



**Atco Elementary**  
**2016-2017**


**Grade Span KG-01**

07-5560-040  
CAMDEN  
WATERFORD TWP  
2162 COOPER ROAD  
ATCO, NJ 08004-1033

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.
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**Navigating through the reports:**

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**Other Resources:**

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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	105	114	87
1	94	103	113
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	8	13	9
Total	207	230	209

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	105	114	87

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	26%	29%	26%
Students with Disabilities	11%	12%	15%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.9%
Hispanic	12.0%
Black or African American	1.9%
American Indian or Alaska Native	0.5%
Asian	0.5%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.3%

### Enrollment by Home Language

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

Home Language	% of Students
English	99.5%
Other	0.5%



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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

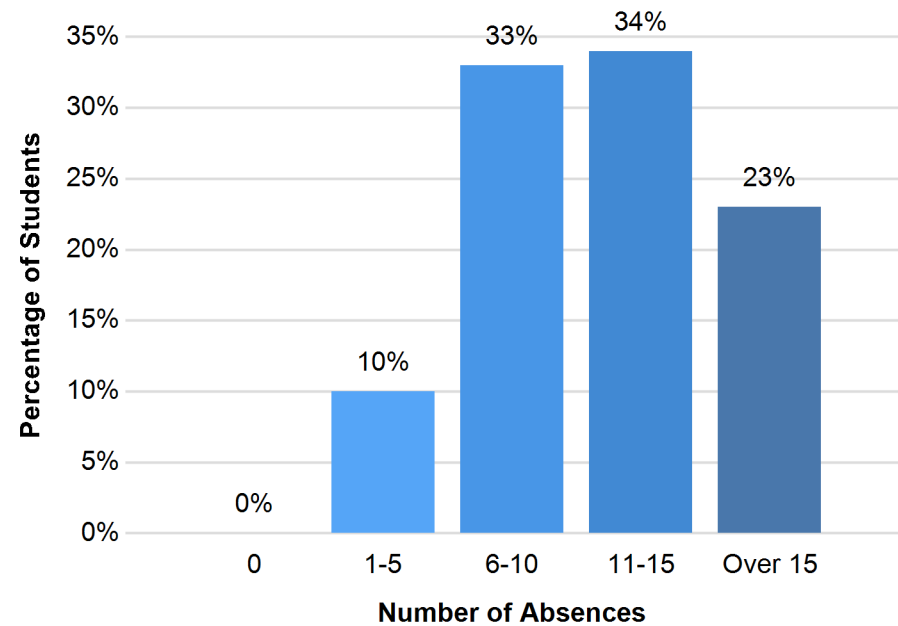
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.70	10.80	Not Met
White	14.50	10.80	Not Met
Hispanic	23.10	10.80	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	29.60	10.80	Not Met
Students with Disabilities	31.30	10.80	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.





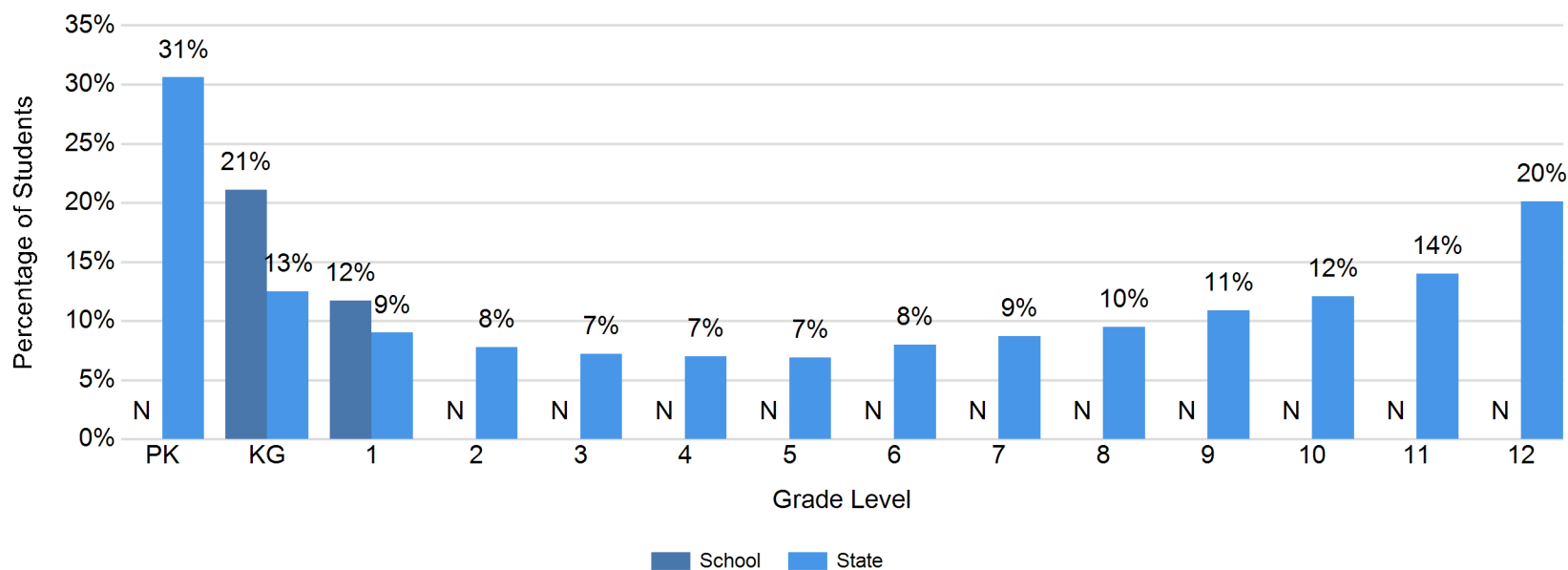
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### Chronic Absenteeism by Grade

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	9:25AM
Typical End Time	3:40PM
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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### 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	\$717	\$16,132	\$16,849



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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	22	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	64%	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	8	9,506
Average years experience in public schools	9.0	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	50%	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	10:1
Administrators	209:1	99:1
Librarian/Media Specialists		398:1
Nurses		398:1
Counselors		795:1
Child Study Team		159:1



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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	91%	89%
2015-16 Administrators: Same district 2016-17	83%	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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### School General Info

<b>Principal:</b>	Dr. Harring	<b>Email Address:</b>	<a href="mailto:bharring@wtsd.org">bharring@wtsd.org</a>
<b>Address:</b>	2162 COOPER ROAD ATCO, NJ 08004-1033	<b>Website:</b>	<a href="http://www.wtsd.org/">http://www.wtsd.org/</a>
<b>Phone:</b>	(856)767-4200	<b>Facebook:</b>	<a href="https://www.facebook.com/WTSDschool/">https://www.facebook.com/WTSDschool/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/wt_schools">https://twitter.com/wt_schools</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Atco Elementary has adopted Go Math for the 17-18 school year.</li> <li>• The English Language Arts Program is philosophically aligned with Reader's &amp; Writer's Workshop.</li> <li>• We are a bucket filler school that encourages students to fill buckets instead of dip buckets daily.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Our philosophy at Atco is to provide your child with a foundation of skills that develops your child's confidence academically, socially, and emotionally. We believe that a child's first impression in his/her school experience sets the tone for a child's educational success.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The K-3 curriculum provides students with a variety of student-centered experiences. Our ELA programs align to a balanced literacy approach to engage students in a differentiated instructional model. The district has adopted Go Math to add rigor to the curriculum as well as align to a guided math approach. In addition, the Next Generation Science Standards have been incorporated through a new science program that has been implemented to provide a more hands-on approach.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students in grades 2-6 have the opportunity to participate in various extra-curricular activities, thanks to the support of the Home &amp; School Association. Students may select from a number of options, including: coding, sports/fitness, games, Minecraft, Legos, yearbook, scrapbooking, and drama.</p>
 <p><b>Before and After School Programs:</b></p>	<p>After-school tutoring is available through Title I to students in grades 2-6 for Math and English Language Arts/Literacy. Inquiring Minds offers before and after school care for K-6 students at Waterford Elementary School.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The district provides teachers with a variety of professional development offerings, from a novice teacher mentoring program, in-service days, professional learning communities, and after-school “Wildcat Workshops.” In addition, our district’s instructional coaches provide job-embedded professional development and support of curricular initiatives and instructional strategies that reflect best practices in teaching and learning.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The district has done a great deal of work to implement a tiered system of support through RtI, offering support to the at-risk population and establishing criteria to identify children who may need additional intervention. The district also offers a full continuum of services for special education students, including: in-class resource, pull-out support, self-contained rooms, speech, OT, and PT. A Behavioral Consultant (BCBA) is available to help shape student behavior.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>The district’s wellness committee creates an action plan each year to encourage appropriate nutritional choices and adequate physical activity. Each school provides activity during the first ten minutes of each school day to allow students to segue from home to school and prepare for learning. Teachers also utilize brain breaks and other mindfulness practices to encourage wellness and overall well-being.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are encouraged to attend parent interaction and Title I meetings, Back to School Nights, and American Education week. The curriculum department hosts events, including Dr. Seuss Night, Go Math! Night, Barnes &amp; Noble Night, and Preventing Summer Slide Family Night. Our Home and School Association keeps families involved and holds fundraisers to benefit the children. Major projects include: assemblies, class trips, fun nights, and 6th grade graduation activities.</p>



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Facilities:

The district has upgraded its facilities over the past several years, including a new HVAC system and new flooring in the buildings.



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Other Information:

Atco Elementary is a nurturing atmosphere with a group of dedicated professionals that work hard daily to create innovative lessons that build character, academic progress, and social-emotional well-being. We pride ourselves on providing rigor while still considering the individual needs of each child.



Thomas Richards Elementary  
2016-2017


Grade Span PK-03

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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	43	40	44
KG	0	0	0
1	0	0	0
2	107	93	99
3	114	106	92
Ungraded	19	17	8
Total	283	256	243

### 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	42%	41%	47%
Male	58%	59%	54%
Economically Disadvantaged Students	31%	24%	26%
Students with Disabilities	18%	18%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	81.5%
Hispanic	9.9%
Black or African American	2.9%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	5.3%

### 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	49	40	44
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	99.2%
Other	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	92	97.9	35.90	41.40	54.90	35.9	42.6	Met Target†
White	75	97.4	38.70	42.90	63.90	38.7	44	Met Target†
Hispanic	10	100.0	20.00	40.70	39.80	20	**	**
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	41	100.0	41.50	51.10	62.20	41.5		
Male	51	96.2	31.40	34.40	48.10	31.4		
Economically Disadvantaged Students	20	100.0	20.00	32.50	36.20	20	24.8	Met Target†
Non-Economically Disadvantaged Students	72	97.3	40.30	44.80	65.80	40.3		
Students with Disabilities	11	100.0	18.20	*	20.50	18.2	**	**
Students without Disabilities	81	97.6	38.30	*	61.90	38.3		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	92	97.9	35.90	41.40	57.40	35.9		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	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	91	737	737	749	19%	*	33%	33%	*	36%	50%
White	74	739	739	759	19%	*	31%	35%	*	39%	61%
Hispanic	10	730	730	734	*	*	*	*	0%	20%	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	41	739	739	754	*	*	24%	37%	*	42%	55%
Male	50	736	736	745	*	*	40%	30%	*	32%	46%
Economically Disadvantaged Students	20	728	728	731	*	*	*	*	*	20%	31%
Non-Economically Disadvantaged Students	71	740	740	762	*	*	*	*	*	41%	63%
Students with Disabilities	10	703	703	720	*	*	*	*	*	20%	24%
Students without Disabilities	81	741	741	755	*	*	*	*	*	38%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	91	737	737	752	19%	*	33%	33%	*	36%	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%



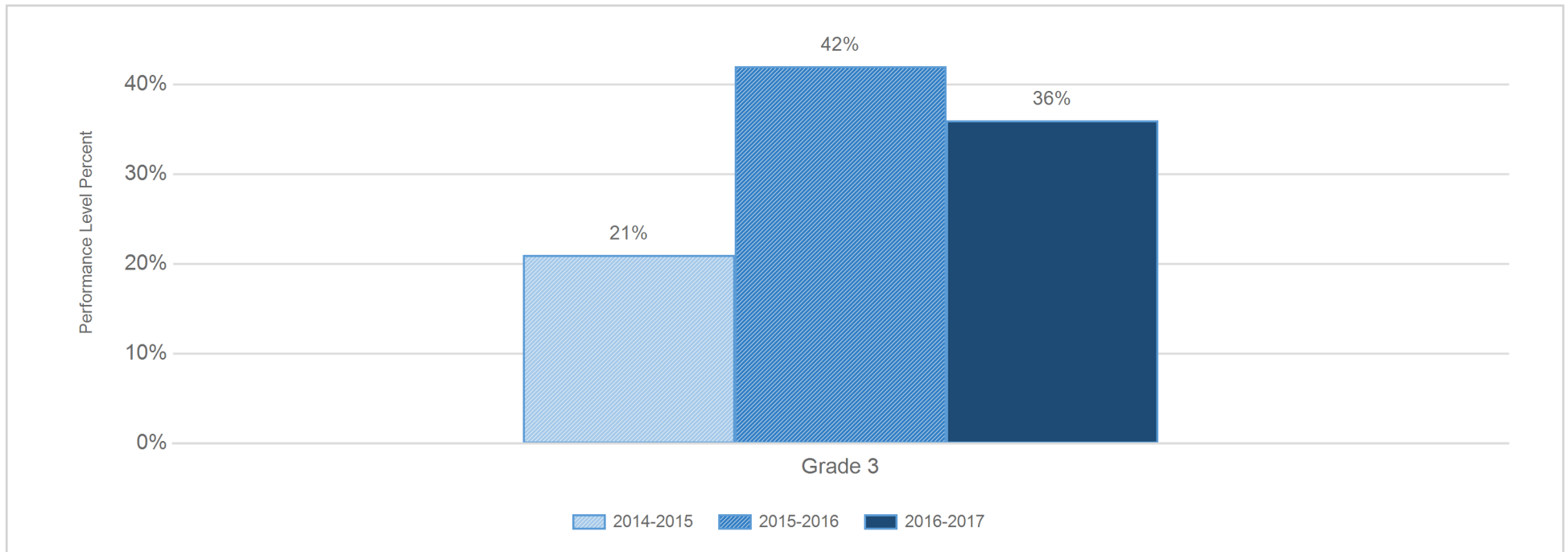
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English Language Arts/Literacy Assessment - Performance Trends

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	92	97.9	45.60	35.30	43.50	45.6	46.2	Met Target†
White	75	97.4	48.00	37.20	52.40	48	49.2	Met Target†
Hispanic	10	100.0	20.00	18.50	27.60	20	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	41	100.0	43.90	35.80	44.10	43.9		
Male	51	96.2	47.10	35.00	42.90	47.1		
Economically Disadvantaged Students	20	100.0	50.00	29.80	25.10	50	29	Met Target
Non-Economically Disadvantaged Students	72	97.3	44.40	37.40	54.30	44.4		
Students with Disabilities	11	100.0	27.30	*	16.50	27.3	**	**
Students without Disabilities	81	97.6	48.20	*	48.80	48.2		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	92	97.9	45.60	*	45.20	45.6		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	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	91	746	746	751	*	15%	32%	40%	*	45%	53%
White	74	749	749	759	*	18%	31%	41%	*	47%	63%
Hispanic	10	730	730	738	*	0%	*	*	0%	20%	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	41	747	747	751	*	*	37%	39%	*	44%	52%
Male	50	745	745	751	*	*	28%	40%	*	46%	53%
Economically Disadvantaged Students	20	744	744	736	*	*	*	50%	*	50%	34%
Non-Economically Disadvantaged Students	71	747	747	761	*	*	*	37%	*	44%	65%
Students with Disabilities	10	718	718	729	*	*	*	*	*	20%	29%
Students without Disabilities	81	750	750	755	*	*	*	*	*	48%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	91	746	746	753	*	15%	32%	40%	*	45%	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%

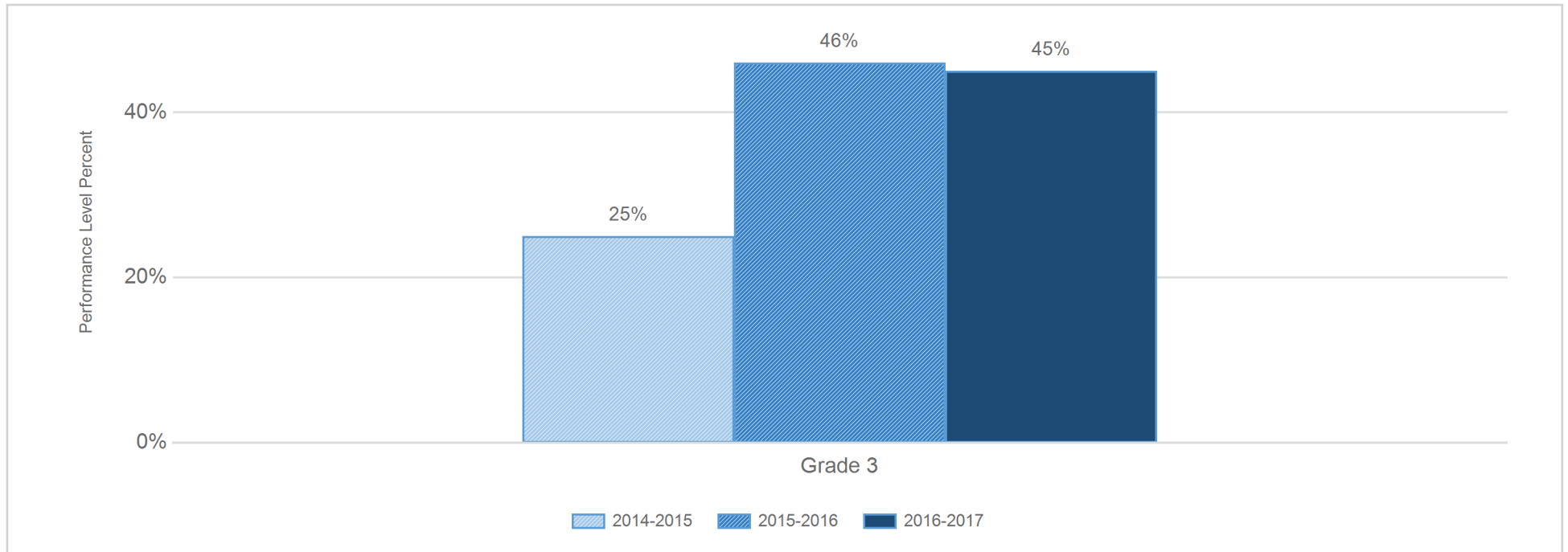


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

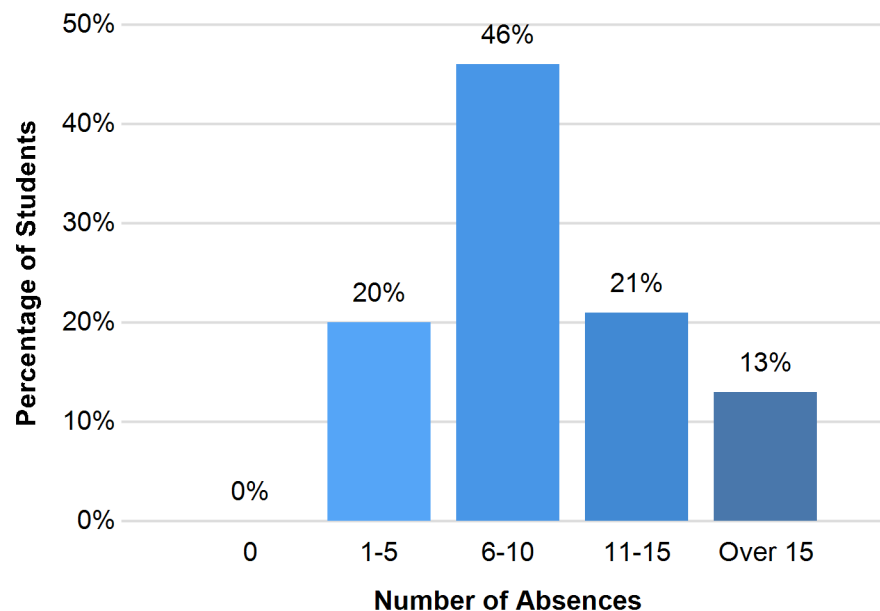
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.50	7.50	Not Met
White	10.00	7.50	Not Met
Hispanic	4.80	7.50	Met Target
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	14.50	7.50	Not Met
Students with Disabilities	24.00	7.50	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.





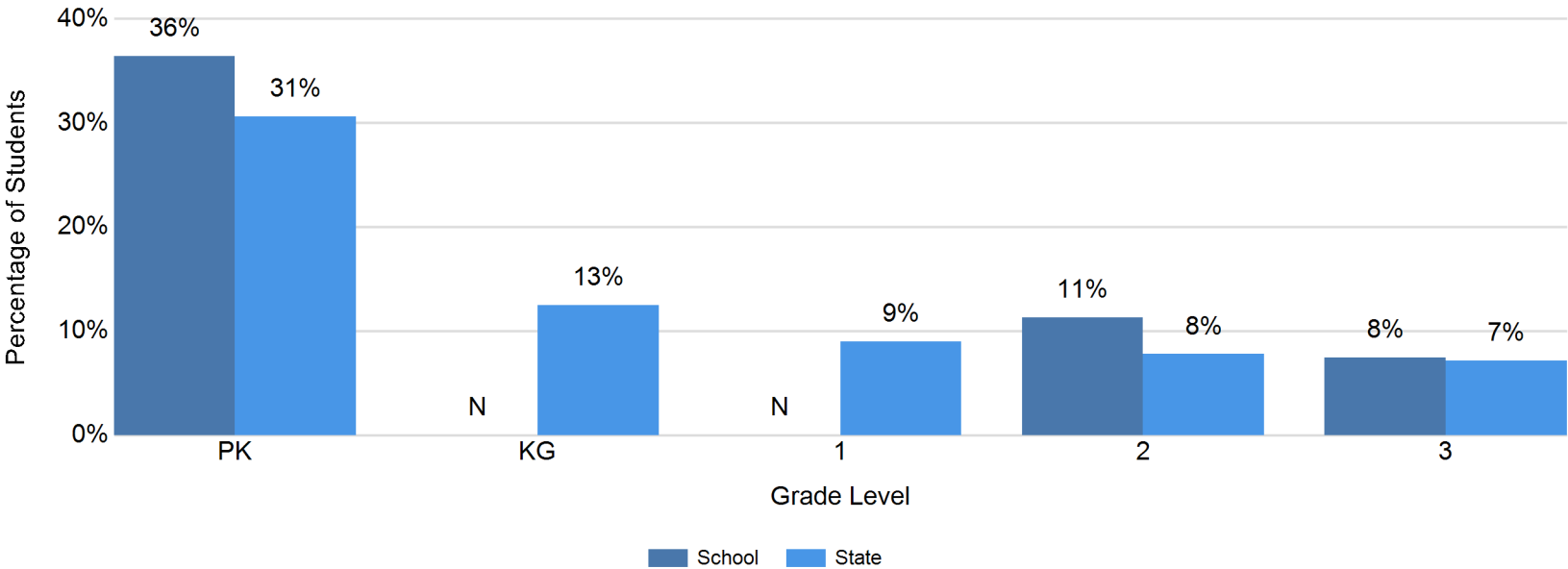


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Chronic Absenteeism by Grade

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	9:25AM
Typical End Time	3:40PM
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	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.41

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	2.9%
Any Suspension	2.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	1257.9 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	\$717	\$16,132	\$16,849



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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	25	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	72%	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	8	9,506
Average years experience in public schools	9.0	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	50%	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	10:1
Administrators	243:1	99:1
Librarian/Media Specialists		398:1
Nurses		398:1
Counselors		795:1
Child Study Team		159:1



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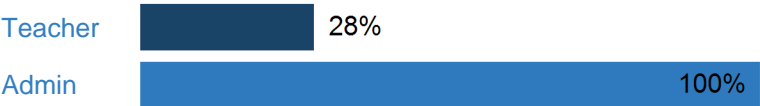
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	83%	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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Czyz	Email Address:	<a href="mailto:rczyz@wtsd.org">rczyz@wtsd.org</a>
Address:	934 LINCOLN AVE ATCO, NJ 08004-1325	Website:	<a href="http://www.wtsd.org/">http://www.wtsd.org/</a>
Phone:	(856)767-2421	Facebook:	<a href="https://www.facebook.com/WTSDschool/">https://www.facebook.com/WTSDschool/</a>
		Twitter:	<a href="https://twitter.com/trschoolwtsd?lang=en">https://twitter.com/trschoolwtsd?lang=en</a>

School Narrative




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

 Highlights:	<ul style="list-style-type: none"><li>• Technology is a part of each school day, with all 2nd and 3rd grade students utilizing 1:1 Chromebooks.</li><li>• TR offers after school clubs for extracurricular activities such as Minecraft, Legos, sports/fitness, and games club.</li><li>• TR implements Hour of Possibility Choice Curriculum: STEM, Animation, Video Game Creation, Cake Decorating &amp; Others.</li></ul>
 Mission, Vision, Theme:	<p>It is our goal to ensure that our students walk out of Thomas Richards each day, not just as better learners, but as better individuals. We understand that if students are to be successful at learning, they must feel safe, cared for, and supported in their daily interactions. We will work every day to create a positive environment where students are able to grow socially, emotionally, and academically.</p>



School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The district's approach to ELA instruction is through a balanced literacy model, including a Reader's/Writer's workshop model, word study, and guided reading. The district adopted the rigorous Go Math! Program, as well as Carolina Science in support of the New Jersey Student Learning Standards for Math and Science. IDE Corp. has been supporting teachers to develop learner-active, technology-infused classrooms that foster independence, choice, and engagement.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Students in grades 2-6 have the opportunity to participate in various extra-curricular activities, thanks to the support of the Home &amp; School Association. Students may select from a number of options, including: coding, sports/fitness, games, Minecraft, Legos, yearbook, scrapbooking, and drama.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>After-school tutoring is available through Title I to students in grades 2-6 for Math and English Language Arts/Literacy. Inquiring Minds offers before and after school care for K-6 students at Waterford Elementary School.</p>







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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>Collaborative professional development at staff meetings included: QR Code scavenger hunts, learning discussions, and instructional modeling.</p>
 <b>Student Supports and Services:</b>	<p>The district has done a great deal of work to implement a tiered system of support through RtI, offering support to the at-risk population and establishing criteria to identify children who may need additional intervention. The district also offers a full continuum of services for special education students, including: in-class resource, pull-out support, self-contained rooms, speech, OT, and PT. A Behavioral Consultant (BCBA) is available to help shape student behavior.</p>
 <b>Student Health and Wellness:</b>	<p>The district's wellness committee creates an action plan each year to encourage appropriate nutritional choices and adequate physical activity. Each school provides activity during the first ten minutes of each school day to allow students to segue from home to school and prepare for learning. Teachers also utilize brain breaks and other mindfulness practices to encourage wellness and overall well-being.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents are encouraged to attend parent interaction and Title I meetings, Back to School Nights, and American Education week. The curriculum department hosts events, including Dr. Seuss Night, Go Math! Night, Barnes &amp; Noble Night, and Preventing Summer Slide Family Night. Our Home and School Association keeps families involved and holds fundraisers to benefit the children. Major projects include: assemblies, class trips, fun nights, and 6th grade graduation activities.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The district has upgraded its facilities over the past several years, including a new HVAC system and new flooring in the buildings.</p>
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School Narrative

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

<div>Other Information:</div>	<p>Thomas Richards Elementary is a bucket-filler school. Students were recognized for the following: Waterford Township Fire Safety Poster and Coloring Award and Atco Lion's Club Eyeglass Recycling Award.</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
4	111	115	107
5	108	104	106
6	147	109	109
Ungraded	22	24	21
Total	388	352	343

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%	44%	40%
Male	53%	56%	60%
Economically Disadvantaged Students	33%	32%	29%
Students with Disabilities	17%	17%	16%
English Learners	0%	0%	0%
Homeless Students			0%
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	86.0%
Hispanic	5.5%
Black or African American	3.2%
American Indian or Alaska Native	0.6%
Asian	0.6%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.1%

Enrollment by Home Language

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

Home Language	% of Students
English	99.4%
Other	0.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	323	94.2	43.00	41.40	54.90	42.7	33.3	Met Target
White	279	94.6	44.10	42.90	63.90	43.9	33.2	Met Target
Hispanic	17	89.5	53.00	40.70	39.80	49.7	**	**
Black or African American	11	100.0	18.20	*	35.20	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	12	85.7	33.30	*	54.90	30.1	**	**
Female	135	95.7	54.10	51.10	62.20	54.1		
Male	188	93.1	35.10	34.40	48.10	34.4		
Economically Disadvantaged Students	94	93.1	35.10	32.50	36.20	*	27.1	Met Target
Non-Economically Disadvantaged Students	229	94.6	46.30	44.80	65.80	*		
Students with Disabilities	51	89.5	*	*	20.50	*	13.4	Met Target†
Students without Disabilities	272	95.1	*	*	61.90	*		
English Learners	N	N	N	N	25.20	N	**	**
Non-English Learners	323	94.2	43.00	41.40	57.40	42.7		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	105	745	745	753	*	13%	37%	38%	*	42%	56%
White	90	745	745	762	*	13%	34%	40%	*	43%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	750	750	758	*	*	40%	38%	*	45%	61%
Male	65	742	742	749	*	*	35%	39%	*	40%	51%
Economically Disadvantaged Students	22	738	738	737	*	*	*	*	*	32%	36%
Non-Economically Disadvantaged Students	83	747	747	764	*	*	*	*	*	45%	69%
Students with Disabilities	12	710	710	725	*	*	*	*	*	*	25%
Students without Disabilities	93	750	750	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	105	745	745	755	*	13%	37%	38%	*	42%	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	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	749	749	756	*	12%	29%	48%	*	53%	59%
White	91	750	750	763	*	11%	28%	52%	*	56%	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	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	47	759	759	761	*	*	*	60%	*	70%	66%
Male	60	742	742	750	*	*	*	38%	*	40%	53%
Economically Disadvantaged Students	36	744	744	740	*	*	33%	39%	*	44%	40%
Non-Economically Disadvantaged Students	71	752	752	765	*	*	27%	52%	*	58%	71%
Students with Disabilities	15	717	717	725	*	*	*	*	*	13%	22%
Students without Disabilities	92	755	755	762	*	*	*	*	*	60%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	107	749	749	757	*	12%	29%	48%	*	53%	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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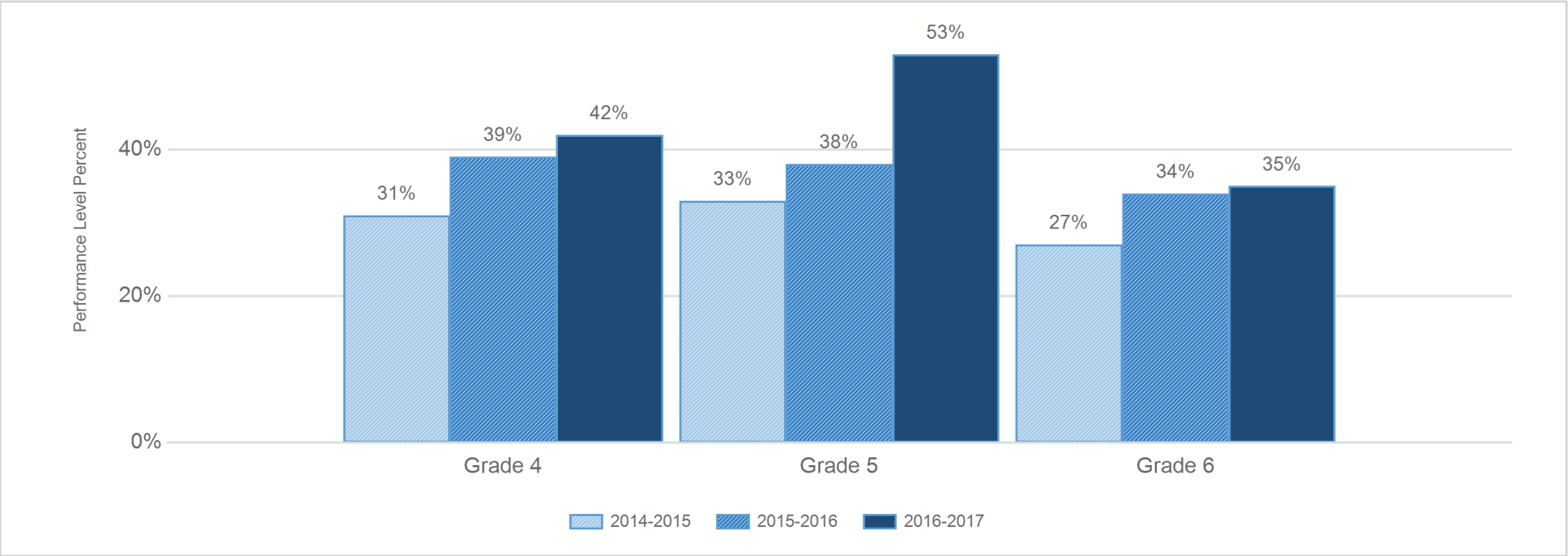
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	734	734	752	*	23%	28%	34%	*	35%	54%
White	93	734	734	758	*	20%	30%	33%	*	34%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	45	743	743	758	*	22%	24%	44%	*	47%	61%
Male	62	727	727	746	*	24%	31%	26%	*	26%	46%
Economically Disadvantaged Students	32	722	722	737	*	*	*	*	*	28%	34%
Non-Economically Disadvantaged Students	75	739	739	761	*	*	*	*	*	37%	65%
Students with Disabilities	19	707	707	722	*	*	*	*	*	*	17%
Students without Disabilities	88	740	740	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	107	734	734	753	*	23%	28%	34%	*	35%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

### 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	324	94.2	32.40	35.30	43.50	32.1	22.1	Met Target
White	280	94.6	34.30	37.20	52.40	34.1	23	Met Target
Hispanic	17	89.5	17.60	18.50	27.60	16.6	**	**
Black or African American	11	100.0	18.20	*	21.70	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	12	85.7	25.00	*	44.90	22.6	**	**
Female	135	95.7	33.40	35.80	44.10	33.4		
Male	189	93.1	31.70	35.00	42.90	31.1		
Economically Disadvantaged Students	94	93.1	25.60	29.80	25.10	*	16.5	Met Target
Non-Economically Disadvantaged Students	230	94.7	35.20	37.40	54.30	*		
Students with Disabilities	51	89.5	*	*	16.50	*	8.7	Met Target
Students without Disabilities	273	95.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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	740	740	747	*	25%	32%	36%	*	37%	47%
White	90	741	741	755	*	23%	32%	37%	*	38%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	739	739	747	*	28%	33%	38%	*	38%	47%
Male	65	741	741	747	*	23%	32%	35%	*	37%	48%
Economically Disadvantaged Students	22	732	732	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	83	742	742	757	*	*	*	*	*	39%	61%
Students with Disabilities	12	712	712	724	*	*	*	*	*	*	22%
Students without Disabilities	93	744	744	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	105	740	740	749	*	25%	32%	36%	*	37%	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	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	736	736	747	*	28%	38%	26%	*	29%	46%
White	91	739	739	754	*	22%	42%	30%	*	33%	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	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	47	736	736	747	*	30%	38%	23%	*	28%	47%
Male	60	736	736	746	*	27%	38%	28%	*	30%	46%
Economically Disadvantaged Students	36	728	728	732	*	36%	28%	*	*	25%	27%
Non-Economically Disadvantaged Students	71	741	741	756	*	24%	44%	*	*	31%	59%
Students with Disabilities	15	722	722	725	*	*	*	*	*	13%	19%
Students without Disabilities	92	739	739	751	*	*	*	*	*	32%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	107	736	736	748	*	28%	38%	26%	*	29%	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 by Grade: Grade 6\*\*

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

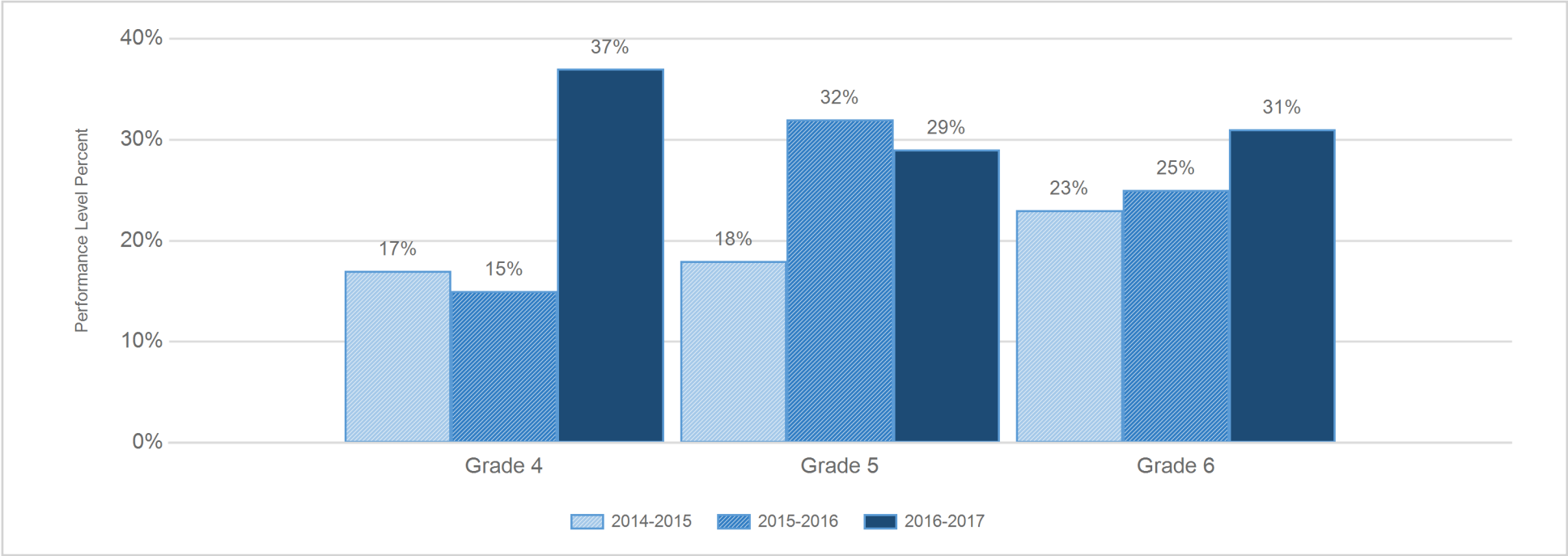
Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	735	735	743	*	25%	34%	27%	*	31%	44%
White	94	736	736	751	*	22%	36%	28%	*	32%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	45	737	737	745	*	*	36%	31%	*	36%	45%
Male	63	733	733	742	*	*	33%	24%	*	27%	43%
Economically Disadvantaged Students	32	725	725	728	*	44%	*	*	*	19%	24%
Non-Economically Disadvantaged Students	76	739	739	752	*	17%	*	*	*	36%	56%
Students with Disabilities	19	705	705	717	*	*	*	*	*	*	13%
Students without Disabilities	89	741	741	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	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.



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
4	N	N
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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

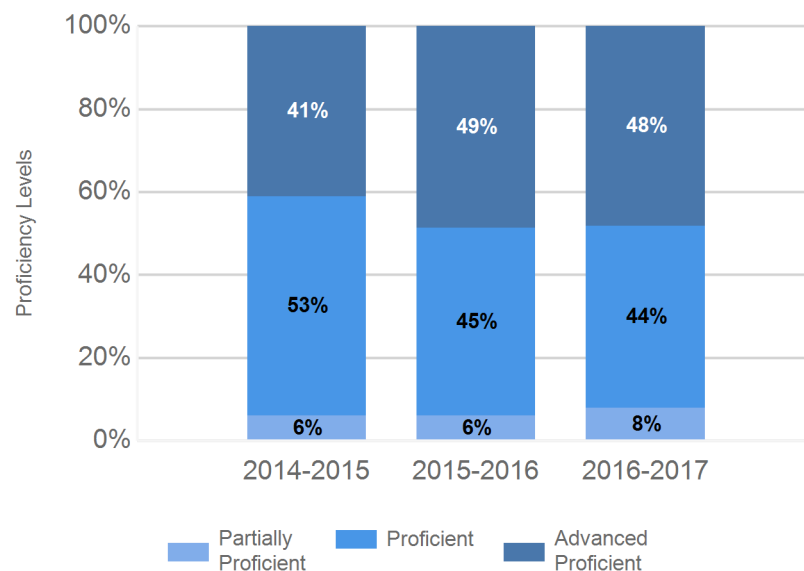
**NJASK Science Assessment Performance: Grade 4**

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	48%	44%	8%
White	51%	42%	7%
Hispanic	*	50%	*
Black or African American	*	*	*
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	25%	45%	30%
Students with Disabilities	20%	40%	40%
English Learners	N	N	N

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

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	55	55	50	Met Target
White	45	45	50	Met Target	55	55	52	Met Target
Hispanic	73	73	49	**	48	48	47	**
Black or African American	54	54	45	**	75	75	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	55	55	51	**	44	44	52	**
Economically Disadvantaged	45	45	47	Met Target	57	57	46	Met Target
Students with Disabilities	36	36	41	Not Met	49	49	43	Met Target
English Learners	N	N	N	N	N	N	N	N

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



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

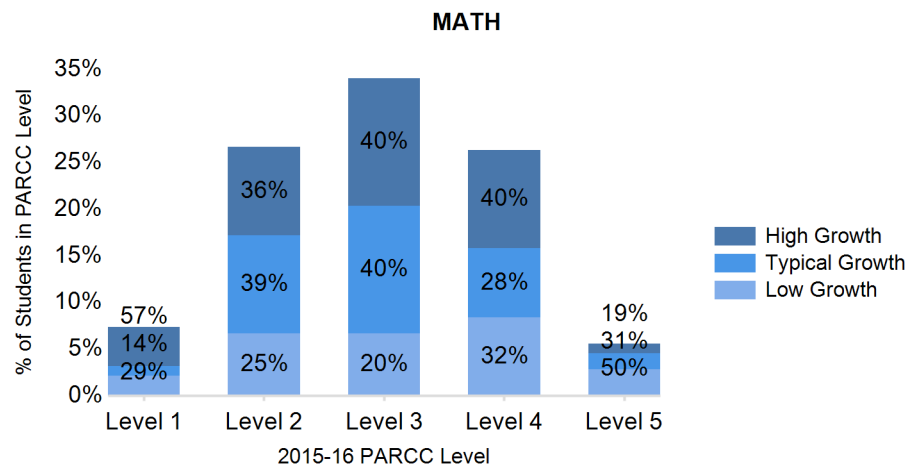
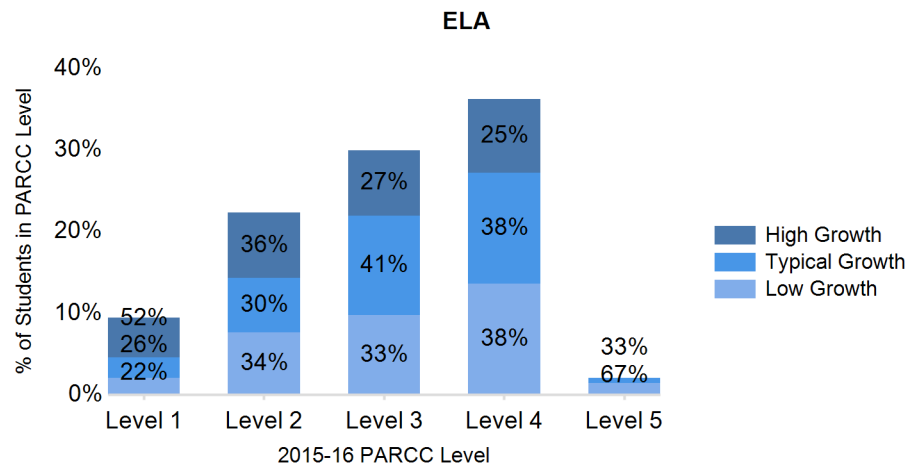
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

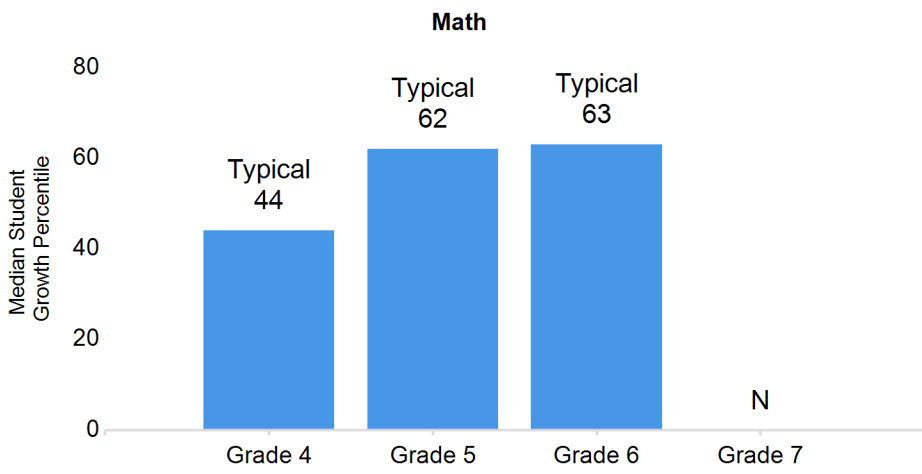
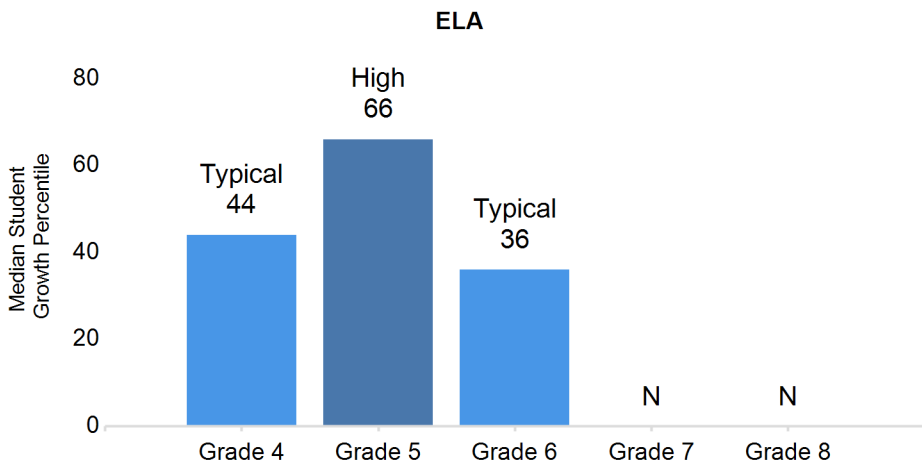
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

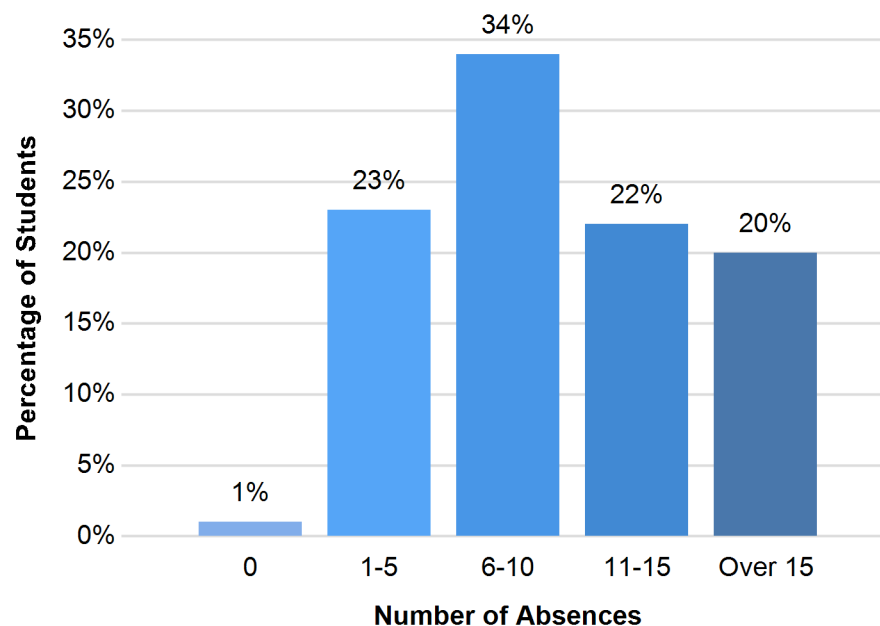
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	7.30	Not Met
White	12.00	7.30	Not Met
Hispanic	15.00	7.30	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	17.90	7.30	Not Met
Students with Disabilities	22.20	7.30	Not Met
English Learners	N	**	**

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

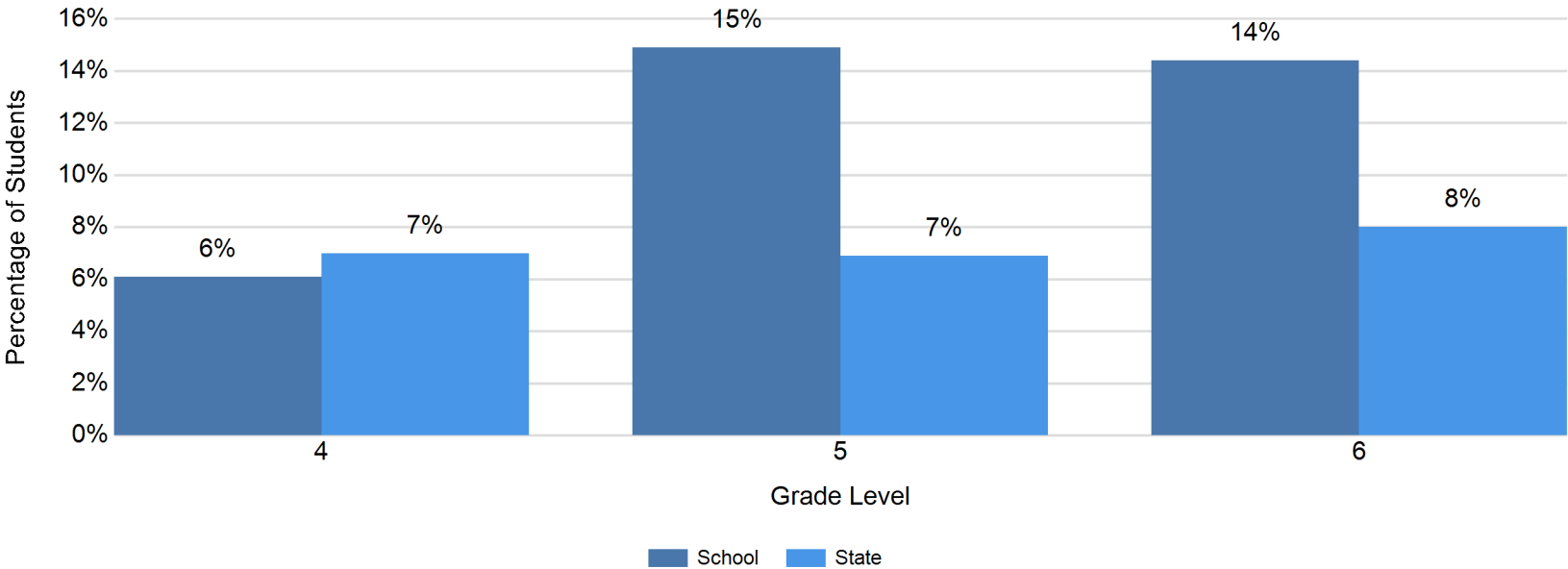
### Days Absent

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



### 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	7
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.04

**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	4.1%
Out-of-School Suspensions	3.5%
Any Suspension	6.7%

**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	1257.9 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	\$717	\$16,132	\$16,849





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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	31	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	71%	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	8	9,506
Average years experience in public schools	9.0	15.9
Average years experience in district	6.3	11.6
Administrators in district for 4 or more years	50%	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	10:1
Administrators	343:1	99:1
Librarian/Media Specialists		398:1
Nurses		398:1
Counselors		795:1
Child Study Team		159:1



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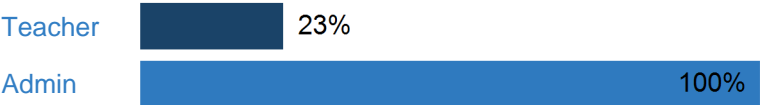
Teachers and Administrators - Level of Education

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	91%	89%
2015-16 Administrators: Same district 2016-17	83%	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	19.3	17.5%
Mathematics Proficiency	18.6	17.5%
English Language Arts Growth	32.3	25.0%
Mathematics Growth	68.7	25.0%
Chronic Absenteeism	14.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.0
Summative Rating: Percentile rank of Summative Score		24.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	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	34.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	25.9	11.9	No	Met Target	Met Target	Not Met	Met 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	47.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	35.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Davidson	<b>Email Address:</b>	<a href="mailto:pdavidson@wtsd.org">pdavidson@wtsd.org</a>
<b>Address:</b>	1106 OLD WHITE HORSE PIKE WATERFORD, NJ 08089-1816	<b>Website:</b>	<a href="http://www.wtsd.org/">http://www.wtsd.org/</a>
<b>Phone:</b>	(856)767-8293	<b>Facebook:</b>	<a href="https://www.facebook.com/WTSDschool/">https://www.facebook.com/WTSDschool/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/wt_schools">https://twitter.com/wt_schools</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Go Math, Balanced Literacy, and Carolina Science.</li> <li>• Technology is used each school day with the Media Specialist pushing into classrooms for Technology Integration.</li> <li>• Our Gifted and Talented Program is a combination of whole school and small group pull-out during Rtl.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Waterford Elementary School believes that all students have the right to an education that is individualized, rigorous, and focused on building strong citizens for the 21st century. Students and staff at Waterford Elementary School practice the values of kindness, compassion, and respect.</p>






Waterford Elementary School  
2016-2017  
Grade Span 04-06

07-5560-100  
CAMDEN  
WATERFORD TWP  
1106 OLD WHITE HORSE PIKE  
WATERFORD, NJ 08089-1816

School Narrative

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

 Courses, Curriculum, Instruction:	Waterford Elementary School students receive a Balanced Literacy approach in ELA, Go Math, Carolina Science modules, and Social Studies units with an emphasis on literacy and critical thinking. Students in our Gifted and Talented Program study engineering, the Stock Market, and the oystering industry.
 Clubs and Activities:	Students in grades 2-6 have the opportunity to participate in various extra-curricular activities, thanks to the support of the Home & School Association. Students may select from a number of options, including: coding, sports/fitness, games, Minecraft, Legos, yearbook, scrapbooking, and drama.
 Before and After School Programs:	After-school tutoring is available through Title I to students in grades 2-6 for Math and English Language Arts/Literacy. Inquiring Minds offers before and after school care for K-6 students at Waterford Elementary School.







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 <b>Staff and Professional Learning:</b>	<p>Staff members participate in grade level professional learning communities, data analysis, and yearly compliance training.</p>
 <b>Student Supports and Services:</b>	<p>The district has done a great deal of work to implement a tiered system of support through RtI, offering support to the at-risk population and establishing criteria to identify children who may need additional intervention. The district also offers a full continuum of services for special education students, including: in-class resource, pull-out support, self-contained rooms, speech, OT, and PT. A Behavioral Consultant (BCBA) is available to help shape student behavior.</p>
 <b>Student Health and Wellness:</b>	<p>The district's wellness committee creates an action plan each year to encourage appropriate nutritional choices and adequate physical activity. Each school provides activity during the first ten minutes of each school day to allow students to segue from home to school and prepare for learning. Teachers also utilize brain breaks and other mindfulness practices to encourage wellness and overall well-being.</p>
 <b>Parent and Community Involvement:</b>	<p>Parents are encouraged to attend parent interaction and Title I meetings, Back to School Nights, and American Education week. The curriculum department hosts events, including Dr. Seuss Night, Go Math! Night, Barnes &amp; Noble Night, and Preventing Summer Slide Family Night. Our Home and School Association keeps families involved and holds fundraisers to benefit the children. Major projects include: assemblies, class trips, fun nights, and 6th grade graduation activities.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The district has upgraded its facilities over the past several years, including a new HVAC system and new flooring in the buildings.</p>
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<div>Other Information:</div>	<p>A group of our sixth graders were recently recognized for taking part in a competition that sent an experiment to the International Space Station. Thousands of students across the country competed, and the group from Waterford Elementary School was chosen as a finalist and watched as their experiment lifted off on August 10, 2017.</p>
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