



State of New Jersey
2015-2016

Grade Span 06-08

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

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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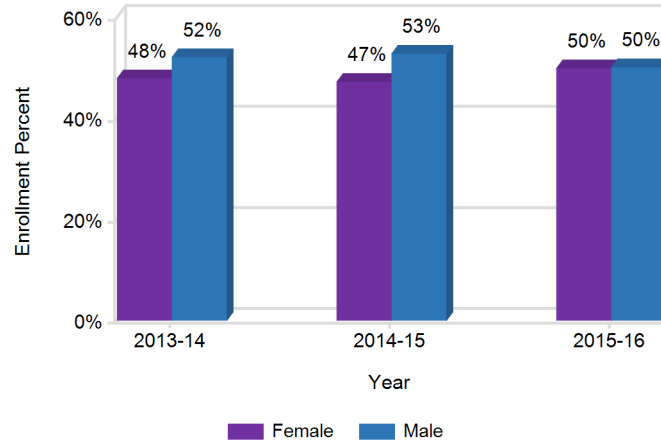
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	309	278	271
Grade 07	310	314	273
Grade 08	265	310	309
UG	27	32	31
Total	911	934	884

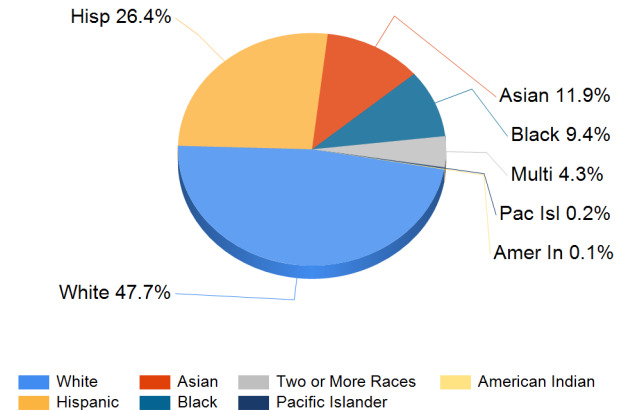
Enrollment by Gender

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



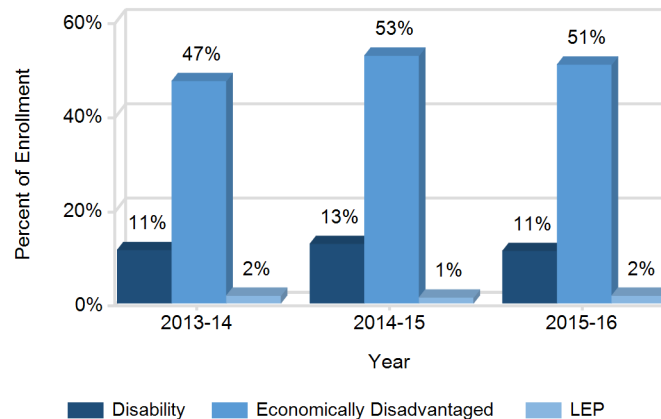
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.2%
Spanish	14.5%
Chinese	2.6%
Arabic	1.6%
Bengali	1.5%
Other	6.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	33	30
Mathematics Met or Exceeded Expectations	39%	50	34

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	801	44%	30	94%	X	795	39%	34	94%	X
White	389	51%	27	92%	X	386	44%	30	92%	X
African American	82	23%	24	96%	✓	82	23%	38	96%	✓
Hispanic	204	26%	20	96%	✓	202	22%	20	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	112	65%	30	98%	✓	111	65%	31	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	88	3%	7	91%	✓	88	7%	22	91%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	367	31%	36	93%	X	362	29%	45	93%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	260	743	744	750	7%	14%	37%	42%	1%	43%	52%
White	129	746	747	756	7%	9%	33%	50%	1%	51%	61%
African American	S	S	732	732	S	S	S	S	S	S	31%
Hispanic	65	737	734	738	6%	22%	49%	23%	N	23%	37%
Asian	32	755	758	772	9%	N	28%	59%	3%	63%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	748	755	S	S	S	S	S	S	60%
Students with Disability	S	S	706	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	113	737	737	735	9%	20%	43%	28%	1%	29%	33%
PARCC MATH											
Schoolwide	260	739	740	743	8%	22%	34%	33%	4%	36%	43%
White	129	741	741	750	6%	20%	34%	36%	4%	40%	53%
African American	S	S	727	724	S	S	S	S	S	S	20%
Hispanic	65	731	731	730	9%	32%	39%	19%	2%	20%	26%
Asian	32	755	758	768	6%	6%	22%	59%	6%	66%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	737	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	113	731	732	728	12%	30%	34%	22%	3%	25%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	746	748	753	13%	13%	28%	30%	17%	46%	56%
White	135	746	751	760	17%	12%	23%	30%	18%	48%	65%
African American	S	S	726	733	S	S	S	S	S	S	35%
Hispanic	56	733	734	739	14%	23%	30%	25%	7%	32%	41%
Asian	52	769	770	781	N	N	33%	37%	31%	67%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	S	S	692	716	S	S	S	S	S	S	16%
English Language Learners	S	S	731	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	125	736	735	735	14%	21%	33%	24%	9%	33%	37%
PARCC MATH											
Schoolwide	250	737	738	740	10%	23%	31%	32%	3%	35%	39%
White	121	739	741	747	12%	20%	26%	39%	3%	41%	47%
African American	S	S	725	724	S	S	S	S	S	S	19%
Hispanic	54	726	729	729	13%	37%	35%	11%	4%	15%	23%
Asian	43	753	755	763	2%	9%	33%	51%	5%	56%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	699	713	S	S	S	S	S	S	9%
English Language Learners	S	S	727	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	120	732	732	727	13%	23%	36%	24%	3%	28%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	301	743	754	753	10%	18%	33%	31%	9%	40%	55%
White	139	749	759	759	12%	11%	29%	37%	12%	49%	63%
African American	31	723	736	732	13%	32%	42%	10%	3%	13%	34%
Hispanic	96	734	741	740	9%	24%	41%	23%	3%	26%	43%
Asian	30	771	779	780	N	10%	23%	43%	23%	67%	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	761	756	S	S	S	S	S	S	59%
Students with Disability	S	S	710	715	S	S	S	S	S	S	16%
English Language Learners	S	S	729	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	153	734	745	736	13%	24%	33%	26%	3%	29%	38%
**PARCC MATH											
Schoolwide	235	726	729	726	16%	31%	30%	23%	0%	23%	26%
White	96	729	733	732	14%	28%	34%	23%	1%	24%	32%
African American	31	716	718	712	29%	26%	29%	16%	N	16%	14%
Hispanic	87	722	725	721	18%	36%	29%	17%	N	17%	20%
Asian	16	743	742	745	N	31%	19%	50%	N	50%	49%
American Indian	S	S	S	726	S	S	S	S	S	S	25%
Two or More Races	S	S	734	726	S	S	S	S	S	S	26%
Students with Disability	32	705	701	704	44%	28%	13%	16%	N	16%	8%
English Language Learners	S	S	712	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	131	723	726	718	20%	34%	28%	18%	N	18%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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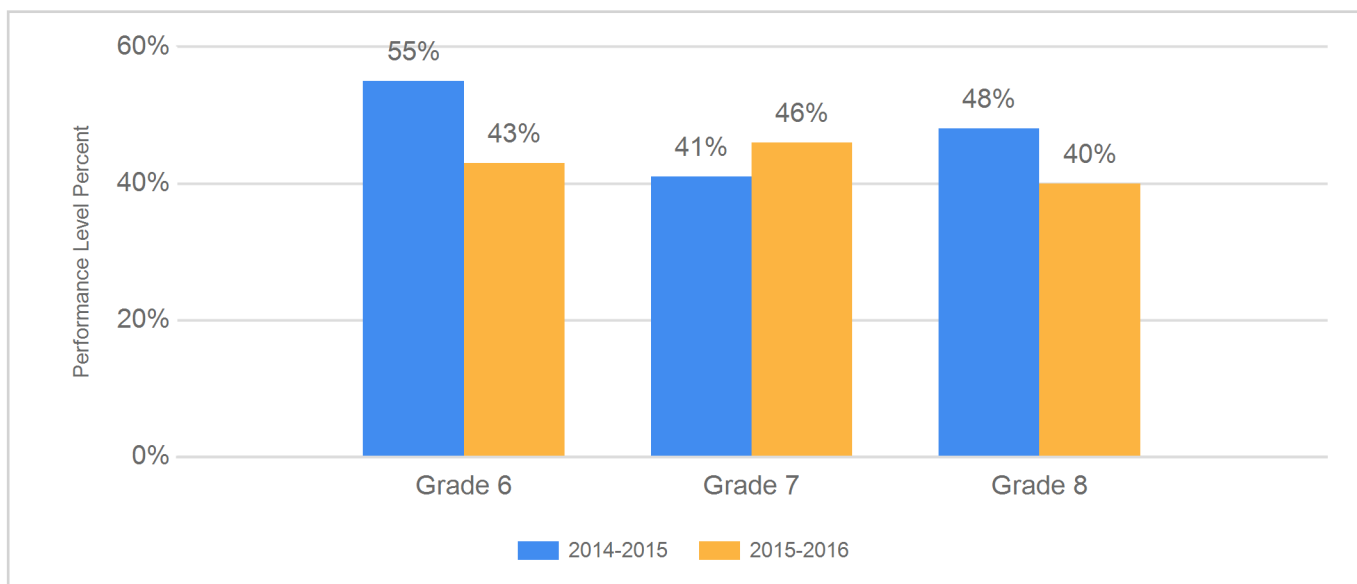
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	792	788	769	1%	N	3%	67%	29%	96%	42%
White	44	791	787	772	2%	N	2%	71%	25%	96%	51%
African American	S	S	773	748	S	S	S	S	S	S	20%
Hispanic	S	S	781	746	S	S	S	S	S	S	25%
Asian	19	802	796	789	N	N	N	58%	42%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	780	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	20	786	788	746	N	N	N	85%	15%	100%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	778	782	776	N	N	N	50%	50%	100%	27%
White	S	S	779	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	793	761	S	S	S	S	S	S	13%
Asian	S	S	784	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	28%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	S	S	S	770	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	784	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



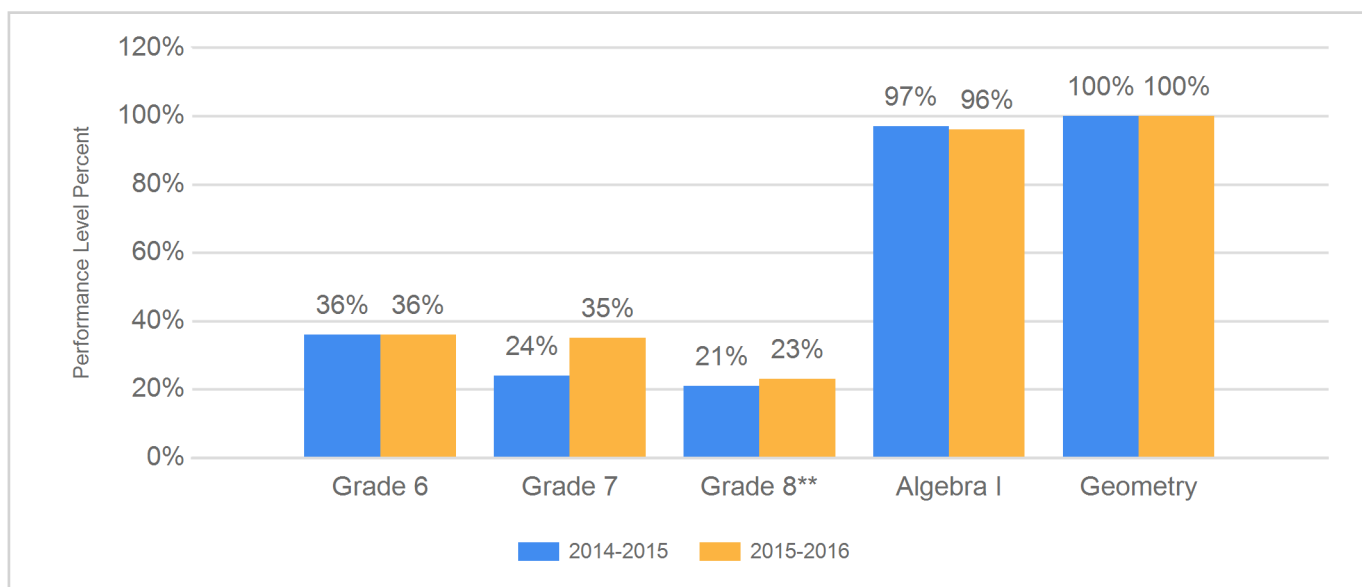
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

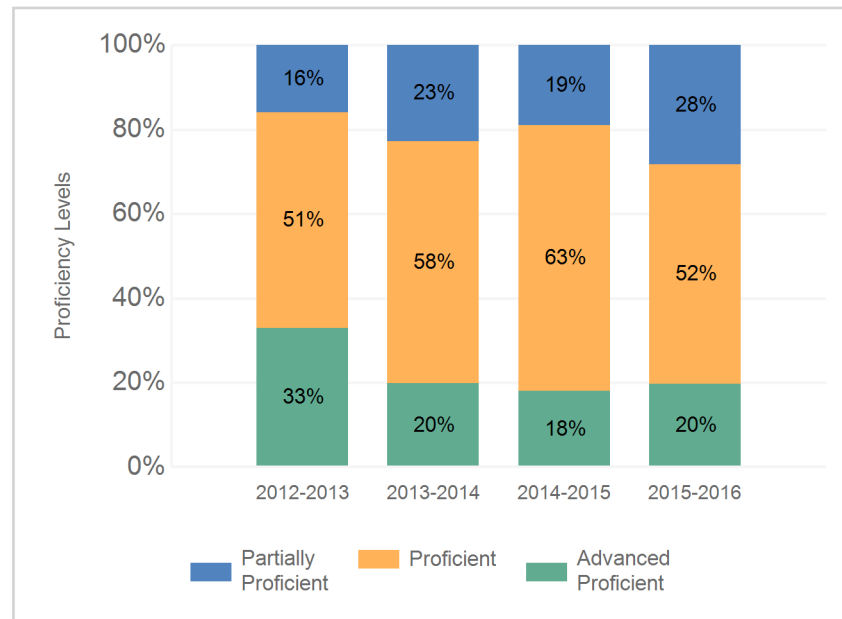
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	20%	52%	28%
White	27%	51%	22%
African American	6%	49%	46%
Hispanic	11%	54%	36%
American Indian	S	S	S
Asian	33%	53%	13%
Two or More Races	S	S	S
Students with Disability	6%	34%	60%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	53%	36%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	50	50
Student Growth on Math	62	54	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	7%	4%	3%
Approached (L3)	14%	11%	7%
Met (L4)	8%	14%	13%
Exceeded (L5)	1%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	2%	0%
Partially Met (L2)	8%	10%	7%
Approached (L3)	8%	8%	16%
Met (L4)	3%	7%	22%
Exceeded (L5)	0%	0%	2%



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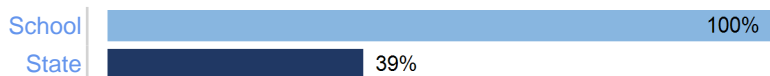
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



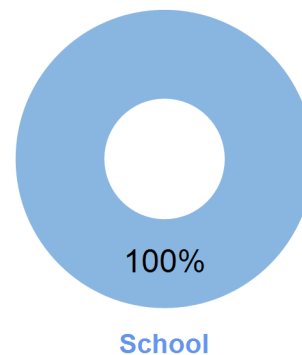
DANCE



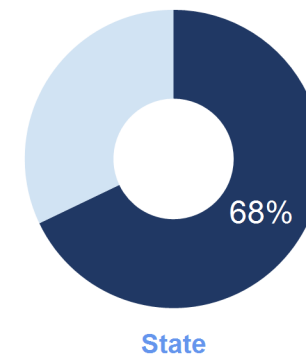
VISUAL ARTS



Any Visual and Performing Arts



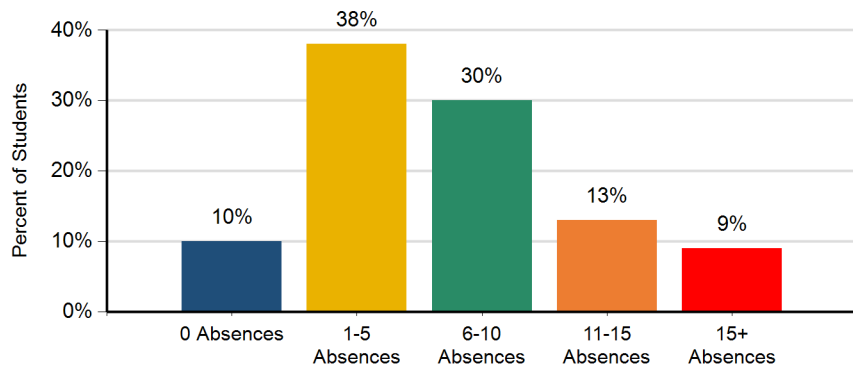
School



State

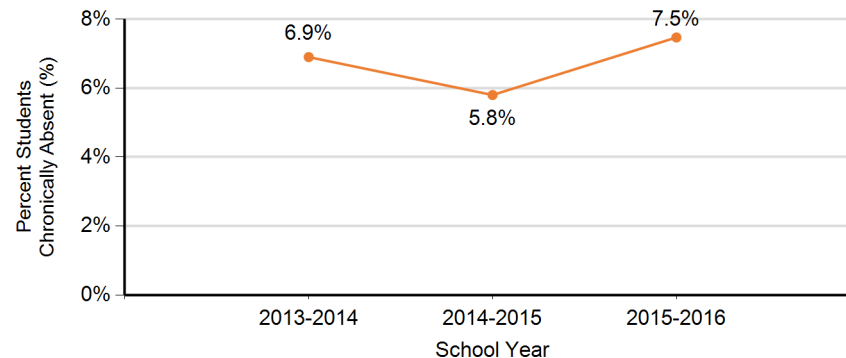
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 06-08

01-1310-038

ATLANTIC

EGG HARBOR TWP

ALDER AVENUE MIDDLE SCHOOL

25 ALDER AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-5315

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 36 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	295:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033
ATLANTIC
EGG HARBOR TWP
CLAYTON J. DAVENPORT ELEMENTARY SCHOOL
2501 SPRUCE AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-4513

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033
ATLANTIC
EGG HARBOR TWP
CLAYTON J. DAVENPORT ELEMENTARY SCHOOL
2501 SPRUCE AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-4513

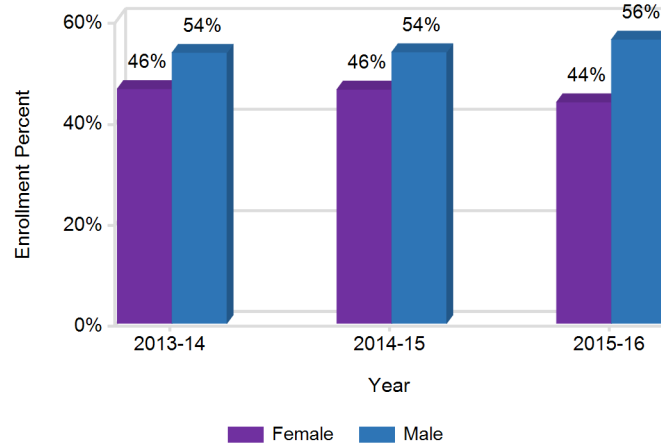
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	20	22	1
Grade KG	170	177	130
Grade 01	187	192	197
Grade 02	223	209	185
Grade 03	218	219	211
UG	63	66	91
Total	881	885	815

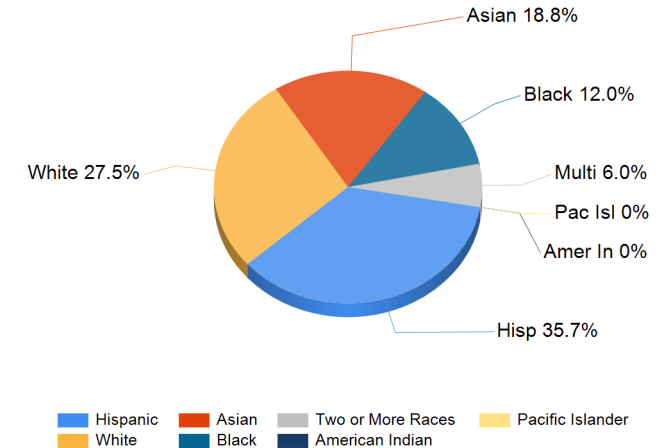
Enrollment by Gender

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



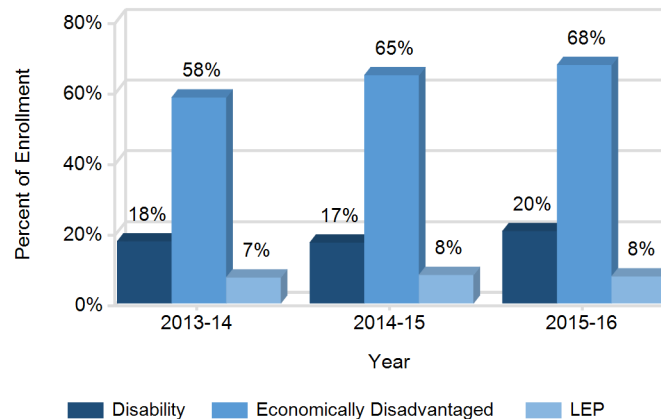
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	66.5%
Spanish	15.8%
Vietnamese	4.2%
Bengali	2.9%
Chinese	2.1%
Other	8.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033

ATLANTIC

EGG HARBOR TWP

CLAYTON J. DAVENPORT ELEMENTARY SCHOOL

2501 SPRUCE AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-4513

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	17	27
Mathematics Met or Exceeded Expectations	44%	33	33

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	194	47%	27	99%	✓	194	44%	33	99%	✓
White	52	54%	24	100%	✓	52	44%	25	100%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	71	39%	28	100%	✓	71	37%	39	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	37	62%	23	100%	✓	37	70%	30	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	39	38%	57	100%	✓	39	36%	63	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	144	45%	57	99%	✓	144	40%	65	99%	✓



State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033

ATLANTIC

EGG HARBOR TWP

CLAYTON J. DAVENPORT ELEMENTARY SCHOOL

2501 SPRUCE AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-4513

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	209	742	744	746	11%	21%	27%	37%	4%	41%	48%
White	53	749	752	756	4%	15%	34%	42%	6%	47%	58%
African American	27	730	733	727	19%	33%	15%	33%	N	33%	30%
Hispanic	76	734	731	730	18%	20%	30%	28%	4%	32%	31%
Asian	37	753	755	772	5%	24%	11%	54%	5%	60%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	16	749	742	753	N	13%	50%	38%	N	38%	55%
Students with Disability	29	725	711	718	24%	24%	31%	17%	3%	21%	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	158	738	734	727	13%	22%	26%	36%	3%	39%	28%
PARCC MATH											
Schoolwide	211	739	744	749	12%	19%	32%	32%	6%	38%	52%
White	54	740	749	757	13%	13%	33%	33%	7%	41%	63%
African American	27	728	731	730	15%	26%	41%	15%	4%	19%	31%
Hispanic	77	733	734	736	14%	23%	33%	26%	4%	30%	35%
Asian	37	759	761	777	5%	5%	24%	54%	11%	65%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	16	739	743	754	6%	31%	25%	38%	N	38%	57%
Students with Disability	30	723	720	727	30%	17%	30%	20%	3%	23%	28%
English Language Learners	13	715	722	724	46%	23%	15%	8%	8%	15%	20%
Economically Disadvantaged Students	159	737	735	732	13%	20%	33%	30%	4%	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



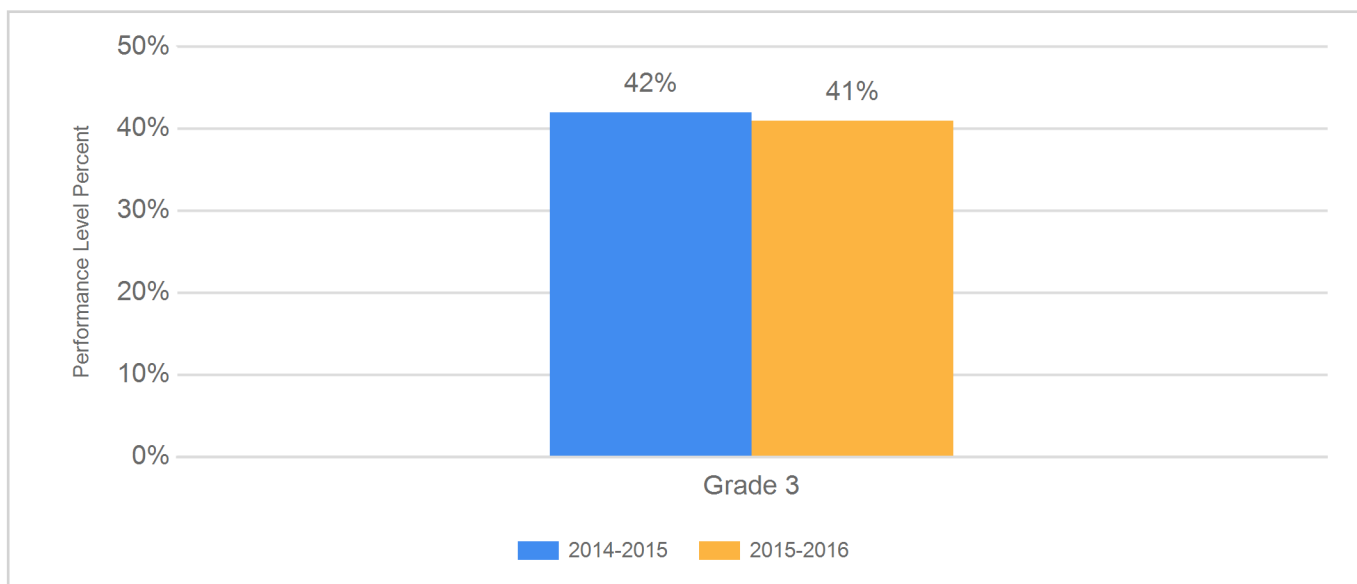
State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033
ATLANTIC
EGG HARBOR TWP
CLAYTON J. DAVENPORT ELEMENTARY SCHOOL
2501 SPRUCE AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-4513

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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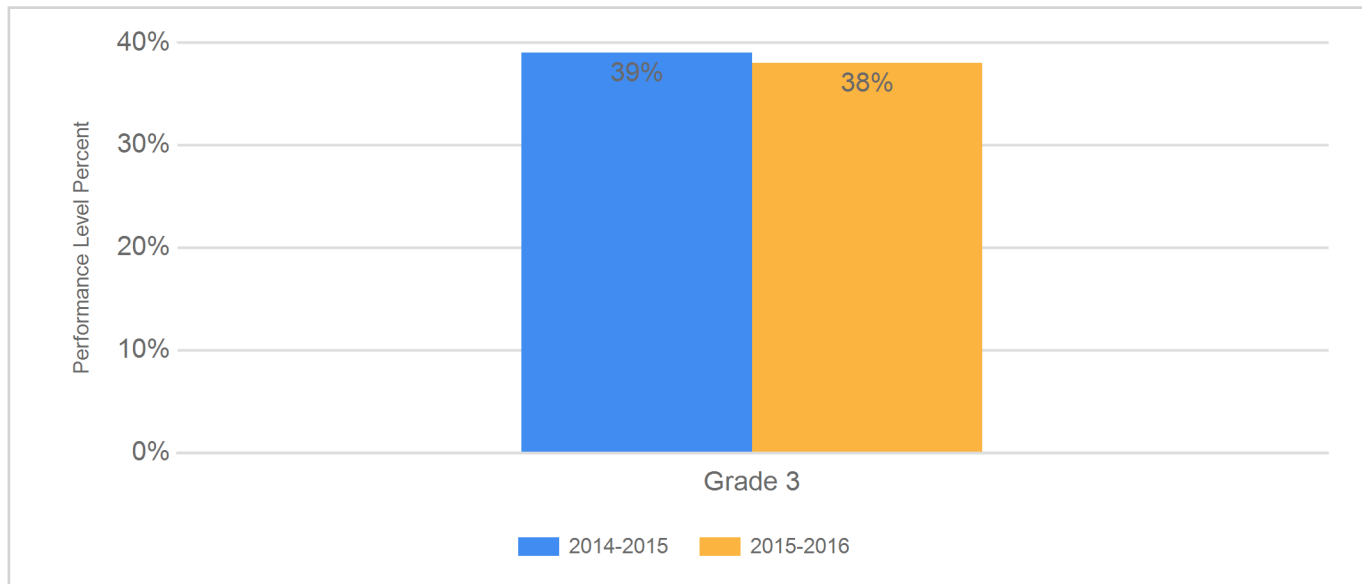
State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033
ATLANTIC
EGG HARBOR TWP
CLAYTON J. DAVENPORT ELEMENTARY SCHOOL
2501 SPRUCE AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-4513

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033

ATLANTIC

EGG HARBOR TWP

CLAYTON J. DAVENPORT ELEMENTARY SCHOOL

2501 SPRUCE AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-4513

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing.

The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



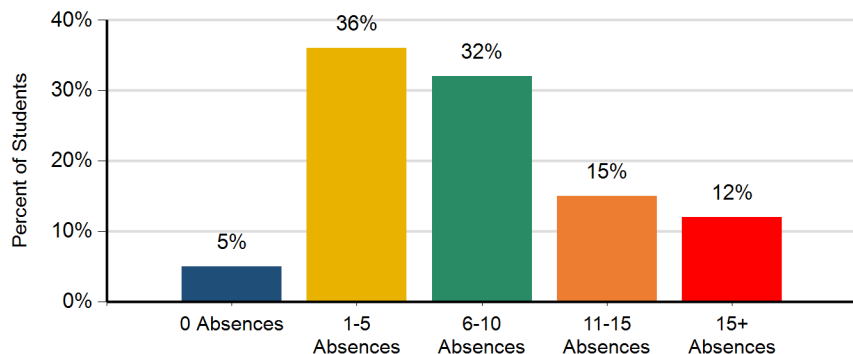
State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033
ATLANTIC
EGG HARBOR TWP
CLAYTON J. DAVENPORT ELEMENTARY SCHOOL
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EGG HARBOR TOWNSHIP, NJ 08234-4513

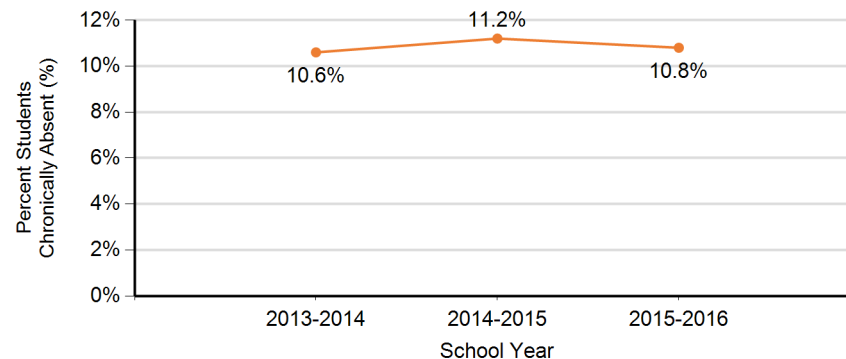
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 4H-03

01-1310-033

ATLANTIC

EGG HARBOR TWP

CLAYTON J. DAVENPORT ELEMENTARY SCHOOL

2501 SPRUCE AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-4513

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	408:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 04-05

01-1310-045

ATLANTIC

EGG HARBOR TWP

DR. JOYANNE D. MILLER ELEMENTARY SCHOOL

2 ALDER AVENUE

EGG HARBOR TOWNSHIP, NJ 08234

2015-2016 School Performance Reports

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State of New Jersey
2015-2016

Grade Span 04-05

01-1310-045

ATLANTIC

EGG HARBOR TWP

DR. JOYANNE D. MILLER ELEMENTARY SCHOOL

2 ALDER AVENUE

EGG HARBOR TOWNSHIP, NJ 08234

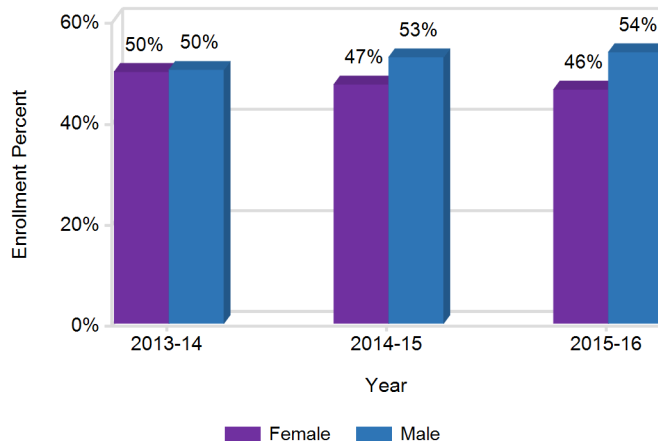
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 04	542	591	527
Grade 05	569	551	589
UG	29	33	40
Total	1140	1175	1156

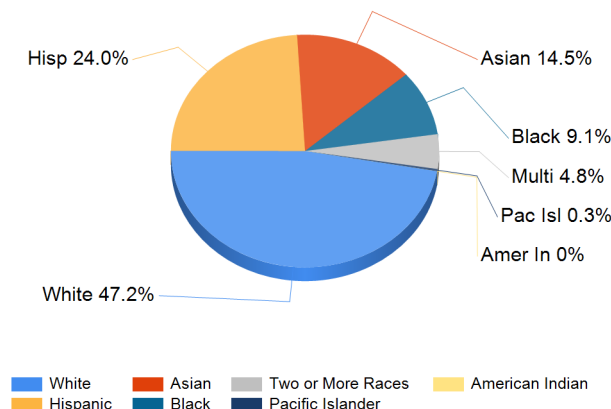
Enrollment by Gender

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



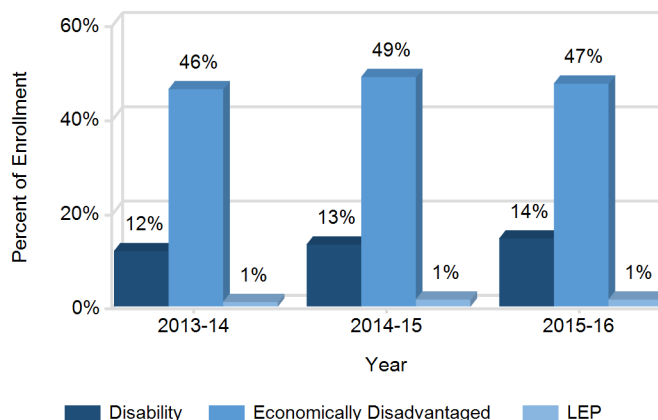
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	79.2%
Spanish	9.3%
Chinese	2.6%
Vietnamese	2.4%
Bengali	1.9%
Other	4.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span 04-05

01-1310-045

ATLANTIC

EGG HARBOR TWP

DR. JOYANNE D. MILLER ELEMENTARY SCHOOL

2 ALDER AVENUE

EGG HARBOR TOWNSHIP, NJ 08234

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	50	37
Mathematics Met or Exceeded Expectations	36%	17	28

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	999	48%	37	94%	√	998	36%	28	93%	√
White	474	53%	33	91%	×	474	41%	22	91%	×
African American	85	29%	34	92%	×	84	12%	20	91%	×
Hispanic	237	37%	34	98%	√	237	22%	22	97%	√
American Indian	N	N	N	N		N	N	N	N	
Asian	162	59%	25	99%	√	162	55%	23	99%	√
Two or More Races	41	49%	26	88%	×	41	42%	28	88%	√
Students with Disability	153	21%	47	93%	×	152	13%	31	92%	×
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	443	35%	44	94%	√	442	25%	34	94%	√



State of New Jersey
2015-2016

Grade Span 04-05

01-1310-045

ATLANTIC

EGG HARBOR TWP

DR. JOYANNE D. MILLER ELEMENTARY SCHOOL

2 ALDER AVENUE

EGG HARBOR TOWNSHIP, NJ 08234

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	512	746	746	750	10%	14%	26%	43%	8%	51%	54%
White	232	751	751	759	6%	12%	23%	53%	7%	60%	64%
African American	49	727	727	733	25%	22%	22%	31%	N	31%	33%
Hispanic	127	735	735	737	16%	19%	32%	26%	7%	33%	37%
Asian	85	759	759	773	6%	4%	25%	51%	15%	66%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	19	749	749	756	11%	16%	26%	37%	11%	47%	62%
Students with Disability	73	712	712	723	44%	22%	14%	21%	N	21%	22%
English Language Learners	11	711	711	712	36%	27%	9%	18%	9%	27%	12%
Economically Disadvantaged Students	236	735	735	734	16%	18%	30%	31%	4%	36%	33%
PARCC MATH											
Schoolwide	510	740	740	745	9%	20%	36%	34%	2%	36%	47%
White	232	743	743	752	5%	20%	37%	38%	1%	39%	57%
African American	48	723	723	727	23%	27%	38%	13%	N	13%	24%
Hispanic	126	729	729	733	15%	27%	37%	21%	1%	21%	30%
Asian	85	758	758	771	N	6%	32%	57%	6%	62%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	19	736	736	750	21%	21%	26%	21%	11%	32%	54%
Students with Disability	71	714	714	724	37%	25%	25%	13%	N	13%	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	234	729	729	730	15%	27%	36%	23%	0%	24%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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01-1310-045

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	568	742	742	751	7%	20%	31%	41%	1%	42%	53%
White	262	744	744	758	6%	20%	29%	45%	1%	45%	64%
African American	52	734	734	733	8%	19%	46%	27%	N	27%	32%
Hispanic	149	734	734	738	11%	27%	26%	35%	1%	36%	37%
Asian	79	752	752	773	3%	8%	35%	51%	4%	54%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	26	743	743	759	8%	15%	31%	46%	N	46%	63%
Students with Disability	77	712	712	723	35%	39%	13%	12%	1%	13%	20%
English Language Learners	13	715	715	711	39%	23%	15%	23%	N	23%	10%
Economically Disadvantaged Students	264	735	735	735	12%	21%	36%	31%	1%	31%	33%
PARCC MATH											
Schoolwide	568	739	739	747	8%	22%	36%	30%	4%	34%	47%
White	262	742	742	753	8%	19%	34%	36%	4%	40%	57%
African American	52	726	726	728	8%	44%	37%	12%	N	12%	24%
Hispanic	149	731	731	735	13%	26%	39%	19%	3%	22%	31%
Asian	79	754	754	774	N	9%	39%	46%	6%	52%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	26	744	744	754	N	23%	35%	35%	8%	42%	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	13	719	719	721	39%	15%	31%	15%	N	15%	16%
Economically Disadvantaged Students	264	732	732	732	11%	27%	39%	21%	3%	24%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



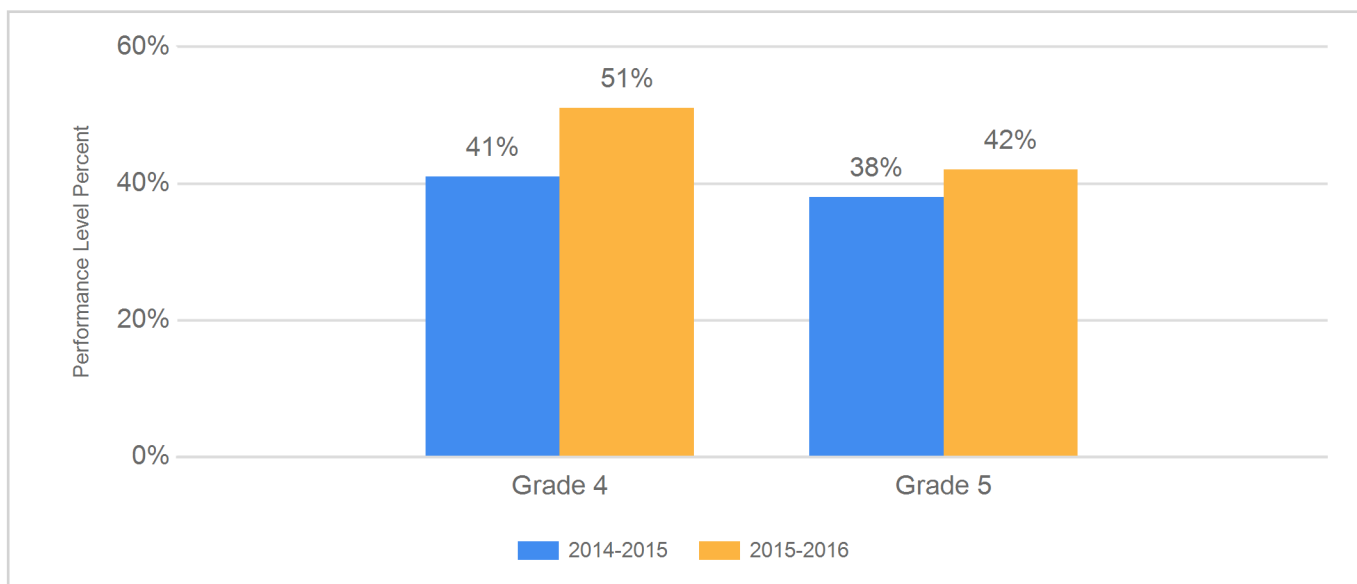
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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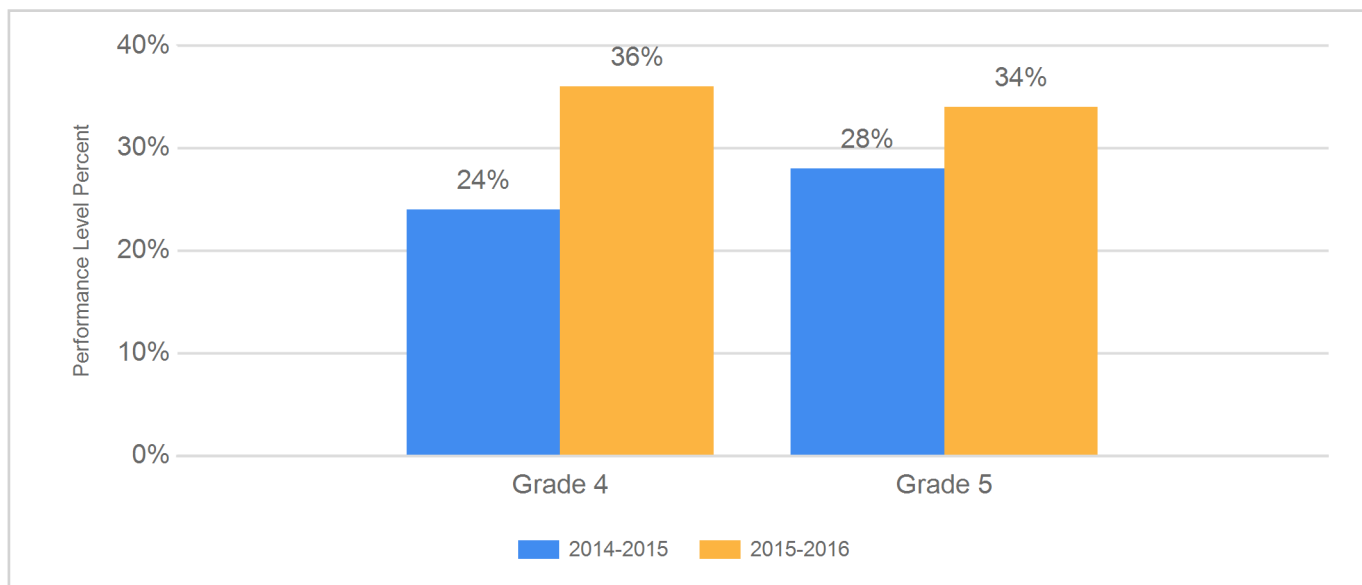
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

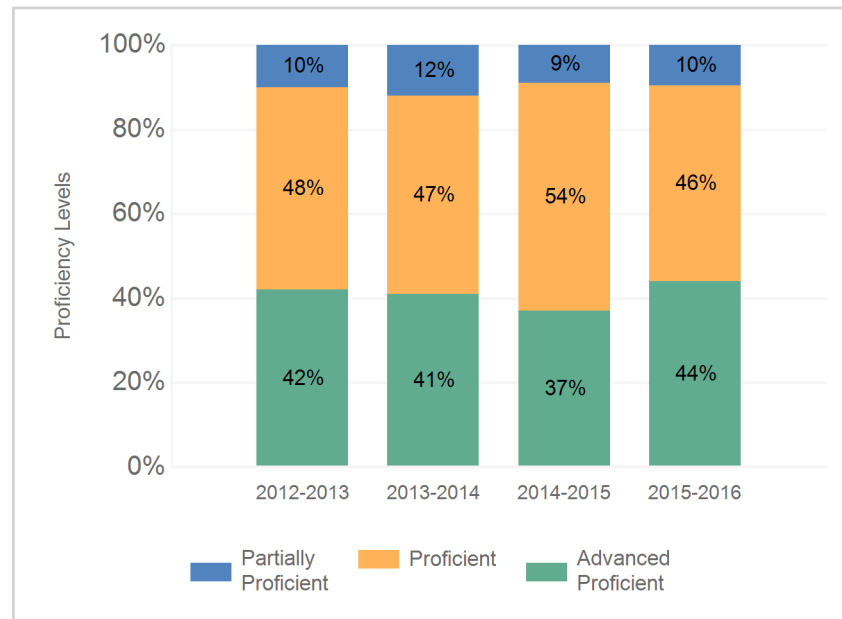
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	46%	10%
White	49%	47%	5%
African American	26%	52%	22%
Hispanic	34%	48%	18%
American Indian	N	N	N
Asian	54%	41%	6%
Two or More Races	55%	45%	N
Students with Disability	21%	50%	29%
English Language Learners	S	S	S
Economically Disadvantaged Students	29%	57%	15%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	50	50
Student Growth on Math	43	54	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	10%	5%	1%
Approached (L3)	12%	10%	6%
Met (L4)	12%	16%	16%
Exceeded (L5)	0%	1%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	11%	7%	2%
Approached (L3)	14%	14%	8%
Met (L4)	8%	12%	13%
Exceeded (L5)	0%	1%	2%



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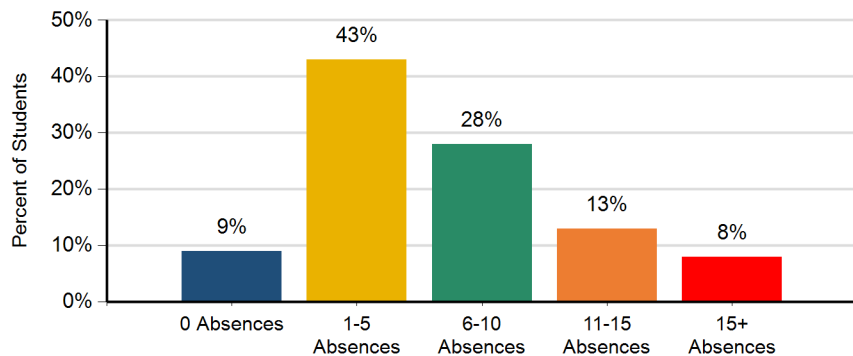
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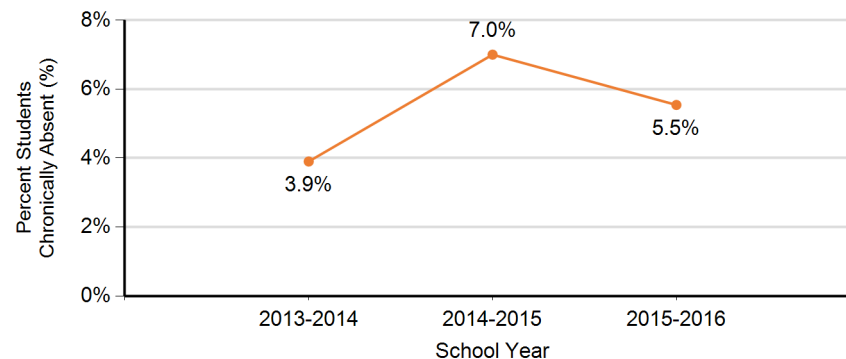
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 8 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	386:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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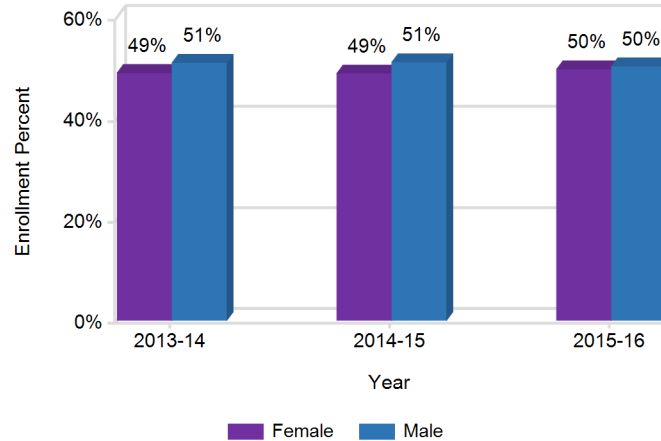
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	61	53	106
Grade KG	149	156	159
Grade 01	192	190	192
Grade 02	206	197	192
Grade 03	242	202	215
UG	9	11	18
Total	859	809	882

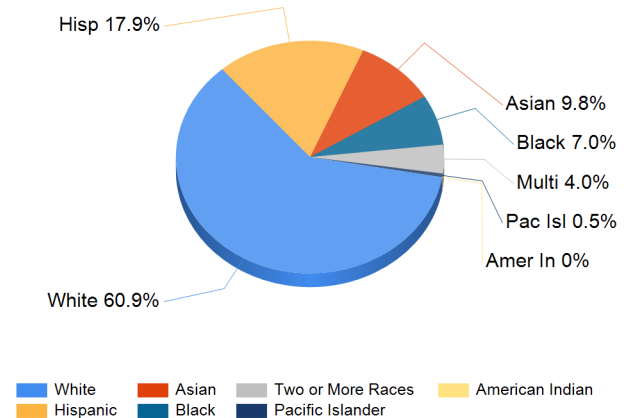
Enrollment by Gender

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



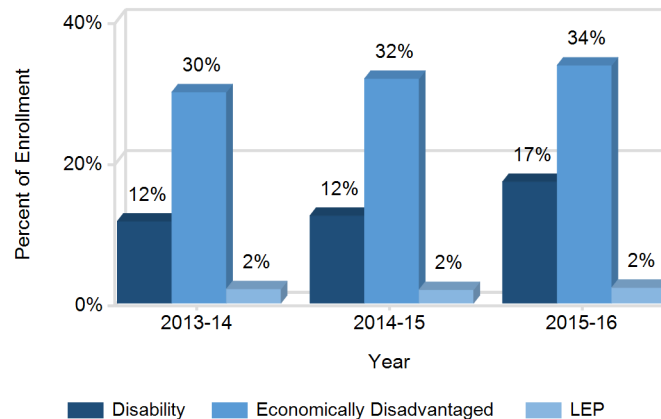
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.3%
Spanish	4.8%
Chinese	1.6%
Gujarati	1.0%
Urdu	1.0%
Other	3.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	67	40
Mathematics Met or Exceeded Expectations	45%	83	44

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	176	51%	40	87%	X	176	45%	44	87%	X
White	104	57%	41	86%	X	104	45%	36	86%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	36	36%	27	87%	X	36	36%	46	87%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	68	35%	36	85%	X	67	27%	41	84%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	195	745	744	746	11%	16%	24%	45%	4%	49%	48%
White	111	752	752	756	5%	15%	23%	53%	4%	57%	58%
African American	S	S	733	727	S	S	S	S	S	S	30%
Hispanic	45	727	731	730	24%	13%	31%	31%	N	31%	31%
Asian	16	761	755	772	13%	19%	N	50%	19%	69%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	28	698	711	718	46%	32%	11%	11%	N	11%	22%
English Language Learners	11	714	713	709	46%	18%	18%	18%	N	18%	11%
Economically Disadvantaged Students	78	728	734	727	22%	22%	26%	28%	3%	31%	28%
PARCC MATH											
Schoolwide	195	745	744	749	7%	24%	25%	35%	9%	45%	52%
White	111	748	749	757	4%	21%	28%	37%	11%	48%	63%
African American	S	S	731	730	S	S	S	S	S	S	31%
Hispanic	45	734	734	736	9%	33%	24%	31%	2%	33%	35%
Asian	16	766	761	777	6%	N	19%	63%	13%	75%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	743	754	S	S	S	S	S	S	57%
Students with Disability	28	719	720	727	25%	32%	29%	14%	N	14%	28%
English Language Learners	11	726	722	724	18%	18%	36%	27%	N	27%	20%
Economically Disadvantaged Students	77	732	735	732	12%	33%	30%	25%	1%	26%	32%

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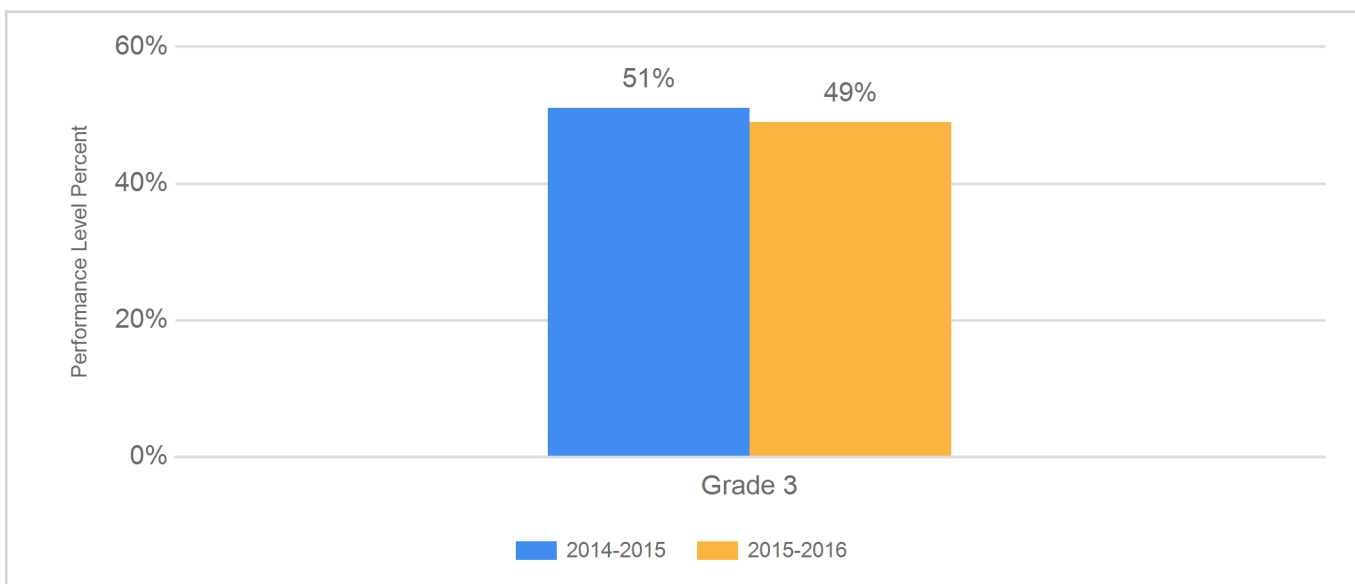
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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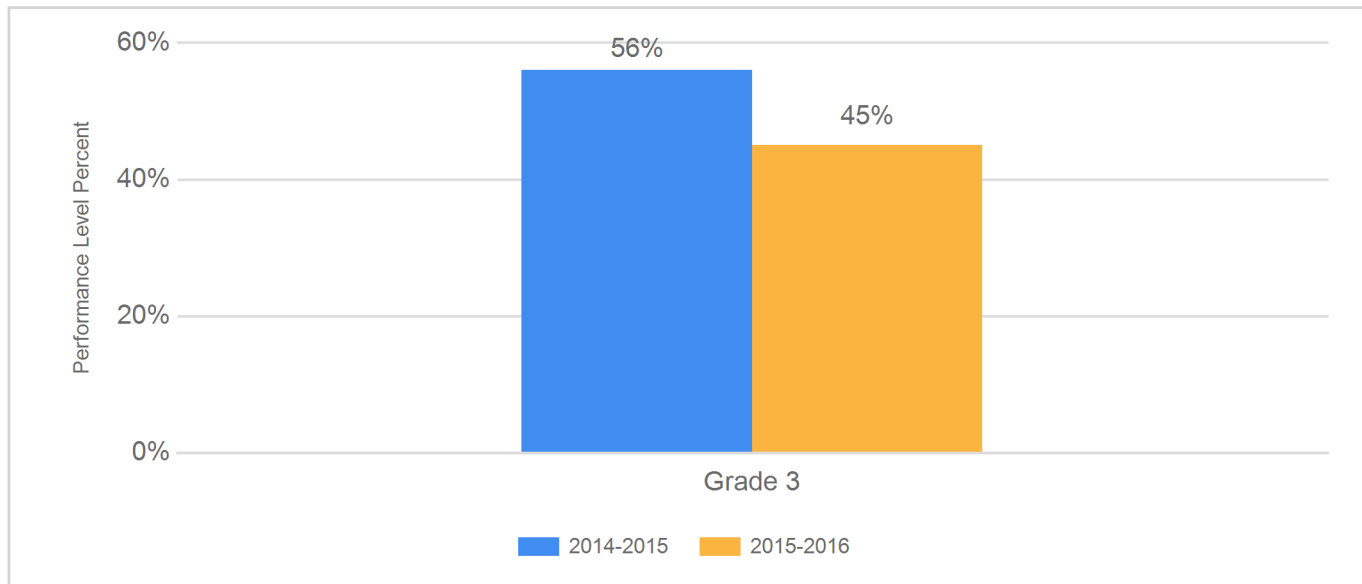
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



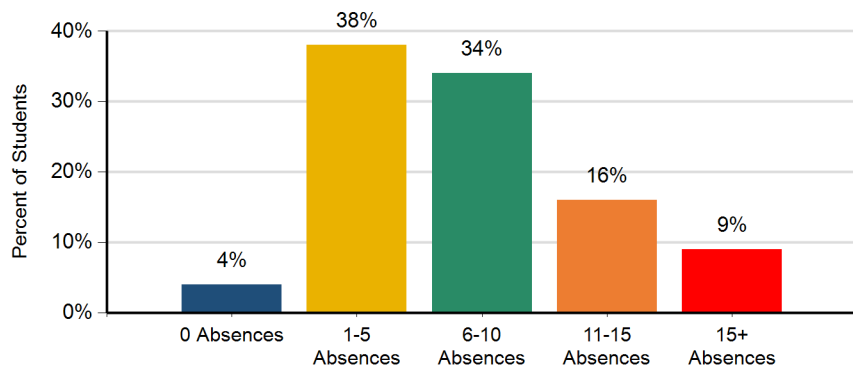
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E. H. SLAYBAUGH ELEMENTARY SCHOOL
11 SWIFT AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-9697

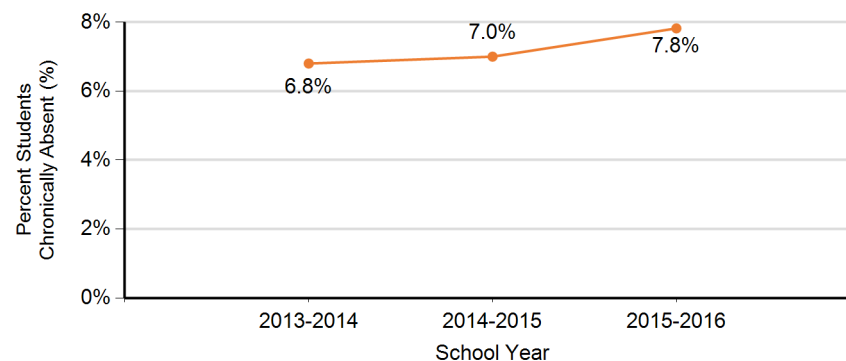
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Grade Span 4H-03

01-1310-035

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	441:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
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Grade Span 09-12

01-1310-005
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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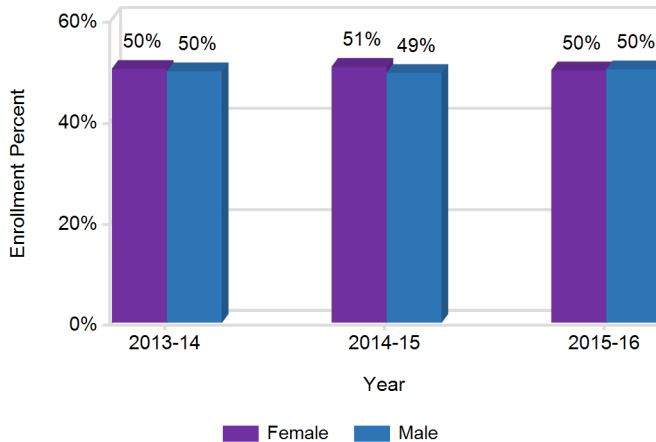
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	571	579	594
Grade 10	606	576	583
Grade 11	606	590	554
Grade 12	619	593	565
UG	19	22	21
Total	2421	2360	2317

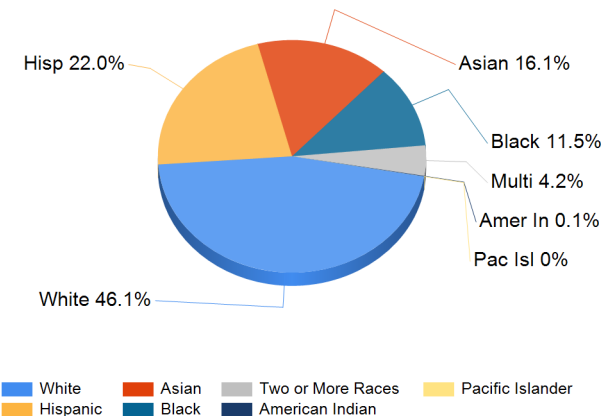
Enrollment by Gender

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



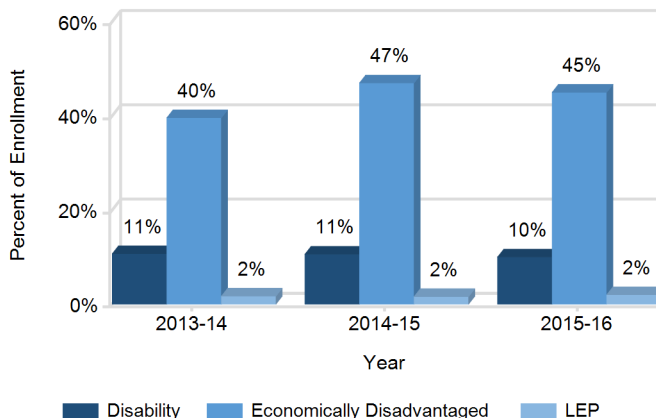
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.7%
Spanish	12.6%
Chinese	3.7%
Vietnamese	3.4%
Bengali	1.8%
Other	7.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	38%	S	37
Mathematics Met or Exceeded Expectations	32%	S	54

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1061	38%	37	97%	✓	946	32%	54	97%	✓
White	498	38%	24	96%	✓	464	28%	34	96%	✓
African American	135	22%	25	98%	✓	112	19%	64	98%	✓
Hispanic	230	25%	26	99%	✓	189	22%	55	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	181	65%	38	100%	✓	166	63%	56	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	110	6%	12	94%	✗	92	3%	29	94%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	454	27%	37	97%	✓	393	26%	72	97%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	587	739	739	746	15%	21%	25%	29%	10%	39%	49%
White	268	742	742	754	12%	19%	27%	32%	9%	41%	58%
African American	76	727	727	729	17%	28%	33%	21%	1%	22%	30%
Hispanic	132	724	724	730	25%	31%	22%	17%	5%	22%	34%
Asian	100	763	763	774	6%	8%	16%	45%	25%	70%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	262	728	728	729	21%	28%	28%	18%	6%	23%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	567	728	728	740	30%	18%	19%	27%	7%	34%	44%
White	265	730	730	747	28%	16%	22%	28%	6%	34%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	120	714	714	726	41%	20%	14%	21%	4%	25%	33%
Asian	99	750	750	767	9%	16%	19%	44%	11%	56%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	240	719	719	723	36%	20%	16%	23%	5%	28%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	502	732	732	736	21%	20%	27%	30%	3%	34%	40%
White	256	733	733	739	20%	17%	27%	33%	3%	36%	42%
African American	60	717	717	728	33%	27%	25%	15%	N	15%	30%
Hispanic	97	725	725	732	23%	28%	27%	20%	3%	23%	37%
Asian	79	746	746	753	11%	13%	25%	43%	8%	51%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	215	727	727	730	24%	21%	29%	25%	1%	26%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



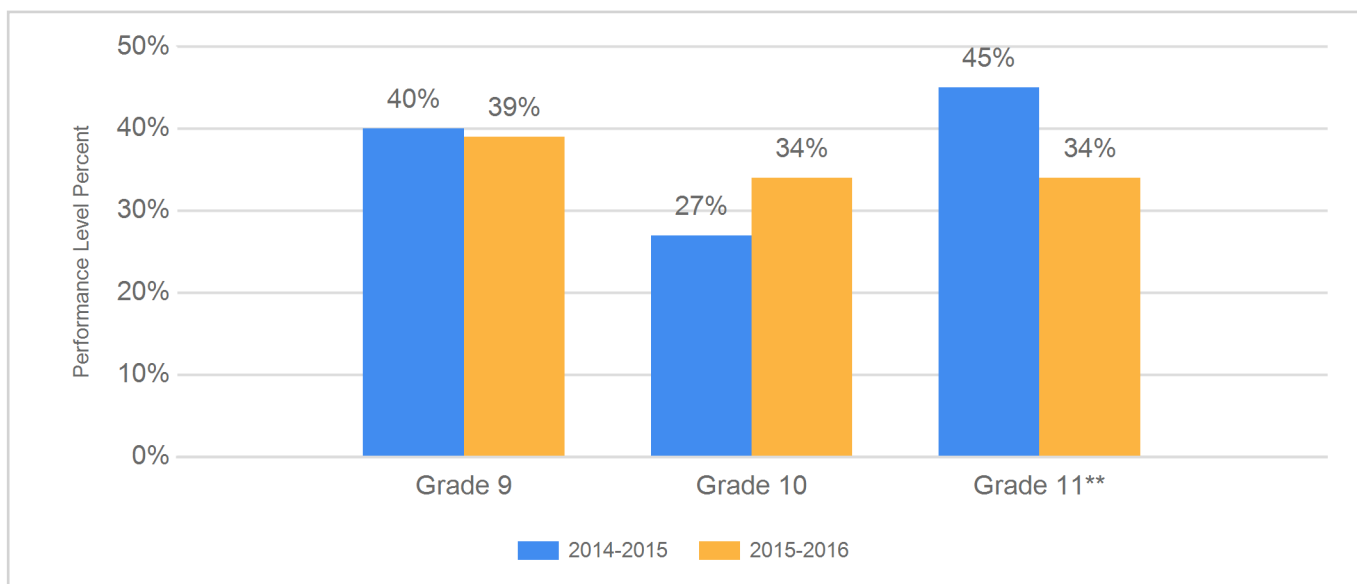
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	465	728	728	727	14%	30%	33%	23%	0%	24%	42%
White	214	732	732	734	12%	24%	39%	26%	N	26%	51%
African American	71	715	715	717	21%	42%	25%	11%	N	11%	20%
Hispanic	119	720	720	720	16%	39%	31%	14%	N	14%	25%
Asian	55	745	745	746	6%	15%	29%	49%	2%	51%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	40%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	15	728	728	707	27%	27%	27%	13%	7%	20%	9%
Economically Disadvantaged Students	241	724	724	719	14%	36%	32%	18%	0%	18%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	439	731	731	730	8%	31%	38%	24%	N	24%	27%
White	208	730	730	736	9%	30%	43%	18%	N	18%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	86	729	729	720	9%	29%	41%	21%	N	21%	13%
Asian	73	749	749	750	1%	15%	27%	56%	N	56%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	28%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	188	727	727	719	7%	39%	35%	19%	N	19%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	496	721	721	722	30%	23%	24%	22%	1%	23%	27%
White	265	719	719	728	31%	24%	25%	19%	0%	20%	31%
African American	48	710	710	700	48%	19%	13%	21%	N	21%	9%
Hispanic	85	710	710	707	38%	28%	21%	13%	N	13%	12%
Asian	89	745	745	755	9%	16%	28%	42%	6%	47%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	35%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	177	715	715	705	35%	28%	19%	17%	2%	19%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



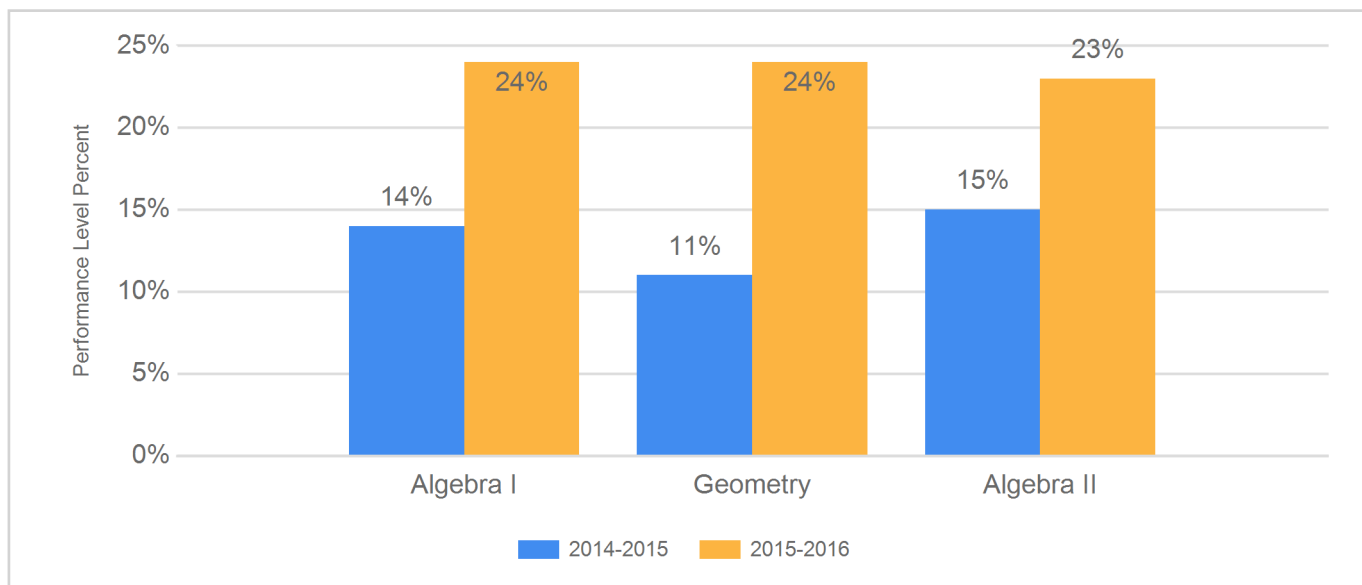
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

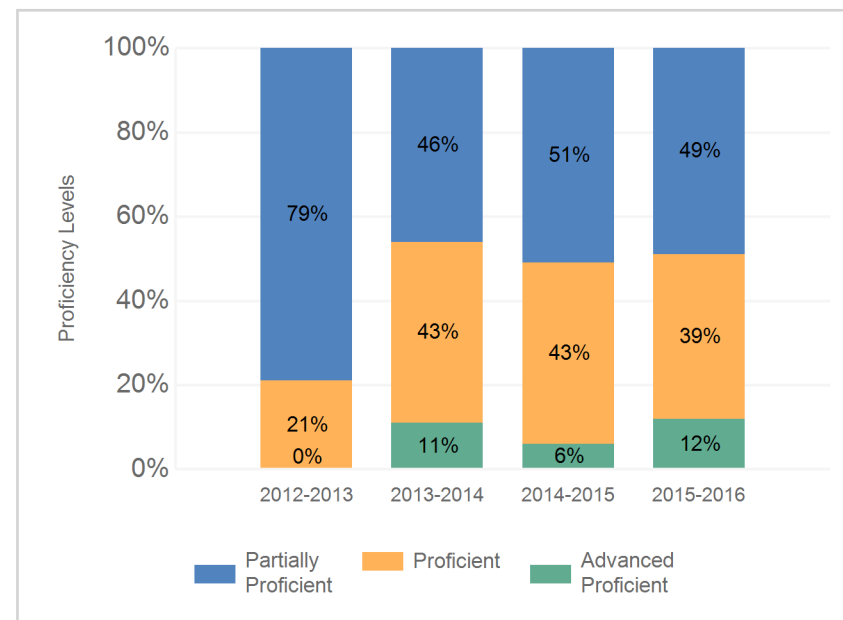
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	12%	39%	49%
White	14%	46%	40%
African American	3%	26%	71%
Hispanic	3%	27%	70%
American Indian	S	S	S
Asian	29%	53%	18%
Two or More Races	N	11%	89%
Students with Disability	N	15%	85%
English Language Learners	6%	24%	71%
Economically Disadvantaged Students	5%	31%	64%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	91.3%	95.5%
Percent of Students Participating in SAT	59.2%	58.0%
Percent of Students Participating in ACT	14.0%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	75%	71%
Math	530	52%	53%
ACT	-	-	-
Reading	22	63%	58%
English	18	80%	74%
Math	22	68%	61%
Science	23	61%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	943	950
SAT	-	-
Reading and Writing	539	537
Math	538	538
ACT	-	-
Reading	24	23
English	23	22
Math	24	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1050	930	810
SAT	-	-	-
Reading and Writing	600	540	480
Math	600	530	480
ACT	-	-	-
Reading	29	24	19
English	27	22	19
Math	28	24	20
Science	26	24	20

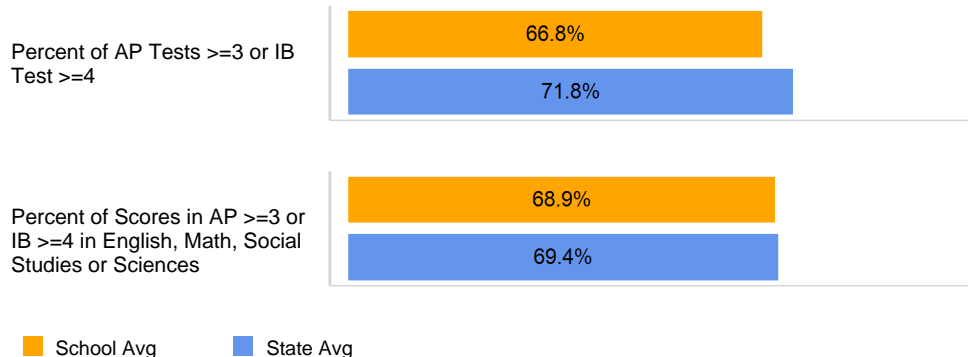


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	37.3%	39.1%
One of More Test	37.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	21.8%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	20	20
AP Biology	41	41
AP Calculus AB	57	57
AP Calculus BC	25	25
AP Chemistry	40	40
AP Computer Science A	42	41
AP English Language and Composition	40	39
AP English Literature and Composition	63	63
AP Environmental Science	25	25
AP French Language	21	21
AP German Language	20	20
AP Latin (Virgil, Catullus and Horace)	11	11
AP Macroeconomics	56	56
AP Microeconomics	15	15
AP Physics 1	0	77
AP Physics 2	0	14
AP Physics B	91	0
AP Physics C	12	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	12
AP Psychology	118	118
AP Spanish Language	20	36
AP Spanish Literature	16	16
AP Statistics	130	128
AP Studio Art—General Portfolio	0	5



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	5	0
AP U.S. Government and Politics	22	22
AP U.S. History	51	50
Student AP Tests ≥ 3 and IB Tests ≥ 4		277



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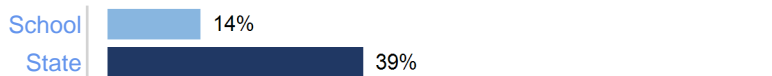
Grade Span 09-12

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

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



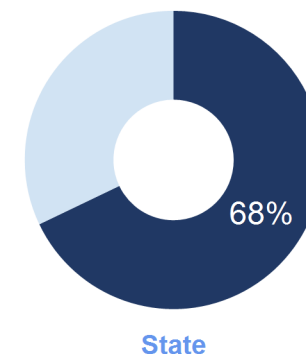
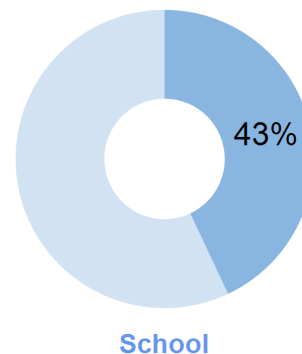
DANCE



VISUAL ARTS

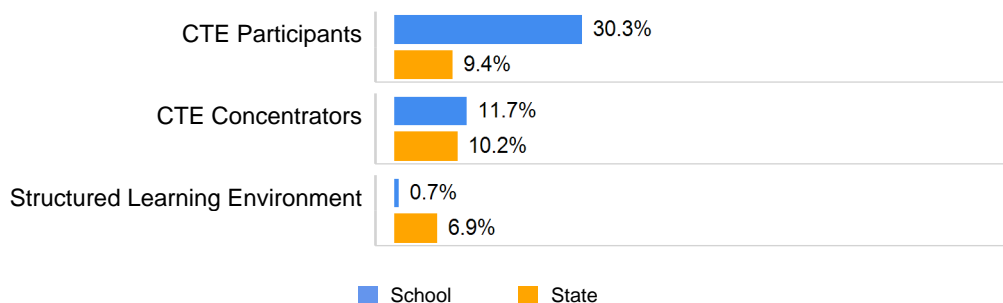


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span 09-12

01-1310-005

ATLANTIC

EGG HARBOR TWP

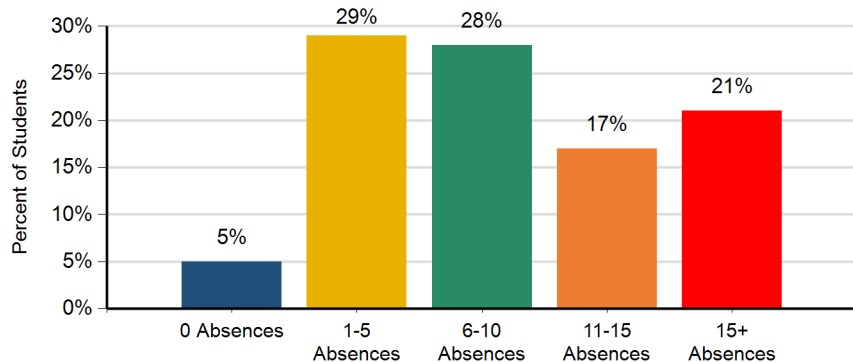
EGG HARBOR TOWNSHIP HIGH SCHOOL

24 HIGH SCHOOL DRIVE

EGG HARBOR TOWNSHIP, NJ 08234-9450

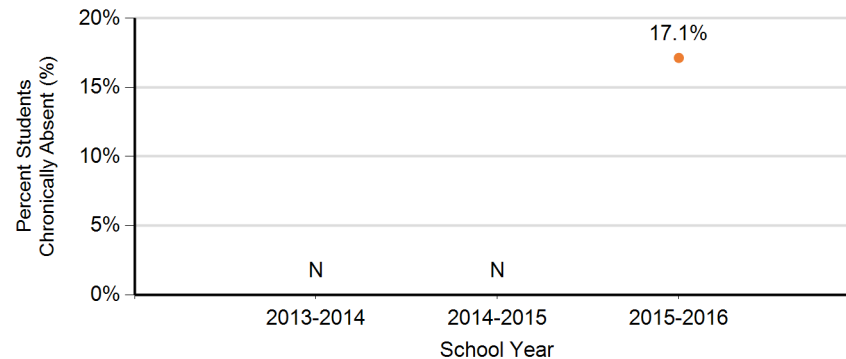
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.3%	47	81%
White	92.5%	34	
African American	89.6%	49	
Hispanic	90.9%	59	
American Indian	S	S	
Asian	93.2%	17	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	76.8%	33	
English Language Learners	S	S	
Economically Disadvantaged Students	89.6%	61	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.7%	1.2%
White	0.4%	0.6%
African American	1.5%	2.6%
Hispanic	1.2%	2.2%
American Indian	N	3.4%
Asian	0.5%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.5%	1.7%
English Language Learners	0%	0.1%
Economically Disadvantaged Students	0.3%	1.7%



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24 HIGH SCHOOL DRIVE

EGG HARBOR TOWNSHIP, NJ 08234-9450

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	93%	94%
2014	93%	94%
2015	94%	95%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	75.9%	35.9%	64.1%
White	78.8%	31.1%	68.9%
African American	81.3%	46.2%	53.8%
Hispanic	62.4%	48.2%	51.8%
American Indian	S	S	S
Asian	89.0%	31.5%	68.5%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	44.6%	96.6%	3.4%
English Language Learners	S	S	S
Economically Disadvantaged Students	68.6%	45.7%	54.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 36 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 37 Mins.
Shared Time	2 Hrs. 52 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	140:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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ATLANTIC
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EGG HARBOR TOWNSHIP, NJ 08234-5703

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

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4034 FERNWOOD AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-5703

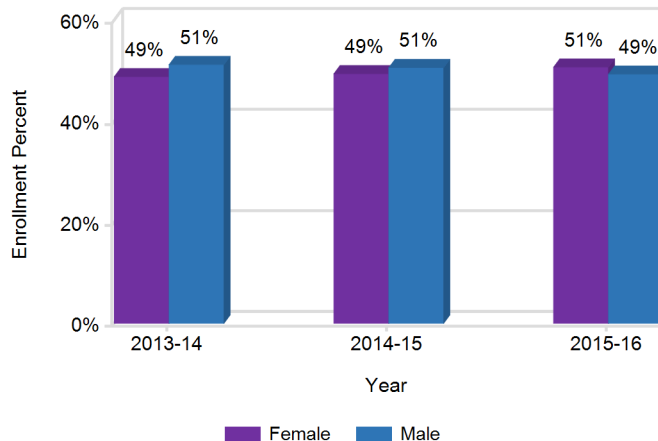
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	279	290	288
Grade 07	317	304	301
Grade 08	337	316	318
UG	17	23	10
Total	950	933	917

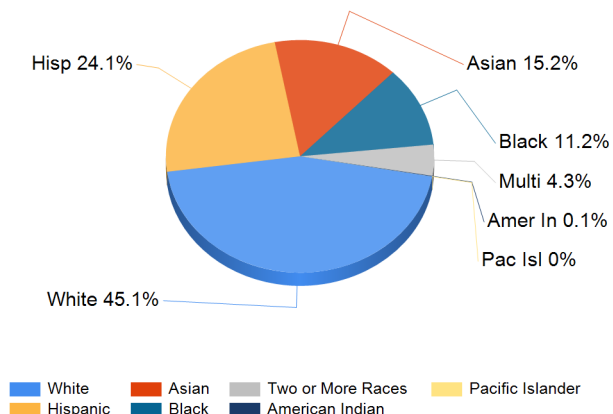
Enrollment by Gender

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



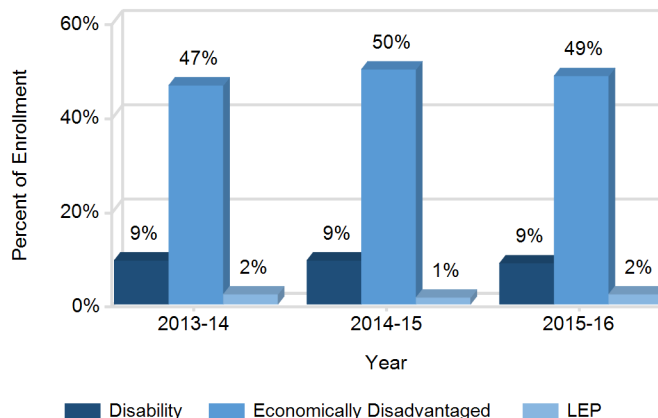
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.5%
Spanish	12.4%
Vietnamese	3.4%
Chinese	2.4%
Bengali	2.3%
Other	5.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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ATLANTIC

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FERNWOOD AVENUE MIDDLE SCHOOL

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EGG HARBOR TOWNSHIP, NJ 08234-5703

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	100	54
Mathematics Met or Exceeded Expectations	45%	67	41

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	772	59%	54	93%	X	771	45%	41	93%	X
White	364	65%	56	93%	X	364	48%	35	93%	X
African American	86	36%	44	89%	X	86	29%	43	89%	X
Hispanic	166	41%	45	92%	X	166	24%	27	91%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	131	78%	46	99%	√	130	73%	39	98%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	65	6%	21	88%	X	65	8%	24	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	343	45%	68	91%	X	342	33%	56	91%	X



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ATLANTIC

EGG HARBOR TWP

FERNWOOD AVENUE MIDDLE SCHOOL

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EGG HARBOR TOWNSHIP, NJ 08234-5703

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	259	746	744	750	7%	17%	28%	44%	5%	49%	52%
White	117	749	747	756	3%	14%	27%	50%	5%	56%	61%
African American	22	729	732	732	18%	32%	27%	23%	N	23%	31%
Hispanic	61	732	734	738	15%	28%	30%	28%	N	28%	37%
Asian	50	760	758	772	N	6%	28%	54%	12%	66%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	748	755	S	S	S	S	S	S	60%
Students with Disability	S	S	706	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	118	737	737	735	12%	24%	32%	27%	5%	32%	33%
PARCC MATH											
Schoolwide	258	741	740	743	8%	21%	31%	33%	7%	40%	43%
White	117	741	741	750	8%	18%	33%	35%	7%	42%	53%
African American	22	721	727	724	23%	36%	27%	14%	N	14%	20%
Hispanic	60	730	731	730	12%	30%	33%	25%	N	25%	26%
Asian	50	760	758	768	N	14%	22%	48%	16%	64%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	737	748	S	S	S	S	S	S	49%
Students with Disability	S	S	705	717	S	S	S	S	S	S	13%
English Language Learners	S	S	714	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	116	734	732	728	13%	25%	34%	24%	4%	28%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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ATLANTIC

EGG HARBOR TWP

FERNWOOD AVENUE MIDDLE SCHOOL

4034 FERNWOOD AVENUE

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	277	749	748	753	10%	13%	25%	38%	14%	52%	56%
White	138	756	751	760	5%	9%	30%	40%	16%	56%	65%
African American	S	S	726	733	S	S	S	S	S	S	35%
Hispanic	63	735	734	739	21%	14%	21%	38%	6%	44%	41%
Asian	37	772	770	781	N	3%	19%	43%	35%	78%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	S	S	692	716	S	S	S	S	S	S	16%
English Language Learners	S	S	731	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	125	734	735	735	18%	18%	30%	28%	6%	34%	37%
PARCC MATH											
Schoolwide	256	739	738	740	7%	18%	38%	36%	1%	38%	39%
White	128	743	741	747	7%	13%	37%	42%	2%	44%	47%
African American	31	723	725	724	10%	42%	36%	13%	N	13%	19%
Hispanic	61	732	729	729	10%	23%	44%	21%	2%	23%	23%
Asian	S	S	755	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	734	744	S	S	S	S	S	S	44%
Students with Disability	S	S	699	713	S	S	S	S	S	S	9%
English Language Learners	S	S	727	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	119	731	732	727	8%	27%	41%	24%	N	24%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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ATLANTIC

EGG HARBOR TWP

FERNWOOD AVENUE MIDDLE SCHOOL

4034 FERNWOOD AVENUE

EGG HARBOR TOWNSHIP, NJ 08234-5703

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	313	764	754	753	5%	10%	16%	46%	23%	69%	55%
White	134	769	759	759	5%	6%	9%	54%	26%	80%	63%
African American	S	S	736	732	S	S	S	S	S	S	34%
Hispanic	68	752	741	740	3%	18%	29%	41%	9%	50%	43%
Asian	55	783	779	780	2%	6%	9%	40%	44%	84%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	761	756	S	S	S	S	S	S	59%
Students with Disability	28	712	710	715	43%	25%	18%	11%	4%	14%	16%
English Language Learners	S	S	729	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	148	757	745	736	6%	14%	20%	45%	16%	61%	38%
**PARCC MATH											
Schoolwide	236	733	729	726	16%	17%	34%	33%	N	33%	26%
White	99	737	733	732	12%	14%	35%	38%	N	38%	32%
African American	40	721	718	712	33%	18%	23%	28%	N	28%	14%
Hispanic	62	728	725	721	13%	21%	50%	16%	N	16%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	734	726	S	S	S	S	S	S	26%
Students with Disability	S	S	701	704	S	S	S	S	S	S	8%
English Language Learners	S	S	712	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	124	729	726	718	18%	18%	37%	27%	N	27%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



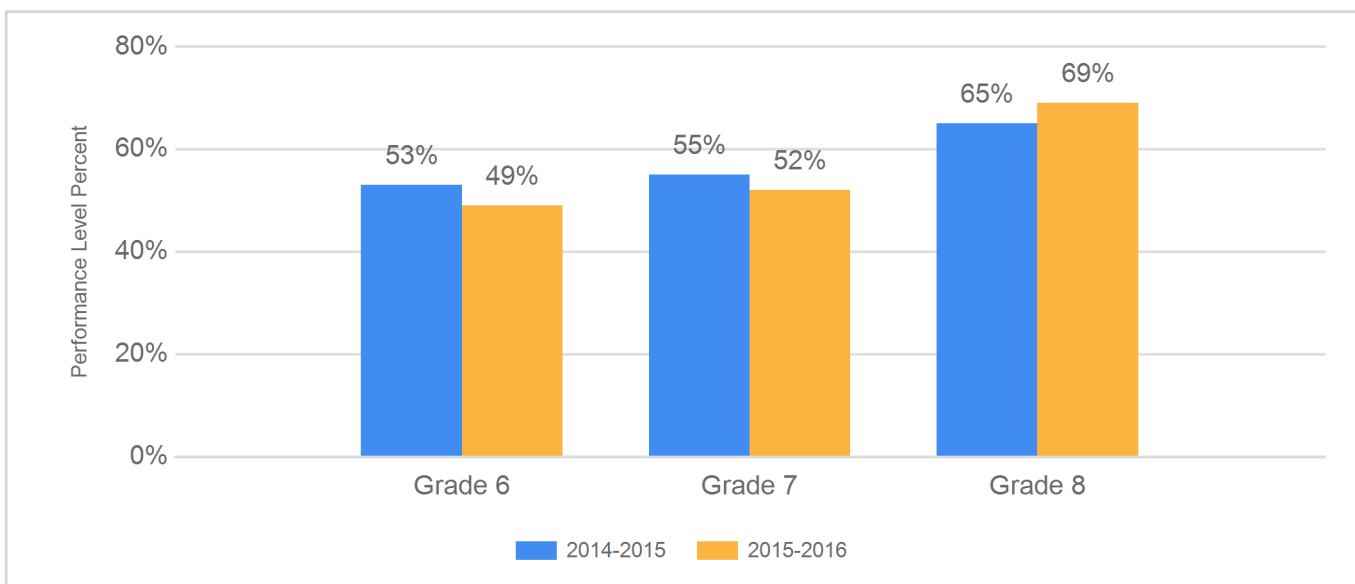
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	785	788	769	N	N	6%	78%	16%	94%	42%
White	39	783	787	772	N	N	10%	74%	15%	90%	51%
African American	S	S	773	748	S	S	S	S	S	S	20%
Hispanic	S	S	781	746	S	S	S	S	S	S	25%
Asian	25	791	796	789	N	N	4%	80%	16%	96%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	S	S	780	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	26	789	788	746	N	N	4%	73%	23%	96%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	786	782	776	N	N	N	33%	67%	100%	27%
White	S	S	779	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	793	761	S	S	S	S	S	S	13%
Asian	S	S	784	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	28%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	784	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



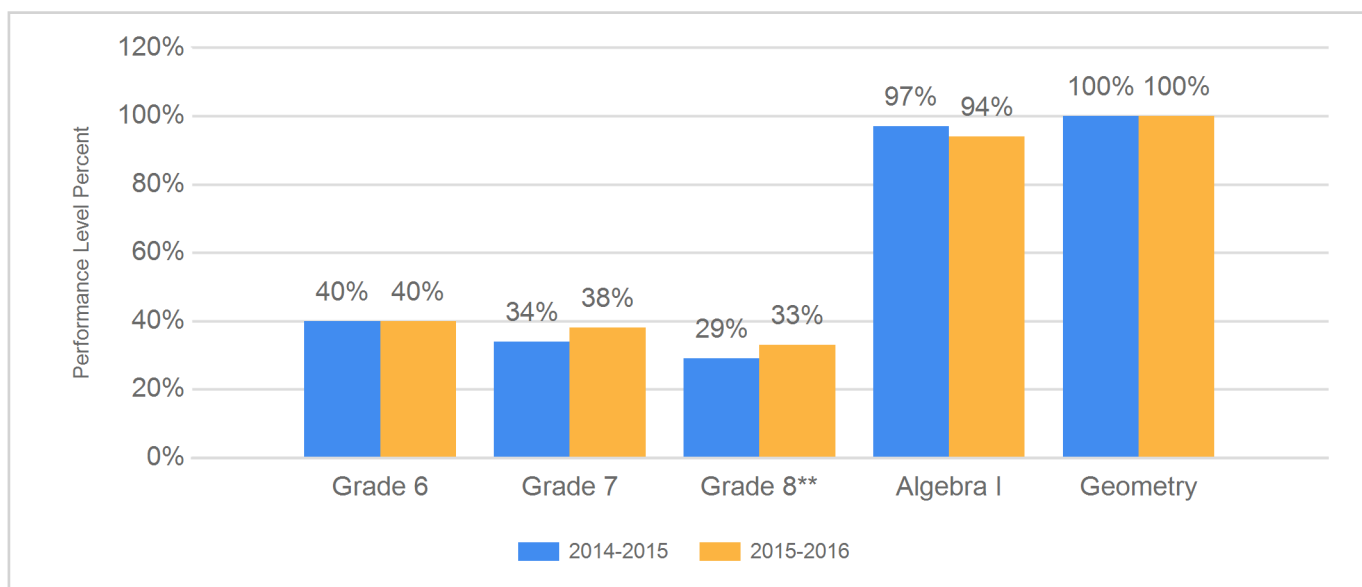
State of New Jersey
2015-2016

Grade Span 06-08

01-1310-039
ATLANTIC
EGG HARBOR TWP
FERNWOOD AVENUE MIDDLE SCHOOL
4034 FERNWOOD AVENUE
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

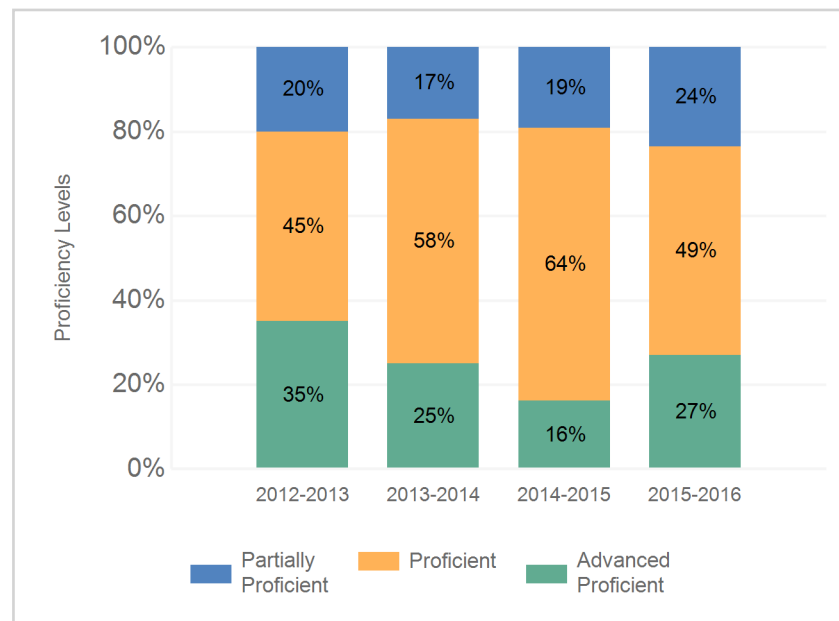
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	27%	49%	24%
White	32%	49%	19%
African American	10%	49%	41%
Hispanic	13%	57%	30%
American Indian	S	S	S
Asian	48%	39%	13%
Two or More Races	S	S	S
Students with Disability	3%	14%	83%
English Language Learners	S	S	S
Economically Disadvantaged Students	22%	46%	32%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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For subgroup outcomes, visit:

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Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	50	50
Student Growth on Math	63	54	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	2%	0%
Partially Met (L2)	6%	4%	3%
Approached (L3)	7%	7%	8%
Met (L4)	7%	15%	22%
Exceeded (L5)	1%	2%	13%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	7%	7%	4%
Approached (L3)	6%	12%	16%
Met (L4)	2%	9%	25%
Exceeded (L5)	0%	0%	2%



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FERNWOOD AVENUE MIDDLE SCHOOL

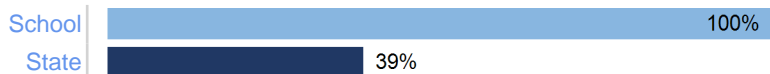
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



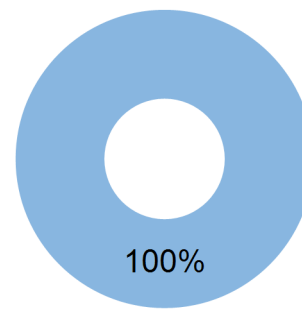
DANCE



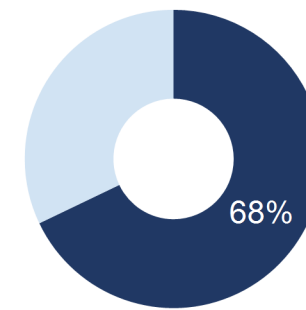
VISUAL ARTS



Any Visual and Performing Arts



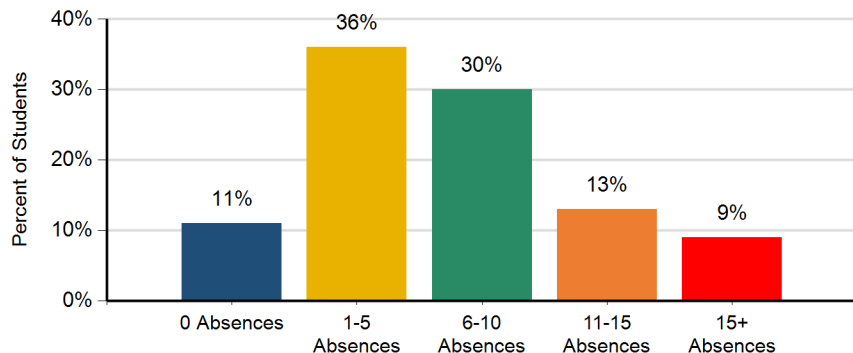
School



State

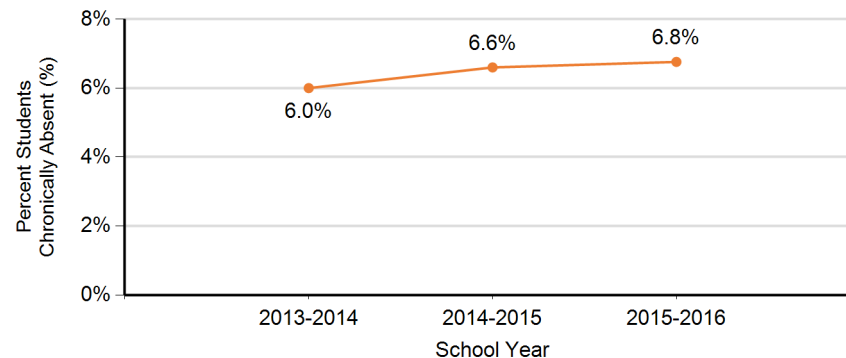
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 36 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	306:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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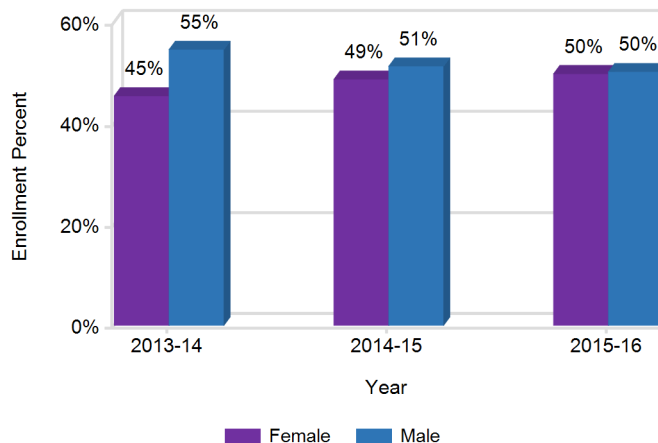
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	23	28	0
Grade KG	97	100	83
Grade 01	110	108	113
Grade 02	100	109	109
Grade 03	129	103	111
UG	26	22	20
Total	485	470	436

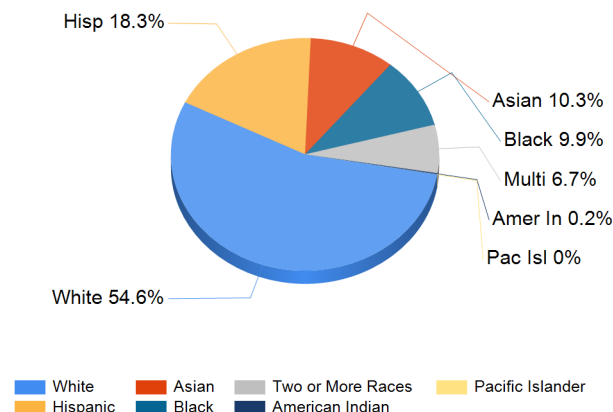
Enrollment by Gender

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



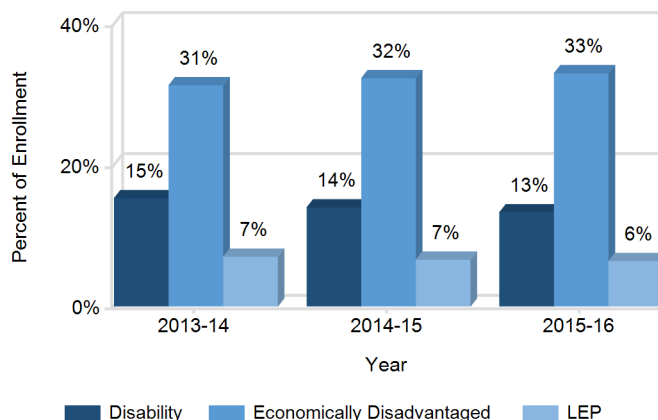
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	83.7%
Spanish	6.2%
Vietnamese	2.8%
Chinese	2.5%
Creoles and pidgins, French-based	0.7%
Other	4.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	83	51
Mathematics Met or Exceeded Expectations	52%	100	55

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	100	55%	51	97%	✓	100	52%	55	97%	✓
White	54	65%	57	97%	✓	54	59%	56	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	748	744	746	8%	11%	26%	54%	2%	56%	48%
White	59	755	752	756	5%	7%	24%	63%	2%	64%	58%
African American	17	733	733	727	12%	24%	24%	41%	N	41%	30%
Hispanic	15	731	731	730	13%	13%	47%	27%	N	27%	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	742	753	S	S	S	S	S	S	55%
Students with Disability	14	705	711	718	43%	21%	7%	29%	N	29%	22%
English Language Learners	S	S	713	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	33	732	734	727	18%	15%	33%	33%	N	33%	28%
PARCC MATH											
Schoolwide	110	750	744	749	7%	10%	32%	39%	12%	51%	52%
White	59	757	749	757	5%	7%	31%	41%	17%	58%	63%
African American	17	734	731	730	12%	29%	24%	29%	6%	35%	31%
Hispanic	15	736	734	736	13%	7%	53%	27%	N	27%	35%
Asian	S	S	761	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	743	754	S	S	S	S	S	S	57%
Students with Disability	14	714	720	727	36%	7%	43%	14%	N	14%	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	33	737	735	732	15%	6%	46%	30%	3%	33%	32%

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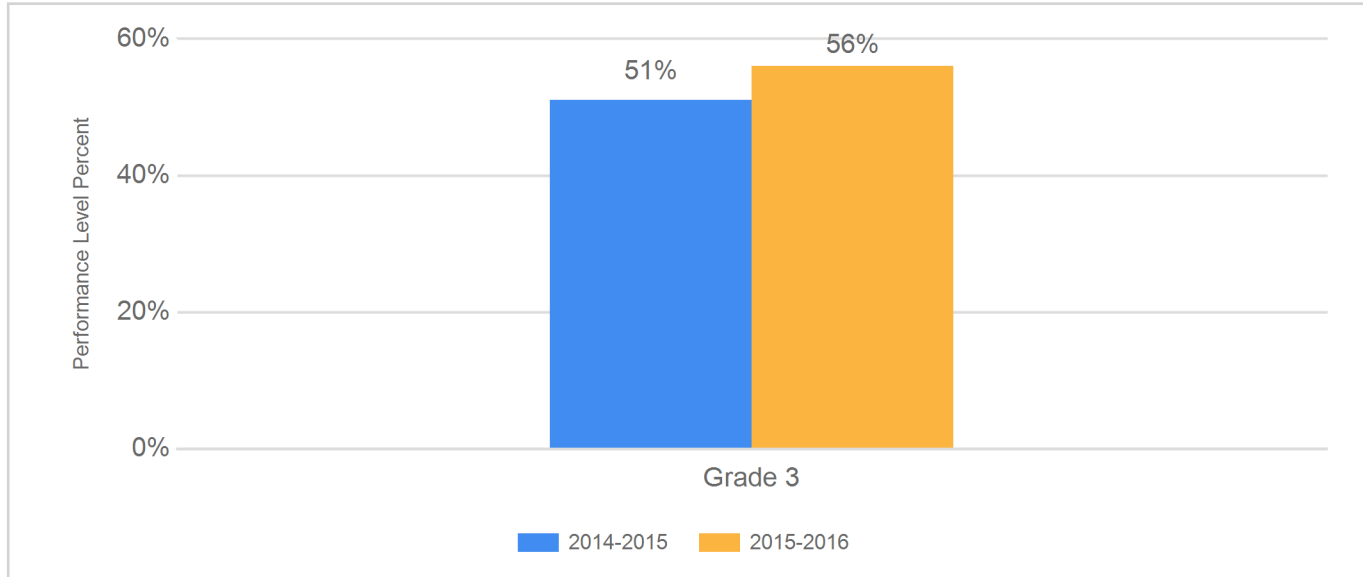
State of New Jersey
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Grade Span 4H-03

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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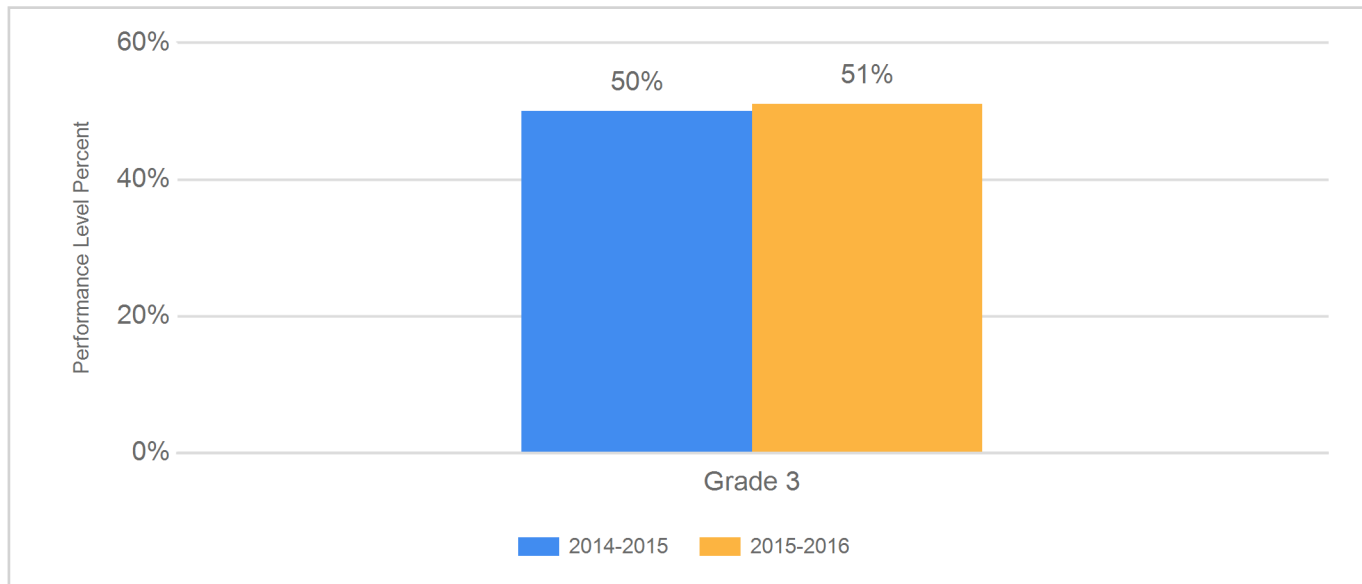
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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 Science Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4science.html>
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		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



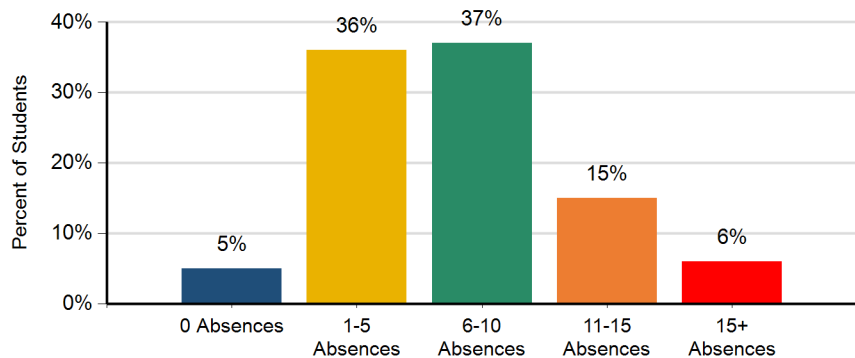
State of New Jersey
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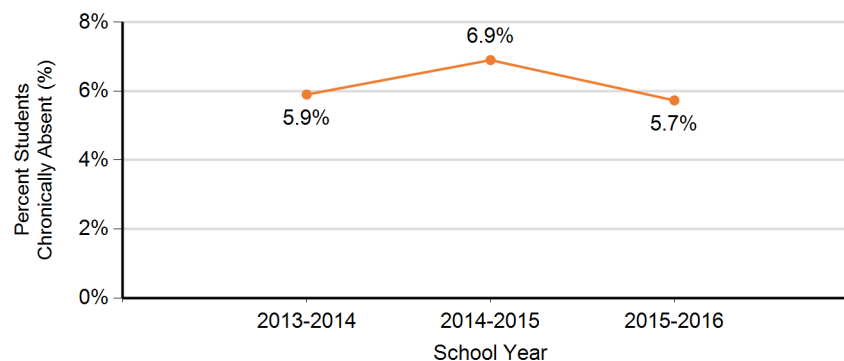
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	436:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%