



State of New Jersey
2015-2016

Grade Span KF-06

01-1690-015
ATLANTIC
GALLOWAY TWP
Arthur Rann Elementary School
515 S EIGHTH AVE
GALLOWAY, NJ 08205

2015-2016 School Performance Reports

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

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

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

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

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



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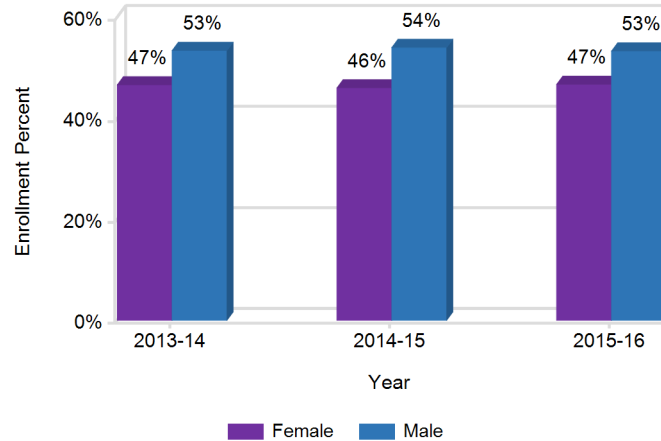
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	88	98	87
Grade 01	82	79	103
Grade 02	90	91	88
Grade 03	87	93	92
Grade 04	95	83	91
Grade 05	96	90	92
Grade 06	96	95	95
UG	21	17	20
Total	655	646	668

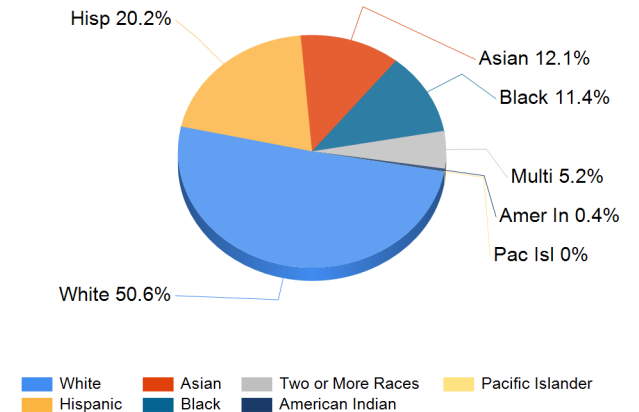
Enrollment by Gender

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



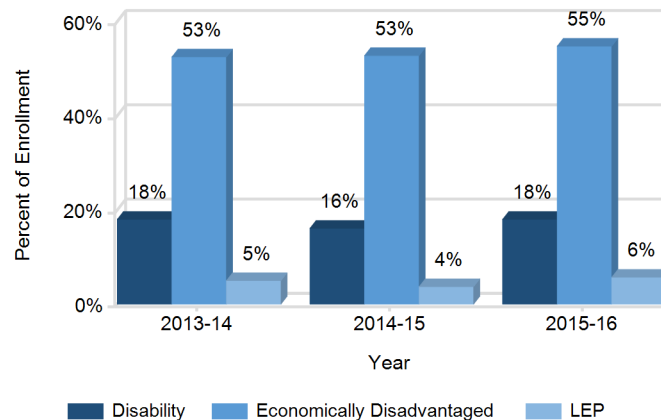
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	76.8%
Spanish	10.0%
Gujarati	4.5%
Urdu	1.5%
Vietnamese	1.2%
Other	5.3%

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

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	100	43
Mathematics Met or Exceeded Expectations	52%	60	50

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	337	54%	43	97%	✓	337	52%	50	97%	✓
White	173	61%	43	96%	✓	173	55%	48	96%	✓
African American	46	35%	33	100%	✓	46	39%	57	100%	✓
Hispanic	55	42%	50	95%	✓	55	40%	46	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	45	62%	25	100%	✓	45	71%	36	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	79	28%	46	96%	✓	79	30%	51	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	192	40%	57	96%	✓	192	43%	75	96%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	741	740	746	12%	21%	26%	37%	4%	41%	48%
White	49	746	749	756	8%	18%	29%	39%	6%	45%	58%
African American	14	742	728	727	7%	29%	21%	36%	7%	43%	30%
Hispanic	S	S	S	730	S	S	S	S	S	S	31%
Asian	12	739	744	772	17%	17%	25%	42%	N	42%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	714	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	55	734	730	727	18%	24%	24%	31%	4%	35%	28%
PARCC MATH											
Schoolwide	90	747	750	749	2%	18%	36%	33%	11%	44%	52%
White	49	749	757	757	2%	14%	39%	33%	12%	45%	63%
African American	14	738	737	730	7%	14%	36%	36%	7%	43%	31%
Hispanic	S	S	740	736	S	S	S	S	S	S	35%
Asian	12	757	767	777	N	25%	8%	42%	25%	67%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	748	754	S	S	S	S	S	S	57%
Students with Disability	15	725	723	727	7%	33%	40%	20%	N	20%	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	55	743	742	732	4%	20%	33%	36%	7%	44%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	762	751	750	1%	10%	24%	43%	23%	65%	54%
White	50	763	755	759	N	12%	20%	48%	20%	68%	64%
African American	S	S	735	733	S	S	S	S	S	S	33%
Hispanic	13	772	749	737	N	8%	15%	46%	31%	77%	37%
Asian	S	S	759	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	755	756	S	S	S	S	S	S	62%
Students with Disability	15	738	736	723	N	20%	47%	33%	N	33%	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	52	754	742	734	2%	14%	29%	39%	17%	56%	33%
PARCC MATH											
Schoolwide	90	747	745	745	6%	16%	26%	51%	2%	53%	47%
White	50	750	748	752	2%	14%	26%	54%	4%	58%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	14	747	742	733	7%	21%	21%	50%	N	50%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	15	728	730	724	7%	33%	40%	20%	N	20%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	53	740	737	730	9%	19%	28%	43%	N	43%	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	93	752	746	751	5%	12%	23%	56%	4%	60%	53%
White	45	757	751	758	4%	7%	20%	64%	4%	69%	64%
African American	S	S	731	733	S	S	S	S	S	S	32%
Hispanic	19	743	740	738	16%	5%	32%	47%	N	47%	37%
Asian	14	757	756	773	N	14%	14%	64%	7%	71%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	20	726	720	723	20%	30%	25%	25%	N	25%	20%
English Language Learners	S	S	705	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	743	737	735	9%	17%	30%	40%	4%	43%	33%
PARCC MATH											
Schoolwide	93	751	744	747	4%	16%	20%	53%	7%	59%	47%
White	45	759	751	753	2%	11%	18%	58%	11%	69%	57%
African American	S	S	728	728	S	S	S	S	S	S	24%
Hispanic	19	738	738	735	N	32%	32%	37%	N	37%	31%
Asian	14	759	756	774	14%	7%	7%	64%	7%	71%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	742	754	S	S	S	S	S	S	56%
Students with Disability	20	725	720	725	10%	45%	25%	20%	N	20%	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	53	743	737	732	6%	26%	19%	47%	2%	49%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	738	746	750	7%	19%	36%	36%	2%	38%	52%
White	42	743	750	756	2%	21%	26%	48%	2%	50%	61%
African American	16	731	739	732	13%	19%	56%	13%	N	13%	31%
Hispanic	25	731	739	738	12%	20%	44%	20%	4%	24%	37%
Asian	S	S	757	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	742	755	S	S	S	S	S	S	60%
Students with Disability	S	S	723	719	S	S	S	S	S	S	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	60	731	738	735	12%	22%	43%	22%	2%	23%	33%
PARCC MATH											
Schoolwide	99	742	747	743	10%	16%	37%	31%	5%	36%	43%
White	42	748	752	750	5%	12%	41%	33%	10%	43%	53%
African American	16	729	736	724	19%	19%	44%	19%	N	19%	20%
Hispanic	26	730	739	730	19%	19%	39%	19%	4%	23%	26%
Asian	S	S	763	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	746	748	S	S	S	S	S	S	49%
Students with Disability	25	719	725	717	24%	40%	24%	12%	N	12%	13%
English Language Learners	S	S	716	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	732	738	728	15%	21%	39%	23%	2%	25%	23%

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



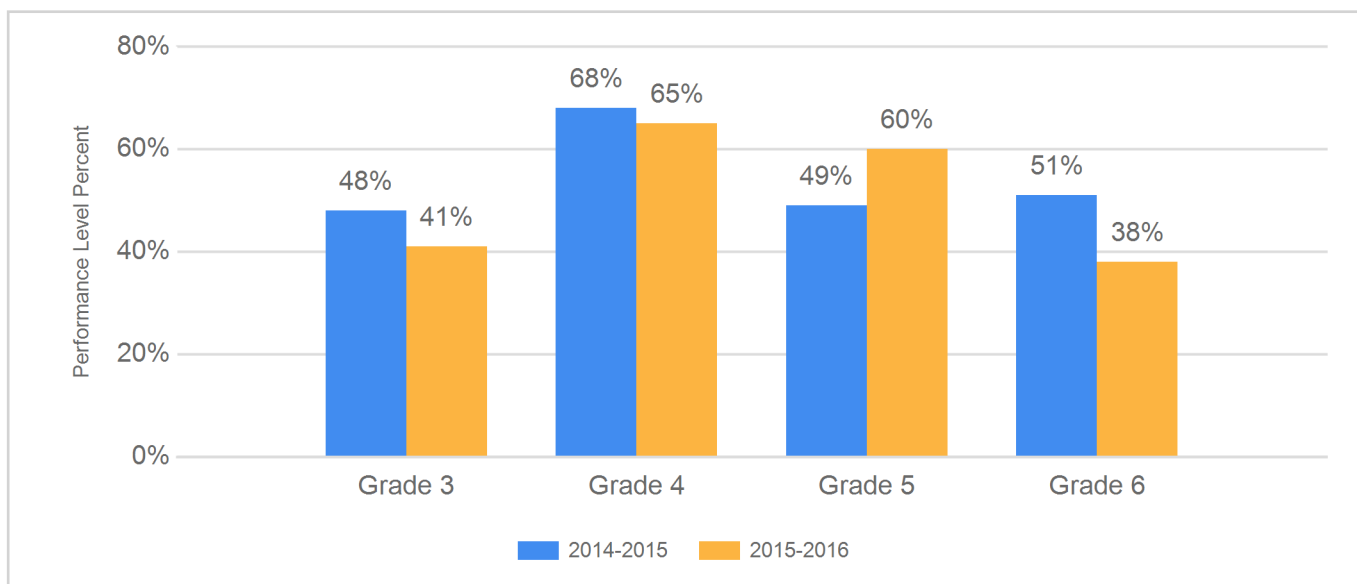
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PARCC ELA Performance Trends

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



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



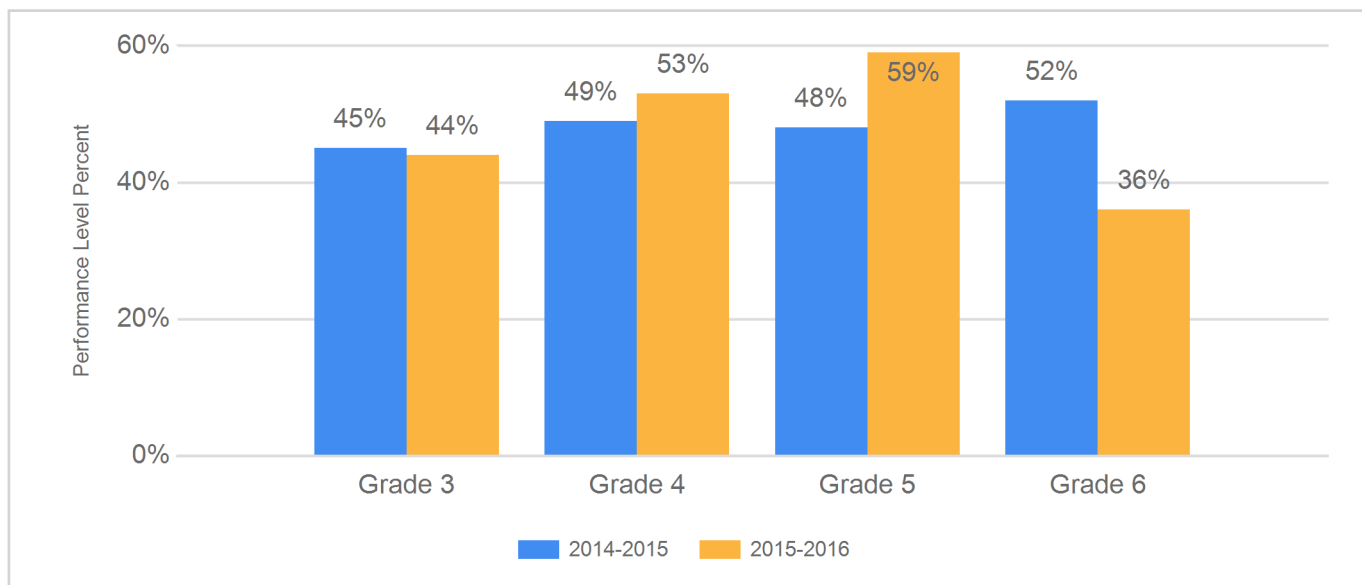
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PARCC Math Performance Trends

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



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

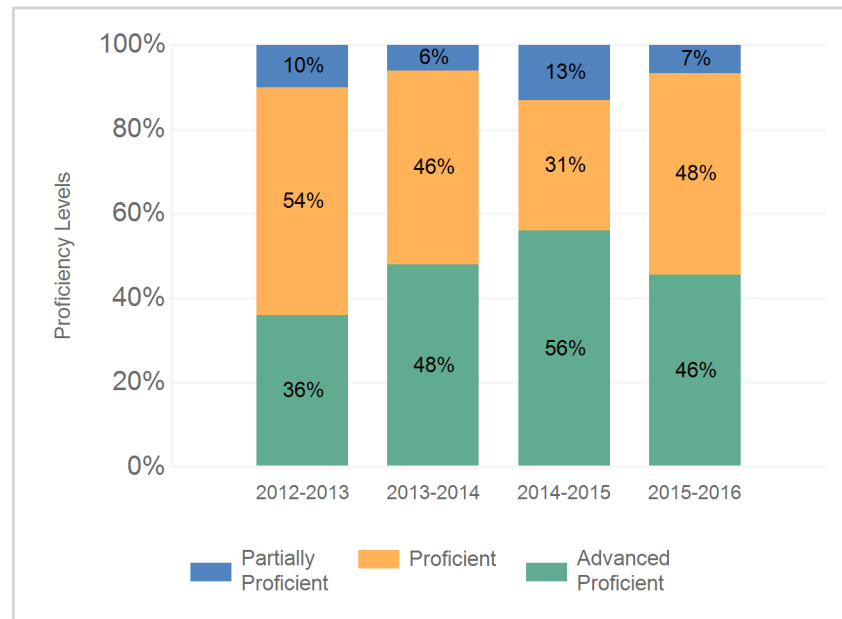
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	48%	7%
White	54%	44%	2%
African American	25%	65%	10%
Hispanic	S	S	S
American Indian	N	N	N
Asian	33%	50%	17%
Two or More Races	N	N	N
Students with Disability	40%	60%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	31%	58%	12%

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	46	50
Student Growth on Math	56	50	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	7%	4%	1%
Approached (L3)	14%	6%	7%
Met (L4)	13%	13%	21%
Exceeded (L5)	0%	1%	9%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	7%	5%	4%
Approached (L3)	9%	9%	10%
Met (L4)	8%	18%	22%
Exceeded (L5)	0%	1%	3%



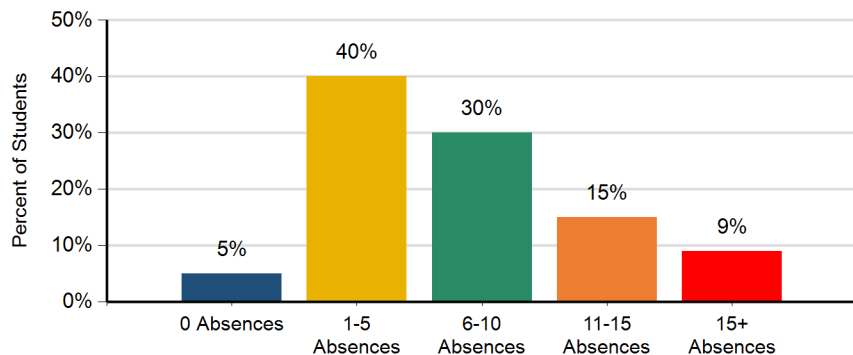
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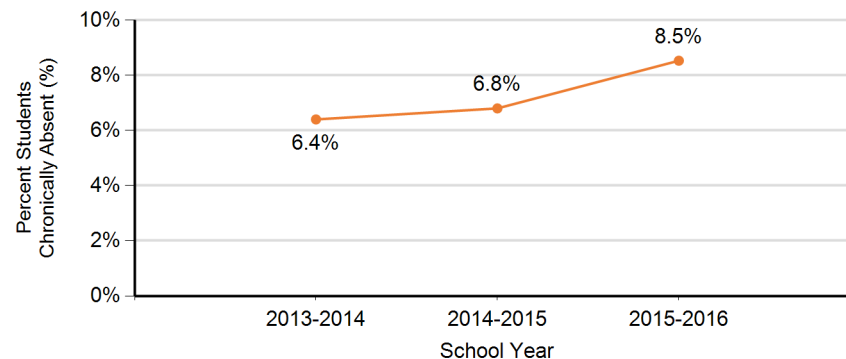
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	334:1

Student Suspension Rate

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

	School
2015-16	1.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 07-08

01-1690-016
ATLANTIC
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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span 07-08

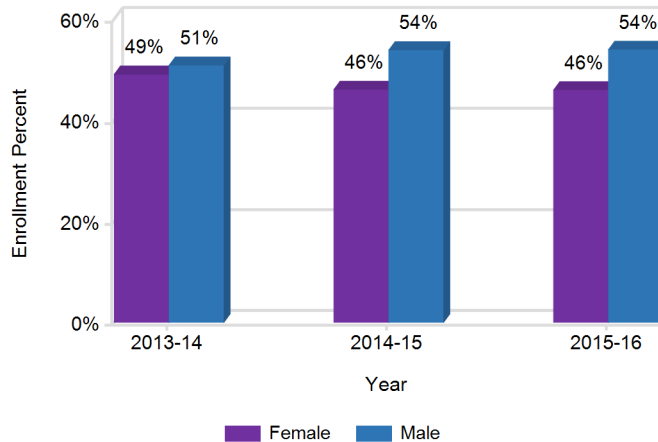
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 07	369	366	335
Grade 08	388	368	373
UG	50	43	46
Total	807	777	754

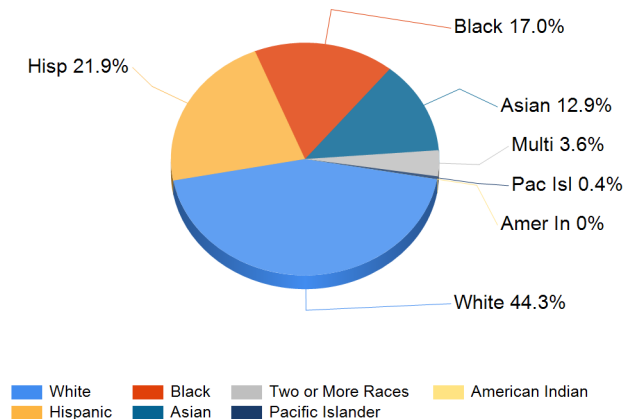
Enrollment by Gender

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



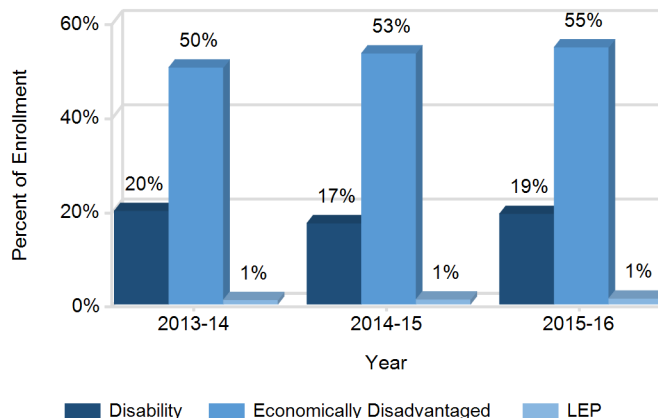
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	78.9%
Spanish	10.1%
Gujarati	4.0%
Urdu	1.5%
Chinese	1.3%
Other	4.1%

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

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	80	41
Mathematics Met or Exceeded Expectations	42%	20	36

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	668	52%	41	97%	✓	667	42%	36	96%	✓
White	309	55%	38	95%	✓	308	43%	28	95%	✓
African American	109	30%	32	96%	✓	109	25%	38	95%	✓
Hispanic	129	50%	53	98%	✓	129	33%	39	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	95	65%	29	99%	✓	95	66%	31	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	135	14%	27	99%	✓	134	8%	24	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	348	44%	62	97%	✓	347	36%	64	97%	✓



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PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	352	744	744	753	9%	21%	23%	37%	10%	47%	56%
White	148	749	749	760	5%	17%	24%	41%	12%	53%	65%
African American	50	725	725	733	24%	26%	32%	16%	2%	18%	35%
Hispanic	89	738	738	739	15%	26%	16%	37%	7%	44%	41%
Asian	47	755	755	781	N	15%	26%	47%	13%	60%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	18	756	756	759	N	22%	17%	39%	22%	61%	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	190	737	737	735	11%	28%	23%	33%	5%	38%	37%
PARCC MATH											
Schoolwide	352	739	739	740	10%	17%	34%	36%	3%	39%	39%
White	148	743	743	747	7%	15%	35%	42%	1%	43%	47%
African American	49	725	725	724	14%	31%	39%	16%	N	16%	19%
Hispanic	90	732	732	729	16%	19%	36%	29%	1%	30%	23%
Asian	47	755	755	763	4%	6%	30%	49%	11%	60%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	18	742	742	744	11%	11%	28%	44%	6%	50%	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	189	734	734	727	12%	24%	33%	29%	2%	31%	21%

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



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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	367	746	746	753	13%	13%	23%	44%	7%	52%	55%
White	168	749	749	759	13%	13%	19%	46%	10%	56%	63%
African American	71	732	732	732	20%	21%	25%	32%	1%	34%	34%
Hispanic	68	742	742	740	10%	12%	32%	44%	2%	46%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	196	740	740	736	12%	16%	28%	41%	3%	44%	38%
**PARCC MATH											
Schoolwide	267	725	725	726	21%	25%	30%	23%	1%	24%	26%
White	119	726	726	732	19%	26%	29%	26%	N	26%	32%
African American	63	715	715	712	32%	27%	22%	19%	N	19%	14%
Hispanic	56	726	726	721	20%	25%	38%	16%	2%	18%	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	154	724	724	718	24%	24%	28%	23%	1%	24%	18%

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

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

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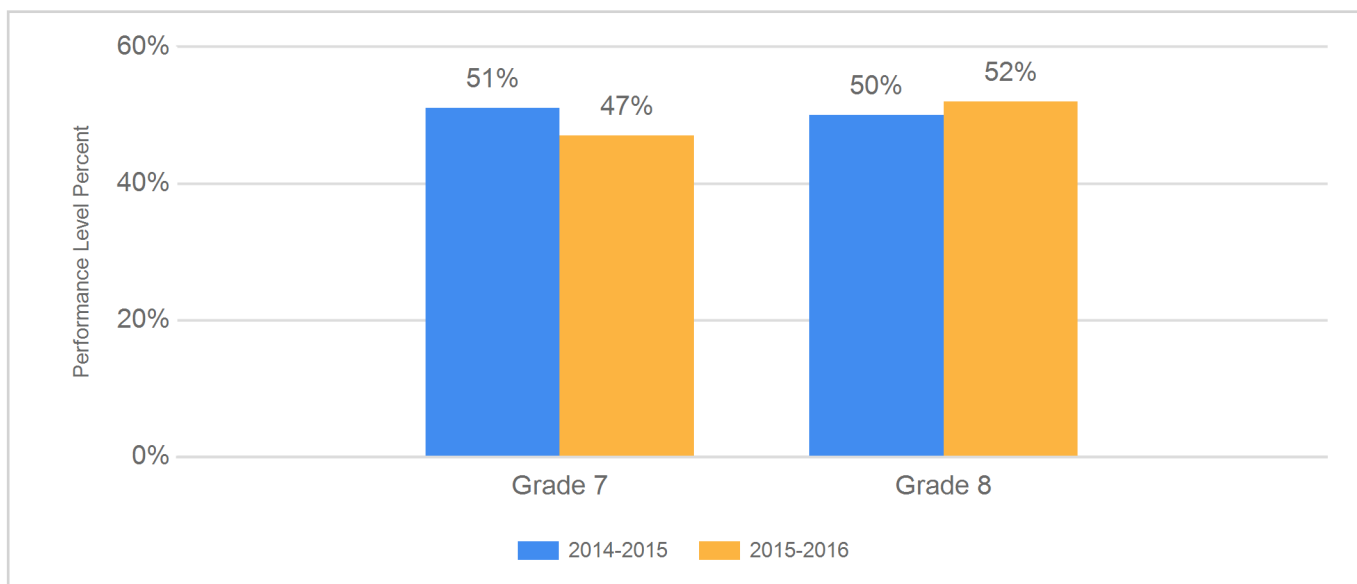
State of New Jersey
2015-2016

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PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	779	779	769	N	1%	11%	72%	16%	88%	42%
White	48	782	782	772	N	2%	13%	63%	23%	85%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	12	766	766	746	N	N	17%	83%	N	83%	25%
Asian	29	786	786	789	N	N	N	83%	17%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	42	775	775	746	N	N	12%	74%	14%	88%	23%

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



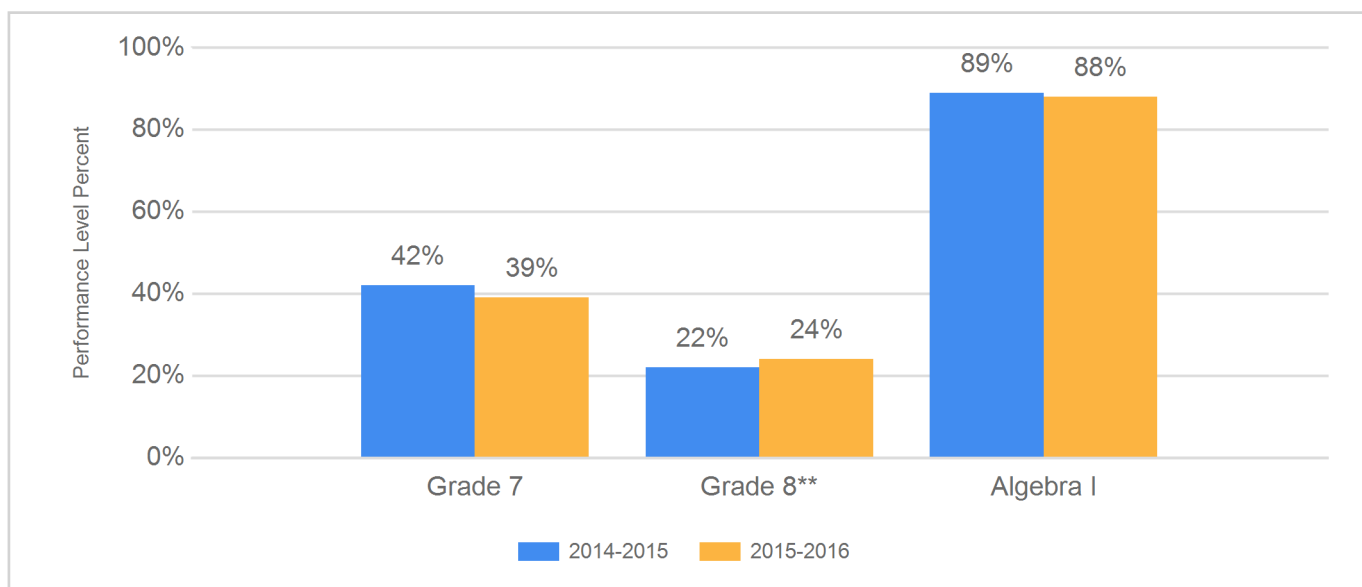
State of New Jersey
2015-2016

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PARCC Math Performance Trends

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



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

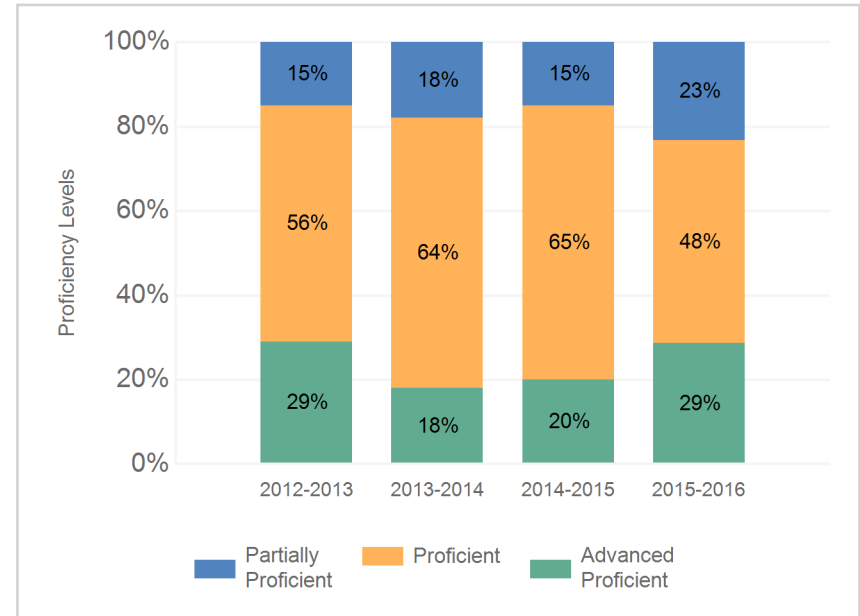
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	48%	23%
White	34%	47%	20%
African American	16%	55%	29%
Hispanic	15%	48%	37%
American Indian	N	N	N
Asian	48%	44%	7%
Two or More Races	S	S	S
Students with Disability	7%	31%	63%
English Language Learners	S	S	S
Economically Disadvantaged Students	22%	51%	27%

NJASK Proficiency Trends Science - Grade Level 08

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	46	50
Student Growth on Math	37	50	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	1%	0%
Partially Met (L2)	9%	4%	2%
Approached (L3)	11%	9%	4%
Met (L4)	14%	14%	14%
Exceeded (L5)	1%	2%	6%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	2%	0%
Partially Met (L2)	12%	4%	4%
Approached (L3)	12%	10%	10%
Met (L4)	10%	13%	9%
Exceeded (L5)	0%	1%	1%



State of New Jersey
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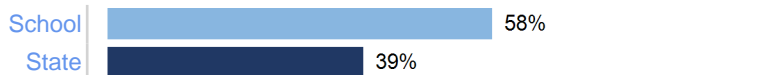
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Visual and Performing Arts

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

MUSIC



DRAMA



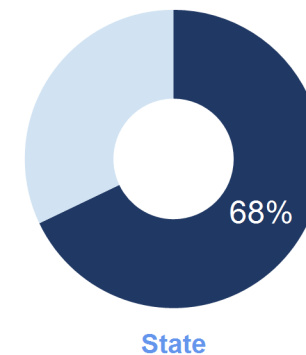
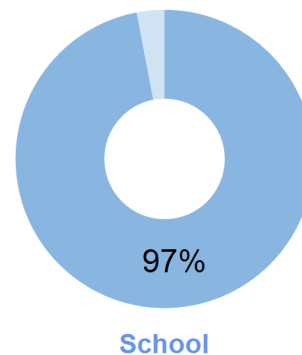
DANCE



VISUAL ARTS

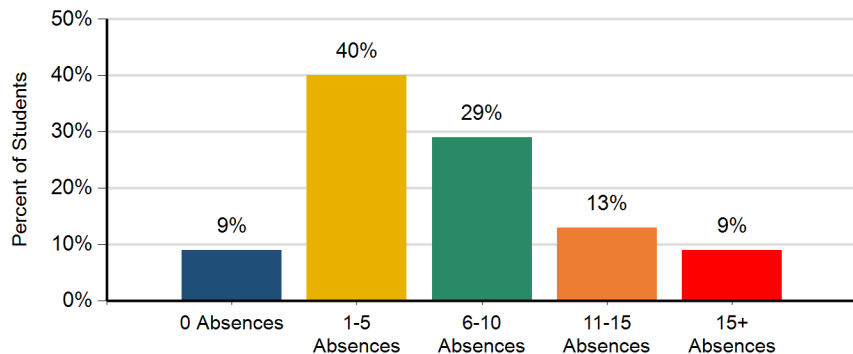


Any Visual and Performing Arts



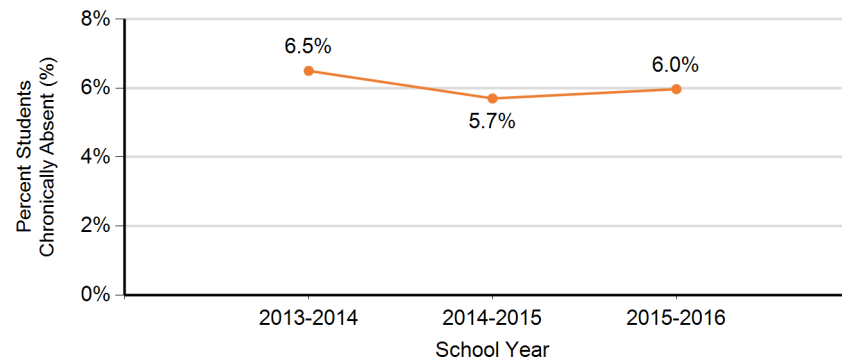
Absenteeism

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



Chronic Absenteeism Trend

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



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Length of School Day

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

	School
2015-16	6 Hrs. 50 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	252:1

Student Suspension Rate

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

	School
2015-16	6.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%



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



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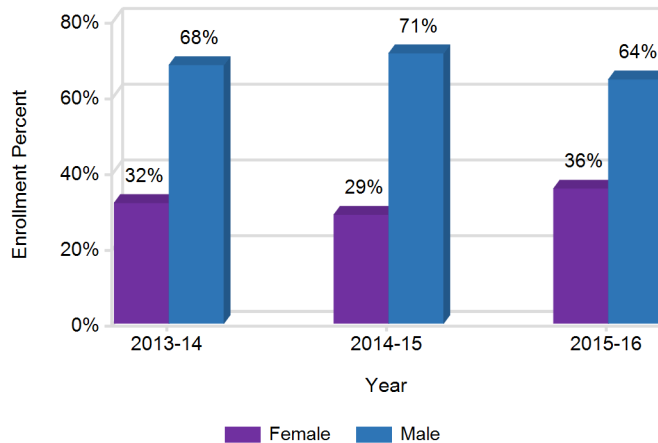
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	34	32	37
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	51	55	81
Total	85	87	118

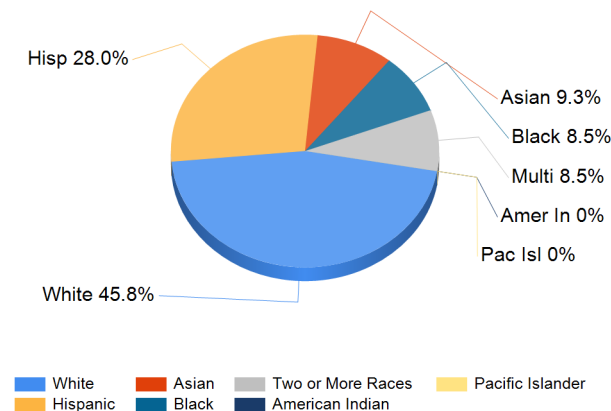
Enrollment by Gender

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



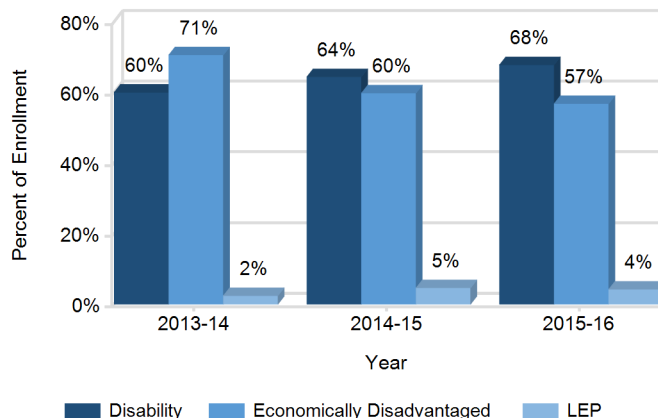
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	76.3%
Spanish	11.0%
Gujarati	3.4%
Creoles and pidgins, French-based	1.7%
Urdu	1.7%
Other	5.7%

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



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Length of School Day

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

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

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

	School
2015-16	
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

	School
2015-16	
Faculty	8:1
Administrator	118:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	95%



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2015-2016 School Performance Reports

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

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

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

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



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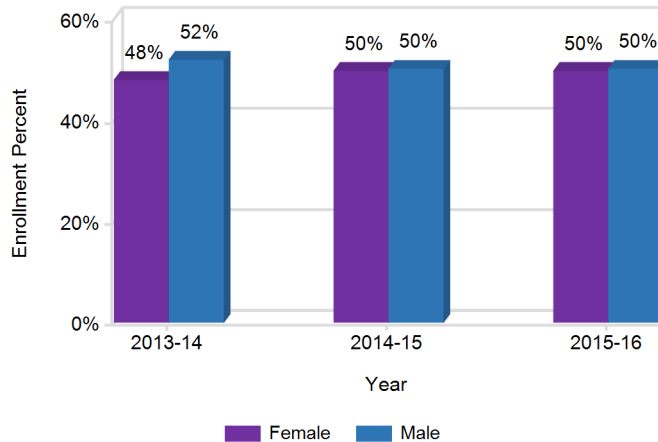
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	68	79	63
Grade 01	76	77	83
Grade 02	71	76	75
Grade 03	89	66	89
Grade 04	97	89	71
Grade 05	81	103	94
Grade 06	102	84	96
UG	31	33	31
Total	615	607	602

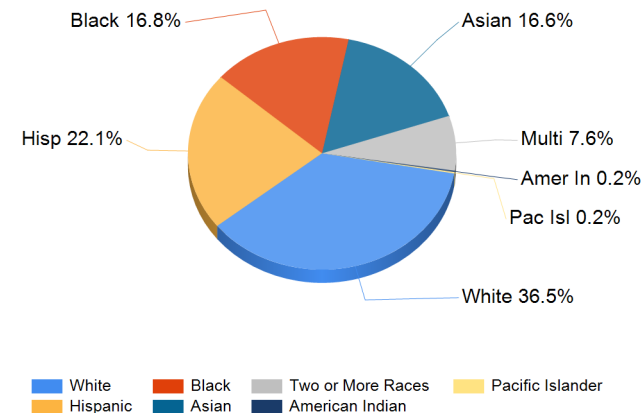
Enrollment by Gender

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



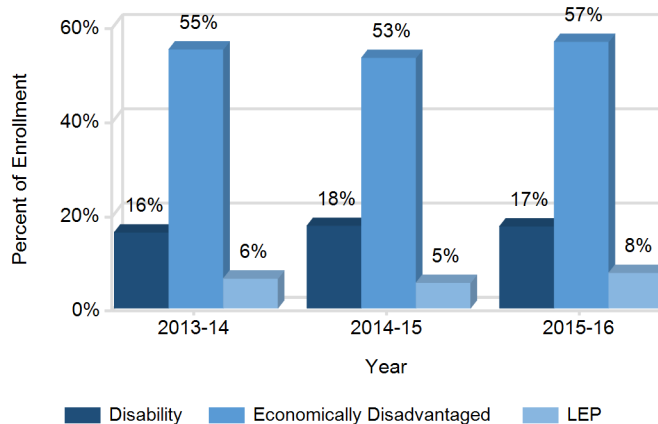
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	66.9%
Spanish	15.1%
Gujarati	6.8%
Bengali	2.0%
Chinese	1.8%
Other	7.5%

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

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



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Reeds Road Elementary School

103 SOUTH REEDS ROAD

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	50%	60	40
Mathematics Met or Exceeded Expectations	52%	80	52

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	322	50%	40	97%	✓	322	52%	52	97%	✓
White	128	54%	34	94%	✓	128	54%	44	94%	✓
African American	55	31%	30	100%	✓	55	33%	54	100%	✓
Hispanic	60	50%	58	99%	✓	60	45%	66	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	57	63%	36	100%	✓	57	74%	44	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	19%	47	99%	✓	67	25%	58	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	166	40%	59	99%	✓	166	41%	75	99%	✓



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GALLOWAY TWP

Reeds Road Elementary School

103 SOUTH REEDS ROAD

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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	738	740	746	13%	21%	30%	37%	N	37%	48%
White	33	743	749	756	6%	18%	30%	46%	N	46%	58%
African American	20	725	728	727	25%	25%	30%	20%	N	20%	30%
Hispanic	16	735	734	730	19%	19%	25%	38%	N	38%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	714	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	47	725	730	727	23%	28%	28%	21%	N	21%	28%
PARCC MATH											
Schoolwide	87	752	750	749	7%	14%	25%	40%	14%	54%	52%
White	33	756	757	757	N	12%	30%	42%	15%	58%	63%
African American	20	735	737	730	15%	35%	15%	25%	10%	35%	31%
Hispanic	16	741	740	736	19%	6%	31%	31%	13%	44%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	748	754	S	S	S	S	S	S	57%
Students with Disability	14	722	723	727	29%	29%	21%	21%	N	21%	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	47	744	742	732	11%	17%	32%	32%	9%	40%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	746	751	750	4%	16%	35%	38%	7%	45%	54%
White	31	750	755	759	3%	7%	42%	42%	7%	48%	64%
African American	S	S	735	733	S	S	S	S	S	S	33%
Hispanic	16	735	749	737	6%	31%	19%	44%	N	44%	37%
Asian	16	762	759	773	N	6%	31%	44%	19%	63%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	755	756	S	S	S	S	S	S	62%
Students with Disability	13	726	736	723	15%	23%	46%	15%	N	15%	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	40	739	742	734	5%	18%	43%	33%	3%	35%	33%
PARCC MATH											
Schoolwide	75	746	745	745	7%	15%	33%	44%	1%	45%	47%
White	31	750	748	752	3%	13%	32%	52%	N	52%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	17	736	742	733	18%	12%	29%	41%	N	41%	30%
Asian	16	761	760	771	N	6%	31%	56%	6%	63%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	13	725	730	724	15%	46%	8%	31%	N	31%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	41	737	737	730	10%	20%	37%	34%	N	34%	27%

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



State of New Jersey
2015-2016

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ATLANTIC
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GALLOWAY, NJ 08205

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	748	746	751	6%	18%	26%	44%	6%	50%	53%
White	35	746	751	758	6%	11%	34%	43%	6%	49%	64%
African American	S	S	731	733	S	S	S	S	S	S	32%
Hispanic	24	745	740	738	4%	25%	25%	42%	4%	46%	37%
Asian	18	768	756	773	N	11%	6%	67%	17%	83%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	19	722	720	723	26%	26%	21%	21%	5%	26%	20%
English Language Learners	S	S	705	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	60	738	737	735	10%	25%	18%	45%	2%	47%	33%
PARCC MATH											
Schoolwide	98	743	744	747	4%	21%	33%	38%	4%	42%	47%
White	35	743	751	753	6%	23%	26%	40%	6%	46%	57%
African American	S	S	728	728	S	S	S	S	S	S	24%
Hispanic	24	737	738	735	4%	17%	50%	29%	N	29%	31%
Asian	20	762	756	774	5%	5%	20%	60%	10%	70%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	19	724	720	725	11%	47%	21%	21%	N	21%	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	60	736	737	732	5%	23%	40%	30%	2%	32%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	751	746	750	9%	6%	23%	55%	7%	62%	52%
White	36	751	750	756	8%	14%	11%	56%	11%	67%	61%
African American	18	740	739	732	22%	6%	22%	50%	N	50%	31%
Hispanic	18	756	739	738	6%	N	33%	44%	17%	61%	37%
Asian	14	759	757	772	N	N	14%	86%	N	86%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	742	755	S	S	S	S	S	S	60%
Students with Disability	21	715	723	719	38%	24%	24%	14%	N	14%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	44	748	738	735	11%	2%	32%	48%	7%	55%	33%
PARCC MATH											
Schoolwide	98	752	747	743	5%	8%	30%	46%	11%	57%	43%
White	36	751	752	750	11%	6%	31%	36%	17%	53%	53%
African American	18	742	736	724	6%	17%	33%	44%	N	44%	20%
Hispanic	18	755	739	730	N	11%	28%	50%	11%	61%	26%
Asian	15	763	763	768	N	7%	7%	73%	13%	87%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	746	748	S	S	S	S	S	S	49%
Students with Disability	21	722	725	717	24%	24%	38%	14%	N	14%	13%
English Language Learners	S	S	716	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	45	748	738	728	4%	13%	29%	49%	4%	53%	23%

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



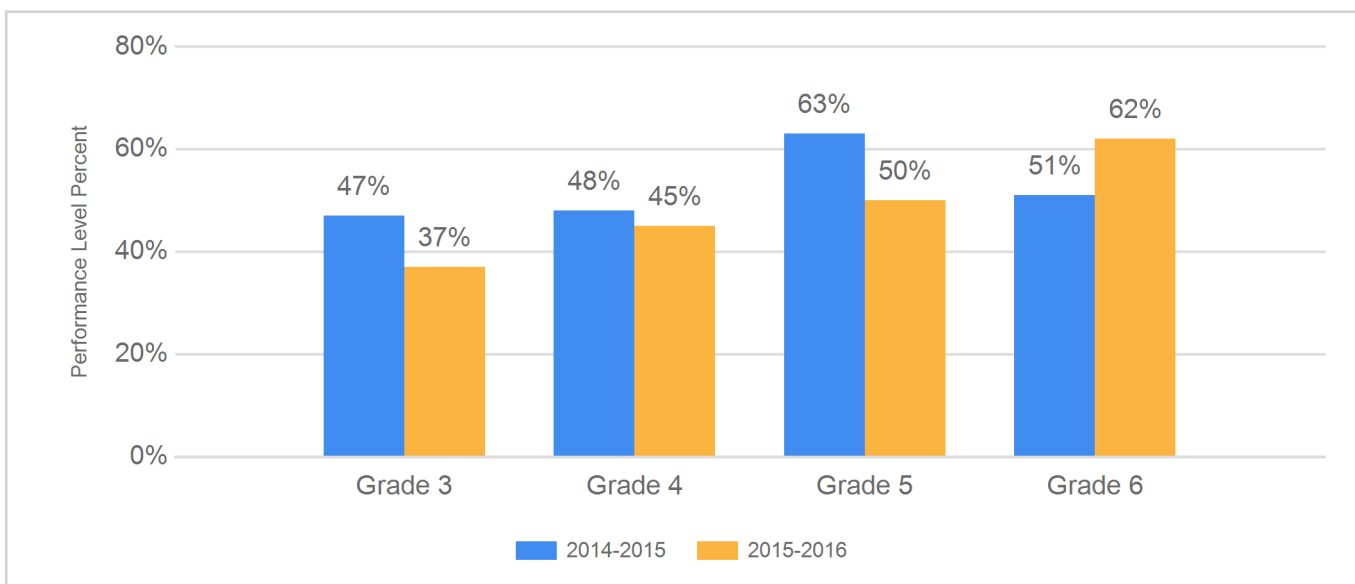
State of New Jersey
2015-2016

Grade Span KF-06

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PARCC ELA Performance Trends

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



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



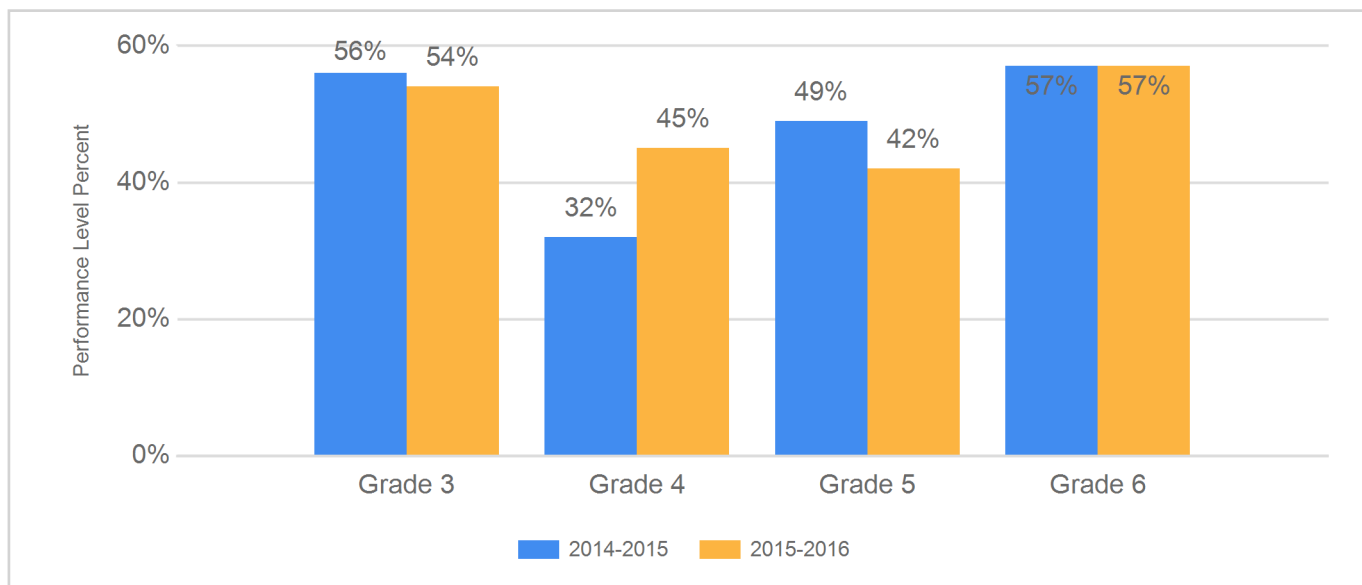
State of New Jersey
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PARCC Math Performance Trends

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



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



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

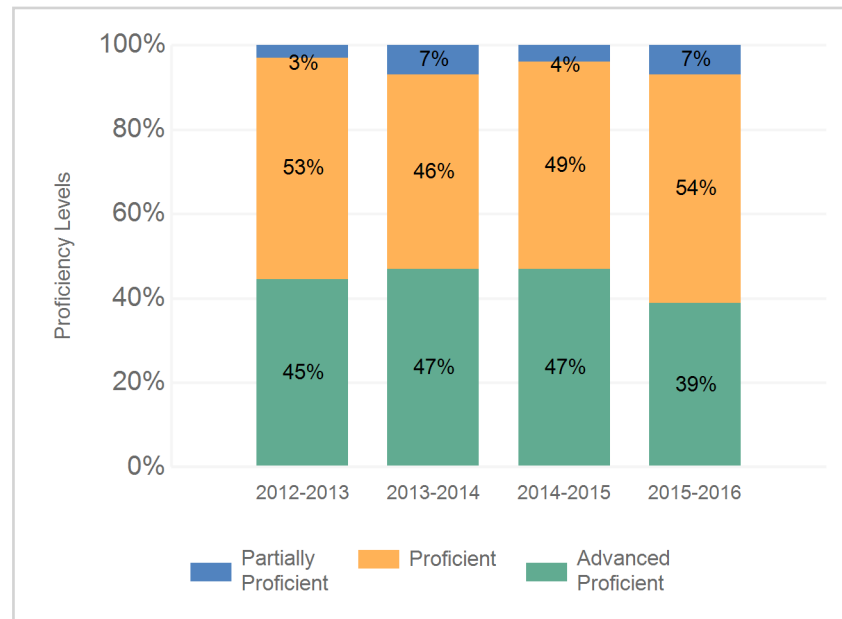
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	39%	54%	7%
White	48%	48%	3%
African American	8%	77%	15%
Hispanic	36%	50%	14%
American Indian	N	N	N
Asian	50%	50%	N
Two or More Races	N	N	N
Students with Disability	36%	46%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	30%	60%	11%

NJASK Proficiency Trends Science - Grade Level 04

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



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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	52	46	50
Student Growth on Math	62	50	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	0%	0%
Partially Met (L2)	7%	5%	0%
Approached (L3)	12%	10%	5%
Met (L4)	10%	15%	23%
Exceeded (L5)	0%	2%	6%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	6%	4%	0%
Approached (L3)	6%	13%	14%
Met (L4)	6%	13%	26%
Exceeded (L5)	0%	1%	5%



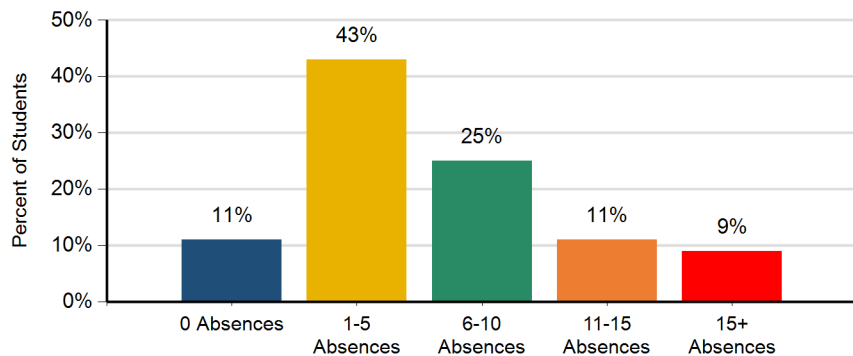
State of New Jersey
2015-2016

Grade Span KF-06

01-1690-045
ATLANTIC
GALLOWAY TWP
Reeds Road Elementary School
103 SOUTH REEDS ROAD
GALLOWAY, NJ 08205

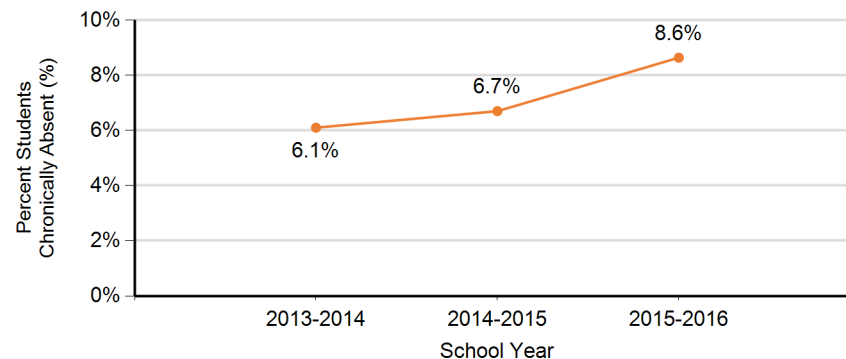
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	301:1

Student Suspension Rate

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

	School
2015-16	2.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
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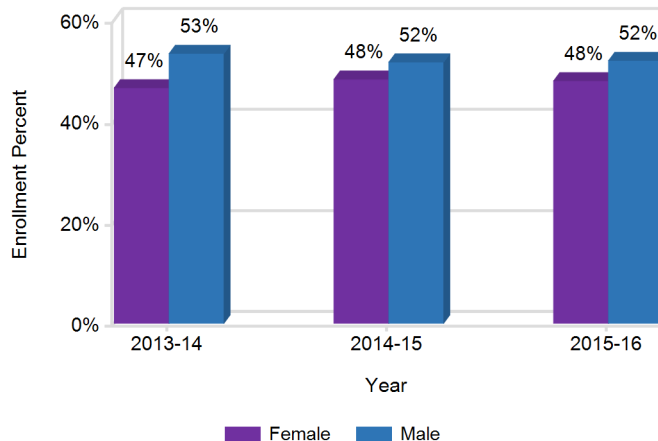
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	75	73	61
Grade 01	71	70	67
Grade 02	72	69	54
Grade 03	68	61	64
Grade 04	56	72	59
Grade 05	64	61	79
Grade 06	61	65	59
UG	67	72	84
Total	534	543	527

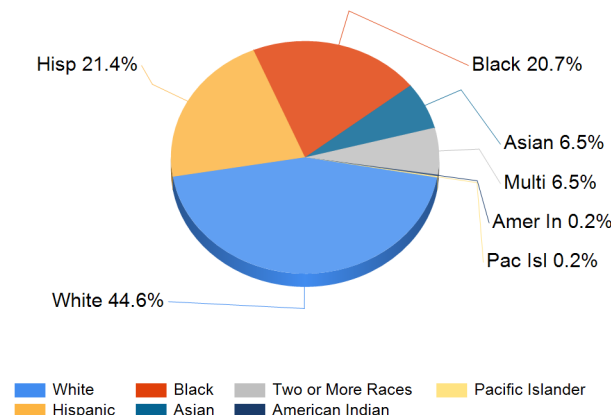
Enrollment by Gender

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



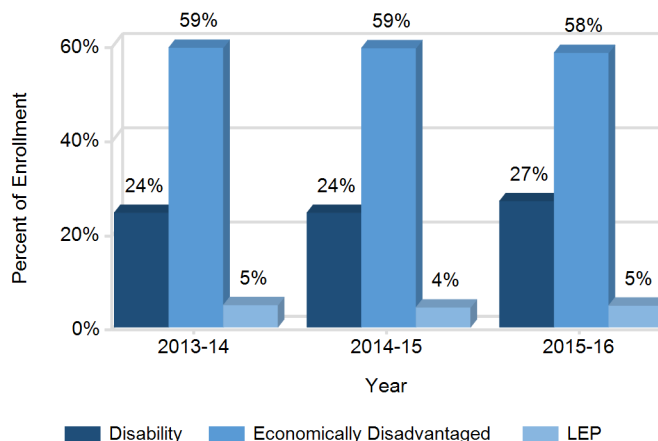
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	78.7%
Spanish	12.3%
Vietnamese	1.9%
Urdu	1.1%
Gujarati	0.8%
Other	5.4%

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

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	40	38
Mathematics Met or Exceeded Expectations	57%	100	62

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	242	49%	38	97%	✓	242	57%	62	97%	✓
White	111	59%	39	95%	✓	111	65%	66	95%	✓
African American	42	38%	49	95%	✓	42	41%	71	95%	✓
Hispanic	45	31%	34	100%	✓	45	47%	72	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	45	20%	50	87%	✗	45	18%	47	87%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	132	33%	42	96%	✓	132	45%	82	96%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	741	740	746	16%	16%	24%	42%	3%	45%	48%
White	28	756	749	756	4%	14%	21%	57%	4%	61%	58%
African American	15	724	728	727	13%	33%	27%	27%	N	27%	30%
Hispanic	15	722	734	730	40%	13%	13%	33%	N	33%	31%
Asian	S	S	744	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	13	698	714	718	62%	23%	N	15%	N	15%	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	48	732	730	727	21%	19%	25%	33%	2%	35%	28%
PARCC MATH											
Schoolwide	71	749	750	749	13%	11%	25%	37%	14%	51%	52%
White	28	764	757	757	N	4%	36%	36%	25%	61%	63%
African American	15	737	737	730	13%	13%	40%	33%	N	33%	31%
Hispanic	15	723	740	736	33%	27%	7%	27%	7%	33%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	748	754	S	S	S	S	S	S	57%
Students with Disability	S	S	723	727	S	S	S	S	S	S	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	48	738	742	732	17%	15%	25%	38%	6%	44%	32%

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



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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	746	751	750	3%	22%	28%	43%	3%	47%	54%
White	23	742	755	759	N	39%	17%	44%	N	44%	64%
African American	13	748	735	733	8%	15%	23%	54%	N	54%	33%
Hispanic	11	743	749	737	9%	9%	55%	18%	9%	27%	37%
Asian	S	S	759	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	755	756	S	S	S	S	S	S	62%
Students with Disability	13	740	736	723	N	46%	23%	23%	8%	31%	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	30	737	742	734	7%	27%	37%	30%	N	30%	33%
PARCC MATH											
Schoolwide	58	748	745	745	5%	7%	35%	50%	3%	53%	47%
White	23	745	748	752	4%	9%	30%	57%	N	57%	57%
African American	13	753	734	727	8%	N	31%	54%	8%	62%	24%
Hispanic	11	746	742	733	9%	N	46%	46%	N	46%	30%
Asian	S	S	760	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	13	731	730	724	23%	15%	31%	23%	8%	31%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	30	738	737	730	10%	7%	43%	40%	N	40%	27%

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



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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	746	746	751	2%	14%	41%	41%	1%	43%	53%
White	39	752	751	758	N	13%	36%	49%	3%	51%	64%
African American	16	738	731	733	6%	13%	50%	31%	N	31%	32%
Hispanic	18	742	740	738	N	17%	50%	33%	N	33%	37%
Asian	S	S	756	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	705	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	739	737	735	4%	16%	51%	29%	N	29%	33%
PARCC MATH											
Schoolwide	87	749	744	747	1%	16%	28%	51%	5%	55%	47%
White	39	753	751	753	N	15%	26%	51%	8%	59%	57%
African American	16	735	728	728	6%	31%	25%	38%	N	38%	24%
Hispanic	18	751	738	735	N	11%	33%	50%	6%	56%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	742	754	S	S	S	S	S	S	56%
Students with Disability	S	S	720	725	S	S	S	S	S	S	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	49	745	737	732	2%	20%	35%	37%	6%	43%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	756	746	750	N	10%	32%	50%	8%	58%	52%
White	29	761	750	756	N	10%	24%	48%	17%	66%	61%
African American	S	S	739	732	S	S	S	S	S	S	31%
Hispanic	14	751	739	738	N	7%	50%	43%	N	43%	37%
Asian	S	S	757	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	742	755	S	S	S	S	S	S	60%
Students with Disability	12	730	723	719	N	33%	50%	17%	N	17%	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	746	738	735	N	13%	47%	38%	3%	41%	33%
PARCC MATH											
Schoolwide	62	759	747	743	3%	10%	23%	50%	15%	65%	43%
White	29	763	752	750	3%	10%	10%	62%	14%	76%	53%
African American	S	S	736	724	S	S	S	S	S	S	20%
Hispanic	14	753	739	730	N	7%	43%	43%	7%	50%	26%
Asian	S	S	763	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	746	748	S	S	S	S	S	S	49%
Students with Disability	12	734	725	717	17%	25%	33%	17%	8%	25%	13%
English Language Learners	S	S	716	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	32	749	738	728	6%	13%	31%	44%	6%	50%	23%

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



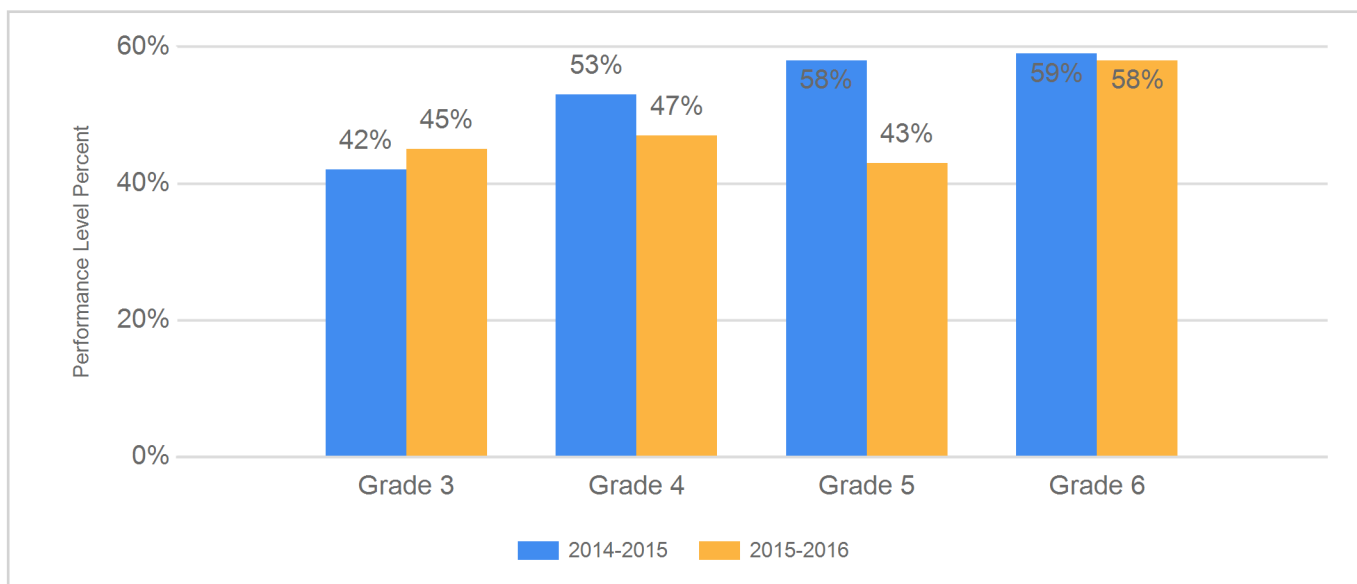
State of New Jersey
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PARCC ELA Performance Trends

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



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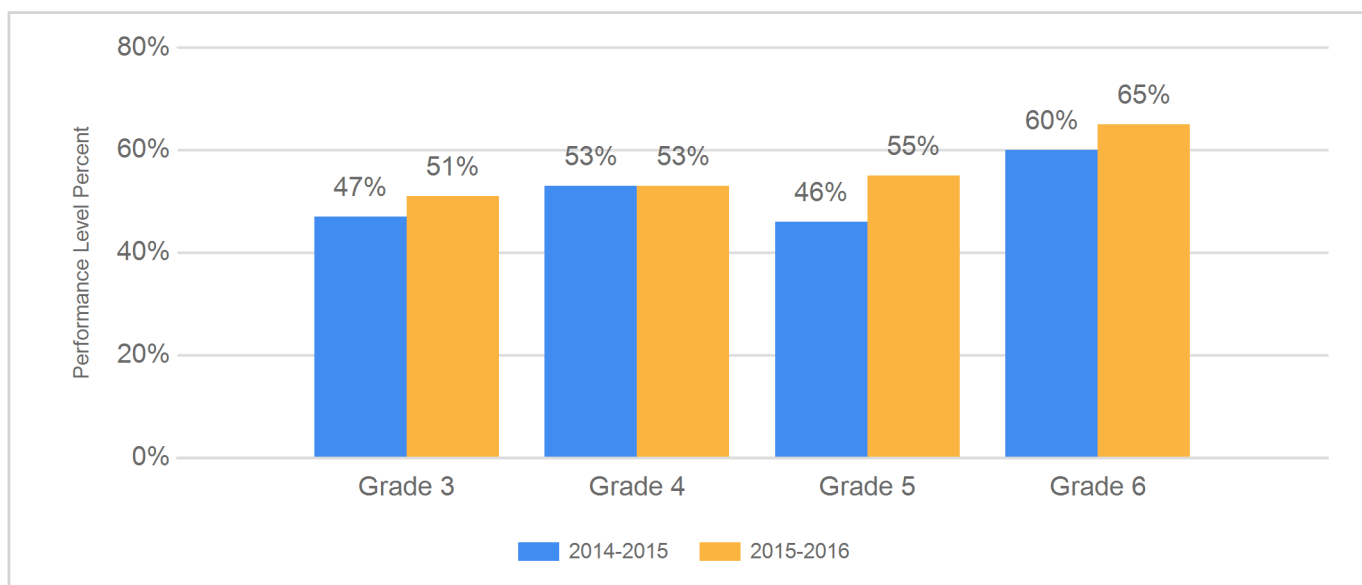
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PARCC Math Performance Trends

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



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



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

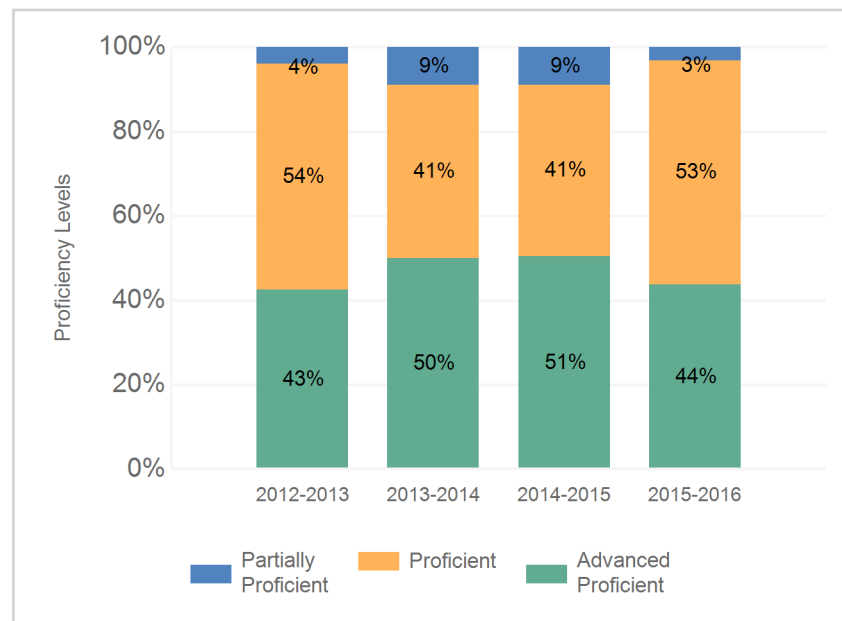
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	53%	3%
White	39%	57%	4%
African American	50%	46%	5%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	29%	59%	12%
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	55%	6%

NJASK Proficiency Trends Science - Grade Level 04

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	46	50
Student Growth on Math	67	50	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	6%	7%	2%
Approached (L3)	15%	10%	10%
Met (L4)	7%	15%	23%
Exceeded (L5)	1%	1%	3%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	5%	4%	3%
Approached (L3)	6%	7%	12%
Met (L4)	8%	14%	31%
Exceeded (L5)	0%	1%	7%



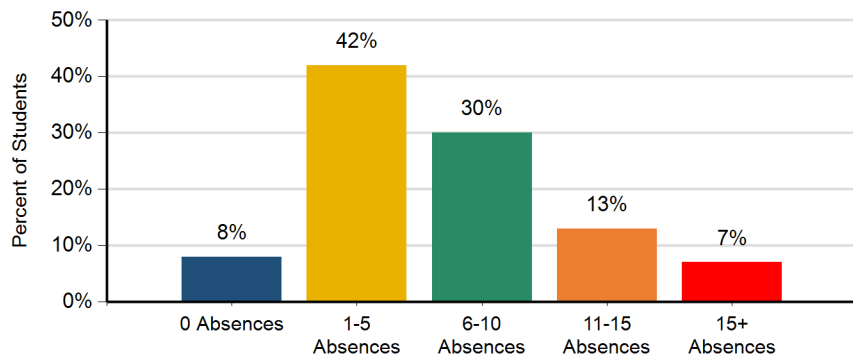
State of New Jersey
2015-2016

Grade Span KF-06

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ATLANTIC
GALLOWAY TWP
Roland Rogers Elementary School
105 S REEDS ROAD
GALLOWAY, NJ 08205

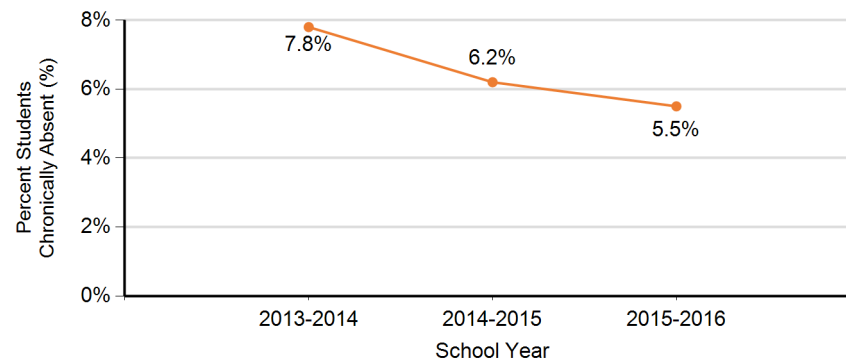
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	264:1

Student Suspension Rate

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

	School
2015-16	6.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%



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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
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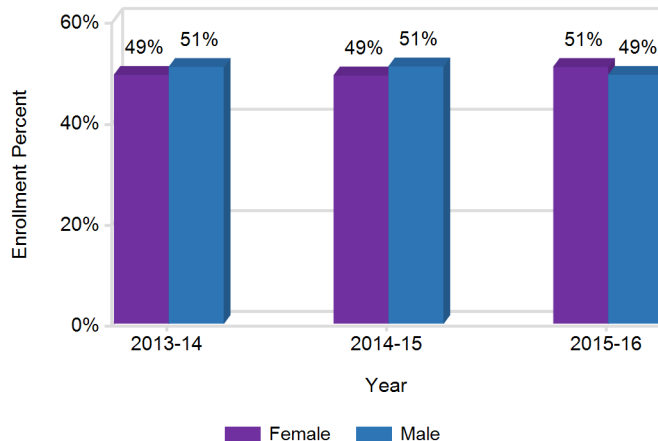
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	90	93	67
Grade 01	98	84	93
Grade 02	88	96	95
Grade 03	93	86	91
Grade 04	75	87	87
Grade 05	85	81	97
Grade 06	111	88	98
UG	0	0	0
Total	640	615	628

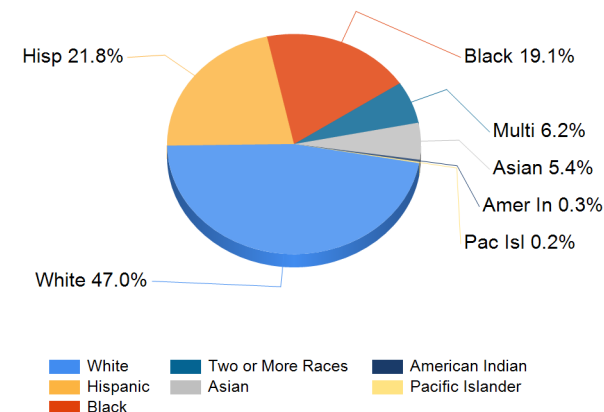
Enrollment by Gender

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



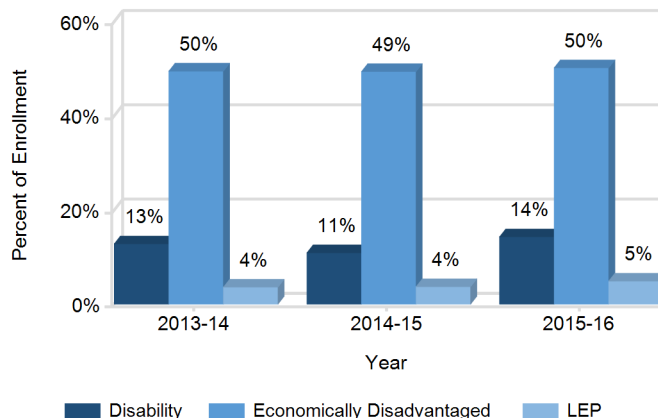
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	82.3%
Spanish	10.7%
Urdu	1.4%
Chinese	1.1%
Creoles and pidgins, French-based	1.0%
Other	3.7%

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



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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	20	26
Mathematics Met or Exceeded Expectations	45%	40	38

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	322	44%	26	97%	✓	324	45%	38	97%	✓
White	155	53%	33	98%	✓	155	54%	48	98%	✓
African American	60	22%	18	97%	✓	60	28%	42	98%	✓
Hispanic	73	41%	37	93%	✓	73	32%	35	94%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	25%	59	94%	✗	67	24%	60	94%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	150	31%	27	97%	✓	150	32%	45	97%	✓



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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	741	740	746	15%	17%	24%	42%	3%	45%	48%
White	41	751	749	756	10%	10%	27%	49%	5%	54%	58%
African American	24	724	728	727	21%	25%	29%	25%	N	25%	30%
Hispanic	18	744	734	730	17%	17%	17%	44%	6%	50%	31%
Asian	S	S	744	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	18	734	714	718	11%	28%	39%	22%	N	22%	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	41	731	730	727	20%	22%	24%	34%	N	34%	28%
PARCC MATH											
Schoolwide	90	753	750	749	3%	20%	22%	40%	14%	54%	52%
White	41	761	757	757	N	17%	17%	44%	22%	66%	63%
African American	24	737	737	730	13%	29%	21%	29%	8%	38%	31%
Hispanic	18	752	740	736	N	17%	39%	33%	11%	44%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	S	S	748	754	S	S	S	S	S	S	57%
Students with Disability	18	738	723	727	11%	28%	22%	28%	11%	39%	28%
English Language Learners	S	S	721	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	41	742	742	732	2%	29%	27%	39%	2%	42%	32%

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



State of New Jersey
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Grade Span KF-06

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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	746	751	750	8%	17%	25%	45%	6%	51%	54%
White	38	754	755	759	8%	8%	21%	53%	11%	63%	64%
African American	18	727	735	733	11%	39%	33%	17%	N	17%	33%
Hispanic	21	748	749	737	10%	5%	29%	57%	N	57%	37%
Asian	S	S	759	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	755	756	S	S	S	S	S	S	62%
Students with Disability	15	740	736	723	13%	27%	20%	33%	7%	40%	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	41	735	742	734	12%	24%	29%	34%	N	34%	33%
PARCC MATH											
Schoolwide	85	741	745	745	7%	24%	31%	38%	1%	39%	47%
White	38	746	748	752	3%	24%	29%	42%	3%	45%	57%
African American	18	727	734	727	17%	33%	28%	22%	N	22%	24%
Hispanic	21	741	742	733	5%	19%	38%	38%	N	38%	30%
Asian	S	S	760	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	739	750	S	S	S	S	S	S	54%
Students with Disability	15	736	730	724	20%	20%	27%	33%	N	33%	22%
English Language Learners	S	S	712	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	41	734	737	730	15%	22%	29%	34%	N	34%	27%

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



State of New Jersey
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GALLOWAY, NJ 08205

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	738	746	751	8%	22%	40%	29%	1%	30%	53%
White	43	748	751	758	5%	9%	42%	42%	2%	44%	64%
African American	S	S	731	733	S	S	S	S	S	S	32%
Hispanic	23	731	740	738	13%	26%	39%	22%	N	22%	37%
Asian	S	S	756	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	746	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	705	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	54	729	737	735	11%	35%	35%	19%	N	19%	33%
PARCC MATH											
Schoolwide	102	736	744	747	9%	26%	33%	29%	3%	32%	47%
White	43	746	751	753	7%	14%	30%	44%	5%	49%	57%
African American	S	S	728	728	S	S	S	S	S	S	24%
Hispanic	23	730	738	735	9%	30%	44%	17%	N	17%	31%
Asian	S	S	756	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	742	754	S	S	S	S	S	S	56%
Students with Disability	S	S	720	725	S	S	S	S	S	S	19%
English Language Learners	S	S	718	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	56	726	737	732	13%	36%	32%	18%	2%	20%	28%

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



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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	744	746	750	2%	25%	34%	34%	6%	40%	52%
White	52	750	750	756	2%	19%	29%	44%	6%	50%	61%
African American	13	741	739	732	N	31%	46%	8%	15%	23%	31%
Hispanic	24	730	739	738	N	42%	38%	17%	4%	21%	37%
Asian	S	S	757	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	742	755	S	S	S	S	S	S	60%
Students with Disability	23	732	723	719	4%	39%	35%	22%	N	22%	15%
English Language Learners	S	S	712	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	733	738	735	2%	33%	41%	25%	N	25%	33%
PARCC MATH											
Schoolwide	102	742	747	743	10%	20%	29%	36%	5%	41%	43%
White	52	751	752	750	6%	10%	29%	50%	6%	56%	53%
African American	13	730	736	724	15%	39%	23%	15%	8%	23%	20%
Hispanic	24	728	739	730	17%	33%	33%	17%	N	17%	26%
Asian	S	S	763	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	746	748	S	S	S	S	S	S	49%
Students with Disability	23	729	725	717	13%	35%	39%	9%	4%	13%	13%
English Language Learners	S	S	716	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	49	730	738	728	14%	33%	33%	20%	N	20%	23%

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



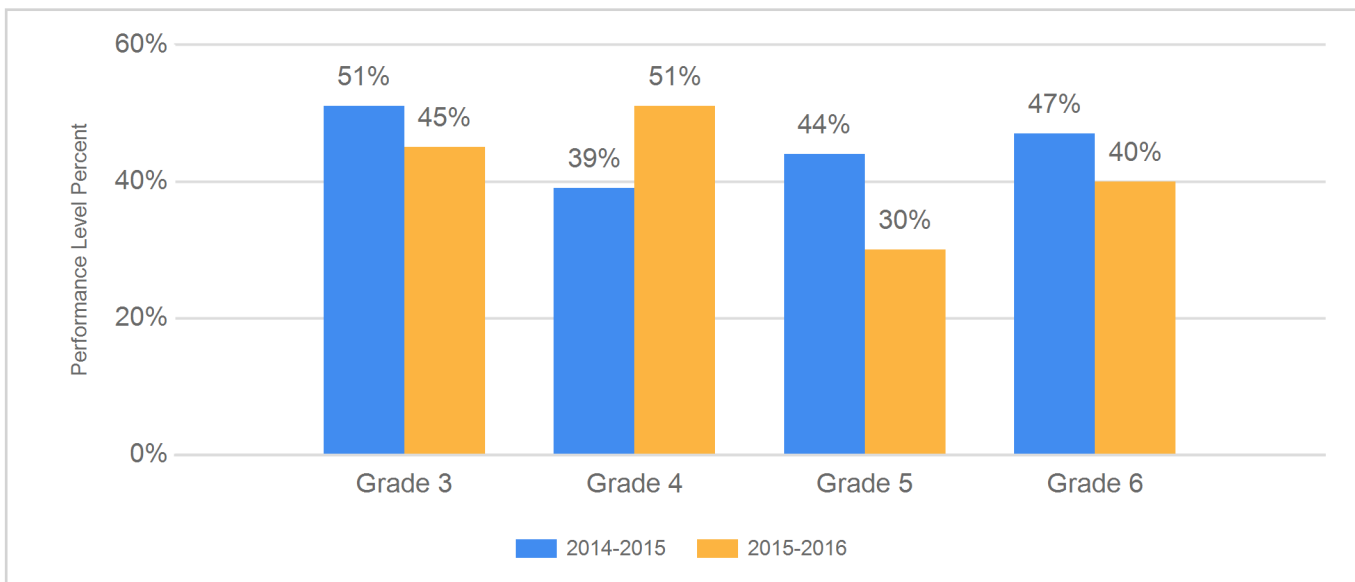
State of New Jersey
2015-2016

Grade Span KF-06

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ATLANTIC
GALLOWAY TWP
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PARCC ELA Performance Trends

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



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



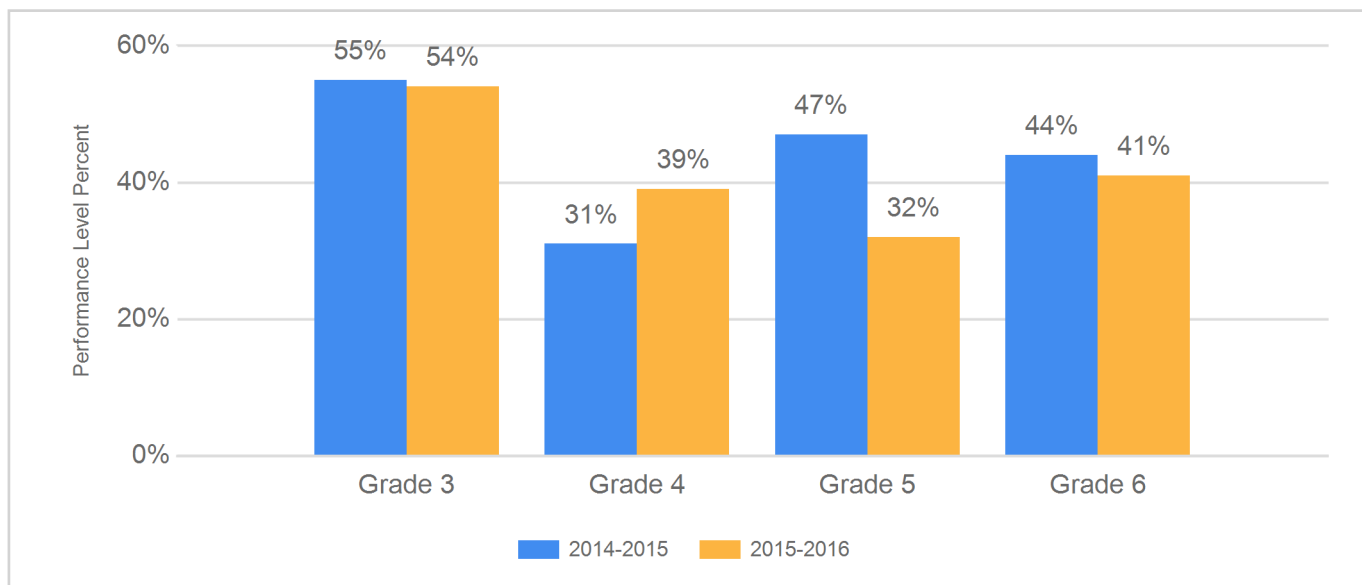
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PARCC Math Performance Trends

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



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State of New Jersey
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Grade Span KF-06

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

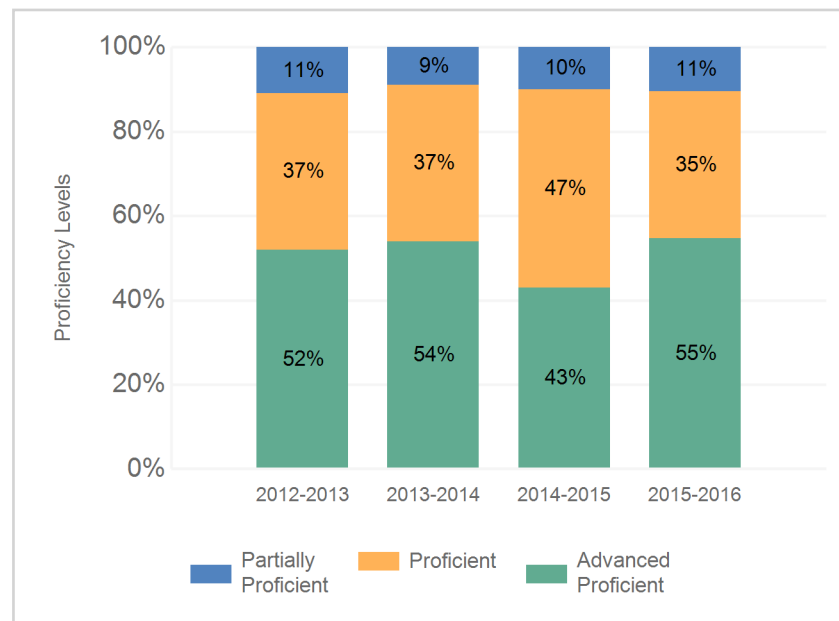
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	55%	35%	11%
White	61%	34%	5%
African American	35%	44%	22%
Hispanic	60%	30%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	64%	14%	21%
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	46%	15%

NJASK Proficiency Trends Science - Grade Level 04

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



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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	46	50
Student Growth on Math	46	50	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	0%	0%
Partially Met (L2)	9%	7%	3%
Approached (L3)	14%	15%	4%
Met (L4)	9%	13%	16%
Exceeded (L5)	0%	1%	4%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	0%	0%
Partially Met (L2)	11%	7%	3%
Approached (L3)	13%	10%	7%
Met (L4)	7%	12%	18%
Exceeded (L5)	0%	0%	3%



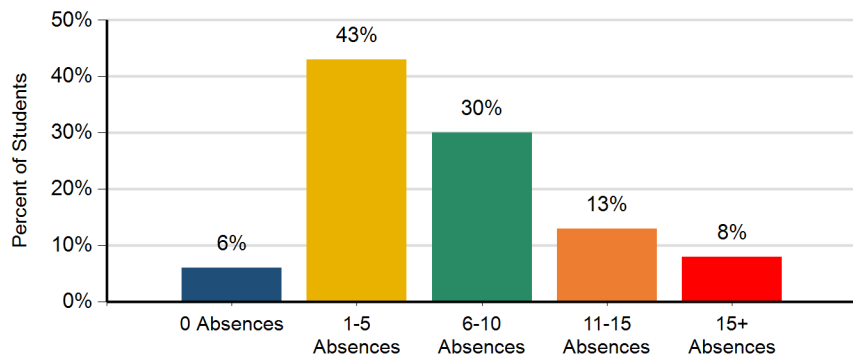
State of New Jersey
2015-2016

Grade Span KF-06

01-1690-048
ATLANTIC
GALLOWAY TWP
Smithville Elementary School
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

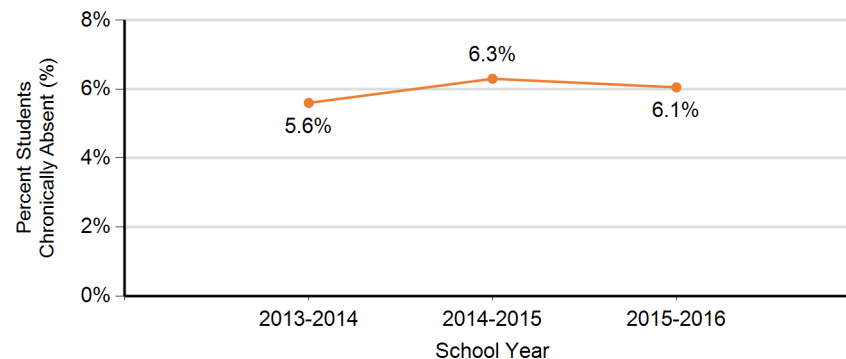
Absenteeism

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



Chronic Absenteeism Trend

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



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



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

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

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	314:1

Student Suspension Rate

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

	School
2015-16	6.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	97%