




DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017
Grade Span PK-03

09-1080-040
CAPE MAY
DENNIS TWP
601 HAGAN ROAD
CAPE MAY COURT HOUSE, NJ 08210

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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2016-2017
Grade Span PK-03

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	18	27	37
KG	47	59	61
1	48	46	66
2	48	52	49
3	49	54	51
Ungraded	0	7	2
Total	210	245	266

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	54%	53%	49%
Male	46%	47%	51%
Economically Disadvantaged Students	27%	33%	31%
Students with Disabilities	19%	22%	22%
English Learners	0%	2%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	92.5%
Hispanic	4.5%
Black or African American	1.5%
Asian	0.8%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	22	27	37
KG - Half Day	0	0	0
KG - Full Day	48	59	61

Enrollment by Home Language

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

Home Language	% of Students
English	99.6%
Other	0.4%



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09-1080-040
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	46	92.6	65.20	53.80	54.90	63.1	63.1	Met Target
White	46	92.6	65.20	54.60	63.90	63.1	63.7	Met Target†
Hispanic	N	N	N	*	39.80	N	**	**
Black or African American	N	N	N	*	35.20	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	23	100.0	60.90	63.20	62.20	60.9		
Male	23	85.7	69.60	43.70	48.10	62.3		
Economically Disadvantaged Students	14	93.7	57.10	41.00	36.20	*	**	**
Non-Economically Disadvantaged Students	32	92.1	68.80	58.00	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	N	N	N	*	25.20	N	**	**
Non-English Learners	46	92.6	65.20	*	57.40	62.5		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	762	762	749	*	*	22%	56%	*	64%	50%
White	50	762	762	759	*	*	22%	56%	*	64%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	26	763	763	754	*	*	*	54%	*	62%	55%
Male	24	761	761	745	*	*	*	58%	*	67%	46%
Economically Disadvantaged Students	15	750	750	731	*	*	*	*	*	53%	31%
Non-Economically Disadvantaged Students	35	767	767	762	*	*	*	*	*	69%	63%
Students with Disabilities	10	740	740	720	*	*	*	*	*	40%	24%
Students without Disabilities	40	767	767	755	*	*	*	*	*	70%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	50	762	762	752	*	*	22%	56%	*	64%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



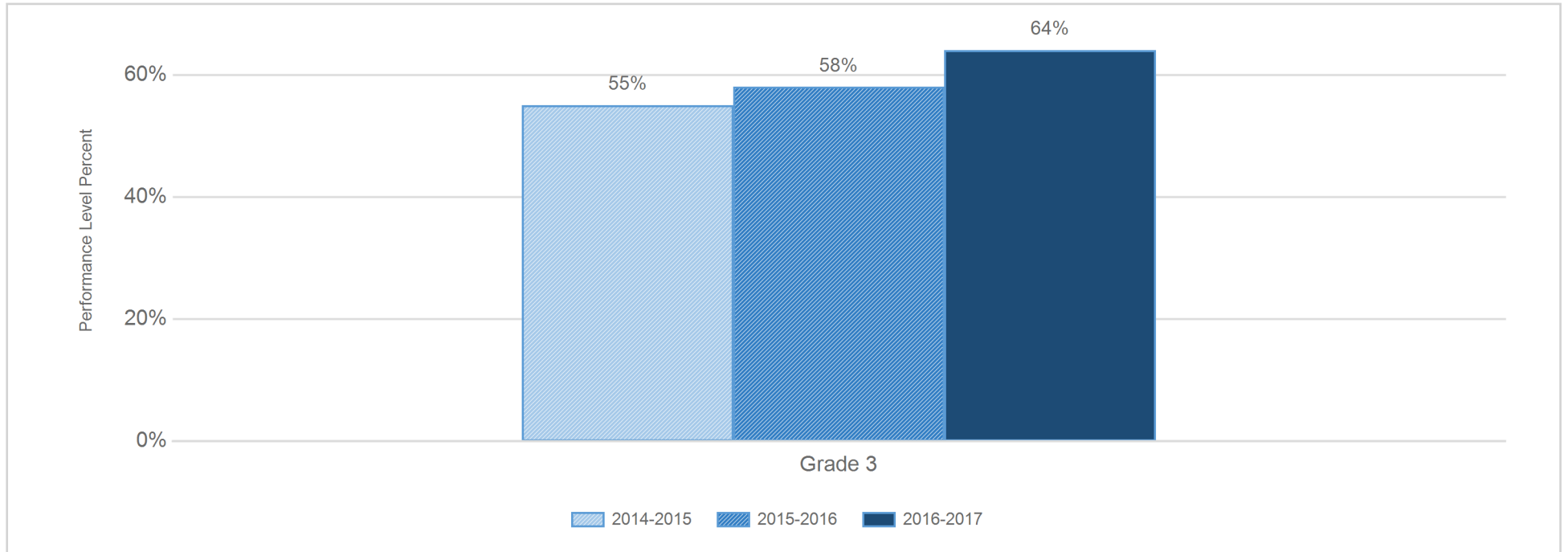
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English Language Arts/Literacy Assessment - Performance Trends

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





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2016-2017
Grade Span PK-03

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	46	92.6	50.00	47.30	43.50	48.4	56.8	Met Target†
White	46	92.6	50.00	47.80	52.40	48.4	57	Met Target†
Hispanic	N	N	N	*	27.60	N	**	**
Black or African American	N	N	N	*	21.70	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	23	100.0	47.80	52.80	44.10	47.8		
Male	23	85.7	52.10	41.30	42.90	46.7		
Economically Disadvantaged Students	14	93.7	35.70	33.80	25.10	*	**	**
Non-Economically Disadvantaged Students	32	92.1	56.30	51.70	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	N	N	N	*	23.30	N	**	**
Non-English Learners	46	92.6	50.00	*	45.20	48		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Grade Span PK-03

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	755	755	751	*	*	32%	36%	*	54%	53%
White	50	755	755	759	*	*	32%	36%	*	54%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	26	755	755	751	*	*	*	*	*	54%	52%
Male	24	756	756	751	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	15	750	750	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	35	758	758	761	*	*	*	*	*	60%	65%
Students with Disabilities	10	750	750	729	*	*	*	*	*	40%	29%
Students without Disabilities	40	757	757	755	*	*	*	*	*	58%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	50	755	755	753	*	*	32%	36%	*	54%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

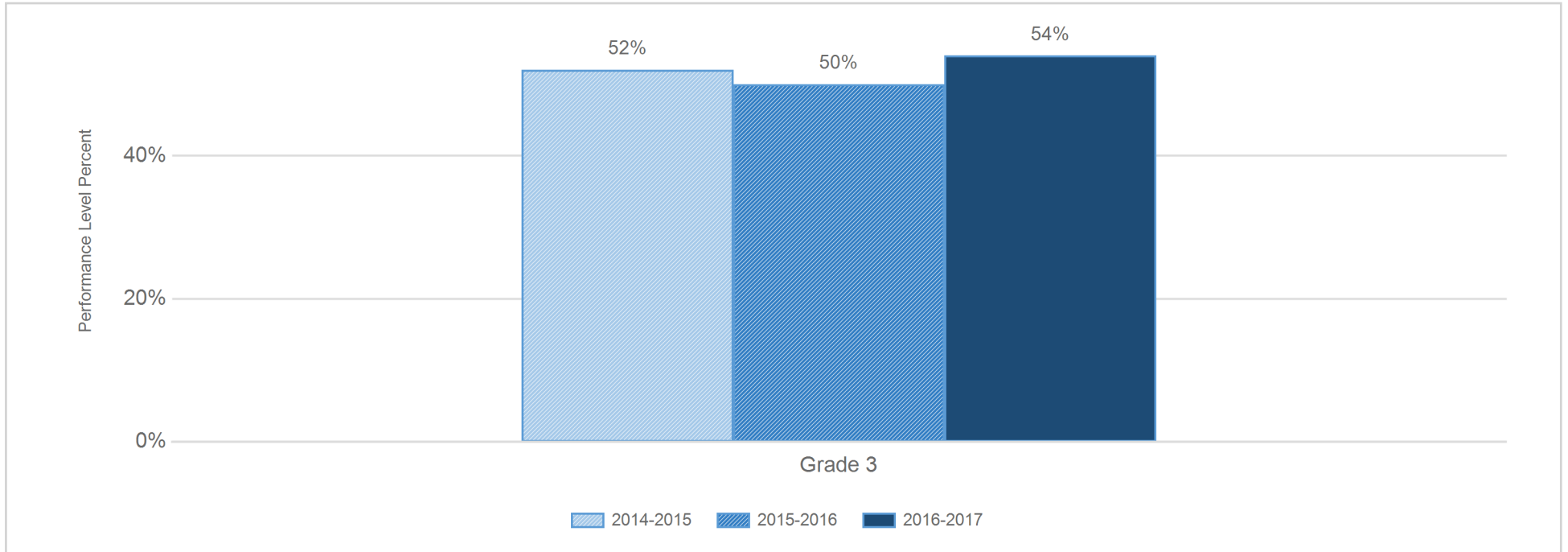


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09-1080-040
CAPE MAY
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Mathematics Assessment – Performance Trends

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





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2016-2017**

Grade Span PK-03

**09-1080-040
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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2016-2017**

Grade Span PK-03

**09-1080-040
CAPE MAY
DENNIS TWP
601 HAGAN ROAD
CAPE MAY COURT HOUSE, NJ 08210**



DENNIS TOWNSHIP PRIMARY SCHOOL
 2016-2017
 Grade Span PK-03

09-1080-040
 CAPE MAY
 DENNIS TWP
 601 HAGAN ROAD
 CAPE MAY COURT HOUSE, NJ 08210

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

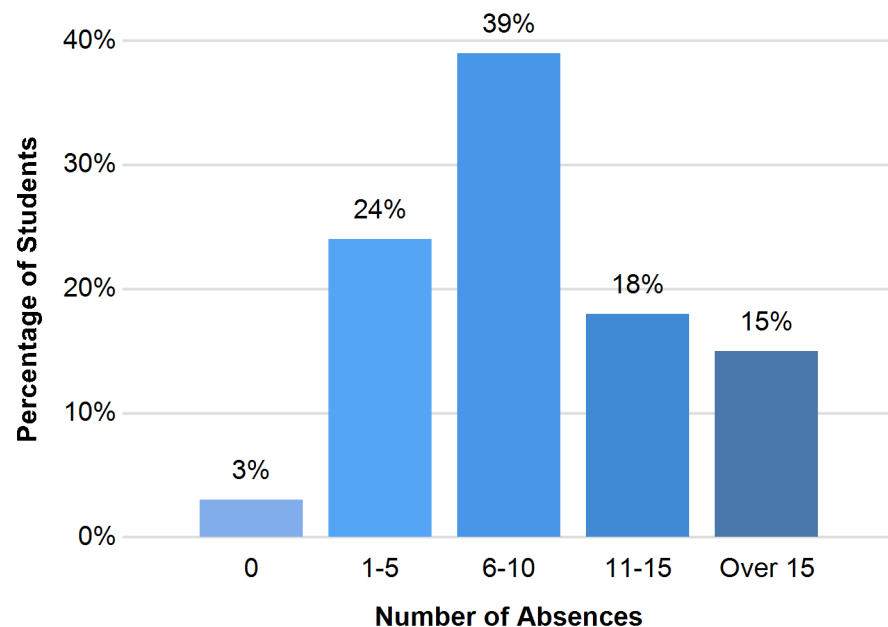
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.90	9.10	Not Met
White	11.80	9.10	Not Met
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.20	9.10	Not Met
Students with Disabilities	18.80	9.10	Not Met
English Learners	N	**	**

Days Absent

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



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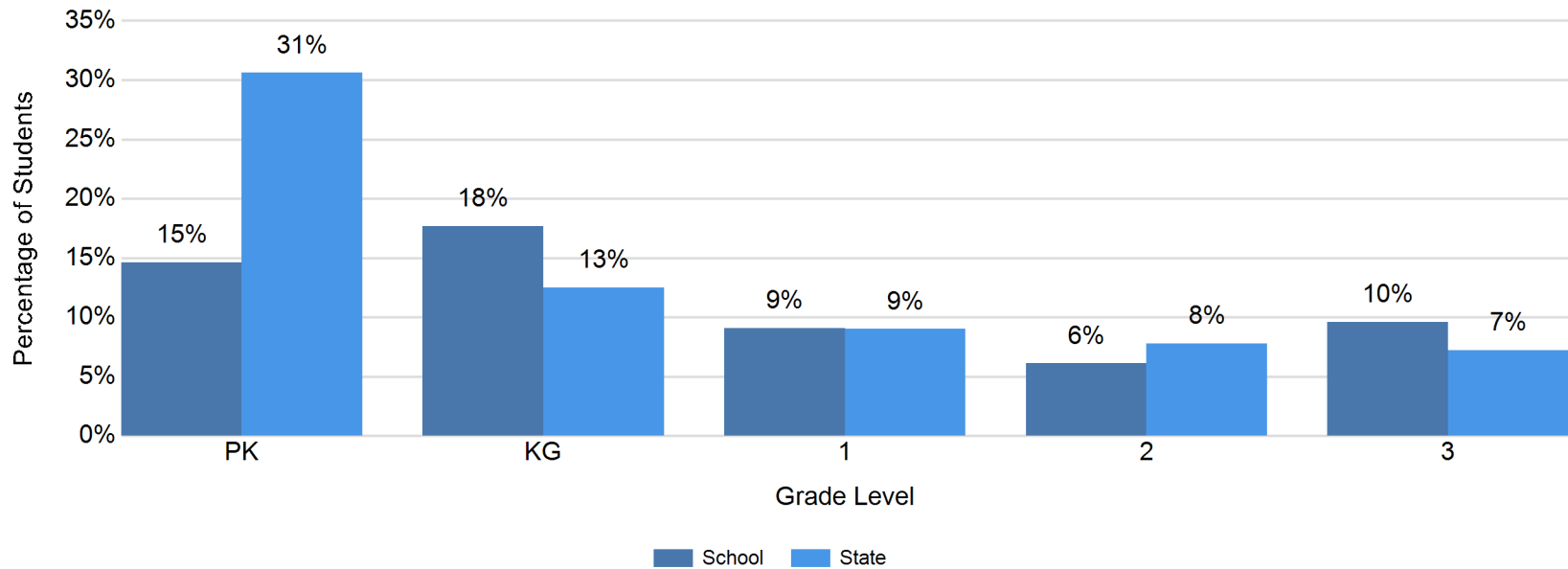
DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017

09-1080-040
CAPE MAY
DENNIS TWP
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Grade Span PK-03

Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.9:1	272.2 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$716	\$17,549	\$18,265



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	8.2	10.5
Teachers in district for 4 or more years	53%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,506
Average years experience in public schools	21.0	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	8:1
Administrators	89:1	110:1
Librarian/Media Specialists		551:1
Nurses		276:1
Counselors		276:1
Child Study Team		184:1



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Teachers: All classroom teachers

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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017
Grade Span PK-03

09-1080-040
 CAPE MAY
 DENNIS TWP
 601 HAGAN ROAD
 CAPE MAY COURT HOUSE, NJ 08210

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



**DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017**

09-1080-040
CAPE MAY
DENNIS TWP
601 HAGAN ROAD
CAPE MAY COURT HOUSE, NJ 08210

Grade Span PK-03

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



DENNIS TOWNSHIP PRIMARY SCHOOL
 2016-2017
 Grade Span PK-03




09-1080-040
 CAPE MAY
 DENNIS TWP
 601 HAGAN ROAD
 CAPE MAY COURT HOUSE, NJ 08210

School General Info

Principal:	Mrs. VanArtsdalen	Email Address:	jvanartsdalen@dtschools.org
Address:	601 HAGAN ROAD CAPE MAY COURT HOUSE, NJ 08210	Website:	www.dtschools.org
Phone:	(609)861-2821	Facebook:	www.facebook.com/supportdtschools/
		Twitter:	twitter.com/dtschools

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Hawk Nation is a new program which is a PBSIS Positive Behavior Support in Schools. • Lady Hawk is a new club for grade 6-8 girls, to help boost self-esteem, focus on wellness and career readiness. • Monthly student and staff recognition programs.
 <p>Mission, Vision, Theme:</p>	<p>"Every Student Counts, Every Moment Matters" The Dennis Township School District is committed to an exemplary educational program that inspires and prepares life-long learners who contribute to society as caring, productive, and responsible individuals.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Dennis Township staff is of the highest quality. We are proud to have had a teacher nominated County Teacher of the Year in 2014 and a School Counselor nominated School Counselor of the Year in 2016. Teachers in the district have also been awarded the Cape Educational Grant to pursue innovative ideas in their classroom. Student have also been recognized in county and state wide art and essays contests.</p>

**DENNIS TOWNSHIP PRIMARY SCHOOL**

2016-2017

Grade Span PK-03

09-1080-040

CAPE MAY

DENNIS TWP

601 HAGAN ROAD

CAPE MAY COURT HOUSE, NJ 08210

School Narrative

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**Courses, Curriculum,
Instruction:**

The Dennis Township Board of Education provides all students with a thorough and efficient education in an environment conducive to learning. All teaching staff members are professionals with extensive training and certifications provided by the New Jersey Department of Education. Courses include: Art, Music, Media/Technology, Foreign Language, Physical Education/Health & Wellness, Language Arts Literacy, Science, Mathematics, Social Studies, and STEAM.





**DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017**

Grade Span PK-03

**09-1080-040
CAPE MAY
DENNIS TWP
601 HAGAN ROAD
CAPE MAY COURT HOUSE, NJ 08210**

School Narrative

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

 <p>Student Supports and Services:</p>	<p>Modifications are made to the general education curriculum in special education resource room settings and accommodations are made for special education students to meet the regular education curriculum in in-class resource room settings. Intervention and Referral Services are available at every level to assist students experiencing learning, behavior or health related difficulties. Enrichment programs are available grades K-8.</p>
 <p>Parent and Community Involvement:</p>	<p>The support and involvement of our parents and community is an essential component to the success of our district. Our Home School Association provides family friendly activities throughout the school year such as Mother-Son Sprots Night and the Daddy-Daughter Dance. The DT Education Association's PRIDE Committee focuses on encouraging community support for our school district. The PRIDE Committee organizes and supports activities such as Patriot's Day, Spelling Bee, and the Career Fair.</p>




DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017
Grade Span PK-03

09-1080-040
 CAPE MAY
 DENNIS TWP
 601 HAGAN ROAD
 CAPE MAY COURT HOUSE, NJ 08210

School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed:</p> <p>The Dennis Township School staff has worked together to create a school-wide Positive Behavioral Intervention and Support (PBIS) program that clearly articulates behavioral expectations and recognizes when students meet those expectations. The district values the benefit of having a PBIS program in the place that decreases discipline concerns and enhances the school climate on a broad scale.</p>
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DENNIS TOWNSHIP PRIMARY SCHOOL
2016-2017

Grade Span PK-03

09-1080-040
CAPE MAY
DENNIS TWP
601 HAGAN ROAD
CAPE MAY COURT HOUSE, NJ 08210

School Narrative

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

The Dennis Township School District seeks to support its staff in maintaining a healthy lifestyle and being positive role models for our students. In 2016, the Wellness Committee submitted a proposal to set up a FitBit Wellness Challenge for staff. Each participating staff member received a free FitBit and was encouraged to participate in mini-challenges throughout the school year. In addition to continuing this activity during the 2017-2018 school year, the Wellness Committee added free fitness classes!



Other Information:



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP


165 ACADEMY ROAD

DENNISVILLE, NJ 08214

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us

**DENNIS TWP ELEMENTARY/MIDDLE SCHOOL**

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
CAPE MAY
DENNIS TWP
165 ACADEMY ROAD
DENNISVILLE, NJ 08214

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	48	53	53
5	64	47	54
6	71	63	48
7	68	66	63
8	66	64	67
Ungraded	0	4	0
Total	317	297	285

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	52%
Male	49%	51%	48%
Economically Disadvantaged Students	26%	25%	28%
Students with Disabilities	21%	27%	29%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	96.5%
Black or African American	2.1%
Hispanic	1.4%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	99.3%
Other	0.7%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	268	94.5	51.80	53.80	54.90	51.7	59.5	Not Met
White	258	94.3	52.70	54.60	63.90	52.5	59.7	Not Met
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	N	54.90	N	**	**
Female	140	95.4	63.60	63.20	62.20	63.6		
Male	128	93.6	39.10	43.70	48.10	38.7		
Economically Disadvantaged Students	64	90.7	37.60	41.00	36.20	35.5	52.5	Not Met
Non-Economically Disadvantaged Students	204	95.8	56.40	58.00	65.80	56.4		
Students with Disabilities	80	95.3	15.10	*	20.50	15.1	26.3	Not Met
Students without Disabilities	188	94.2	67.50	*	61.90	67.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	756	756	753	0%	*	29%	43%	*	59%	56%
White	46	757	757	762	0%	*	28%	46%	*	61%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	28	762	762	758	0%	*	*	*	*	68%	61%
Male	21	749	749	749	0%	*	*	*	*	48%	51%
Economically Disadvantaged Students	17	759	759	737	0%	*	*	*	*	53%	36%
Non-Economically Disadvantaged Students	32	755	755	764	0%	*	*	*	*	63%	69%
Students with Disabilities	13	728	728	725	*	*	*	*	*	23%	25%
Students without Disabilities	36	766	766	759	*	*	*	*	*	72%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
CAPE MAY
DENNIS TWP
165 ACADEMY ROAD
DENNISVILLE, NJ 08214

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	744	744	756	*	*	40%	44%	0%	44%	59%
White	46	744	744	763	*	*	39%	44%	0%	44%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	23	752	752	761	*	*	*	*	0%	65%	66%
Male	25	737	737	750	*	*	*	*	0%	24%	53%
Economically Disadvantaged Students	12	735	735	740	*	*	*	*	0%	25%	40%
Non-Economically Disadvantaged Students	36	747	747	765	*	*	*	*	0%	50%	71%
Students with Disabilities	17	739	739	725	*	*	*	*	*	35%	22%
Students without Disabilities	31	747	747	762	*	*	*	*	*	48%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	48	744	744	757	*	*	40%	44%	0%	44%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	745	745	752	*	25%	23%	48%	*	50%	54%
White	42	746	746	758	*	26%	*	50%	*	52%	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	22	753	753	758	*	*	*	*	*	64%	61%
Male	22	737	737	746	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	11	730	730	737	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	33	750	750	761	*	*	*	*	*	58%	65%
Students with Disabilities	11	721	721	722	*	*	*	*	*	*	17%
Students without Disabilities	33	753	753	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	44	745	745	753	*	25%	23%	48%	*	50%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	748	748	756	*	22%	21%	38%	*	51%	59%
White	61	748	748	764	*	23%	21%	38%	*	51%	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	34	756	756	764	*	*	*	38%	*	59%	68%
Male	29	738	738	749	*	*	*	38%	*	41%	51%
Economically Disadvantaged Students	12	744	744	739	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	51	749	749	766	*	*	*	*	*	53%	70%
Students with Disabilities	19	717	717	719	*	*	*	*	*	*	19%
Students without Disabilities	44	761	761	763	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	63	748	748	758	*	22%	21%	38%	*	51%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
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 DENNISVILLE, NJ 08214

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	746	746	757	*	*	35%	52%	0%	52%	59%
White	65	747	747	764	*	*	34%	52%	0%	52%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	34	753	753	766	*	*	29%	62%	*	62%	68%
Male	32	739	739	749	*	*	41%	41%	*	41%	50%
Economically Disadvantaged Students	11	734	734	739	*	*	*	*	0%	27%	40%
Non-Economically Disadvantaged Students	55	749	749	766	*	*	*	*	0%	56%	69%
Students with Disabilities	16	719	719	718	*	*	*	*	*	*	18%
Students without Disabilities	50	755	755	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	66	746	746	759	*	*	35%	52%	0%	52%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

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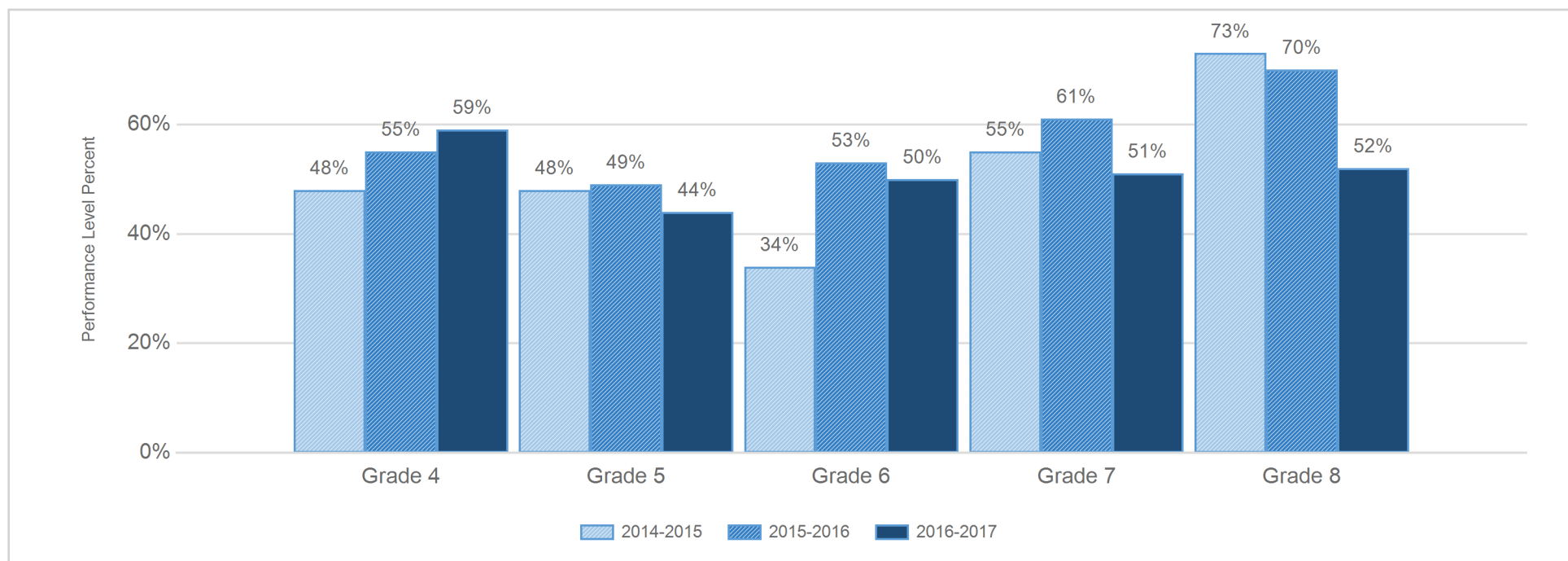
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English Language Arts/Literacy Assessment - Performance Trends

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





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
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 DENNISVILLE, NJ 08214

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	267	94.5	46.80	47.30	43.50	46.7	57.4	Not Met
White	257	94.3	47.50	47.80	52.40	47.2	57.7	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	N	44.90	N	**	**
Female	140	95.4	53.60	52.80	44.10	53.6		
Male	127	93.5	39.40	41.30	42.90	39		
Economically Disadvantaged Students	63	90.5	33.30	33.80	25.10	31.6	52.5	Not Met
Non-Economically Disadvantaged Students	204	95.8	50.90	51.70	54.30	50.9		
Students with Disabilities	79	95.2	11.40	*	16.50	11.4	23.8	Not Met
Students without Disabilities	188	94.2	61.70	*	48.80	61.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
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 DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	753	753	747	*	*	29%	45%	*	51%	47%
White	46	753	753	755	*	*	28%	46%	*	52%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	28	756	756	747	*	*	*	*	*	54%	47%
Male	21	748	748	747	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	17	751	751	732	*	*	*	*	*	53%	27%
Non-Economically Disadvantaged Students	32	753	753	757	*	*	*	*	*	50%	61%
Students with Disabilities	13	727	727	724	*	*	*	*	*	15%	22%
Students without Disabilities	36	762	762	751	*	*	*	*	*	64%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	742	742	747	*	*	46%	35%	0%	35%	46%
White	46	742	742	754	*	*	46%	35%	0%	35%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	23	744	744	747	*	*	52%	*	0%	39%	47%
Male	25	740	740	746	*	*	40%	*	0%	32%	46%
Economically Disadvantaged Students	12	743	743	732	*	*	*	*	0%	33%	27%
Non-Economically Disadvantaged Students	36	742	742	756	*	*	*	*	0%	36%	59%
Students with Disabilities	17	731	731	725	*	*	*	*	*	24%	19%
Students without Disabilities	31	748	748	751	*	*	*	*	*	42%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	48	742	742	748	*	*	46%	35%	0%	35%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	746	746	743	*	27%	30%	41%	*	43%	44%
White	42	748	748	751	*	24%	31%	43%	*	45%	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	22	749	749	745	0%	*	*	*	*	50%	45%
Male	22	744	744	742	0%	*	*	*	*	36%	43%
Economically Disadvantaged Students	11	730	730	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	33	752	752	752	*	*	*	*	*	*	56%
Students with Disabilities	11	723	723	717	*	*	*	*	*	*	13%
Students without Disabilities	33	754	754	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	44	746	746	745	*	27%	30%	41%	*	43%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
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 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	741	741	741	*	29%	27%	37%	*	43%	40%
White	61	741	741	748	*	28%	28%	36%	*	43%	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	34	743	743	743	*	*	*	38%	*	47%	41%
Male	29	738	738	740	*	*	*	35%	*	38%	38%
Economically Disadvantaged Students	12	732	732	729	*	*	*	*	*	25%	22%
Non-Economically Disadvantaged Students	51	743	743	749	*	*	*	*	*	47%	50%
Students with Disabilities	19	713	713	716	*	*	*	*	*	*	11%
Students without Disabilities	44	753	753	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	63	741	741	742	*	29%	27%	37%	*	43%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	739	739	728	*	*	25%	43%	0%	43%	28%
White	43	739	739	736	*	*	23%	44%	0%	44%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	21	747	747	730	*	*	*	*	0%	57%	30%
Male	23	731	731	725	*	*	*	*	0%	30%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	16	709	709	705	*	*	*	*	*	*	*
Students without Disabilities	28	756	756	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	44	739	739	729	*	*	25%	43%	0%	43%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	764	764	743	*	*	*	86%	*	86%	42%
White	22	764	764	751	*	*	*	86%	*	86%	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	22	764	764	747	*	*	*	86%	*	86%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	22	764	764	745	*	*	*	86%	*	86%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

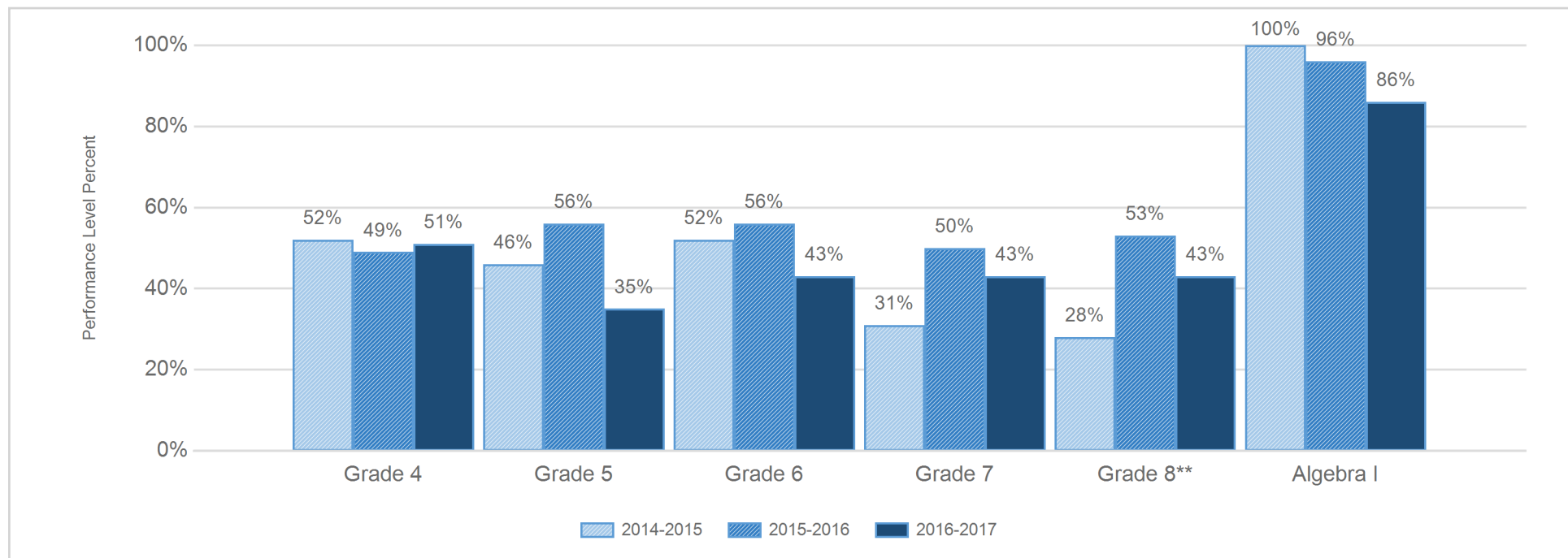
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165 ACADEMY ROAD

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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	*	*
6	N	N
7	*	N
8	*	*

English Language Proficiency Test - Participation and Performance

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

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

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

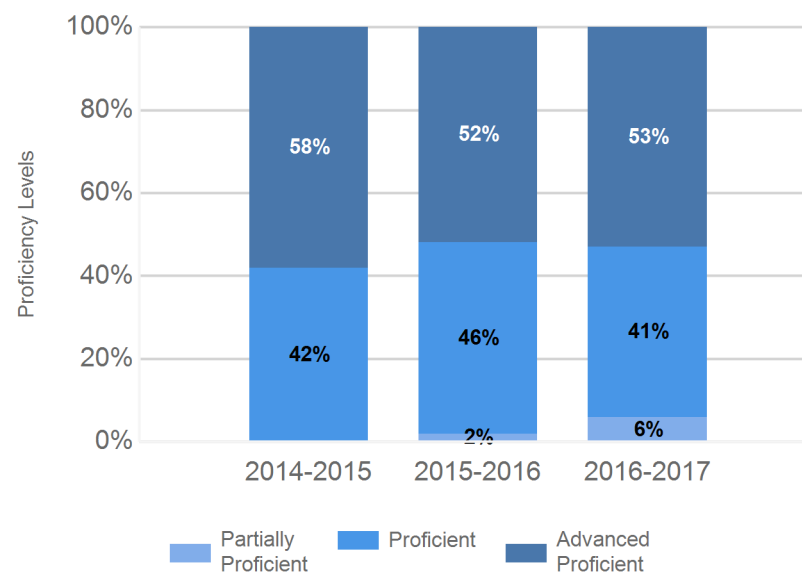
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	53%	41%	6%
White	*	38%	6%
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	50%	33%	17%
Students with Disabilities	33%	53%	13%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

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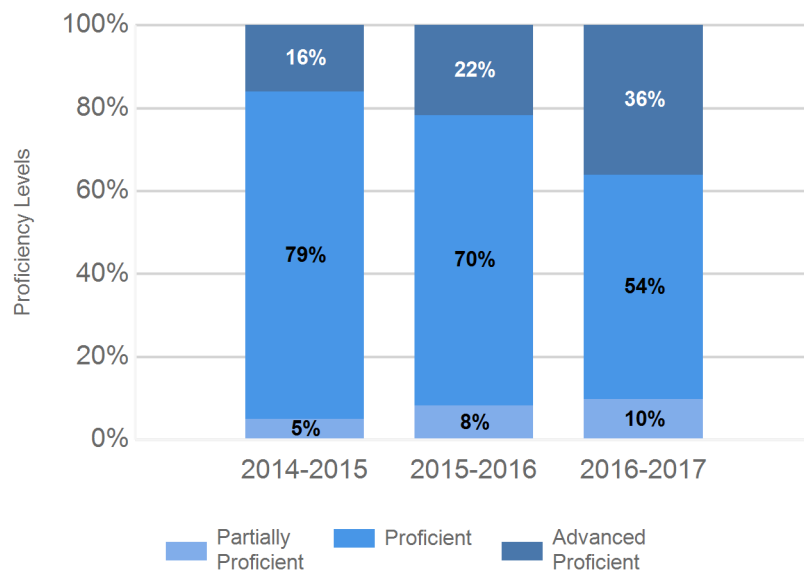
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	36%	54%	10%
White	37%	55%	*
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	N	75%	25%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	35	35	50	Not Met	38	38	50	Not Met
White	35	35	50	Not Met	36	36	52	Not Met
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	32	32	47	Not Met	49	49	46	Met Target
Students with Disabilities	29	29	41	Not Met	22	22	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

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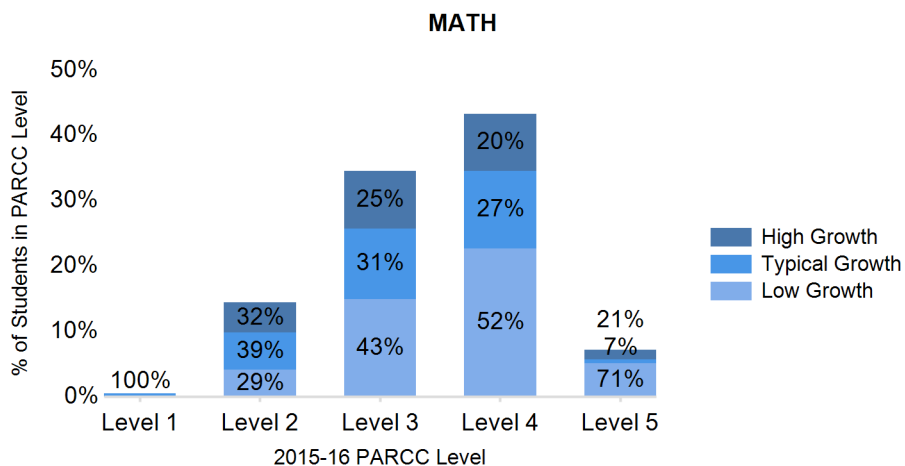
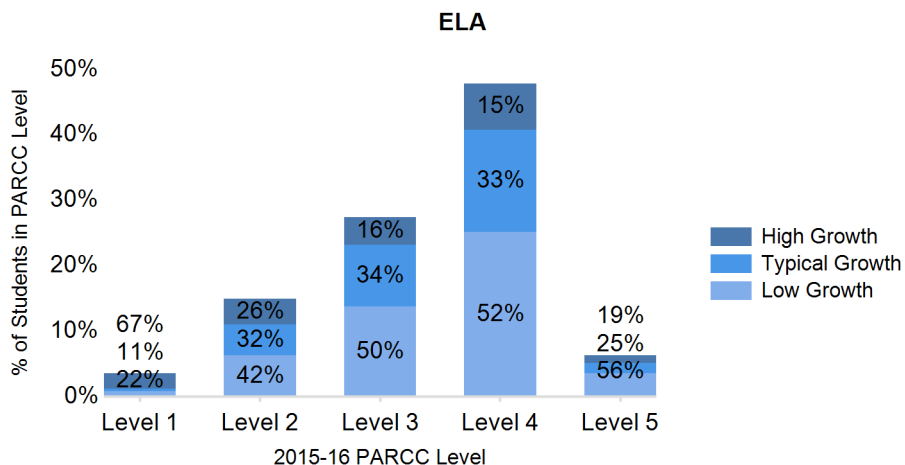
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High Growth: Greater than 65

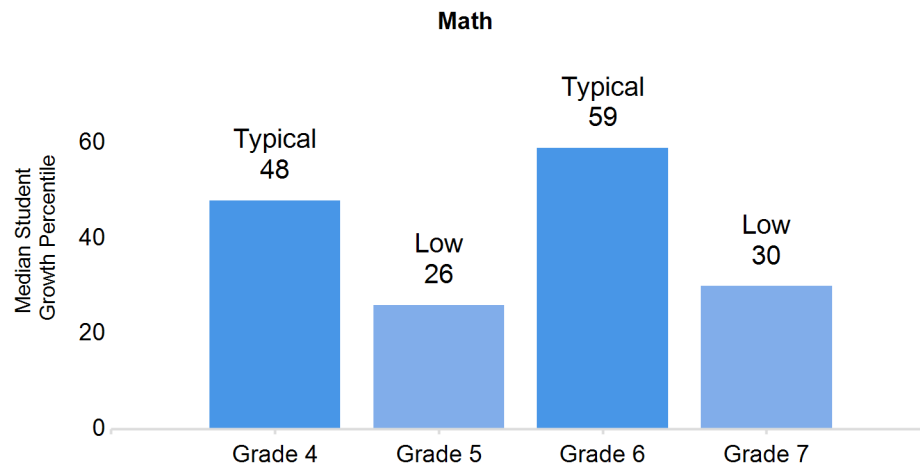
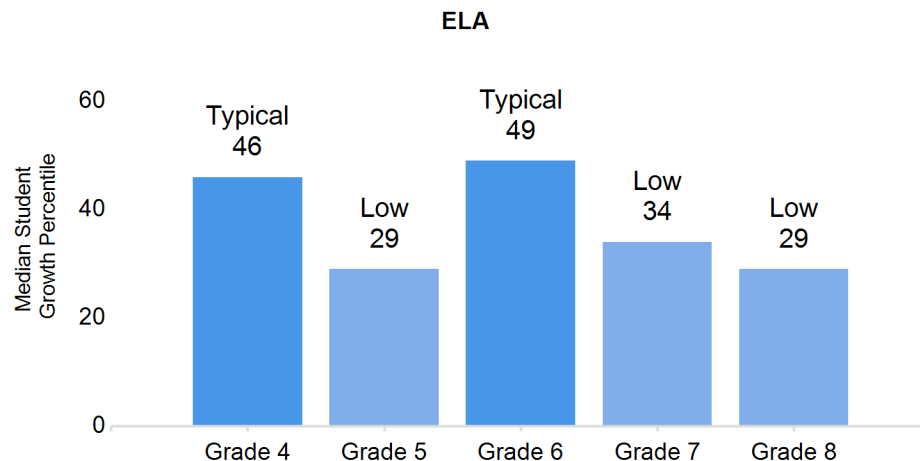
Student Growth by Performance Level

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



Student Growth by Grade

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





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	48
7	0	0	63
8	24	0	43
Schoolwide	24	0	154

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	47	0	0	0	0	0	0
7	63	0	0	0	0	0	0
8	66	0	0	0	0	0	0
Schoolwide	176	0	0	0	0	0	0
Enrolled in Level 3 or Higher	110	0	0	0	0	0	0



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
 2016-2017
 Grade Span 04-08

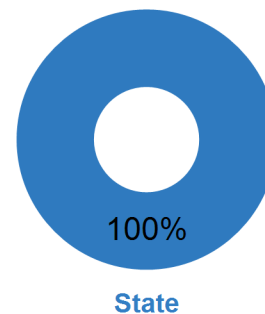
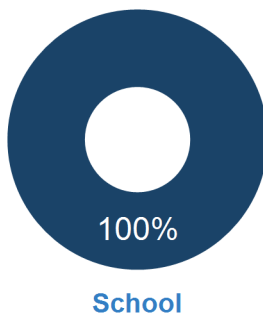
09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Visual and Performing Arts – Course Participation

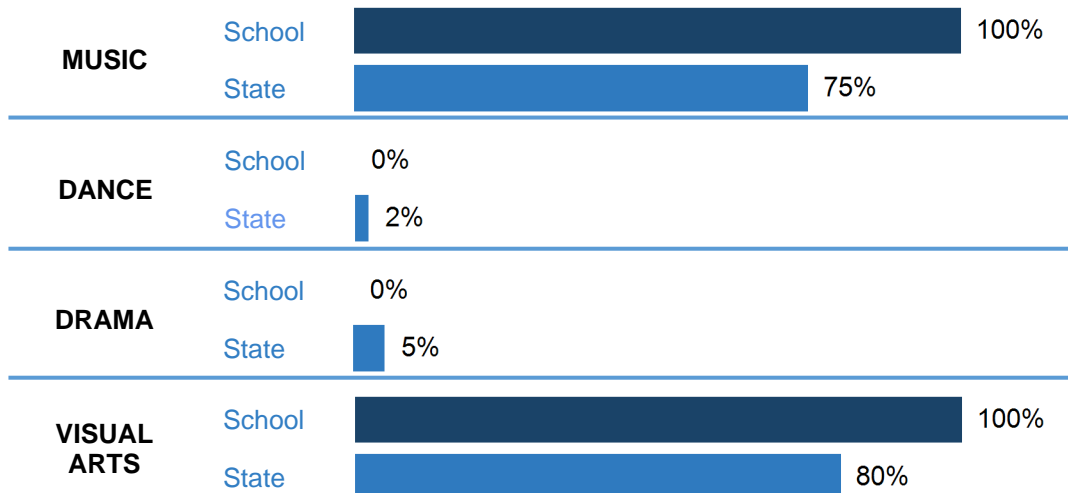
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

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

Chronic Absenteeism

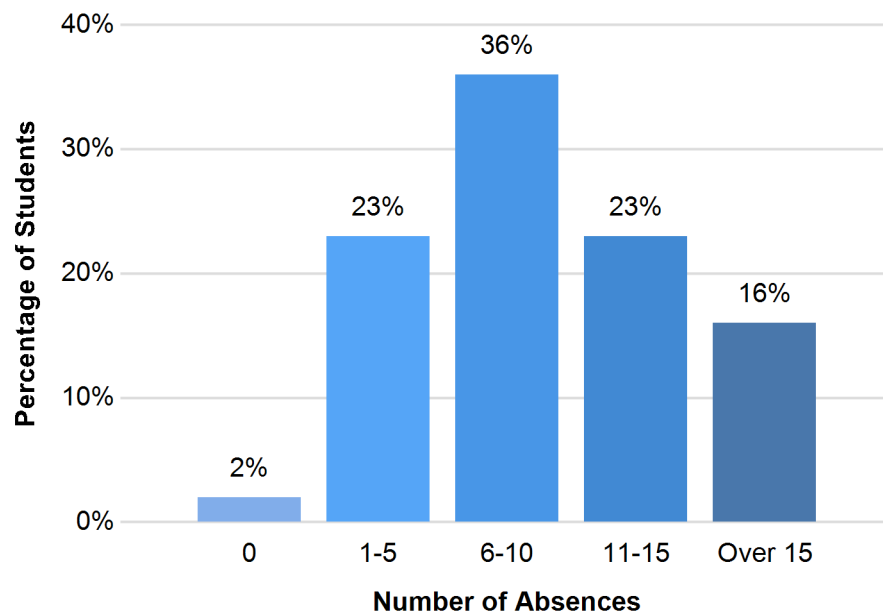
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.50	8.00	Not Met
White	11.20	8.00	Not Met
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.50	8.00	Not Met
Students with Disabilities	20.00	8.00	Not Met
English Learners	N	**	**

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

Days Absent

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



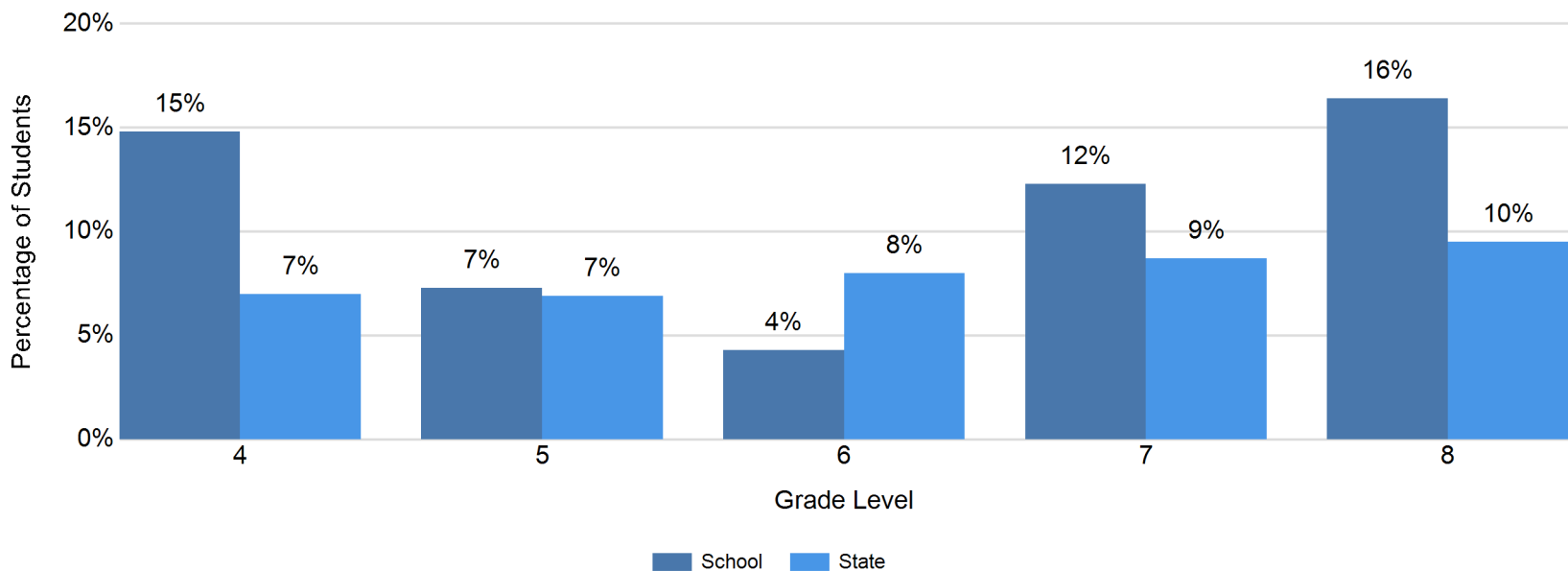


DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Chronic Absenteeism by Grade

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





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

School Day

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

Category	School
Typical Start Time	8:40AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	272.2 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$716	\$17,549	\$18,265



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,506
Average years experience in public schools	21.0	15.9
Average years experience in district	9.2	11.6
Administrators in district for 4 or more years	60%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	8:1
Administrators	95:1	110:1
Librarian/Media Specialists		551:1
Nurses		276:1
Counselors		276:1
Child Study Team		184:1



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

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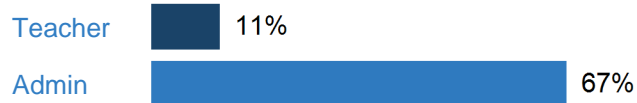
Teachers and Administrators - Level of Education

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

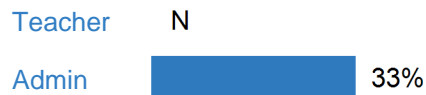
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL

2016-2017

Grade Span 04-08

09-1080-050

CAPE MAY

DENNIS TWP

165 ACADEMY ROAD

DENNISVILLE, NJ 08214

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.2	17.5%
Mathematics Proficiency	41.7	17.5%
English Language Arts Growth	5.6	25.0%
Mathematics Growth	12.9	25.0%
Chronic Absenteeism	14.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		19.8
Summative Rating: Percentile rank of Summative Score		9.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	19.8	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	13.5	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	36.5	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	19.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
 2016-2017
 Grade Span 04-08




09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

School General Info

Principal:	Mrs. VANARTSDALEN	Email Address:	jvanartsdalen@dtschools.org
Address:	165 ACADEMY ROAD DENNISVILLE, NJ 08214	Website:	www.dtschools.org
Phone:	(609)861-2821	Facebook:	www.facebook.com/supportdtschools/
		Twitter:	www.twitter.com/dtschools

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Hawk Nation is a new program which is a PBSIS Positive Behavior Support in Schools. • Lady Hawk is a new club for grade 6-8 girls, to help boost self-esteem, focus on wellness and career readiness. • Monthly student and staff recognition programs.
 <p>Mission, Vision, Theme:</p>	<p>Every Student Counts, Every Moment Matters" The Dennis Township School District is committed to an exemplary educational program that inspires and prepares life-long learners who contribute to society as caring, productive, and responsible individuals.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Dennis Township staff is of the highest quality. We are proud to have had a teacher nominated County Teacher of the Year in 2014 and a School Counselor nominated School Counselor of the Year in 2016. Teachers in the district have also been awarded the Cape Educational Grant to pursue innovative ideas in their classroom. Student have also been recognized in county and state wide art and essays contests.</p>






DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
 CAPE MAY
 DENNIS TWP
 165 ACADEMY ROAD
 DENNISVILLE, NJ 08214

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Dennis Township Board of Education provides all students with a thorough and efficient education in an environment conducive to learning. All teaching staff members are professionals with extensive training and certifications provided by the New Jersey Department of Education. Courses include: Art, Music, Media/Technology, Foreign Language, Physical Education/Health & Wellness, Language Arts Literacy, Science, Mathematics, Social Studies, and STEAM.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Co-ed), Softball (Girls)</p> <p>Dennis Township Middle School offers a variety of sports to encourage team work and school spirit. Our teams have high student participation rates which allows us to be competitive with area schools. Both our softball and field hockey teams have won the championship the last 3 consecutive years. Our boys and girls basketball teams also won the championships in 2017!</p>
 <p>Clubs and Activities:</p>	<p>The Dennis Township School District believes that by providing extracurricular activities throughout the school year, we enhance the educational experience of each student. Student Government, Peer Leadership, Yearbook, National Junior Honors Society, Drug-Free, Healthy-Me-Fun Fit Kids Program, and Homework Club are offered to students at specific grade levels.</p>





DENNIS TWP ELEMENTARY/MIDDLE SCHOOL
2016-2017
Grade Span 04-08

09-1080-050
CAPE MAY
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 <p>Student Supports and Services:</p>	<p>Modifications are made to the general education curriculum in special education resource room settings and accommodations are made for special education students to meet the regular education curriculum in in-class resource room settings. Intervention and Referral Services are available at every level to assist students experiencing learning, behavior or health related difficulties. Enrichment programs are available grades K-8.</p>
 <p>Parent and Community Involvement:</p>	<p>The support and involvement of our parents and community is an essential component to the success of our district. Our Home School Association provides family friendly activities throughout the school year such as Mother-Son Sprots Night and the Daddy-Daughter Dance. The DT Education Association's PRIDE Committee focuses on encouraging community support for our school district. The PRIDE Committee organizes and supports activities such as Patriot's Day, Spelling Bee, and the Career Fair.</p>




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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed:</p> <p>The Dennis Township School staff has worked together to create a school-wide Positive Behavioral Intervention and Support (PBIS) program that clearly articulates behavioral expectations and recognizes when students meet those expectations. The district values the benefit of having a PBIS program in the place that decreases discipline concerns and enhances the school climate on a broad scale.</p>
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The Dennis Township School District seeks to support its staff in maintaining a healthy lifestyle and being positive role models for our students. In 2016, the Wellness Committee submitted a proposal to set up a FitBit Wellness Challenge for staff. Each participating staff member received a free FitBit and was encouraged to participate in mini-challenges throughout the school year. In addition to continuing this activity during the 2017-2018 school year, the Wellness Committee added free fitness classes!



Other Information: