%	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	42	764	753	754	*	*	29%	55%	*	64%	55%
Male	47	732	741	745	*	*	26%	38%	*	40%	46%
Economically Disadvantaged Students	50	744	*	731	*	*	*	44%	*	48%	31%
Non-Economically Disadvantaged Students	39	752	*	762	*	*	*	49%	*	56%	63%
Students with Disabilities	14	705	712	720	*	*	*	*	*	21%	24%
Students without Disabilities	75	755	755	755	*	*	*	*	*	57%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	89	747	*	752	15%	*	27%	46%	*	52%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	745	748	753	13%	12%	34%	30%	12%	41%	56%
White	37	752	754	762	*	*	32%	30%	*	46%	67%
Hispanic	12	754	736	740	*	*	*	*	*	58%	40%
Black or African American	50	736	736	737	*	*	36%	30%	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	53	755	755	758	*	*	30%	32%	*	53%	61%
Male	58	736	740	749	*	*	38%	28%	*	31%	51%
Economically Disadvantaged Students	71	738	737	737	*	*	*	28%	*	34%	36%
Non-Economically Disadvantaged Students	40	758	755	764	*	*	*	33%	*	55%	69%
Students with Disabilities	15	715	*	725	*	*	*	*	*	27%	25%
Students without Disabilities	96	750	*	759	*	*	*	*	*	44%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	111	745	748	755	13%	12%	34%	30%	12%	41%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	743	751	756	*	16%	30%	40%	*	44%	59%
White	39	747	755	763	*	*	39%	41%	*	44%	69%
Hispanic	13	730	741	743	*	*	*	*	0%	39%	44%
Black or African American	31	733	741	740	*	*	*	36%	0%	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	756	759	761	*	*	*	55%	*	64%	66%
Male	58	733	744	750	*	*	*	29%	*	29%	53%
Economically Disadvantaged Students	61	734	741	740	*	*	*	30%	*	31%	40%
Non-Economically Disadvantaged Students	39	756	759	765	*	*	*	56%	*	64%	71%
Students with Disabilities	16	706	714	725	*	*	*	*	*	*	22%
Students without Disabilities	84	750	758	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	100	743	752	757	*	16%	30%	40%	*	44%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



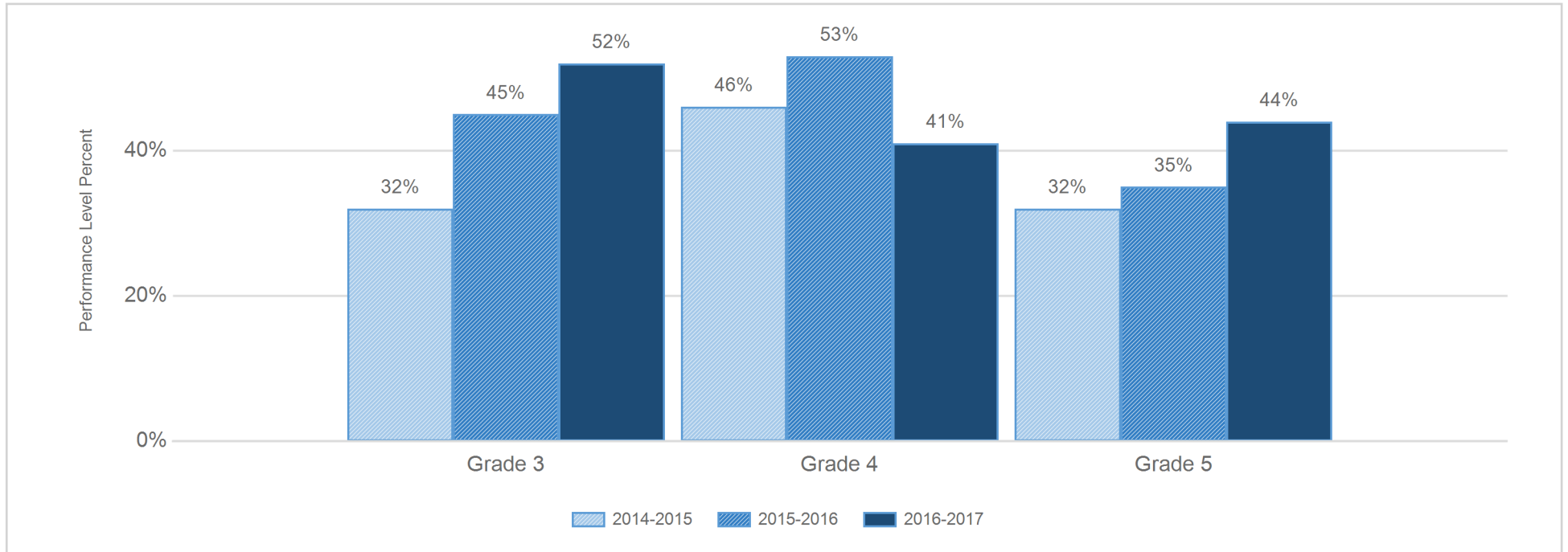
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**Grade Span PK-05**

**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	265	98.4	34.70	38.60	43.50	34.7	39.1	Met Target†
White	96	98.1	37.60	44.70	52.40	37.6	39.4	Met Target†
Hispanic	30	97.2	33.30	27.60	27.60	33.3	38.9	Met Target†
Black or African American	99	98.4	23.20	22.60	21.70	23.2	28.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	32	100.0	62.50	58.70	75.60	62.5	65.5	Met Target†
American Indian or Alaska Native	*	*	*	20.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	117	97.9	41.90	39.80	44.10	41.9		
Male	148	98.8	29.00	37.40	42.90	29		
Economically Disadvantaged Students	157	98.9	25.50	25.50	25.10	25.5	30.7	Met Target†
Non-Economically Disadvantaged Students	108	97.5	48.20	46.40	54.30	48.2		
Students with Disabilities	43	96.1	18.60	11.70	16.50	18.6	21	Met Target†
Students without Disabilities	222	98.8	37.90	44.50	48.80	37.9		
English Learners	10	100.0	60.00	27.90	23.30	60	**	**
Non-English Learners	255	98.3	33.70	38.90	45.20	33.7		
Homeless Students	12	100.0	25.00	25.00	16.40	25		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	745	748	751	*	15%	33%	37%	*	45%	53%
White	29	749	754	759	*	*	*	38%	*	48%	63%
Hispanic	10	737	735	738	*	*	*	*	0%	50%	37%
Black or African American	37	741	741	733	*	*	46%	*	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	752	751	751	*	*	33%	45%	*	55%	52%
Male	47	739	745	751	*	*	32%	30%	*	36%	53%
Economically Disadvantaged Students	50	742	*	736	*	*	*	28%	*	36%	34%
Non-Economically Disadvantaged Students	39	750	*	761	*	*	*	49%	*	56%	65%
Students with Disabilities	14	717	720	729	*	*	*	*	*	21%	29%
Students without Disabilities	75	751	755	755	*	*	*	*	*	49%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	89	745	*	753	*	15%	33%	37%	*	45%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	739	741	747	*	14%	45%	31%	*	32%	47%
White	37	744	746	755	*	*	54%	27%	*	32%	59%
Hispanic	12	742	734	734	*	*	*	*	0%	50%	30%
Black or African American	50	730	730	729	*	*	44%	24%	0%	24%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	742	743	747	*	*	42%	32%	*	36%	47%
Male	58	736	738	747	*	*	48%	29%	*	29%	48%
Economically Disadvantaged Students	71	735	732	732	*	*	51%	25%	*	25%	27%
Non-Economically Disadvantaged Students	40	746	747	757	*	*	35%	40%	*	45%	61%
Students with Disabilities	15	717	*	724	*	*	*	*	*	27%	22%
Students without Disabilities	96	742	*	751	*	*	*	*	*	33%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	111	739	741	749	*	14%	45%	31%	*	32%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	736	740	747	*	24%	41%	28%	*	29%	46%
White	39	739	744	754	*	28%	36%	33%	*	36%	57%
Hispanic	13	718	729	735	*	*	*	*	*	*	30%
Black or African American	31	730	730	729	*	36%	39%	*	0%	19%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	740	742	747	*	24%	41%	31%	*	33%	47%
Male	58	733	737	746	*	24%	41%	26%	*	26%	46%
Economically Disadvantaged Students	61	731	731	732	*	*	39%	23%	*	23%	27%
Non-Economically Disadvantaged Students	39	743	746	756	*	*	44%	36%	*	39%	59%
Students with Disabilities	16	716	715	725	*	*	*	*	*	*	19%
Students without Disabilities	84	740	744	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	100	736	740	748	*	24%	41%	28%	*	29%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



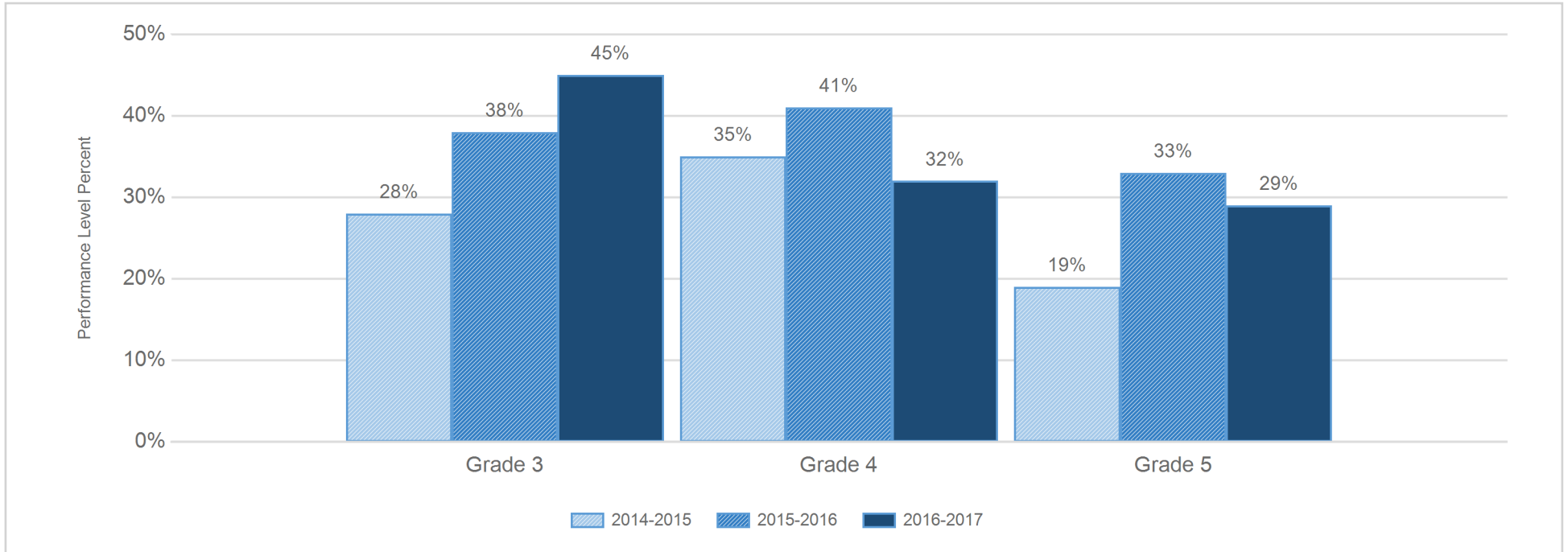
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**Mathematics Assessment – Performance Trends**

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
4	*	*
5	*	*

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

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

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



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

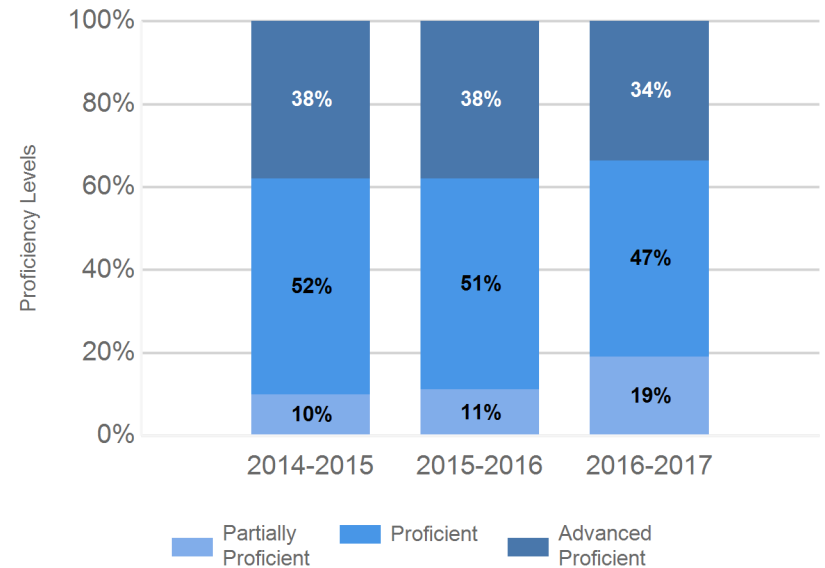
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	34%	47%	19%
White	44%	44%	13%
Hispanic	43%	36%	*
Black or African American	20%	55%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	24%	54%	22%
Students with Disabilities	19%	44%	38%
English Learners	*	*	*

**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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**Grade Span PK-05**

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	38	51	50	Not Met	43	49	50	Met Target
White	38	52	50	Not Met	41	50	52	Met Target
Hispanic	38	47	49	Not Met	44	43.5	47	Met Target
Black or African American	31.5	*	45	Not Met	44	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	Met Target	*	60	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	37.5	50	47	Not Met	42.5	45.5	46	Met Target
Students with Disabilities	38.5	46.5	41	Not Met	29	41	43	Not Met
English Learners	71	64	53	**	58	50	51	**

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



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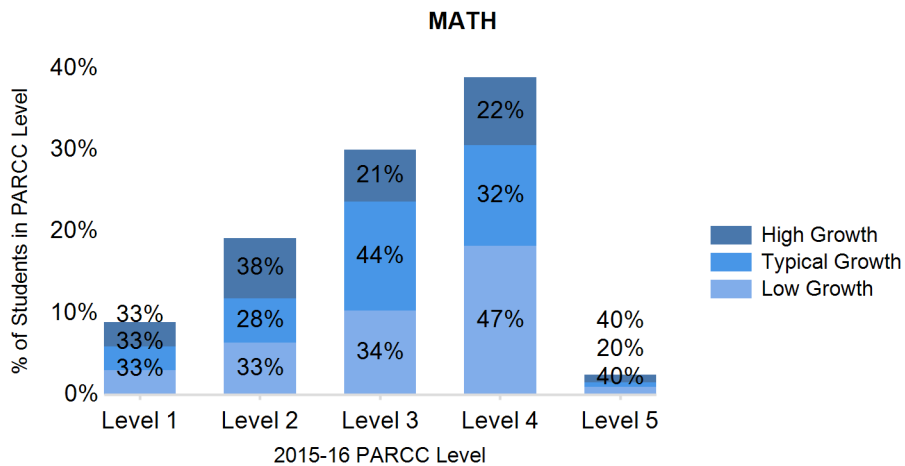
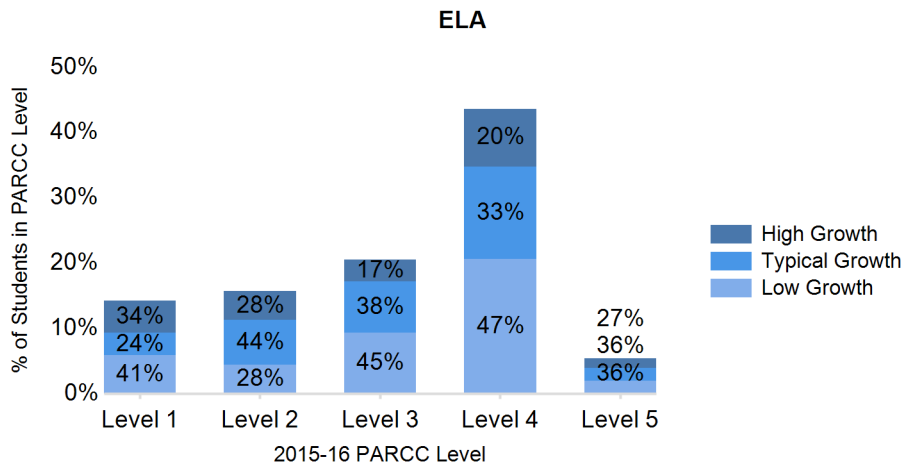
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

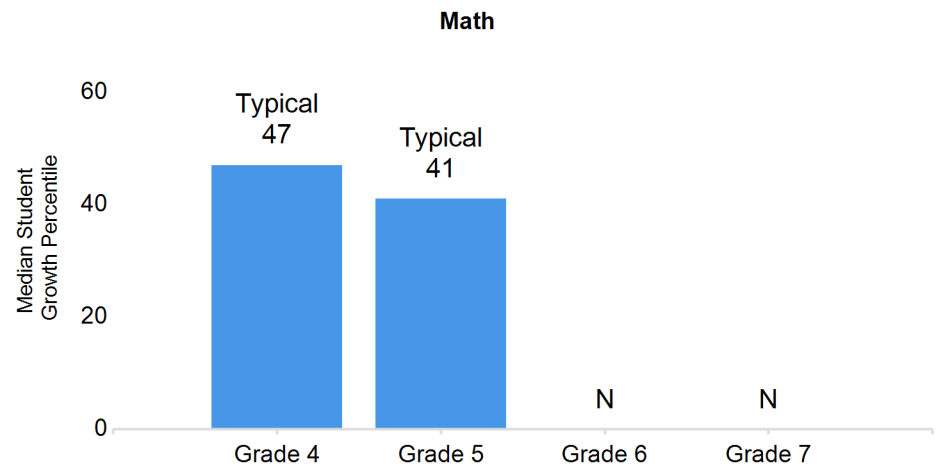
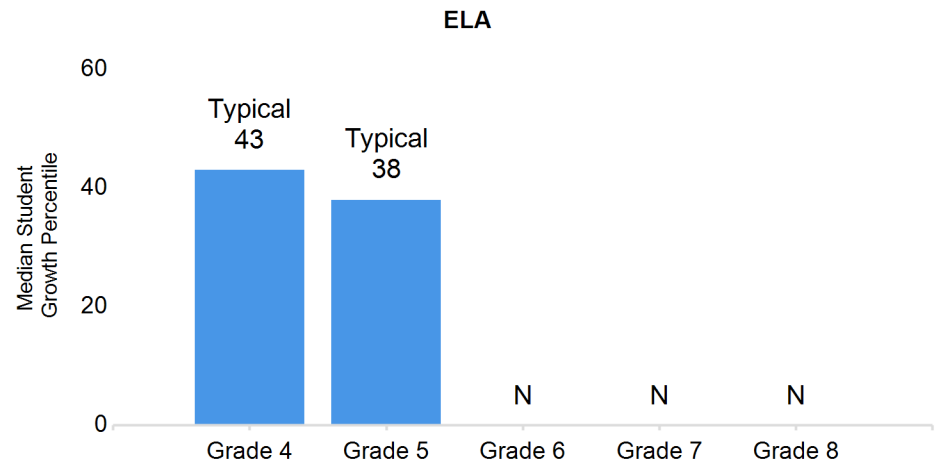
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

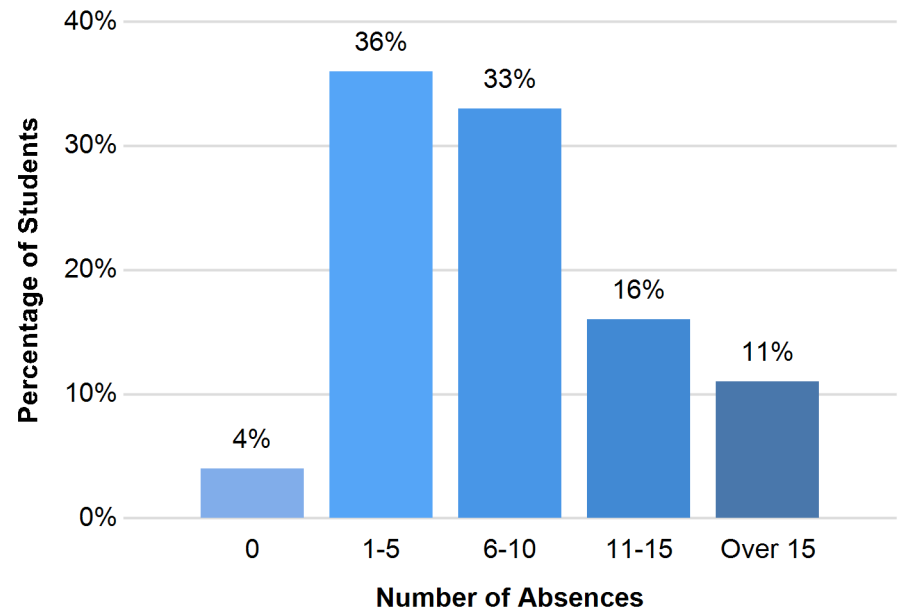
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	8.40	Not Met
White	7.00	8.40	Met Target
Hispanic	16.70	8.40	Not Met
Black or African American	8.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	16.50	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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





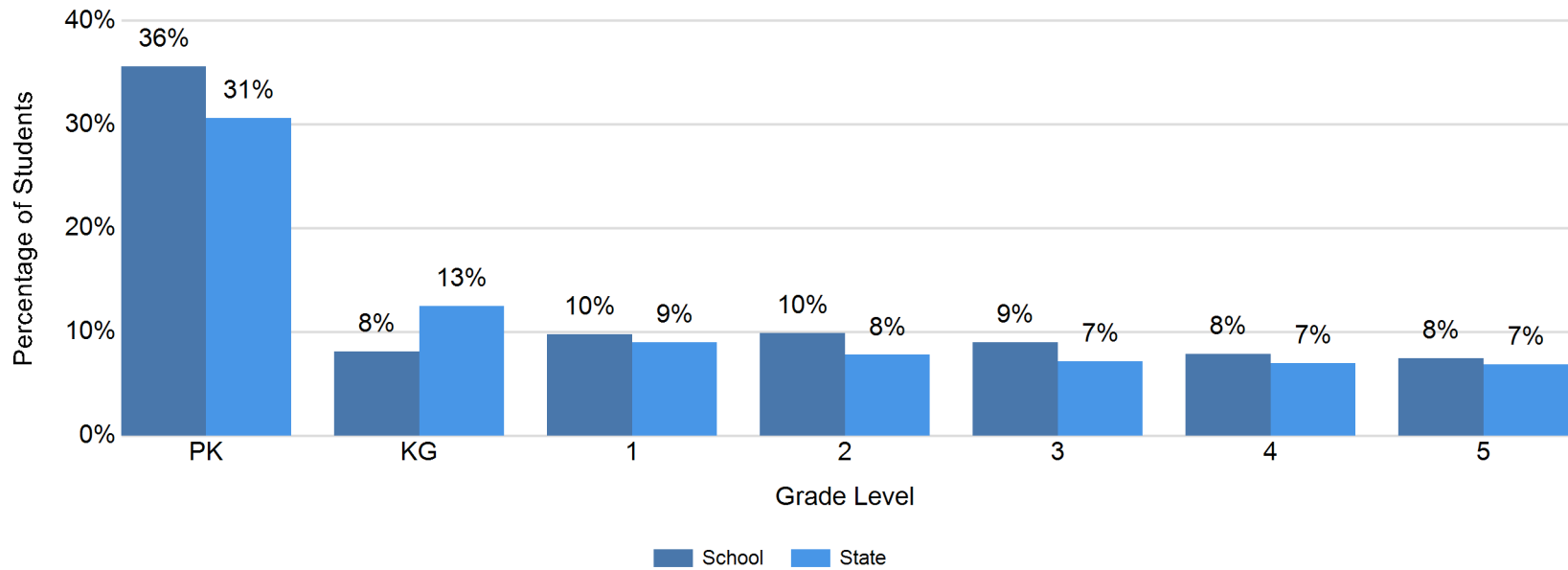
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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	8
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.19

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	10.3%
Out-of-School Suspensions	6.2%
Any Suspension	12.3%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.7:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	77%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	297:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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.

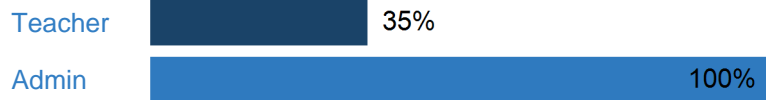
**Teachers and Administrators - Level of Education**

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	28.7	17.5%
Mathematics Proficiency	27.9	17.5%
English Language Arts Growth	10.4	25.0%
Mathematics Growth	23.5	25.0%
Chronic Absenteeism	29.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		22.9
<b>Summative Rating:</b> Percentile rank of Summative Score		12.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	22.9	11.9	Targeted	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	16.0	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	36.4	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	44.9	11.9	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	11.3	11.9	Targeted	Met Target	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.7	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	35.9	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Stubbs	<b>Email Address:</b>	<a href="mailto:astubbs@gloucestertownshipschools.org">astubbs@gloucestertownshipschools.org</a>
<b>Address:</b>	260 BLENHEIM ERIAL RD BLACKWOOD, NJ 08012	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)227-9510		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• New TCI Program initiated in 2017-18 for Science &amp; Social Studies</li> <li>• Blackwood has Chromebooks in each academic classroom K-5 with grades 3-5 on a 1:1 personal use daily</li> <li>• Blackwood is rich in its diversity. Diversity is celebrated with an annual Multi-Cultural Day Celebration.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>We believe that Blackwood Elementary School is an integral part of the community, and conscious of its needs. We encourage our children to contribute to its growth and maintenance. Therefore, every endeavor is made to provide our students with an environment that enables each one of them to reach their full potential emotionally, academically, aesthetically, and socially. We will encourage the development of responsibility and respect, to oneself and others.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We recognize the accomplishments of all students be it academically or socially. We offer the Blackwood Beaver, the weekly Character Counts award, our monthly teacher recognition, our Academic Achievers, Student of the Month, Star Students, we offer attendance awards for both students and teachers. We have been recognized for our student growth academically and continue to strive for excellence.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science &amp; Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs.</p>
 <p><b>Clubs and Activities:</b></p>	<p>After school offerings include 3 enrichment clubs in Art, STEAM, and Community Service. Extended programs offered to different grade levels include tutoring for Grades 1 to 5, and we also have a Summer Kids Reading Program. We have initiated a schoolwide reading program for this year.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers are provided with professional learning as organized by our SCIP Committee. Administration ensures that staff is provided with in school professional learning to support district initiatives. Data and Technology, Google Classroom, and Whole Brain Learning are just a few titles of our in- school workshops.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Child Study Team, Resource Room &amp; In-Class Support instruction, Speech, and Guidance Counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our students are offered a breakfast and lunch program at a reduced/free rate. We have a Health and Safety Committee to promote the health and well being of our students. the Nurse offers a screening for sight and hearing. We have utilized a county program that supports families in purchasing glasses. Students are offered physical education a open recess where students take advantage of ropes, balls, soccer nets, and basketball nets. Games are painted on the surfaced areas of the play area</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Blackwood School is supported by an outstanding home &amp; school organization called Parent Teacher Organization. The PTO has monthly meetings and is responsible for fund raising activities and develops projects that enhance the student's school expereince. Parents are also able to attend many school events such as Multi-Cultural Day, Field Day, Fun Day, Math Night, Literacy Night, Parents Night, and activities for American Education Week.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Teachers have been surveyed for their feedback on school climate and professional development. The survey is done every other year. We gathered helpful feedback regarding professional development and school procedures.</p>
 <p>Facilities:</p>	<p>Blackwood was built in 1958. An additional wing that was added has air conditioning. There is a library, two computer labs, a gymnasium, art and music rooms.</p>



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School Narrative

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Blackwood opens its doors at 8:25. Students have breakfast or organize for the day until 8:50 when instruction begins. Instruction ends at 2:45 and dismissal is at 2:50. The specials (Art, Music, Library, Spanish, PE, and Computers) are on a six day cycle. School safety drills are conducted twice a month this includes fire, bomb and intruder drills. A police officer is present at all drills for feedback purposes. We have smartboards in grades two, four, and five. Chromebooks are 1:1 in grades three through five. Grades K-2 also have chromebooks in each room. Communication is strong there is a calendar on the school website with all activities for the entire year, a monthly list of activities is emailed to all parents, a weekly phone call goes out every Sunday evening, teachers email by class daily or at the least weekly. There is a preschool program at Blackwood. There are two classrooms that conduct two three hour sessions daily.



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](mailto: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	204	185	219
7	213	205	173
8	230	217	209
Ungraded	34	32	33
<b>Total</b>	<b>681</b>	<b>639</b>	<b>634</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	56%	57%	59%
Students with Disabilities	23%	22%	22%
English Learners	3%	3%	3%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	41.8%
Black or African American	31.2%
Hispanic	12.9%
Asian	8.5%
Native Hawaiian or Pacific Islander	0.9%
American Indian or Alaska Native	0.2%
<i>Two or More Races</i>	4.4%

### Enrollment by Home Language

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

Home Language	% of Students
English	91.8%
Spanish	3.2%
Bengali	1.3%
<i>Other</i>	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	567	98.5	45.70	50.50	54.90	45.7	30.2	Met Target
White	247	96.8	52.30	55.60	63.90	52.3	33.6	Met Target
Hispanic	73	100.0	39.70	39.00	39.80	39.7	19.6	Met Target
Black or African American	165	99.5	32.80	37.80	35.20	32.8	23.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	55	100.0	60.00	64.80	80.70	60	50.6	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	52.00	54.90	53.9	24.6	Met Target
Female	267	98.1	56.20	59.80	62.20	56.2		
Male	300	98.8	36.40	41.60	48.10	36.4		
Economically Disadvantaged Students	317	98.7	33.80	36.30	36.20	33.8	24	Met Target
Non-Economically Disadvantaged Students	250	98.1	60.80	59.00	65.80	60.8		
Students with Disabilities	132	96.8	*	13.10	20.50	*	8.7	Met Target†
Students without Disabilities	435	99.0	*	58.80	61.90	*		
English Learners	25	100.0	20.00	27.90	25.20	20	N	N
Non-English Learners	542	98.4	46.90	51.00	57.40	46.9		
Homeless Students	14	90.9	28.50	47.30	26.40	28		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	227	743	745	752	13%	16%	27%	34%	9%	43%	54%
White	96	744	747	758	*	15%	27%	38%	*	46%	63%
Hispanic	29	742	737	740	*	*	*	41%	*	45%	38%
Black or African American	66	733	737	736	*	30%	24%	24%	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	25	759	*	776	*	*	*	*	*	56%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	11	753	748	753	*	0%	*	*	*	64%	56%
Female	106	748	751	758	*	14%	21%	38%	*	52%	61%
Male	121	738	739	746	*	18%	33%	31%	*	36%	46%
Economically Disadvantaged Students	132	735	734	737	*	*	33%	27%	*	31%	34%
Non-Economically Disadvantaged Students	95	753	751	761	*	*	19%	45%	*	60%	65%
Students with Disabilities	55	708	711	722	*	*	*	*	*	*	17%
Students without Disabilities	172	754	752	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	185	740	745	756	15%	21%	24%	29%	10%	40%	59%
White	78	751	751	764	*	*	19%	35%	21%	55%	69%
Hispanic	27	726	731	742	*	37%	*	*	0%	22%	44%
Black or African American	57	729	734	737	*	26%	30%	23%	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	13	746	759	784	*	*	*	*	0%	46%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	95	747	754	764	*	19%	25%	30%	*	44%	68%
Male	90	732	736	749	*	23%	23%	29%	*	34%	51%
Economically Disadvantaged Students	105	731	734	739	*	*	27%	21%	*	28%	40%
Non-Economically Disadvantaged Students	80	751	751	766	*	*	21%	40%	*	55%	70%
Students with Disabilities	43	704	705	719	*	*	*	*	*	*	19%
Students without Disabilities	142	751	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	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	216	748	747	757	11%	14%	25%	39%	11%	50%	59%
White	88	752	754	764	*	13%	21%	49%	*	59%	68%
Hispanic	26	738	737	742	*	*	*	39%	*	42%	44%
Black or African American	73	739	731	738	18%	*	30%	27%	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	20	774	*	786	0%	*	*	*	*	75%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	100	759	757	766	*	*	22%	48%	*	64%	68%
Male	116	738	739	749	*	*	28%	32%	*	38%	50%
Economically Disadvantaged Students	126	738	733	739	*	*	28%	36%	*	40%	40%
Non-Economically Disadvantaged Students	90	762	756	766	*	*	21%	44%	*	64%	69%
Students with Disabilities	40	705	707	718	*	*	*	*	*	10%	18%
Students without Disabilities	176	757	756	764	*	*	*	*	*	59%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

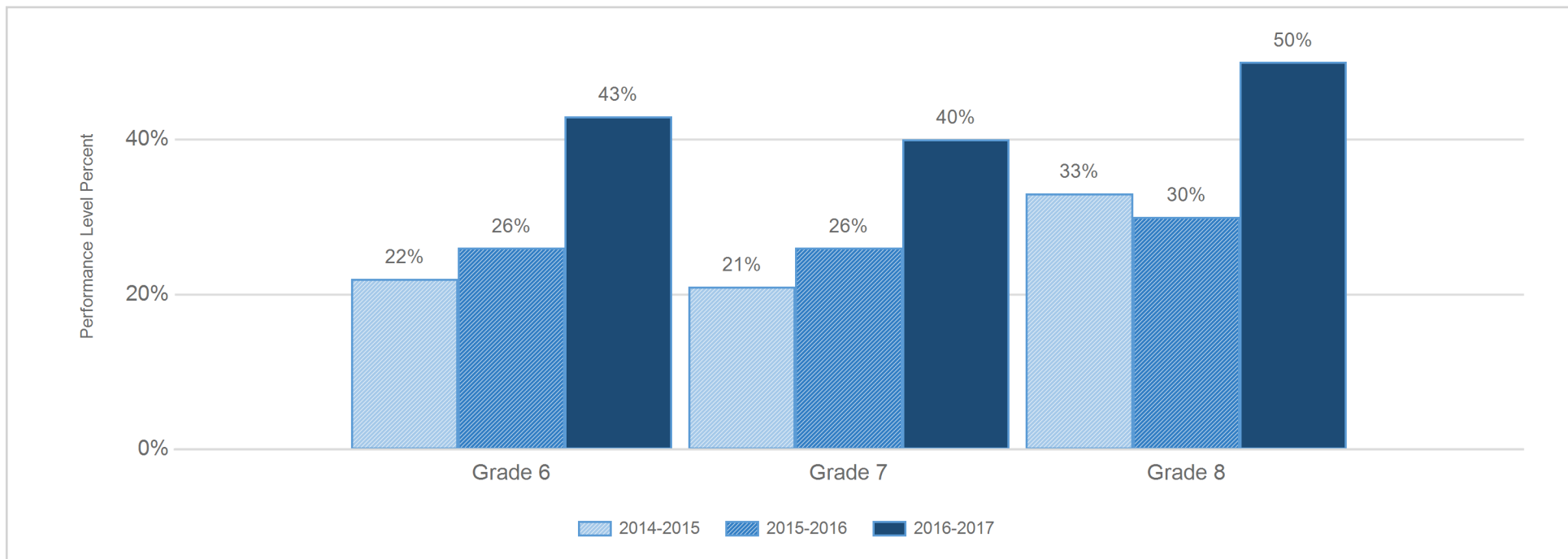


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	567	98.6	28.40	38.60	43.50	28.4	25.4	Met Target
White	247	97.1	34.00	44.70	52.40	34	27.8	Met Target
Hispanic	73	100.0	21.90	27.60	27.60	21.9	14.8	Met Target
Black or African American	165	99.5	16.40	22.60	21.70	16.4	17.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	55	100.0	47.20	58.70	75.60	47.2	48.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	33.30	44.90	30.8	32.9	Met Target†
Female	268	98.4	30.90	39.80	44.10	30.9		
Male	299	98.8	26.10	37.40	42.90	26.1		
Economically Disadvantaged Students	316	98.7	18.30	25.50	25.10	18.3	18.3	Met Target
Non-Economically Disadvantaged Students	251	98.5	41.10	46.40	54.30	41.1		
Students with Disabilities	132	97.4	*	11.70	16.50	*	6.8	Met Target†
Students without Disabilities	435	99.0	*	44.50	48.80	*		
English Learners	25	100.0	20.00	27.90	23.30	20	22	Met Target†
Non-English Learners	542	98.6	28.80	38.90	45.20	28.8		
Homeless Students	14	90.9	28.60	25.00	16.40	28		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	229	732	736	743	13%	30%	28%	25%	4%	29%	44%
White	96	735	741	751	*	24%	32%	28%	*	32%	54%
Hispanic	29	728	723	731	*	*	38%	*	0%	21%	27%
Black or African American	66	725	*	724	*	42%	21%	20%	*	21%	20%
Asian, Native Hawaiian, or Pacific Islander	27	745	*	771	*	*	*	*	*	44%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	11	733	*	745	*	*	*	*	0%	27%	46%
Female	107	735	739	745	*	30%	27%	24%	*	32%	45%
Male	122	730	734	742	*	30%	30%	25%	*	26%	43%
Economically Disadvantaged Students	134	725	725	728	*	35%	27%	19%	*	20%	24%
Non-Economically Disadvantaged Students	95	744	743	752	*	23%	31%	33%	*	41%	56%
Students with Disabilities	55	711	707	717	*	*	*	*	*	*	13%
Students without Disabilities	174	739	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance 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	186	730	735	741	*	27%	32%	25%	*	26%	40%
White	79	738	740	748	*	19%	27%	41%	*	43%	49%
Hispanic	27	719	721	730	*	*	*	*	0%	11%	23%
Black or African American	57	720	724	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	749	755	764	0%	*	*	*	*	39%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	10	725	*	740	*	*	*	*	0%	20%	39%
Female	96	731	737	743	*	24%	37%	23%	*	25%	41%
Male	90	728	733	740	*	30%	27%	27%	*	28%	38%
Economically Disadvantaged Students	105	725	727	729	*	30%	35%	*	*	16%	22%
Non-Economically Disadvantaged Students	81	736	740	749	*	24%	27%	*	*	40%	50%
Students with Disabilities	44	703	707	716	*	*	*	*	*	*	11%
Students without Disabilities	142	738	741	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	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	166	722	728	728	22%	30%	33%	15%	0%	15%	28%
White	63	728	735	736	18%	27%	37%	19%	0%	19%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	60	712	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	732	739	747	0%	*	*	*	0%	10%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	69	727	730	730	15%	28%	41%	17%	0%	17%	30%
Male	97	718	727	725	28%	32%	28%	12%	0%	12%	26%
Economically Disadvantaged Students	109	717	719	719	*	33%	28%	11%	*	11%	19%
Non-Economically Disadvantaged Students	57	732	736	734	*	25%	42%	21%	*	21%	34%
Students with Disabilities	39	701	703	705	*	*	*	*	*	*	*
Students without Disabilities	127	728	735	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	51	759	773	743	*	*	33%	65%	*	67%	42%
White	25	754	775	751	0%	0%	44%	56%	0%	56%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	13	754	760	724	0%	0%	*	*	0%	69%	19%
Asian, Native Hawaiian, or Pacific Islander	10	779	777	774	0%	0%	*	*	*	90%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	32	757	768	744	*	*	*	56%	*	59%	43%
Male	19	762	781	741	*	*	*	79%	*	79%	40%
Economically Disadvantaged Students	18	759	761	727	*	*	*	*	*	56%	23%
Non-Economically Disadvantaged Students	33	759	776	751	*	*	*	*	*	73%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	51	759	773	745	*	*	33%	65%	*	67%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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%

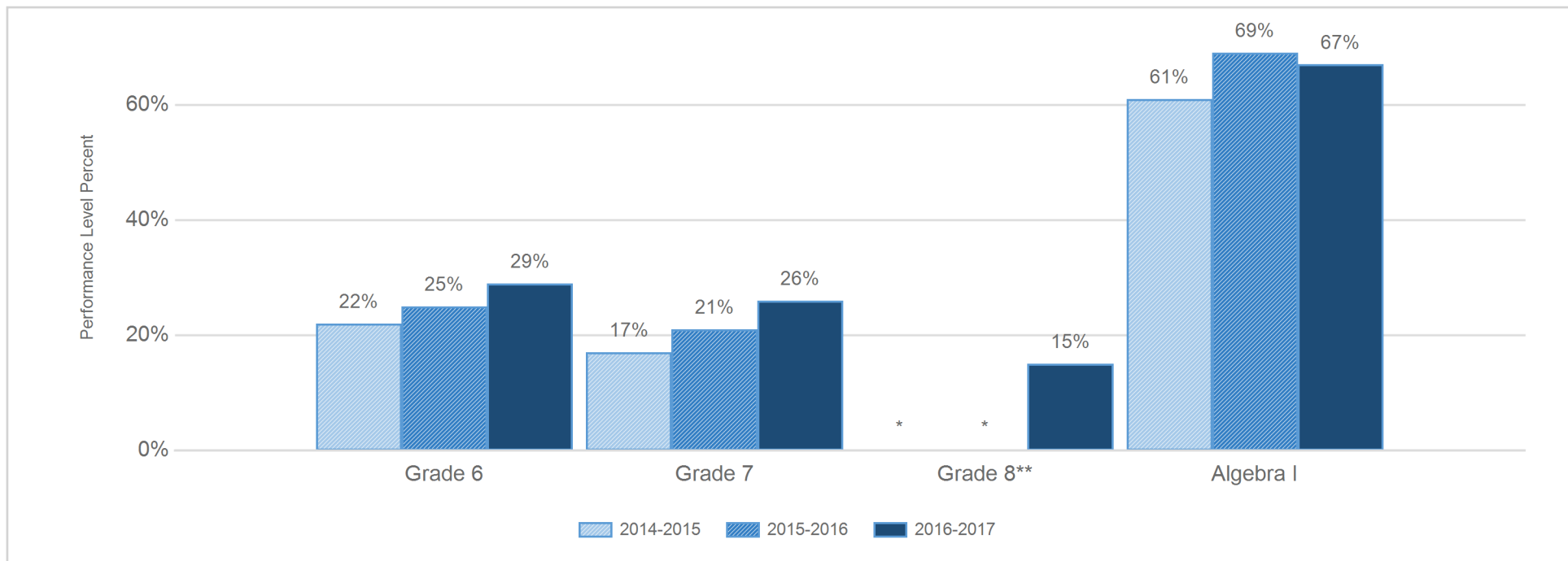


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**Mathematics Assessment – Performance Trends**

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.

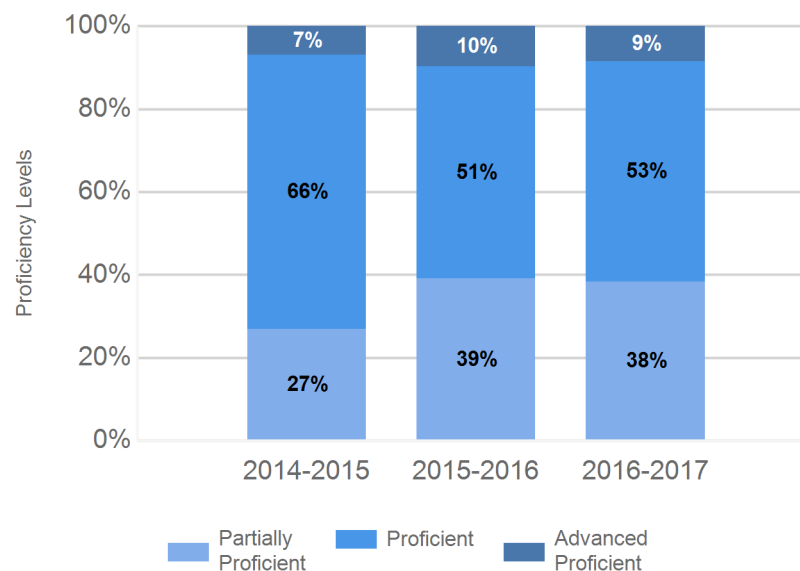
### NJASK Science Assessment Performance: Grade 8

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	9%	53%	38%
White	9%	62%	29%
Hispanic	8%	58%	33%
Black or African American	5%	37%	58%
Asian, Native Hawaiian, or Pacific Islander	22%	*	17%
American Indian or Alaska Native	N	N	*
Two or More Races	N	*	*
Economically Disadvantaged Students	6%	45%	49%
Students with Disabilities	3%	11%	87%
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	60	51	50	Exceeds Target	49	49	50	Met Target
White	61	52	50	Exceeds Target	47	50	52	Met Target
Hispanic	54	47	49	Met Target	45.5	43.5	47	Met Target
Black or African American	58	*	45	Met Target	52	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	68	63	60	Exceeds Target	58	60	59	Met Target
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	*	*	51	Exceeds Target	44	*	52	**
Economically Disadvantaged	61	50	47	Exceeds Target	44	45.5	46	Met Target
Students with Disabilities	49	46.5	41	Met Target	51.5	41	43	Met Target
English Learners	72	64	53	Exceeds Target	47	50	51	**

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



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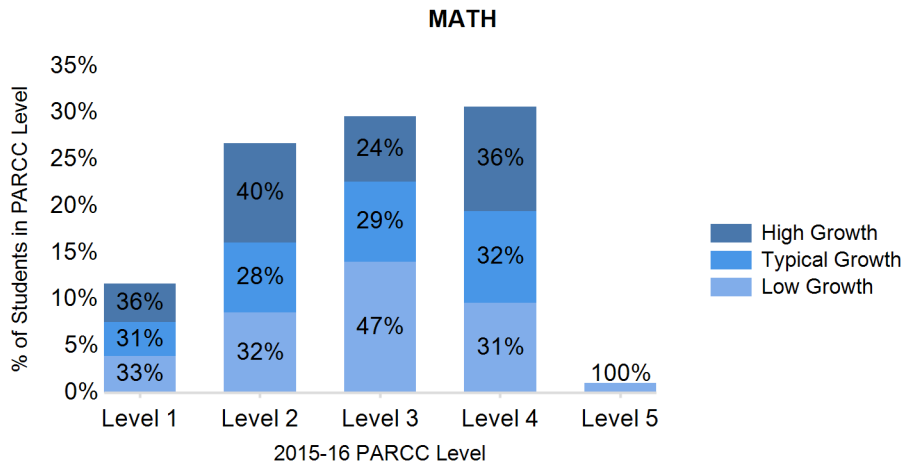
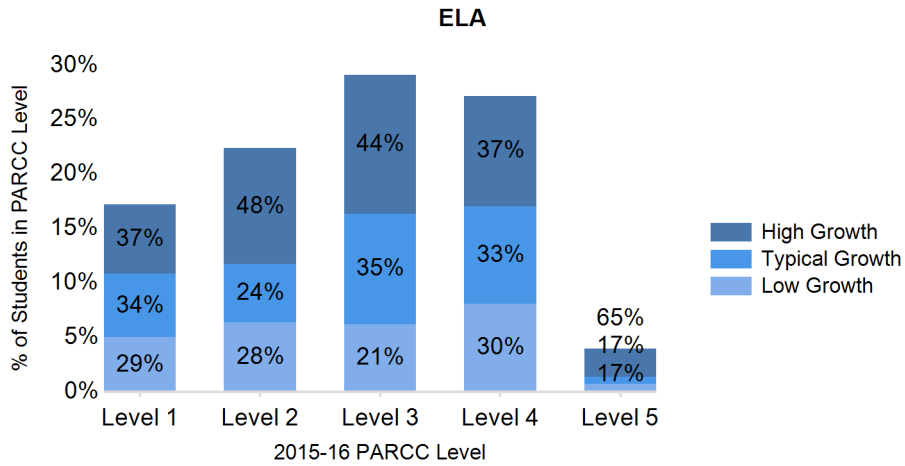
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

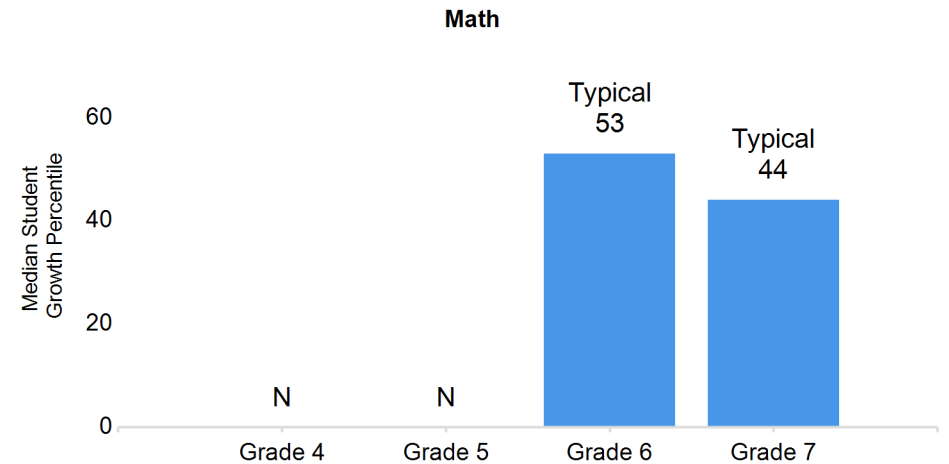
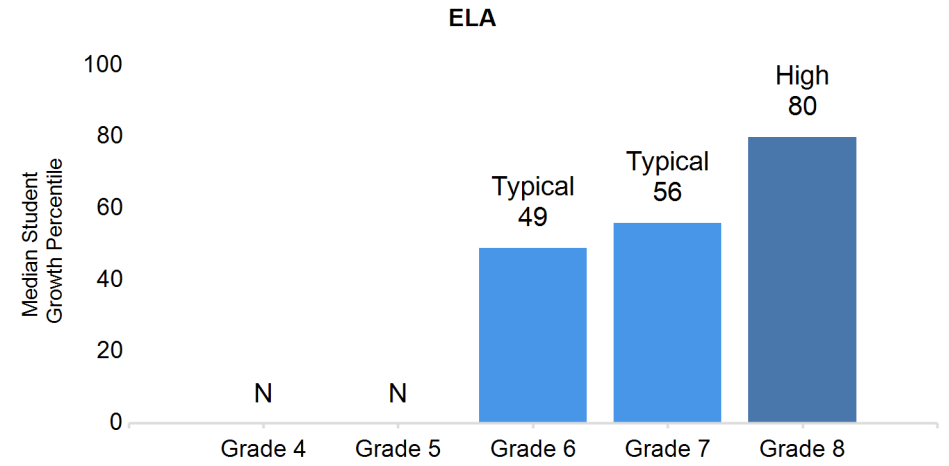
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows 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	234
7	0	0	186
8	52	0	165
Schoolwide	52	0	585

### 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	233	0	0	0	0	0	0
7	182	0	0	0	0	0	0
8	215	0	0	0	0	0	0
Schoolwide	630	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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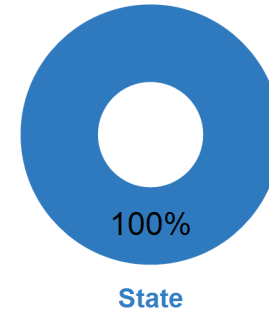
**Grade Span 06-08**

**Visual and Performing Arts – Course Participation**

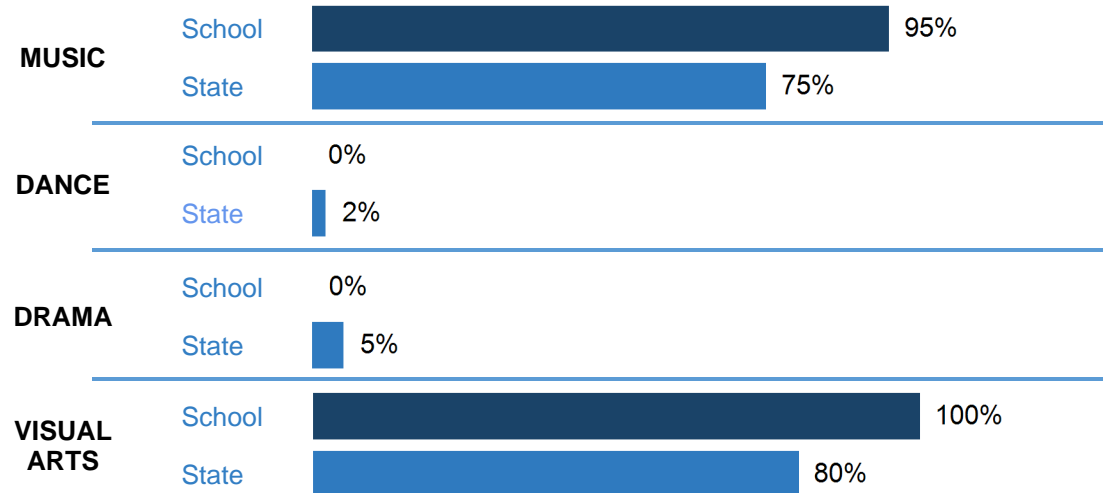
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

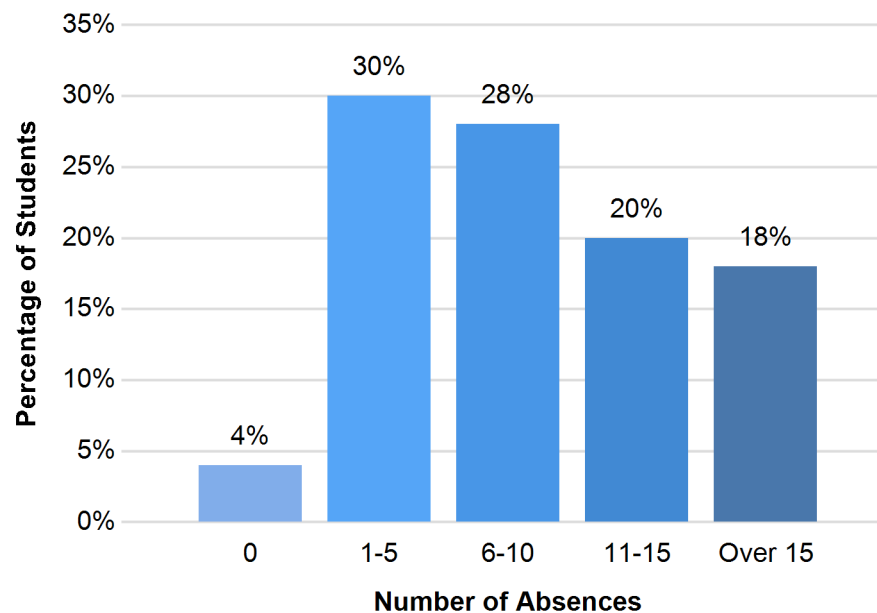
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.50	8.70	Not Met
White	15.60	8.70	Not Met
Hispanic	18.30	8.70	Not Met
Black or African American	13.00	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	6.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	20.70	8.70	Not Met
Economically Disadvantaged Students	19.70	8.70	Not Met
Students with Disabilities	22.70	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.





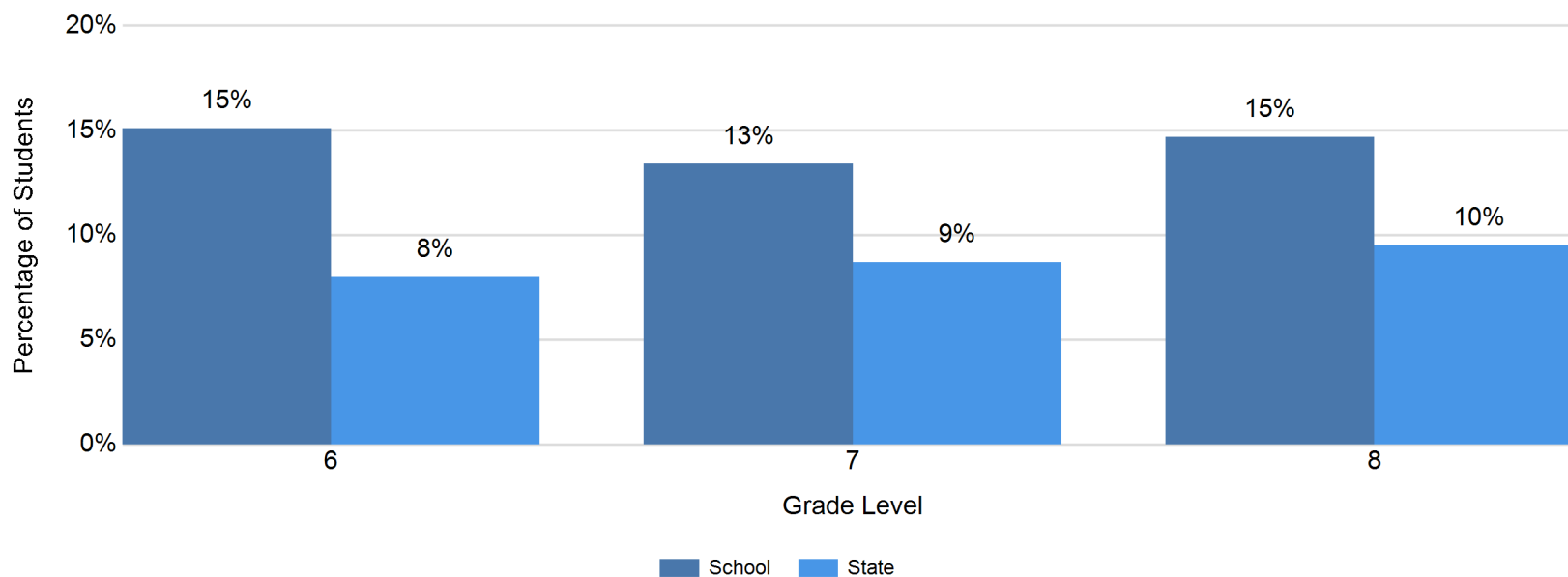
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### Chronic Absenteeism by Grade

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	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	7
Vandalism	3
Weapons	5
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.52

### 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	8.2%
Out-of-School Suspensions	11.5%
Any Suspension	14.2%

### 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	1:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

### 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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	61	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.0	10.5
Teachers in district for 4 or more years	82%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	317:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	25.4	17.5%
Mathematics Proficiency	14.3	17.5%
English Language Arts Growth	84.2	25.0%
Mathematics Growth	48.1	25.0%
Chronic Absenteeism	9.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.5
<b>Summative Rating:</b> Percentile rank of Summative Score		36.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.5	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	33.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	41.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	60.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	33.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	49.8	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	**	No
Economically Disadvantaged Students	44.5	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	44.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	45.2	11.9	No	N	Met Target†	**	Exceeds Target	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Otten	<b>Email Address:</b>	<a href="mailto:totten@gloucestertownshipschools.org">totten@gloucestertownshipschools.org</a>
<b>Address:</b>	875 ERIAL ROAD BLACKWOOD, NJ 08012	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)227-8400		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• CWL has over 20 after school clubs and activities</li> <li>• CWL has 9 sports for boys and girls to choose from as well as intramurals</li> <li>• CWL has a culturally rich and diverse student population that learns in a safe and nurturing educational environment.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Lewis Way" is founded upon providing a safe, nurturing environment that supports and celebrates students during the adolescent process. Through high expectations, it drives them to develop the academic, social and emotional skills necessary to be successful, productive citizens in today's world.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Academic achievement is recognized through our membership in National Junior Honor Society. C.W. Lewis is an active participant in the national student recognition program called Renaissance. This program encourages student academic achievement, good attendance and conduct, and participation in school activities and projects. Glen Landing has a "Shining Star" and "Student of the Month" program to foster and encourage good citizenship and positive peer relationships.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>C.W. Lewis has excellent core programs in English Language Arts, Mathematics, Social Studies and Science. The school also offers an excellent physical education and an exploratory cycle that includes fine arts and related arts. The fine arts courses include cultural and perceptual arts, music appreciation, and world languages. The related arts courses include computer literacy and related technology.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>C.W. Lewis provides a broad range of interscholastic athletic opportunities including soccer, basketball, track, baseball, softball, field hockey, wrestling, cross country, and cheerleading.</p>
 <p><b>Clubs and Activities:</b></p>	<p>C.W. Lewis offers many clubs and extra-curricular opportunities. All students are eligible to participate in the national educational enrichment program, Renaissance, as well as the National Junior Honor Society. Students can also choose to participate in a number of clubs after school: Art, Choir, Band, Computer Coding, Pre-Engineering, Newspaper, Intramural sports, Games Club, Mathletics, Computer Club, Yearbook, Video Club, Drama, Green Team, Young Men of America, Lucky Club, and Robot Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>C.W. Lewis also has after school interventions to address the needs of the students such as Math Tutoring, ELA Tutoring, Homework Club, Catch-Up Club, Organization Club, ELL Tutoring, and Math Masters. These after school programs are run by certified staff designed to target specific weaknesses in smaller groups.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The staff at C.W. Lewis participates in regular Professional Learning Communities (PLCs) based on their department. There are full and early dismissal in-service days designed to better plan for and meet student achievement goals. Staff also participates in monthly after school meetings as well as after school department meetings throughout the school year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The administration and staff at the C.W. Lewis Middle School are dedicated to meeting the social, emotional and academic needs of all students. Lewis uses a team approach to determine the level and type of service needed. These include services for students including the gifted and talented, individualized educational programs for students with disabilities, 504 accommodations, English Language Learner supports and an intervention program for at-risk students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>C.W. Lewis has a Student Safety Committee designed to create a safe climate conducive to learning and healthy student development. Additionally, C.W. Lewis participates in the school breakfast and lunch programs with students having a physical education program that stresses, fitness, healthy choices and good social skills.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>C.W. Lewis enjoys good support from the parents and community. At Lewis, there is an active PTO in support of parent involvement in the school. The Title 1 Stakeholder Team oversees the implementation of the Title 1 plan which incorporates parent and community involvement. Additionally, parents have the opportunity to visit during orientation, Back To School Night, American Education Week, parent-teacher conferences, and other school functions.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>The survey for parents and teachers is conducted in order to have an insight into the perspective of the Lewis stakeholder with regard to climate and safety.</p>
 <p>Facilities:</p>	<p>C.W. Lewis is the original middle school in Gloucester Township. It is over 50 years old but the facilities staff has kept the school looking great providing a great climate for learning and student 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.

C.W. Lewis has had a tremendous technology initiative in recent years where students have been assigned a Chromebook to use in class and at home. Additionally, Math and Language Arts classrooms have Smartboards that aid in interactivity in the curriculum for teachers and students. Staff and students worked very hard in the 2016-17 school year and this resulted in improvements in standardized test scores. We are proud of these achievements and look forward to many more in the year to come as we pilot new English Language Arts materials, adjust block instruction in Mathematics to better meet individual student needs, and implement new curriculum in Science and Social Studies . The future looks bright at C.W. Lewis.



Other Information:



CHEWS ELEMENTARY SCHOOL  
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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](mailto:reportcard@doe.state.nj.us)



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**Grade Span PK-05**

**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
PK	0	15	14
KG	80	81	95
1	102	88	89
2	95	99	87
3	114	103	102
4	125	116	105
5	132	127	121
Ungraded	50	47	52
<b>Total</b>	<b>698</b>	<b>676</b>	<b>665</b>

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	47%
Male	52%	54%	54%
Economically Disadvantaged Students	29%	28%	28%
Students with Disabilities	18%	19%	22%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	71.7%
Black or African American	13.1%
Hispanic	8.9%
Asian	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.1%

**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.

**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.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	15	14
PK - Full Day	0	0	0
KG - Half Day	80	0	0
KG - Full Day	0	81	95

Home Language	% of Students
English	99.5%
<i>Other</i>	0.5%



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**Grade Span PK-05**

**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	303	98.2	51.20	50.50	54.90	51.2	47	Met Target
White	224	98.8	53.20	55.60	63.90	53.2	51.3	Met Target
Hispanic	23	93.5	47.80	39.00	39.80	47.8	N	N
Black or African American	34	97.7	35.30	37.80	35.20	35.3	24	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	17	100.0	58.90	52.00	54.90	58.9	N	N
Female	147	98.8	59.20	59.80	62.20	59.2		
Male	156	97.7	43.60	41.60	48.10	43.6		
Economically Disadvantaged Students	81	99.0	37.10	36.30	36.20	37.1	33.5	Met Target
Non-Economically Disadvantaged Students	222	97.9	56.30	59.00	65.80	56.3		
Students with Disabilities	59	95.5	11.90	13.10	20.50	11.9	12.8	Met Target†
Students without Disabilities	244	98.9	60.70	58.80	61.90	60.7		
English Learners	N	N	N	27.90	25.20	N	**	**
Non-English Learners	303	98.2	51.20	51.00	57.40	51.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	747	747	749	13%	*	26%	44%	*	50%	50%
White	71	749	752	759	*	*	28%	45%	*	49%	61%
Hispanic	13	753	732	734	*	0%	*	*	*	62%	35%
Black or African American	14	724	738	731	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	755	753	754	*	*	22%	47%	*	57%	55%
Male	58	740	741	745	*	*	29%	41%	*	43%	46%
Economically Disadvantaged Students	37	737	*	731	*	*	27%	43%	*	43%	31%
Non-Economically Disadvantaged Students	70	752	*	762	*	*	26%	44%	*	53%	63%
Students with Disabilities	25	712	712	720	*	*	*	*	*	16%	24%
Students without Disabilities	82	757	755	755	*	*	*	*	*	60%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	107	747	*	752	13%	*	26%	44%	*	50%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	105	749	748	753	*	11%	31%	42%	*	51%	56%
White	78	753	754	762	*	*	31%	44%	*	55%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	12	736	736	737	*	*	*	*	0%	33%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	52	759	755	758	*	*	29%	48%	*	62%	61%
Male	53	739	740	749	*	*	32%	36%	*	42%	51%
Economically Disadvantaged Students	30	740	737	737	*	*	37%	33%	*	37%	36%
Non-Economically Disadvantaged Students	75	753	755	764	*	*	28%	45%	*	57%	69%
Students with Disabilities	20	716	*	725	*	*	*	*	0%	15%	25%
Students without Disabilities	85	757	*	759	*	*	*	*	12%	60%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	105	749	748	755	*	11%	31%	42%	*	51%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	122	750	751	756	*	13%	25%	49%	*	54%	59%
White	88	751	755	763	*	*	25%	53%	*	58%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	17	741	741	740	*	*	*	*	0%	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	61	756	759	761	*	*	21%	57%	*	66%	66%
Male	61	743	744	750	*	*	28%	41%	*	43%	53%
Economically Disadvantaged Students	29	742	741	740	*	*	*	38%	*	41%	40%
Non-Economically Disadvantaged Students	93	752	759	765	*	*	*	53%	*	58%	71%
Students with Disabilities	18	708	714	725	*	*	*	*	*	*	22%
Students without Disabilities	104	757	758	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	122	750	752	757	*	13%	25%	49%	*	54%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



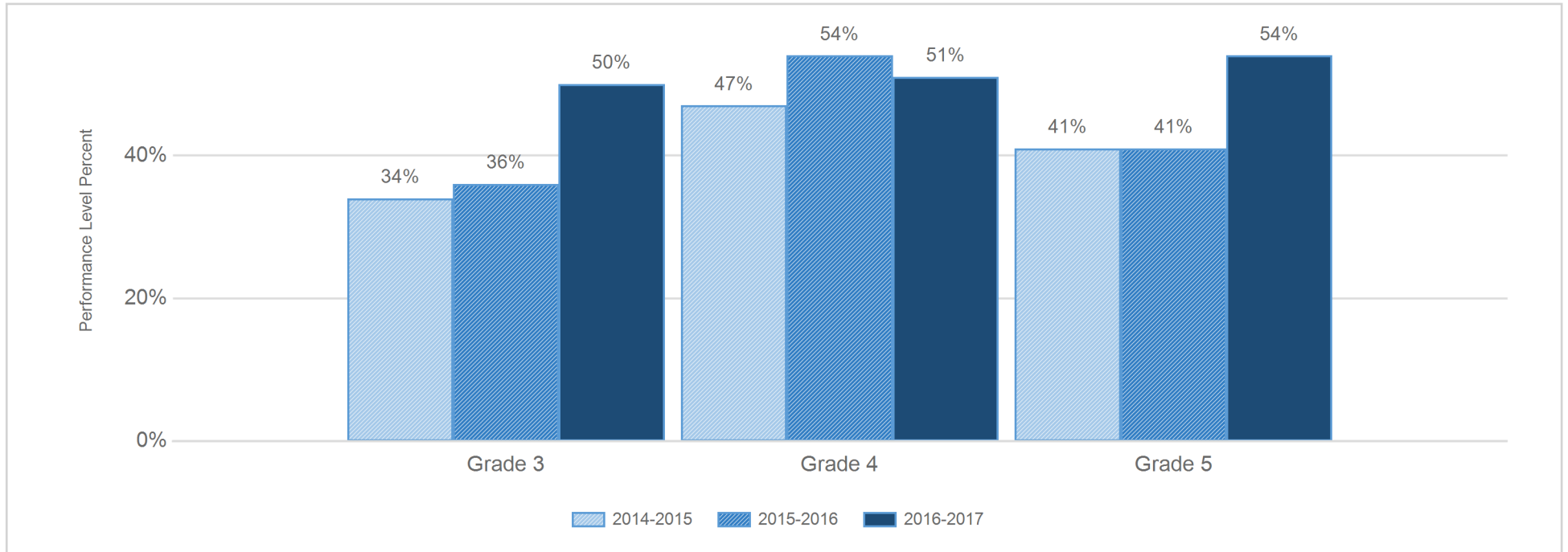
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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Grade Span PK-05**

**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	303	98.2	39.30	38.60	43.50	39.3	38.1	Met Target
White	224	98.8	42.80	44.70	52.40	42.8	43.6	Met Target†
Hispanic	23	93.5	34.70	27.60	27.60	34.7	N	N
Black or African American	34	97.7	17.60	22.60	21.70	17.6	11.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	20.00	42.50	N	**	**
Two or More Races	17	100.0	29.40	33.30	44.90	29.4	N	N
Female	147	98.8	38.80	39.80	44.10	38.8		
Male	156	97.7	39.70	37.40	42.90	39.7		
Economically Disadvantaged Students	81	99.0	27.20	25.50	25.10	27.2	22	Met Target
Non-Economically Disadvantaged Students	222	97.9	43.70	46.40	54.30	43.7		
Students with Disabilities	59	95.5	15.30	11.70	16.50	15.3	11	Met Target
Students without Disabilities	244	98.9	45.10	44.50	48.80	45.1		
English Learners	N	N	N	27.90	23.30	N	**	**
Non-English Learners	303	98.2	39.30	38.90	45.20	39.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Grade Span PK-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	749	748	751	10%	*	26%	46%	*	55%	53%
White	71	753	754	759	*	*	27%	48%	*	58%	63%
Hispanic	13	750	735	738	*	*	*	*	*	62%	37%
Black or African American	14	728	741	733	*	0%	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	751	751	751	*	*	35%	43%	*	53%	52%
Male	58	748	745	751	*	*	19%	48%	*	57%	53%
Economically Disadvantaged Students	37	740	*	736	*	*	*	38%	*	46%	34%
Non-Economically Disadvantaged Students	70	754	*	761	*	*	*	50%	*	60%	65%
Students with Disabilities	25	724	720	729	*	*	*	*	*	24%	29%
Students without Disabilities	82	757	755	755	*	*	*	*	*	65%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	107	749	*	753	10%	*	26%	46%	*	55%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Grade Span PK-05**

**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	105	739	741	747	*	19%	37%	31%	*	33%	47%
White	78	744	746	755	*	21%	33%	37%	*	40%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	12	729	730	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	52	743	743	747	*	*	42%	33%	*	35%	47%
Male	53	736	738	747	*	*	32%	30%	*	32%	48%
Economically Disadvantaged Students	30	730	732	732	*	*	43%	*	*	13%	27%
Non-Economically Disadvantaged Students	75	743	747	757	*	*	35%	*	*	41%	61%
Students with Disabilities	20	719	*	724	*	*	*	*	*	15%	22%
Students without Disabilities	85	744	*	751	*	*	*	*	*	38%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	105	739	741	749	*	19%	37%	31%	*	33%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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



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**Grade Span PK-05**

**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	122	735	740	747	*	22%	37%	27%	*	30%	46%
White	88	738	744	754	*	19%	36%	31%	*	34%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	17	724	730	729	*	*	*	*	0%	12%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	61	736	742	747	*	20%	38%	33%	*	33%	47%
Male	61	733	737	746	*	25%	36%	21%	*	26%	46%
Economically Disadvantaged Students	29	724	731	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	93	738	746	756	*	*	*	*	*	31%	59%
Students with Disabilities	18	706	715	725	*	*	*	*	*	*	19%
Students without Disabilities	104	740	744	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	122	735	740	748	*	22%	37%	27%	*	30%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



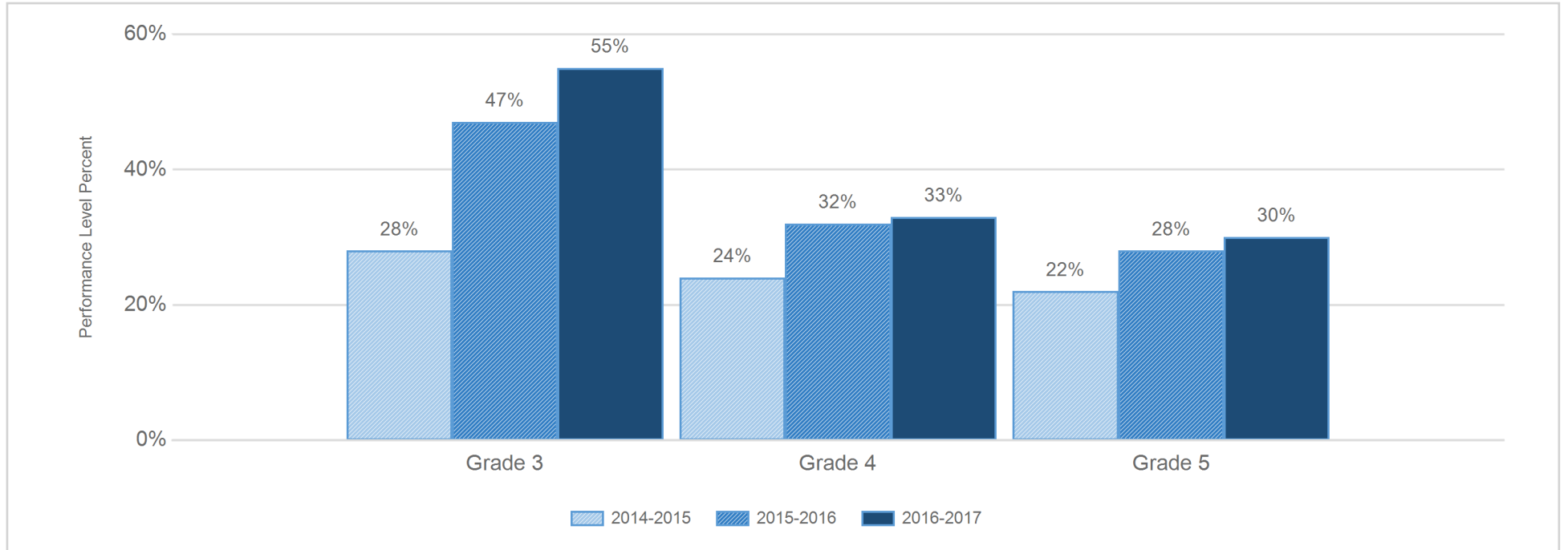
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**Grade Span PK-05**

**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
4	*	*
5	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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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**Grade Span PK-05**

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.

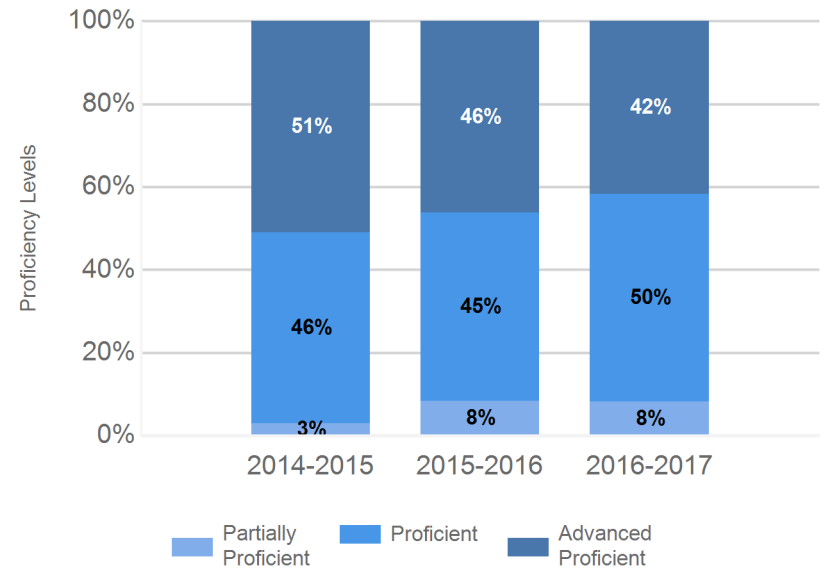
**NJASK Science Assessment Performance: Grade 4**

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	42%	50%	8%
White	55%	42%	3%
Hispanic	N	70%	*
Black or African American	*	69%	23%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	30%	58%	12%
Students with Disabilities	35%	50%	15%
English Learners	N	*	N

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

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





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**Grade Span PK-05**

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	44.5	51	50	Met Target	38.5	49	50	Not Met
White	42	52	50	Met Target	38	50	52	Not Met
Hispanic	37	47	49	**	39	43.5	47	**
Black or African American	45	*	45	Met Target	36	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	50	50	47	Met Target	42	45.5	46	Met Target
Students with Disabilities	37	46.5	41	Not Met	36.5	41	43	Not Met
English Learners	N	N	N	N	N	N	N	N

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



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**Grade Span PK-05**

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

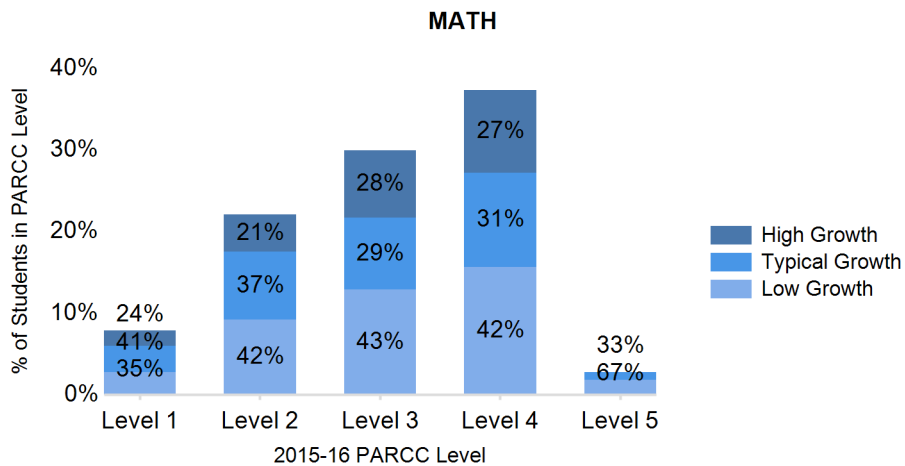
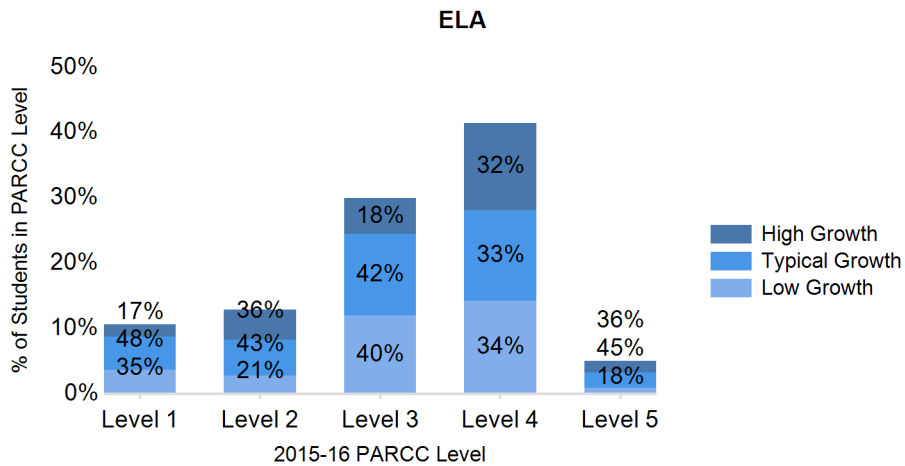
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

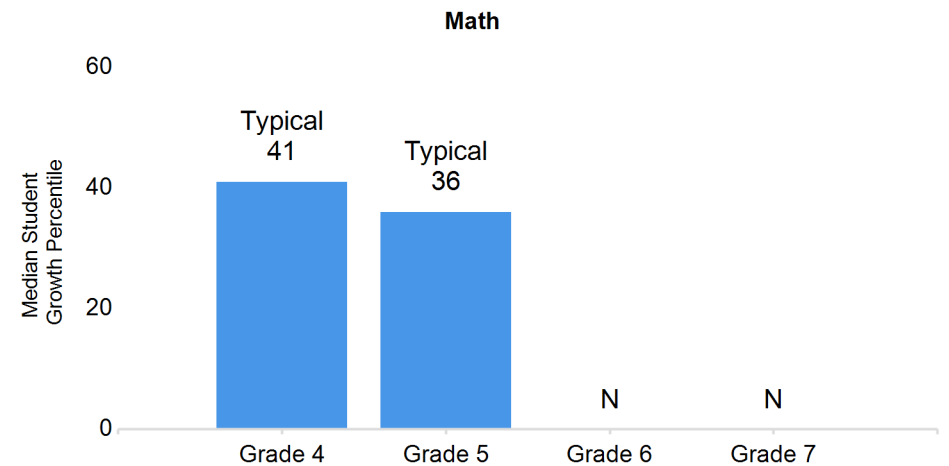
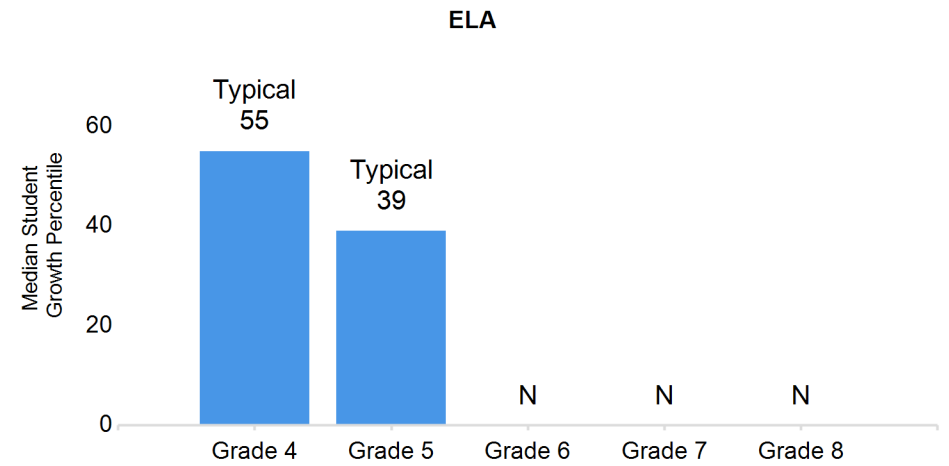
**Student Growth by Performance Level**

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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**Grade Span PK-05**

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**

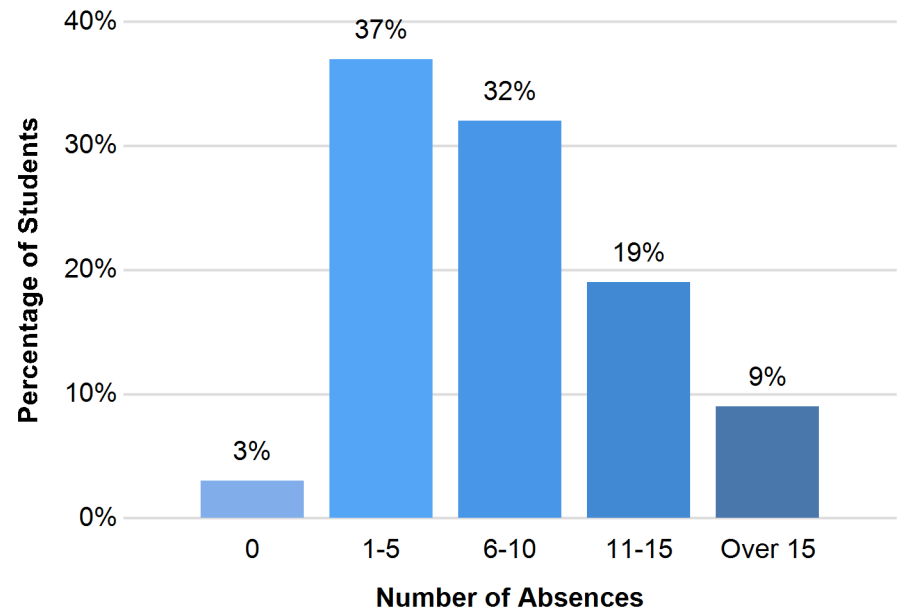
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.40	Met Target
White	5.10	8.40	Met Target
Hispanic	3.40	8.40	Met Target
Black or African American	9.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	20.00	8.40	Not Met
Economically Disadvantaged Students	10.00	8.40	Not Met
Students with Disabilities	16.40	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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





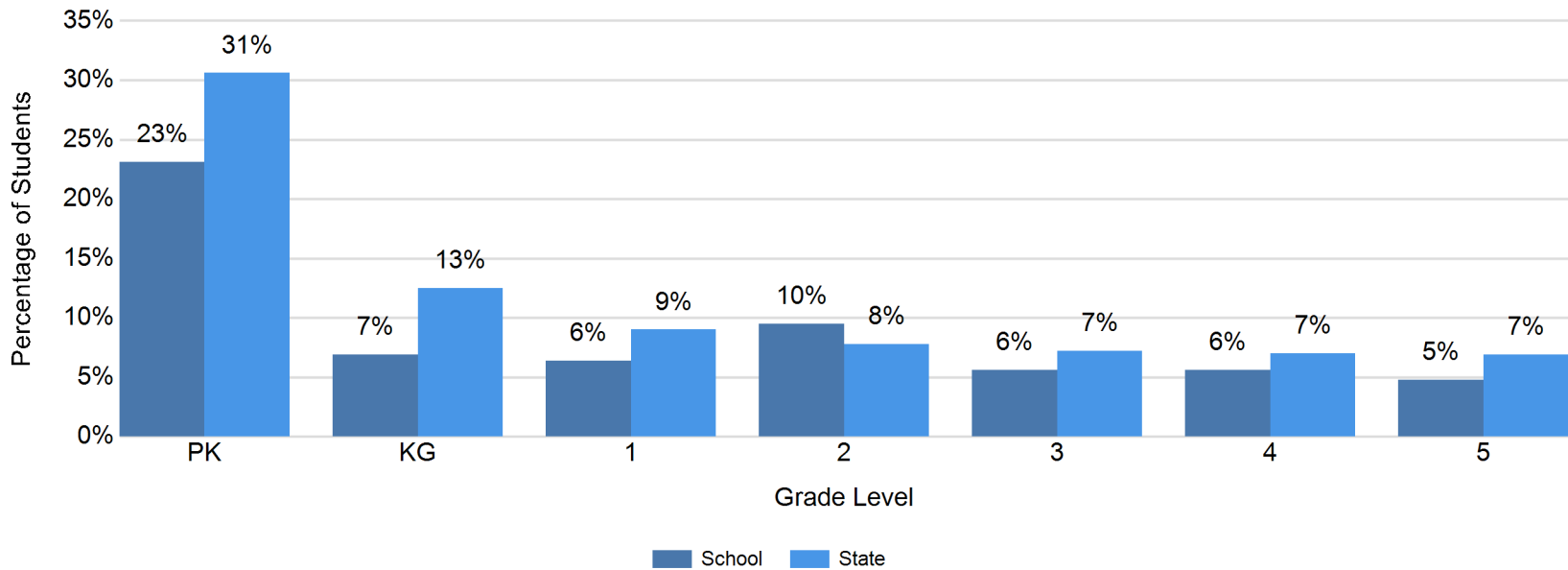
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**Grade Span PK-05**

**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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**Grade Span PK-05**

**School Day**

**Violence, Vandalism, HIB, and Substance Offenses**

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.

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.45

**Student Suspension Rate**

**Student Expulsions**

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.

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.

Suspension Types	% of Students
In-School Suspensions	2.7%
Out-of-School Suspensions	1.2%
Any Suspension	3.5%

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	3.0:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	96%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	333:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	37.1	17.5%
Mathematics Proficiency	33.1	17.5%
English Language Arts Growth	30.9	25.0%
Mathematics Growth	16.9	25.0%
Chronic Absenteeism	44.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		30.9
<b>Summative Rating:</b> Percentile rank of Summative Score		20.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	30.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	23.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	43.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	48.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	33.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Hinlicky	<b>Email Address:</b>	<a href="mailto:dhinlicky@gloucestertownshipschools.org">dhinlicky@gloucestertownshipschools.org</a>
<b>Address:</b>	600 CHEWSLANDING SOMERDALE RD BLACKWOOD, NJ 08012	<b>Website:</b>	<a href="http://gloucestertownshipschools.org/">gloucestertownshipschools.org/</a>
<b>Phone:</b>	(856)783-6607		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• New TCI Program initiated in 2017-18 for Science &amp; Social Studies</li> <li>• Chrome books and smart boards are extensively utilized throughout the classroom day.</li> <li>• Students present 2 concerts and an Art Night exhibit yearly.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Chews School mission is to create confident students who take responsibility and pride in their own learning and are motivated to reach their highest potential.
 <b>Awards, Recognition, Accomplishments:</b>	Two staff members received the Governor's Award and received state certificates from the County Office of Education for excellence in their fields. Our occupational therapist was awarded a grant through the Gloucester Township Educational Fund for \$974.48 that funded 8 Zuma rocking chairs which provide students with dynamic movement in order to regulate their sensory system.






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science &amp; Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs.</p>
 <p><b>Clubs and Activities:</b></p>	<p>After school offerings include 3 enrichment clubs(i.e. Computer Club, Art Club and Fitness Club). Extended programs offered to different grade levels include tutoring for Grades K to 5, STEAM Club, Peer Relationship Club and Mentoring Program.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.</p>







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**Grade Span PK-05**

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>All new teachers are provided with a "buddy" teacher for day-to-day questions on operational information. A Support-On-Site Program (SOS) meets monthly for teacher advisement. Teachers volunteer presentations to the staff at the monthly faculty meeting. Grade level teachers have common planning and learning time.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Response to Intervention (RTI), Child Study Team, Resource Room &amp; In-Class Support instruction, Speech, Tutoring Club for ELA and Math, after school homework club and Guidance Counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness is supported by a certified nurse who provides assessment on growth and development, vision, hearing, scoliosis and blood pressure. Immunizations are monitored, health plans are developed and medications administered as prescribed by doctor. Health referrals and counseling is provided to students, parents, and relevant personnel. A nutritious breakfast and lunch are offered. Students engage in physical activity during weekly Physical Education and recess daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Chews Elementary School is supported by an outstanding home &amp; school organization called Family and School Association (FSA). The FSA has monthly meetings and is responsible for fund raising activities and develop projects that enhance the student's school experience. Parents are also able to attend many school events such as the American Education Week, Field Day, Muffins for Moms &amp; Open House Visitation Day.</p>




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Grade Span PK-05

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20 ESSEX AVENUE  
SICKLERVILLE, NJ 08081

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](mailto:reportcard@doe.state.nj.us)



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**Grade Span PK-05**

**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	0	15	15
KG	93	94	94
1	85	94	97
2	92	77	95
3	102	99	83
4	123	111	101
5	101	111	120
Ungraded	39	58	56
<b>Total</b>	<b>635</b>	<b>659</b>	<b>661</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	47%
Male	50%	52%	53%
Economically Disadvantaged Students	45%	43%	46%
Students with Disabilities	16%	20%	20%
English Learners	0%	1%	0%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	49.5%
Black or African American	29.5%
Hispanic	10.0%
Asian	3.3%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	7.4%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	15	15
PK - Full Day	0	0	0
KG - Half Day	74	0	0
KG - Full Day	20	94	94

**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	99.2%
<i>Other</i>	0.8%



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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	275	98.7	47.20	50.50	54.90	47.2	50.1	Met Target†
White	137	98.1	49.60	55.60	63.90	49.6	56.8	Not Met
Hispanic	24	100.0	29.10	39.00	39.80	29.1	38.8	Met Target†
Black or African American	80	99.0	42.60	37.80	35.20	42.6	36.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	91.60	64.80	80.70	91.6	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	22	100.0	45.40	52.00	54.90	45.4	N	N
Female	138	99.4	54.40	59.80	62.20	54.4		
Male	137	98.1	40.10	41.60	48.10	40.1		
Economically Disadvantaged Students	120	99.3	35.00	36.30	36.20	35	35.4	Met Target†
Non-Economically Disadvantaged Students	155	98.3	56.80	59.00	65.80	56.8		
Students with Disabilities	49	96.7	22.40	13.10	20.50	22.4	15.1	Met Target
Students without Disabilities	226	99.2	52.60	58.80	61.90	52.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	741	747	749	*	18%	22%	46%	*	47%	50%
White	41	743	752	759	*	*	*	49%	*	51%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	22	742	738	731	*	*	*	*	0%	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	47	744	753	754	*	*	*	45%	*	47%	55%
Male	38	737	741	745	*	*	*	47%	*	47%	46%
Economically Disadvantaged Students	45	731	*	731	*	*	*	36%	*	36%	31%
Non-Economically Disadvantaged Students	40	752	*	762	*	*	*	58%	*	60%	63%
Students with Disabilities	19	707	712	720	*	*	*	*	*	16%	24%
Students without Disabilities	66	751	755	755	*	*	*	*	*	56%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	85	741	*	752	*	18%	22%	46%	*	47%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	743	748	753	*	21%	40%	25%	*	34%	56%
White	55	748	754	762	*	20%	33%	35%	*	44%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	30	731	736	737	*	33%	47%	*	0%	17%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	47	750	755	758	*	*	40%	32%	*	43%	61%
Male	53	737	740	749	*	*	40%	19%	*	26%	51%
Economically Disadvantaged Students	36	735	737	737	*	*	53%	*	*	19%	36%
Non-Economically Disadvantaged Students	64	748	755	764	*	*	33%	*	*	42%	69%
Students with Disabilities	16	721	*	725	*	*	*	*	*	19%	25%
Students without Disabilities	84	748	*	759	*	*	*	*	*	37%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	100	743	748	755	*	21%	40%	25%	*	34%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	746	751	756	13%	*	24%	43%	*	50%	59%
White	52	746	755	763	*	*	27%	42%	*	50%	69%
Hispanic	16	729	741	743	*	*	*	*	0%	25%	44%
Black or African American	42	745	741	740	*	*	24%	48%	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	11	750	753	757	*	*	*	*	*	55%	60%
Female	63	754	759	761	*	*	25%	51%	*	59%	66%
Male	64	737	744	750	*	*	23%	36%	*	41%	53%
Economically Disadvantaged Students	58	733	741	740	*	*	26%	33%	*	35%	40%
Non-Economically Disadvantaged Students	69	756	759	765	*	*	23%	52%	*	62%	71%
Students with Disabilities	19	710	714	725	*	*	*	*	*	16%	22%
Students without Disabilities	108	752	758	762	*	*	*	*	*	56%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	127	746	752	757	13%	*	24%	43%	*	50%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

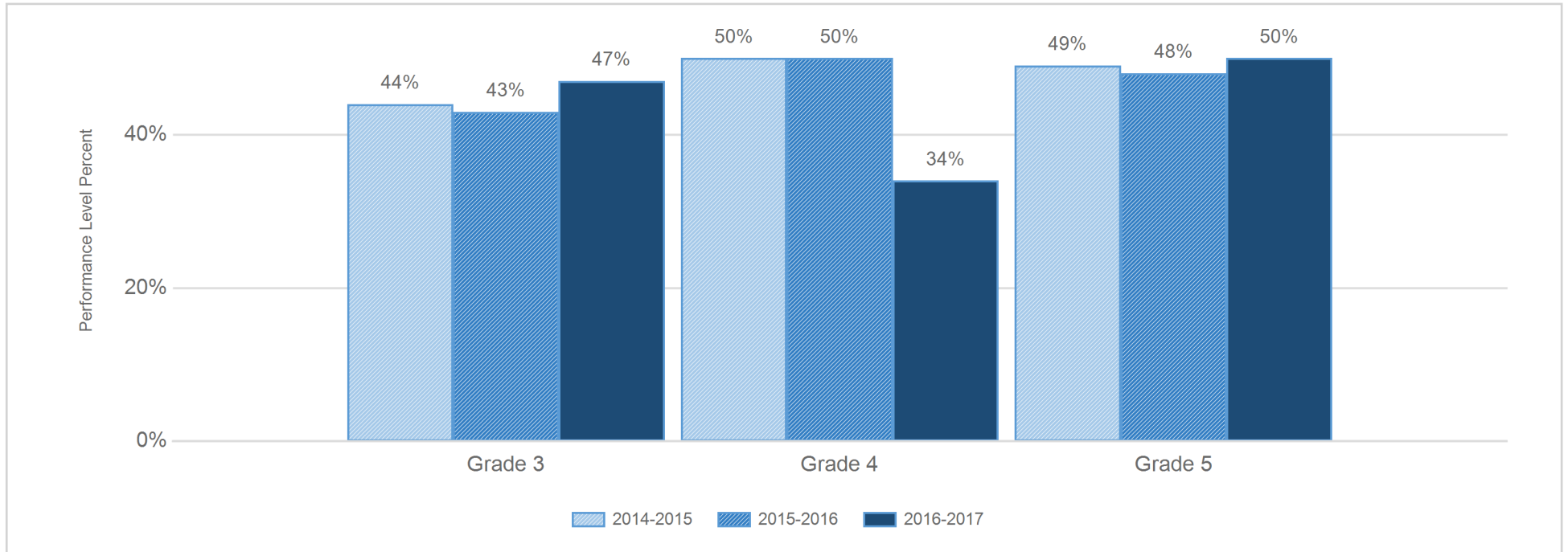


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**English Language Arts/Literacy Assessment - Performance Trends**

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	275	98.7	35.70	38.60	43.50	35.7	35.5	Met Target
White	137	98.1	42.30	44.70	52.40	42.3	43.1	Met Target†
Hispanic	24	100.0	29.20	27.60	27.60	29.2	25.8	Met Target
Black or African American	80	99.0	22.60	22.60	21.70	22.6	22.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.00	58.70	75.60	75	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	22	100.0	27.30	33.30	44.90	27.3	N	N
Female	138	99.4	35.50	39.80	44.10	35.5		
Male	137	98.1	35.70	37.40	42.90	35.7		
Economically Disadvantaged Students	120	99.3	30.00	25.50	25.10	30	24.6	Met Target
Non-Economically Disadvantaged Students	155	98.3	40.00	46.40	54.30	40		
Students with Disabilities	49	96.7	16.30	11.70	16.50	16.3	13.2	Met Target
Students without Disabilities	226	99.2	39.80	44.50	48.80	39.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	746	748	751	*	19%	27%	41%	*	48%	53%
White	41	754	754	759	*	*	29%	51%	*	59%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	22	746	741	733	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	47	748	751	751	*	*	28%	47%	*	51%	52%
Male	38	745	745	751	*	*	26%	34%	*	45%	53%
Economically Disadvantaged Students	45	737	*	736	*	*	29%	36%	*	38%	34%
Non-Economically Disadvantaged Students	40	757	*	761	*	*	25%	48%	*	60%	65%
Students with Disabilities	19	724	720	729	*	*	*	*	*	21%	29%
Students without Disabilities	66	753	755	755	*	*	*	*	*	56%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	85	746	*	753	*	19%	27%	41%	*	48%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	737	741	747	*	30%	33%	30%	*	31%	47%
White	55	740	746	755	*	27%	31%	38%	*	38%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	30	725	730	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	738	743	747	*	32%	32%	30%	*	32%	47%
Male	53	736	738	747	*	28%	34%	30%	*	30%	48%
Economically Disadvantaged Students	36	731	732	732	*	42%	*	*	*	25%	27%
Non-Economically Disadvantaged Students	64	740	747	757	*	23%	*	*	*	34%	61%
Students with Disabilities	16	725	*	724	*	*	*	*	*	13%	22%
Students without Disabilities	84	739	*	751	*	*	*	*	*	35%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	100	737	741	749	*	30%	33%	30%	*	31%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	736	740	747	*	21%	37%	26%	*	29%	46%
White	52	737	744	754	*	*	40%	29%	*	33%	57%
Hispanic	16	720	729	735	*	*	*	*	0%	13%	30%
Black or African American	42	734	730	729	*	24%	36%	24%	*	26%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	11	741	737	747	*	*	*	*	0%	27%	47%
Female	63	737	742	747	*	19%	49%	21%	*	24%	47%
Male	64	734	737	746	*	23%	25%	31%	*	34%	46%
Economically Disadvantaged Students	58	728	731	732	*	26%	33%	21%	*	22%	27%
Non-Economically Disadvantaged Students	69	742	746	756	*	17%	41%	30%	*	35%	59%
Students with Disabilities	19	711	715	725	*	*	*	*	*	16%	19%
Students without Disabilities	108	740	744	751	*	*	*	*	*	32%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	127	736	740	748	*	21%	37%	26%	*	29%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

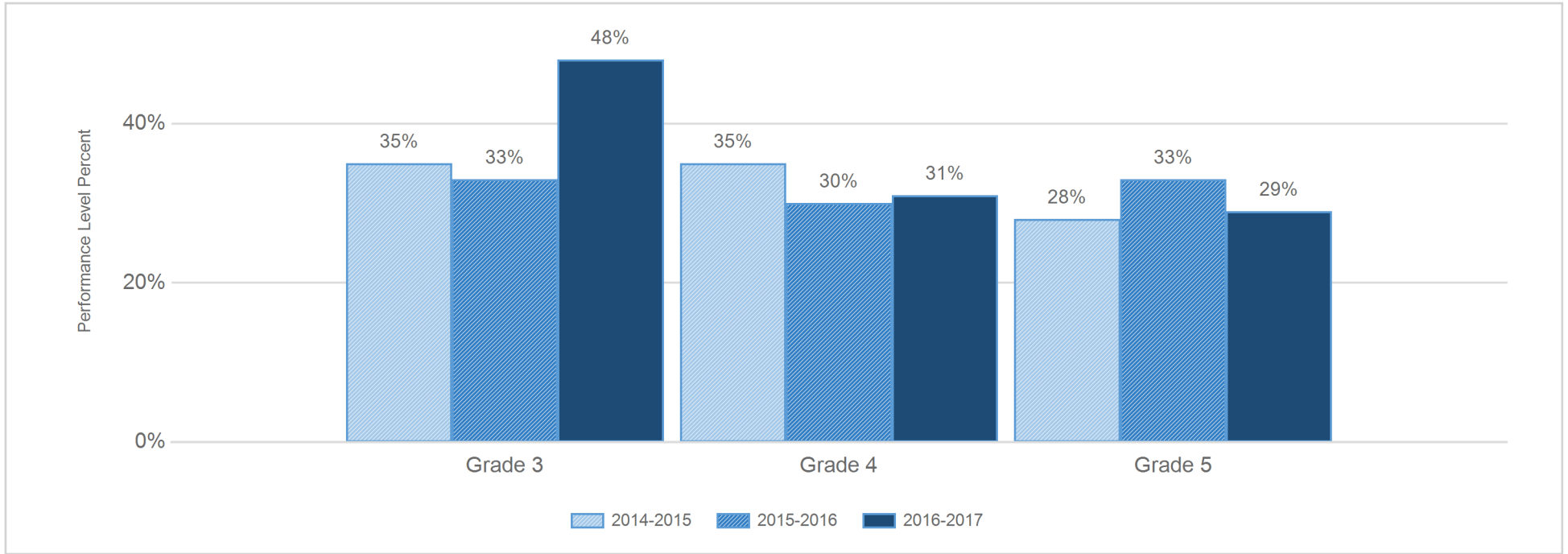


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**Mathematics Assessment – Performance Trends**

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	*	*
4	N	N
5	*	*

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

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

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



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

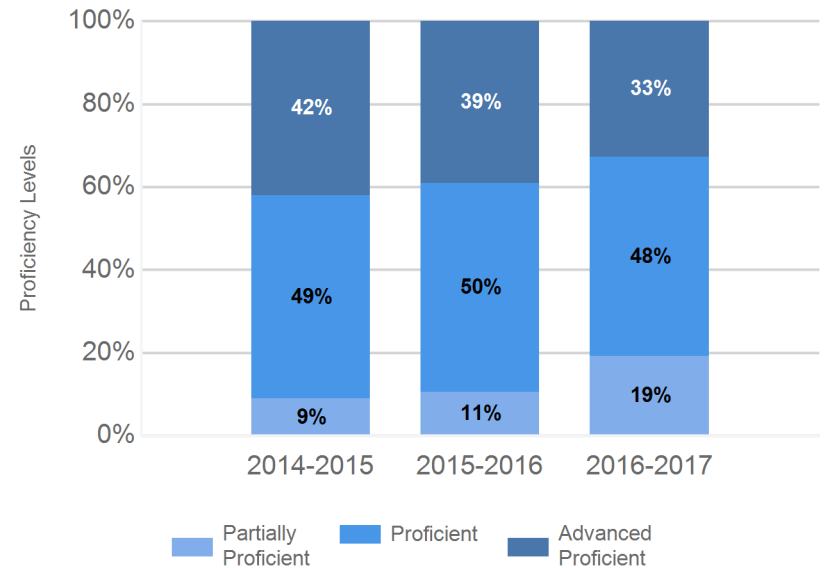
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	33%	48%	19%
White	42%	47%	11%
Hispanic	*	*	*
Black or African American	9%	56%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	22%	51%	27%
Students with Disabilities	10%	55%	35%
English Learners	N	*	*

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

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





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

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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35.5	51	50	Not Met	41.5	49	50	Met Target
White	38	52	50	Not Met	42	50	52	Met Target
Hispanic	*	47	49	**	*	43.5	47	**
Black or African American	32	*	45	Not Met	41	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	29	*	51	**	39	*	52	**
Economically Disadvantaged	31	50	47	Not Met	37.5	45.5	46	Not Met
Students with Disabilities	50	46.5	41	Met Target	34	41	43	Not Met
English Learners	N	N	N	N	N	N	N	N

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



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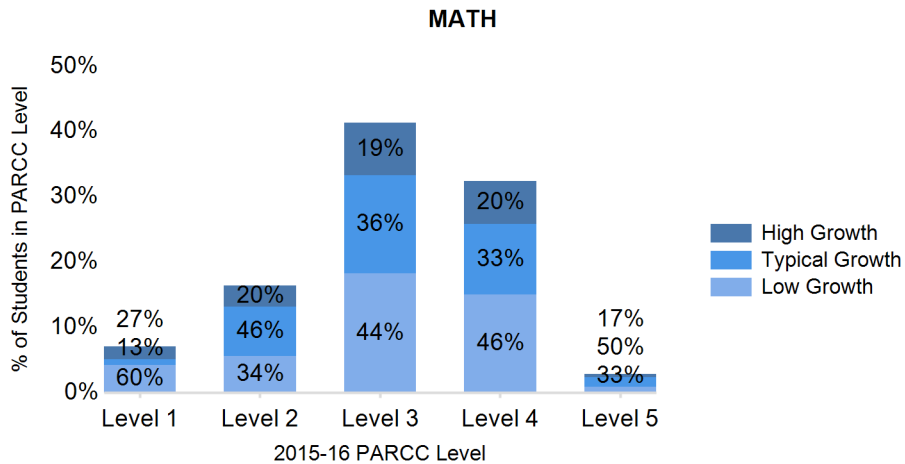
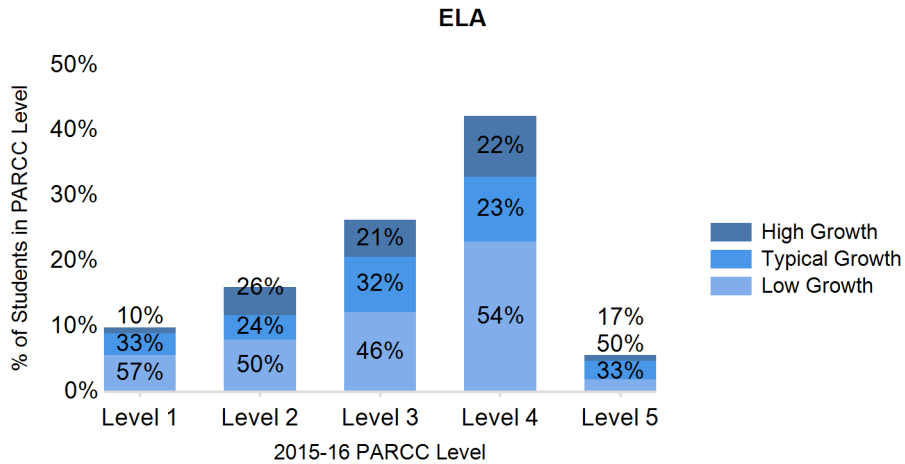
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

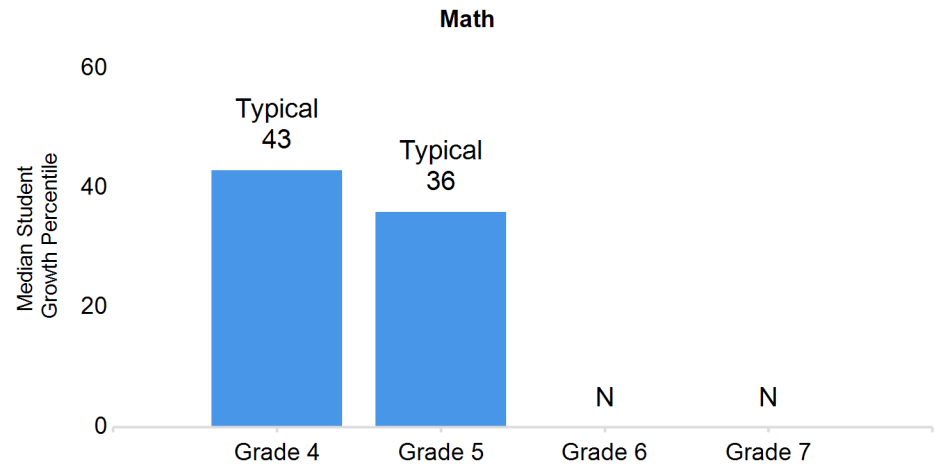
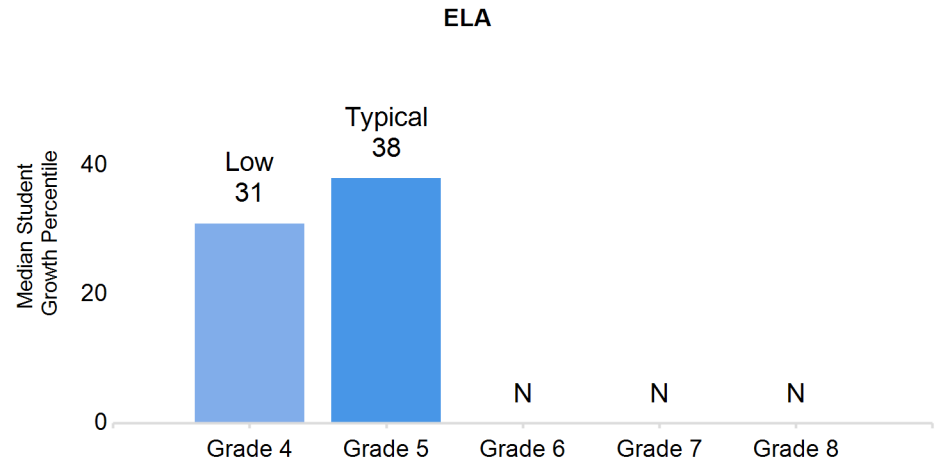
**Student Growth by Performance Level**

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**

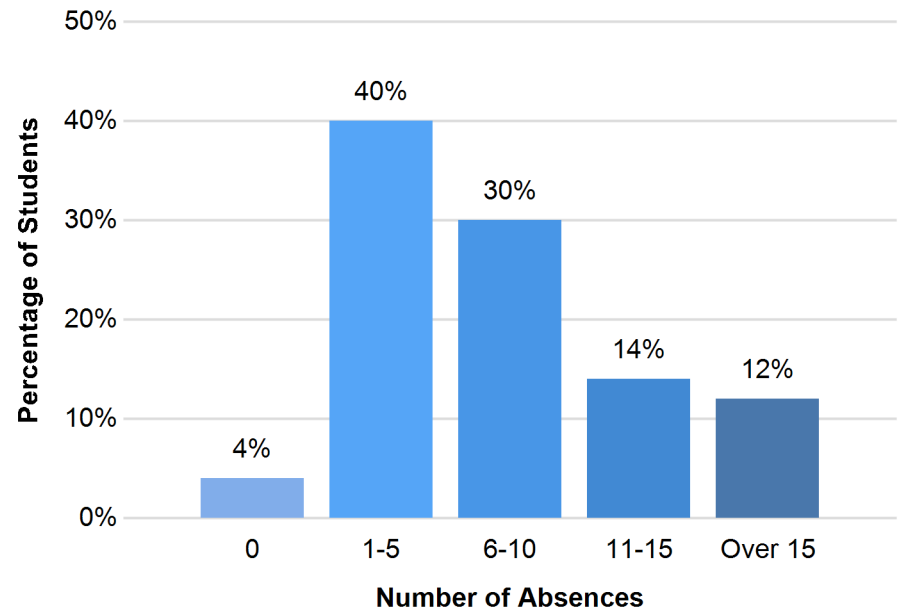
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	8.40	Not Met
White	6.90	8.40	Met Target
Hispanic	18.80	8.40	Not Met
Black or African American	8.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	16.70	8.40	Not Met
Economically Disadvantaged Students	14.30	8.40	Not Met
Students with Disabilities	11.80	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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



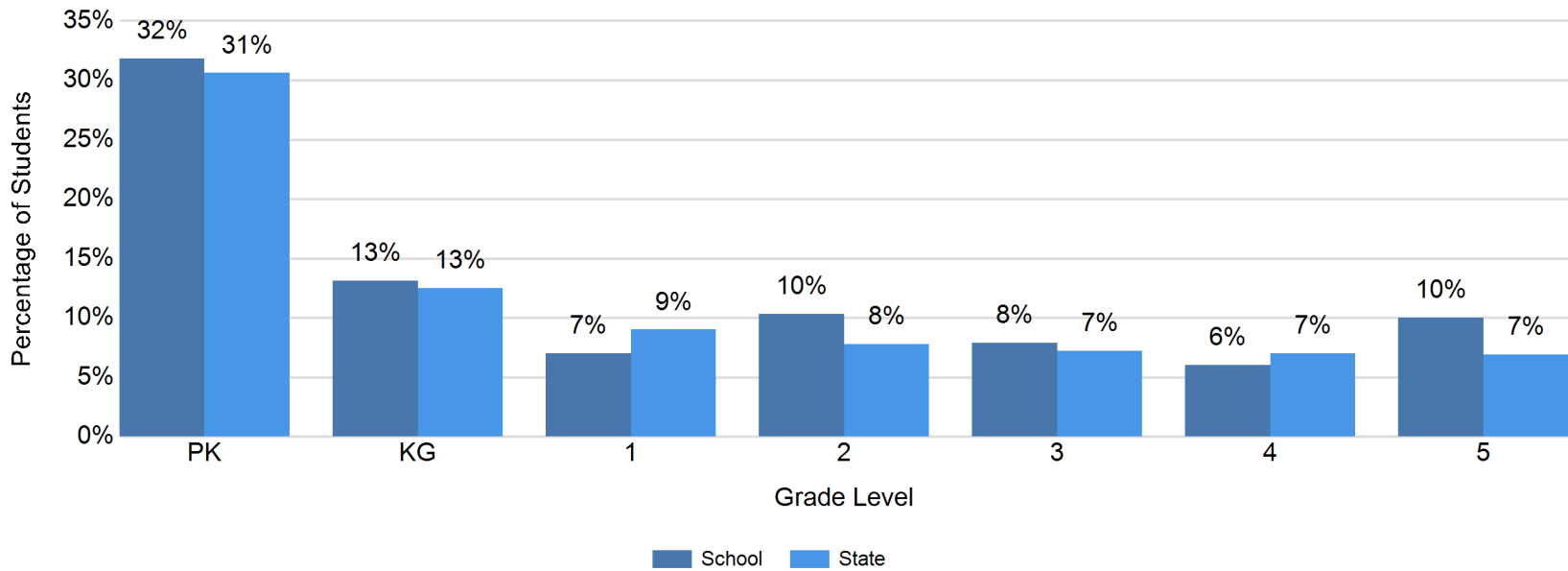


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.51

**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	3.8%
Out-of-School Suspensions	7.1%
Any Suspension	8.9%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.0:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	12.5	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	331:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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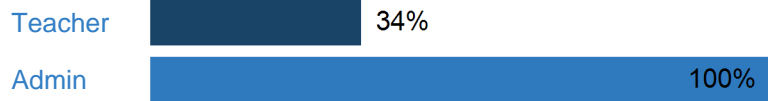
**Teachers and Administrators - Level of Education**

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	30.3	17.5%
Mathematics Proficiency	30.1	17.5%
English Language Arts Growth	10.7	25.0%
Mathematics Growth	20.7	25.0%
Chronic Absenteeism	30.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		22.9
<b>Summative Rating:</b> Percentile rank of Summative Score		12.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	22.9	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
White	18.5	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	44.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	28.5	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	50.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. McCarthy	<b>Email Address:</b>	<a href="mailto:pmccarthy@gloucestertownshipschools.org">pmccarthy@gloucestertownshipschools.org</a>
<b>Address:</b>	20 ESSEX AVENUE SICKLERVILLE, NJ 08081	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)627-5415		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Parent/Student Academic Nights-Math Nights; Reading Nights; PARCC Prep Nights.</li> <li>• PTC meets monthly, supports the school program through Family Fun Nights, Holiday Shop, Book Fair, student assemblies.</li> <li>• Support the community through the development of character with clothing, food, monetary donations.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Erial Elementary School strives to provide a safe learning environment that promotes rights, encourages respect, and develops responsibility for everyone. Our learning community allows us to teach, learn, and apply the skills that enable us to become responsible citizens.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Erial Elementary School was recognized in 2015 on NJ Classroom Close-Up when it highlighted the SOS Program which provides support for new and veteran teachers.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science &amp; Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Erial Elementary School provides various after school clubs and activities for students through the Champs programs. The include Chorus, Board Games with Younger Students, Student Service Club, Drama Club, Intramural Sports Club, and Middle School Boot Camp. The Reaching Out Committee affords students the opportunity to support a community organization seeking to help those that are less fortunate. There is also a STEM Club for student engagement.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff participates in various PD including Writing with Spice, Blueprints, &amp; Handle with Care. Teachers turn-key PD with our staff and district through In-An-Hours. PLCs allow staff to meet and develop academic strategies, review data, &amp; discuss positive student outcomes. SOS provides a support in the building for staff to share ideas in an informal setting.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Erial Elementary has a wide range of services that support students. Erial has a guidance counselor who meets with students and oversees the school Character Education Committee. Eligible students from Pre-K through 5th Grade can receive OT/PT/Speech or special education classes. The school has a Response to Intervention team as well as an Intervention &amp; Referral Service team. Academic supports include ELA nad Math after-school programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in Physical Education classes and recess at Erial Elementary School.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Erial School also boasts a very active Parent Teacher Committee (PTC). The group meets monthly and supports the school program through Family Fun Nights, Holiday Shop, Book Fair, and multiple student assemblies. Our PTC has used their funds to support all aspects of the school and its students. Their support is essential to our success.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Erial Elementary participates in Renaissance which praises and rewards students for having good grades, good attendance, and good behavior. Students maintain eligibility for rewards including popcorn parties, dances, and pep rallies.</p>
 <p>Facilities:</p>	<p>Erial Elementary School is an older building established in 1959. It has seen many additions throughout the years as Gloucester Township has grown. The building has a separate cafeteria and gym space. The is also a Library Media Center. The building is partially air conditioned.</p>



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**School Narrative**

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



**Other Information:**

Erial Elementary School is located on Essex Avenue in the southern section of Gloucester Township. The building services over 650 children in Pre-School through 5th Grade. It is a very close-knit community with many of the present parents having attended the school in their youth. Erial is one of the few schools located in Gloucester Township that is situated inside of the surrounding neighborhood. This gives the school its distinctive community atmosphere. Erial Elementary School employs a staff that goes above and beyond for our students. They ensure that all our students are engaged in a quality education. They continually demonstrate professionalism and selflessness in supporting our academic mission. The secretarial and support professionals are known for their friendly and professional rapport with visitors and students. Our custodial and maintenance staff takes tremendous pride in the appearance of the building and grounds. The food services department serves breakfast and lunch with a smile. We have numerous volunteers who assist with academic and clerical support. The dedication of the staff at Erial Elementary School is evident to all who are associated with the school. The members of the Erial Elementary School community realize that it takes everyone's support to educate our children. We focus on engaging the administration, staff, and parents to support student success. The community is an important element in the success of Erial School. Our community is invited to many special activities, including inspirational guest speakers and various assemblies. Erial Elementary School supports the community through the development of character and strong citizens. We are proud of the excellence exhibited at Erial Elementary School. We are excited about the future as Gloucester Township strives to prepare our students for education in a changing world. At Erial, we continue to work to make this the best school in the district.



**GLEN LANDING MIDDLE SCHOOL**  
**2016-2017**


**Grade Span 06-08**

07-1780-055  
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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](mailto: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	257	243	240
7	250	253	251
8	276	252	258
Ungraded	16	5	0
<b>Total</b>	<b>799</b>	<b>753</b>	<b>749</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	49%
Male	51%	49%	51%
Economically Disadvantaged Students	33%	30%	27%
Students with Disabilities	19%	18%	16%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	75.4%
Black or African American	12.8%
Hispanic	7.6%
Asian	2.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	1.7%

### Enrollment by Home Language

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

Home Language	% of Students
English	98.5%
<i>Other</i>	1.4%



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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	700	98.2	53.60	50.50	54.90	53.6	43.8	Met Target
White	543	98.1	55.10	55.60	63.90	55.1	46.8	Met Target
Hispanic	48	100.0	39.60	39.00	39.80	39.6	33.1	Met Target
Black or African American	80	96.9	48.80	37.80	35.20	48.8	28.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.70	64.80	80.70	64.7	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	12	100.0	58.40	52.00	54.90	58.4	**	**
Female	343	98.1	65.30	59.80	62.20	65.3		
Male	357	98.2	42.30	41.60	48.10	42.3		
Economically Disadvantaged Students	170	98.0	39.50	36.30	36.20	39.5	29.6	Met Target
Non-Economically Disadvantaged Students	530	98.2	58.10	59.00	65.80	58.1		
Students with Disabilities	114	97.7	*	13.10	20.50	*	9.8	Met Target†
Students without Disabilities	586	98.3	*	58.80	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	11	92.9	63.60	47.30	26.40	61.4		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	236	740	745	752	*	25%	29%	38%	*	41%	54%
White	183	742	747	758	*	20%	32%	40%	*	43%	63%
Hispanic	14	729	737	740	*	*	*	*	*	21%	38%
Black or African American	30	732	737	736	*	50%	*	*	0%	30%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	111	746	751	758	*	18%	26%	47%	*	51%	61%
Male	125	735	739	746	*	30%	32%	30%	*	32%	46%
Economically Disadvantaged Students	58	726	734	737	*	40%	22%	19%	*	21%	34%
Non-Economically Disadvantaged Students	178	745	751	761	*	20%	32%	44%	*	47%	65%
Students with Disabilities	37	712	711	722	*	*	*	*	*	*	17%
Students without Disabilities	199	746	752	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	236	740	*	753	*	25%	29%	38%	*	41%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	247	751	745	756	9%	15%	25%	34%	17%	51%	59%
White	183	753	751	764	8%	12%	26%	36%	19%	54%	69%
Hispanic	16	737	731	742	*	*	*	*	0%	25%	44%
Black or African American	33	737	734	737	*	33%	*	33%	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	10	766	759	784	*	0%	*	*	*	70%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	120	761	754	764	*	*	19%	43%	23%	66%	68%
Male	127	740	736	749	*	*	30%	27%	11%	38%	51%
Economically Disadvantaged Students	71	742	734	739	*	24%	20%	31%	*	44%	40%
Non-Economically Disadvantaged Students	176	754	751	766	*	11%	27%	36%	*	55%	70%
Students with Disabilities	48	713	705	719	*	*	21%	*	*	10%	19%
Students without Disabilities	199	760	754	763	*	*	26%	*	*	61%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	247	751	*	758	9%	15%	25%	34%	17%	51%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	257	758	747	757	6%	9%	22%	52%	12%	64%	59%
White	189	760	754	764	*	*	20%	55%	13%	67%	68%
Hispanic	28	750	737	742	*	*	39%	39%	*	46%	44%
Black or African American	32	746	731	738	*	*	*	53%	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	132	765	757	766	*	*	18%	61%	14%	75%	68%
Male	125	750	739	749	*	*	26%	42%	10%	52%	50%
Economically Disadvantaged Students	65	742	733	739	*	*	29%	40%	*	45%	40%
Non-Economically Disadvantaged Students	192	763	756	766	*	*	19%	56%	*	70%	69%
Students with Disabilities	37	713	707	718	*	*	*	*	*	*	18%
Students without Disabilities	220	765	756	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	257	758	*	759	6%	9%	22%	52%	12%	64%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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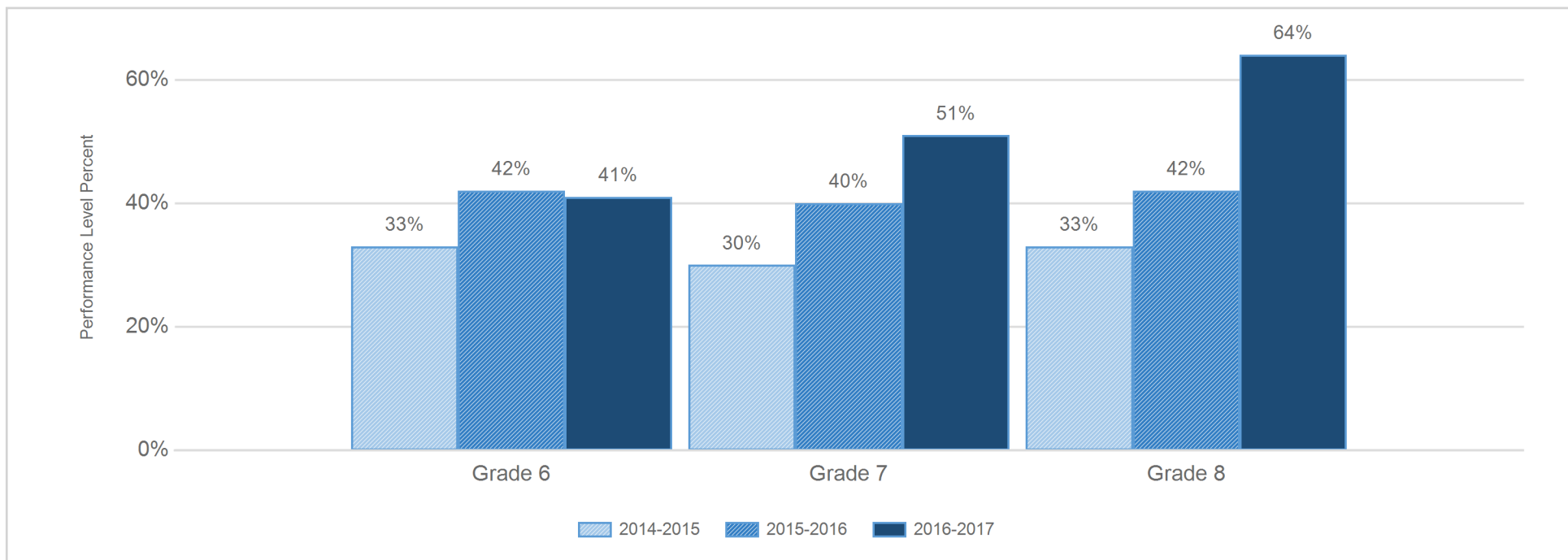


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**English Language Arts/Literacy Assessment - Performance Trends**

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	700	98.2	40.20	38.60	43.50	40.2	38.2	Met Target
White	543	98.1	43.80	44.70	52.40	43.8	42.1	Met Target
Hispanic	48	100.0	22.90	27.60	27.60	22.9	23.4	Met Target†
Black or African American	80	96.9	21.30	22.60	21.70	21.3	19.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	17	100.0	53.00	58.70	75.60	53	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	12	100.0	50.00	33.30	44.90	50	**	**
Female	343	98.1	40.50	39.80	44.10	40.5		
Male	357	98.2	39.80	37.40	42.90	39.8		
Economically Disadvantaged Students	170	98.0	24.10	25.50	25.10	24.1	21.4	Met Target
Non-Economically Disadvantaged Students	530	98.2	45.30	46.40	54.30	45.3		
Students with Disabilities	114	97.7	*	11.70	16.50	*	6.9	Met Target
Students without Disabilities	586	98.3	*	44.50	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	11	92.9	36.40	25.00	16.40	35.1		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	236	736	736	743	*	24%	35%	29%	*	31%	44%
White	183	739	741	751	*	20%	37%	33%	*	35%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	30	722	*	724	*	33%	37%	*	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	111	737	739	745	*	22%	36%	30%	*	32%	45%
Male	125	734	734	742	*	26%	34%	29%	*	30%	43%
Economically Disadvantaged Students	58	722	725	728	*	29%	33%	*	*	16%	24%
Non-Economically Disadvantaged Students	178	740	743	752	*	22%	36%	*	*	36%	56%
Students with Disabilities	37	711	707	717	*	*	*	*	*	*	13%
Students without Disabilities	199	740	742	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	236	736	*	745	*	24%	35%	29%	*	31%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	247	738	735	741	*	25%	34%	32%	*	35%	40%
White	183	742	740	748	*	21%	35%	36%	*	39%	49%
Hispanic	16	713	721	730	*	*	*	*	*	*	23%
Black or African American	33	730	724	726	*	*	39%	*	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	10	755	755	764	0%	*	*	*	*	50%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	120	739	737	743	*	28%	31%	33%	*	37%	41%
Male	127	738	733	740	*	23%	38%	32%	*	33%	38%
Economically Disadvantaged Students	71	732	727	729	*	35%	32%	24%	*	25%	22%
Non-Economically Disadvantaged Students	176	741	740	749	*	21%	35%	35%	*	39%	50%
Students with Disabilities	48	712	707	716	*	*	*	*	*	*	11%
Students without Disabilities	199	745	741	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	247	738	*	742	*	25%	34%	32%	*	35%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	178	734	728	728	12%	19%	37%	32%	0%	32%	28%
White	123	737	735	736	10%	15%	37%	37%	0%	37%	35%
Hispanic	25	731	*	721	*	*	44%	*	0%	20%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	89	735	730	730	11%	16%	44%	29%	0%	29%	30%
Male	89	734	727	725	14%	21%	30%	35%	0%	35%	26%
Economically Disadvantaged Students	58	724	719	719	21%	29%	33%	17%	0%	17%	19%
Non-Economically Disadvantaged Students	120	740	736	734	8%	13%	39%	39%	0%	39%	34%
Students with Disabilities	37	707	703	705	*	38%	*	*	*	16%	*
Students without Disabilities	141	742	735	734	*	14%	*	*	*	36%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	178	734	*	729	12%	19%	37%	32%	0%	32%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	778	773	743	0%	0%	*	77%	*	89%	42%
White	66	778	775	751	0%	0%	*	76%	*	88%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	43	773	768	744	0%	0%	*	77%	*	81%	43%
Male	36	785	781	741	0%	0%	*	78%	*	97%	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	79	778	773	747	0%	0%	*	77%	*	89%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	79	778	773	745	0%	0%	*	77%	*	89%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	N	734	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	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	N	N	N	735	N	N	N	N	N	N	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	735	N	N	N	N	N	N	*
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	*

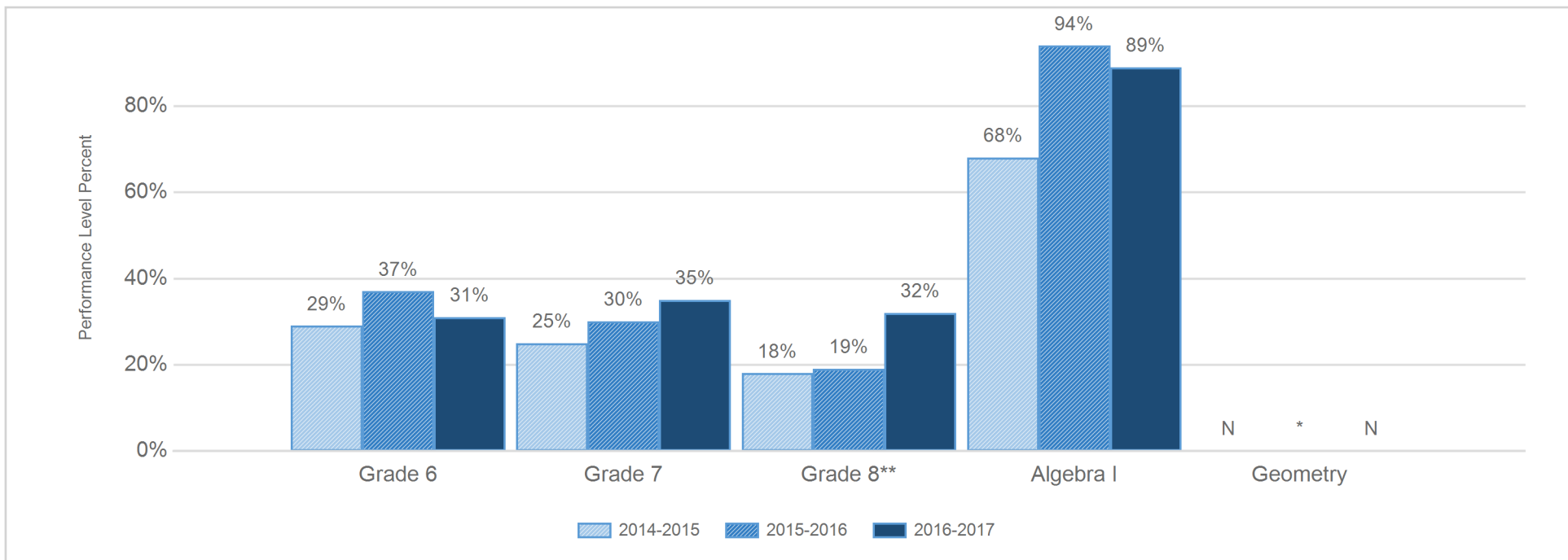


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**Mathematics Assessment – Performance Trends**

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	*	*
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	N	N	N
2	N	N	N
3	N	N	N
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.

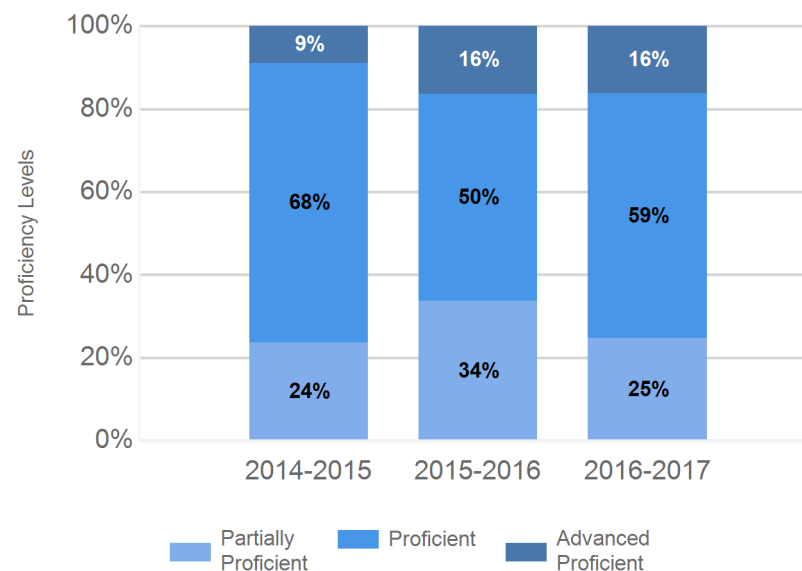
### NJASK Science Assessment Performance: Grade 8

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	16%	59%	25%
White	18%	61%	21%
Hispanic	*	53%	37%
Black or African American	9%	50%	41%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	6%	53%	41%
Students with Disabilities	2%	37%	61%
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	54	51	50	Met Target	55.5	49	50	Met Target
White	54	52	50	Met Target	56	50	52	Met Target
Hispanic	61	47	49	Exceeds Target	30.5	43.5	47	Not Met
Black or African American	54	*	45	Met Target	57	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	60	*	51	**	*	*	52	**
Economically Disadvantaged	54	50	47	Met Target	59	45.5	46	Met Target
Students with Disabilities	49	46.5	41	Met Target	48	41	43	Met Target
English Learners	*	64	53	**	*	50	51	**

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



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

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

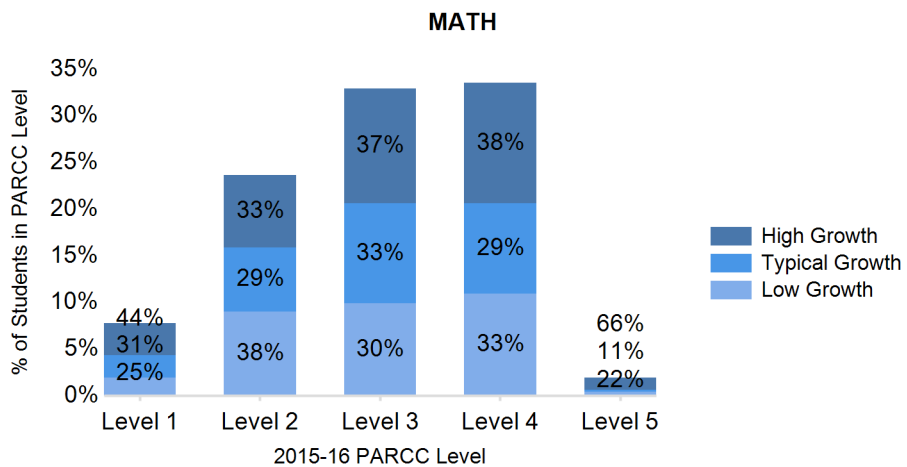
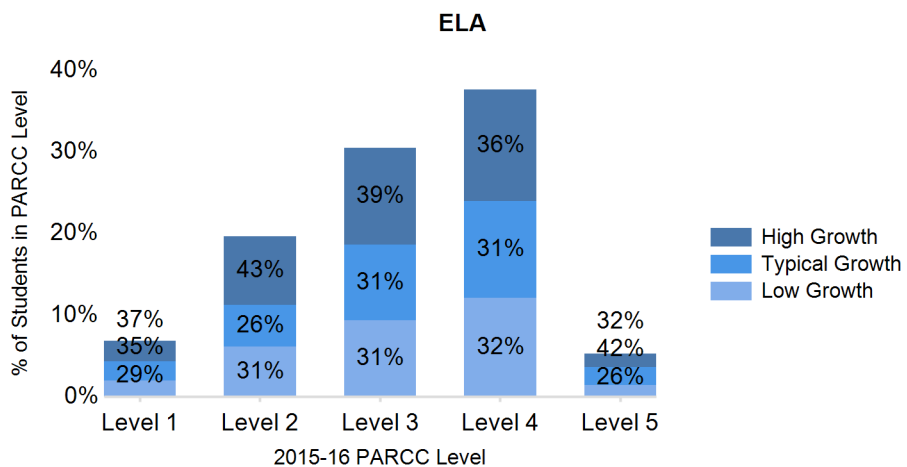
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

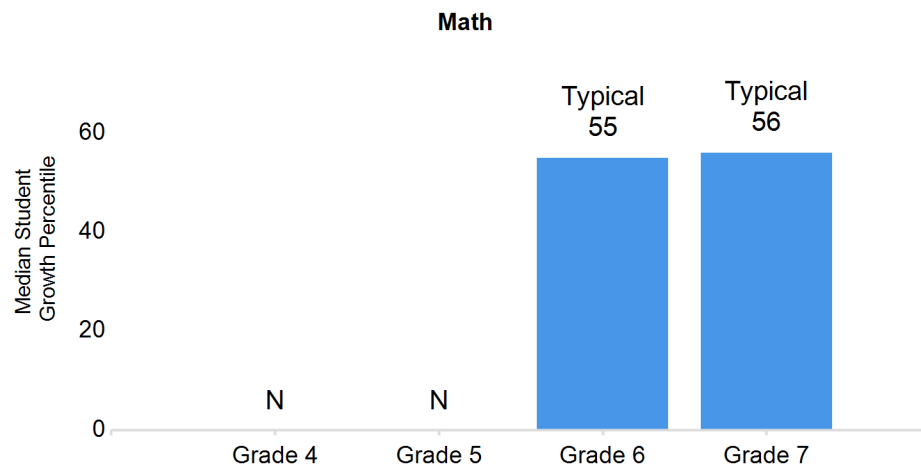
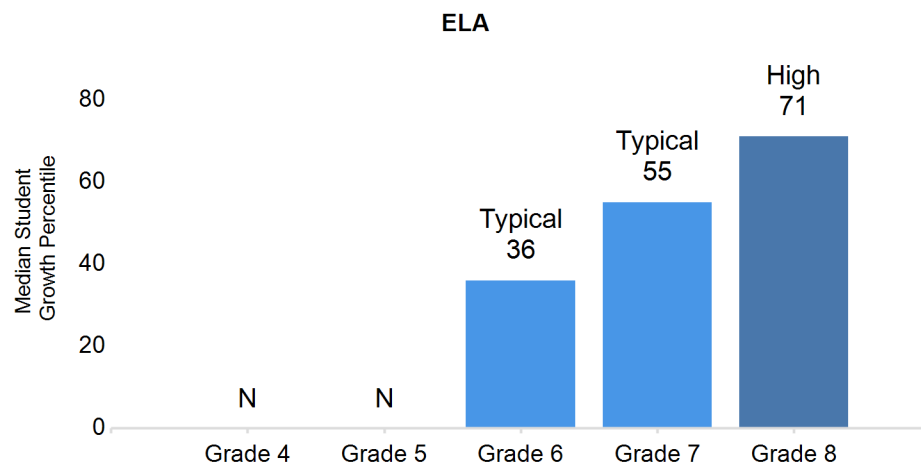
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	240
7	0	0	252
8	80	0	178
Schoolwide	80	0	670

### 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	236	0	0	0	0	0	0
7	247	0	0	0	0	0	0
8	257	0	0	0	0	0	0
Schoolwide	740	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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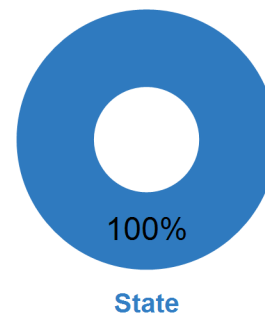
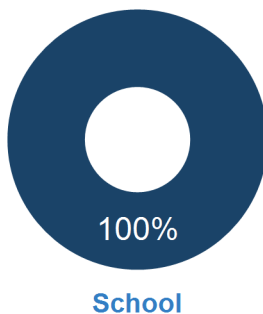
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**Visual and Performing Arts – Course Participation**

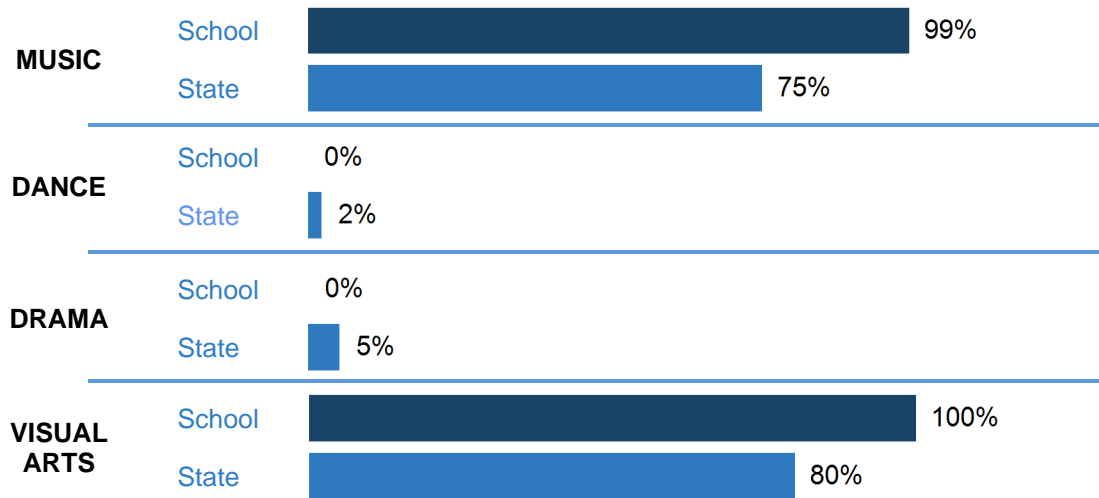
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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



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

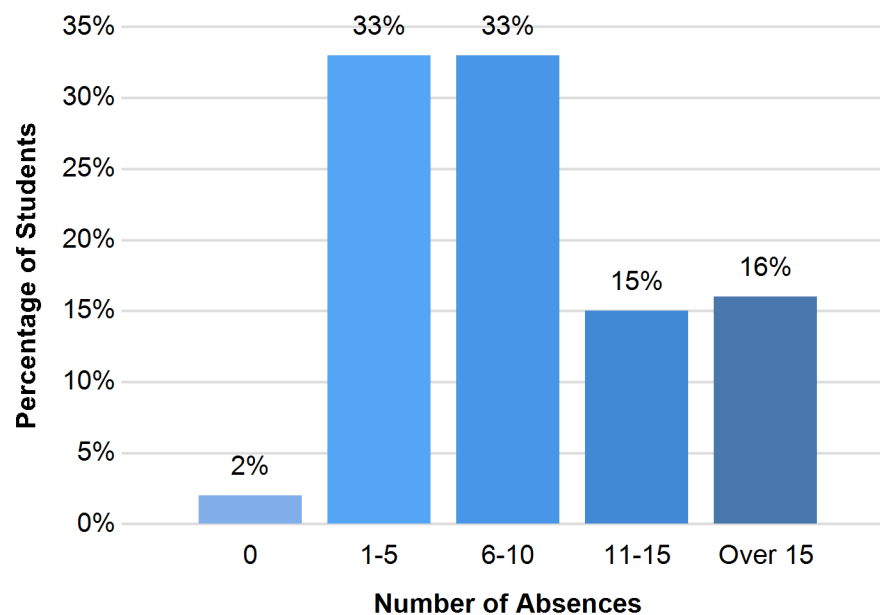
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.00	8.70	Not Met
White	10.50	8.70	Not Met
Hispanic	19.30	8.70	Not Met
Black or African American	9.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.90	8.70	Not Met
Students with Disabilities	18.60	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.



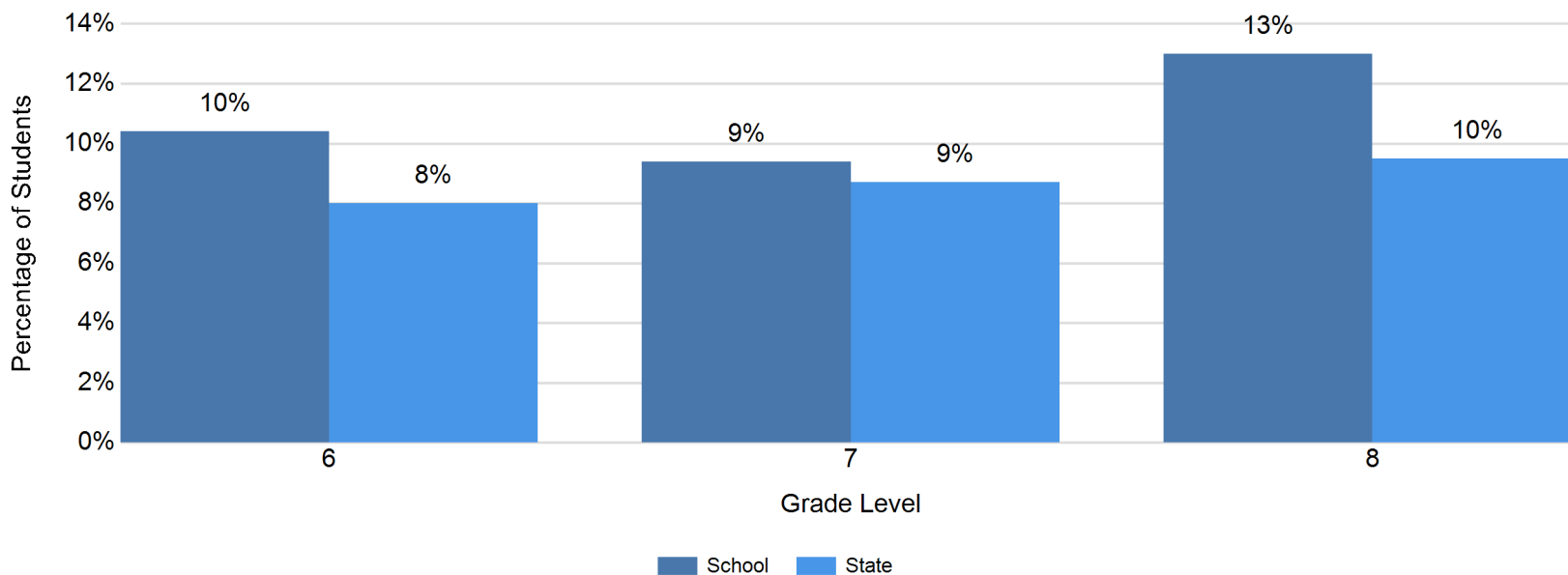


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**Chronic Absenteeism by Grade**

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	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.07

### 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	5.3%
Out-of-School Suspensions	6.4%
Any Suspension	9.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

### 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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	64	120,724
Average years experience in public schools	15.4	11.8
Average years experience in district	13.5	10.5
Teachers in district for 4 or more years	91%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	250:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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 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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	39.6	17.5%
Mathematics Proficiency	30.6	17.5%
English Language Arts Growth	69.8	25.0%
Mathematics Growth	64.5	25.0%
Chronic Absenteeism	17.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		48.5
<b>Summative Rating:</b> Percentile rank of Summative Score		47.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	48.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	41.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	36.4	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Not Met	No
Black or African American	73.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	45.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Schultes	<b>Email Address:</b>	<a href="mailto:sschultes@gloucestertownshipschools.org">sschultes@gloucestertownshipschools.org</a>
<b>Address:</b>	85 LITTLE GLOUCESTER ROAD BLACKWOOD, NJ 08012	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)227-3534		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Glen Landing offers 21 clubs and extracurricular activities.</li> <li>• 11 InterscholasticSports teams compete throughout the year.</li> <li>• Technology is a part of each school day, with all students utilizing their 1:1 personal Chromebook.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Glen Landing Middle School is committed to providing each student with a supportive and challenging environment that promotes responsible decision making, character building, and life-long learning. We recognize and support the diversity of our student body in age, maturity, physical and emotional development.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Academic achievement is recognized through our membership in National Junior Honor Society. Glen Landing is an active participant in the national student recognition program called Renaissance. This program encourages student academic achievement, good attendance and conduct, and participation in school activities and projects. Glen Landing has a “Shining Star” and “Student of the Month” program to foster and encourage good citizenship and positive peer relationships.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In addition to a solid curriculum in core subject areas, math, science, social studies and language arts literacy, Glen Landing offers an excellent exploratory cycle that includes fine arts and related arts. The fine arts cycle consists of music appreciation, general music, music theatre, cultural and perceptual art, and world languages. The related arts cycle includes courses in technology and computer studies.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Glen Landing offers a wide range of interscholastic sports that run throughout the school year. In addition to the sports listed above Glen Landing also offers cheerleading during the winter season.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Glen Landing offers a wide range of extra-curricular activities designed to meet the many interests of our students. We have athletic teams, student government, drama, instrumental music, and choral music. There are numerous clubs that students are encouraged to join, including yearbook, school newspaper, computer, technology, dance, drill team, chess, woodworking, and art.</p>
 <p><b>Before and After School Programs:</b></p>	<p>There is an after-school intervention program provided to offer extra support to students who struggle in math, ELA, and organizational skills. We also offer an after school academic assistance program in our library.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff participates in regular Professional Learning Communities (PLCs) during their teacher day. In addition, we have both full and early dismissal days used for PD to better plan for and meet student achievement goals. In addition to the required activities, our staff also participate in numerous voluntary trainings and learning activities throughout the year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Glen Landing offers support to students in a variety of ways. We offer tutoring and extra help to students who are struggling academically. Our CST helps to monitor the performance of our students with special needs. I&amp;RS is used to assist students who are experiencing learning, behavior, or health concerns. Our guidance department also monitors and provides supports in a variety of ways.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Glen Landing has an active Student Safety Committee designed to create a safe climate conducive to learning and healthy student development. Our Physical Education courses stress lifetime fitness, healthful living and social skills. The district also fully participates in the school breakfast and lunch programs.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are welcome in our school and are afforded opportunities to visit during Orientation, Back to School Night, American Education Week, parent-teacher conferences, and various other school functions. We recognize that parents are an important part of our school and we welcome parent participation through our Home and School Association. Glen Landing has an active HSA and enjoys the support of parent involvement in the school during the school year.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students

The School Climate and Safety Committee conducts a student survey each year. Students are able to complete the survey using their chromebooks and the committee is able to easily use the data to gain insight regarding students their perspective related to our school climate and safety.



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Several major technology initiatives have been accomplished as all Glen Landing students (grades 6-8) have their own Chromebook which is used daily for technology integration into the classroom. Additionally, all Math and ELA classrooms have Smartboard monitors that aid in interactivity of the curriculum for teachers and students. Staff and students worked very hard in the 2016-17 school year and this resulted in significant improvements in standardized test scores. Glen Landing proud of these achievements and we look forward to even more as we pilot new English Language Arts materials, modify our block instruction in Math, and implement the new curriculum in Science and Social Studies. We are well positioned to support all of our Glen Landing students.



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](mailto: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
KG	39	37	34
1	48	32	39
2	49	46	33
3	48	43	41
4	49	40	47
5	52	43	39
Ungraded	0	0	0
Total	285	241	233

**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%	53%	56%
Male	51%	47%	44%
Economically Disadvantaged Students	36%	34%	31%
Students with Disabilities	16%	16%	15%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	84.5%
Hispanic	9.0%
Black or African American	2.6%
Asian	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.7%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	36	0	0
KG - Full Day	0	37	34

**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	99.6%
Other	0.4%



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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	118	97.7	53.40	50.50	54.90	53.4	48.1	Met Target
White	101	97.2	56.50	55.60	63.90	56.5	50.6	Met Target
Hispanic	10	100.0	30.00	39.00	39.80	30	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	60	98.5	63.40	59.80	62.20	63.4		
Male	58	96.8	43.10	41.60	48.10	43.1		
Economically Disadvantaged Students	39	100.0	48.80	36.30	36.20	48.8	46.7	Met Target
Non-Economically Disadvantaged Students	79	96.5	55.70	59.00	65.80	55.7		
Students with Disabilities	25	93.3	16.00	13.10	20.50	15.6	10.9	Met Target
Students without Disabilities	93	99.0	63.40	58.80	61.90	63.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	751	747	749	*	*	38%	40%	*	48%	50%
White	33	752	752	759	*	*	36%	39%	*	49%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	13	753	753	754	*	*	*	*	*	62%	55%
Male	27	750	741	745	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	40	751	*	752	*	*	38%	40%	*	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	753	748	753	*	*	35%	33%	*	48%	56%
White	38	756	754	762	*	*	37%	37%	*	53%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	760	755	758	*	*	*	*	*	56%	61%
Male	21	746	740	749	*	*	*	*	*	38%	51%
Economically Disadvantaged Students	17	751	737	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	29	755	755	764	*	*	*	*	*	48%	69%
Students with Disabilities	10	731	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	36	760	*	759	*	*	*	*	*	58%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	46	753	748	755	*	*	35%	33%	*	48%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	760	751	756	*	*	*	49%	*	67%	59%
White	34	763	755	763	*	*	*	53%	*	71%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	26	764	759	761	*	*	*	*	*	73%	66%
Male	13	751	744	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	17	752	741	740	*	*	*	*	*	65%	40%
Non-Economically Disadvantaged Students	22	766	759	765	*	*	*	*	*	68%	71%
Students with Disabilities	10	707	714	725	*	*	*	0%	*	10%	22%
Students without Disabilities	29	778	758	762	*	*	*	66%	*	86%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	39	760	752	757	*	*	*	49%	*	67%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

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



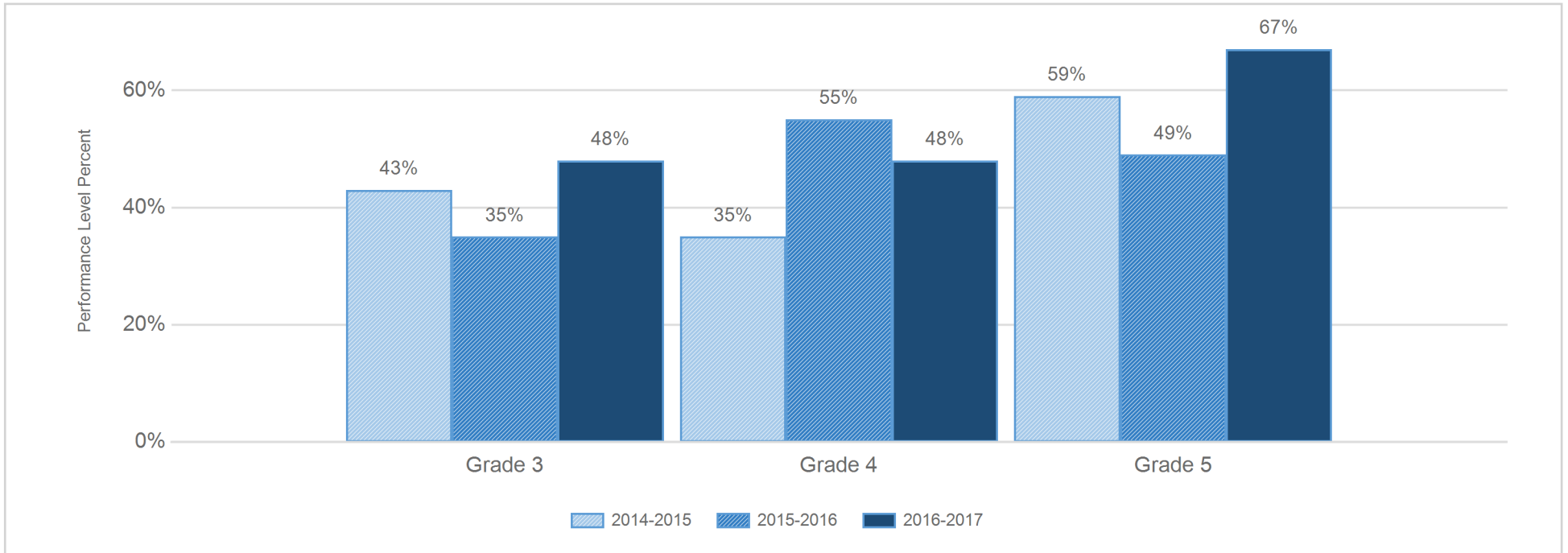
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**Grade Span KG-05**

**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	118	97.7	48.30	38.60	43.50	48.3	36.7	Met Target
White	101	97.2	50.50	44.70	52.40	50.5	37.4	Met Target
Hispanic	10	100.0	40.00	27.60	27.60	40	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	60	98.5	51.70	39.80	44.10	51.7		
Male	58	96.8	44.90	37.40	42.90	44.9		
Economically Disadvantaged Students	39	100.0	41.10	25.50	25.10	41.1	25.3	Met Target
Non-Economically Disadvantaged Students	79	96.5	51.90	46.40	54.30	51.9		
Students with Disabilities	25	93.3	12.00	11.70	16.50	11.7	7.4	Met Target
Students without Disabilities	93	99.0	58.00	44.50	48.80	58		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	40	746	748	751	*	*	43%	33%	*	40%	53%
White	33	747	754	759	*	*	46%	30%	*	39%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	13	744	751	751	*	*	*	*	*	39%	52%
Male	27	747	745	751	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	40	746	*	753	*	*	43%	33%	*	40%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	751	741	747	*	*	33%	44%	*	52%	47%
White	38	752	746	755	0%	*	29%	45%	*	55%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	754	743	747	*	*	*	*	*	52%	47%
Male	21	748	738	747	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	17	744	732	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	29	755	747	757	*	*	*	*	*	55%	61%
Students with Disabilities	10	728	*	724	*	*	*	*	*	10%	22%
Students without Disabilities	36	757	*	751	*	*	*	*	*	64%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	46	751	741	749	*	*	33%	44%	*	52%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	39	747	740	747	*	*	28%	49%	*	51%	46%
White	34	748	744	754	*	*	*	53%	*	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	26	750	742	747	*	*	*	*	*	58%	47%
Male	13	742	737	746	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	17	747	731	732	*	*	*	*	*	41%	27%
Non-Economically Disadvantaged Students	22	748	746	756	*	*	*	*	*	59%	59%
Students with Disabilities	10	722	715	725	*	*	*	*	*	10%	19%
Students without Disabilities	29	756	744	751	*	*	*	*	*	66%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	39	747	740	748	*	*	28%	49%	*	51%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



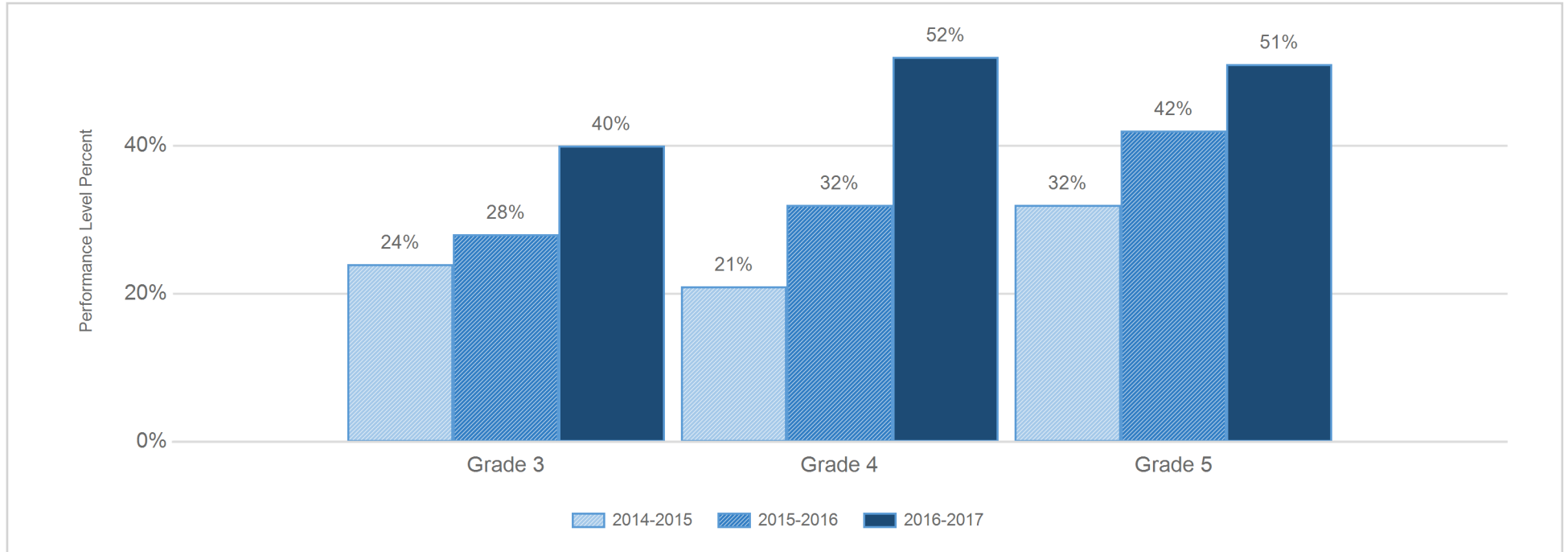
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**Mathematics Assessment – Performance Trends**

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
4	N	N
5	*	*

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

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

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



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

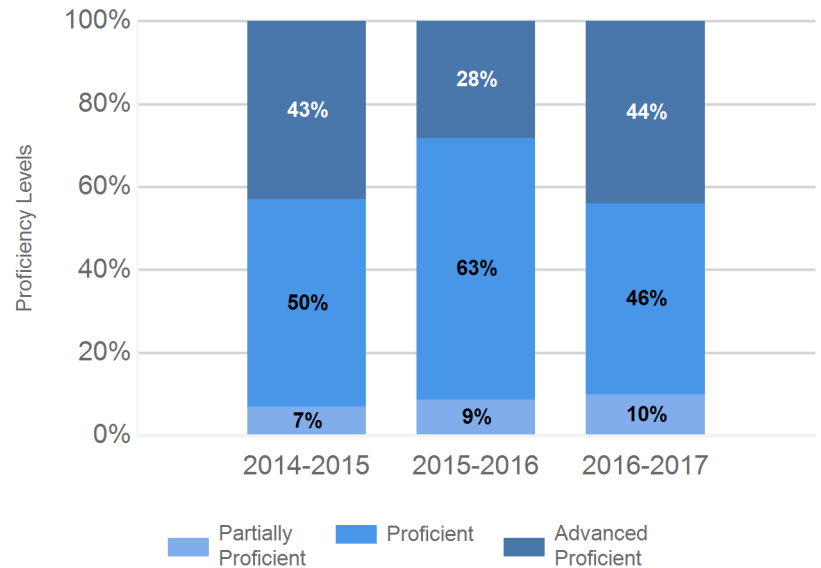
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	44%	46%	10%
White	48%	43%	*
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	50%	33%	17%
Students with Disabilities	15%	62%	23%
English Learners	N	N	N

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

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





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**Grade Span KG-05**

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	66	51	50	Exceeds Target	76	49	50	Exceeds Target
White	69	52	50	Exceeds Target	77	50	52	Exceeds Target
Hispanic	*	47	49	**	*	43.5	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	73	50	47	Exceeds Target	77	45.5	46	Exceeds Target
Students with Disabilities	48	46.5	41	**	68	41	43	**
English Learners	*	64	53	**	*	50	51	**

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



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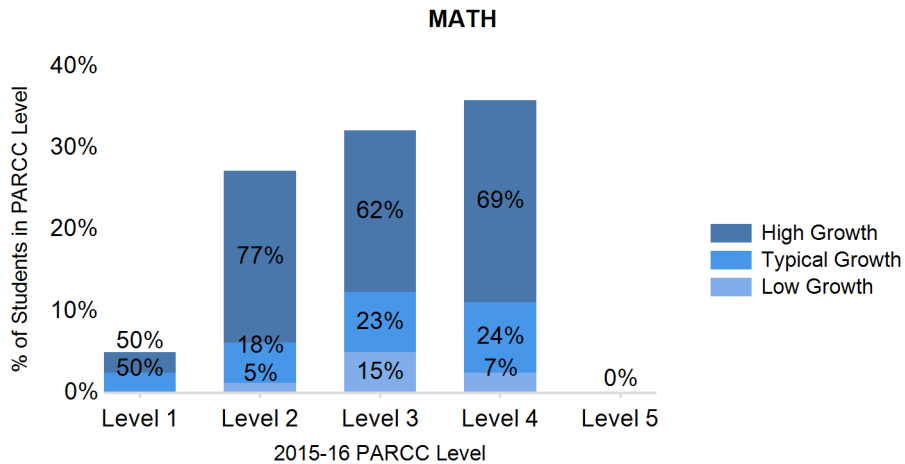
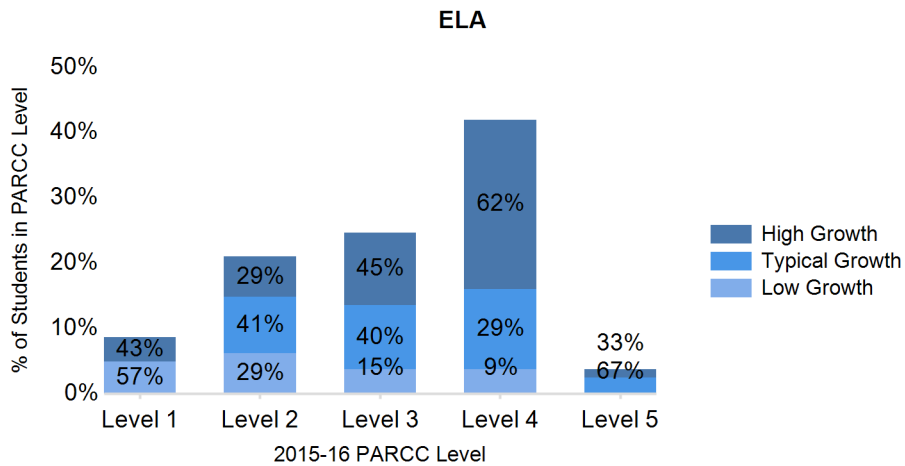
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

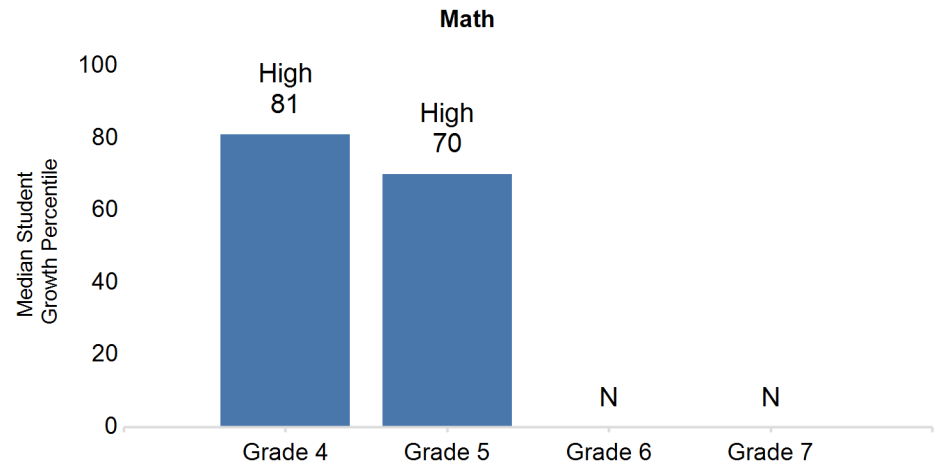
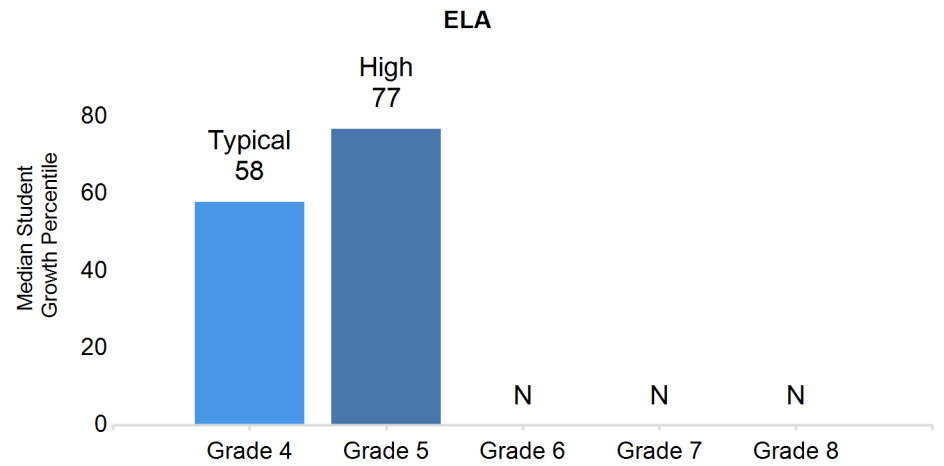
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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This section shows 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**

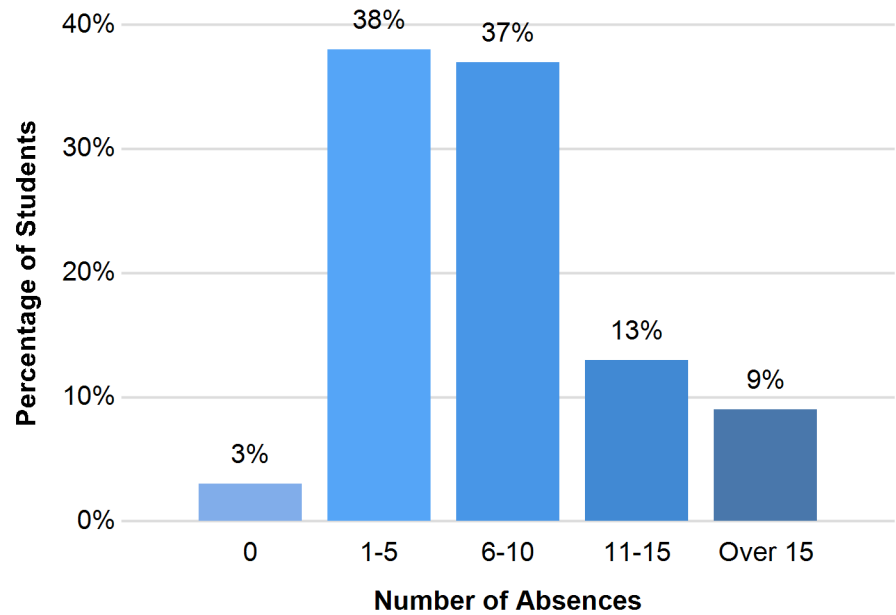
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.40	Met Target
White	7.50	8.40	Met Target
Hispanic	9.50	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	8.40	Not Met
Students with Disabilities	17.10	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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





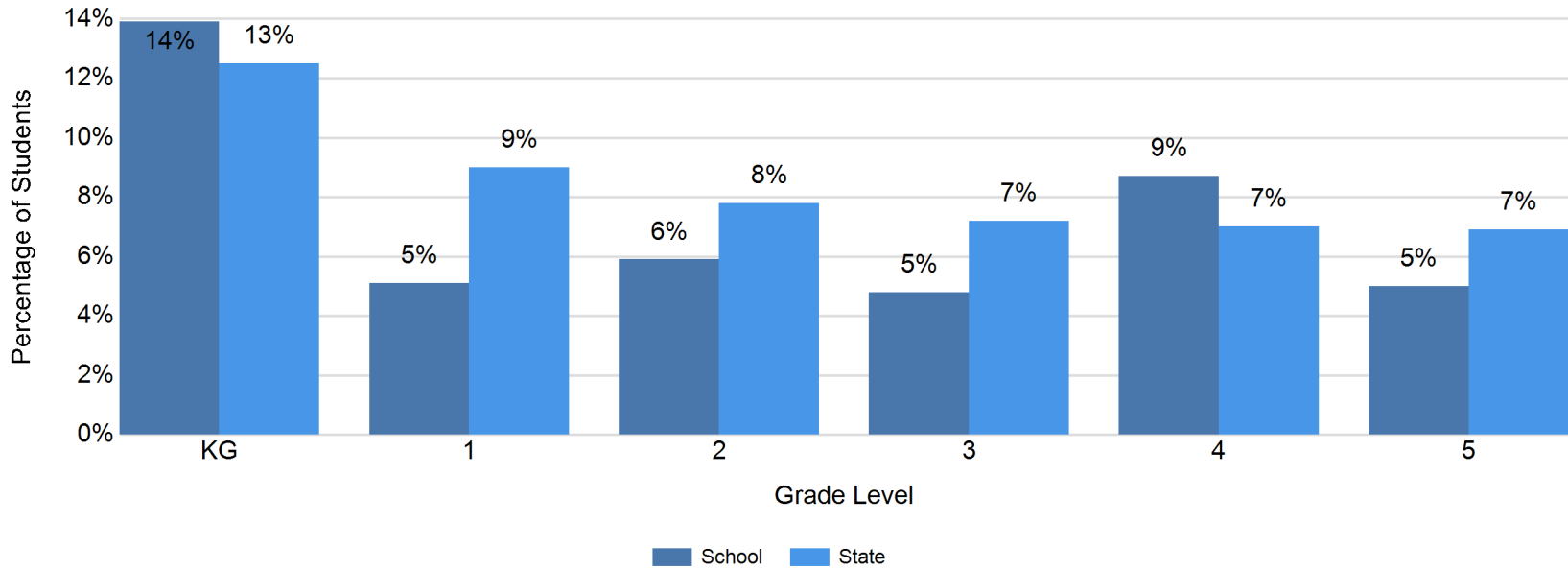
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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

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

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**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	3.1:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	20	120,724
Average years experience in public schools	18.3	11.8
Average years experience in district	17.8	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	233:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	94%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.9	17.5%
Mathematics Proficiency	48.1	17.5%
English Language Arts Growth	96.5	25.0%
Mathematics Growth	99.0	25.0%
Chronic Absenteeism	38.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		70.4
<b>Summative Rating:</b> Percentile rank of Summative Score		80.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	70.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	64.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	85.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Ferrier	<b>Email Address:</b>	<a href="mailto:pferrier@gloucestertownshipschools.org">pferrier@gloucestertownshipschools.org</a>
<b>Address:</b>	201 STATION AVE GLENDORA, NJ 08029	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)939-4704		

School Narrative

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Chromebooks are available and utilized at every grade level.</li> <li>• Glendora boasts the 2016 District Teacher of the Year</li> </ul>
<b>Mission, Vision, Theme:</b>	Glendora Elementary School is a Kindergarten through Grade Five building with a long tradition of service to the community. Our school continues to promote a friendly and secure environment with an emphasis on academic achievement, high expectations for student behavior & citizenship, and close family involvement. The comfortable size of the school allows our staff to get to know families very well and work with them in a special way.
<b>Awards, Recognition, Accomplishments:</b>	Glendora has ranked near the top of the district in proficiency on the 2016 and 2017 PARCC tests.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science &amp; Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs "</p>
 <p><b>Clubs and Activities:</b></p>	<p>After school offerings include Adopt a Grandparent, Drama, STEAM and Coding Clubs. Rocket Math, Summer Reading Rocks, Mentoring and Safety patrol are offered to interested students.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. SNAP a after school tutoring is available to grades 3-5.</p>






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**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>Glendora's has a former District Teacher of the year. A Support-On-Site Program (SOS) meets monthly for teacher advisement.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Child Study Team, Special Education Services , Speech, and Guidance Counseling.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our parent teacher Group (PTG) has monthly meetings and is responsible for fund raising activities and develop projects that enhance the student's school experience. Parents are also able to attend many school events such as the Academic Rally, Field Day, &amp; Open House Visitation Day.</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](mailto: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
KG	32	30	50
1	41	30	37
2	51	46	32
3	45	48	46
4	41	40	51
5	41	42	39
Ungraded	0	0	0
Total	251	236	255

**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	55%	56%	58%
Male	45%	44%	42%
Economically Disadvantaged Students	45%	42%	40%
Students with Disabilities	14%	14%	13%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	78.4%
Hispanic	12.9%
Asian	2.7%
Black or African American	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.5%

**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
KG - Half Day	33	0	0
KG - Full Day	0	30	50

**Enrollment by Home Language**

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

Home Language	% of Students
English	98.8%
Other	1.2%



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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	125	94.4	64.80	50.50	54.90	64.8	59	Met Target
White	105	93.2	66.60	55.60	63.90	66.4	58.2	Met Target
Hispanic	15	100.0	46.70	39.00	39.80	46.7	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	75	95.1	64.00	59.80	62.20	64		
Male	50	93.3	66.00	41.60	48.10	65.5		
Economically Disadvantaged Students	52	93.7	59.60	36.30	36.20	*	54	Met Target
Non-Economically Disadvantaged Students	73	94.9	68.50	59.00	65.80	*		
Students with Disabilities	18	90.5	27.80	13.10	20.50	26.3	N	N
Students without Disabilities	107	95.0	71.00	58.80	61.90	71		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	756	747	749	*	*	*	60%	*	64%	50%
White	37	757	752	759	*	*	*	62%	*	68%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	22	761	753	754	*	*	*	59%	*	68%	55%
Male	23	751	741	745	*	*	*	61%	*	61%	46%
Economically Disadvantaged Students	17	748	*	731	*	*	*	59%	*	59%	31%
Non-Economically Disadvantaged Students	28	760	*	762	*	*	*	61%	*	68%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	45	756	*	752	*	*	*	60%	*	64%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	49	760	748	753	*	*	27%	49%	*	63%	56%
White	41	763	754	762	*	*	*	51%	*	68%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	33	758	755	758	*	*	*	*	*	61%	61%
Male	16	765	740	749	*	*	*	*	*	69%	51%
Economically Disadvantaged Students	22	751	737	737	*	*	*	46%	*	55%	36%
Non-Economically Disadvantaged Students	27	768	755	764	*	*	*	52%	*	70%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	760	748	755	*	*	27%	49%	*	63%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	766	751	756	0%	*	28%	54%	*	69%	59%
White	32	765	755	763	0%	*	31%	50%	*	66%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	22	766	759	761	0%	*	*	*	*	68%	66%
Male	17	767	744	750	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	20	766	741	740	0%	*	*	*	*	75%	40%
Non-Economically Disadvantaged Students	19	767	759	765	0%	*	*	*	*	63%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	39	766	752	757	0%	*	28%	54%	*	69%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



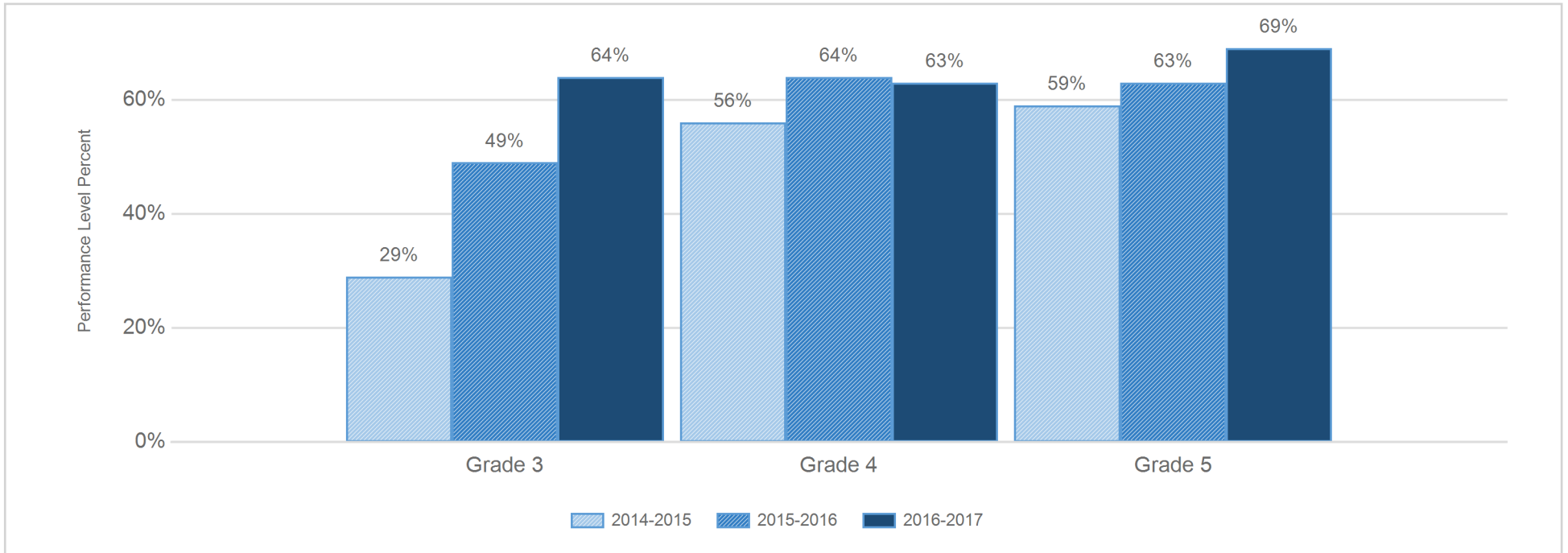
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**Grade Span KG-05**

**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	125	94.4	54.40	38.60	43.50	54.4	46.7	Met Target
White	105	93.2	53.40	44.70	52.40	53	47.9	Met Target
Hispanic	15	100.0	60.00	27.60	27.60	60	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	75	95.1	50.60	39.80	44.10	50.6		
Male	50	93.3	60.00	37.40	42.90	59.5		
Economically Disadvantaged Students	52	93.7	48.10	25.50	25.10	*	37.3	Met Target
Non-Economically Disadvantaged Students	73	94.9	58.90	46.40	54.30	*		
Students with Disabilities	18	90.5	27.80	11.70	16.50	26.3	N	N
Students without Disabilities	107	95.0	58.90	44.50	48.80	58.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Grade Span KG-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	45	758	748	751	*	*	*	64%	*	71%	53%
White	37	759	754	759	*	*	*	65%	*	73%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	22	769	751	751	*	*	*	68%	*	82%	52%
Male	23	748	745	751	*	*	*	61%	*	61%	53%
Economically Disadvantaged Students	17	750	*	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	28	763	*	761	*	*	*	*	*	82%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	45	758	*	753	*	*	*	64%	*	71%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	741	741	747	*	29%	29%	39%	*	39%	47%
White	41	742	746	755	*	29%	29%	39%	*	39%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	33	739	743	747	*	*	*	*	0%	36%	47%
Male	16	745	738	747	*	*	*	*	0%	44%	48%
Economically Disadvantaged Students	22	739	732	732	*	*	*	*	0%	41%	27%
Non-Economically Disadvantaged Students	27	743	747	757	*	*	*	*	0%	37%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	49	741	741	749	*	29%	29%	39%	*	39%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	753	740	747	0%	*	49%	41%	*	46%	46%
White	32	753	744	754	0%	*	50%	38%	*	44%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	22	750	742	747	0%	*	*	*	*	36%	47%
Male	17	757	737	746	0%	*	*	*	*	59%	46%
Economically Disadvantaged Students	20	749	731	732	0%	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	19	757	746	756	0%	*	*	*	*	53%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	39	753	740	748	0%	*	49%	41%	*	46%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



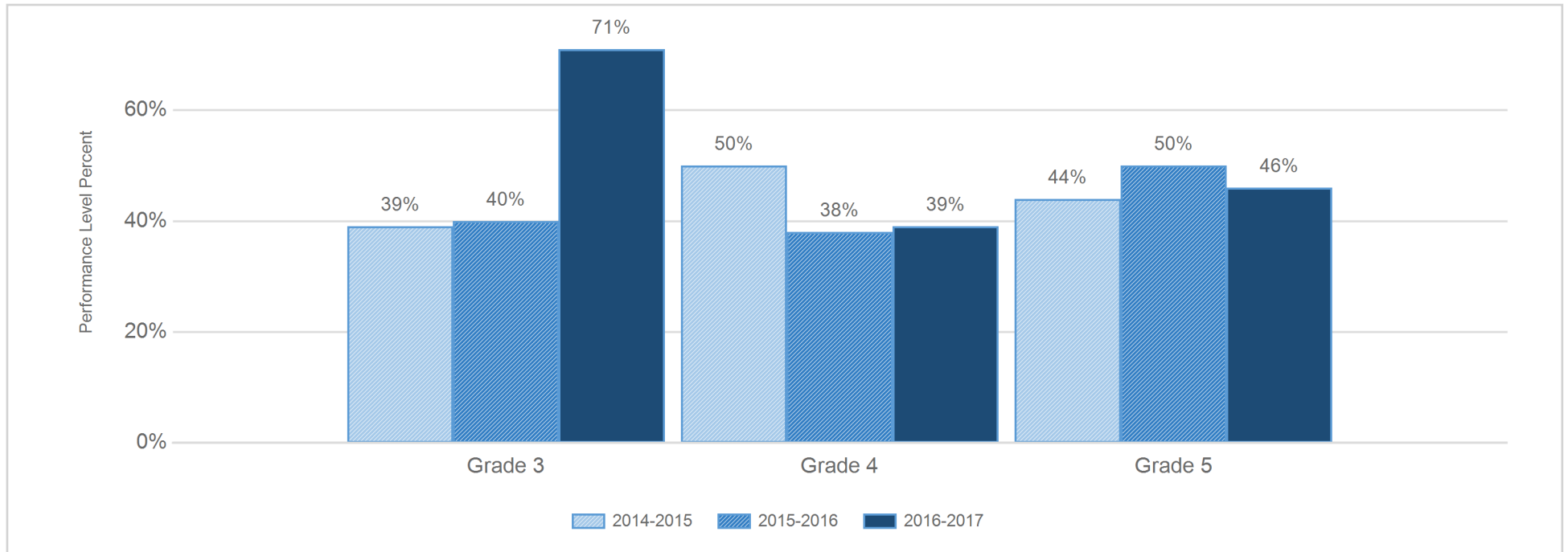
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**Mathematics Assessment – Performance Trends**

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	*	*
4	N	N
5	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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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

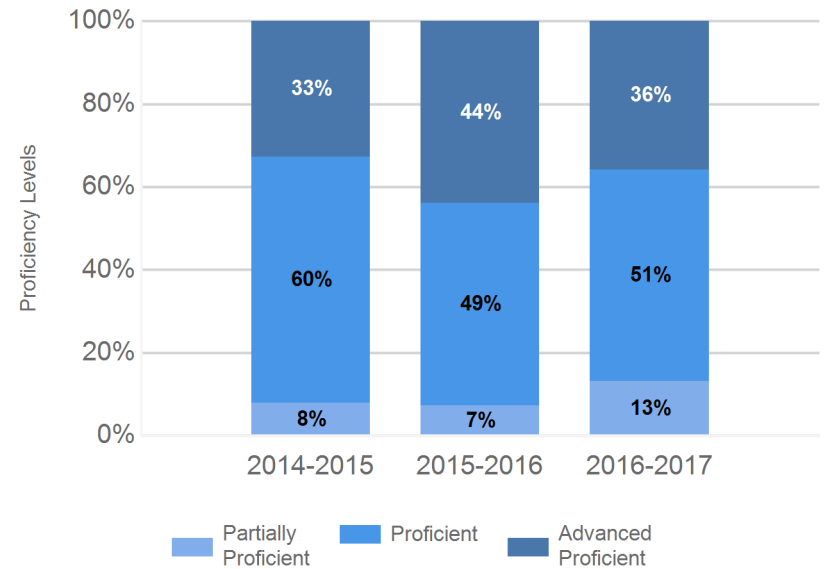
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	36%	51%	13%
White	*	52%	*
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	44%	39%	17%
Students with Disabilities	20%	50%	30%
English Learners	N	N	*

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

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





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**Grade Span KG-05**

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	64.5	51	50	Exceeds Target	57	49	50	Met Target
White	62.5	52	50	Exceeds Target	57	50	52	Met Target
Hispanic	*	47	49	**	*	43.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	62	50	47	Exceeds Target	45.5	45.5	46	Met Target
Students with Disabilities	73	46.5	41	**	37	41	43	**
English Learners	*	64	53	**	*	50	51	**

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



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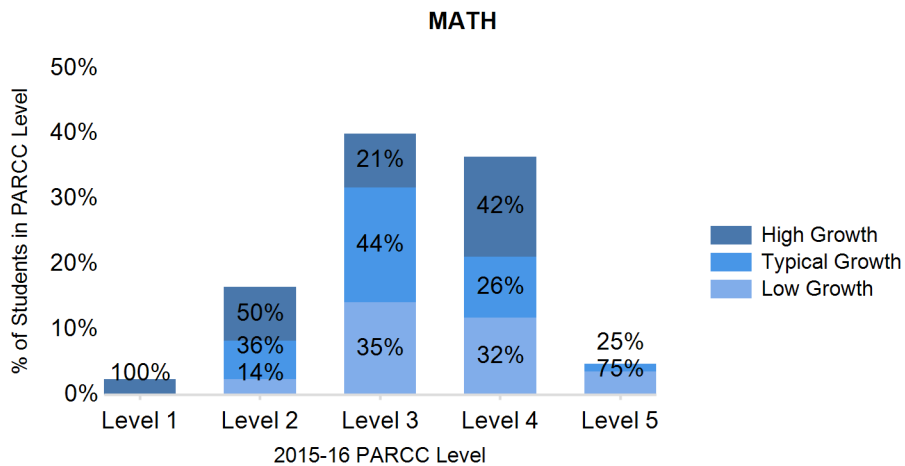
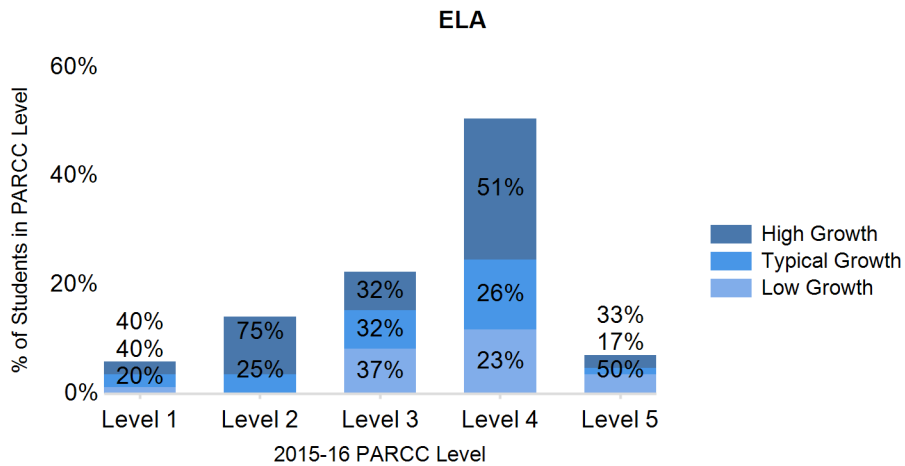
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

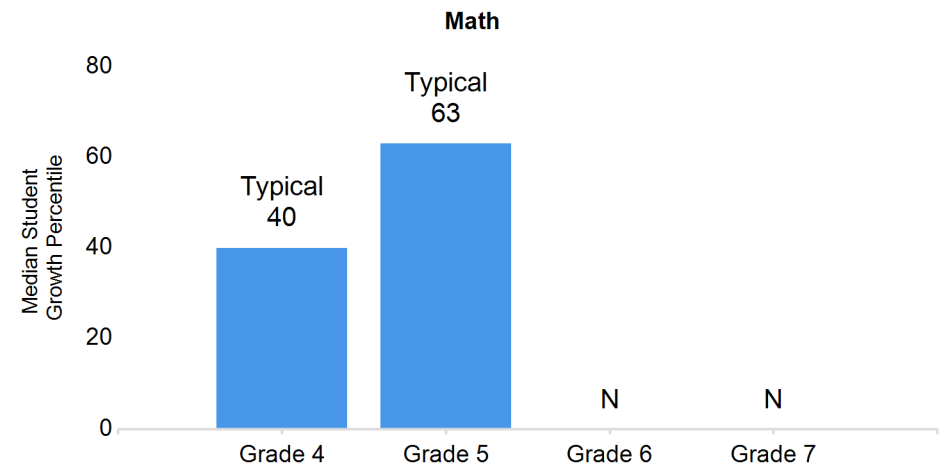
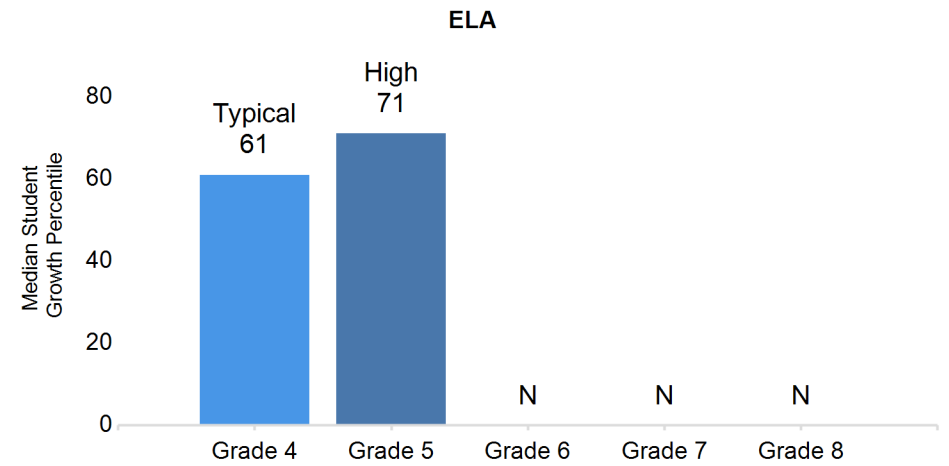
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

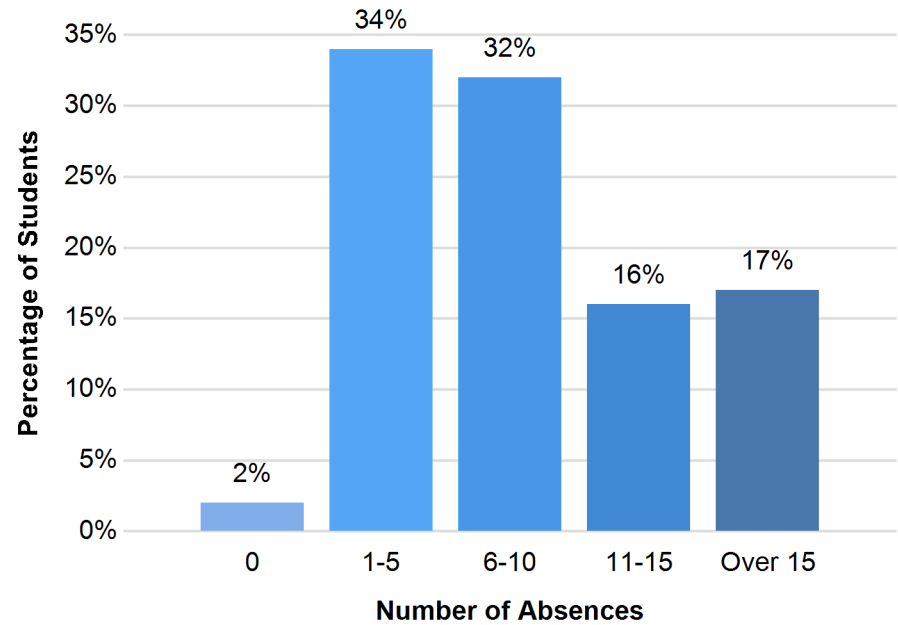
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.00	8.40	Not Met
White	11.30	8.40	Not Met
Hispanic	11.40	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.20	8.40	Not Met
Students with Disabilities	24.30	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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





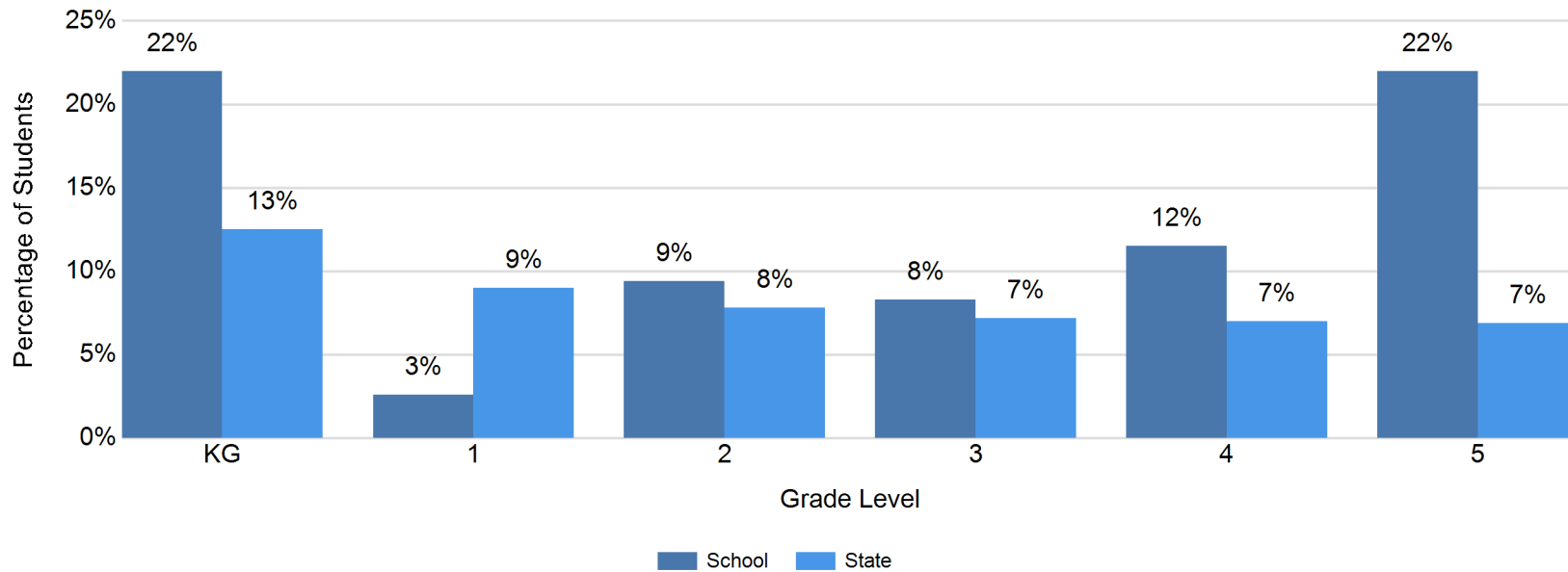
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Chronic Absenteeism by Grade

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





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**Grade Span KG-05**

**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	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	1.2%
Any Suspension	1.6%

**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	3.6:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	14.5	11.8
Average years experience in district	13.8	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	15:1	12:1
Administrators	255:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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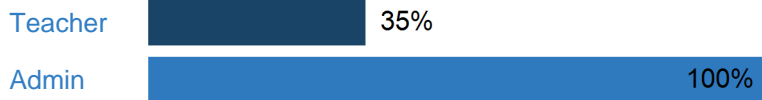
**Teachers and Administrators - Level of Education**

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	66.6	17.5%
Mathematics Proficiency	63.9	17.5%
English Language Arts Growth	90.8	25.0%
Mathematics Growth	64.5	25.0%
Chronic Absenteeism	12.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		63.6
<b>Summative Rating:</b> Percentile rank of Summative Score		71.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.6	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	56.4	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68.9	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Gentile	<b>Email Address:</b>	<a href="mailto:jgentile@gloucestertownshipschools.org">jgentile@gloucestertownshipschools.org</a>
<b>Address:</b>	270 SOUTH BLACK HORSE PIKE BLACKWOOD, NJ 08012-2996	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)227-8845		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• New TCI Program initiated in 2017-18 for Science &amp; Social Studies</li> <li>• GTES staff has two County Teachers of the Year, 2 NJ Achievement Coaches, &amp; 2 National Bd. Certified Teachers</li> <li>• GTES was a featured school on NJTV-PBS Classroom Close-ups in 2017.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Gloucester Township Elementary School is to provide an educational program for all its students. This program contains a vision that includes building a strong foundation of academic knowledge, develops thinking &amp; cognitive skills, and teaches accountability for one's citizenship &amp; behavior. GTES will engage all segments of the school community to accomplish its mission.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>GTES has received the the George Washington Honor Medal in 2008, the AMVETS Silver Helmet Award in 2010, the County Women's Center STAR Service Award in 2012, and was a featured school on NJTV-PBS in spring 2017. It has ranked near the top of the district in % proficient on the PARCC test in 2016 &amp; 2017.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>NJ state curriculum standards are delivered by the Wonders Literacy Program (McGraw-Hill), the My Math Program (McGraw-Hill), and TCI Program in Science &amp; Social Studies. Students receive instruction in 7 special areas: PE, Art, Music, Computers, Digital Lit., Spanish, &amp; Library. IMPACT, Sp. Ed., Cor. Rdg., &amp; Basic Skills Math provide intervention to further meet student needs.</p>
 <p><b>Clubs and Activities:</b></p>	<p>After school offerings include 3 enrichment clubs in Art, Dance, and Running. Extended programs offered to different grade levels include tutoring for Grades K to 5, STEAM Club, Peer Relationship Club, Technology Enrichment Club, Reading Rockets Club, and Summer SuperKids Reading Program.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students have access to a Latch-Key Program that provides before &amp; after care during the school year and the summer months. Title I services may be accessed by the school and include a Summer Bridge Program for students entering K with no Pre-K experience.</p>






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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>GTES's 2 County Teachers of the Year, 2 NJ Achievement Coaches, its Literacy Coach, and its 2 National Bd. Certified Teacher provide professional development on a school &amp; district level. A Support-On-Site Program (SOS) meets monthly for teacher advisement. GTES developed the "Released Time Template for Job-Embedded Prof. Development" which is used several times per yr. for staff workshops.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student support services include Intervention &amp; Referral Services Committee (I&amp;RS), Child Study Team, Resource Room &amp; In-Class Support instruction, Speech, and Guidance Counseling.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Gloucester Twp. Elementary School is supported by an outstanding home &amp; school organization called Educators &amp; Parents Committee (EPC). The EPC has monthly meetings and is responsible for fund raising activities and develop projects that enhance the student's school experience. Parents are also able to attend many school events such as the Americanism Program, Field Day, &amp; Open House Visitation Day.</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](mailto: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	0	0	0
KG	59	68	80
1	61	77	76
2	75	72	80
3	72	88	74
4	78	77	87
5	79	89	82
Ungraded	28	29	26
<b>Total</b>	<b>452</b>	<b>500</b>	<b>505</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	46%
Male	52%	54%	54%
Economically Disadvantaged Students	42%	45%	48%
Students with Disabilities	17%	19%	17%
English Learners	0%	8%	11%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	39.4%
Black or African American	27.7%
Hispanic	18.4%
Asian	7.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.4%
<i>Two or More Races</i>	5.7%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	59	0	0
KG - Full Day	0	68	80

**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	87.5%
Spanish	6.5%
Chinese	1.2%
Filipino	1.0%
Arabic	1.0%
<i>Other</i>	2.8%



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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	234	98.1	50.40	50.50	54.90	50.4	48.3	Met Target
White	106	98.2	57.60	55.60	63.90	57.6	59.5	Met Target†
Hispanic	35	100.0	31.40	39.00	39.80	31.4	28.6	Met Target
Black or African American	60	100.0	46.70	37.80	35.20	46.7	36.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.80	80.70	53.4	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	16	100.0	62.50	52.00	54.90	62.5	**	**
Female	118	99.2	56.80	59.80	62.20	56.8		
Male	116	97.0	44.00	41.60	48.10	44		
Economically Disadvantaged Students	111	97.0	35.10	36.30	36.20	35.1	29.6	Met Target
Non-Economically Disadvantaged Students	123	99.2	64.20	59.00	65.80	64.2		
Students with Disabilities	49	98.2	10.20	13.10	20.50	10.2	19.9	Not Met
Students without Disabilities	185	98.1	61.10	58.80	61.90	61.1		
English Learners	19	82.6	10.50	27.90	25.20	10.5	N	N
Non-English Learners	215	99.6	53.90	51.00	57.40	53.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	81	747	747	749	19%	*	22%	40%	*	48%	50%
White	36	760	752	759	*	*	*	42%	*	58%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	22	745	738	731	*	*	*	50%	0%	50%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	34	754	753	754	*	*	*	35%	*	50%	55%
Male	47	742	741	745	*	*	*	43%	*	47%	46%
Economically Disadvantaged Students	37	725	*	731	*	*	*	30%	*	30%	31%
Non-Economically Disadvantaged Students	44	765	*	762	*	*	*	48%	*	64%	63%
Students with Disabilities	17	713	712	720	*	*	*	*	*	12%	24%
Students without Disabilities	64	756	755	755	*	*	*	*	*	58%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	742	748	753	*	21%	24%	44%	*	47%	56%
White	35	746	754	762	*	*	*	49%	*	51%	67%
Hispanic	18	723	736	740	*	*	*	*	0%	22%	40%
Black or African American	23	748	736	737	*	*	*	48%	*	52%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	52	748	755	758	*	*	*	54%	*	54%	61%
Male	36	734	740	749	*	*	*	31%	*	36%	51%
Economically Disadvantaged Students	47	731	737	737	*	*	23%	30%	*	30%	36%
Non-Economically Disadvantaged Students	41	755	755	764	*	*	24%	61%	*	66%	69%
Students with Disabilities	21	708	*	725	*	*	*	*	*	*	25%
Students without Disabilities	67	753	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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**Grade Span KG-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	85	752	751	756	*	13%	25%	58%	*	59%	59%
White	39	758	755	763	0%	*	*	64%	*	67%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	24	741	741	740	*	*	*	*	0%	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	754	759	761	*	*	26%	61%	*	61%	66%
Male	42	750	744	750	*	*	24%	55%	*	57%	53%
Economically Disadvantaged Students	41	744	741	740	*	*	27%	49%	*	49%	40%
Non-Economically Disadvantaged Students	44	759	759	765	*	*	23%	66%	*	68%	71%
Students with Disabilities	13	718	714	725	*	*	*	*	*	15%	22%
Students without Disabilities	72	758	758	762	*	*	*	*	*	67%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



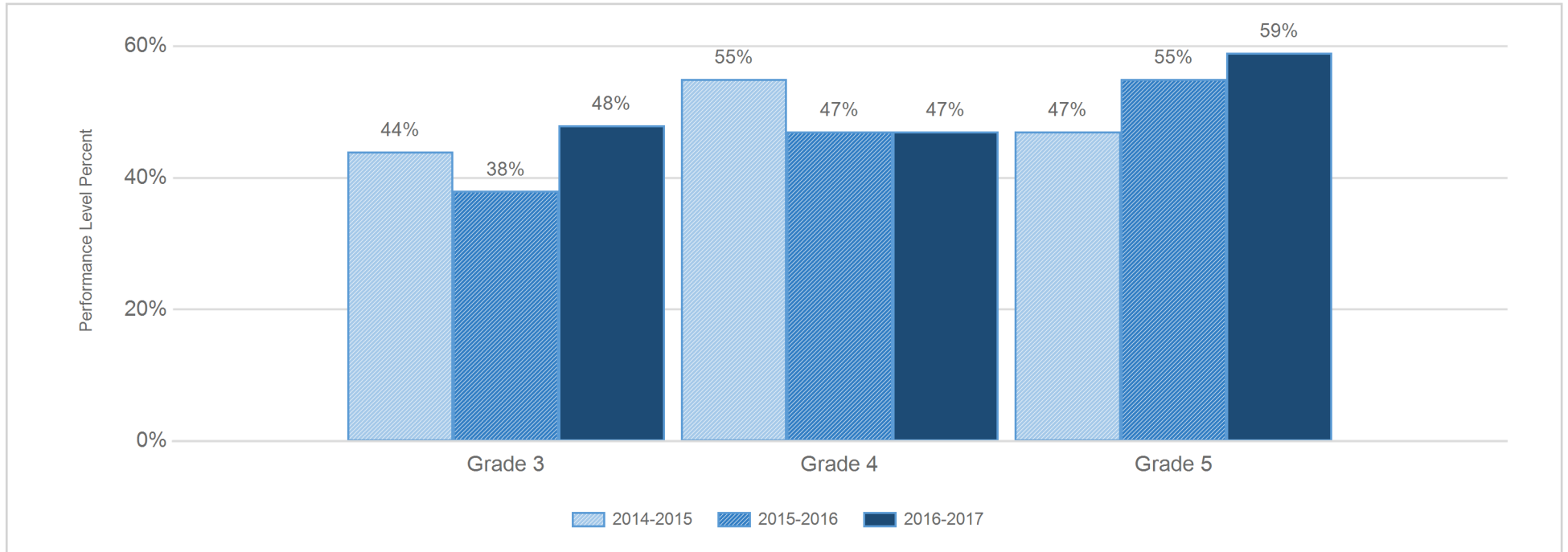
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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Grade Span KG-05**

**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	234	99.2	42.80	38.60	43.50	42.8	40.2	Met Target
White	106	98.2	51.00	44.70	52.40	51	48.6	Met Target
Hispanic	35	100.0	17.10	27.60	27.60	17.1	14.2	Met Target
Black or African American	60	100.0	35.00	22.60	21.70	35	21	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	58.70	75.60	60	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	16	100.0	56.30	33.30	44.90	56.3	**	**
Female	118	100.0	44.90	39.80	44.10	44.9		
Male	116	98.5	40.50	37.40	42.90	40.5		
Economically Disadvantaged Students	111	99.2	28.80	25.50	25.10	28.8	24.8	Met Target
Non-Economically Disadvantaged Students	123	99.2	55.20	46.40	54.30	55.2		
Students with Disabilities	49	98.2	10.20	11.70	16.50	10.2	10	Met Target
Students without Disabilities	185	99.5	51.30	44.50	48.80	51.3		
English Learners	19	95.8	10.50	27.90	23.30	10.5	N	N
Non-English Learners	215	99.6	45.60	38.90	45.20	45.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Grade Span KG-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	82	746	748	751	*	17%	23%	35%	*	49%	53%
White	36	760	754	759	*	*	*	36%	*	58%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	22	741	741	733	*	*	*	55%	0%	55%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	752	751	751	*	*	*	34%	*	51%	52%
Male	47	742	745	751	*	*	*	36%	*	47%	53%
Economically Disadvantaged Students	38	731	*	736	*	*	*	29%	*	34%	34%
Non-Economically Disadvantaged Students	44	760	*	761	*	*	*	41%	*	61%	65%
Students with Disabilities	17	713	720	729	*	*	*	*	0%	12%	29%
Students without Disabilities	65	755	755	755	*	*	*	*	17%	59%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Grade Span KG-05**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	89	742	741	747	*	21%	36%	37%	*	38%	47%
White	35	746	746	755	*	*	37%	43%	0%	43%	59%
Hispanic	18	726	734	734	*	*	*	*	*	*	30%
Black or African American	23	740	730	729	*	*	*	*	0%	35%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	746	743	747	*	*	*	38%	*	40%	47%
Male	36	736	738	747	*	*	*	36%	*	36%	48%
Economically Disadvantaged Students	47	731	732	732	*	*	34%	21%	*	23%	27%
Non-Economically Disadvantaged Students	42	754	747	757	*	*	38%	55%	*	55%	61%
Students with Disabilities	21	712	*	724	*	*	*	*	*	*	22%
Students without Disabilities	68	751	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Grade Span KG-05**

**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	741	740	747	*	15%	36%	36%	*	38%	46%
White	39	752	744	754	*	*	36%	46%	*	51%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	24	726	730	729	*	*	42%	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	743	742	747	*	*	47%	35%	*	35%	47%
Male	44	739	737	746	*	*	25%	36%	*	41%	46%
Economically Disadvantaged Students	43	728	731	732	*	*	33%	26%	*	26%	27%
Non-Economically Disadvantaged Students	44	754	746	756	*	*	39%	46%	*	50%	59%
Students with Disabilities	13	712	715	725	*	*	*	*	*	*	19%
Students without Disabilities	74	746	744	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



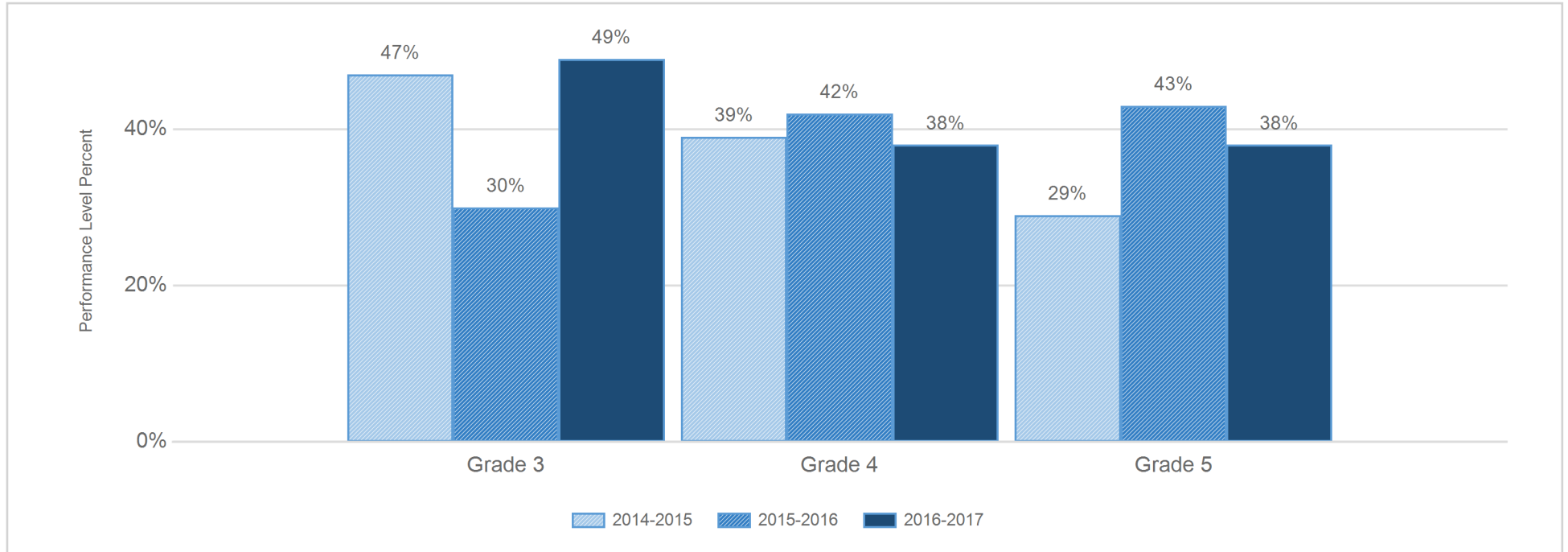
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**Grade Span KG-05**

**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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**Grade Span KG-05**

**Alternate Assessments - Participation**

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

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

**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	24	*	*
2	14	78.6%	21.4%
3	*	*	*
4	*	*	*
5+	*	*	*



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

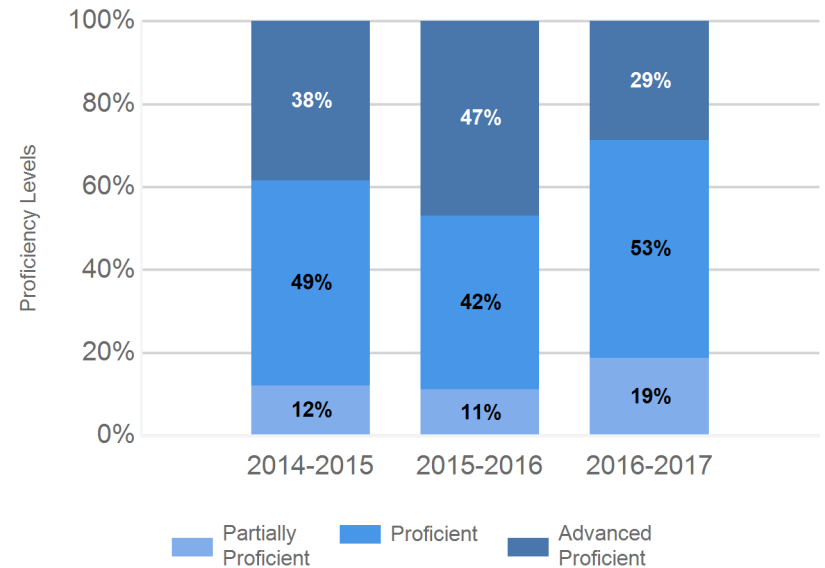
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	29%	53%	19%
White	33%	55%	12%
Hispanic	8%	67%	*
Black or African American	17%	52%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	18%	54%	28%
Students with Disabilities	N	47%	53%
English Learners	N	*	*

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

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





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**Grade Span KG-05**

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	44	51	50	Met Target	51	49	50	Met Target
White	44	52	50	Met Target	56.5	50	52	Met Target
Hispanic	46	47	49	Met Target	49	43.5	47	Met Target
Black or African American	52	*	45	Met Target	44	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	44.5	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	51	*	52	**
Economically Disadvantaged	50	50	47	Met Target	48	45.5	46	Met Target
Students with Disabilities	44	46.5	41	Met Target	34	41	43	Not Met
English Learners	*	64	53	**	50	50	51	**

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



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**Grade Span KG-05**

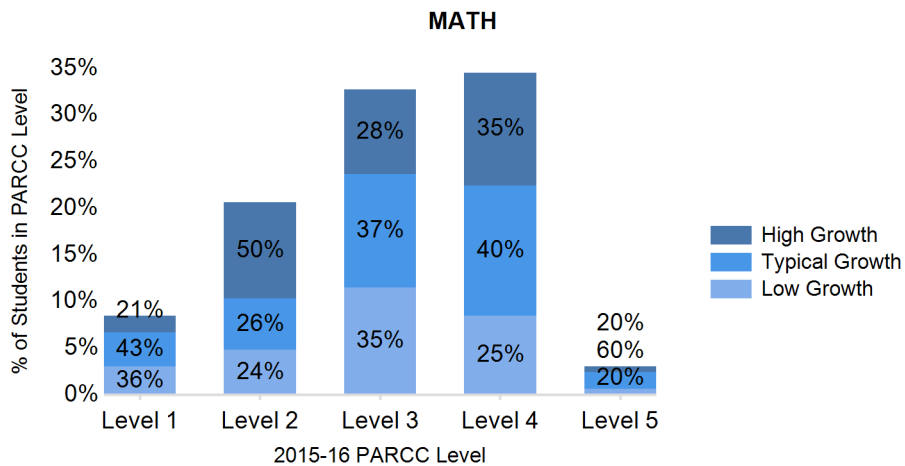
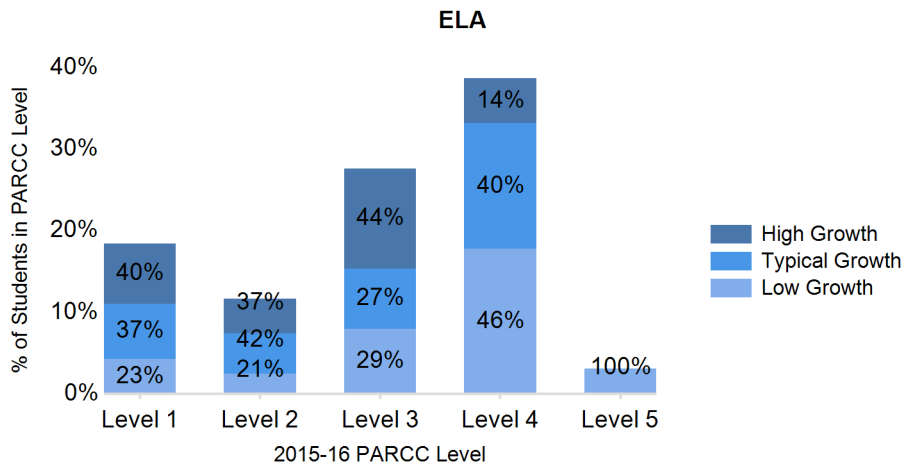
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

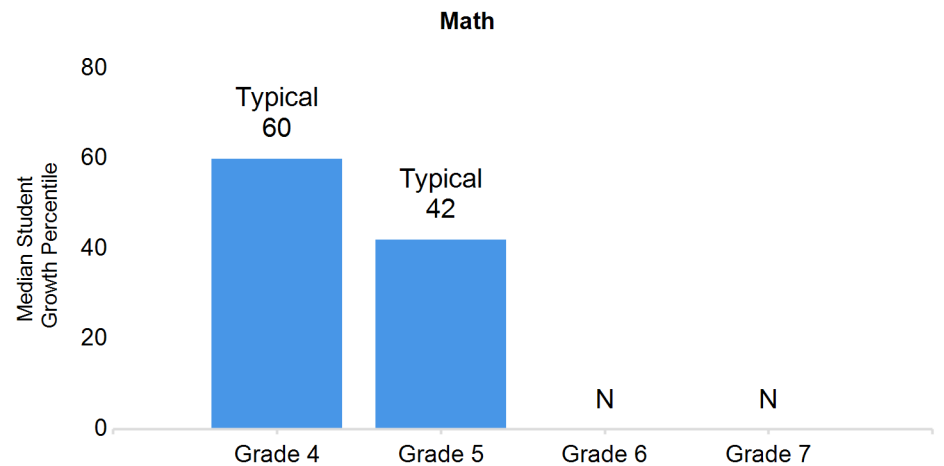
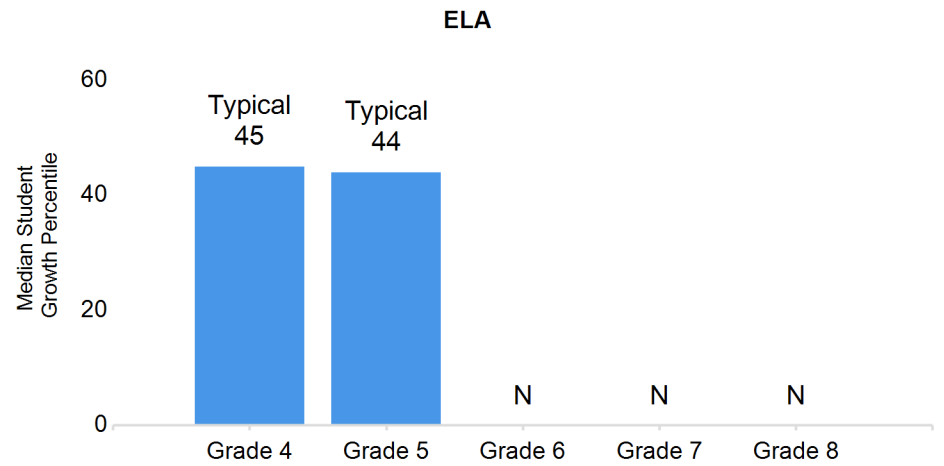
**Student Growth by Performance Level**

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.



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



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**Grade Span KG-05**

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**

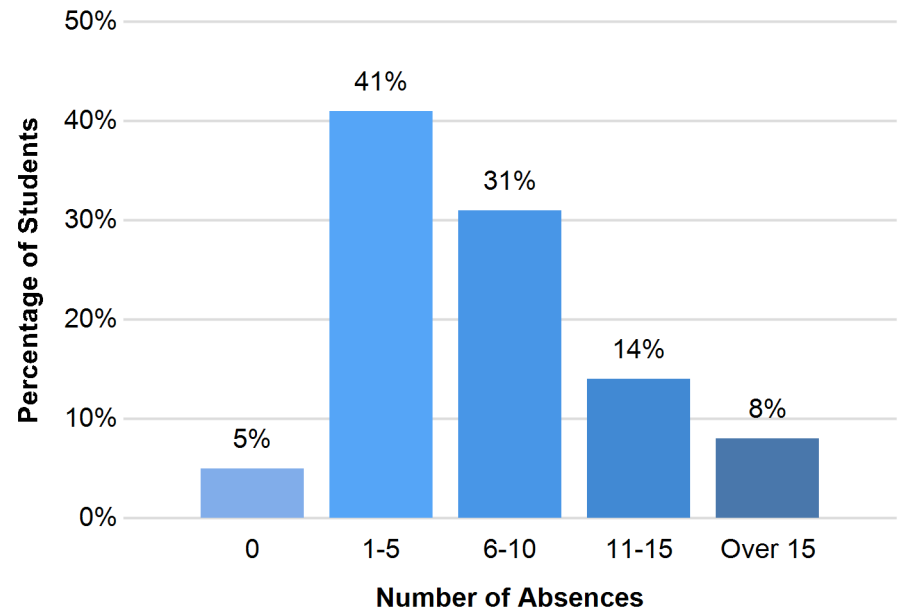
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.10	8.40	Met Target
White	6.90	8.40	Met Target
Hispanic	5.40	8.40	Met Target
Black or African American	6.40	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.10	8.40	Met Target
Economically Disadvantaged Students	9.50	8.40	Not Met
Students with Disabilities	11.20	8.40	Not Met
English Learners	7.40	8.40	Met Target

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

**Days Absent**

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





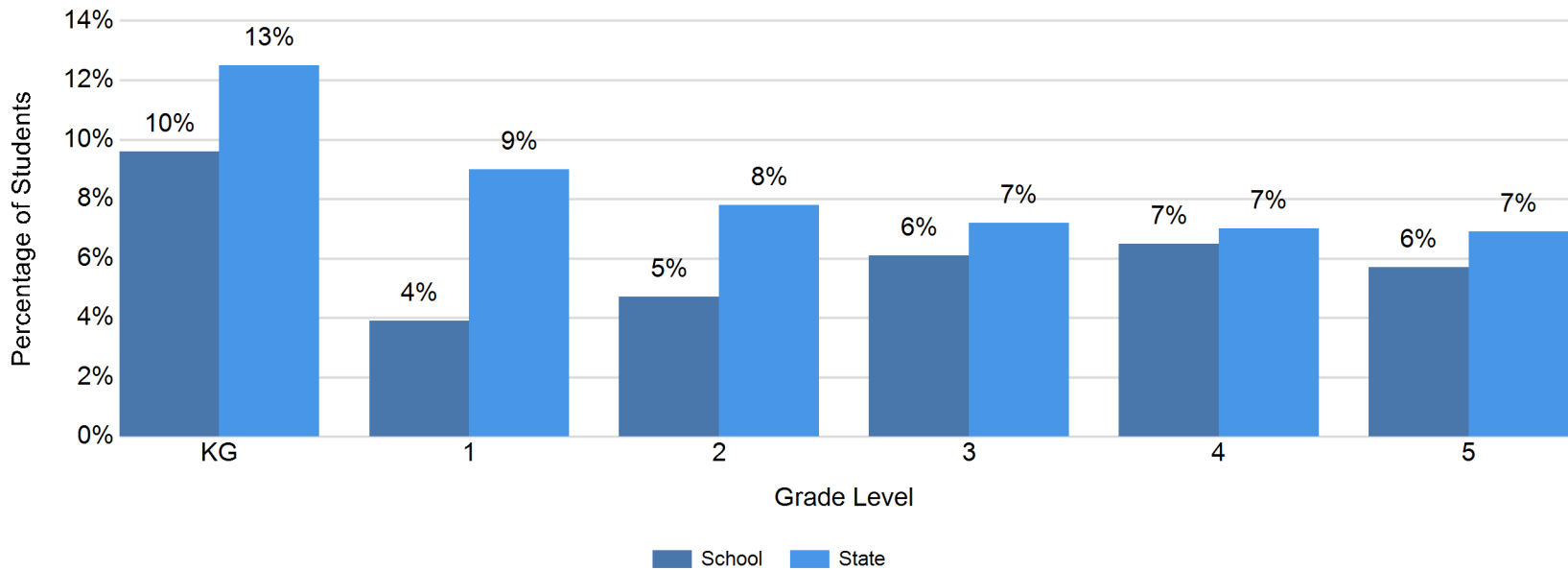
**JAMES W. LILLEY, JR. ELEMENTARY SCHOOL**  
**2016-2017**

07-1780-085  
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Grade Span KG-05

**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	9:00AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	1.0%
Any Suspension	2.4%

**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	3.2:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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**Grade Span KG-05**

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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	14.6	10.5
Teachers in district for 4 or more years	82%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	253:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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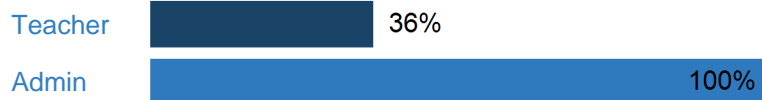
**Teachers and Administrators - Level of Education**

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	27.5	17.5%
Mathematics Proficiency	35.0	17.5%
English Language Arts Growth	37.1	25.0%
Mathematics Growth	49.9	25.0%
Chronic Absenteeism	57.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.3
<b>Summative Rating:</b> Percentile rank of Summative Score		35.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	39.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Hispanic	41.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	71.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	54.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	37.6	11.9	No	Not Met	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Rose-Bounds	<b>Email Address:</b>	<a href="mailto:arosebounds@gloucestertownshipschools.org">arosebounds@gloucestertownshipschools.org</a>
<b>Address:</b>	1275 WILLIAMSTOWN ROAD ERIAL, NJ 08081	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)875-0991		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes blended learning program in English Language Arts, Math, Science &amp; Social Studies</li> <li>• Technology is a part of each school day, with all students in grades 3-5 utilizing 1:1 personal Chromebooks</li> <li>• We were featured on Fox29: Bob Kelly's Classroom for our Paw Pride positive behavior support system.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>At the James W. Lilley Elementary School we believe "Childhood should be a journey - not a race!" By offering a wide variety of opportunities and experiences designed to develop the whole student; academically, emotionally, and socially, we provide a safe and educationally stimulating environment for all children to learn.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The James W. Lilley School Family is known for having caring hearts and helping hands. Staff and students have been recognized for raising thousands of dollars in support of the Alex's Lemonade Stand Foundation for Childhood Cancer, Susan G. Komen for the Cure, Juvenile Diabetes Research Foundation, MS Society, Autism Society, and most recently the Best Friends Animal Society</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our enrollment consists of approximately 500 students in grades Pre-Kindergarten through Fifth Grade. Classroom practices and instructional strategies are aligned with the New Jersey Student Learning Standards. We use McGraw Hill's Reading Wonders and My Math as well as TCI Science and Social Studies. We share a gifted/talented teacher who works to challenge students through the IMPACT program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students who enjoy a challenge or the visual and performing arts are invited to take part in after school programs (i.e. Game/Puzzle Club, Art and Music clubs).</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students who require additional support are invited to take part in after school programs (i.e. SNAP and Homework clubs).</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Pride is taken in our highly qualified teachers, who work to implement researched based instructional strategies to promote student achievement within our diverse community. Additionally, classroom practices and instructional strategies are aligned with the New Jersey Student Learning Standards. Professional development opportunities for staff are on going through in-services, workshop, and professional learning committees.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our school Guidance Counselors are readily available to assist students and parents/guardians newly developed or enduring issues. Reading and Math Interventionist reinforce classroom content while developing strategies tailored to individual student needs of students. IEP students are services in an appropriate LRE. Sheltered English Instruction is offered to English Language Learners. Speech Services focuses on articulation, auditory processing, and receptive language.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We pride ourselves in providing a structured and caring environment with an emphasis on academics and good citizenship. We partner with the Hispanic Family Center of South Jersey to offer Botvin LifeSkills. This is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for elementary school students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and guardians are an active and welcomed force in our school community. We have an alliance with the local police department, who visit our school as part of the Law Enforcement Against Drugs effort and the Society Improvement 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.



Facilities:

James W.Lilley Elementary School is a K-5 school in Gloucester Township, NJ. Built in 1986, it was named after former Superintendent James W. Lilley, Jr., whose career in the Gloucester Township Public School District spanned three decades.



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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.

The goal of James W. Lilley, Jr. Elementary School is to provide a safe and educationally stimulating environment for all students. We offer a wide variety of opportunities and experiences designed to develop the whole student: academically, emotionally, and socially. This year our school is implementing a new school-wide behavior program. It is called PRIDE. Our students are expected to demonstrate the core values of: Positivity, Respect, Integrity, Dependability, & Effort. It is the Lilley School principle that excellence in educational achievement is realized through an intimate and collaborative relationship between the home and the school. Together we keep the children motivated and focused on their total development. In closing, we are very proud of our Home & School Association, faculty, and student body. Collectively, we have a vested interest in the future success of every child. The work we do daily builds a solid foundation and provides the best opportunities for ALL students at the James W. Lilley, Jr. Elementary School.



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](mailto:reportcard@doe.state.nj.us)



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
KG	103	83	116
1	124	105	114
2	108	119	109
3	111	106	126
4	110	122	105
5	107	106	120
Ungraded	35	19	16
Total	698	660	706

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	49%
Male	51%	53%	51%
Economically Disadvantaged Students	41%	37%	41%
Students with Disabilities	16%	17%	14%
English Learners	8%	9%	7%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	55.5%
Black or African American	22.2%
Hispanic	11.3%
Asian	6.4%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	4.4%

**PreK and K - Full Day and Half Day**

**Enrollment by Home Language**

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

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.

Grade	2014-15	2015-16	2016-17
KG - Half Day	111	0	0
KG - Full Day	0	83	116

Home Language	% of Students
English	90.2%
Spanish	4.0%
Bengali	2.4%
Urdu	1.0%
Other	2.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	328	98.4	52.10	50.50	54.90	52.1	43.5	Met Target
White	207	98.6	60.90	55.60	63.90	60.9	51	Met Target
Hispanic	27	97.1	40.70	39.00	39.80	40.7	34.8	Met Target
Black or African American	58	98.6	29.30	37.80	35.20	29.3	27.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	22	100.0	45.50	64.80	80.70	45.5	37.1	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	14	94.1	50.00	52.00	54.90	49	**	**
Female	153	100.0	62.10	59.80	62.20	62.1		
Male	175	96.9	43.50	41.60	48.10	43.5		
Economically Disadvantaged Students	123	100.0	30.10	36.30	36.20	30.1	27.8	Met Target
Non-Economically Disadvantaged Students	205	97.2	65.40	59.00	65.80	65.4		
Students with Disabilities	57	95.5	22.90	13.10	20.50	22.9	10.3	Met Target
Students without Disabilities	271	99.0	58.30	58.80	61.90	58.3		
English Learners	30	100.0	30.00	27.90	25.20	30	23.7	Met Target
Non-English Learners	298	98.2	54.40	51.00	57.40	54.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	129	741	747	749	22%	*	21%	41%	*	45%	50%
White	76	750	752	759	*	*	24%	43%	*	50%	61%
Hispanic	14	725	732	734	*	*	*	*	0%	36%	35%
Black or African American	22	724	738	731	*	*	*	*	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	65	742	753	754	25%	*	19%	45%	*	49%	55%
Male	64	740	741	745	19%	*	23%	38%	*	41%	46%
Economically Disadvantaged Students	51	724	*	731	35%	*	*	33%	*	33%	31%
Non-Economically Disadvantaged Students	78	751	*	762	13%	*	*	46%	*	53%	63%
Students with Disabilities	25	713	712	720	52%	*	*	*	*	20%	24%
Students without Disabilities	104	747	755	755	14%	*	*	*	*	51%	55%
English Learners	11	695	*	709	*	*	*	*	*	*	11%
Non-English Learners	118	745	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	743	748	753	*	17%	26%	39%	*	45%	56%
White	65	755	754	762	*	15%	19%	55%	*	65%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	25	712	736	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	56	753	755	758	*	*	29%	46%	*	57%	61%
Male	53	731	740	749	*	*	23%	30%	*	32%	51%
Economically Disadvantaged Students	49	730	737	737	*	*	37%	*	*	22%	36%
Non-Economically Disadvantaged Students	60	753	755	764	*	*	17%	*	*	63%	69%
Students with Disabilities	17	708	*	725	*	*	*	*	*	18%	25%
Students without Disabilities	92	749	*	759	*	*	*	*	*	50%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	756	751	756	*	10%	19%	57%	*	65%	59%
White	72	761	755	763	*	*	17%	63%	*	72%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	26	741	741	740	*	*	*	42%	0%	42%	39%
Asian, Native Hawaiian, or Pacific Islander	10	762	766	779	0%	*	*	*	*	70%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	49	767	759	761	*	*	*	69%	*	78%	66%
Male	70	748	744	750	*	*	*	49%	*	56%	53%
Economically Disadvantaged Students	47	739	741	740	*	*	26%	34%	*	38%	40%
Non-Economically Disadvantaged Students	72	767	759	765	*	*	15%	72%	*	82%	71%
Students with Disabilities	20	723	714	725	*	*	*	*	*	25%	22%
Students without Disabilities	99	763	758	762	*	*	*	*	*	73%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



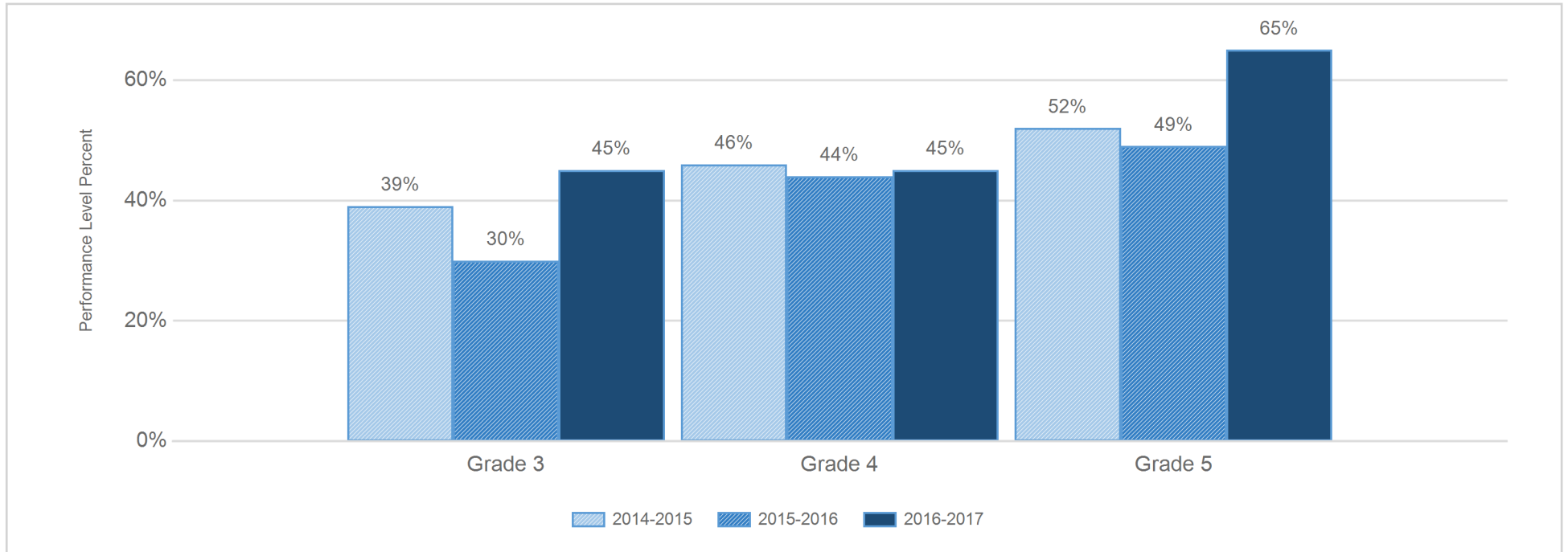
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English Language Arts/Literacy Assessment - Performance Trends

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	328	98.4	40.90	38.60	43.50	40.9	42.5	Met Target†
White	207	98.6	47.80	44.70	52.40	47.8	48.6	Met Target†
Hispanic	27	97.1	37.00	27.60	27.60	37	19.4	Met Target
Black or African American	58	98.6	17.20	22.60	21.70	17.2	22	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	100.0	50.00	58.70	75.60	50	57.7	Met Target†
American Indian or Alaska Native	N	N	N	20.00	42.50	N	**	**
Two or More Races	14	94.1	28.50	33.30	44.90	28	**	**
Female	153	100.0	43.20	39.80	44.10	43.2		
Male	175	96.9	38.90	37.40	42.90	38.9		
Economically Disadvantaged Students	123	100.0	26.10	25.50	25.10	26.1	29.1	Met Target†
Non-Economically Disadvantaged Students	205	97.2	49.80	46.40	54.30	49.8		
Students with Disabilities	57	95.5	19.30	11.70	16.50	19.3	18.3	Met Target
Students without Disabilities	271	99.0	45.40	44.50	48.80	45.4		
English Learners	30	100.0	36.70	27.90	23.30	36.7	40.7	Met Target†
Non-English Learners	298	98.2	41.30	38.90	45.20	41.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	748	748	751	9%	14%	25%	41%	12%	53%	53%
White	76	753	754	759	*	*	25%	46%	13%	59%	63%
Hispanic	14	734	735	738	*	*	*	*	*	50%	37%
Black or African American	22	742	741	733	*	*	*	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	65	746	751	751	*	*	22%	43%	*	51%	52%
Male	64	750	745	751	*	*	28%	39%	*	55%	53%
Economically Disadvantaged Students	51	740	*	736	*	*	20%	39%	*	47%	34%
Non-Economically Disadvantaged Students	78	753	*	761	*	*	28%	42%	*	56%	65%
Students with Disabilities	25	721	720	729	*	*	*	*	*	28%	29%
Students without Disabilities	104	754	755	755	*	*	*	*	*	59%	57%
English Learners	11	723	*	724	*	*	*	*	*	27%	21%
Non-English Learners	118	750	*	753	*	*	*	*	*	55%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	734	741	747	*	27%	37%	24%	*	26%	47%
White	65	745	746	755	*	23%	35%	35%	*	39%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	25	708	730	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	56	739	743	747	*	21%	41%	*	*	30%	47%
Male	53	729	738	747	*	32%	32%	*	*	21%	48%
Economically Disadvantaged Students	49	720	732	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	60	746	747	757	*	*	*	*	*	*	61%
Students with Disabilities	17	700	*	724	*	*	*	*	*	*	22%
Students without Disabilities	92	740	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	744	740	747	*	24%	32%	37%	*	41%	46%
White	72	749	744	754	*	17%	33%	43%	*	49%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	26	728	730	729	*	46%	*	*	*	15%	22%
Asian, Native Hawaiian, or Pacific Islander	12	756	756	774	0%	*	*	*	0%	58%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	49	750	742	747	*	*	39%	41%	*	47%	47%
Male	72	740	737	746	*	*	28%	35%	*	38%	46%
Economically Disadvantaged Students	49	731	731	732	*	*	22%	25%	*	27%	27%
Non-Economically Disadvantaged Students	72	753	746	756	*	*	39%	46%	*	51%	59%
Students with Disabilities	20	722	715	725	*	55%	*	*	*	10%	19%
Students without Disabilities	101	748	744	751	*	18%	*	*	*	48%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



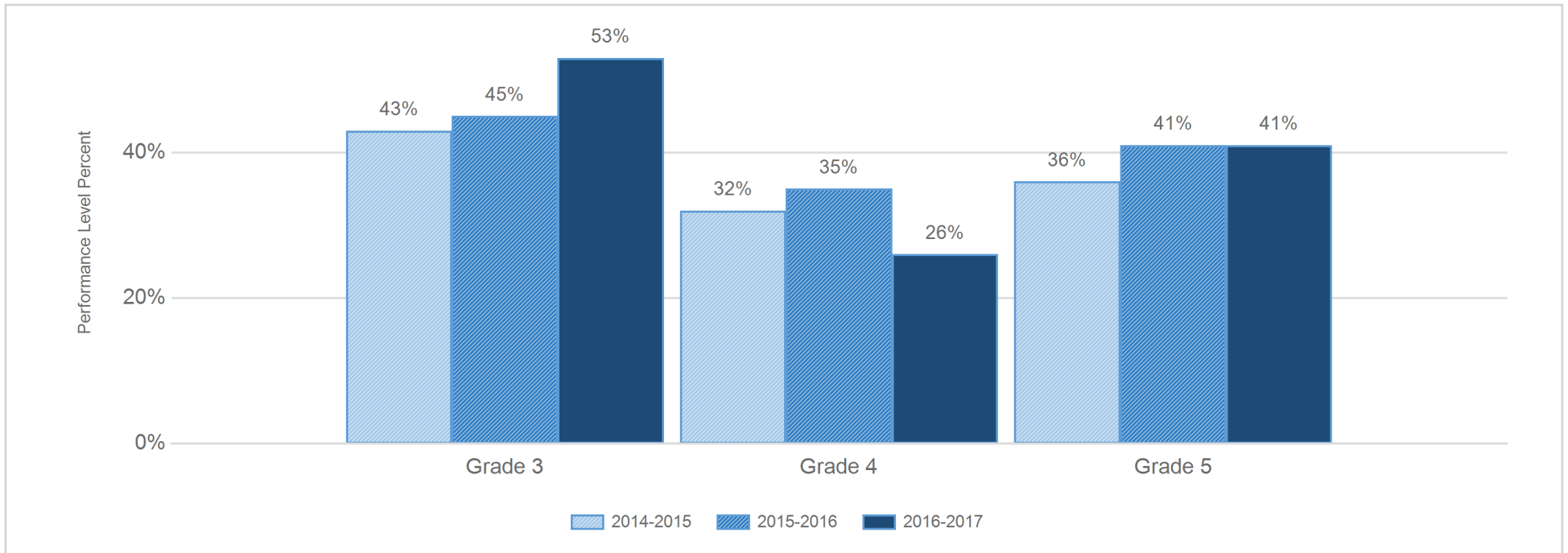
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**Mathematics Assessment – Performance Trends**

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
4	*	*
5	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	18	*	*
2	15	73.3%	26.7%
3	*	*	*
4	*	*	*
5+	*	*	*



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

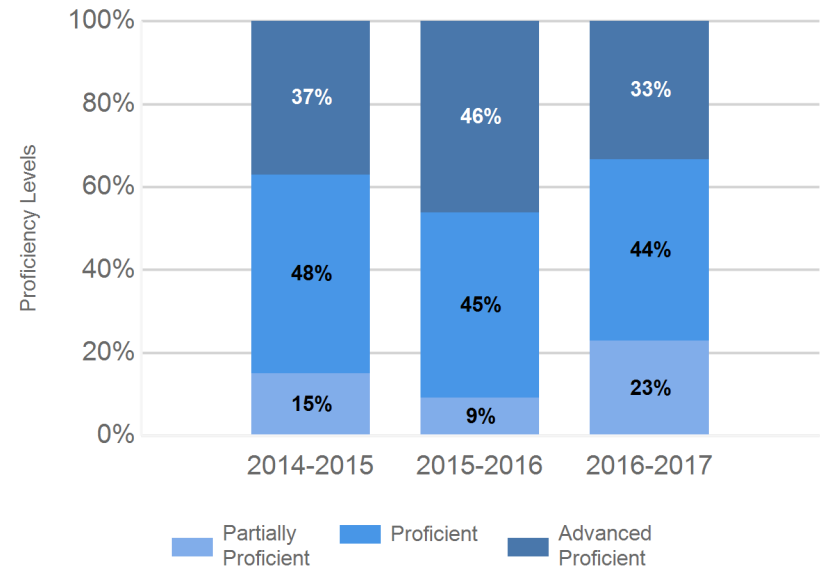
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	33%	44%	23%
White	47%	44%	9%
Hispanic	*	*	*
Black or African American	9%	30%	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	10%	50%	40%
Students with Disabilities	13%	25%	63%
English Learners	N	N	*

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	51	50	Met Target	43	49	50	Met Target
White	53	52	50	Met Target	45.5	50	52	Met Target
Hispanic	68	47	49	**	36	43.5	47	**
Black or African American	32.5	*	45	Not Met	41	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49	50	47	Met Target	35	45.5	46	Not Met
Students with Disabilities	53	46.5	41	Met Target	47	41	43	Met Target
English Learners	60	64	53	**	41.5	50	51	**

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



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Grade Span KG-05

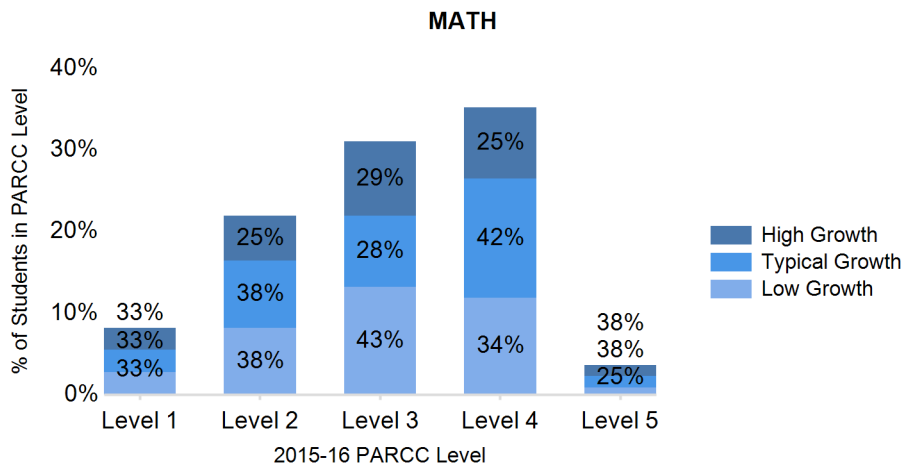
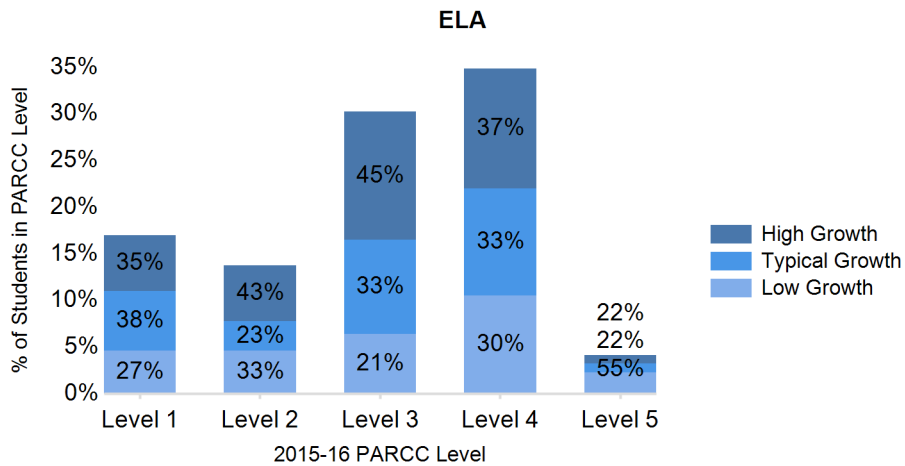
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

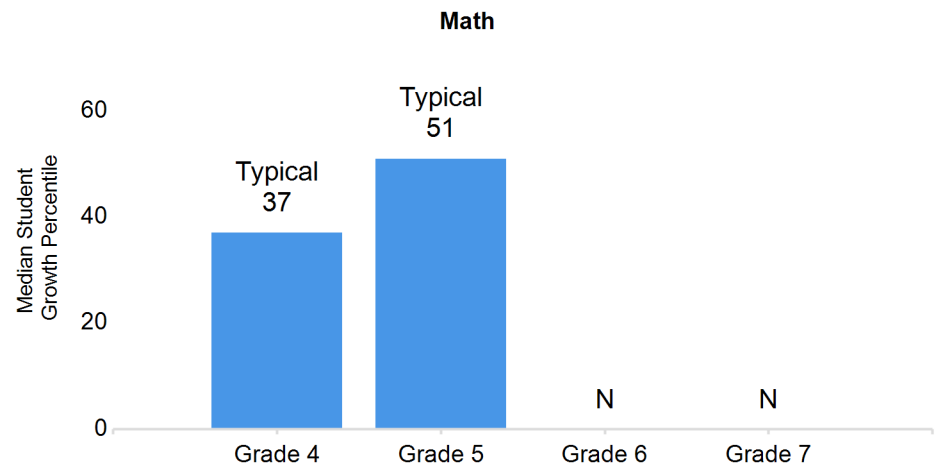
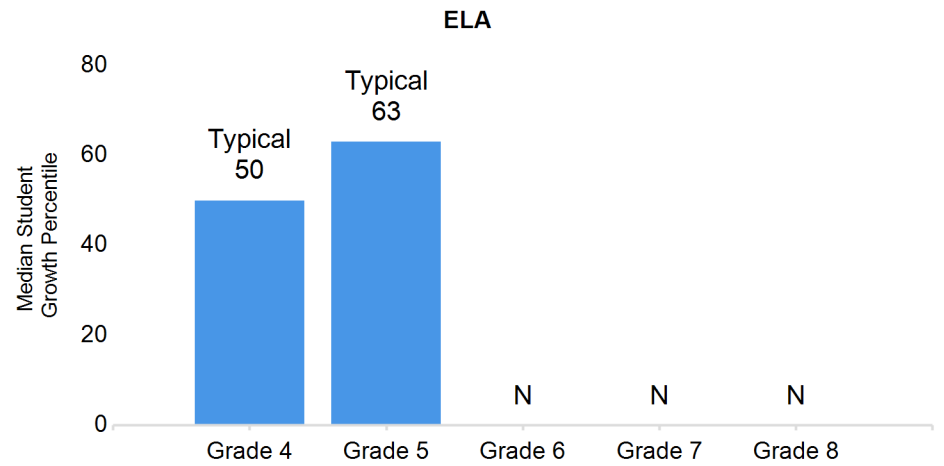
**Student Growth by Performance Level**

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.



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



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

Chronic Absenteeism

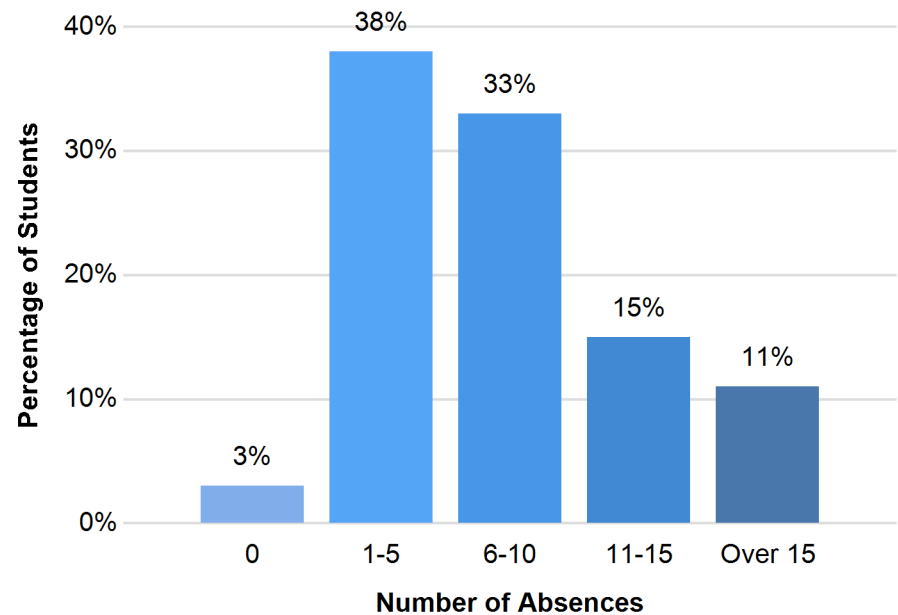
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	8.40	Not Met
White	6.40	8.40	Met Target
Hispanic	13.10	8.40	Not Met
Black or African American	12.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.90	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	3.20	8.40	Met Target
Economically Disadvantaged Students	14.70	8.40	Not Met
Students with Disabilities	16.50	8.40	Not Met
English Learners	4.10	8.40	Met Target

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

Days Absent

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





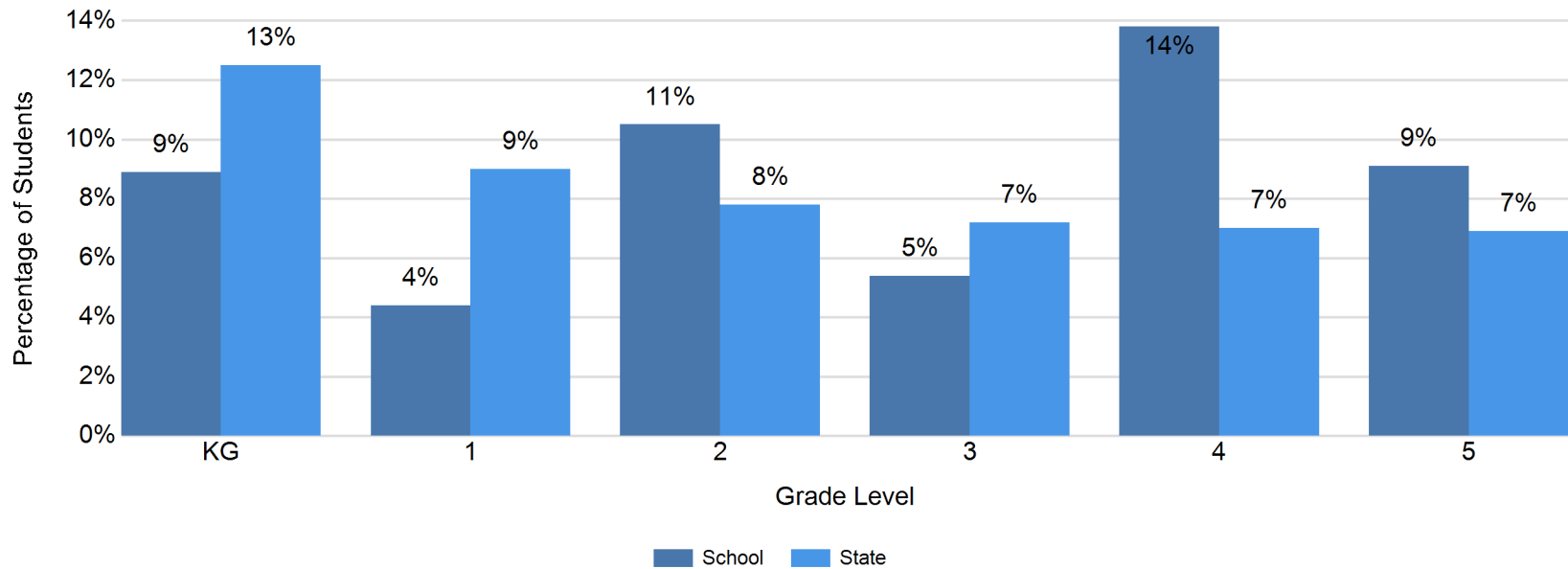
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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 4 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.28

**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	6.1%
Out-of-School Suspensions	6.1%
Any Suspension	10.5%

**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	4.5:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	75%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	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	353:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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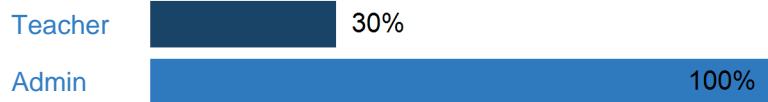
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	31.0	17.5%
Mathematics Proficiency	35.2	17.5%
English Language Arts Growth	59.0	25.0%
Mathematics Growth	28.1	25.0%
Chronic Absenteeism	31.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		38.1
<b>Summative Rating:</b> Percentile rank of Summative Score		30.7
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	39.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	33.2	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	34.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	60.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	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

<b>Principal:</b>	Mr. Rose	<b>Email Address:</b>	<a href="mailto:arose@gloucester.k12.nj.us">arose@gloucester.k12.nj.us</a>
<b>Address:</b>	135 LITTLE GLOUCESTER RD BLACKWOOD, NJ 08012-3311	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)227-4045		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Loring Flemming was featured on NJTV series Classroom Close-up in 2013 and 2015.</li> <li>• Two teachers for LFES were honored by the State for their participation in the NJ Achievement Coaches Program.</li> <li>• Technology is part of daily instruction, with students in grades 3-5 utilizing a 1:1 Chromebook ratio.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Gloucester Township Schools is to provide a program for all students. At Loring Flemming Elementary School, we provide an environment where all students can grow and succeed. We are committed to preparing our students to be life-long learners as well as productive members in an ever-changing society. Our school is rich in diversity. We embrace our differences as well as teach students in an environment where their individual needs can best be met.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>In 2013, and again in 2015, Loring Flemming was featured on the NJTV Classroom Close-up. During the 2016-2017 school year, achievement coaches from Loring Flemming Elementary School were honored by the State Board of Education for their participation in the New Jersey State Achievement Coach Program. Administration and staff have been recognized by Gloucester Township for their community service efforts.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Reading Wonders and My Math programs along with the TCI program positively meet the New Jersey Student Learning Standards in English Language Arts, Mathematics, Science, and Social Studies. Students receive instruction in seven specials classes: Art, Computers, Digital Literacy, Library, Music, Physical Education, and Spanish. Special Education, Intervention, IMPACT, and ELL services are coupled with an Extended Day program to further address individual student needs.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Bowling (Boys &amp; Girls)</p> <p>In addition to a Physical Education program that emphasizes physical fitness as well as team sports, Loring Flemming has spring Sports and Dance clubs for fourth and fifth grade students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>At Loring Flemming Elementary School, we have a CHAMPS program which offers three clubs in the fall and spring. This year, we have Kids Care Club, Yearbook Club, and Computer Club in the fall. In the spring, we will be offering Sports Club, Dance Club, and Coding Club. During the summer months, Summer Reading Rocks and Summer Math Fact programs are made available to students.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before and after school care is provided through our Latchkey Program for students in grades kindergarten through fifth both during the school year and the summer. Gloucester Township offers a variety of activities for elementary-age students. There is a Summer Bridge program for students entering kindergarten without any preschool experience.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>The teaching staff creates an environment of continuous professional growth. Our staff has established Professional Learning Communities (PLCs) where practices are both reflective and responsive to better plan for and meet student achievement goals. Teachers are provided ongoing professional development throughout the school year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Loring Flemming meets students' individual needs through push-in and pull-out instructional environments for students with disabilities and English Language Learners. Our Response to Intervention (RTI) program provides tiered levels of supports for students in ELA and Math. The I&amp;RS team meets regularly to assist students with learning, behavioral, or health difficulties.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Loring Flemming has a School Safety Committee designed to create a safe climate conducive to learning and healthy student development. The School's Health and Safety Committee meets to address facility and maintenance issues. Loring Flemming also participates in the state school breakfast and lunch programs. All students are eligible to participate in our kindergarten through fifth grade physical education program and recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and family members play an integral part in the educational process. We promote parents as partners and we look forward to working together for the best interests of the child. Loring Flemming Elementary School has a dedicated Parent organization that meets monthly to plan fundraising activities and school sponsored events for the benefit of our students. Parents and family members are extremely generous of their time.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents</p> <p>Students, staff members, parents, and community members are surveyed at various points throughout the year. Survey results are shared on our website and at parent teacher conferences and the comments contained are responded to and used to improve school climate.</p>
 <p>Facilities:</p>	<p>Loring Flemming was built in 1976 with a significant addition made in 1988. Each room in our building is air conditioned and the building has had regular maintenance efforts including carpet removal, parking lot reconfigurations, and general renovations.</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.

At our school, we look for many ways to address the emotional and social needs of our students. We use character education and a school-wide incentive program which provides a framework for student success. Our newly implemented PBIS (Positive Behavior Interventions and Supports) program has created a climate in which positivity, kindness, and a desire to learn are emphasized. The staff focus on acknowledging and praising students who demonstrate Respect, Ownership, Appreciation, Responsibility, and Safety (ROARS). The school's Safety program empowers selected fifth grade students who are trained to assist their peers and model desired behaviors. The school communicates with parents through a variety of means including a weekly newsletter, Global Connect notifications, and regular website maintenance. At Loring Flemming, technology is integrated into everyday instruction. Every grade level classroom is equipped with a projector, a document camera, and Chromebooks that enrich teaching and learning. Our Chromebook initiative in 3rd-5th grade ensures that all students in these grade levels has a device for use during the school day.



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](mailto:reportcard@doe.state.nj.us)



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**Grade Span PK-05**

**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	0	7	4
KG	74	59	56
1	73	79	74
2	75	67	76
3	70	77	68
4	85	71	80
5	101	85	73
Ungraded	30	35	32
<b>Total</b>	<b>508</b>	<b>480</b>	<b>463</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	47%
Male	51%	49%	53%
Economically Disadvantaged Students	30%	23%	26%
Students with Disabilities	19%	21%	20%
English Learners	5%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	61.6%
Black or African American	22.5%
Hispanic	6.5%
Asian	4.3%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.4%
<i>Two or More Races</i>	4.1%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	7	4
PK - Full Day	0	0	0
KG - Half Day	73	0	0
KG - Full Day	0	59	56

**Enrollment by Home Language**

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

Home Language	% of Students
English	98.5%
<i>Other</i>	1.4%



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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	208	96.6	63.00	50.50	54.90	63	57.7	Met Target
White	133	95.9	63.20	55.60	63.90	63.2	62.7	Met Target
Hispanic	11	100.0	54.50	39.00	39.80	54.5	**	**
Black or African American	45	98.1	62.30	37.80	35.20	62.3	51.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.00	64.80	80.70	80	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	106	98.3	70.70	59.80	62.20	70.7		
Male	102	94.9	54.90	41.60	48.10	54.9		
Economically Disadvantaged Students	47	94.8	44.70	36.30	36.20	44.7	40.9	Met Target
Non-Economically Disadvantaged Students	161	97.1	68.30	59.00	65.80	68.3		
Students with Disabilities	37	100.0	27.00	13.10	20.50	27	28.4	Met Target†
Students without Disabilities	171	95.8	70.80	58.80	61.90	70.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	47.30	26.40	N		
Students In Foster Care	N	N	N	21.40	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	755	747	749	*	15%	16%	49%	*	58%	50%
White	40	756	752	759	*	*	*	53%	*	63%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	19	748	738	731	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	767	753	754	*	*	*	54%	*	68%	55%
Male	39	746	741	745	*	*	*	46%	*	51%	46%
Economically Disadvantaged Students	15	731	*	731	*	*	*	*	*	27%	31%
Non-Economically Disadvantaged Students	52	762	*	762	*	*	*	*	*	67%	63%
Students with Disabilities	17	717	712	720	*	*	0%	*	*	29%	24%
Students without Disabilities	50	768	755	755	*	*	22%	*	*	68%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	67	755	*	752	*	15%	16%	49%	*	58%	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	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	756	748	753	*	13%	15%	57%	*	67%	56%
White	48	757	754	762	*	*	*	58%	*	69%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	22	757	736	737	0%	*	*	64%	*	68%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	38	757	755	758	*	*	*	66%	*	74%	61%
Male	41	755	740	749	*	*	*	49%	*	61%	51%
Economically Disadvantaged Students	16	745	737	737	*	*	*	*	*	56%	36%
Non-Economically Disadvantaged Students	63	758	755	764	*	*	*	*	*	70%	69%
Students with Disabilities	13	724	*	725	*	*	*	*	*	31%	25%
Students without Disabilities	66	762	*	759	*	*	*	*	*	74%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	756	748	755	*	13%	15%	57%	*	67%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	755	751	756	*	*	34%	55%	*	57%	59%
White	51	757	755	763	*	*	35%	55%	0%	55%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	11	753	741	740	0%	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	45	762	759	761	*	*	27%	67%	*	69%	66%
Male	29	744	744	750	*	*	45%	38%	*	38%	53%
Economically Disadvantaged Students	21	743	741	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	53	760	759	765	*	*	*	*	*	64%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	74	755	752	757	*	*	34%	55%	*	57%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



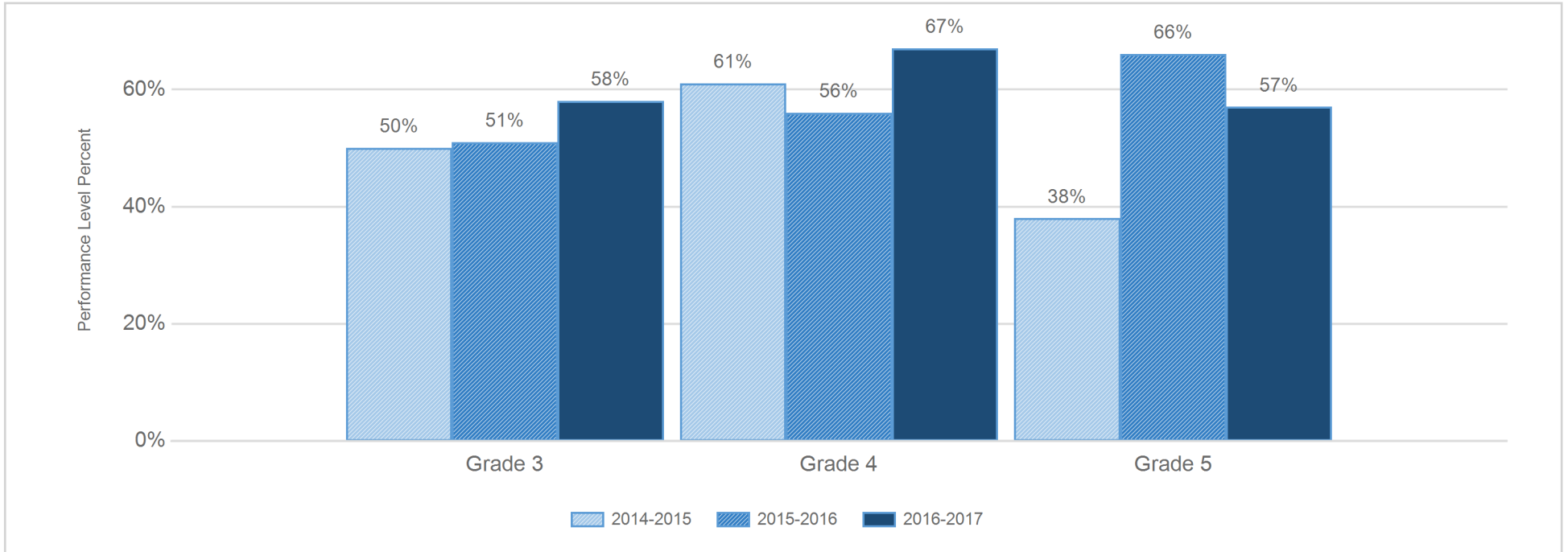
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**English Language Arts/Literacy Assessment - Performance Trends**

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	207	96.1	46.30	38.60	43.50	46.3	46.3	Met Target
White	132	95.2	49.30	44.70	52.40	49.3	51.4	Met Target†
Hispanic	11	100.0	36.40	27.60	27.60	36.4	**	**
Black or African American	45	98.1	42.20	22.60	21.70	42.2	38.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.00	58.70	75.60	70	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	105	97.4	45.70	39.80	44.10	45.7		
Male	102	94.9	47.00	37.40	42.90	47		
Economically Disadvantaged Students	47	94.8	40.40	25.50	25.10	40.4	33.8	Met Target
Non-Economically Disadvantaged Students	160	96.6	48.20	46.40	54.30	48.2		
Students with Disabilities	37	100.0	18.90	11.70	16.50	18.9	30.1	Not Met
Students without Disabilities	170	95.3	52.30	44.50	48.80	52.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	25.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	751	748	751	*	*	25%	40%	*	53%	53%
White	40	754	754	759	*	*	28%	40%	*	55%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	19	741	741	733	*	*	*	*	*	42%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	28	760	751	751	*	*	*	46%	*	64%	52%
Male	40	745	745	751	*	*	*	35%	*	45%	53%
Economically Disadvantaged Students	15	735	*	736	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	53	756	*	761	*	*	*	*	*	59%	65%
Students with Disabilities	18	720	720	729	*	*	*	*	*	22%	29%
Students without Disabilities	50	762	755	755	*	*	*	*	*	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	68	751	*	753	*	*	25%	40%	*	53%	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	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	79	751	741	747	*	13%	38%	42%	*	47%	47%
White	48	754	746	755	*	*	35%	46%	*	52%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	22	748	730	729	0%	*	46%	*	0%	41%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	748	743	747	*	*	42%	40%	*	42%	47%
Male	41	755	738	747	*	*	34%	44%	*	51%	48%
Economically Disadvantaged Students	16	747	732	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	63	752	747	757	*	*	*	*	*	46%	61%
Students with Disabilities	13	732	*	724	*	*	*	*	*	23%	22%
Students without Disabilities	66	755	*	751	*	*	*	*	*	52%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	751	741	749	*	13%	38%	42%	*	47%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Grade Span PK-05**

**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	739	740	747	*	21%	41%	32%	*	34%	46%
White	50	740	744	754	*	*	40%	36%	*	38%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	11	735	730	729	*	*	*	*	0%	27%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	44	741	742	747	*	*	46%	*	*	34%	47%
Male	29	737	737	746	*	*	35%	*	*	35%	46%
Economically Disadvantaged Students	21	729	731	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	52	743	746	756	*	*	*	*	*	35%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	73	739	740	748	*	21%	41%	32%	*	34%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

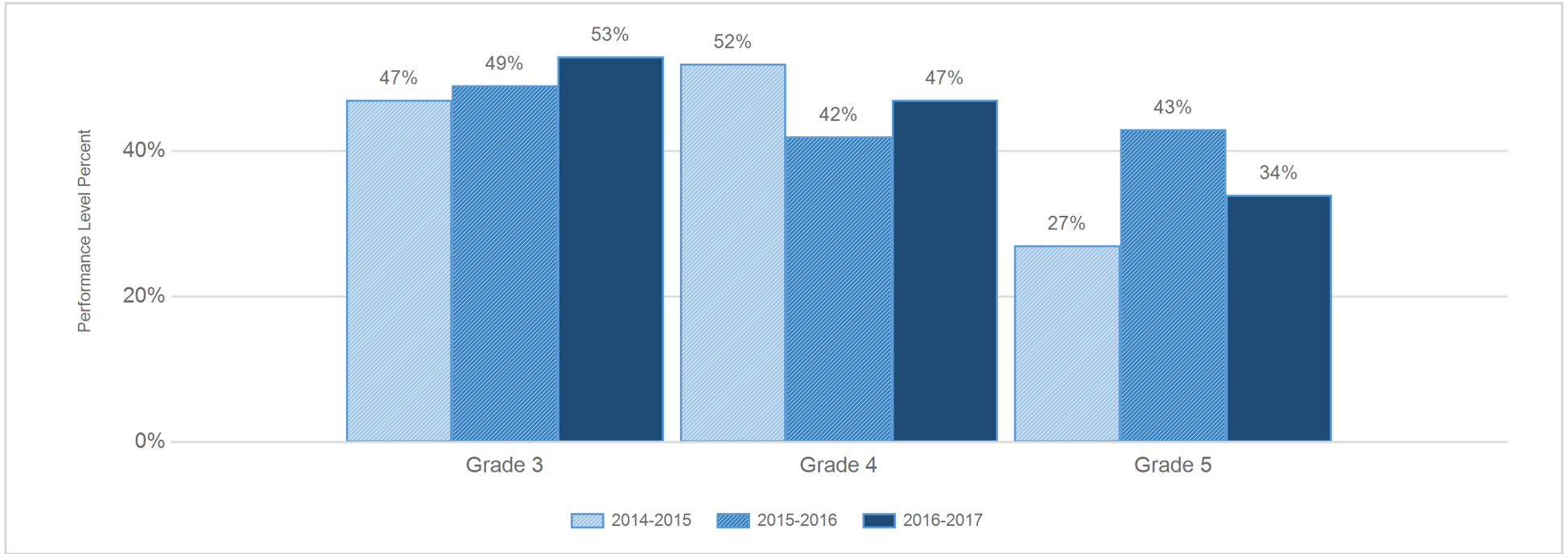


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**Mathematics Assessment – Performance Trends**

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	*	*
4	*	*
5	*	*

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

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

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



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**Grade Span PK-05**

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

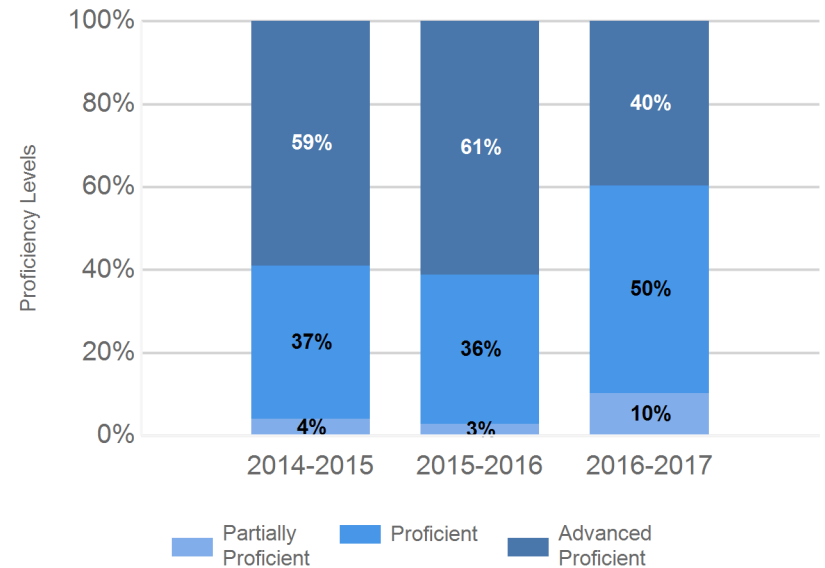
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	40%	50%	10%
White	46%	48%	6%
Hispanic	*	N	N
Black or African American	25%	55%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	*	*	*
Economically Disadvantaged Students	29%	47%	24%
Students with Disabilities	17%	58%	25%
English Learners	N	N	N

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

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51.5	51	50	Met Target	49	49	50	Met Target
White	52	52	50	Met Target	47	50	52	Met Target
Hispanic	*	47	49	**	*	43.5	47	**
Black or African American	37	*	45	Not Met	63	*	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	60	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47.5	50	47	Met Target	45	45.5	46	Met Target
Students with Disabilities	49.5	46.5	41	**	56.5	41	43	**
English Learners	*	64	53	**	*	50	51	**

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



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**Grade Span PK-05**

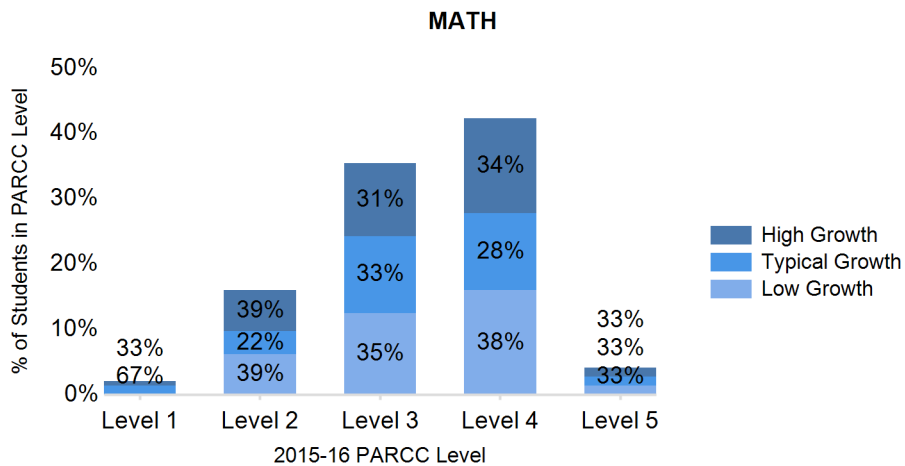
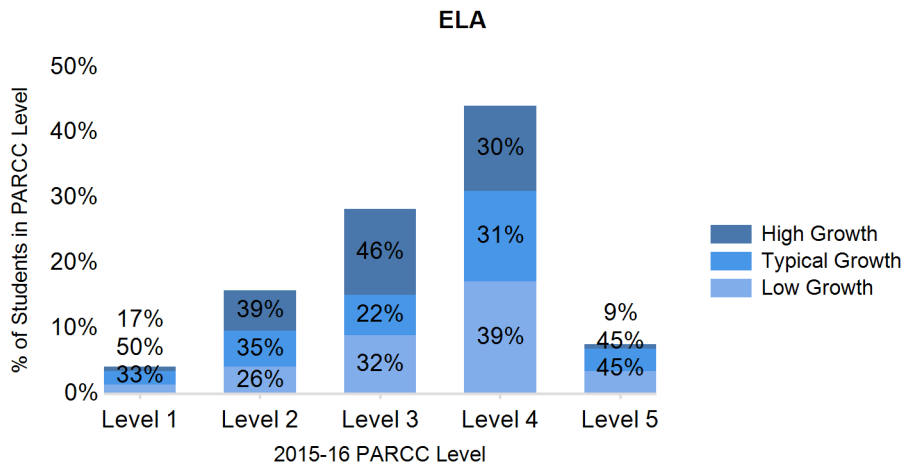
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**Low Growth: Less than 35**      **Typical Growth: Between 35 and 65**      **High Growth: Greater than 65**

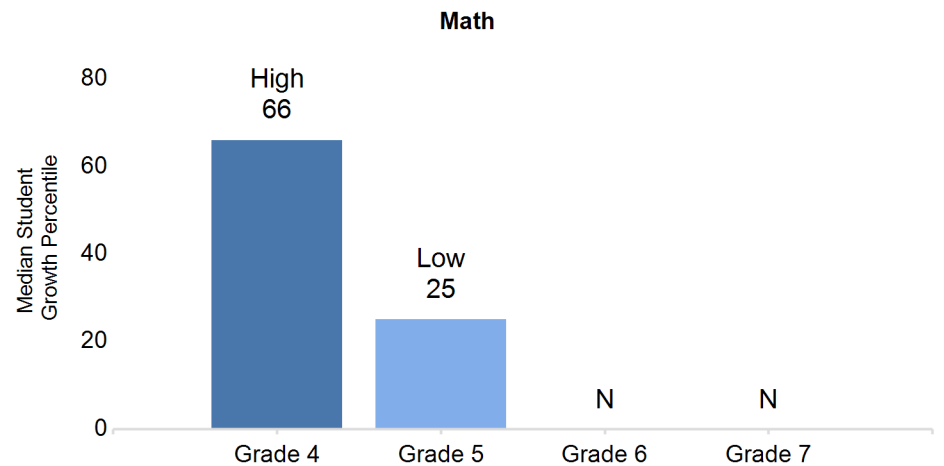
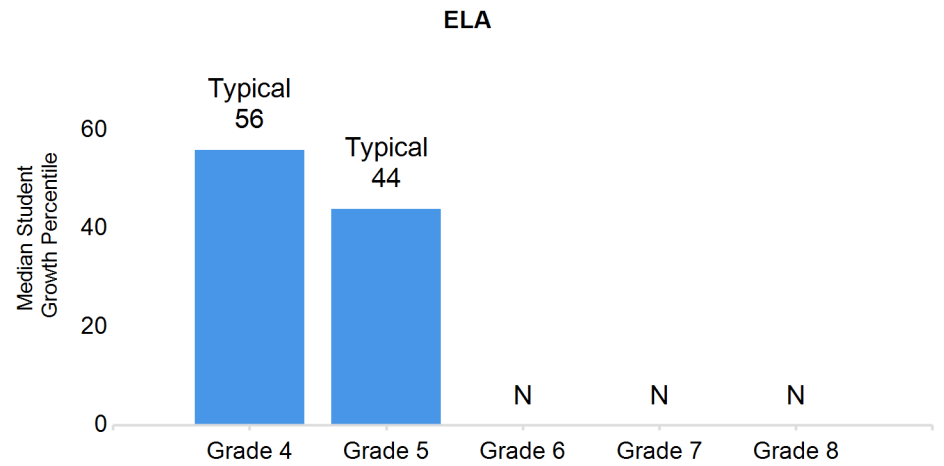
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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This section shows 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

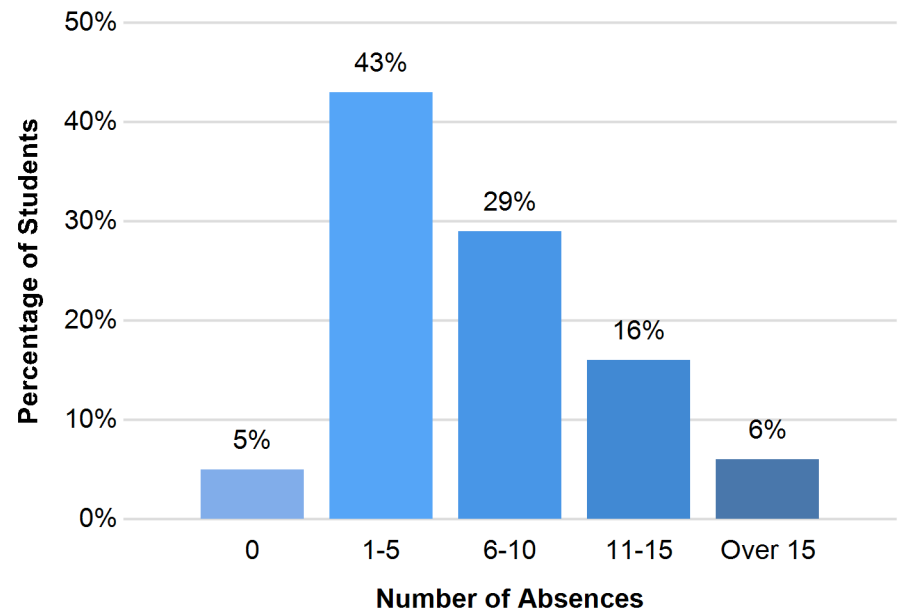
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.40	Met Target
White	5.00	8.40	Met Target
Hispanic	3.10	8.40	Met Target
Black or African American	1.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.00	8.40	Met Target
Economically Disadvantaged Students	5.90	8.40	Met Target
Students with Disabilities	6.50	8.40	Met Target
English Learners	N	**	**

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

Days Absent

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





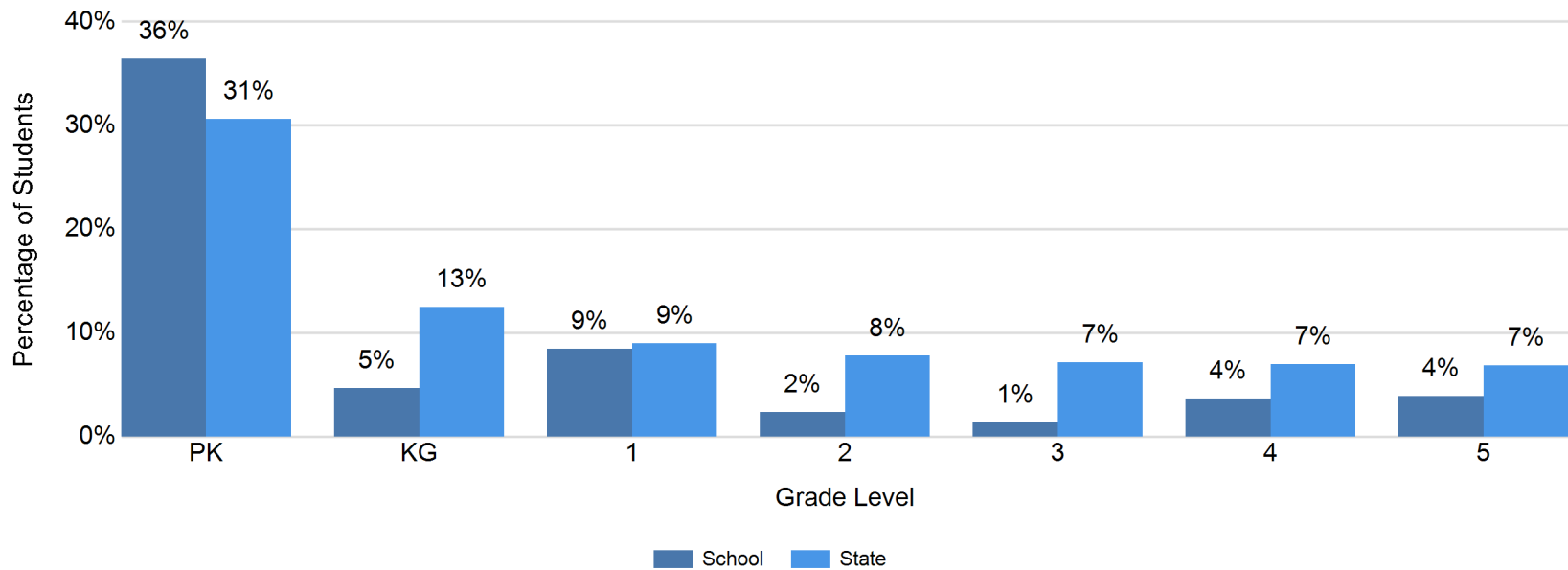
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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	9:00AM
Typical End Time	2:15PM
Length of School Day	5 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 4 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

**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	0.9%
Out-of-School Suspensions	4.3%
Any Suspension	4.8%

**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	5.1:1	157.1 kbps	100 kbps	Yes	N	Fiber	N

**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	\$494	\$12,777	\$13,271



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	81%	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	35	9,506
Average years experience in public schools	14.7	15.9
Average years experience in district	13.2	11.6
Administrators in district for 4 or more years	83%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	232:1	182:1
Librarian/Media Specialists		579:1
Nurses		579:1
Counselors		398:1
Child Study Team		354:1



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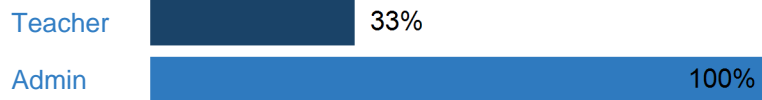
Teachers and Administrators - Level of Education

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	89%	89%
2015-16 Administrators: Same district 2016-17	94%	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	63.8	17.5%
Mathematics Proficiency	54.1	17.5%
English Language Arts Growth	47.2	25.0%
Mathematics Growth	54.3	25.0%
Chronic Absenteeism	77.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		57.7
<b>Summative Rating:</b> Percentile rank of Summative Score		62.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	43.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	77.4	11.9	No	Met Target	Met Target	Met Target	Not Met	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	63.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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**Grade Span PK-05**

School General Info

<b>Principal:</b>	Mrs. Elwell	<b>Email Address:</b>	<a href="mailto:telwell@gloucestertownshipschools.org">telwell@gloucestertownshipschools.org</a>
<b>Address:</b>	1300 JARVIS ROAD SICKLERVILLE, NJ 08081	<b>Website:</b>	<a href="http://gloucestertownshipschools.org">gloucestertownshipschools.org</a>
<b>Phone:</b>	(856)309-5031		

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Offers after school Champs Clubs to 5th grade students</li> <li>• Offers after school enrichment/remediation to identified students in grades 3-5</li> <li>• Students in grades 3-5 utilize 1:1 Chromebooks</li> </ul>
 <b>Mission, Vision, Theme:</b>	The mission of Union Valley remains constant: to provide a safe, stimulating environment which offers a wide variety of opportunities and experiences designed to develop the whole child...academically, socially and emotionally. Classroom practices and instructional strategies are developed and implemented in alignment with the New Jersey Student Learning Standards.
 <b>Awards, Recognition, Accomplishments:</b>	In 2016-2017, Union Valley applied for and was awarded a grant from the Gloucester Township Educational Foundation to purchase Sphero robots to be used in a 4th grade STEAM unit. The students learned how to work together in a small group, program their robot using code, and complete a challenge.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our Language Arts program is McGraw-Hill Wonders and is aligned to the standards. It encompasses whole group instruction, grammar, phonics, spelling, writing, and small group instruction. Our Literacy program is complimented by the My Math McGraw Hill curriculum. Students receive weekly instruction in Art, Computers, Library, Digital Literacy, Music and Physical Education. Students in 3rd-5th grade also receive Spanish.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Union Valley offers the Champs Clubs to 5th grade students in both the Fall and Spring. These club offerings change but have included STEAM, Coding, Chess, Running, Music, Cheerleading, Zumba, and board games. Students in grades 3-5 needing assistance are offered the Snap program after school on Tuesdays and Thursdays. Students can apply to be on Student Council and/or serve as Peer Helpers in Specials in our reverse mainstreaming concept.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The district offers a before and after school Latchkey program for students in Kindergarten through 5th grade. This program has a cost for parents/guardians.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>District staff participates in regular Professional Learning Communities(PLCs) through their teacher schedules. In addition, staff have both full and early dismissal days, trainings, and meetings designed to better plan for and meet student achievement goals. Staff can attend monthly S.O.S.(Support on Site) meetings in addition to participating in numerous voluntary trainings and learning communities.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Union Valley offers a full range of services for students including: Gifted and Talented, Individualized Educational Programs for students with disabilities, Federal 504 accommodations, and an excellent Tiered Response to Intervention program. A daily intervention and Enrichment period is offered to students in grades 1-5 to meet individual needs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The district participates in the school breakfast and lunch program with students having Physical Education and recess. Union Valley also implemented a walking club at recess this year. Annually, we partner with our PTO to provide a Run for Recess student fun run which is enjoyed by all students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Union Valley proudly recognizes our strong commitment to our community. An active PTO works in collaboration with the school to provide school assemblies, school functions both during the day and in the evenings. Parents run the school store and the Helping Hands committee that provides supplies/food to needy families. Parents run monthly pretzel sales, help with the Giving Tree, organize the Science Fair, take pictures during assemblies, and create the yearbook.</p>




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 <p>Facilities:</p>	<p>Union Valley opened its doors in 2001. It has central air conditioning and is the newest Gloucester Township school. We have brand new cafeteria tables, two computer labs and a Digital Literacy room. Fourth and Fifth grade classrooms have newly added Smartboards.</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.

Union Valley is proud of the positive school climate which has been established through our various Character Education programs. The Union Valley monthly Bylaws, student led daily announcements, Student Council, and Spotlight Student program allows staff to recognize students for demonstrating good citizenship and sets the tone for positive behavior within the walls of the valley. Students being recognized as a Spotlight Student each month participate in a special "Lunch with the Principal" sponsored by our PTO. We celebrate the Week of Respect with school-wide activities as well as planned Spirit Week activities to unite the students as a whole. We honor our bus drivers during School Bus Safety Week. Our Special Area teachers select fifth graders to serve as "helpers" throughout the school year.



Other Information: