NJ SCHOOL PERFORMANCE REPORT

Holly Glen Elementary School
(15-3280-075)
Grades Offered: PK-04
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Mrs. Karen Crossley
Address	900 NORTH MAIN STREET WILLIAMSTOWN, NJ 08094-9102
Phone Number	856-728-8706
Email Address	kcrossley@monroetwp.k12.nj.us
Website	http://www.monroetwp.k12.nj.us

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	29	12	12
KG	95	78	73
1	121	112	100
2	105	115	93
3	109	103	107
4	129	108	88
Total	588	528	482

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	48.5%	48.3%
Male	50.9%	51.5%	51.7%
Economically Disadvantaged Students	43.7%	36.7%	49.2%
Students with Disabilities	17.5%	18.9%	22.0%
English Learners	4.8%	4.5%	7.3%
Homeless Students	1.0%	1.1%	1.7%
Students in Foster Care	1.4%	0.9%	0.6%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.2%	0.2%	0.2%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	63.8%	59.5%	58.9%
Hispanic	14.6%	15.7%	16.0%
Black or African American	12.2%	14.2%	13.7%
Asian	3.1%	2.3%	2.1%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.6%
American Indian or Alaska Native	0.3%	0.4%	0.4%
Two or More Races	5.4%	7.4%	8.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	23	12	1
PK - Full Day	6	0	11
KG - Half Day	94	78	68
KG - Full Day	1	0	5

Enrollment by Home Language

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

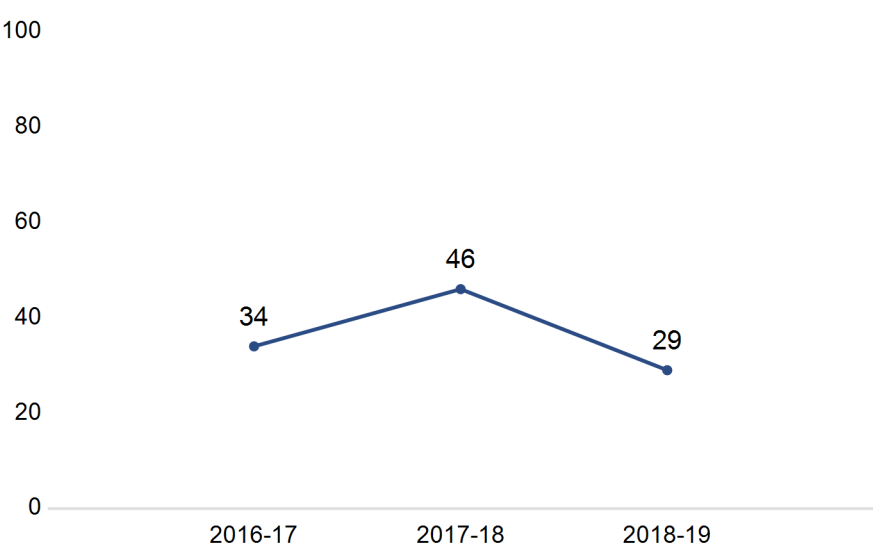| Home Language	% of Students
English	97.3%
Spanish	2.3%
Other Languages	0.4%

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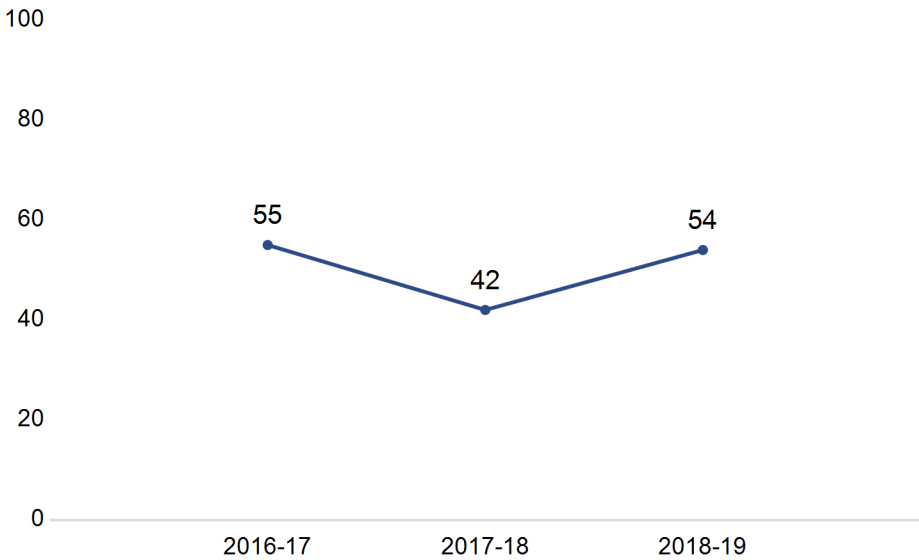**†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	34	46	29	55	42	54
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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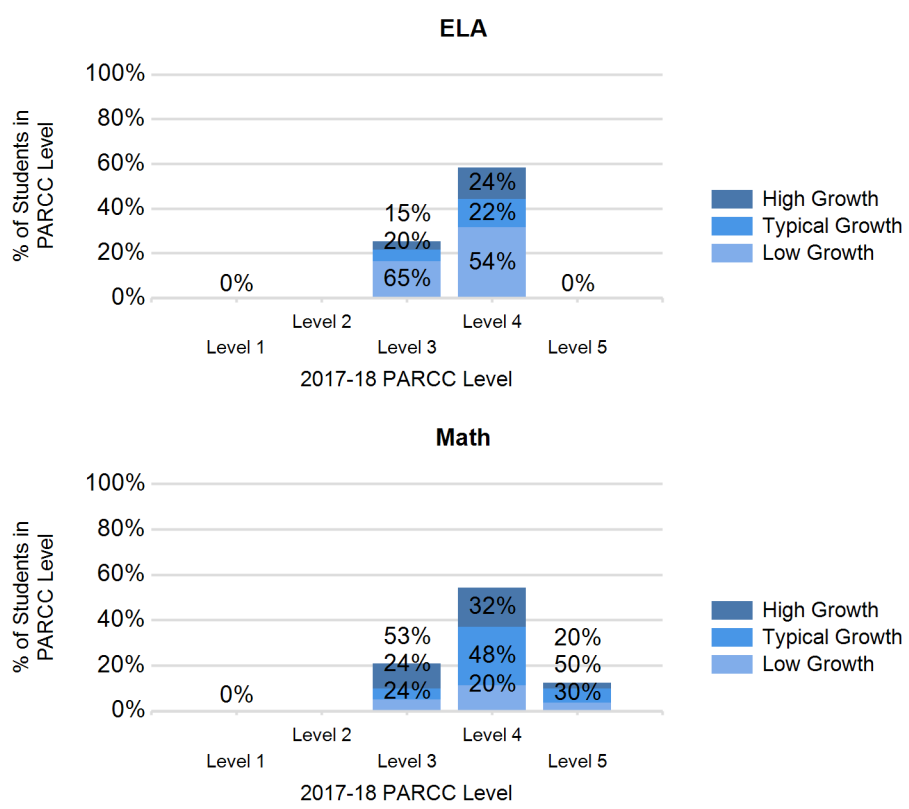**†** This indicates a table specific note, see note below table

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	29	46	50	Not Met	54	44	50	Met Standard
White	29.5	48	50	Not Met	60	46	52	Exceeds Standard
Hispanic	36.5	41	49	**	56	42	47	**
Black or African American	18	44	45	**	39	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57.5	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	36.5	49	**	*	36	52	**
Female	28	46	53	N	54	43	50	N
Male	29	46.5	47	N	54	46	51	N
Economically Disadvantaged Students	26	44	48	Not Met	48	39	46	Met Standard
Students with Disabilities	16.5	38	43	**	66	41	45	**
English Learners	*	24	52	**	*	20	50	**
Homeless Students	*	49	43	N	*	35	44	N
Students in Foster Care	N	33	42	N	N	41.5	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.
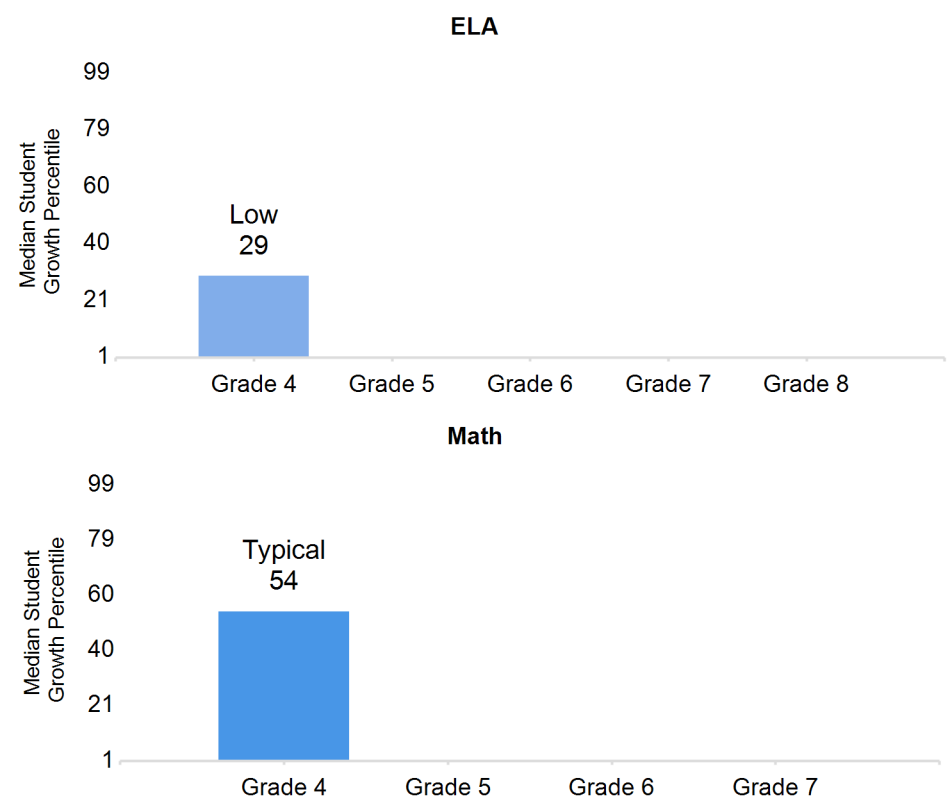
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA

Math

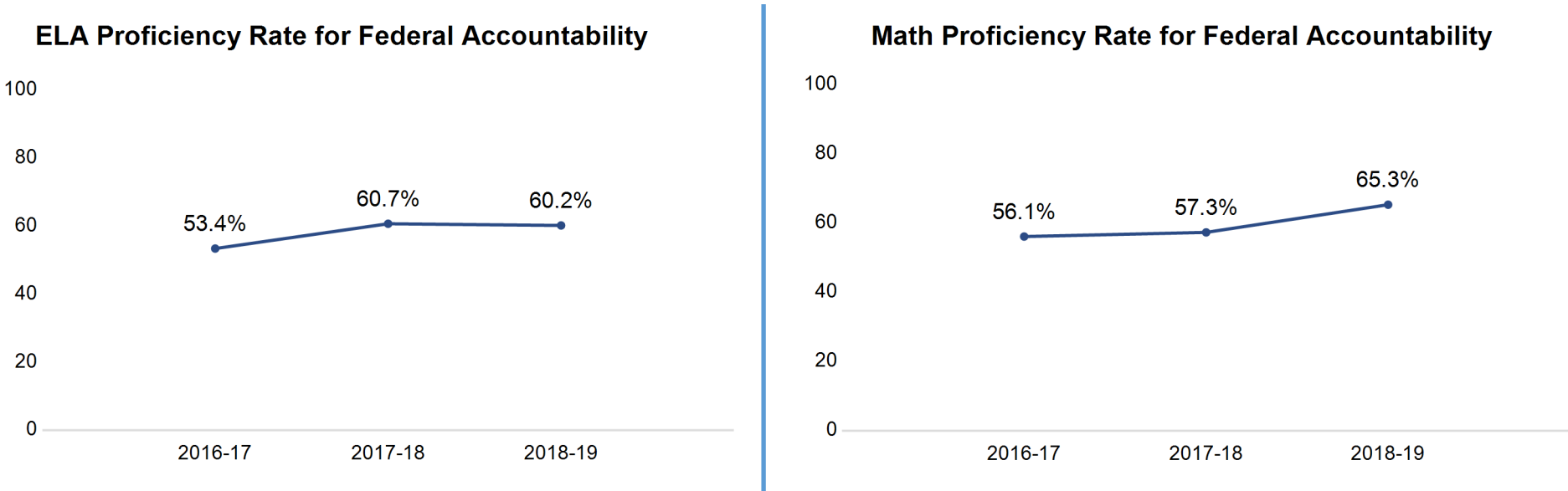**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	97.7%	99.5%	98.7%	98.1%	99.0%
Proficiency Rate for Federal Accountability	53.4%	60.7%	60.2%	56.1%	57.3%	65.3%
Annual Target	57.4%	58.6%	59.8%	45.2%	47.1%	48.9%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
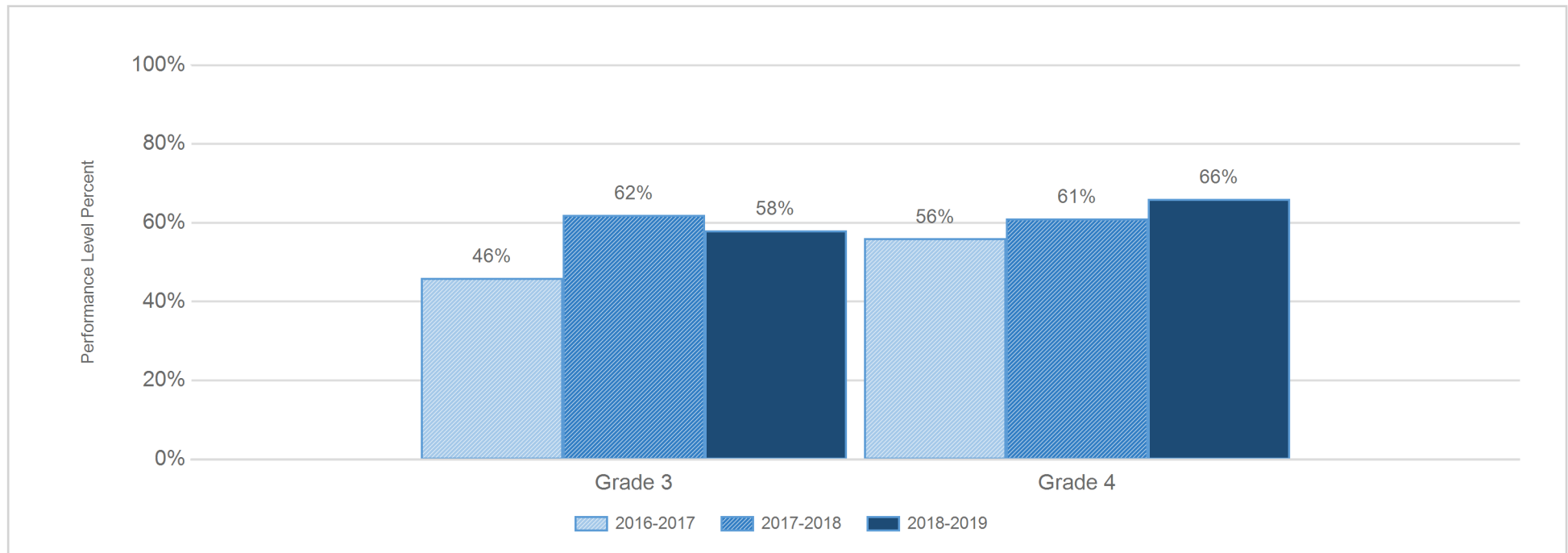
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	191	99.5	60.2	54.9	57.9	60.2	59.8	Met Target
White	113	100.0	64.6	57.5	66.9	64.6	64.4	Met Target
Hispanic	36	97.3	55.6	42.0	43.9	55.6	46	Met Target
Black or African American	18	100.0	44.4	46.2	38.5	44.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.2	82.9	*	**	**
American Indian or Alaska Native	*	*	*	50.0	56.0	*	**	**
Two or More Races	18	100.0	66.7	55.4	64.4	66.7	**	**
Female	92	100.0	58.7	61.6	64.8	58.7		
Male	99	99.0	61.6	48.6	51.3	61.6		
Economically Disadvantaged Students	92	98.9	58.7	43.6	40.0	58.7	53.7	Met Target
Non-Economically Disadvantaged Students	99	100.0	61.6	59.7	67.9	61.6		
Students with Disabilities	44	97.8	31.8	21.5	22.7	31.8	40.3	Met Target†
Students without Disabilities	147	100.0	68.7	62.5	65.1	68.7		
English Learners	13	100.0	38.5	*	29.3	38.5	**	**
Non-English Learners	178	99.4	61.8	*	60.6	61.8		
Homeless Students	*	*	*	28.9	29.1	*		
Students In Foster Care	*	*	*	26.9	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	754	752	748	10%	*	23%	*	*	58%	50%
White	58	758	754	757	*	*	22%	*	*	62%	60%
Hispanic	22	747	*	734	*	*	*	*	*	55%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	12	757	762	756	0%	*	*	*	*	67%	58%
Female	48	755	755	753	*	*	25%	*	*	56%	55%
Male	55	753	750	743	*	*	22%	*	*	60%	46%
Economically Disadvantaged Students	44	752	744	731	*	*	*	*	*	59%	33%
Non-Economically Disadvantaged Students	59	755	756	759	*	*	*	*	*	58%	61%
Students with Disabilities	24	730	727	719	*	*	*	*	*	29%	24%
Students without Disabilities	79	761	758	754	*	*	*	*	*	67%	56%
English Learners	*	*	723	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	753	755	755	*	*	17%	*	*	66%	57%
White	52	757	758	763	*	*	*	*	*	69%	67%
Hispanic	11	747	*	743	*	*	*	*	*	64%	44%
Black or African American	11	738	743	739	*	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	761	762	*	*	*	*	*	*	64%
Female	43	752	758	760	*	*	*	*	*	63%	62%
Male	39	754	752	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	46	748	747	740	*	*	*	*	*	63%	40%
Non-Economically Disadvantaged Students	36	760	759	765	*	*	*	*	*	69%	69%
Students with Disabilities	13	726	727	725	*	*	*	*	*	38%	25%
Students without Disabilities	69	758	760	761	*	*	*	*	*	71%	64%
English Learners	*	*	755	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	190	99.0	65.3	44.1	44.5	65.3	48.9	Met Target
White	112	99.1	70.5	47.3	54.1	70.5	54.2	Met Target
Hispanic	36	97.4	52.8	30.5	28.8	52.8	40.3	Met Target
Black or African American	18	100.0	55.6	30.2	23.0	55.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	66.7	42.7	*	**	**
Two or More Races	18	100.0	66.7	46.9	53.3	66.7	**	**
Female	91	98.9	61.5	43.6	44.9	61.5		
Male	99	99.0	68.7	44.5	44.2	68.7		
Economically Disadvantaged Students	92	98.9	59.8	32.6	26.3	59.8	41.9	Met Target
Non-Economically Disadvantaged Students	98	99.0	70.4	48.8	54.9	70.4		
Students with Disabilities	44	97.8	38.6	*	17.4	38.6	38.4	Met Target
Students without Disabilities	146	99.3	73.3	*	50.0	73.3		
English Learners	13	100.0	61.5	*	25.0	61.5	**	**
Non-English Learners	177	98.9	65.5	*	46.5	65.5		
Homeless Students	*	*	*	26.5	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

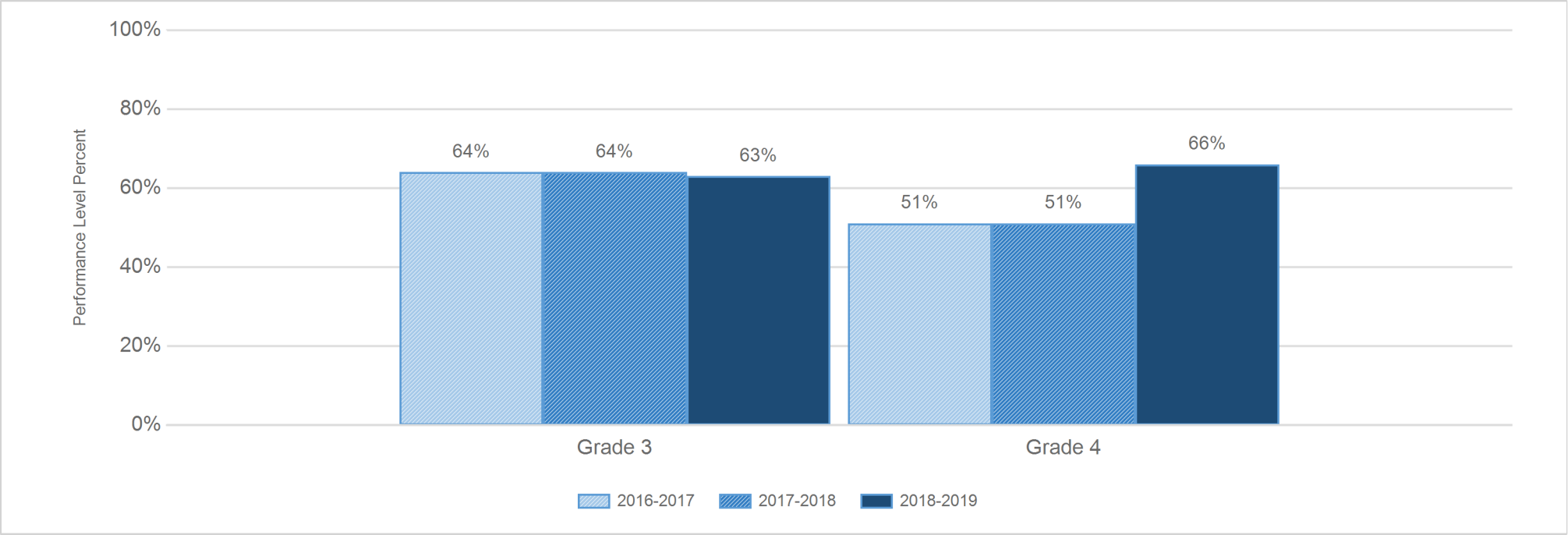† Target was met within a confidence interval.

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	757	756	752	*	*	22%	47%	16%	63%	55%
White	57	765	758	760	*	*	25%	53%	18%	70%	66%
Hispanic	23	745	*	739	*	*	*	*	*	52%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	12	757	763	758	*	*	*	*	*	67%	62%
Female	47	753	752	751	*	*	23%	*	*	60%	54%
Male	57	761	761	752	*	*	21%	*	*	67%	56%
Economically Disadvantaged Students	44	759	749	737	*	*	*	*	*	64%	37%
Non-Economically Disadvantaged Students	60	757	760	761	*	*	*	*	*	63%	67%
Students with Disabilities	24	739	736	731	*	*	*	*	*	42%	31%
Students without Disabilities	80	763	761	756	*	*	*	*	*	70%	60%
English Learners	10	731	*	728	*	*	*	*	*	50%	26%
Non-English Learners	94	760	*	754	*	*	*	*	*	65%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

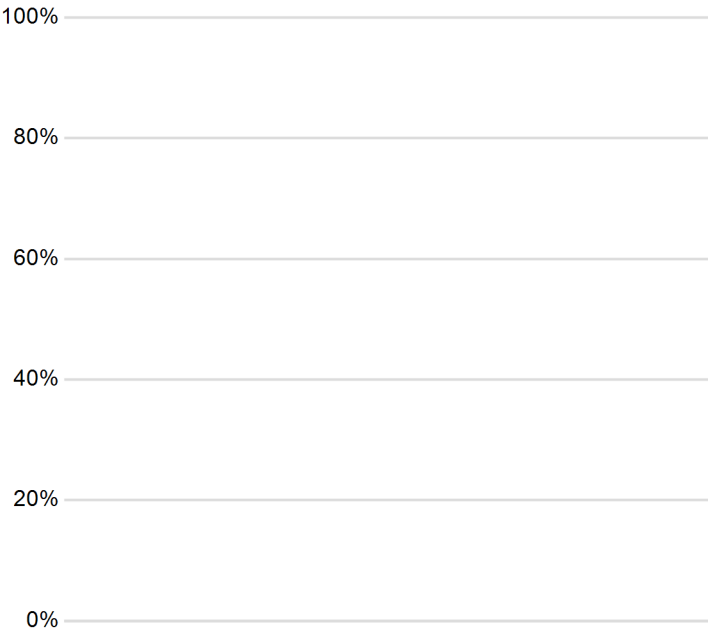| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	757	752	749	*	*	20%	*	*	66%	51%
White	52	763	756	757	*	*	19%	*	*	73%	62%
Hispanic	12	748	*	737	0%	*	*	*	*	50%	36%
Black or African American	11	743	738	731	*	*	*	*	*	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	43	757	750	749	*	*	*	*	*	65%	50%
Male	40	758	754	749	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	46	752	746	734	*	*	*	*	*	57%	32%
Non-Economically Disadvantaged Students	37	764	755	759	*	*	*	*	*	78%	63%
Students with Disabilities	14	734	724	726	*	*	*	*	*	29%	25%
Students without Disabilities	69	762	757	754	*	*	*	*	*	74%	56%
English Learners	*	*	750	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	*	*	*
5 or more	*	*	*

Holly Glen Elementary School

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

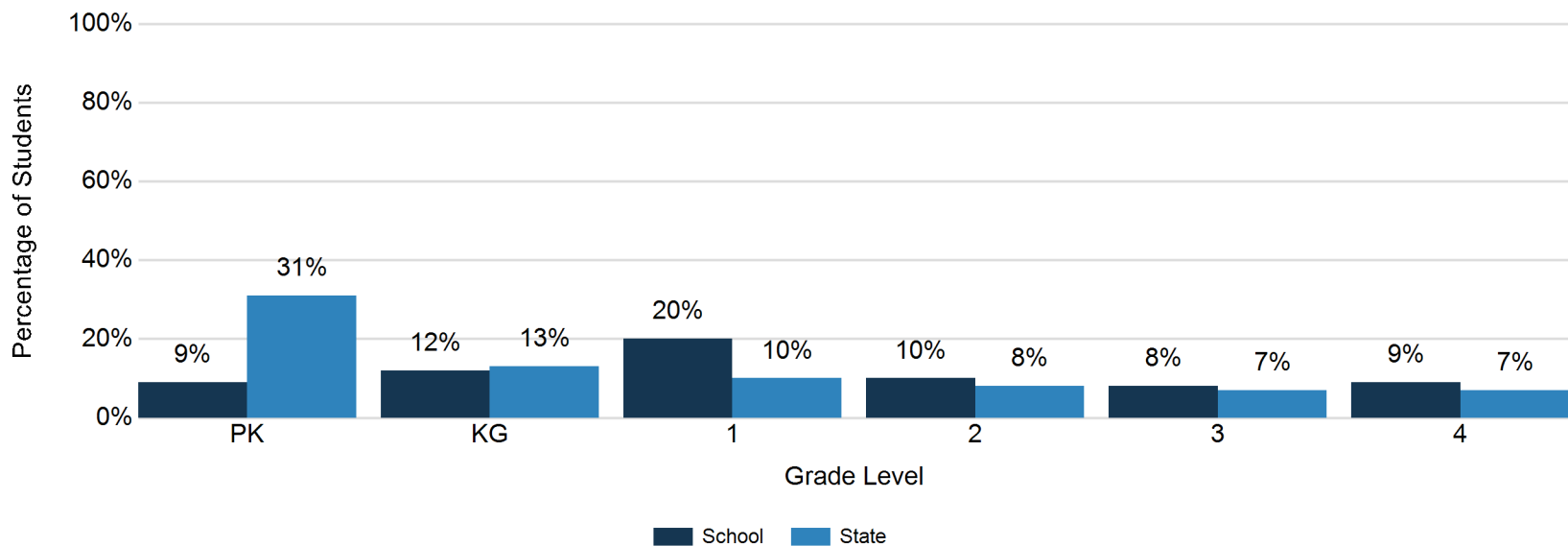| Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	55	11.5	9.2	Not Met
White	28	10.0	9.2	Not Met
Hispanic	17	21.8	9.2	Not Met
Black or African American	7	10.6	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	7.7	9.2	Met
Female	26	11.2		
Male	29	11.8		
Economically Disadvantaged Students	35	14.6	9.2	Not Met
Students with Disabilities	12	11.4	9.2	Not Met
English Learners	4	11.4	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 4%
- 1-5: 34%
- 6-10: 32%
- 11-15: 15%
- Over 15: 16%

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Holly Glen Elementary School
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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	9%	31%
KG	12%	13%
1	20%	10%
2	10%	8%
3	8%	7%
4	9%	7%

NJ SCHOOL PERFORMANCE REPORT

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

Holly Glen Elementary School
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	83.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	241:1	200:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

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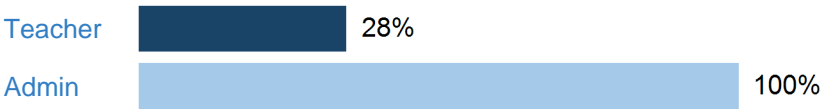
Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	91.5%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	8.5%	0.0%	51.6%	22.9%	45.1%
White	58.9%	97.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.0%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.3%	0.0%	0.0%	2.1%	0.2%	0.2%

Holly Glen Elementary School

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Grades Offered: PK-04

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 72%

Admin — N/A

Master's Degree

Teacher — 28%

Admin — 100%

Doctoral Degree

Teacher — 0%

Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Holly Glen Elementary School

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.4%	60.7%	60.2%
Math Proficiency	56.1%	57.3%	65.3%
ELA Growth	34	46	29
Math Growth	55	42	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	53.8%
Chronic Absenteeism	9.4%	11.2%	11.5%

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

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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Not Met	Met Standard	Met Target†	Not Met	No
White	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Holly Glen Elementary School
(15-3280-075)
Grades Offered: PK-04
2018-2019

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School Narrative

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

Highlights:	• Fundations/Wilson Programs, ELL Instructional Program • Awarded the NJ Governor's School of Excellence Award • Technology is part of each school day with personal chromebooks
Mission, Vision, Theme:	Building a Bridge to the Future, is Holly Glen's motto that reflects its goal of providing all children with a positive, challenging and creative learning experience, while empowering them to become responsible, productive citizens. By using diverse strategies, Holly Glen students demonstrate: critical thinking and creative problem solving, technology literacy skills, and a desire for lifelong learning.
Awards, Recognition, Accomplishments:	Whole Child Network Recognition, Awarded NJ Governor School of Excellence, Awarded a grant to plant a Vegetable Garden by NJ Agricultural Society and to maintain a relationship with them, Professional Development with Rowan University

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

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Courses, Curriculum, Instruction:	Teachers at Holly Glen deliver instruction in math, writing, science, social studies, language arts and Fundations. Students participate in special area classes such as music, art, library and P.E. Enrichment opportunities include WIN instruction and Wilson instruction for the struggling students in Language Arts. TAG is our Talented and Gifted program for our students who excel above our expectations. Fundations program and an RTI Team was added to Holly Glen for student intervention.
Clubs and Activities:	We have a variety of clubs that service grades K-4: Safety Patrol, Student Council, Art Club, Tech Crew, S.A.V.E. Club, P.E. Club, Chorus, Garden Club, Delivery Service Club

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

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School Narrative

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Before and After School Programs:	Summer program for students to obtain extra help in Language Arts for the lowest 15% of our population, Extended School Year Program four our Autistic students, and ELL instruction for extra help in reading to struggling learners.
Staff and Professional Learning:	There are 55 professional staff at Holly Glen who are offered through the district and seek on their own professional development for improvement, site schedule days on the school calendar, teachers travel to obtain professional development, grade level meetings and faculty meetings focus on time to provide professional development to teachers at H.G.

NJ SCHOOL PERFORMANCE REPORT

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

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School Narrative

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Student Supports and Services:	A school counselor provides individual and group counseling to students in need. Also, class lessons are taught by the school counselor on topics which will help students grow socially, emotionally and academically. Our school counselor provides assemblies to help students learn more about anti-bullying expectations. The counselor also serves as the school's anti-bullying specialist anc crisis counselor.
Student Health and Wellness:	Holly Glen offers breakfast to a large student population each morning. Recess is offered after the students have lunch. Teacher directed P.E. is provided in the classroom for 20 minutes weekly in conjunction to a full P.E. program to all students.
Parent and Community Involvement:	Holly Glen has a Fun Committee made up of teachers/parents and administration. We participate in monthly activities involving the entire Holly Glen community. A parent portal is available this year for parents to view on line their students' report cards. There is a partnership with the community each year to provide the needy with hats and gloves during the holiday season. Also, this year we added a Caring Kids Club that participated in community service activities.

NJ SCHOOL PERFORMANCE REPORT

Holly Glen Elementary School

(15-3280-075)

Grades Offered: PK-04

2018-2019

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School Narrative

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Facilities:	This year Holly Glen opened it's doors after being closed for two years. Painting was done throughout the entire building. Construction projects took place to open the building. The district is working on a plan to obtain a new HVAC system for the building.

Holly Glen Elementary School

(15-3280-075)

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2018-2019

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School Narrative

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

Other Information	This year the school is working on two school initiatives that we believe will help improve overall student achievement. These two initiatives will focus on improving school attendance and developing excellent character traits. Holly Glen is a unique school. It is known as a true community school. School safety is first. Our Anti-Bullying program and counseling we provide at our school, helps to support a safe academic program. Technology is one of the school's initiatives. We provide a one/one chrome book to all of our students on the elementary level. Technology has allowed us to have access to multi digital curriculum programs, such as, ST Math, Alekas, Exact Path, Connect Ed (Wonders/MyMath),Science Alive, Wixie and Typing Club. Also, Holly Glen houses a Preschool Disabled program that is very interactive.

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School
(15-3280-090)
Grades Offered: KG-04
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

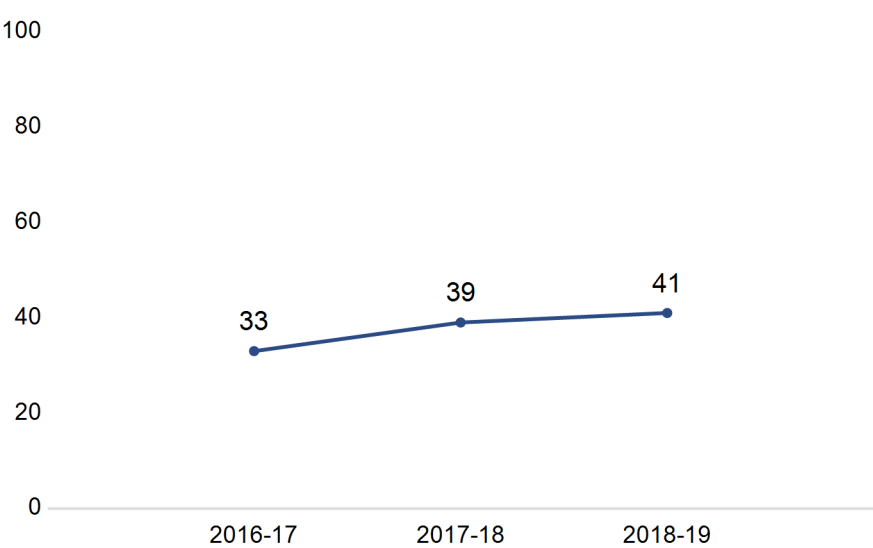| Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Ms. Kristy Baker
Address	23 BODINE AVENUE WILLIAMSTOWN, NJ 08094
Phone Number	856-728-3944
Email Address	kbaker@monroetwp.k12.nj.us
Website	http://www.monroetwp.k12.nj.us

Oak Knoll Elementary School

(15-3280-090)

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	90	83	67
1	103	104	102
2	113	105	115
3	126	114	108
4	127	122	122
Total	559	528	520

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	49.2%	51.7%
Male	49.9%	50.8%	48.3%
Economically Disadvantaged Students	28.3%	32.6%	28.1%
Students with Disabilities	24.5%	22.7%	19.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.5%	0.2%	0.8%
Students in Foster Care	0.9%	0.9%	0.6%
Military-Connected Students	0.2%	0.6%	0.8%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	65.1%	62.3%	61.9%
Hispanic	7.9%	9.1%	10.2%
Black or African American	19.1%	20.6%	20.8%
Asian	2.1%	2.8%	2.5%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	5.4%	4.9%	4.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	90	83	67
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	99.4%
Other Languages	0.6%

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School
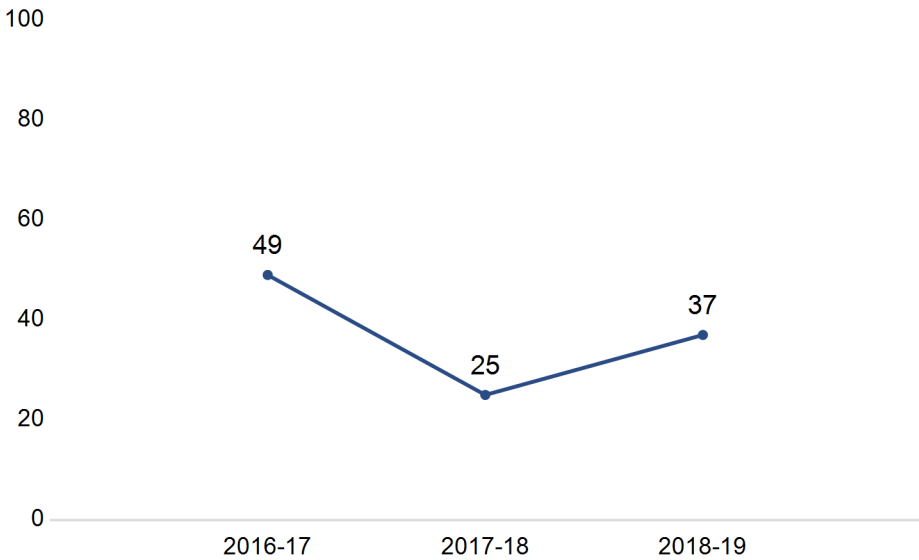(15-3280-090)
Grades Offered: KG-04
2018-2019

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33	39	41	49	25	37
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	41	46	50	Met Standard	37	44	50	Not Met
White	41	48	50	Met Standard	39	46	52	Not Met
Hispanic	49.5	41	49	**	32	42	47	**
Black or African American	38.5	44	45	Not Met	35	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	57.5	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	36.5	49	**	*	36	52	**
Female	39	46	53	N	39	43	50	N
Male	44	46.5	47	N	35.5	46	51	N
Economically Disadvantaged Students	44.5	44	48	Met Standard	28	39	46	Not Met
Students with Disabilities	36	38	43	Not Met	25	41	45	Not Met
English Learners	N	24	52	**	N	20	50	**
Homeless Students	*	49	43	N	*	35	44	N
Students in Foster Care	*	33	42	N	*	41.5	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School
(15-3280-090)
Grades Offered: KG-04
2018-2019

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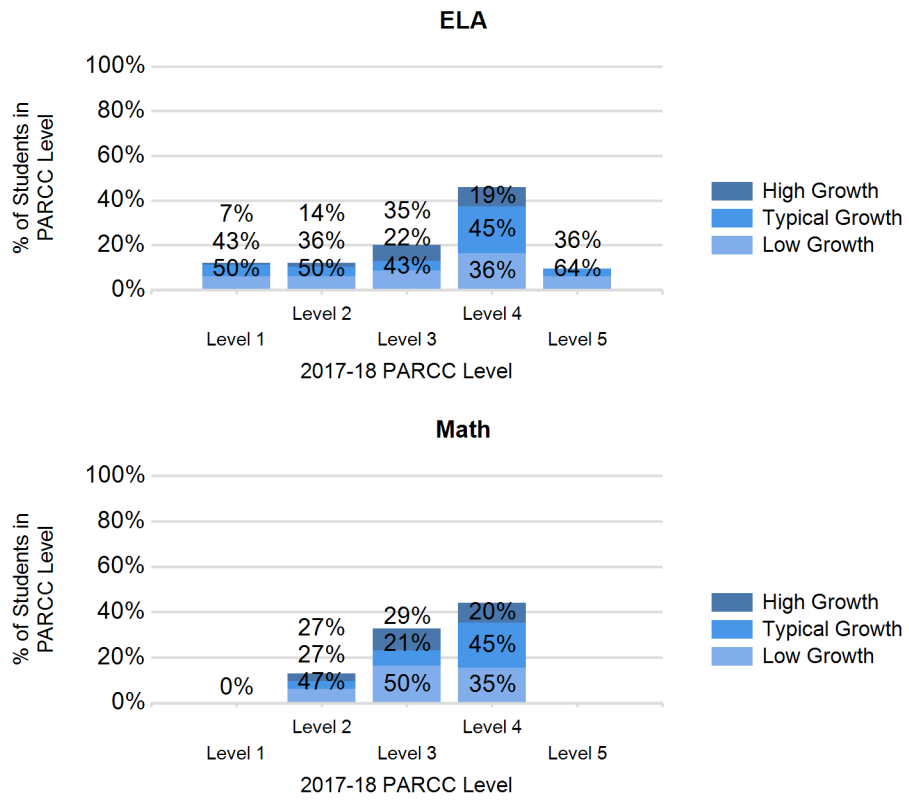* **†** This indicates a table specific note, see note below table

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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.
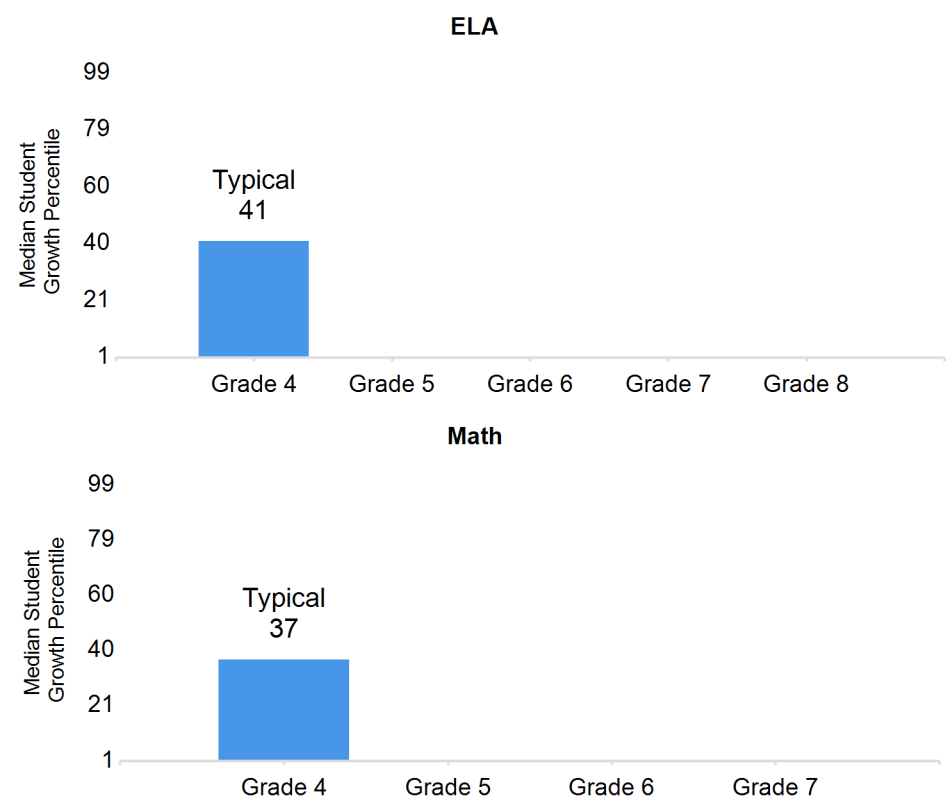
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA
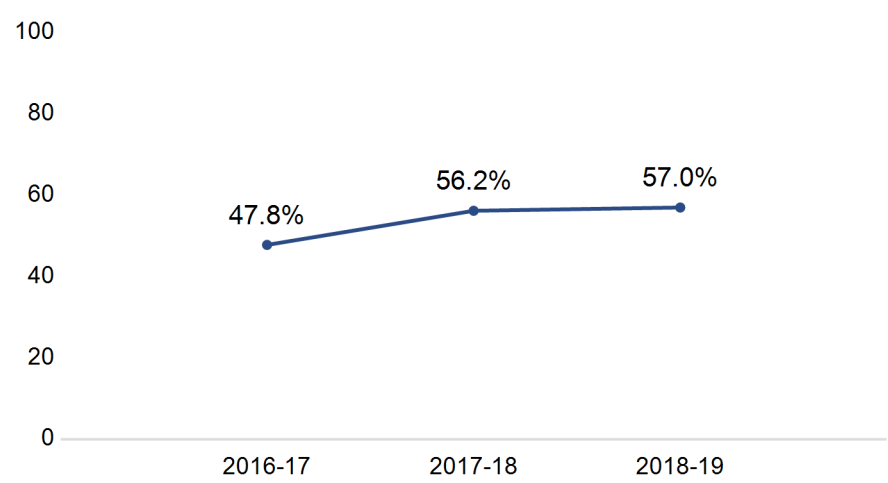
Math

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School

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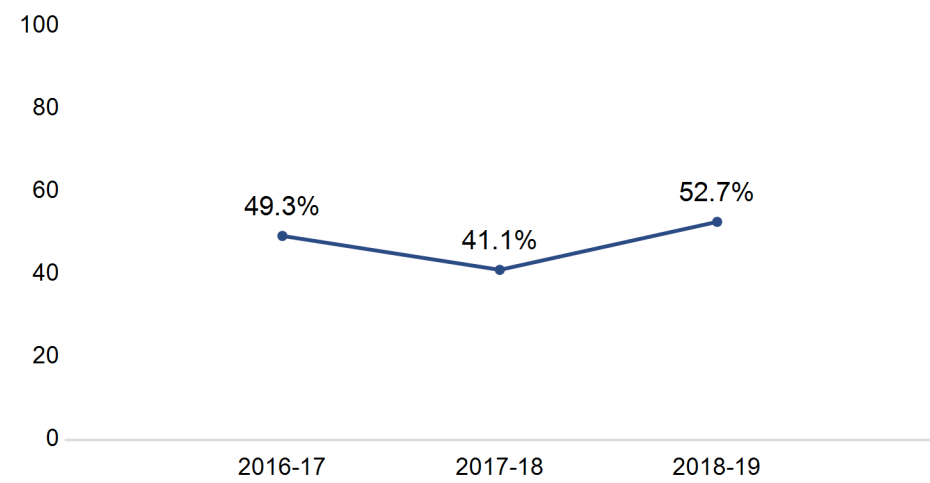- **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	47.8%
2017-18	56.2%
2018-19	57.0%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	49.3%
2017-18	41.1%
2018-19	52.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	99.6%	99.6%	99.2%	100.0%	100.0%
Proficiency Rate for Federal Accountability	47.8%	56.2%	57.0%	49.3%	41.1%	52.7%
Annual Target	49.1%	50.7%	52.4%	41.6%	43.6%	45.7%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
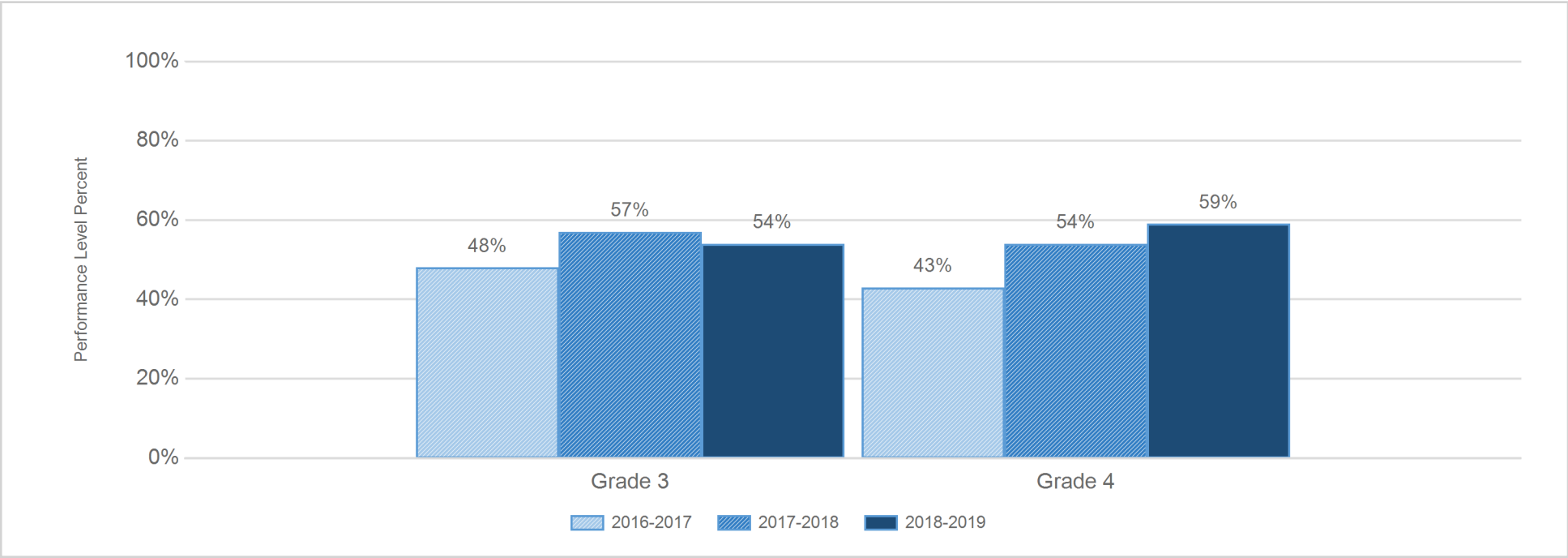
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	235	99.6	57.0	54.9	57.9	57.0	52.4	Met Target
White	151	99.3	61.6	57.5	66.9	61.6	51.4	Met Target
Hispanic	24	100.0	62.5	42.0	43.9	62.5	46.8	Met Target
Black or African American	48	100.0	35.4	46.2	38.5	35.4	53.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	50.0	56.0	N	**	**
Two or More Races	*	*	*	55.4	64.4	*	**	**
Female	124	100.0	58.9	61.6	64.8	58.9		
Male	111	99.1	55.0	48.6	51.3	55.0		
Economically Disadvantaged Students	72	100.0	38.9	43.6	40.0	38.9	38.6	Met Target
Non-Economically Disadvantaged Students	163	99.4	65.0	59.7	67.9	65.0		
Students with Disabilities	60	100.0	36.7	21.5	22.7	36.7	35	Met Target
Students without Disabilities	175	99.4	64.0	62.5	65.1	64.0		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	235	99.6	57.0	*	60.6	57.0		
Homeless Students	*	*	*	28.9	29.1	*		
Students In Foster Care	*	*	*	26.9	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 3: 2016-2017 48%, 2017-2018 57%, 2018-2019 54%
Grade 4: 2016-2017 43%, 2017-2018 54%, 2018-2019 59%

Legend: 2016-2017, 2017-2018, 2018-2019

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	749	752	748	11%	12%	22%	*	*	54%	50%
White	66	751	754	757	*	*	21%	*	*	58%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	24	741	*	731	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	762	756	*	*	*	*	*	*	58%
Female	59	748	755	753	*	*	*	*	*	51%	55%
Male	48	751	750	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	33	735	744	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	74	755	756	759	*	*	*	*	*	61%	61%
Students with Disabilities	21	723	727	719	*	*	*	*	*	38%	24%
Students without Disabilities	86	755	758	754	*	*	*	*	*	58%	56%
English Learners	N	N	723	713	N	N	N	N	N	N	17%
Non-English Learners	107	749	753	751	11%	12%	22%	*	*	54%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

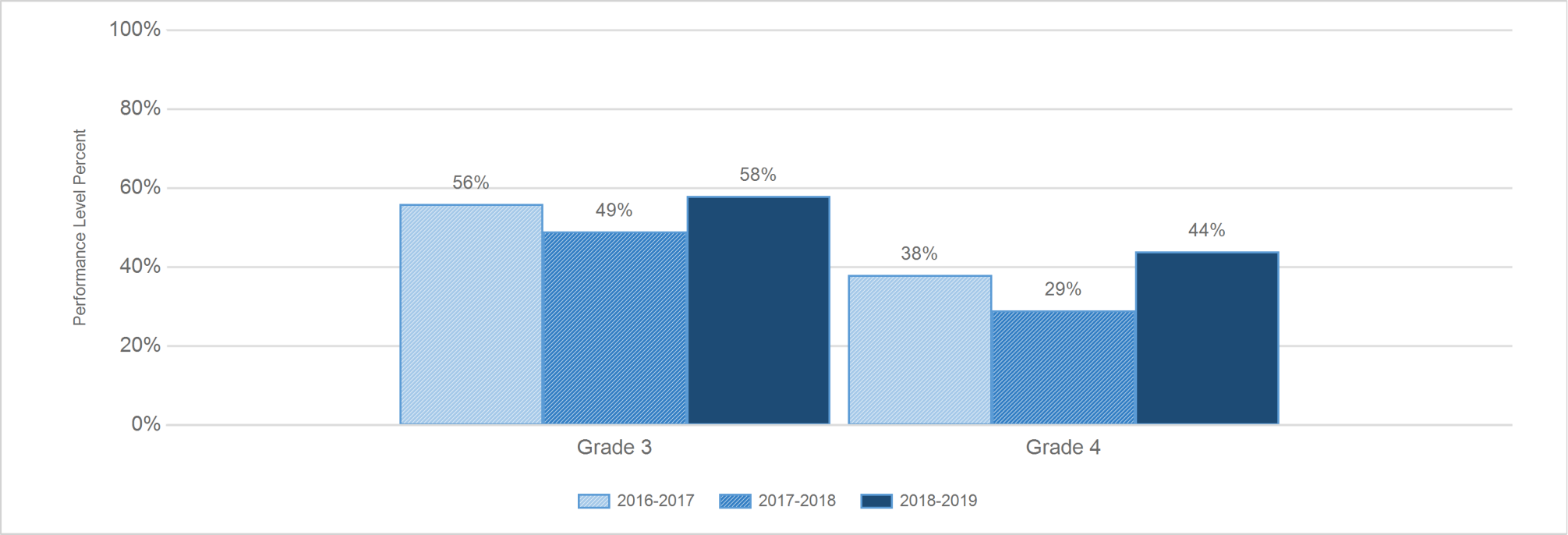| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	750	755	755	10%	14%	17%	47%	12%	59%	57%
White	77	754	758	763	*	*	16%	52%	13%	65%	67%
Hispanic	12	746	*	743	*	*	*	*	*	58%	44%
Black or African American	24	738	743	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	761	762	*	*	*	*	*	*	64%
Female	62	757	758	760	*	*	*	*	*	68%	62%
Male	57	743	752	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	31	733	747	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	88	756	759	765	*	*	*	*	*	67%	69%
Students with Disabilities	25	718	727	725	*	*	*	*	*	24%	25%
Students without Disabilities	94	759	760	761	*	*	*	*	*	68%	64%
English Learners	N	N	755	720	N	N	N	N	N	N	17%
Non-English Learners	119	750	755	758	10%	14%	17%	47%	12%	59%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School
(15-3280-090)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	237	100.0	52.7	44.1	44.5	52.7	45.7	Met Target
White	152	100.0	55.9	47.3	54.1	55.9	47.7	Met Target
Hispanic	24	100.0	45.8	30.5	28.8	45.8	27.5	Met Target
Black or African American	48	100.0	41.7	30.2	23.0	41.7	46.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	66.7	42.7	N	**	**
Two or More Races	*	*	*	46.9	53.3	*	**	**
Female	124	100.0	50.0	43.6	44.9	50.0		
Male	113	100.0	55.8	44.5	44.2	55.8		
Economically Disadvantaged Students	72	100.0	34.7	32.6	26.3	34.7	32.3	Met Target
Non-Economically Disadvantaged Students	165	100.0	60.6	48.8	54.9	60.6		
Students with Disabilities	61	100.0	34.4	*	17.4	34.4	29.5	Met Target
Students without Disabilities	176	100.0	59.1	*	50.0	59.1		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	237	100.0	52.7	*	46.5	52.7		
Homeless Students	*	*	*	26.5	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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Oak Knoll Elementary School

(15-3280-090)

Grades Offered: KG-04

2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	751	756	752	9%	12%	20%	47%	11%	58%	55%
White	67	753	758	760	*	*	19%	*	*	58%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	24	745	*	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	763	758	*	*	*	*	*	*	62%
Female	59	743	752	751	*	*	19%	*	*	53%	54%
Male	49	761	761	752	*	*	22%	*	*	65%	56%
Economically Disadvantaged Students	33	734	749	737	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	75	759	760	761	*	*	*	*	*	67%	67%
Students with Disabilities	21	727	736	731	*	*	*	*	*	38%	31%
Students without Disabilities	87	757	761	756	*	*	*	*	*	63%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	108	751	*	754	9%	12%	20%	47%	11%	58%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Oak Knoll Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	742	752	749	11%	13%	33%	*	*	44%	51%
White	77	748	756	757	*	*	35%	*	*	52%	62%
Hispanic	12	725	*	737	*	*	*	*	*	25%	36%
Black or African American	24	730	738	731	*	*	*	*	*	25%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	62	742	750	749	*	*	31%	*	*	45%	50%
Male	57	741	754	749	*	*	35%	*	*	42%	52%
Economically Disadvantaged Students	31	721	746	734	*	*	32%	*	*	16%	32%
Non-Economically Disadvantaged Students	88	749	755	759	*	*	33%	*	*	53%	63%
Students with Disabilities	25	710	724	726	*	*	*	*	*	12%	25%
Students without Disabilities	94	750	757	754	*	*	*	*	*	52%	56%
English Learners	N	N	750	722	N	N	N	N	N	N	18%
Non-English Learners	119	742	752	751	11%	13%	33%	*	*	44%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

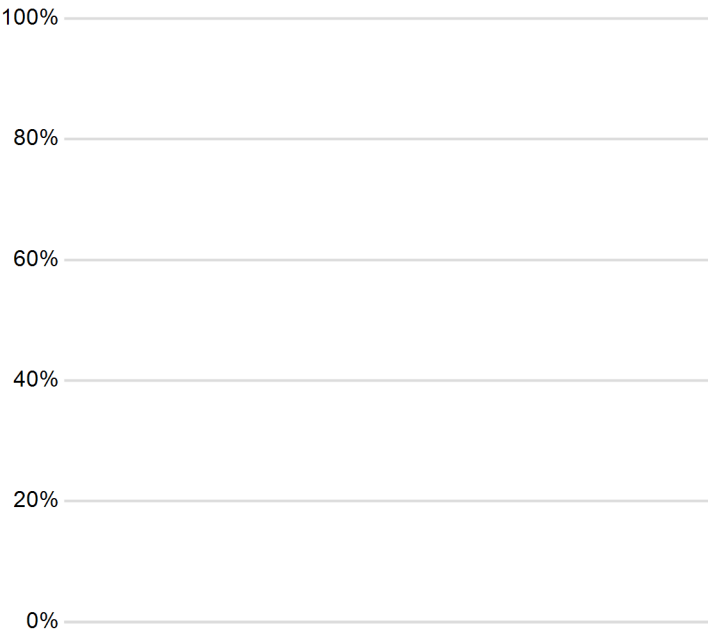**Oak Knoll Elementary School**
(15-3280-090)
Grades Offered: KG-04
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

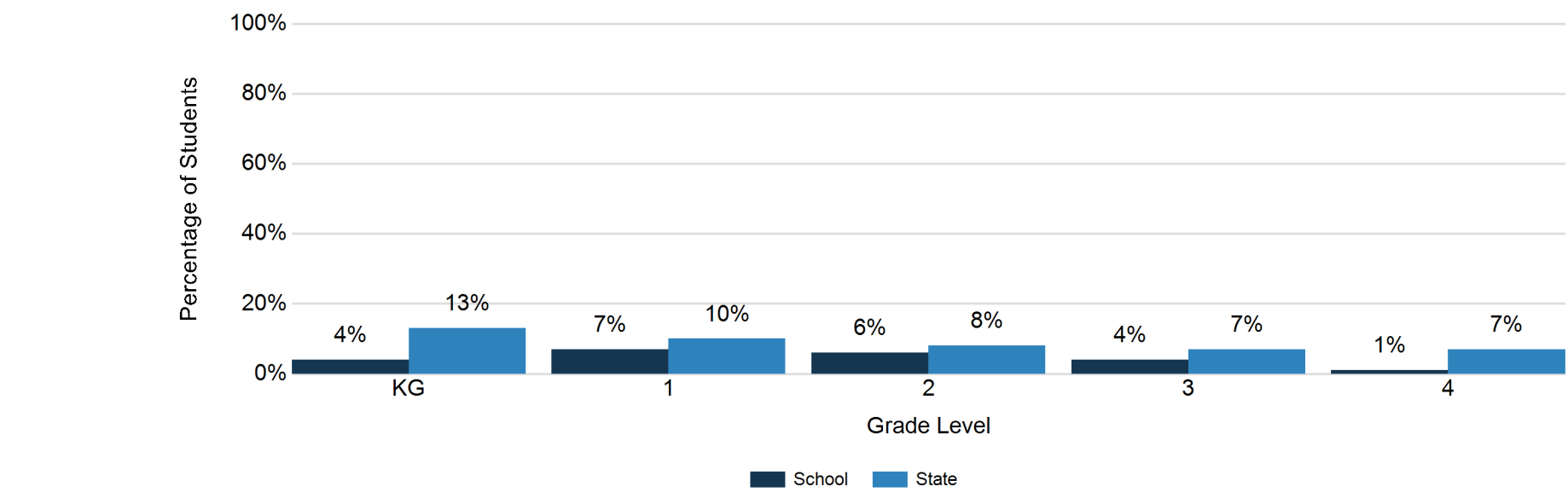| Student Group	% Level 1	% Level 2	% Level 3	% Level 4

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	4.5	9.2	Met
White	14	4.4	9.2	Met
Hispanic	4	7.7	9.2	Met
Black or African American	5	4.6	9.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	9.2	Met
Female	13	4.8		
Male	10	4.0		
Economically Disadvantaged Students	13	9.0	9.2	Met
Students with Disabilities	7	7.1	9.2	Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Number of Absences (Percentage of Students): 0 = 7%, 1-5 = 40%, 6-10 = 34%, 11-15 = 12%, Over 15 = 7%

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	520:1	200:1
Teachers to Administrators	40:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.7%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	48.3%	10.0%	0.0%	51.6%	22.9%	45.1%
White	61.9%	92.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	20.8%	7.5%	0.0%	15.0%	6.6%	13.9%
Asian	2.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Oak Knoll Elementary School
(15-3280-090)
Grades Offered: KG-04
2018-2019

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 55%
Admin — N/A

Master's Degree

Teacher — 45%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

Oak Knoll Elementary School

(15-3280-090)

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2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Oak Knoll Elementary School

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.8%	56.2%	57.0%
Math Proficiency	49.3%	41.1%	52.7%
ELA Growth	33	39	41
Math Growth	49	25	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.8%	7.0%	4.5%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Not Met	N	Met	No
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

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2018-2019

School Narrative

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

Highlights:	• Oak Knoll is committed to all learners and provides a full range of programs from RTI to TAG.
Mission, Vision, Theme:	Oak Knoll's staff believes that all students can succeed. We are committed on becoming a Growth Mindset Community. By embracing a growth mindset, students will learn that something may be difficult now, but with practice and perservance they will be able to accomplish anything.
Awards, Recognition, Accomplishments:	Oak Knoll was awarded the Champions award from the Luekima and Lymphoma Society for raising over $8,200 last year for the Pennies for Patients Campaign. Oak Knoll was ranked 8th in the state of NJ for their contribution to such a great cause.

Oak Knoll Elementary School

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School Narrative

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Courses, Curriculum, Instruction:	We utilize the Wonders series in all grades (K-4) to help our students develop their reading skills and become critical thinkers. In grades K-2, our primary phonics program is Fundations. In all grades, we use the McGraw series My Math. Other programs such as Wilson and ST Math help support what is being taught daily. Enrichment is also provided for those student who are identified as Gifted and Talented in grade 2nd - 4th.
Clubs and Activities:	Safety Club, S.A.V.E club, Art club, PE club and Student Council are after school school activities that are offered to our 4th grade students. Fourth grade students also have the opportunity to participate in Chorus during the school day. Each year we also offer an annual variety show for our 3rd and 4th grade students to showcase a special talent.

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Before and After School Programs:	Kids Choice is offered as an before and after school program. Kids Choice is an outside agency who utilizes our building to provide our students with activites and supervision for working parents.
Staff and Professional Learning:	Professional Development is provided to all staff members. There are several PD days throughout the year provided by the district. Staff members may also take courses off-site to stay abreast of new techniques and strategies.

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School Narrative

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

Student Supports and Services:	Response To Intervention (RTI) is a multi-tiered program which provides intense instruction to our neediest students in grades K-2. Basic Skills is offered through RTI and is also offered to our 3rd and 4th grade students who have been identified using multiple measures.
Student Health and Wellness:	Oak Knoll offers students a nutritional hot breakfast every morning. Lunch is also provided everyday school is in session. Not only do our students participate in PE twice week, but our teachers also provide teacher directed PE daily in their classrooms. All students (K-4) are provided with recess daily. We also promote a healthy life style by participating in Jump-a-thon, providing assembly and having a PE Running club.
Parent and Community Involvement:	Oak Knoll has a dedicated Parent Teacher Organization which provides the students with educational assemblies, dances, FUN day and an array of educational items for the classrooms. We also invite our parents to join our community by becoming a parent volunteer.

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Dr. Jill Del Conte
Address	363 RADIX RD WILLIAMSTOWN, NJ 08094-8602
Phone Number	856-728-8650
Email Address	jdelconte@monroetwp.k12.nj.us
Website	http://res.monroetwp.k12.nj.us/

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	74	124	146
KG	71	117	113
1	127	100	127
2	134	132	106
3	125	137	132
4	150	136	143
Total	681	746	768

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.2%	49.9%	46.7%
Male	50.8%	50.1%	53.3%
Economically Disadvantaged Students	22.5%	30.8%	23.2%
Students with Disabilities	19.7%	20.9%	19.9%
English Learners	3.1%	3.2%	3.9%
Homeless Students	0.3%	0.8%	0.4%
Students in Foster Care	1.0%	0.9%	1.6%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.5%	74.1%	72.7%
Hispanic	6.2%	8.3%	9.4%
Black or African American	7.8%	9.9%	10.3%
Asian	4.0%	2.9%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	5.4%	4.6%	4.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	74	123	140
PK - Full Day	0	1	6
KG - Half Day	71	117	111
KG - Full Day	0	0	2

Enrollment by Home Language

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

Home Language	% of Students
English	97.8%
Other Languages	2.2%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

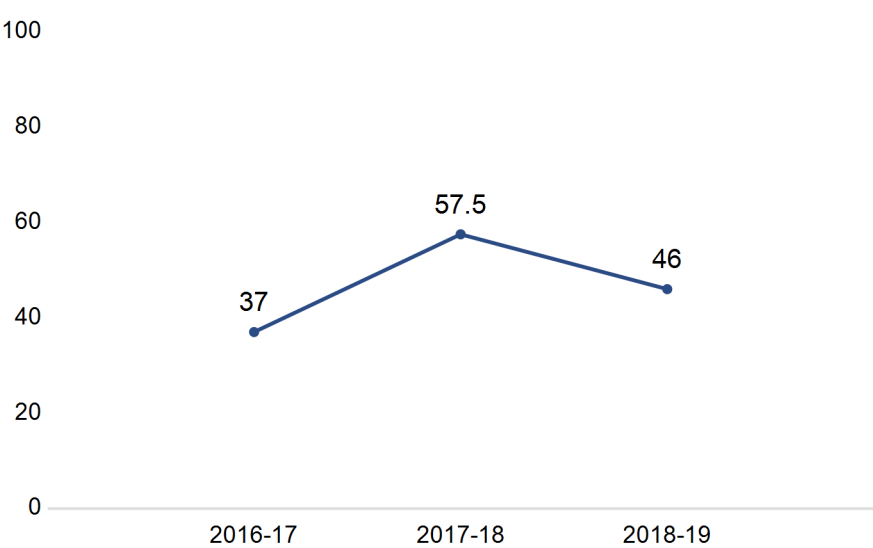| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	57.5	46	65	67	53
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	46	50	Met Standard	53	44	50	Met Standard
White	46	48	50	Met Standard	54	46	52	Met Standard
Hispanic	*	41	49	**	*	42	47	**
Black or African American	42.5	44	45	**	53	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57.5	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	36.5	49	**	*	36	52	**
Female	46	46	53	N	49	43	50	N
Male	46	46.5	47	N	54	46	51	N
Economically Disadvantaged Students	42.5	44	48	Met Standard	58	39	46	Met Standard
Students with Disabilities	40.5	38	43	**	42	41	45	**
English Learners	*	24	52	**	*	20	50	**
Homeless Students	N	49	43	N	N	35	44	N
Students in Foster Care	N	33	42	N	N	41.5	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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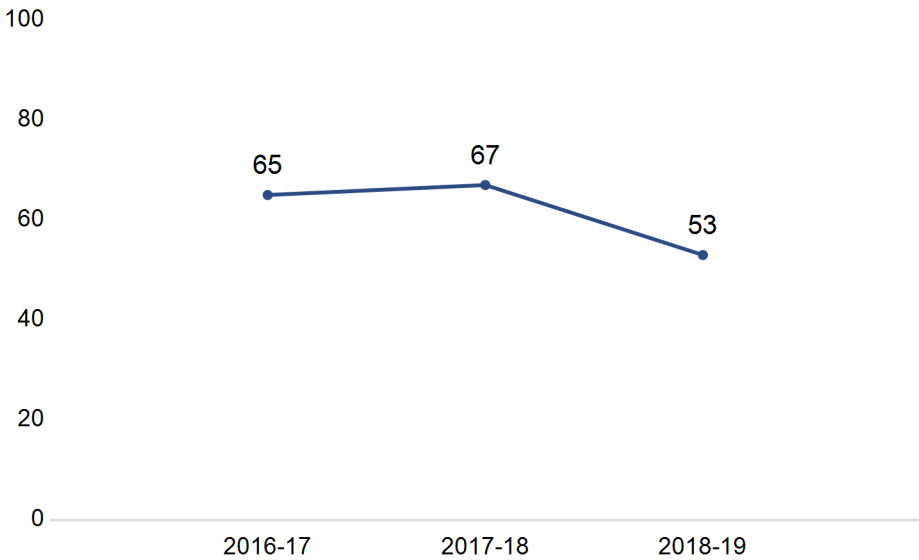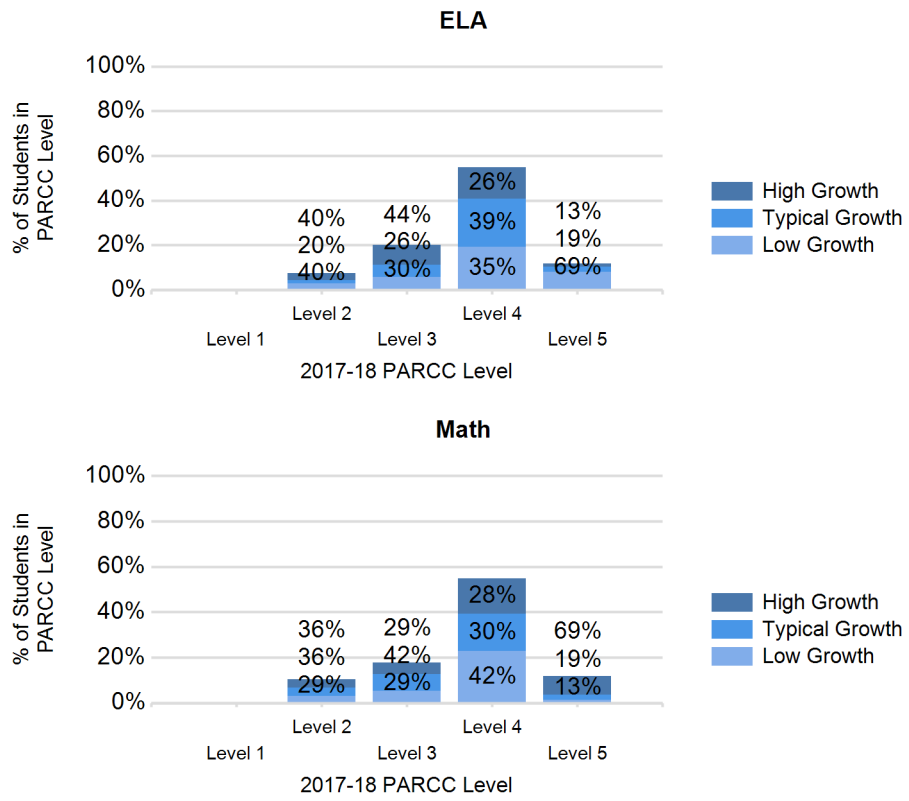† This indicates a table specific note, see note below table

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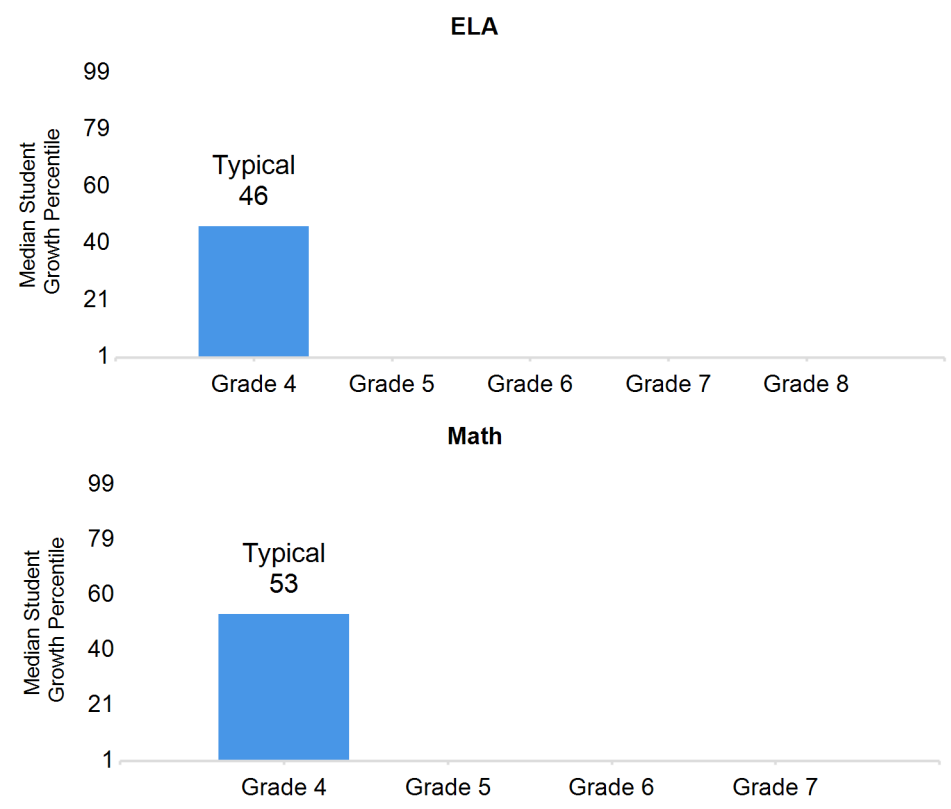
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — % of Students in PARCC Level by 2017-18 PARCC Level

Level 2: 40% Low Growth, 20% Typical Growth, 40% High Growth
Level 3: 30% Low Growth, 26% Typical Growth, 44% High Growth
Level 4: 35% Low Growth, 39% Typical Growth, 26% High Growth
Level 5: 69% Low Growth, 19% Typical Growth, 13% High Growth

Legend: High Growth, Typical Growth, Low Growth

Math — % of Students in PARCC Level by 2017-18 PARCC Level

Level 2: 29% Low Growth, 36% Typical Growth, 36% High Growth
Level 3: 29% Low Growth, 42% Typical Growth, 29% High Growth
Level 4: 42% Low Growth, 30% Typical Growth, 28% High Growth
Level 5: 13% Low Growth, 19% Typical Growth, 69% High Growth

Legend: High Growth, Typical Growth, Low Growth

Student Growth by Grade

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

ELA — Median Student Growth Percentile

Grade 4: Typical 46
Grade 5, Grade 6, Grade 7, Grade 8: (no data)

Math — Median Student Growth Percentile

Grade 4: Typical 53
Grade 5, Grade 6, Grade 7: (no data)
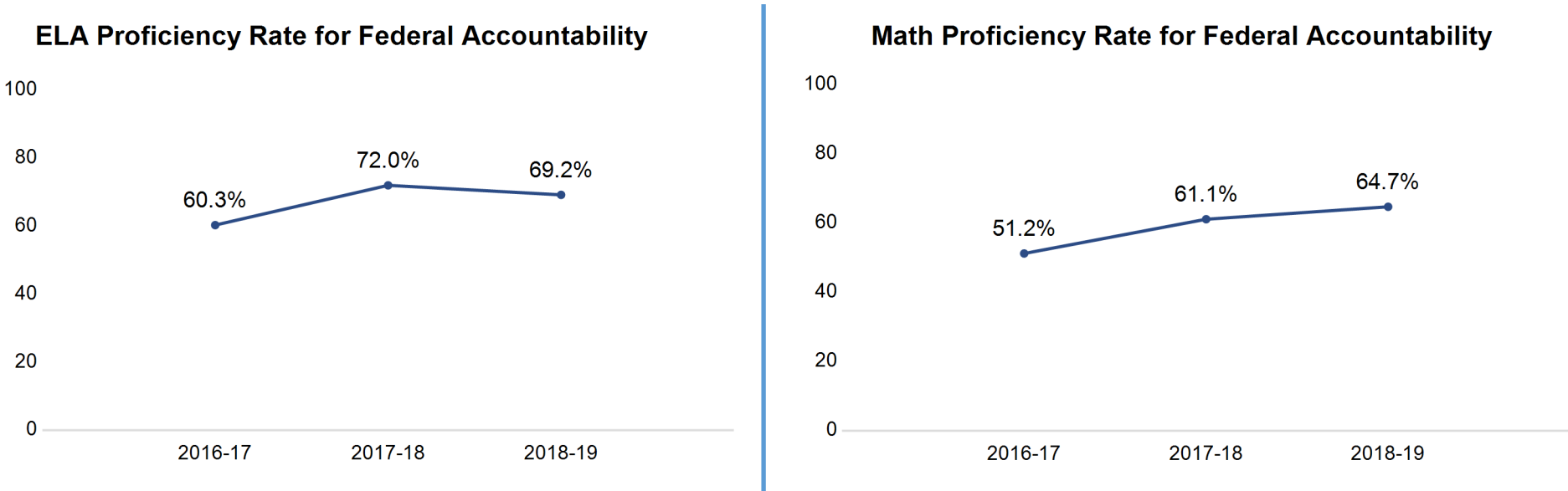
6

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

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

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 60.3%
- 2017-18: 72.0%
- 2018-19: 69.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 51.2%
- 2017-18: 61.1%
- 2018-19: 64.7%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.6%	99.6%	99.6%	99.6%	99.6%
Proficiency Rate for Federal Accountability	60.3%	72.0%	69.2%	51.2%	61.1%	64.7%
Annual Target	66.2%	66.9%	67.7%	51.3%	52.8%	54.3%
Met Annual Target?	Not Met	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

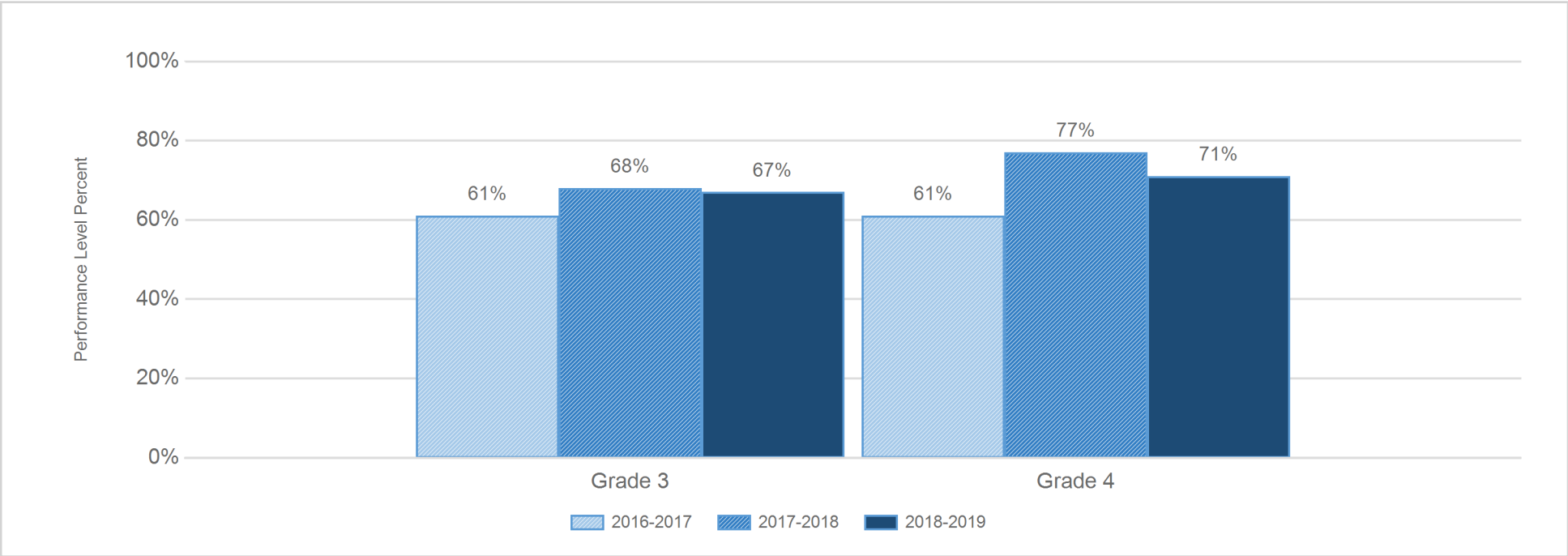† Target was met within a confidence interval.

7

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Report Key:
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	266	99.6	69.2	54.9	57.9	69.2	67.7	Met Target
White	195	99.5	70.3	57.5	66.9	70.3	68.4	Met Target
Hispanic	21	100.0	57.1	42.0	43.9	57.1	N	N
Black or African American	26	100.0	65.4	46.2	38.5	65.4	62	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.8	80.2	82.9	81.8	**	**
American Indian or Alaska Native	N	N	N	50.0	56.0	N	**	**
Two or More Races	13	100.0	69.2	55.4	64.4	69.2	**	**
Female	133	99.3	69.9	61.6	64.8	69.9		
Male	133	100.0	68.4	48.6	51.3	68.4		
Economically Disadvantaged Students	60	100.0	65.0	43.6	40.0	65.0	40.3	Met Target
Non-Economically Disadvantaged Students	206	99.5	70.4	59.7	67.9	70.4		
Students with Disabilities	37	100.0	35.1	21.5	22.7	35.1	29.9	Met Target
Students without Disabilities	229	99.6	74.7	62.5	65.1	74.7		
English Learners	14	100.0	50.0	*	29.3	50.0	**	**
Non-English Learners	252	99.6	70.2	*	60.6	70.2		
Homeless Students	*	*	*	28.9	29.1	*		
Students In Foster Care	*	*	*	26.9	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	61%	68%	67%
Grade 4	61%	77%	71%

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Report Key:
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- **N** No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	759	752	748	*	12%	17%	*	*	67%	50%
White	90	760	754	757	*	11%	17%	*	*	69%	60%
Hispanic	13	743	*	734	*	*	*	*	*	54%	36%
Black or African American	13	753	*	731	0%	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	762	756	*	*	*	*	*	*	58%
Female	65	763	755	753	*	*	15%	*	*	71%	55%
Male	66	756	750	743	*	*	18%	*	*	64%	46%
Economically Disadvantaged Students	28	748	744	731	*	*	*	*	*	57%	33%
Non-Economically Disadvantaged Students	103	762	756	759	*	*	*	*	*	70%	61%
Students with Disabilities	19	748	727	719	*	*	*	*	*	47%	24%
Students without Disabilities	112	761	758	754	*	*	*	*	*	71%	56%
English Learners	*	*	723	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

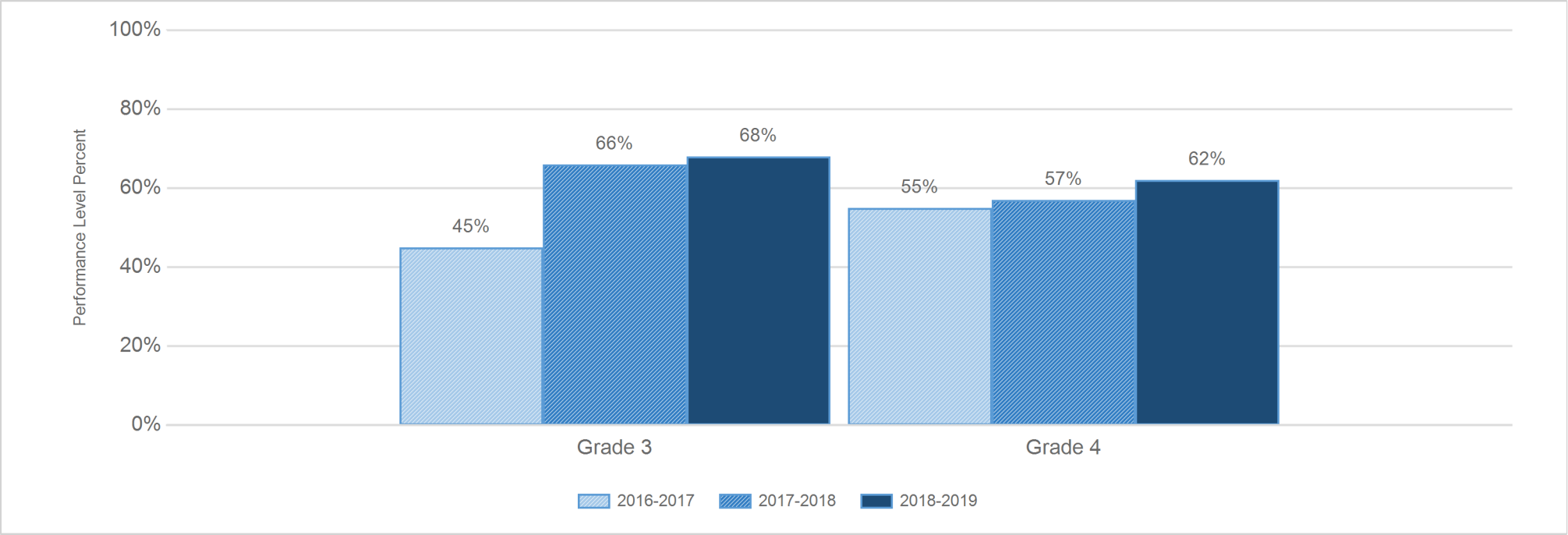| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	762	755	755	*	*	20%	55%	16%	71%	57%
White	105	765	758	763	*	*	22%	53%	18%	71%	67%
Hispanic	10	742	*	743	*	*	0%	*	*	60%	44%
Black or African American	14	767	743	739	0%	0%	*	*	*	79%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	761	762	*	*	*	*	*	*	64%
Female	71	762	758	760	*	*	21%	54%	15%	69%	62%
Male	67	762	752	750	*	*	18%	57%	16%	73%	53%
Economically Disadvantaged Students	36	757	747	740	*	*	*	*	*	69%	40%
Non-Economically Disadvantaged Students	102	764	759	765	*	*	*	*	*	72%	69%
Students with Disabilities	18	730	727	725	*	*	*	*	*	22%	25%
Students without Disabilities	120	767	760	761	*	*	*	*	*	78%	64%
English Learners	*	*	755	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	755	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	266	99.6	64.7	44.1	44.5	64.7	54.3	Met Target
White	195	99.5	65.1	47.3	54.1	65.1	54.3	Met Target
Hispanic	21	100.0	47.6	30.5	28.8	47.6	N	N
Black or African American	26	100.0	65.4	30.2	23.0	65.4	39.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	11	100.0	90.9	73.2	76.5	90.9	**	**
American Indian or Alaska Native	N	N	N	66.7	42.7	N	**	**
Two or More Races	13	100.0	61.5	46.9	53.3	61.5	**	**
Female	133	99.3	60.2	43.6	44.9	60.2		
Male	133	100.0	69.2	44.5	44.2	69.2		
Economically Disadvantaged Students	60	100.0	61.7	32.6	26.3	61.7	31.6	Met Target
Non-Economically Disadvantaged Students	206	99.5	65.5	48.8	54.9	65.5		
Students with Disabilities	37	100.0	40.5	*	17.4	40.5	20.2	Met Target
Students without Disabilities	229	99.6	68.6	*	50.0	68.6		
English Learners	14	100.0	50.0	*	25.0	50.0	**	**
Non-English Learners	252	99.6	65.5	*	46.5	65.5		
Homeless Students	*	*	*	26.5	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary
(15-3280-095)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	762	756	752	*	*	23%	54%	14%	68%	55%
White	90	762	758	760	*	*	22%	56%	13%	69%	66%
Hispanic	13	752	*	739	0%	*	*	*	*	54%	40%
Black or African American	13	761	*	735	0%	*	*	*	*	69%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	763	758	*	*	*	*	*	*	62%
Female	65	759	752	751	*	*	23%	*	*	65%	54%
Male	66	765	761	752	*	*	23%	*	*	71%	56%
Economically Disadvantaged Students	28	757	749	737	*	*	*	64%	0%	64%	37%
Non-Economically Disadvantaged Students	103	764	760	761	*	*	*	51%	17%	69%	67%
Students with Disabilities	19	757	736	731	*	*	*	*	*	58%	31%
Students without Disabilities	112	763	761	756	*	*	*	*	*	70%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

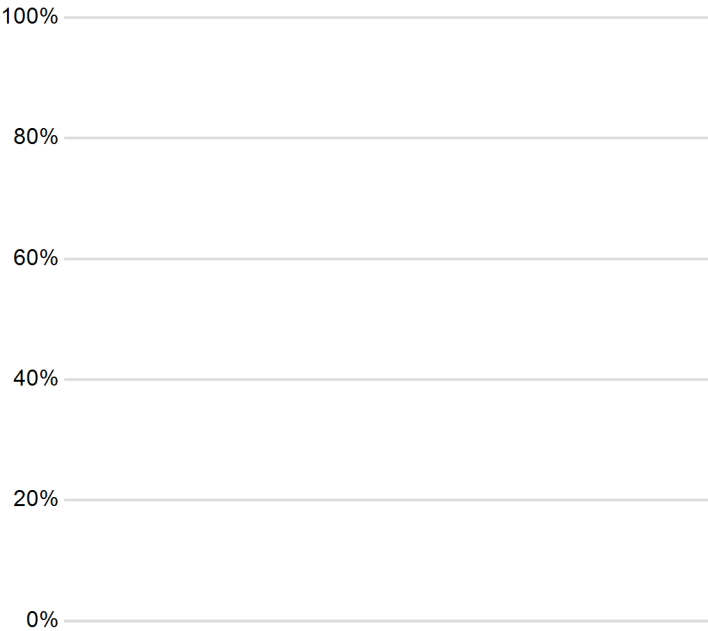| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	756	752	749	*	*	25%	52%	9%	62%	51%
White	105	759	756	757	*	*	27%	51%	11%	63%	62%
Hispanic	10	734	*	737	*	*	*	*	*	30%	36%
Black or African American	14	749	738	731	*	*	*	*	*	64%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	71	751	750	749	*	*	30%	*	*	55%	50%
Male	67	762	754	749	*	*	21%	*	*	69%	52%
Economically Disadvantaged Students	36	752	746	734	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	102	758	755	759	*	*	*	*	*	64%	63%
Students with Disabilities	18	722	724	726	*	*	*	*	*	22%	25%
Students without Disabilities	120	761	757	754	*	*	*	*	*	68%	56%
English Learners	*	*	750	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

Radix Elementary
(15-3280-095)
Grades Offered: PK-04
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	85.7%	14.3%
3-4	13	61.5%	38.5%
5 or more	*	*	*

Radix Elementary

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2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

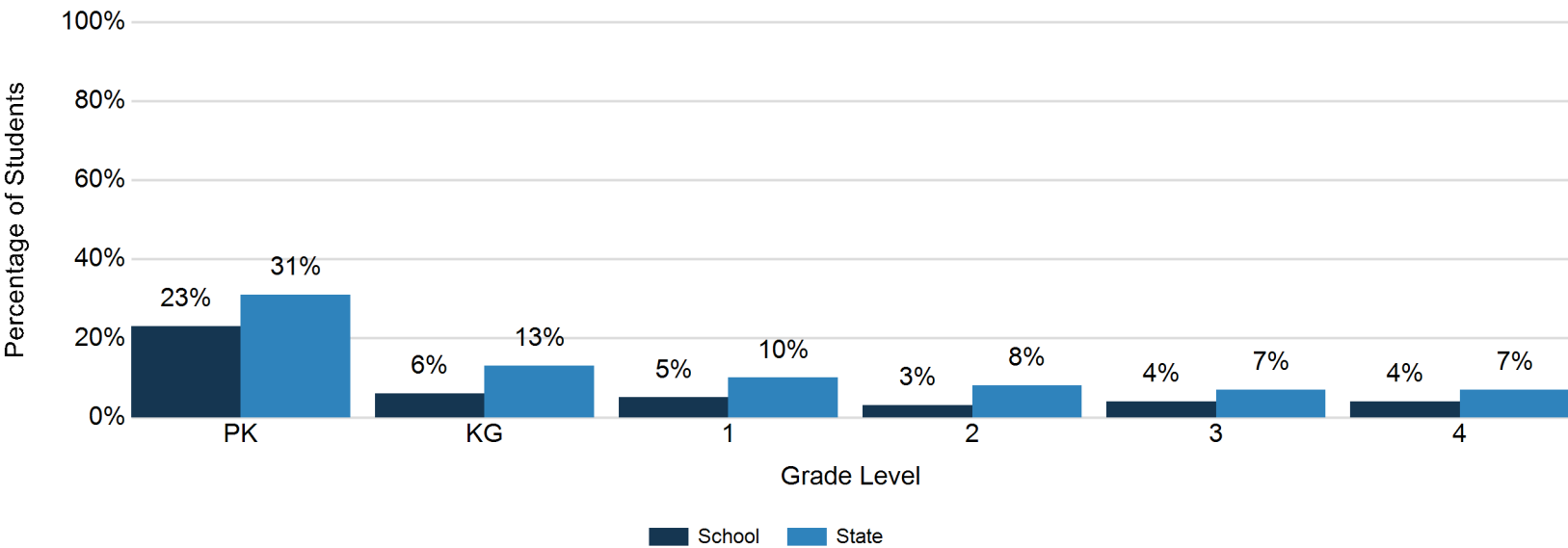| Student Group	% Level 1	% Level 2	% Level 3	% Level 4

Radix Elementary

(15-3280-095)

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2018-2019

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* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	4.3	9.2	Met
White	17	3.8	9.2	Met
Hispanic	2	3.4	9.2	Met
Black or African American	5	7.7	9.2	Met
Asian, Native Hawaiian, or Pacific	1	5.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.7	9.2	Met
Female	16	4.9		
Male	11	3.7		
Economically Disadvantaged Students	9	5.3	9.2	Met
Students with Disabilities	6	5.9	9.2	Met
English Learners	0	0	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

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NJ SCHOOL PERFORMANCE REPORT

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	23%	31%
KG	6%	13%
1	5%	10%
2	3%	8%
3	4%	7%
4	4%	7%

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary
(15-3280-095)
Grades Offered: PK-04
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:45 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	73.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	384:1	200:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

Radix Elementary

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Grades Offered: PK-04

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	98.1%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	1.9%	50.0%	51.6%	22.9%	45.1%
White	72.7%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 75%

Admin — N/A

Master's Degree

Teacher — 25%

Admin — 50%

Doctoral Degree

Teacher — 0%

Admin — 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%

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2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

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(15-3280-095)

Grades Offered: PK-04

2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.3%	72.0%	69.2%
Math Proficiency	51.2%	61.1%	64.7%
ELA Growth	37	58	46
Math Growth	65	67	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.2%	66.7%
Chronic Absenteeism	0.7%	4.8%	4.3%

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

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	N	N	**	**	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Radix Elementary
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School Narrative

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

Highlights:	• Full range of services from gifted students to those needed remediation. • Invention Convention provides opportunity for motivated students to use their creativity. • WIN (What I Need) a designated period of daily reading instruction meeting needs of all learners at their level.
Mission, Vision, Theme:	Our mission is to ensure ALL students meet academic goals, in an inclusive environment of respect and tolerance. Radix continues to be a school of character, boasting a Bucket Filling philosophy, based on the book, "How Full is Your Bucket?" Paintings and "bucket-filling" messages can be seen throughout the school, reminding everyone that making good choices and caring about others foster a positive school climate.
Awards, Recognition, Accomplishments:	Radix was recognized as a 2019 National Blue Ribbon School of Excellence for its strong performance on our state assessment. We have a teacher acknowledged by the district and county as "Teacher of the Year." There is also a monthly program recognizing Students, Safeties, and Student Council Members of the month.

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Courses, Curriculum, Instruction:	Our basal reading program is Wonders; Fundations (PK-2) is the primary phonics program. We use My Math (K-4). Research-based programs (Wilson, ST Math) support RTI interventions. Grades 1-4 have Art, Music, Library and H/PE classes each week. A Gifted and Talented program provides enrichment to identified students in grades 2-4. Grades 3 & 4 had 1:1 computers, and all others had access. Computer apps were used to support instruction (Wixie, ALEX, ExactPath, Razz-kids, LinkIt, Kahoot, etc.)
Clubs and Activities:	The following clubs are offered as excurricular opportunities for our students in grades 3 & 4: Art Club, SAVE (environmental) Club, Student Council, Safety Patrol, Character Ed Club (students serve as mentors to younger peers), Helping Hands (students assist teachers). All students and parents are invited to participate in the PE/Running Club, and/or the Radix Caring Kids Club- a service club.

Radix Elementary

(15-3280-095)

Grades Offered: PK-04

2018-2019

School Narrative

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Before and After School Programs:	An outside agency, Kids Choice, provides before and after school care for working parents. Students spend that time in our All Purpose Room.
Staff and Professional Learning:	In house PD occurs frequently: grade-level meetings provide time for data analysis; faculty meetings focused on enhancing student executive functioning and on effective learning activities, and well as RTI. Teachers are encouraged to participate in self-selected PD both in district and out.

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Student Supports and Services:	Full array of student support services: A full-time ELL ; 3 full time and 4 part-time Basic Skills teachers for struggling learners; Co-teach classes for Students with disabilities; plus OT, PT, counseling and Speech. A full time school counselor addresses social/emotional needs of students. I & RS provides interventions: class strategies, tutoring, parent communication, etc. Also, many paraprofessionals offer student support in various settings.
Student Health and Wellness:	During opening assemblies, students were asked to make healthy food choices at lunch, focusing on "brain food." Weekly, students have Health & PE twice, plus TDPE for 70 min. PE/Running Club optional for students and families to promote healthy living. During the annual Week of Respect, we focus on respecting self and others. We also had: Move & Groove -A-Thon, Fitness Testing, Nutrition lessons hosted by our Food Service Compay, Drug & Safety Awareness, Field Day, and a Fun Run.
Parent and Community Involvement:	Radix has a large parent presence, with many volunteers who support the school community. The principal hosts bi-monthly PACE meetings (PArents Caring about Education) on Saturday mornings, to discuss school climate and the school community. An active PTA sponsors many events annually: ice-cream social, Halloween party, Candy Bar Bingo, Tricky Tray, Book Fair, Spring Fair, etc. They also conduct monthly meetings, and run multiple fund-raisers.

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Facilities:	Radix was build in 1980, with 2 additions since, a gym and a K/PK wing. There are 44 classrooms. Our All Purpose Room serves as our cafeteria, as well as our auditorium with a stage for assemblies and student performances. We boast a large and interactive Media Center, as well as a computer lab for class lessons and teacher trainings. Plus, there is a related services room for OT and PT.

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School Narrative

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

Technology and STEM:	Each student, PK-4, has access to a computer in a 1:1 ratio. Technology is infused throughout the curriculum, supporting students in all content areas, and at all levels (ie: ST Math, Learning Ally for our special needs students, Exact Path, Google Classroom, Wixie, etc.) Each year there is a STEM day, when all students engage in an engineering project.

Whitehall Elementary School
(15-3280-100)
Grades Offered: KG-04
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Mrs. Joanne Rumpf
Address	161 WHITEHALL RD WILLIAMSTOWN, NJ 08094-9201
Phone Number	856-728-8782
Email Address	Jrumpf@monroetwp.k12.nj.us
Website	https://wes.monroetwp.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School
(15-3280-100)
Grades Offered: KG-04
2018-2019

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	68	50	47
1	72	80	62
2	86	76	77
3	85	84	83
4	87	78	90
Total	398	368	359

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.5%	44.8%	47.1%
Male	56.5%	55.2%	52.9%
Economically Disadvantaged Students	32.4%	31.5%	41.2%
Students with Disabilities	15.6%	15.8%	15.9%
English Learners	0.3%	0.0%	0.0%
Homeless Students	0.8%	1.1%	3.6%
Students in Foster Care	2.0%	1.9%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.1%	67.7%	67.1%
Hispanic	7.5%	7.1%	9.5%
Black or African American	13.6%	15.2%	13.1%
Asian	3.0%	2.4%	2.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.8%	7.6%	7.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	68	50	47
KG - Full Day	0	0	0

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.
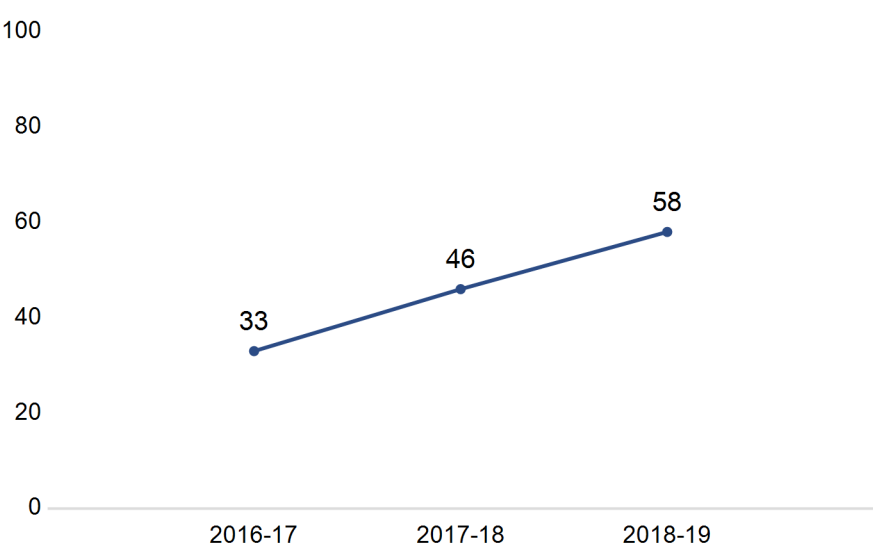
Home Language	% of Students
English	99.7%
Other Languages	0.3%

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School
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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33	46	58	52.5	26	58
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	46	50	Met Standard	58	44	50	Met Standard
White	59	48	50	Met Standard	55.5	46	52	Met Standard
Hispanic	*	41	49	**	*	42	47	**
Black or African American	44	44	45	**	58	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	57.5	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	36.5	49	**	*	36	52	**
Female	61.5	46	53	N	46	43	50	N
Male	55	46.5	47	N	68	46	51	N
Economically Disadvantaged Students	59	44	48	Met Standard	59	39	46	Met Standard
Students with Disabilities	64.5	38	43	**	72	41	45	**
English Learners	N	24	52	**	N	20	50	**
Homeless Students	*	49	43	N	*	35	44	N
Students in Foster Care	N	33	42	N	N	41.5	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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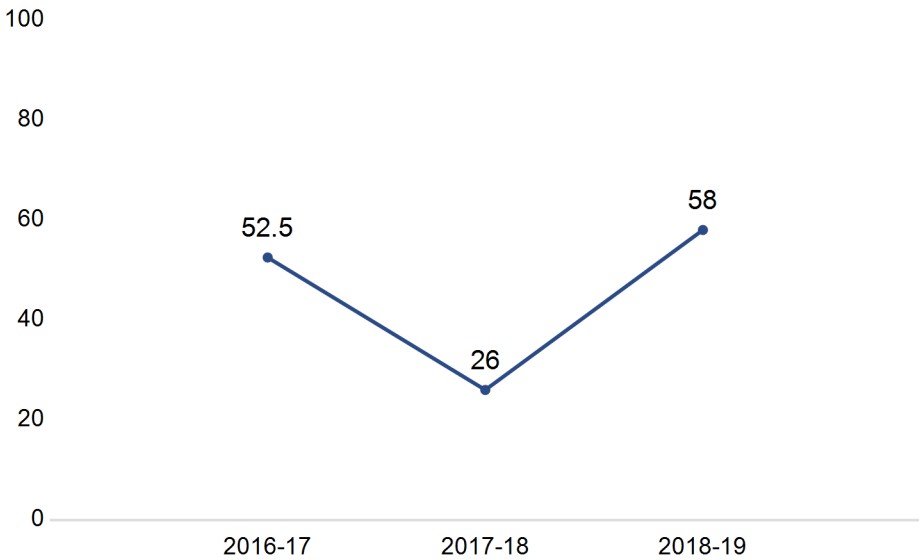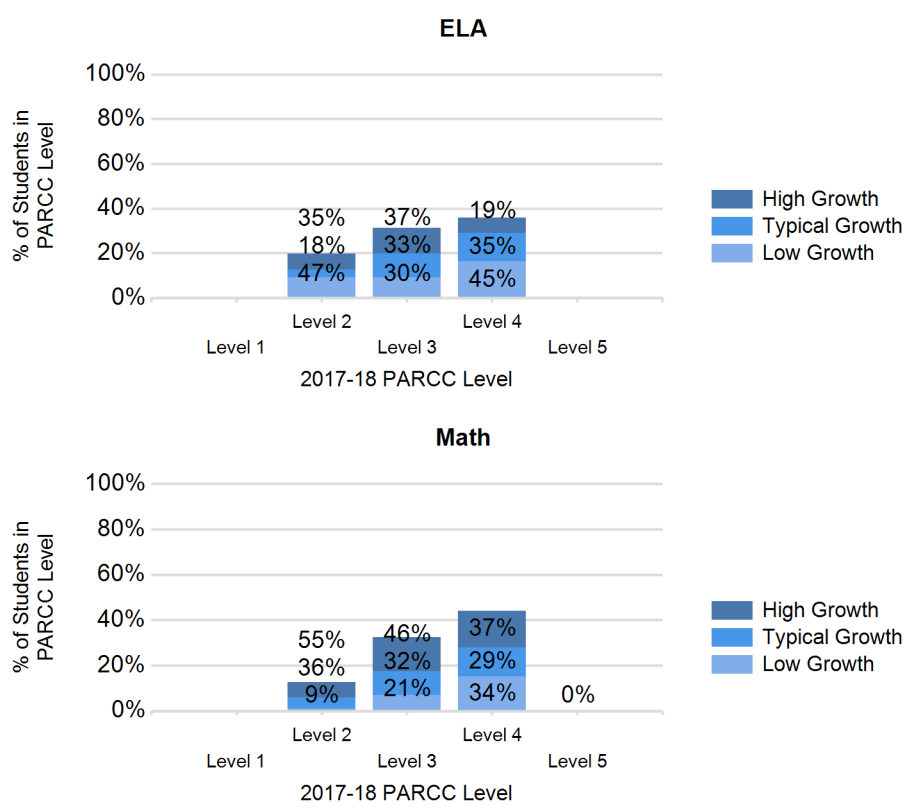† This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — High Growth, Typical Growth, Low Growth
Level 2: 35%, 18%, 47%
Level 3: 37%, 33%, 30%
Level 4: 19%, 35%, 45%
2017-18 PARCC Level

Math — High Growth, Typical Growth, Low Growth
Level 2: 55%, 36%, 9%
Level 3: 46%, 32%, 21%
Level 4: 37%, 29%, 34%
Level 5: 0%
2017-18 PARCC Level

Student Growth by Grade

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

ELA
Grade 4: Typical 57.5

Math
Grade 4: Typical 57.5

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Whitehall Elementary School

(15-3280-100)

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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

2016-17: 57.2%
2017-18: 46.6%
2018-19: 50.6%

Math Proficiency Rate for Federal Accountability

2016-17: 69.0%
2017-18: 47.2%
2018-19: 63.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	100.0%	98.8%	98.8%	100.0%	98.8%
Proficiency Rate for Federal Accountability	57.2%	46.6%	50.6%	69.0%	47.2%	63.1%
Annual Target	61.0%	62.0%	63.0%	67.6%	68.2%	68.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
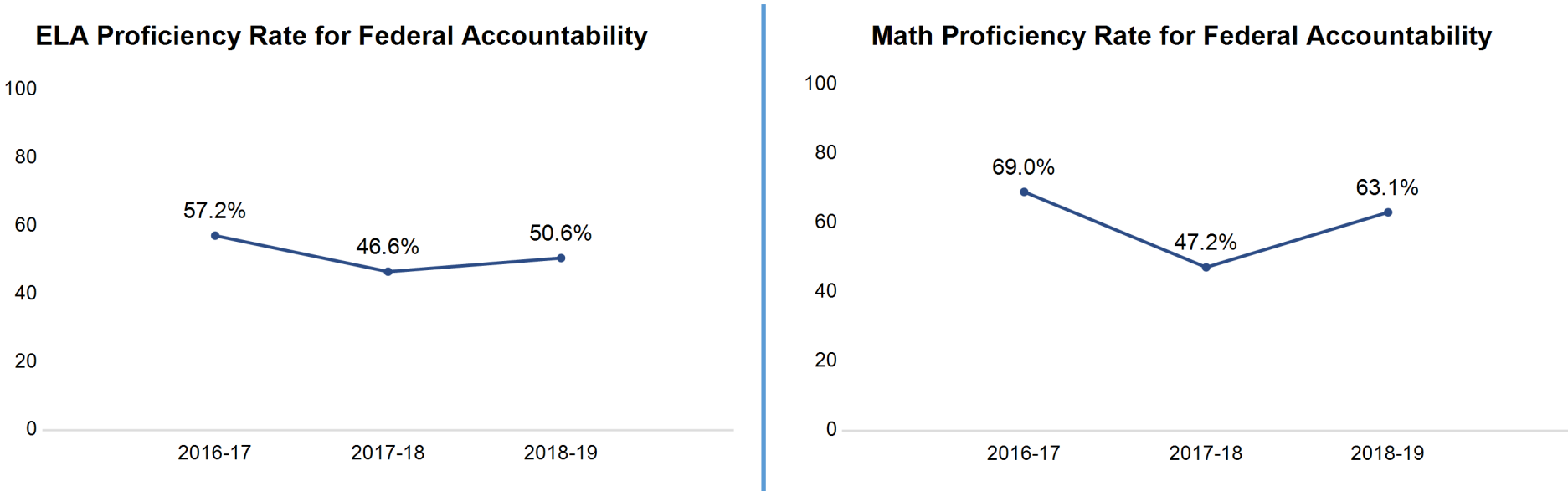
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	160	98.8	50.6	54.9	57.9	50.6	63	Not Met
White	114	98.3	55.3	57.5	66.9	55.3	66.1	Not Met
Hispanic	12	100.0	16.7	42.0	43.9	16.7	**	**
Black or African American	21	100.0	28.6	46.2	38.5	28.6	58.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	50.0	56.0	N	**	**
Two or More Races	*	*	*	55.4	64.4	*	**	**
Female	75	100.0	60.0	61.6	64.8	60.0		
Male	85	97.8	42.4	48.6	51.3	42.4		
Economically Disadvantaged Students	59	98.4	45.8	43.6	40.0	45.8	53.3	Met Target†
Non-Economically Disadvantaged Students	101	99.1	53.5	59.7	67.9	53.5		
Students with Disabilities	27	96.8	25.9	21.5	22.7	25.9	28.2	Met Target†
Students without Disabilities	133	99.3	55.6	62.5	65.1	55.6		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	160	98.8	50.6	*	60.6	50.6		
Homeless Students	*	*	*	28.9	29.1	*		
Students In Foster Care	N	N	N	26.9	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

	Grade 3	Grade 4
2016-2017	45%	67%
2017-2018	40%	55%
2018-2019	42%	55%

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School
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2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	743	752	748	16%	16%	25%	*	*	42%	50%
White	50	743	754	757	*	*	24%	*	*	48%	60%
Hispanic	10	714	*	734	*	*	*	*	*	*	36%
Black or African American	11	743	*	731	*	*	*	*	*	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	762	756	*	*	*	*	*	*	58%
Female	36	753	755	753	*	*	*	*	*	56%	55%
Male	43	735	750	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	25	738	744	731	*	*	*	*	*	36%	33%
Non-Economically Disadvantaged Students	54	746	756	759	*	*	*	*	*	44%	61%
Students with Disabilities	15	703	727	719	*	*	0%	*	*	13%	24%
Students without Disabilities	64	753	758	754	*	*	31%	*	*	48%	56%
English Learners	N	N	723	713	N	N	N	N	N	N	17%
Non-English Learners	79	743	753	751	16%	16%	25%	*	*	42%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	751	755	755	*	20%	20%	*	*	55%	57%
White	66	752	758	763	*	18%	18%	*	*	59%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	11	731	743	739	*	*	*	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	761	762	*	*	*	*	*	*	64%
Female	40	759	758	760	*	*	*	*	*	63%	62%
Male	47	745	752	750	*	*	*	*	*	49%	53%
Economically Disadvantaged Students	35	749	747	740	*	*	*	*	*	51%	40%
Non-Economically Disadvantaged Students	52	753	759	765	*	*	*	*	*	58%	69%
Students with Disabilities	14	739	727	725	*	*	*	*	*	36%	25%
Students without Disabilities	73	754	760	761	*	*	*	*	*	59%	64%
English Learners	N	N	755	720	N	N	N	N	N	N	17%
Non-English Learners	87	751	755	758	*	20%	20%	*	*	55%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	160	98.8	63.1	44.1	44.5	63.1	68.9	Met Target†
White	114	98.3	65.8	47.3	54.1	65.8	71.3	Met Target†
Hispanic	12	100.0	33.3	30.5	28.8	33.3	**	**
Black or African American	21	100.0	47.6	30.2	23.0	47.6	65.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	66.7	42.7	N	**	**
Two or More Races	*	*	*	46.9	53.3	*	**	**
Female	75	100.0	62.7	43.6	44.9	62.7		
Male	85	97.8	63.5	44.5	44.2	63.5		
Economically Disadvantaged Students	59	98.4	61.0	32.6	26.3	61.0	60.2	Met Target
Non-Economically Disadvantaged Students	101	99.1	64.4	48.8	54.9	64.4		
Students with Disabilities	27	96.8	29.6	*	17.4	29.6	40.5	Met Target†
Students without Disabilities	133	99.3	69.9	*	50.0	69.9		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	160	98.8	63.1	*	46.5	63.1		
Homeless Students	*	*	*	26.5	17.1	*		
Students In Foster Care	N	N	N	20.0	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

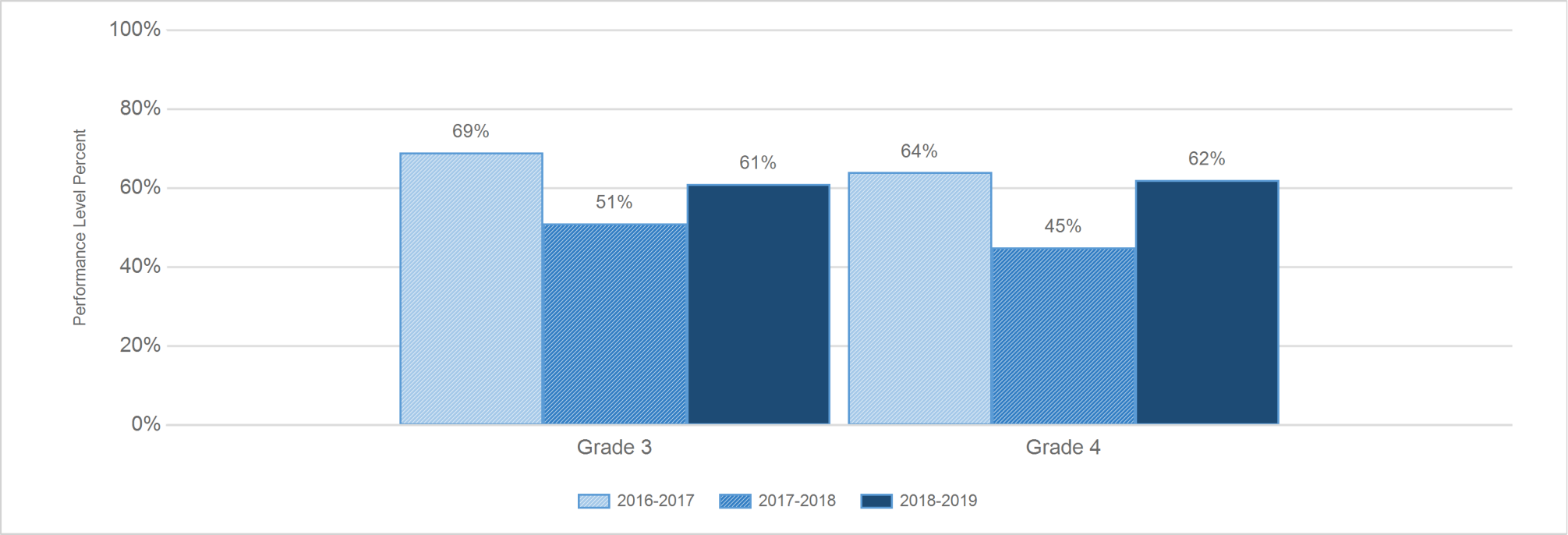† Target was met within a confidence interval.

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	753	756	752	*	*	24%	*	*	61%	55%
White	50	752	758	760	*	*	22%	*	*	60%	66%
Hispanic	10	737	*	739	*	0%	*	*	*	40%	40%
Black or African American	11	753	*	735	*	0%	*	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	763	758	*	*	*	*	*	*	62%
Female	36	753	752	751	*	*	*	*	*	64%	54%
Male	43	753	761	752	*	*	*	*	*	58%	56%
Economically Disadvantaged Students	25	742	749	737	*	*	*	*	*	48%	37%
Non-Economically Disadvantaged Students	54	758	760	761	*	*	*	*	*	67%	67%
Students with Disabilities	15	715	736	731	*	*	*	*	*	20%	31%
Students without Disabilities	64	762	761	756	*	*	*	*	*	70%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	79	753	*	754	*	*	24%	*	*	61%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

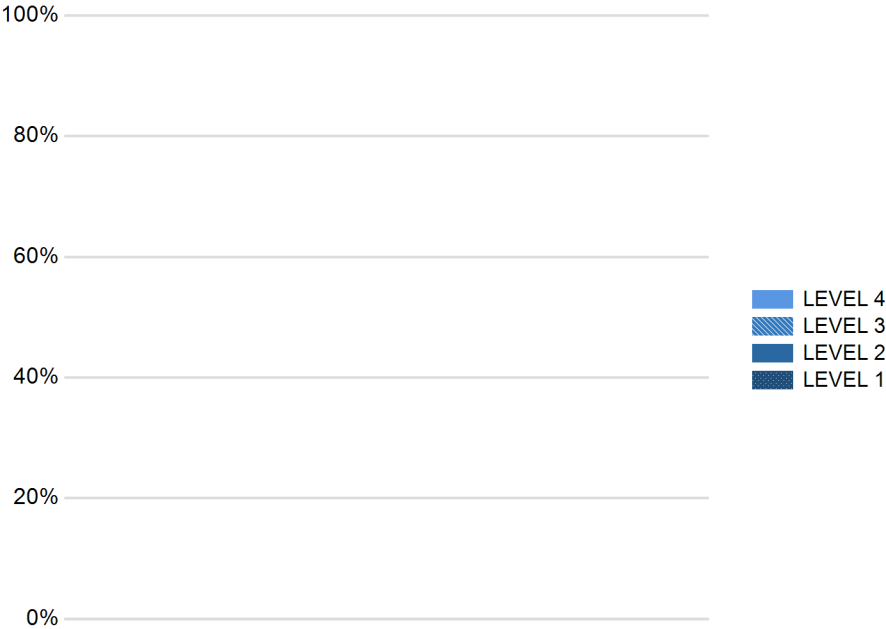| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	753	752	749	*	15%	21%	*	*	62%	51%
White	66	755	756	757	*	*	18%	*	*	68%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	11	736	738	731	0%	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	40	751	750	749	*	*	*	*	*	60%	50%
Male	47	755	754	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	35	756	746	734	*	*	*	*	*	69%	32%
Non-Economically Disadvantaged Students	52	751	755	759	*	*	*	*	*	58%	63%
Students with Disabilities	14	742	724	726	*	*	*	*	*	36%	25%
Students without Disabilities	73	755	757	754	*	*	*	*	*	67%	56%
English Learners	N	N	750	722	N	N	N	N	N	N	18%
Non-English Learners	87	753	752	751	*	15%	21%	*	*	62%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

Whitehall Elementary School
(15-3280-100)
Grades Offered: KG-04
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.
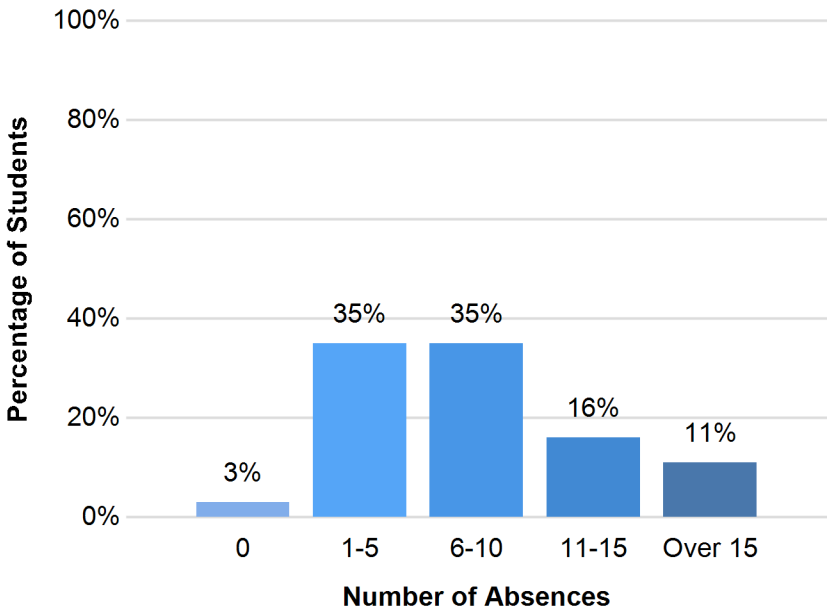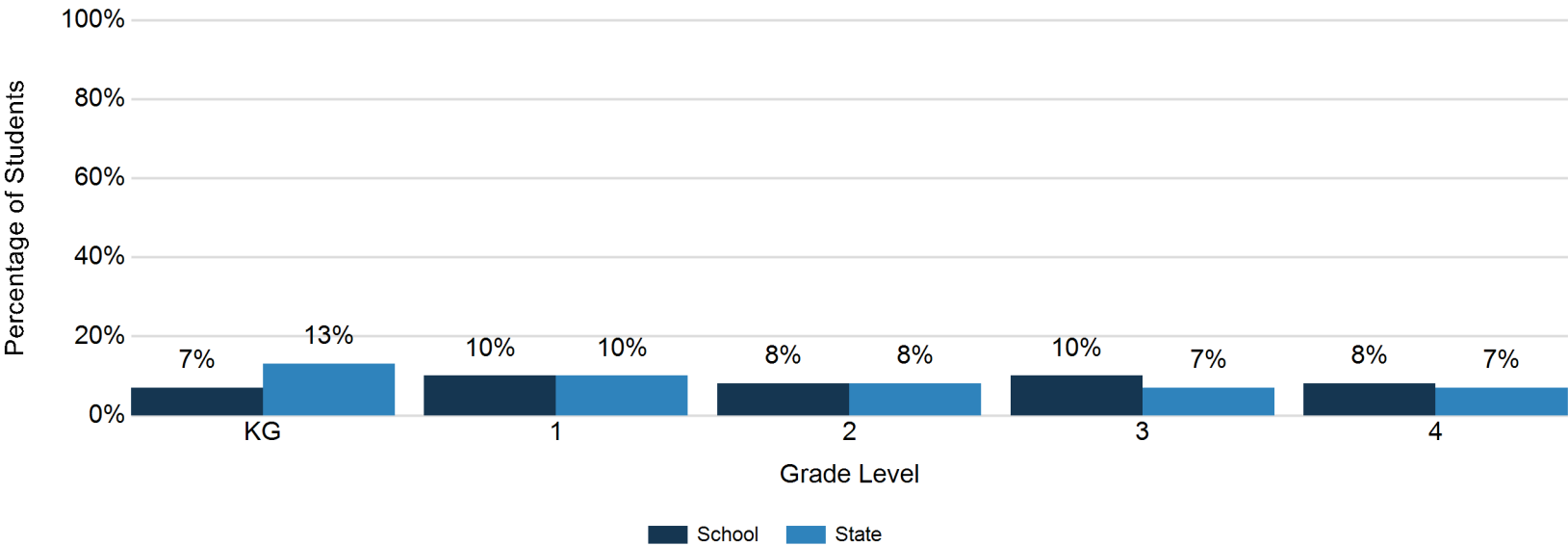
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	8.4	9.2	Met
White	19	7.9	9.2	Met
Hispanic	2	5.9	9.2	Met
Black or African American	5	10.4	9.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	16.7	9.2	Not Met
Female	12	7.1		
Male	18	9.5		
Economically Disadvantaged Students	23	15.6	9.2	Not Met
Students with Disabilities	11	18.6	9.2	Not Met
English Learners	N	N	N	N
Homeless Students	6	46.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Bar graph — Percentage of Students vs. Number of Absences:
- 0: 3%
- 1-5: 35%
- 6-10: 35%
- 11-15: 16%
- Over 15: 11%

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	47
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	13.37

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	10	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
33

20

Whitehall Elementary School
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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	84.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	359:1	200:1
Teachers to Administrators	32:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

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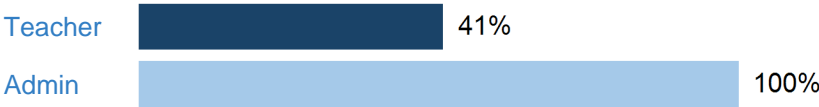
Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	96.9%	100.0%	48.4%	77.1%	54.9%
Male	52.9%	3.1%	0.0%	51.6%	22.9%	45.1%
White	67.1%	96.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.1%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   59%
Admin   N/A

Master's Degree

Teacher   41%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%

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2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.2%	46.6%	50.6%
Math Proficiency	69.0%	47.2%	63.1%
ELA Growth	33	46	58
Math Growth	52	26	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	3.5%	7.3%	8.4%

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

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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Met Standard	Met Standard	N	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	Not Met	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

	Mission, Vision, Theme:	Whitehall Elementary School, "The Little School with the Big Heart", is committed to meeting the individual needs of our students because we believe all children can learn. Students are treated as individuals with respect and compassion. By providing a safe and secure environment, our students enjoy the process of learning while acquiring skills necessary to become lifelong learners and productive citizens in the 21st century.
	Awards, Recognition, Accomplishments:	Whitehall earned national recognition in 2000 by becoming the first school in Gloucester County to receive the federally awarded national Blue Ribbon School of Excellence Award. This honor is based on academic excellence, teaching excellence, and community involvement.

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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Courses, Curriculum, Instruction:	McGraw Hill Wonders Reading Series helps students develop reading skills, analyze, summarize, and think critically. Fundations is used in K-2 to develop phonemic awareness and decoding skills. Writing is integrated throughout the curriculum. McGraw Hill: My Math is used in K-4 to develop a strong basic number sense, using hands-on exploration and problem solving strategies, while infusing technology daily. TCI: Bring Science Alive, is a web-based science program we use that incorporates hands-on science experiments.
Clubs and Activities:	We offer chorus, safety patrol, student council, and a Character Education club. In the area of character education and the need to teach children to stop bullying, we incorporate the Olweus Anti-Bullying Program. Many of our 3rd and 4th grade students participate in these activities. The "Wake Up Whitehall" television station is a 4th grade student run endeavor that broadcasts daily information to the entire student body by way of the classroom televisions.

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

School Narrative

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Before and After School Programs:	We offer a before and after school program entitled "Kids Choice" for a subcontracted childcare program that is funded by a per diem tuition. Food and activities are available for every school day.
Staff and Professional Learning:	Our faculty actively pursues graduate courses and off-site workshops. These learning opportunities permit staff to stay current on new techniques and strategies to improve student learning. In addition, our staff serves on a variety of school and district committees. The Whitehall Pupil Intervention and Referral Services committee and School Climate Committee highlight a few of the building level activities, which support our faculty's educational commitment to the district.

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School
(15-3280-100)
Grades Offered: KG-04
2018-2019

School Narrative

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

Student Supports and Services:	RTI has been implemented this school year beginning with our kindergarten and first grade students. This multi-tiered system provides intensive instruction to the neediest population of students in each grade level. We also have co-teach classrooms at each grade level to support special education students in the least restrictive environment possible for their needs.
Student Health and Wellness:	Our school offers a nutritional breakfast and lunch program for all students. Health and wellness is infused throughout the physical education program. Teachers have students involved in Teacher P.E. on a weekly basis in addition to the two sessions of gym the students receive weekly. Recess for students K-4 is provided five days a week. We encourage students to make healthy choices with additional yearly programs such as our Dance-A-Thon for Technology.
Parent and Community Involvement:	A dedicated and active Parent Teacher Organization supports our school with programs such as a Thanksgiving Feast, Book Fairs, Dance-a-thon for Technology, Halloween Fun Night, Tricky Tray, Fair Day, and other educational initiatives. We are dedicated to involving parents as evidenced by our programs of parent volunteers who assist during the school day. We also offer a morning program funded by grants that promotes family entitled "All Pro Parents".

NJ SCHOOL PERFORMANCE REPORT

Whitehall Elementary School

(15-3280-100)

Grades Offered: KG-04

2018-2019

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School Narrative

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

Facilities:	Constructed in 1967 with various additions over the years, Whitehall ES is a single story brick building complete with gym, all purpose room, library and classrooms supporting a student population of 370 with faculty/staff/support personnel of about 56. The Building is situated on 14 acres that included a large, mulched playground and wide open spaces for general purpose use. Grade levels are kindergarten through 4th. grade.

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Mr. Angelo Destefano
Address	700 N TUCKAHOE RD WILLIAMSTOWN, NJ 08094-8827
Phone Number	856-262-8200
Email Address	adestefano@monroetwp.k12.nj.us
Website	https://whs.monroetwp.k12.nj.us/
Twitter	https://twitter.com/WilliamstownHS

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	448	476	428
10	468	438	471
11	487	466	417
12	416	477	465
Total	1,819	1,857	1,781

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.0%	48.1%	48.7%
Male	52.0%	51.9%	51.3%
Economically Disadvantaged Students	31.2%	29.1%	28.7%
Students with Disabilities	15.7%	16.3%	15.8%
English Learners	0.4%	0.7%	0.6%
Homeless Students	1.0%	1.1%	1.5%
Students in Foster Care	0.5%	0.5%	0.8%
Military-Connected Students	0.1%	0.1%	0.0%
Migrant Students	0.1%	0.1%	0.1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	66.6%	67.2%	67.0%
Hispanic	7.8%	8.2%	8.3%
Black or African American	20.3%	18.8%	18.7%
Asian	3.5%	3.2%	3.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.3%	0.4%
Two or More Races	1.5%	2.2%	2.1%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,818	1,857	1,781
Shared Time Students	1	0	0
Full Time Equivalent	1,819	1,857	1,781

Enrollment by Home Language

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

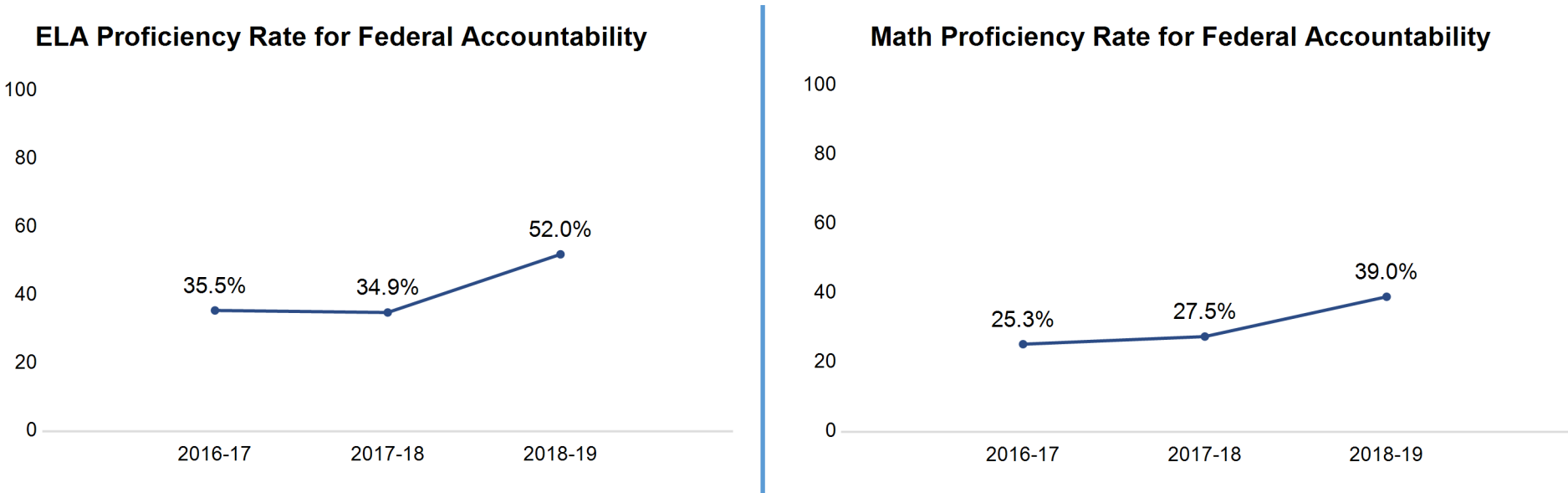| Home Language	% of Students
English	99.3%
Other Languages	0.7%

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 35.5%
- 2017-18: 34.9%
- 2018-19: 52.0%

Math Proficiency Rate for Federal Accountability

- 2016-17: 25.3%
- 2017-18: 27.5%
- 2018-19: 39.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	98.0%	97.8%	98.4%	98.2%	96.1%
Proficiency Rate for Federal Accountability	35.5%	34.9%	52.0%	25.3%	27.5%	39.0%
Annual Target	31.1%	33.6%	36.2%	27.8%	30.5%	33.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

4

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	869	97.8	52.0	54.9	57.9	52.0	36.2	Met Target
White	583	98.7	52.5	57.5	66.9	52.5	36.9	Met Target
Hispanic	72	93.7	38.9	42.0	43.9	38.8	34.8	Met Target
Black or African American	155	95.8	49.0	46.2	38.5	49.0	32.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	84.8	80.2	82.9	84.8	52.9	Met Goal
American Indian or Alaska Native	*	*	*	50.0	56.0	*	**	**
Two or More Races	*	*	*	55.4	64.4	*	26.7	Met Target
Female	426	97.7	60.8	61.6	64.8	60.8		
Male	443	97.8	43.6	48.6	51.3	43.6		
Economically Disadvantaged Students	250	95.3	39.2	43.6	40.0	39.2	25.9	Met Target
Non-Economically Disadvantaged Students	619	98.9	57.2	59.7	67.9	57.2		
Students with Disabilities	129	93.7	12.4	21.5	22.7	12.3	16.8	Met Target†
Students without Disabilities	740	98.6	58.9	62.5	65.1	58.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	10	91.7	20.0	28.9	29.1	19.0		
Students In Foster Care	*	*	*	26.9	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
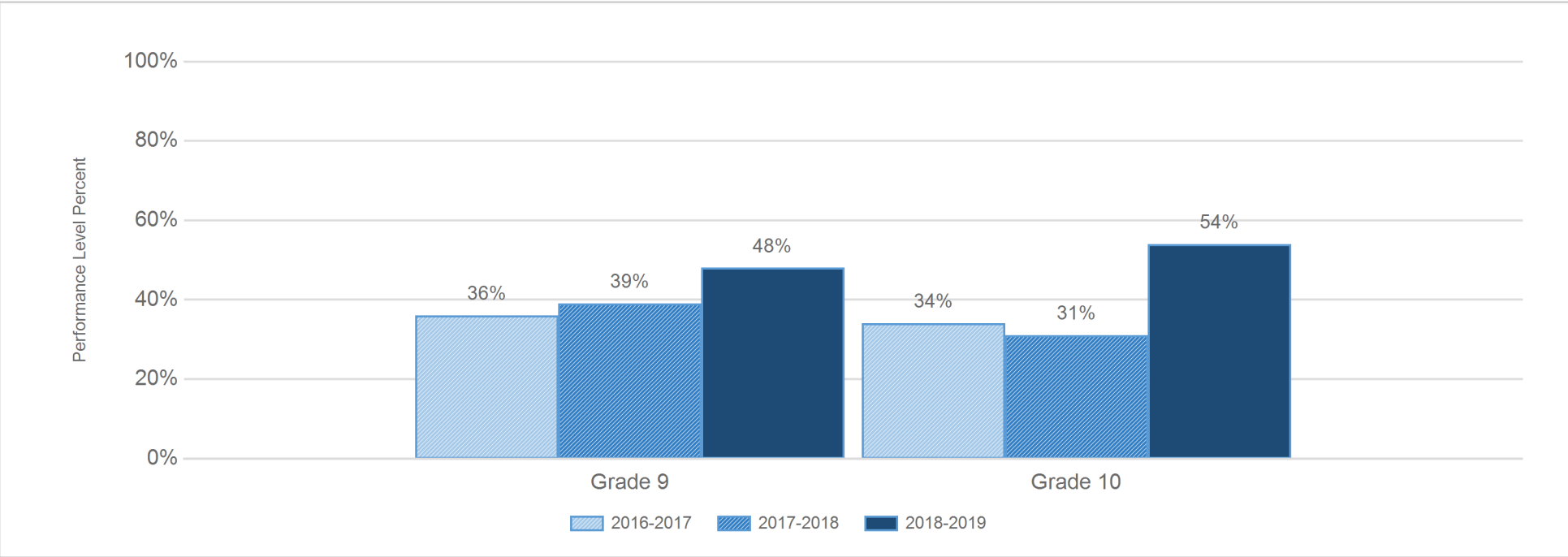
NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 9: 2016-2017 36%, 2017-2018 39%, 2018-2019 48%
Grade 10: 2016-2017 34%, 2017-2018 31%, 2018-2019 54%

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	422	748	748	753	6%	16%	29%	39%	9%	48%	56%
White	272	749	749	762	5%	15%	32%	40%	8%	48%	65%
Hispanic	41	734	734	737	*	*	29%	*	*	37%	40%
Black or African American	78	745	745	732	*	17%	27%	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	17	771	771	783	0%	*	*	*	*	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	218	754	754	760	6%	10%	28%	44%	13%	56%	63%
Male	204	741	741	746	7%	23%	30%	35%	5%	40%	49%
Economically Disadvantaged Students	134	736	736	734	13%	22%	30%	*	*	36%	36%
Non-Economically Disadvantaged Students	288	754	754	762	3%	13%	29%	*	*	54%	65%
Students with Disabilities	58	713	713	717	*	29%	24%	*	*	14%	17%
Students without Disabilities	364	754	754	760	*	14%	30%	*	*	54%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	460	751	751	757	13%	14%	19%	40%	14%	54%	58%
White	317	752	752	767	13%	13%	19%	41%	15%	56%	67%
Hispanic	33	739	739	738	*	*	*	*	*	42%	43%
Black or African American	82	746	746	733	13%	17%	20%	37%	13%	50%	38%
Asian, Native Hawaiian, or Pacific Islander	17	775	775	792	*	*	*	*	*	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	215	761	761	766	9%	10%	17%	43%	21%	64%	66%
Male	245	742	742	749	16%	17%	21%	38%	8%	46%	51%
Economically Disadvantaged Students	126	734	734	735	24%	13%	21%	*	*	41%	40%
Non-Economically Disadvantaged Students	334	757	757	767	8%	14%	18%	*	*	59%	67%
Students with Disabilities	74	704	704	711	*	*	*	*	*	*	19%
Students without Disabilities	386	760	760	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	775	96.1	39.0	44.1	44.5	39.0	33.2	Met Target
White	527	97.1	41.4	47.3	54.1	41.4	35	Met Target
Hispanic	56	89.2	23.2	30.5	28.8	22.1	21.9	Met Target
Black or African American	136	94.6	26.5	30.2	23.0	26.5	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	100.0	69.7	73.2	76.5	69.7	44.6	Met Target
American Indian or Alaska Native	*	*	*	66.7	42.7	*	**	**
Two or More Races	*	*	*	46.9	53.3	*	N	N
Female	382	96.5	40.8	43.6	44.9	40.8		
Male	393	95.7	37.2	44.5	44.2	37.2		
Economically Disadvantaged Students	193	91.4	24.4	32.6	26.3	23.4	25.6	Met Target†
Non-Economically Disadvantaged Students	582	97.8	43.8	48.8	54.9	43.8		
Students with Disabilities	85	86.4	*	*	17.4	*	21.4	Not Met
Students without Disabilities	690	97.5	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	26.5	17.1	*		
Students In Foster Care	*	*	*	20.0	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
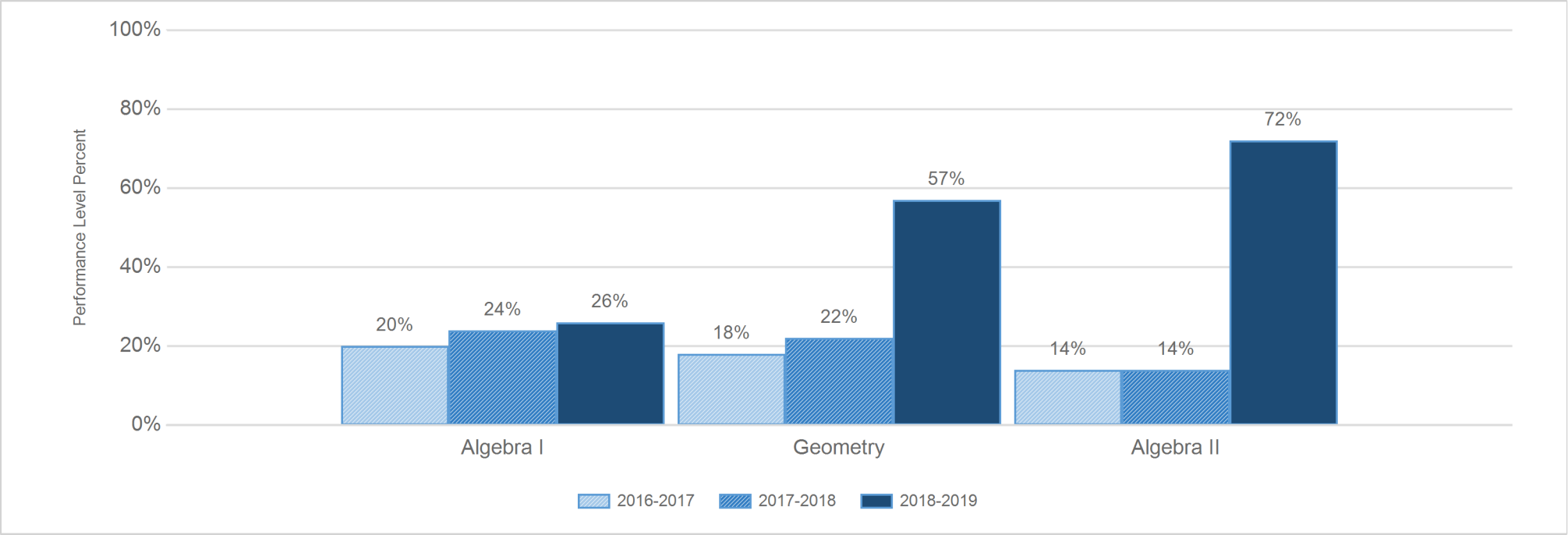
NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	508	734	741	744	7%	27%	40%	26%	0%	26%	42%
White	336	736	743	752	7%	23%	41%	30%	0%	30%	53%
Hispanic	47	725	*	728	*	38%	34%	*	*	13%	24%
Black or African American	92	728	*	725	*	33%	45%	*	*	14%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	247	734	741	745	6%	29%	38%	27%	0%	27%	44%
Male	261	734	742	743	9%	24%	41%	26%	0%	26%	41%
Economically Disadvantaged Students	156	728	*	727	12%	34%	35%	19%	0%	19%	23%
Non-Economically Disadvantaged Students	352	737	*	752	5%	23%	42%	29%	0%	29%	52%
Students with Disabilities	73	716	*	717	*	*	*	*	*	*	12%
Students without Disabilities	435	737	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	202	752	752	737	*	*	31%	46%	11%	57%	35%
White	136	752	752	743	*	*	32%	49%	8%	57%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	43	744	744	720	*	*	35%	*	*	44%	14%
Asian, Native Hawaiian, or Pacific Islander	12	775	775	762	0%	0%	*	*	*	92%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	95	753	753	738	*	*	28%	*	*	60%	36%
Male	107	751	751	736	*	*	34%	*	*	54%	34%
Economically Disadvantaged Students	38	742	742	722	*	*	47%	*	*	37%	16%
Non-Economically Disadvantaged Students	164	755	755	743	*	*	27%	*	*	62%	43%
Students with Disabilities	15	717	717	712	*	*	*	*	*	13%	*
Students without Disabilities	187	755	755	741	*	*	*	*	*	60%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	202	752	752	738	*	*	31%	46%	11%	57%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	759	759	755	*	*	17%	*	*	72%	58%
White	59	760	760	758	*	*	19%	*	*	71%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	45	758	758	752	*	*	*	*	*	73%	55%
Male	31	761	761	758	*	*	*	*	*	71%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	76	759	759	756	*	*	17%	*	*	72%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	76	759	759	755	*	*	17%	*	*	72%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Williamstown High School
(15-3280-050)
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
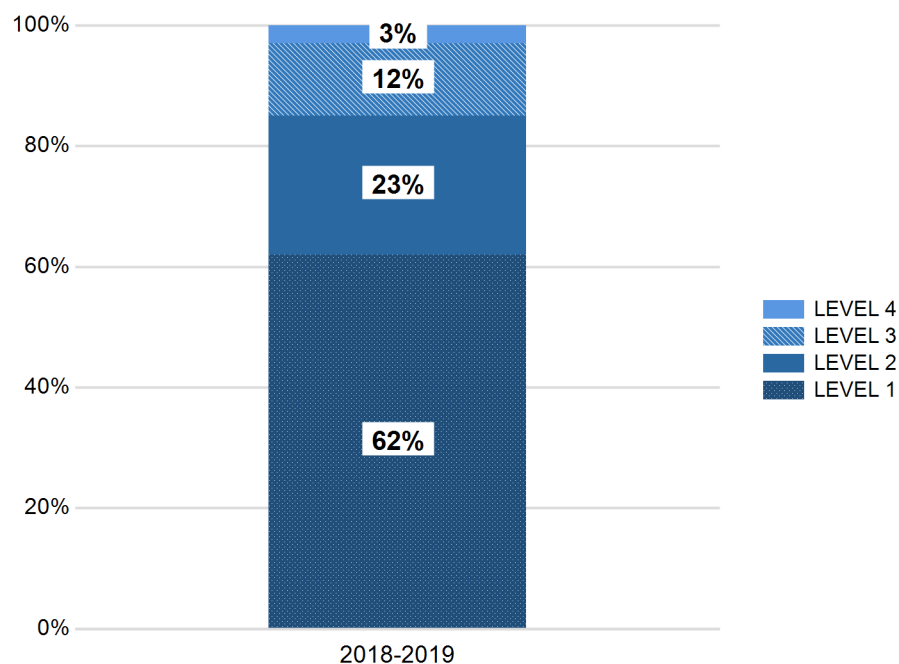
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

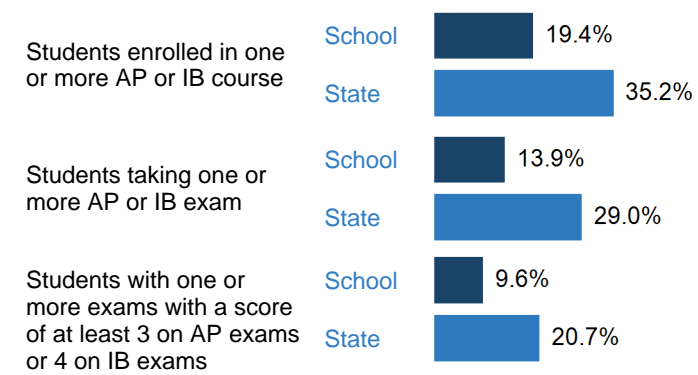| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	23	12	3
White	61	23	12	4
Hispanic	68	27	5	0
Black or African American	72	18	10	0
Asian, Native Hawaiian, or Pacific Islander	17	42	33	8
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	58	28	12	2
Male	66	18	12	4
Economically Disadvantaged Students	71	21	7	1
Non-Economically Disadvantaged Students	59	24	13	3
Students with Disabilities	85	9	4	2
Students without Disabilities	59	25	13	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Williamstown High School
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	65.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	8.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	456	476	Grade 10: 430 Grade 11: 460	55%	61%
PSAT 10/NMSQT - Math	453	477	Grade 10: 480 Grade 11: 510	33%	43%
SAT - Reading and Writing	534	539	480	76%	70%
SAT - Math	529	541	530	48%	53%
ACT - Reading	21	25	22	38%	66%
ACT - English	20	24	18	67%	81%
ACT - Math	20	24	22	33%	65%
ACT - Science	21	24	23	31%	57%

NJ SCHOOL PERFORMANCE REPORT

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
School 19.4%
State 35.2%

Students taking one or more AP or IB exam
School 13.9%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
School 9.6%
State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
School 32.3%
State 19.0%

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	32	28
AP Calculus AB	72	40
AP Calculus BC	14	9
AP Chemistry	12	11
AP Computer Science A	11	4
AP English Language and Composition	13	12
AP English Literature and Composition	13	11
AP Environmental Science	7	6
AP Human Geography	4	2
AP Physics 1	30	25
AP Physics C	14	0
AP Physics C: Mechanics	0	7
AP Psychology	39	35
AP Spanish Language	4	1
AP Statistics	5	3
AP Studio Art—Drawing Portfolio	0	2

Williamstown High School
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Grades Offered: 09-12
2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	13	7
AP U.S. History	54	22
Total Exams taken		225
Exams with scores of at least 3 on AP exams or 4 on IB exams		143

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Grades Offered: 09-12

2018-2019

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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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

School 11.3%

State 7.7%

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

School 11.6%

State 10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School 0.0%

State 3.3%

Williamstown High School
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	11.3%	11.6%	7.7%	10.3%
White	10.1%	13.1%	6.1%	9.6%
Hispanic	14.9%	8.8%	10.3%	11.3%
Black or African American	13.5%	8.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	13.0%	11.2%	7.3%	10.6%
Male	9.6%	12.0%	8.0%	10.1%
Economically Disadvantaged Students	11.7%	10.0%	10.4%	11.8%
Students with Disabilities	11.4%	5.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	0.0%	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*

Williamstown High School

(15-3280-050)

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2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%
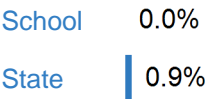
Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	47		
Education and Training	141		
Finance	167		
Science, Technology, Engineering & Mathematics	53		
Total (All Clusters)	408	0	0

Williamstown High School
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2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	271	64	0	0	0	0	89
10	88	310	79	0	0	0	7
11	12	83	208	74	22	1	18
12	5	20	22	169	74	44	133
Total	376	477	309	243	96	45	247
Enrolled in AP/IB Course					86	5	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	45	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	231	0	0	0	0	193
10	339	102	0	4	0	24
11	30	218	0	69	102	14
12	27	6	0	22	90	167
Total	627	326	0	95	192	398
Enrolled in AP/IB Course	32	12		7	44	0
Enrolled in Dual Enrollment Course	32	12	0	0	0	0

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2018-2019

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	417	1	0	0	0	78
10	12	454	0	4	0	29
11	2	407	0	82	59	61
12	1	21	0	48	68	126
Total	432	883	0	134	127	294
Enrolled in AP/IB Course	0	54	0	39		17
Enrolled in Dual Enrollment Course	0	153	0	39	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	293	65	0	0	49	0	0
10	317	74	0	0	47	0	0
11	58	15	0	0	19	0	0
12	9	6	0	0	3	0	0
Total	677	160	0	0	118	0	0
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	10	12	0	0	10	0	0
Enrolled in Level 3 or Higher	74	46	0	0	33	0	0

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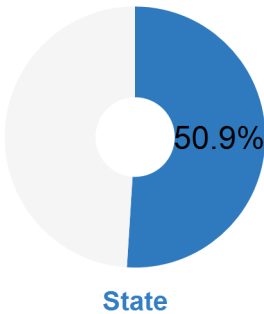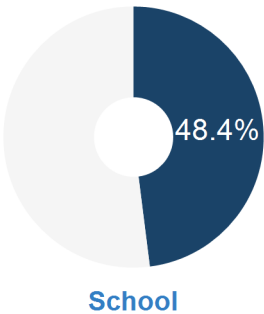**Report Key:**
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	42	0	0	0	0	0
11	17	0	0	0	0	0
12	20	0	0	0	0	0
Total	79	0	0	0	0	0
Enrolled in AP/IB Course	11		0			0
Enrolled in Dual Enrollment Course	79	0	0	0	0	0

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	*
Total	*

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

48.4%
School

50.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 7.1%
State 17.6%

DANCE
School 4.8%
State 2.3%

DRAMA
School 3.4%
State 3.9%

VISUAL ARTS
School 36.6%
State 32.9%

Williamstown High School

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

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

	Cohort 2017	Cohort 2018	Cohort 2019
	89.1%	92.2%	90.3%

5-Year Graduation Rate Trends
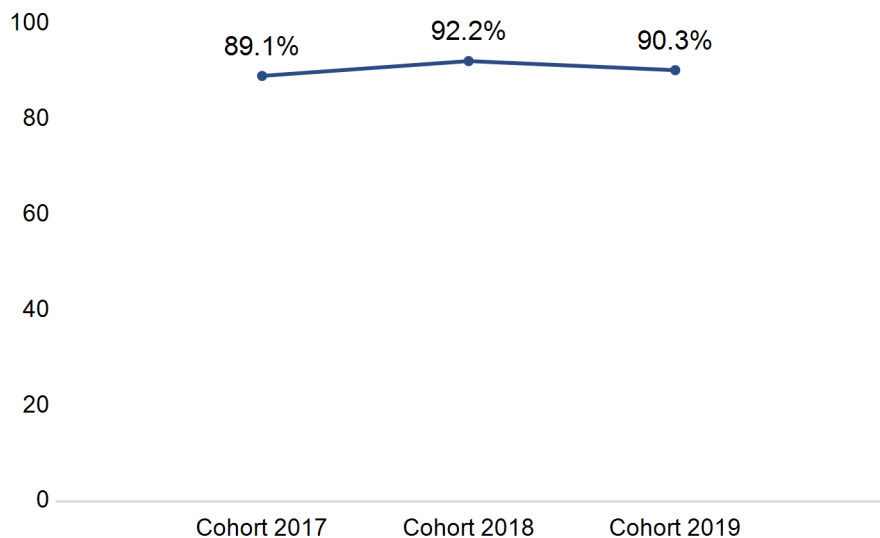
	Cohort 2016	Cohort 2017	Cohort 2018
	92.8%	90.9%	92.9%
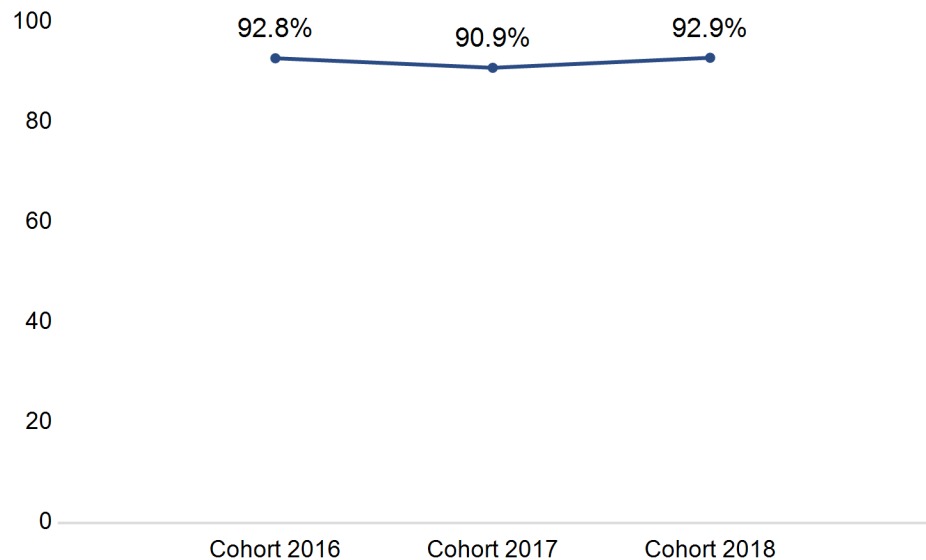
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	89.1%	92.2%	90.3%	92.8%	90.9%	92.9%
Annual Target	89.0%	89.3%		89.4%	89.8%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
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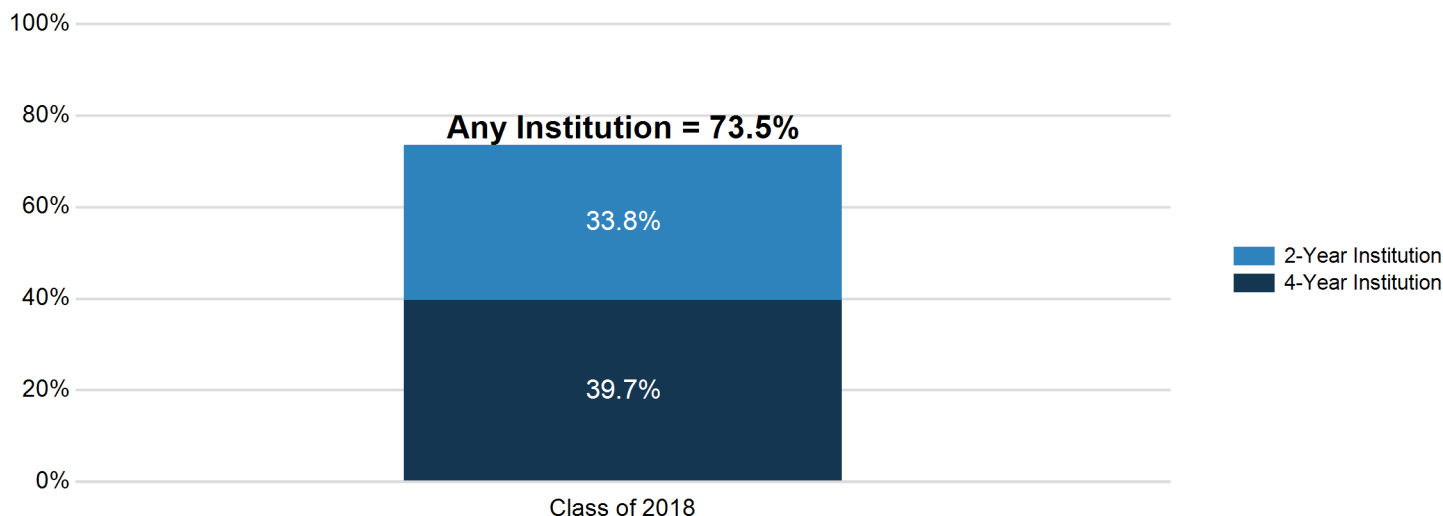Grades Offered: 09-12
2018-2019

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.3%	90.6%	92.9%	92.5%	92.2%	89.3%	Met Target	90.9%	89.8%	Met Target
White	90.7%	94.9%	94.2%	95.9%	94.2%	88.4%	Met Target	90.4%	90.0%	Met Target
Hispanic	83.9%	84.5%	86.0%	87.3%	86.0%	93.0%	Not Met	85.2%	83.7%	Met Target
Black or African American	89.0%	83.3%	91.2%	87.1%	88.7%	92.4%	Not Met	92.4%	90.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	94.1%	97.8%	94.1%	**	**	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	90.7%	92.8%	95.8%	94.4%	95.4%			92.4%		
Male	90.0%	88.5%	90.4%	90.8%	89.3%			89.5%		
Economically Disadvantaged Students	79.6%	84.0%	85.5%	87.3%	84.3%	84.4%	Not Met	82.9%	86.1%	Not Met
Students with Disabilities	73.8%	79.2%	77.8%	83.8%	74.4%	72.1%	Met Target	87.0%	79.6%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	N			*		
Migrant Students	*	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	48.5%	38.9%
Substitute Competency Test	50.8%	61.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.7%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.7%	1.2%
2017-2018	1.6%	1.2%
2016-2017	2.0%	1.1%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 73.5%

- 2-Year Institution: 33.8%
- 4-Year Institution: 39.7%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.8%
% Enrolled in 4-Year Institution	39.7%
% Enrolled in Any Postsecondary Institution	73.6%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	66.2%	45.3%	54.7%
White	69.6%	44.2%	55.8%
Hispanic	52%	53.8%	46.2%
Black or African American	59.8%	45.5%	54.5%
Asian, Native Hawaiian, or Pacific Islander	68.8%	36.4%	63.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	41.7%	44%	56%
Students with Disabilities	30.8%	70%	30%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

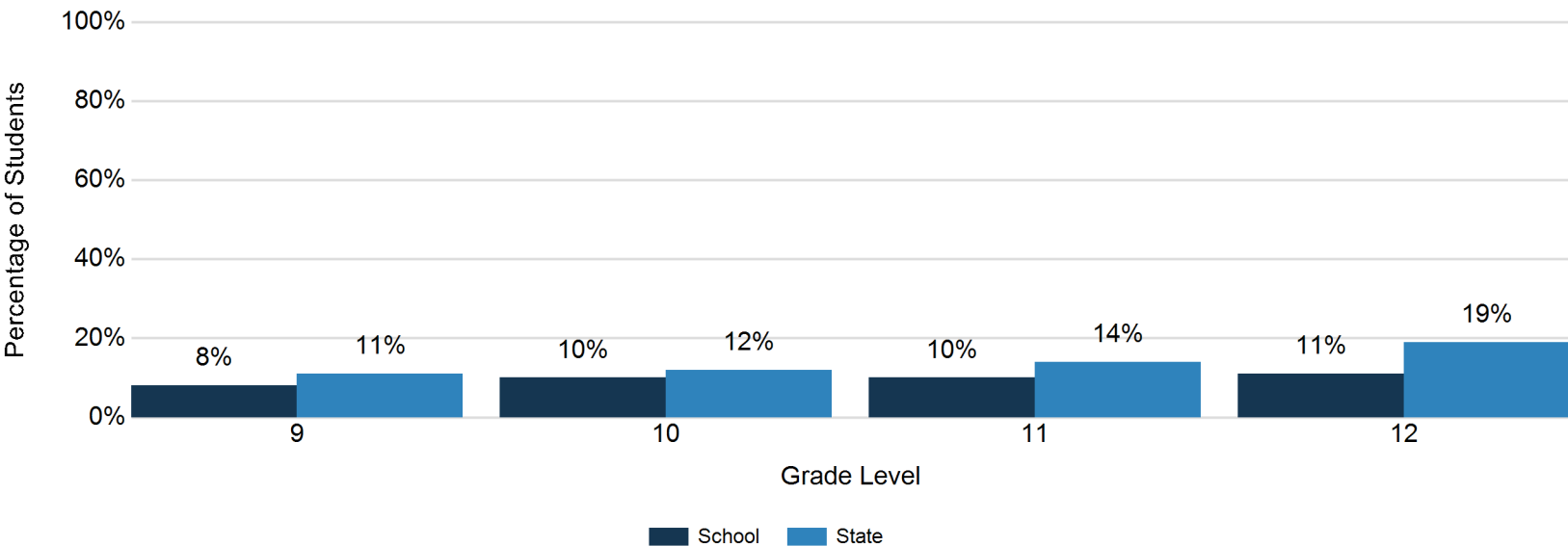This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	73.6%	46%	54%	78.4%	21.6%	71.8%	28.2%
White	75.2%	52.2%	47.8%	80.4%	19.6%	76.5%	23.5%
Hispanic	52.6%	60%	40%	80%	20%	80%	20%
Black or African American	76.2%	27.3%	72.7%	76.6%	23.4%	61%	39%
Asian, Native Hawaiian, or Pacific Islander	93.8%	40%	60%	60%	40%	53.3%	46.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	50%	16.7%	83.3%	66.7%	33.3%	50%	50%
Economically Disadvantaged Students	64.6%	50.7%	49.3%	84.9%	15.1%	75.3%	24.7%
Students with Disabilities	44.1%	63.3%	36.7%	83.3%	16.7%	73.3%	26.7%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	175	9.7	14.2	Met
White	107	8.9	14.2	Met
Hispanic	23	15.6	14.2	Not Met
Black or African American	35	10.4	14.2	Met
Asian, Native Hawaiian, or Pacific	2	3.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	83	9.6		
Male	92	9.9		
Economically Disadvantaged Students	106	20.5	14.2	Not Met
Students with Disabilities	52	17.3	14.2	Not Met
English Learners	2	20.0	**	**
Homeless Students	11	42.3		
Students in Foster Care	1	8.3		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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

Grade Level	School	State
9	8%	11%
10	10%	12%
11	10%	14%
12	11%	19%

33

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	10
Weapons	3
Vandalism	1
Substances	31
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	58
Incidents Per 100 Students Enrolled	3.26

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	6
Weapons	2
Vandalism	0
Substances	25
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	1	0	1
Ancestry	0	0	0
Gender	2	9	11
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	5	5
No Identified Nature	10		10

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	41	2.3%
Out-of-School Suspensions	13	0.7%
Any Suspension	47	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
80

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	5 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
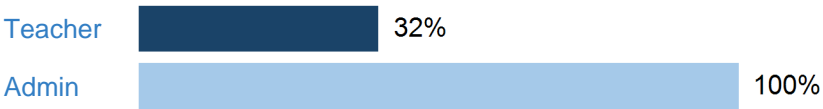
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	128	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	356:1	200:1
Teachers to Administrators	26:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	62.5%	40.0%	48.4%	77.1%	54.9%
Male	51.3%	37.5%	60.0%	51.6%	22.9%	45.1%
White	67.0%	90.6%	80.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	5.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.7%	2.3%	20.0%	15.0%	6.6%	13.9%
Asian	3.4%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 68%
Admin N/A

Master's Degree

Teacher 32%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.5%	34.9%	52.0%
Math Proficiency	25.3%	27.5%	39.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	89.1%	92.2%	90.3%
5-Year Graduation Rate†	92.8%	90.9%	92.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.3%	6.4%	9.7%

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

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Target	Met Target	**	Met	No
White	Met Target	Met Target	Met Target	Met Target	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Met Target	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Highlights:	• Continuing to Integrate technology via 1:1 Chromebook initiative • Comprehensive educational programming including 6 collegiate academies • Offer 52 clubs/activites and 21 interscholastic athletic programs
Mission, Vision, Theme:	Williamstown High School is a four-year comprehensive high school with a focus on academic excellence. We provide an atmosphere where our students become responsible, productive citizens and lifelong learners. We strive to build a learning community in which students are provided a safe, supportive environment in which they are challenged to achieve their full potential. High expectations are communicated to students from all members of the school community.
Awards, Recognition, Accomplishments:	National AP Honor Roll 2018, National Qualifiers in DECA. Commended Student in the 2019 National Merit Scholarship Program. WHS Marching Band Regional Champs. WHS 2000 3rd AFJROTC Program awarded Distinguished Unit w/ Merit. Participated in SJ Honor Flight. Conference Champs in Soccer/Football. Sectional Champs Football. Chamber Choir Semi-Finals in Regional Contest. Supported Red Cross with over 2,800 pints of blood donated.

NJ SCHOOL PERFORMANCE REPORT

Williamstown High School
(15-3280-050)
Grades Offered: 09-12
2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	We offer a comprehensive curriculum with over 200 course offerings including: College Prep, Honors, and AP courses. All curricula are regularly updated and rewritten to reflect changes in state standards. Textbook usage varies by program with online learning beginning to dominate the classroom learning environment. Homework policies vary by department and can be accessed online by parents and students. National Honor Society offers afterschool tutoring.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Special awards for athletic participation through November 2019 include: Conference Champs Football 2019 Boys Lacrosse Olympic Conference Division Champion and Boys Golf State Group IV championship Girls' Volleyball Olympic Conference Champions
Clubs and Activities:	Williamstown High School offers over 52 different clubs and activities to meet the needs of our diverse student body. These clubs are a combination of co-curricular and extra-curricular and meet regularly. Several of these clubs/activities are competitive including: DECA, Mock Trial, Marching Band. Over 50% of our student population participates in these offerings.

NJ SCHOOL PERFORMANCE REPORT

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Before and After School Programs:	Offer zero period for our Engineering Academy and ROTC students.
Staff and Professional Learning:	Teachers and administrators participate in a variety of PD opportunities including: T&L Meetings, District PD Days, Contractual PD days, reimbursement of college courses, and online learning. Majority of staff have post-baccalaureate degrees and are currently enrolled in furthering their education.
Postsecondary Information:	88% of the Class of 2019 applied to study at the post-secondary level. 3% of the class opted to enlist in military service and 4% went on to attend trade school 9% went on to FT employment. Students have regular meetings w/ assigned guidance counselors as they apply to colleges. Further support includes: SAT Prep classes, Financial Aid Panning Sessions, College Fairs, etc. Our students have applied to & received acceptance letters from over 208 different post-secondary institutions.

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

School Narrative

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Student Supports and Services:	A range of programs are offered to students requiring additional academic supports. ELL students receive pull out/push in services. Students w/ IEPs have a full spectrum of accommodations including pullout/in-class support, and counseling. I&RS carries a caseload of students and meets regularly throughout the school year.
Student Health and Wellness:	Variety of healthy breakfast and lunch choices are offered daily to students and staff. All students participate in quarterly health classes. Physical education classes and afterschool athletic activities provide students with opportunities for a range of physical activities.
Parent and Community Involvement:	PowerSchool offers a parent portal to ensure access to grades. The Guidance/Counseling Office offers night hours to meet with parents. Our parents also volunteer via booster clubs, Site Council, and parent involvement committee. Student Leadership Group.

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

School Narrative

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Climate Surveys:	School Climate Survey in the Fall 2018 resulted in the need for improved communication with the various school stakeholder groups. Also, the continued need for facilties improvement. Measures have been in place since Fall 2018 to address the communication pieces of the survey. Followup began in the Spring 2019 and continues.
Facilities:	The original facility was built in 1997 with 2 add'l wings built in 2008. Over 350,000 sq. ft. of tech-supported classrooms, various independent living suites, science labs, theater, 4 gym areas including dance studio, TV studio, 2 cafes w/ kitchen, & media center. Outside includes 13 dedicated sports fields w/ tennis courts.

Williamstown High School

(15-3280-050)

Grades Offered: 09-12

2018-2019

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School Narrative

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Other Information	Regular school hours are from 7:25AM to 2:11PM. The school day operates on a 9-period schedule (plus a zero period before homeroom). Zero period meets from 6:45AM to 7:25AM. All classes are 40 minutes in length. Students must meet a minimum of 120 credits for graduation. Seniors may opt to attend college courses via the Senior Option Program. The school adheres to state guidelines concerning emergency drills. Two drills are held per month (one fire drill/one emergency drill). Our school shares a Memorandum of Agreement with the local police department. This includes the services of a fulltime School Resource Officer. Our school's technology plan includes the first year of the school-wide 1:1 Chromebook Initiative. Each student has a laptop for school use. The teaching staff have been trained to seamlessly incorporate techology into instruction to enhance the learning experience for every student. Our student information system is PowerSchool. This program allows up-to-date communication between parents/guardians, students, and staff.

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Gloucester
District	Monroe Township Public School District
Principal Name	Ms. Dana Mericle
Address	561 CLAYTON RD WILLIAMSTOWN, NJ 08094
Phone Number	856-629-7444
Email Address	dmericle@monroetwp.k12.nj.us
Website	http://www.monroetwp.k12.nj.us
Twitter	https://twitter.com/braveswms

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	485	486	426
6	485	480	489
7	481	485	499
8	515	473	471
Total	1,966	1,924	1,885

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.8%	47.2%
Male	52.1%	52.2%	52.8%
Economically Disadvantaged Students	32.7%	31.7%	30.9%
Students with Disabilities	17.2%	17.5%	18.1%
English Learners	0.2%	0.3%	0.6%
Homeless Students	0.7%	1.0%	1.1%
Students in Foster Care	0.6%	1.0%	1.0%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.1%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	68.6%	67.9%	67.5%
Hispanic	7.8%	8.3%	9.0%
Black or African American	17.2%	16.3%	16.0%
Asian	3.3%	3.1%	2.9%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.3%	0.5%	0.4%
Two or More Races	2.7%	3.9%	4.1%

Enrollment by Home Language

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

Home Language	% of Students
English	99.4%
Other Languages	0.6%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	43	47	55	49	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	46	50	Met Standard	43	44	50	Met Standard
White	48.5	48	50	Met Standard	44	46	52	Met Standard
Hispanic	41	41	49	Met Standard	39.5	42	47	Not Met
Black or African American	47	44	45	Met Standard	41	41	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	57.5	59	Met Standard	49	47	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	36	36.5	49	Not Met	36	36	52	Not Met
Female	48	46	53	N	41.5	43	50	N
Male	47	46.5	47	N	43	46	51	N
Economically Disadvantaged Students	45	44	48	Met Standard	35	39	46	Not Met
Students with Disabilities	38	38	43	Not Met	39.5	41	45	Not Met
English Learners	22	24	52	**	14	20	50	**
Homeless Students	55	49	43	N	15.5	35	44	N
Students in Foster Care	34.5	33	42	N	41	41.5	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

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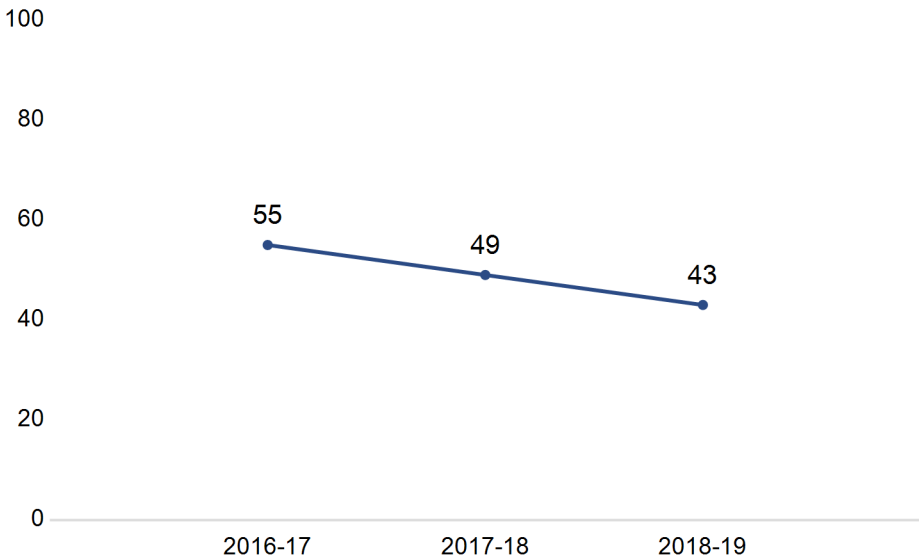* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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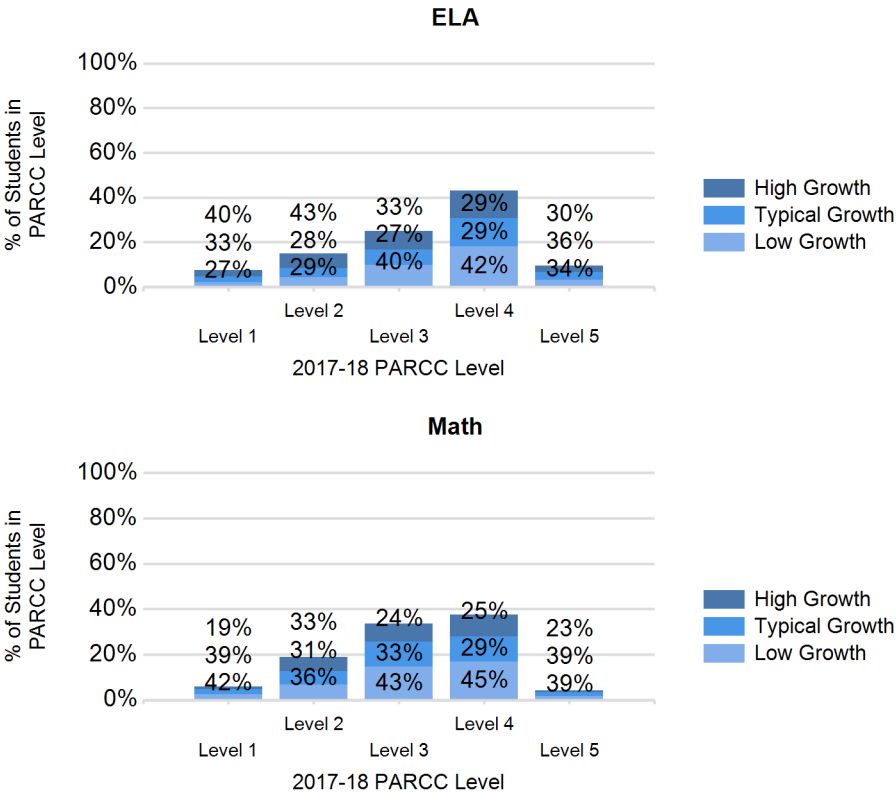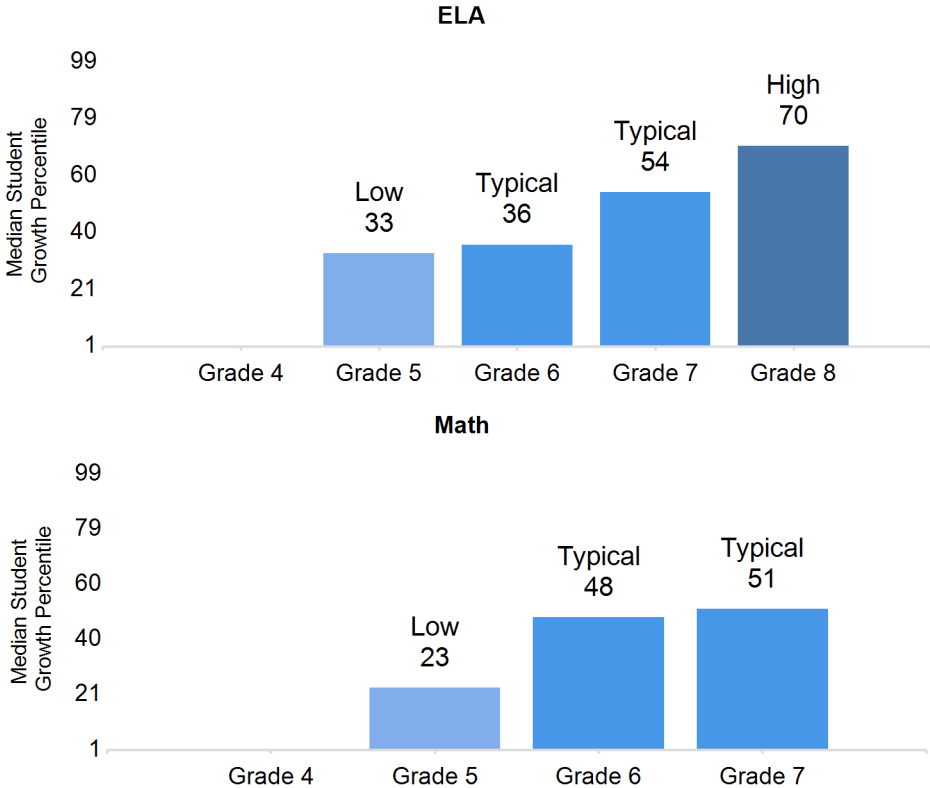† This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

50.0% (2016-17), 52.3% (2017-18), 53.7% (2018-19)

Math Proficiency Rate for Federal Accountability

39.8% (2016-17), 39.6% (2017-18), 38.3% (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	97.4%	98.1%	97.8%	97.2%	97.8%
Proficiency Rate for Federal Accountability	50.0%	52.3%	53.7%	39.8%	39.6%	38.3%
Annual Target	43.3%	45.3%	47.2%	37.2%	39.4%	41.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
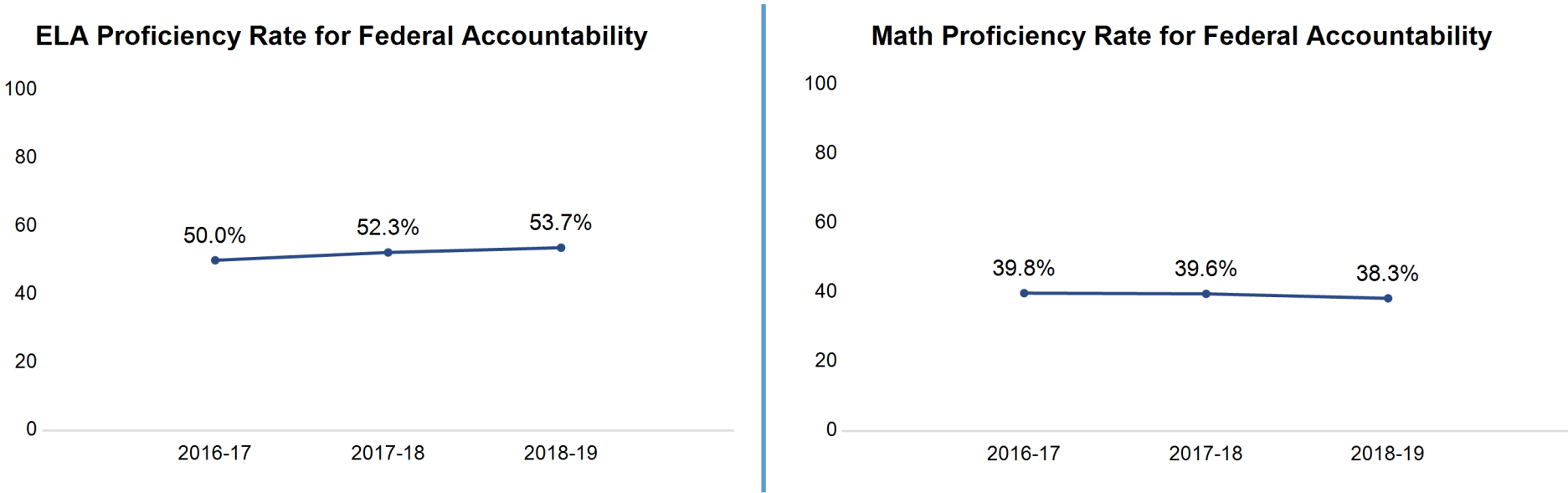
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1841	98.1	53.7	54.9	57.9	53.7	47.2	Met Target
White	1253	98.0	56.8	57.5	66.9	56.8	48.8	Met Target
Hispanic	161	97.1	37.3	42.0	43.9	37.3	39.3	Met Target†
Black or African American	288	98.4	46.2	46.2	38.5	46.2	39.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	80.2	82.9	*	65.7	Met Target
American Indian or Alaska Native	*	*	*	50.0	56.0	*	**	**
Two or More Races	76	100.0	50.0	55.4	64.4	50.0	45.8	Met Target
Female	863	98.0	61.6	61.6	64.8	61.6		
Male	978	98.2	46.7	48.6	51.3	46.7		
Economically Disadvantaged Students	540	97.4	41.1	43.6	40.0	41.1	34.7	Met Target
Non-Economically Disadvantaged Students	1301	98.4	59.0	59.7	67.9	59.0		
Students with Disabilities	363	97.4	19.3	21.5	22.7	19.3	20.3	Met Target†
Students without Disabilities	1478	98.3	62.2	62.5	65.1	62.2		
English Learners	14	100.0	28.6	*	29.3	28.6	**	**
Non-English Learners	1827	98.1	53.9	*	60.6	53.9		
Homeless Students	18	90.9	27.8	28.9	29.1	27.6		
Students In Foster Care	18	100.0	27.8	26.9	27.6	27.8		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

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

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 5: 2016-2017 50%, 2017-2018 53%, 2018-2019 47%
Grade 6: 2016-2017 38%, 2017-2018 45%, 2018-2019 44%
Grade 7: 2016-2017 53%, 2017-2018 45%, 2018-2019 59%
Grade 8: 2016-2017 56%, 2017-2018 65%, 2018-2019 63%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	431	747	747	756	6%	17%	30%	43%	4%	47%	58%
White	290	750	750	764	5%	15%	31%	45%	4%	49%	68%
Hispanic	45	725	725	743	*	33%	*	29%	0%	29%	44%
Black or African American	64	745	745	739	*	*	36%	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	18	741	741	762	*	*	*	*	*	44%	65%
Female	204	750	750	761	*	15%	30%	*	*	50%	64%
Male	227	744	744	750	*	18%	30%	*	*	44%	52%
Economically Disadvantaged Students	150	739	739	740	10%	22%	29%	*	*	39%	39%
Non-Economically Disadvantaged Students	281	751	751	766	5%	14%	30%	*	*	51%	69%
Students with Disabilities	89	726	726	724	*	33%	22%	*	*	24%	23%
Students without Disabilities	342	752	752	762	*	13%	32%	*	*	53%	65%
English Learners	10	723	723	713	*	*	*	*	*	30%	11%
Non-English Learners	421	748	748	758	*	*	*	*	*	48%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	477	745	745	754	8%	18%	30%	37%	7%	44%	56%
White	327	749	749	762	5%	15%	31%	41%	8%	49%	65%
Hispanic	42	735	735	743	*	26%	*	*	*	38%	43%
Black or African American	66	734	734	738	*	24%	32%	*	*	30%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	27	738	738	760	*	*	*	*	*	41%	64%
Female	225	751	751	762	5%	14%	29%	41%	10%	52%	64%
Male	252	740	740	748	10%	22%	31%	34%	4%	38%	48%
Economically Disadvantaged Students	128	734	734	740	13%	25%	30%	*	*	32%	39%
Non-Economically Disadvantaged Students	349	749	749	763	5%	15%	30%	*	*	49%	67%
Students with Disabilities	92	714	714	722	*	*	*	*	*	*	19%
Students without Disabilities	385	753	753	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	484	756	756	761	7%	15%	19%	35%	24%	59%	63%
White	322	757	757	769	7%	15%	16%	37%	25%	62%	72%
Hispanic	44	740	740	747	*	*	43%	*	*	27%	50%
Black or African American	84	756	756	741	*	*	21%	36%	23%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	20	754	754	768	0%	*	*	*	*	55%	68%
Female	233	766	766	769	5%	9%	14%	39%	33%	72%	71%
Male	251	746	746	753	9%	21%	24%	31%	16%	47%	55%
Economically Disadvantaged Students	150	742	742	743	10%	24%	24%	29%	13%	42%	45%
Non-Economically Disadvantaged Students	334	762	762	771	6%	11%	17%	37%	29%	66%	73%
Students with Disabilities	83	711	711	720	*	*	*	*	*	*	22%
Students without Disabilities	401	765	765	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	450	760	760	762	8%	12%	18%	42%	20%	63%	63%
White	304	762	762	770	6%	12%	16%	43%	23%	66%	72%
Hispanic	34	761	761	747	*	*	*	*	*	59%	49%
Black or African American	78	741	741	741	15%	18%	24%	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	19	795	795	794	0%	0%	0%	*	*	100%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	208	767	767	771	6%	11%	13%	42%	28%	70%	71%
Male	242	754	754	753	9%	13%	21%	43%	14%	57%	55%
Economically Disadvantaged Students	115	750	750	743	*	18%	27%	*	*	47%	45%
Non-Economically Disadvantaged Students	335	763	763	772	*	10%	14%	*	*	68%	72%
Students with Disabilities	73	721	721	721	29%	29%	22%	*	*	21%	22%
Students without Disabilities	377	767	767	770	4%	8%	17%	*	*	71%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	450	760	760	764	8%	12%	18%	42%	20%	63%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1837	97.8	38.3	44.1	44.5	38.3	41.7	Not Met
White	1249	97.6	42.3	47.3	54.1	42.3	43.5	Met Target†
Hispanic	162	97.1	23.5	30.5	28.8	23.5	36.1	Not Met
Black or African American	287	98.0	24.0	30.2	23.0	24.0	30.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.2	76.5	*	70.1	Met Target†
American Indian or Alaska Native	*	*	*	66.7	42.7	*	**	**
Two or More Races	76	100.0	34.2	46.9	53.3	34.2	38.6	Met Target†
Female	860	97.7	37.8	43.6	44.9	37.8		
Male	977	97.9	38.7	44.5	44.2	38.7		
Economically Disadvantaged Students	540	97.0	24.3	32.6	26.3	24.3	29.6	Not Met
Non-Economically Disadvantaged Students	1297	98.1	44.1	48.8	54.9	44.1		
Students with Disabilities	361	96.9	13.6	*	17.4	13.6	19.2	Not Met
Students without Disabilities	1476	98.0	44.3	*	50.0	44.3		
English Learners	15	100.0	13.3	*	25.0	13.3	**	**
Non-English Learners	1822	97.8	38.5	*	46.5	38.5		
Homeless Students	18	86.4	16.7	26.5	17.1	16.6		
Students In Foster Care	18	100.0	16.7	20.0	17.1	16.7		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

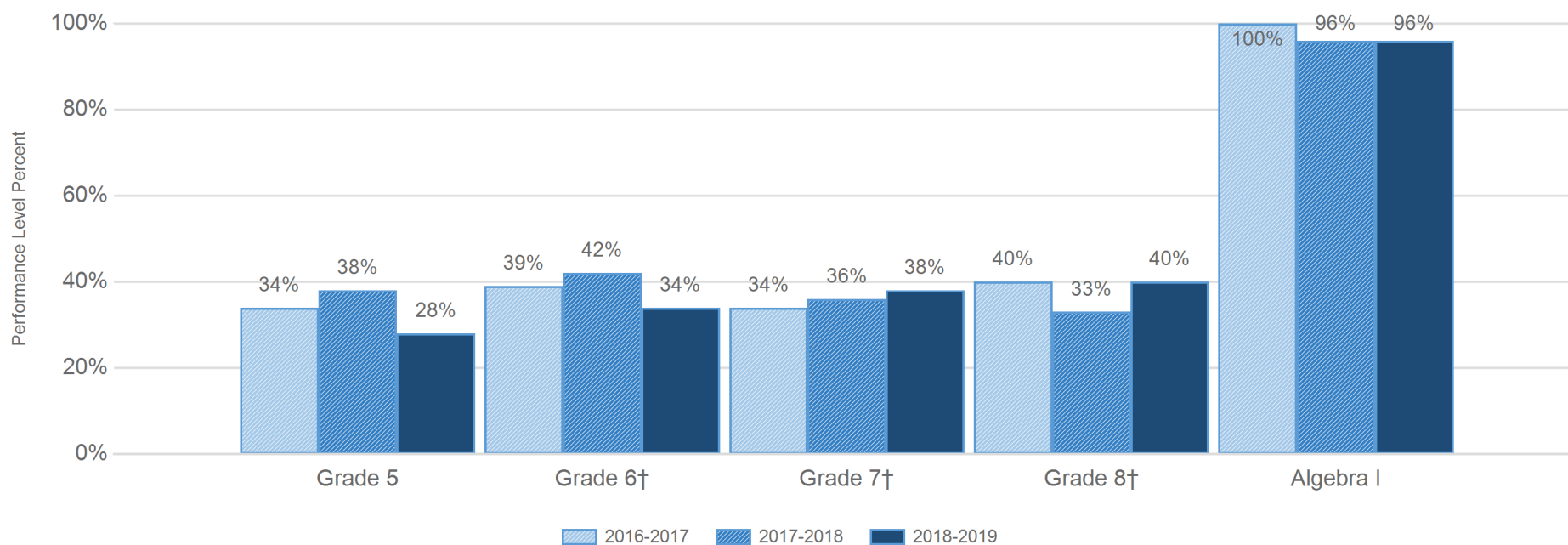† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Performance Level Percent

	2016-2017	2017-2018	2018-2019
Grade 5	34%	38%	28%
Grade 6†	39%	42%	34%
Grade 7†	34%	36%	38%
Grade 8†	40%	33%	40%
Algebra I	100%	96%	96%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	431	735	735	747	8%	33%	31%	24%	4%	28%	47%
White	290	738	738	755	7%	31%	29%	29%	5%	34%	58%
Hispanic	45	725	725	735	*	*	*	*	*	*	30%
Black or African American	64	728	728	729	*	39%	34%	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	18	728	728	753	*	*	*	*	*	17%	55%
Female	205	734	734	747	6%	35%	34%	*	*	25%	47%
Male	226	737	737	747	10%	31%	28%	*	*	31%	47%
Economically Disadvantaged Students	149	727	727	732	13%	36%	35%	*	*	17%	27%
Non-Economically Disadvantaged Students	282	740	740	757	6%	31%	29%	*	*	34%	59%
Students with Disabilities	90	721	721	725	22%	46%	19%	*	*	13%	19%
Students without Disabilities	341	739	739	752	4%	29%	34%	*	*	32%	52%
English Learners	10	725	725	718	0%	*	*	*	*	10%	12%
Non-English Learners	421	736	736	749	8%	*	*	*	*	29%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	479	737	737	741	10%	24%	32%	30%	4%	34%	41%
White	327	741	741	749	6%	22%	32%	34%	5%	39%	51%
Hispanic	42	725	725	729	*	29%	*	*	*	26%	24%
Black or African American	68	724	724	722	19%	29%	31%	21%	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	27	732	732	747	*	*	*	*	*	30%	48%
Female	225	738	738	742	7%	26%	32%	*	*	35%	42%
Male	254	735	735	740	12%	23%	31%	*	*	33%	40%
Economically Disadvantaged Students	129	724	724	726	18%	36%	29%	*	*	18%	21%
Non-Economically Disadvantaged Students	350	741	741	750	7%	20%	33%	*	*	40%	53%
Students with Disabilities	93	708	708	716	*	*	*	*	*	*	12%
Students without Disabilities	386	744	744	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	484	742	742	744	6%	23%	32%	32%	7%	38%	42%
White	321	744	744	751	5%	22%	31%	35%	7%	42%	53%
Hispanic	45	731	731	733	*	29%	38%	*	*	20%	26%
Black or African American	84	737	737	727	*	32%	36%	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	20	740	740	749	*	*	*	*	*	35%	51%
Female	232	742	742	744	5%	23%	34%	32%	6%	38%	42%
Male	252	742	742	743	8%	24%	30%	32%	7%	39%	42%
Economically Disadvantaged Students	151	731	731	731	12%	35%	28%	*	*	25%	24%
Non-Economically Disadvantaged Students	333	747	747	751	4%	18%	34%	*	*	45%	53%
Students with Disabilities	83	715	715	718	*	46%	17%	*	*	11%	13%
Students without Disabilities	401	747	747	749	*	19%	35%	*	*	44%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School

(15-3280-110)

Grades Offered: 05-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	368	737	737	728	16%	20%	23%	*	*	40%	29%
White	251	741	741	737	14%	19%	22%	*	*	45%	38%
Hispanic	27	734	734	722	*	*	*	*	*	33%	22%
Black or African American	72	723	723	714	29%	18%	35%	18%	0%	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	167	739	739	731	15%	18%	26%	*	*	41%	31%
Male	201	735	735	726	17%	21%	21%	*	*	40%	27%
Economically Disadvantaged Students	107	730	730	719	22%	22%	22%	*	*	33%	20%
Non-Economically Disadvantaged Students	261	740	740	735	14%	19%	24%	*	*	44%	36%
Students with Disabilities	70	708	708	707	*	*	*	*	*	*	10%
Students without Disabilities	298	744	744	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	368	737	737	730	16%	20%	23%	*	*	40%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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(15-3280-110)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	790	741	744	0%	0%	*	*	*	96%	42%
White	50	790	743	752	0%	0%	*	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	12	798	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	38	785	741	745	0%	0%	*	*	*	97%	44%
Male	40	795	742	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	78	790	*	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	12	11
6	*	*
7	10	10
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
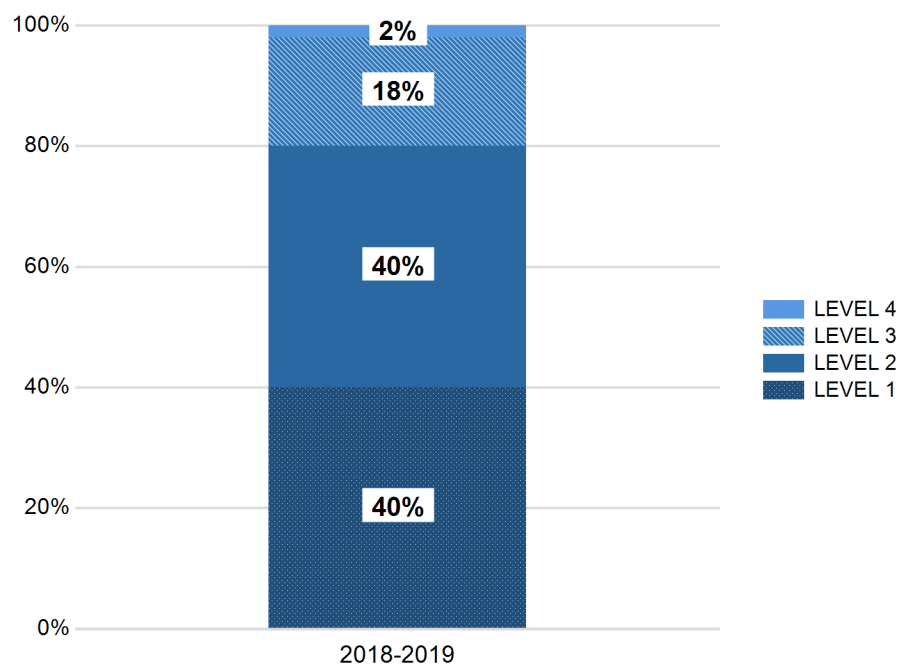
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	40	18	2
White	35	40	22	3
Hispanic	67	29	4	0
Black or African American	52	38	9	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	44	39	17	0
Female	43	41	14	2
Male	38	38	21	2
Economically Disadvantaged Students	50	37	12	1
Non-Economically Disadvantaged Students	35	41	21	3
Students with Disabilities	63	28	8	1
Students without Disabilities	34	43	20	3
English Learners	40	60	0	0
Non-English Learners	40	39	18	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Bar chart for 2018-2019:
- LEVEL 4: 2%
- LEVEL 3: 11%
- LEVEL 2: 49%
- LEVEL 1: 39%
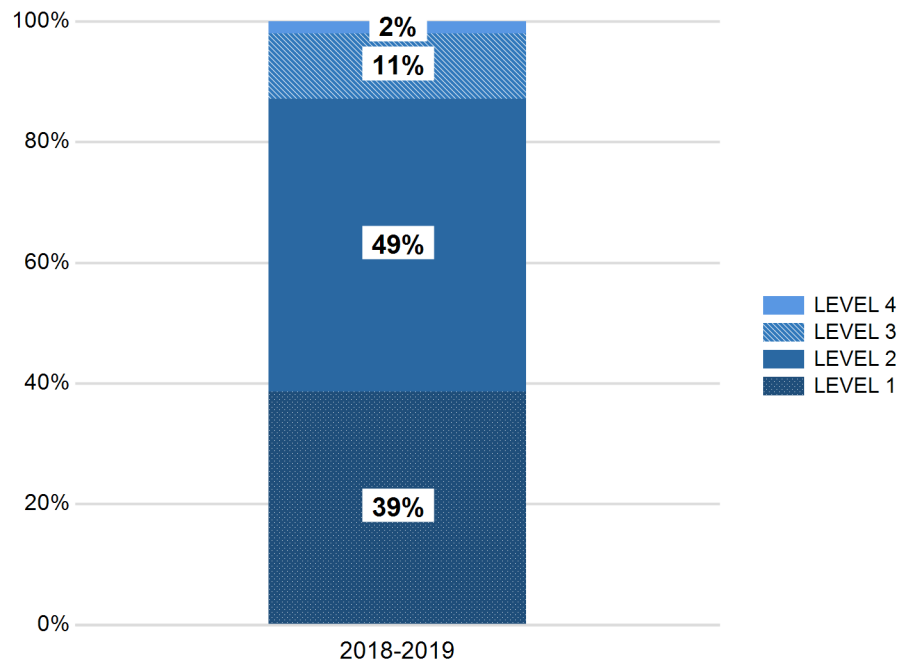
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	49	11	2
White	36	51	12	2
Hispanic	47	44	9	0
Black or African American	55	41	4	0
Asian, Native Hawaiian, or Pacific Islander	11	53	26	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	40	48	10	2
Male	38	50	11	2
Economically Disadvantaged Students	53	40	6	2
Non-Economically Disadvantaged Students	34	52	12	2
Students with Disabilities	78	20	1	0
Students without Disabilities	31	55	12	2
English Learners	N	N	N	N
Non-English Learners	39	49	11	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Williamstown Middle School
(15-3280-110)
Grades Offered: 05-08
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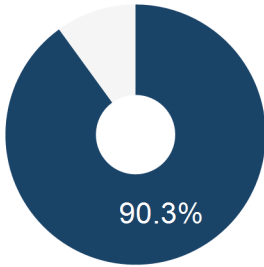
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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	489
7	0	0	497
8	76	0	394
Total	76	0	1380

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	384	47	0	0	66	0	0
7	382	58	0	0	63	0	0
8	339	57	0	0	71	0	0
Total	1105	162	0	0	200	0	0

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

90.3%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	47.6%
	State	65.1%
DANCE	School	17.4%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	66.8%
	State	70.0%

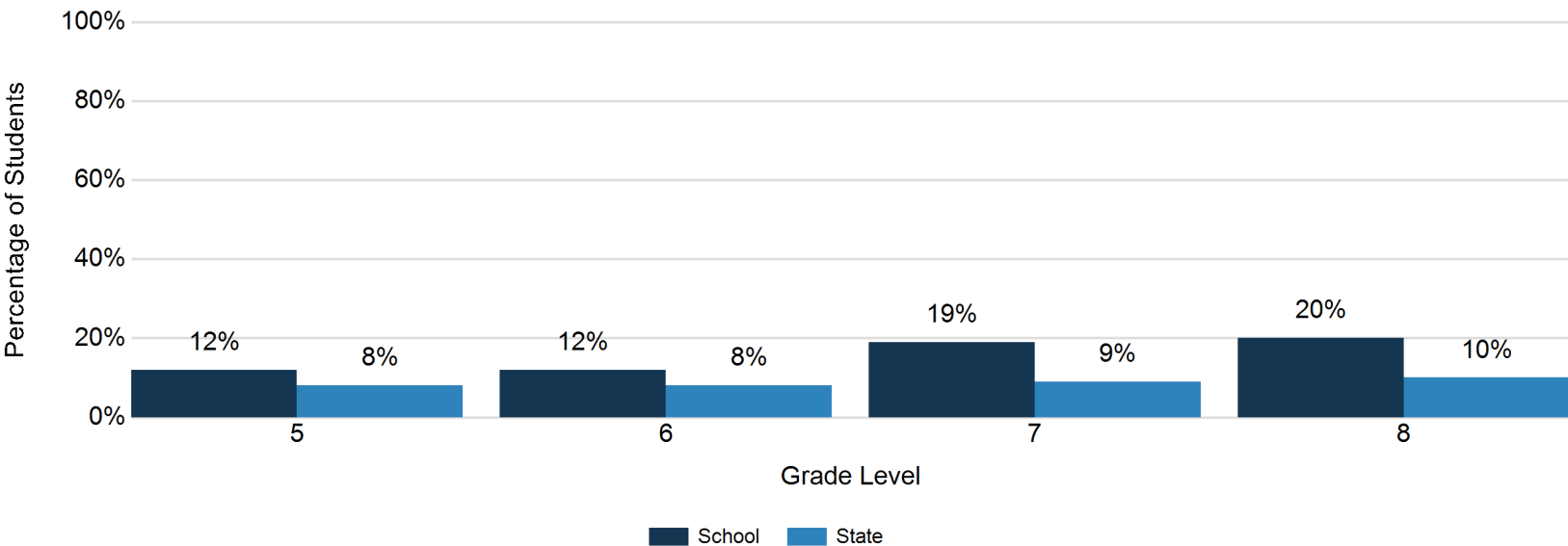**NJ SCHOOL PERFORMANCE REPORT**

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	297	15.7	8.7	Not Met
White	187	14.7	8.7	Not Met
Hispanic	40	23.5	8.7	Not Met
Black or African American	46	15.2	8.7	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	17	21.8	8.7	Not Met
Female	135	15.3		
Male	162	16.2		
Economically Disadvantaged Students	173	29.6	8.7	Not Met
Students with Disabilities	92	26.1	8.7	Not Met
English Learners	1	9.1	**	**
Homeless Students	11	61.1		
Students in Foster Care	6	31.6		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Percentage of Students by Number of Absences:
- 0: 2%
- 1-5: 26%
- 6-10: 32%
- 11-15: 20%
- Over 15: 20%

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	20
Weapons	1
Vandalism	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	58
Total Unique Incidents	89
Incidents Per 100 Students Enrolled	4.72

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	6
Weapons	1
Vandalism	0
Substances	9
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	5	4	9
Religion	2	1	3
Ancestry	3	3	6
Gender	2	5	7
Sexual Orientation	13	9	22
Disability	11	5	16
Other	35	33	68
No Identified Nature	48		48

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	40	2.1%
Out-of-School Suspensions	35	1.9%
Any Suspension	74	3.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
127

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:

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

Teachers: All classroom teachers

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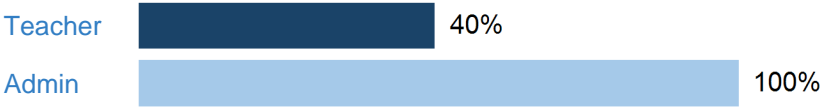
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	152	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	29	9,530
Average years experience in public schools	23.1	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	86.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	471:1	200:1
Teachers to Administrators	38:1	16:1
Students to Librarians/Media Specialists		828:1
Students to Nurses		724:1
Students to Counselors		414:1
Students to Child Study Team Members		276:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	73.7%	50.0%	48.4%	77.1%	54.9%
Male	52.8%	26.3%	50.0%	51.6%	22.9%	45.1%
White	67.5%	93.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.0%	3.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.0%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	2.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   61%
Admin   N/A

Master's Degree

Teacher   40%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.1%	90.5%
2017-18 Administrators: Same district 2018-19	89.3%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.0%	52.3%	53.7%
Math Proficiency	39.8%	39.6%	38.3%
ELA Growth	48	43	47
Math Growth	55	49	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.9%	14.2%	15.7%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• One-to-one technology initiative in grades 5-8. Technology is seamlessly integrated into instructional practice. • Award-winning performing arts program including choir, band, percussion, jazz, musical theater. • Competitive middle school sports program offered to students in grades 6-8.
Mission, Vision, Theme:	Our school program was crafted with the belief that every student is unique, has the potential to learn, and that learning is a life-long pursuit.
Awards, Recognition, Accomplishments:	We boast a solid character education program and were recognized as a "Promising Practices" school. WMS offers competitive and award-winning athletic and performing arts programs.

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Courses, Curriculum, Instruction:	Teams of teachers deliver instruction in the content areas of ELA, math, science, and social studies. Our children also select exploratory courses of their own interest.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Art Club, B.R.A.V.E.S. Club Band, Builder's Club, Chorus, Computer Club, Drama Club, Environmental Club, Jazz Band, National Junior Honor Society, Newspaper, Peer Leadership/Rebel, Percussion Ensemble, Renaissance, Robotics, Stage Crew, Student Council, The Rock, TV Studio,

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Before and After School Programs:	Kids Choice

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	Parent and Community Involvement:	PTO, Parent Advisory Board

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School Narrative

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Facilities:	Williamstown Middle School is now approximately 313,000 sq. ft. due to the many additions that were added over the years. The building houses about 2000 students and 222 faculty/staff/support personnel. The building has multiple science labs, 2 full size gyms, 2 auxiliary gyms and a theater that seats approximately 600. Grades 5th. – 9th.