



F. W. Holbein Middle School
(05-3430-060)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**F. W. Holbein Middle School**

(05-3430-060)

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School Contact Information

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

Type	Contact Information
County	Burlington
District	Mount Holly Township Public School District
Principal Name	Ms. Carolyn McDonald
Address	333 LEVIS DRIVE MOUNT HOLLY, NJ 08060
Phone Number	609-267-7200
Email Address	cmcdonald@mtholly.k12.nj.us
Website	https://www.mtholly.k12.nj.us
Twitter	https://twitter.com/holbeinschool



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	113	123	91
7	116	112	132
8	77	112	113
Total	306	347	336

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.0%	50.4%	50.3%
Male	49.0%	49.6%	49.7%
Economically Disadvantaged Students	51.0%	53.3%	52.1%
Students with Disabilities	24.5%	21.9%	20.8%
English Learners	2.3%	0.6%	0.9%
Homeless Students	2.6%	4.3%	5.4%
Students in Foster Care	2.0%	0.3%	0.6%
Military-Connected Students	3.9%	9.2%	12.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	46.4%	45.5%	46.1%
Hispanic	18.3%	17.0%	17.9%
Black or African American	29.7%	30.0%	28.9%
Asian	3.9%	2.9%	2.4%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	4.3%	4.8%

Enrollment by Home Language

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

Home Language	% of Students
English	97.3%
Spanish	2.1%
Other Languages	0.6%

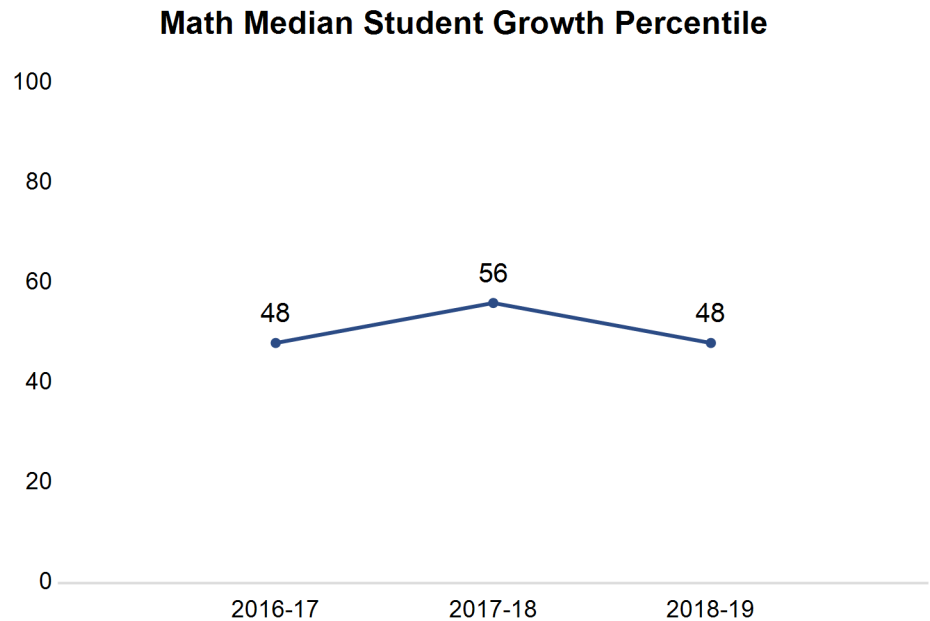
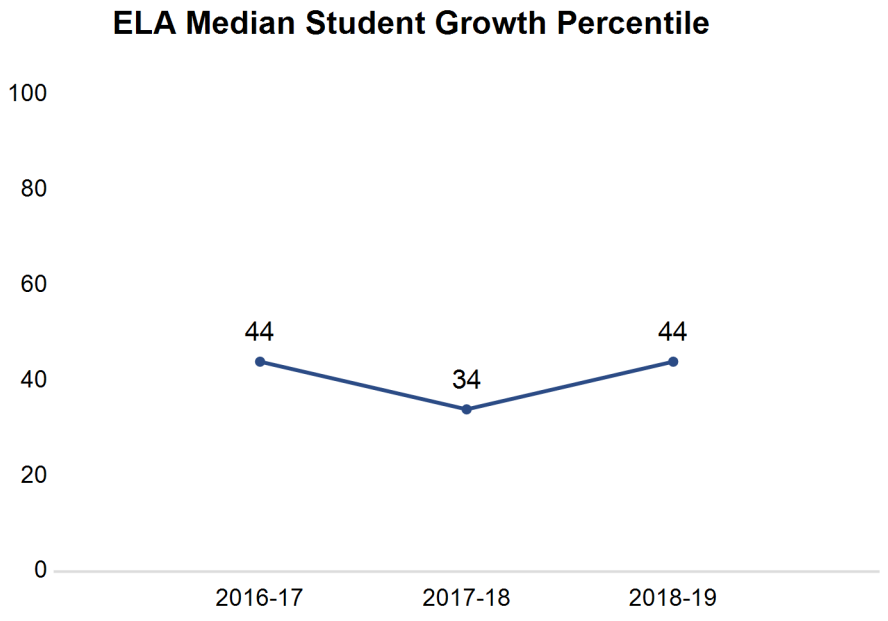


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	34	44	48	56	48
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	44.5	50	Met Standard	48	45	50	Met Standard
White	46	46	50	Met Standard	57	46	52	Met Standard
Hispanic	43	47	49	Met Standard	48	46	47	Met Standard
Black or African American	37	38	45	Not Met	42.5	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	40	40	49	**	43	43	52	**
Female	46	45	53	N	49	43.5	50	N
Male	41.5	44.5	47	N	44	46	51	N
Economically Disadvantaged Students	37	39	48	Not Met	48	48	46	Met Standard
Students with Disabilities	34.5	35	43	Not Met	37.5	42	45	Not Met
English Learners	N	*	52	**	N	*	50	**
Homeless Students	30.5	49	43	N	*	66	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	46	48.5	49	N	42	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



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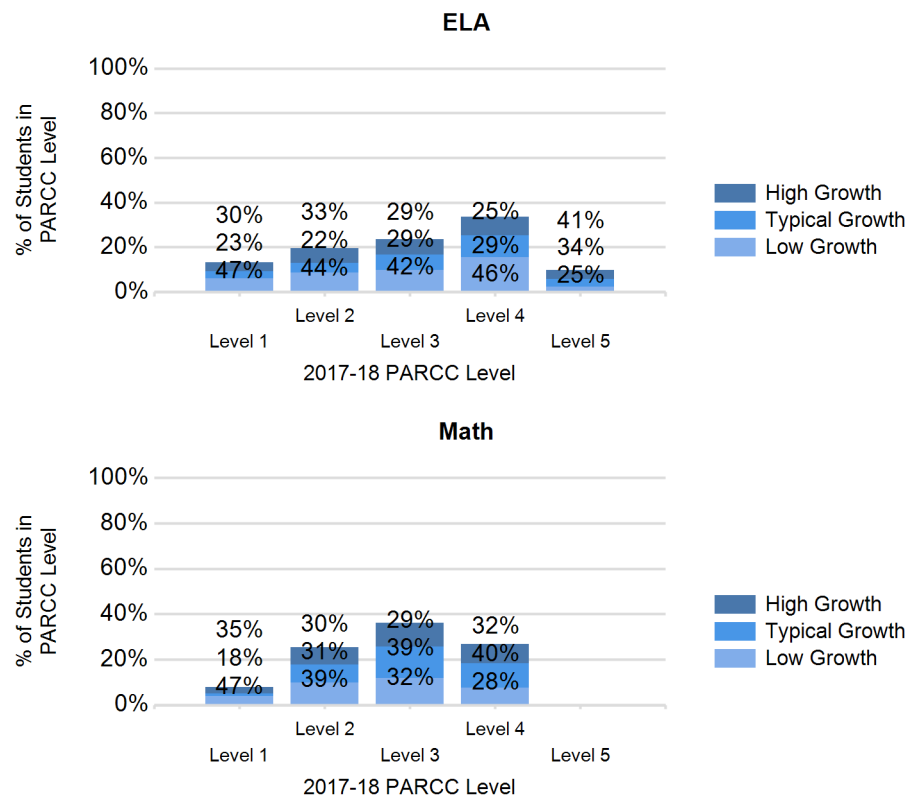
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

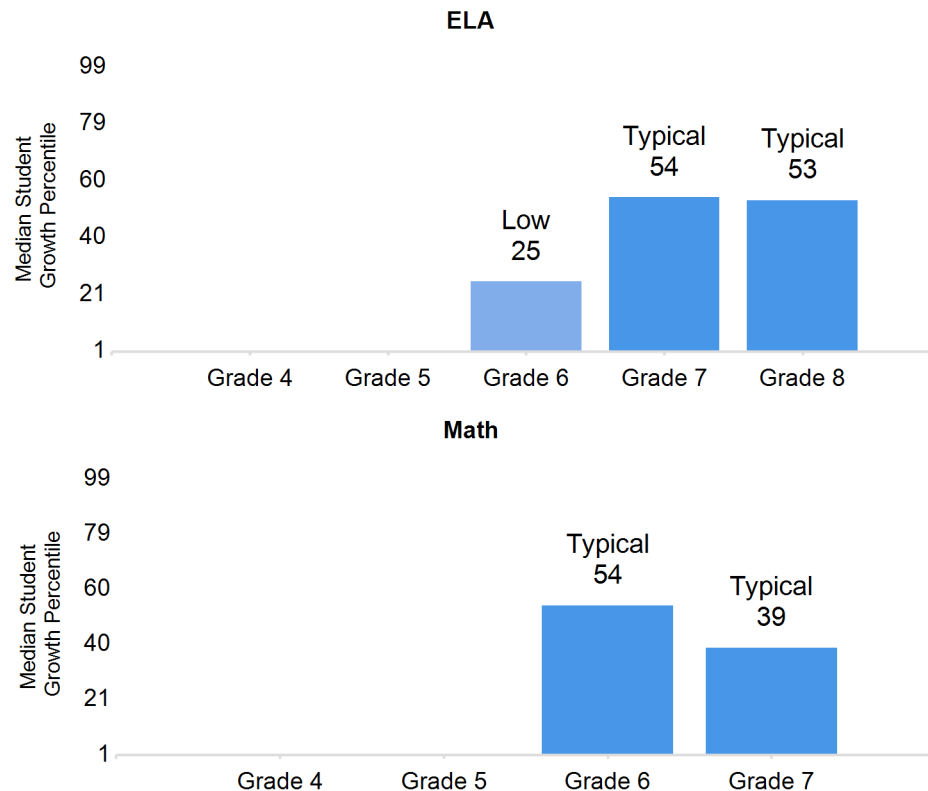
Student Growth by Performance Level

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



Student Growth by Grade

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





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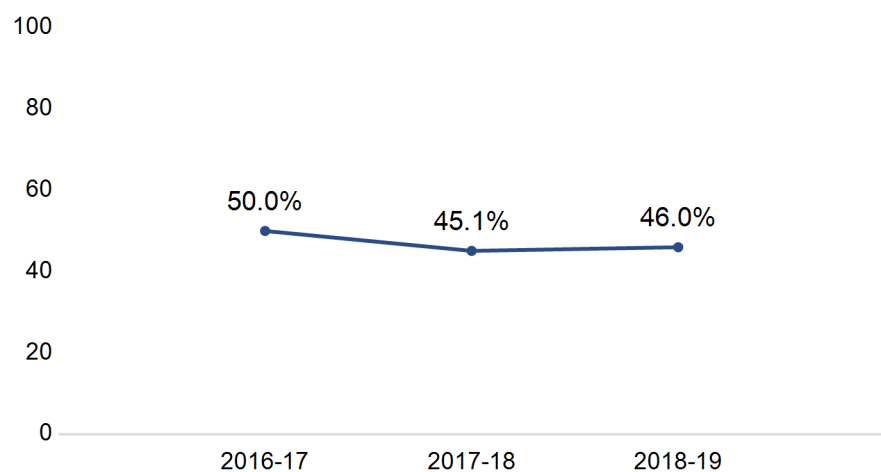
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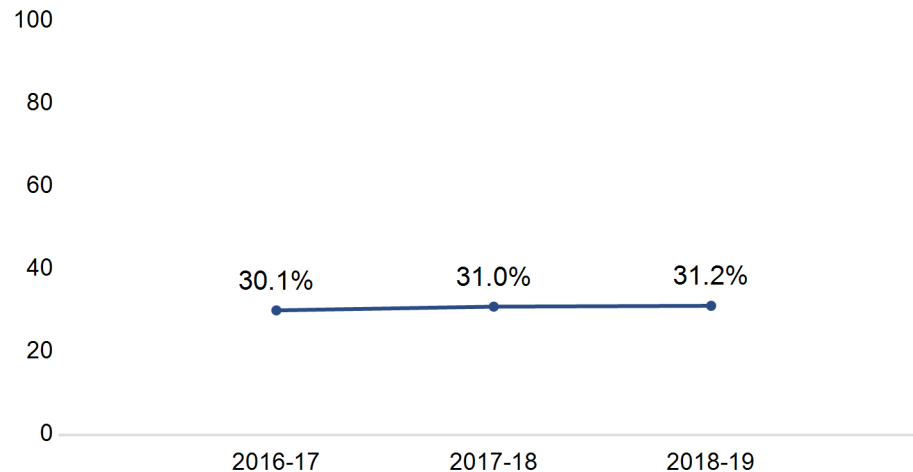
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	95.9%	95.2%	95.4%	96.2%	95.2%
Proficiency Rate for Federal Accountability	50.0%	45.1%	46.0%	30.1%	31.0%	31.2%
Annual Target	54.5%	55.9%	57.2%	40.4%	42.5%	44.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	322	95.2	46.0	47.9	57.9	46.0	57.2	Not Met
White	157	94.2	52.2	55.6	66.9	51.7	63.3	Not Met
Hispanic	58	98.3	39.7	41.4	43.9	39.7	49.6	Met Target†
Black or African American	87	95.9	36.8	38.5	38.5	36.8	51.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	154	93.6	56.5	56.7	64.8	55.8		
Male	168	96.6	36.3	39.4	51.3	36.3		
Economically Disadvantaged Students	161	96.0	34.8	37.4	40.0	*	45.7	Not Met
Non-Economically Disadvantaged Students	161	94.3	57.1	60.6	67.9	*		
Students with Disabilities	74	94.1	14.9	16.2	22.7	14.8	18.7	Met Target†
Students without Disabilities	248	95.5	55.2	56.8	65.1	55.2		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	322	95.2	46.0	*	60.6	46.0		
Homeless Students	15	90.9	46.7	40.5	29.1	43.2		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	36	90.5	47.2	60.0	57.8	44.7		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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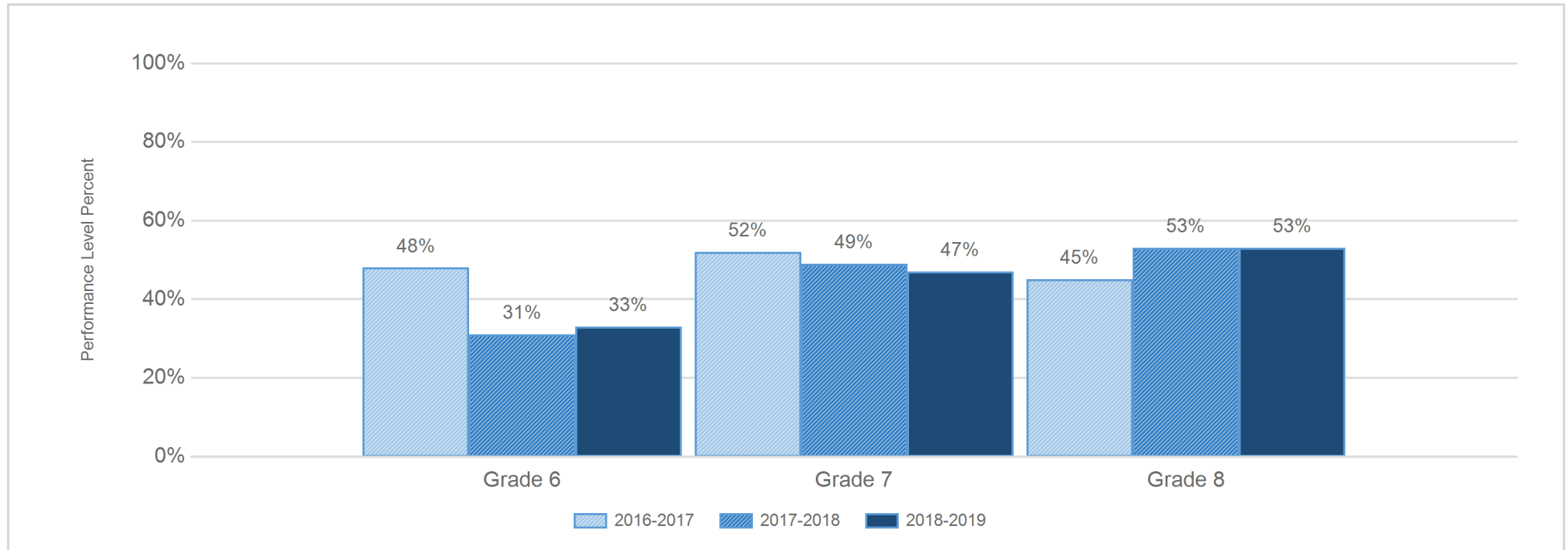
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	738	738	754	14%	18%	35%	*	*	33%	56%
White	43	739	739	762	*	*	35%	33%	0%	33%	65%
Hispanic	17	728	728	743	*	*	59%	*	*	12%	43%
Black or African American	24	735	735	738	*	*	*	*	*	42%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	49	749	749	762	*	*	33%	*	*	49%	64%
Male	42	725	725	748	*	*	38%	*	*	14%	48%
Economically Disadvantaged Students	53	729	729	740	*	*	38%	*	*	25%	39%
Non-Economically Disadvantaged Students	38	750	750	763	*	*	32%	*	*	45%	67%
Students with Disabilities	25	710	710	722	*	*	*	*	*	*	19%
Students without Disabilities	66	749	749	761	*	*	*	*	*	*	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	91	738	738	756	14%	18%	35%	*	*	33%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	14	747	747	753	*	*	*	*	*	50%	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	743	743	761	15%	19%	19%	29%	19%	47%	63%
White	59	744	744	769	*	20%	*	29%	20%	49%	72%
Hispanic	18	749	749	747	*	*	*	*	*	50%	50%
Black or African American	42	737	737	741	*	*	*	*	*	43%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	58	752	752	769	*	*	21%	*	*	53%	71%
Male	71	736	736	753	*	*	17%	*	*	42%	55%
Economically Disadvantaged Students	68	736	736	743	*	*	19%	25%	15%	40%	45%
Non-Economically Disadvantaged Students	61	751	751	771	*	*	18%	33%	23%	56%	73%
Students with Disabilities	27	700	700	720	*	*	*	*	*	11%	22%
Students without Disabilities	102	754	754	769	*	*	*	*	*	57%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	129	743	743	763	15%	19%	19%	29%	19%	47%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	13	754	754	758	*	*	*	*	*	54%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	752	752	762	16%	12%	20%	29%	23%	53%	63%
White	56	763	763	770	*	*	*	32%	34%	66%	72%
Hispanic	24	749	749	747	*	*	*	*	*	50%	49%
Black or African American	27	729	729	741	*	*	*	*	*	26%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	55	761	761	771	*	*	*	*	*	64%	71%
Male	57	742	742	753	*	*	*	*	*	42%	55%
Economically Disadvantaged Students	48	730	730	743	*	*	23%	*	*	38%	45%
Non-Economically Disadvantaged Students	64	768	768	772	*	*	17%	*	*	64%	72%
Students with Disabilities	25	712	712	721	*	*	*	*	*	20%	22%
Students without Disabilities	87	763	763	770	*	*	*	*	*	62%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	112	752	752	764	16%	12%	20%	29%	23%	53%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	11	739	739	760	*	*	*	*	*	36%	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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Schoolwide	324	95.2	31.2	33.8	44.5	31.2	44.6	Not Met
White	157	94.2	38.9	43.1	54.1	38.4	47.4	Not Met
Hispanic	60	98.4	25.0	26.7	28.8	25.0	37.1	Not Met
Black or African American	87	95.9	18.4	22.5	23.0	18.4	42.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	156	93.7	32.1	32.8	44.9	31.7		
Male	168	96.6	30.4	34.7	44.2	30.4		
Economically Disadvantaged Students	163	96.1	22.7	26.5	26.3	*	36.3	Not Met
Non-Economically Disadvantaged Students	161	94.3	39.8	42.6	54.9	*		
Students with Disabilities	74	94.1	*	*	17.4	*	16.4	Not Met
Students without Disabilities	250	95.6	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	15	90.9	13.3	28.6	17.1	12.3		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	36	90.5	41.7	48.3	46.4	39.5		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



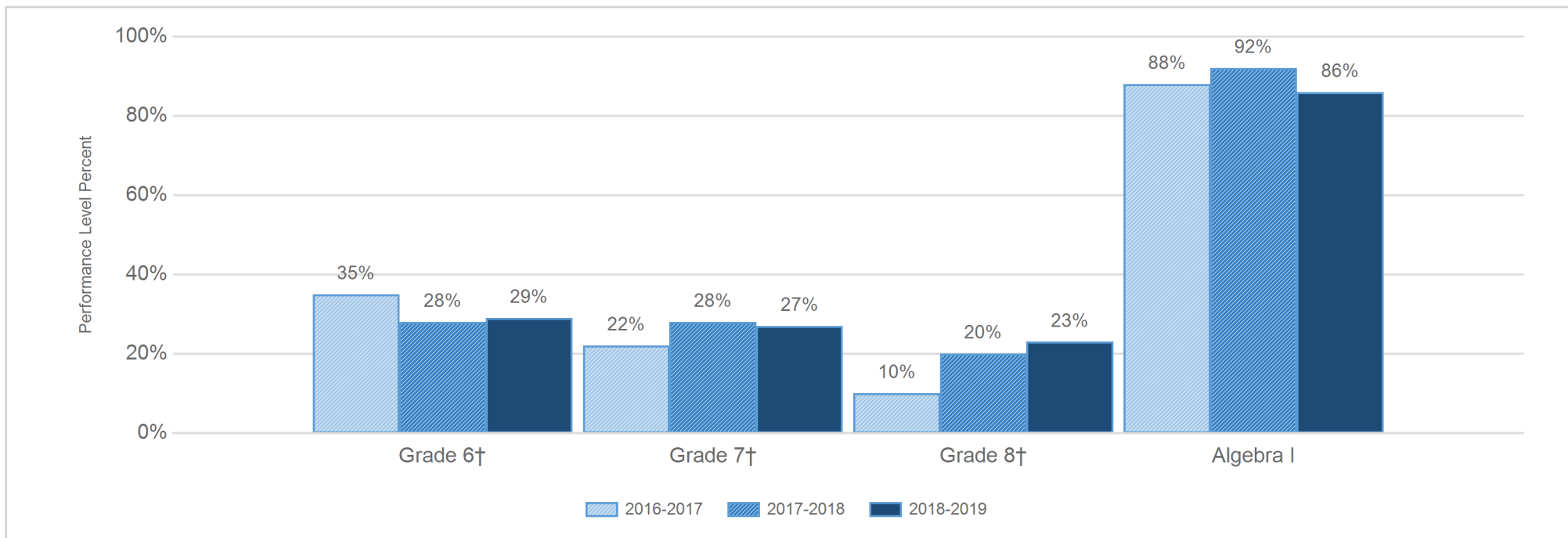
F. W. Holbein Middle School
(05-3430-060)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	734	734	741	*	30%	30%	*	*	29%	41%
White	43	736	736	749	*	*	30%	*	*	37%	51%
Hispanic	18	730	730	729	*	*	*	*	*	17%	24%
Black or African American	24	729	729	722	*	50%	*	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	737	737	742	*	32%	32%	*	*	32%	42%
Male	42	730	730	740	*	29%	29%	*	*	26%	40%
Economically Disadvantaged Students	54	727	727	726	*	*	30%	*	*	20%	21%
Non-Economically Disadvantaged Students	38	744	744	750	*	*	32%	*	*	42%	53%
Students with Disabilities	25	709	709	716	*	*	*	*	*	*	12%
Students without Disabilities	67	743	743	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	14	750	750	742	*	*	*	*	*	57%	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



F. W. Holbein Middle School
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	733	733	744	14%	29%	29%	*	*	27%	42%
White	59	737	737	751	*	24%	32%	*	*	32%	53%
Hispanic	18	733	733	733	*	*	*	*	*	28%	26%
Black or African American	42	725	725	727	*	33%	31%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	58	734	734	744	*	22%	34%	*	*	26%	42%
Male	71	732	732	743	*	35%	25%	*	*	28%	42%
Economically Disadvantaged Students	68	728	728	731	*	32%	29%	*	*	22%	24%
Non-Economically Disadvantaged Students	61	738	738	751	*	26%	30%	*	*	33%	53%
Students with Disabilities	27	705	705	718	*	*	*	*	*	*	13%
Students without Disabilities	102	740	740	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	129	733	733	745	14%	29%	29%	*	*	27%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	13	740	740	746	*	*	*	*	*	31%	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



F. W. Holbein Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	722	722	728	34%	21%	23%	*	*	23%	29%
White	41	730	730	737	27%	*	24%	*	*	29%	38%
Hispanic	23	716	716	722	*	*	*	*	*	17%	22%
Black or African American	25	714	714	714	44%	*	*	*	*	16%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	43	716	716	731	37%	*	*	*	*	21%	31%
Male	49	727	727	726	31%	*	*	*	*	24%	27%
Economically Disadvantaged Students	45	714	714	719	44%	*	22%	*	*	16%	20%
Non-Economically Disadvantaged Students	47	729	729	735	23%	*	23%	*	*	30%	36%
Students with Disabilities	25	705	705	707	60%	*	*	*	*	12%	10%
Students without Disabilities	67	728	728	734	24%	*	*	*	*	27%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	10	730	730	735	*	*	*	*	*	40%	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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	777	777	744	*	0%	*	*	*	86%	42%
White	15	779	779	752	0%	0%	*	*	*	87%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	22	777	777	748	*	0%	*	*	*	86%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	22	777	777	745	*	0%	*	*	*	86%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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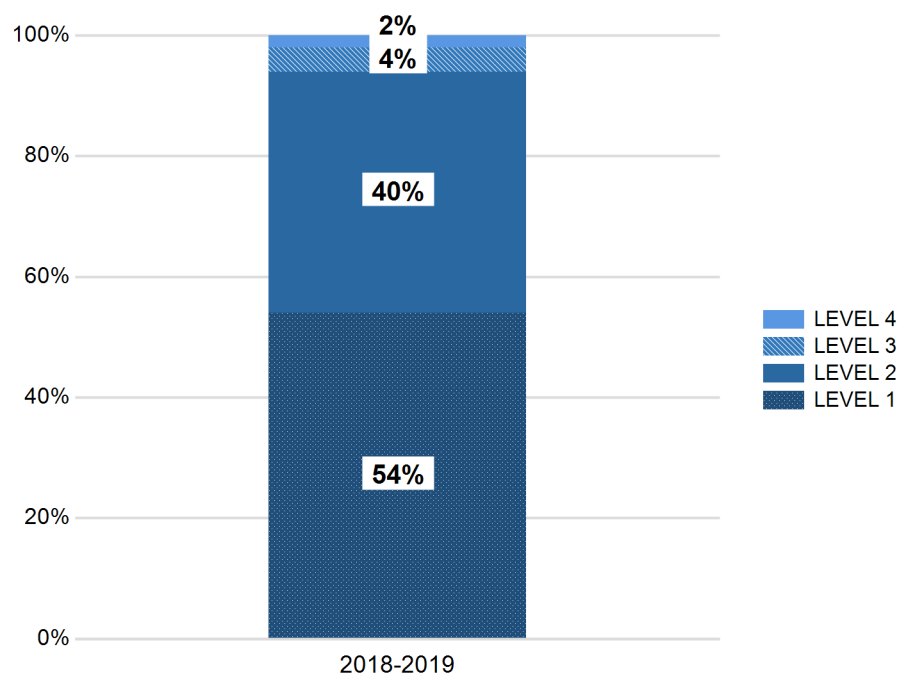
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	40	4	2
White	46	43	7	4
Hispanic	64	32	4	0
Black or African American	67	33	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	54	41	5	0
Male	54	39	4	4
Economically Disadvantaged Students	71	29	0	0
Non-Economically Disadvantaged Students	42	48	8	3
Students with Disabilities	72	28	0	0
Students without Disabilities	49	43	6	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	64	36	0	0
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	105
7	0	0	139
8	22	0	103
Total	22	0	347

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	94	0	0	0	0	0	0
7	131	0	0	0	0	0	0
8	119	0	0	0	0	0	0
Total	344	0	0	0	0	0	0



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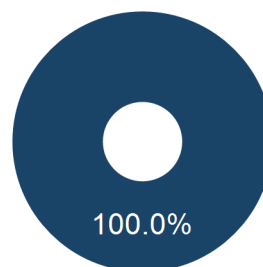
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Visual and Performing Arts – Course Participation

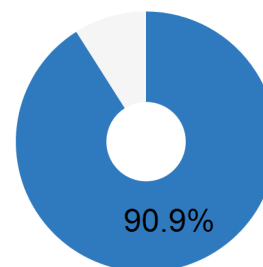
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

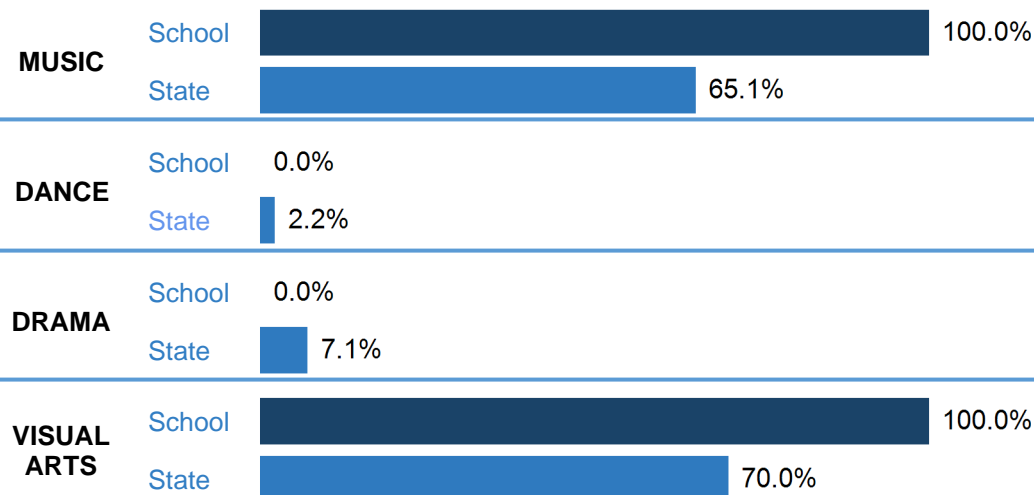


School



State

Students enrolled in one or more classes by discipline:





F. W. Holbein Middle School

(05-3430-060)

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2018-2019

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

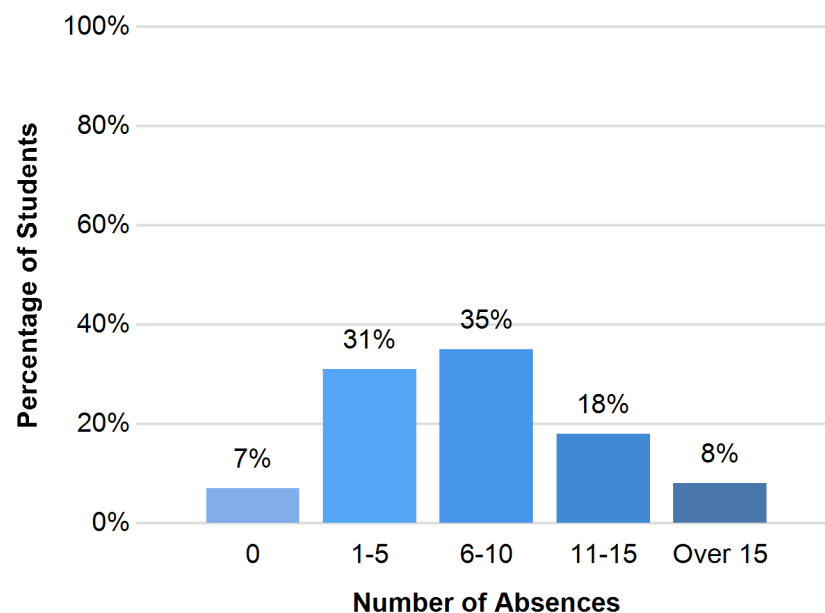
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.2	9.1	Met
White	7	4.6	9.1	Met
Hispanic	1	1.6	9.1	Met
Black or African American	6	6.7	9.1	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.1		
Male	12	7.4		
Economically Disadvantaged Students	12	7.3	9.1	Met
Students with Disabilities	10	16.1	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	1	6.3		
Students in Foster Care	N	N		
Military-Connected Students	2	5.3		
Migrant Students	N	N		

Days Absent

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





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2018-2019

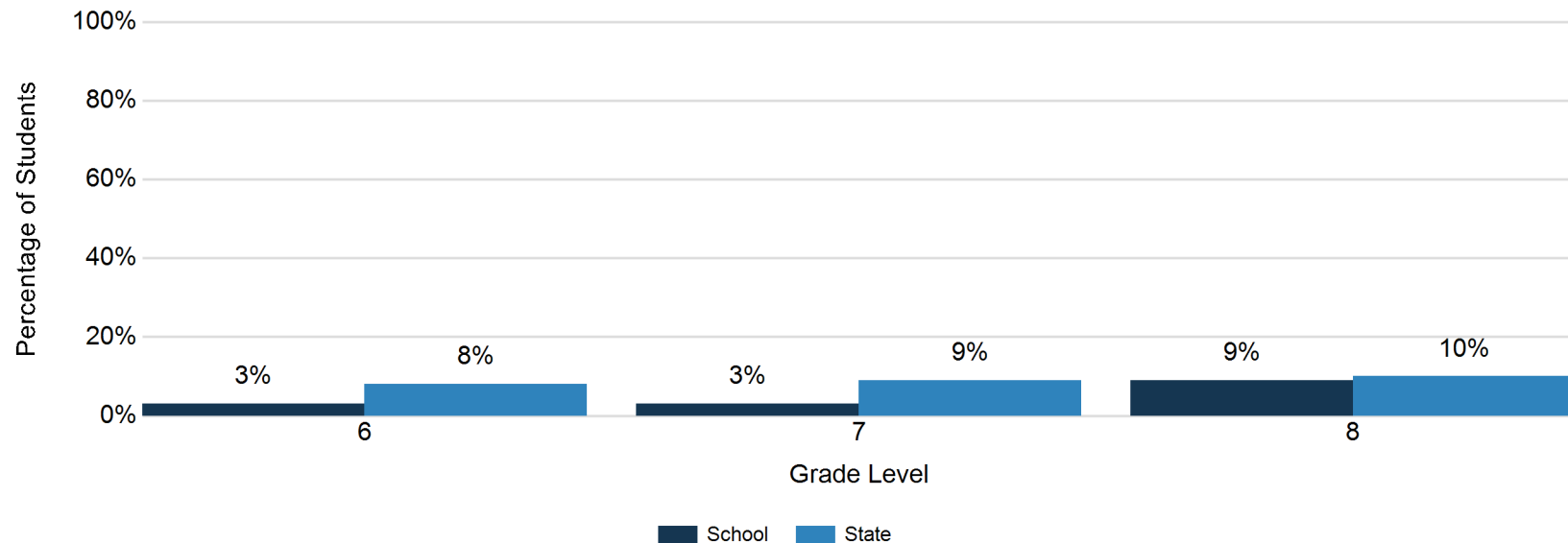
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	23
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	8.33

Police Notifications

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

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



F. W. Holbein Middle School

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	55	16.4%
Out-of-School Suspensions	36	10.7%
Any Suspension	69	20.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

125



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 (05-3430-060)
 Grades Offered: 06-08
 2018-2019

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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



F. W. Holbein Middle School

(05-3430-060)

Grades Offered: 06-08

2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	8.0	10.8
Percentage of Teachers with 4 or more years experience in the district	64.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	56:1	131:1
Teachers to Administrators	6:1	12:1
Students to Librarians/Media Specialists		526:1
Students to Nurses		350:1
Students to Counselors		263:1
Students to Child Study Team Members		263:1



F. W. Holbein Middle School
(05-3430-060)
Grades Offered: 06-08
2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	73.5%	50.0%	48.4%	77.1%	54.9%
Male	49.7%	26.5%	50.0%	51.6%	22.9%	45.1%
White	46.1%	94.1%	83.3%	42.4%	83.6%	77.4%
Hispanic	17.9%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.9%	0.0%	16.7%	15.0%	6.6%	13.9%
Asian	2.4%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%



F. W. Holbein Middle School
 (05-3430-060)
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 2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

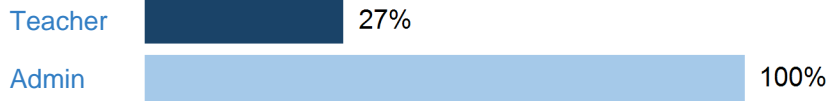
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.3%



F. W. Holbein Middle School

(05-3430-060)

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.0%	45.1%	46.0%
Math Proficiency	30.1%	31.0%	31.2%
ELA Growth	44	34	44
Math Growth	48	56	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	13.0%	13.6%	5.2%

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Our academic programs encourage students to persevere until they reach success, impact the whole-child and concentrate on culturally relevant, real-world, hands on and minds on experiences.
- We provide an academically rigorous and developmentally appropriate education. Our Positive Behaviors philosophy focuses on keeping students safe, on-task, accountable, and respectful. Our technology
- The National Junior Honor Society, Student Council, Service Learning, and Random Acts of Kindness Club promote honor, and unity.



Mission, Vision, Theme:

The F.W Holbein Middle School community is dedicated to providing every child with an excellent educational experience by focusing on specific core values such as: perseverance, integrity, collaboration, and inspiration. Together, we cultivate the capacity for lifelong learning, the creativity for innovation, and the curiosity for exploration.



Awards, Recognition, Accomplishments:

Project Lead The Way (PLTW) School - Gateway To Technology; Sustainable Jersey for Schools Grantee; 21st Century Community Learning Center locatin; Temple University Research Partner.



F. W. Holbein Middle School

(05-3430-060)

Grades Offered: 06-08

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 <p>Courses, Curriculum, Instruction:</p>	<p>Advanced Courses for Mathematics (Gr 6-8), English Language Arts (Gr 6-8), Science (Gr 7-8); 16 Electives Courses including Yoga, Health and Wellness, Get Fit, Book Club, Robotics, Green Team, Friday Morning News; Blended Learning Opportunities.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed)</p> <p>Intramural sports include volleyball, floor hockey, basketball, tennis, and soccer.</p>
 <p>Clubs and Activities:</p>	<p>Choir; Band; Theater; Student Council; Wellness Club; Random Acts of Kindness Club; National Junior Honor Society; Spirit Committee/Club; Newspaper Club; Yearbook Club; Audio Visual Club; Student Activities Club; Green Team; Art Showcase</p>




F. W. Holbein Middle School
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 <p>Before and After School Programs:</p>	<p>Extended Day Tutoring Program; 21st Century Grant After School Program</p>
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School Narrative

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 <p>Student Supports and Services:</p>	<p>High Intensity ESL Supports; Gifted for All Services; Inclusive Special Needs Program; Multiple Tiered Systems of Supports for Interventions; Positive Behavior Interventions and Supports</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast After the Bell Program; Comprehensive Physical Education and Health Program; Wellness Electives - Yoga, Get Fit, Dance, Counseling Services; Nursing Services; Sustainable Jersey Garden and Greenhouse</p>
 <p>Parent and Community Involvement:</p>	<p>Parent-Teacher Association; Multiple Parent Advisory Committees for English Language Learners, Early Childhood, Special Education, Strategic Planning, Title I; Multiple Family Events including STEM nights, ELA nights, School PRIDE nights; Multiple partnerships with the community and local organizations.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The survey used is directly related to the NJDOE climate/culture survey, slightly modified for a Grade 6 to 8 Elementary School.</p>
 <p>Facilities:</p>	<p>All schools contain central air and heating (project completed in 2015). Energy efficient facilities program.</p>




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School Narrative

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 Technology and STEM:	Advanced Math and Science Courses; Project Lead The Way's Gateway To Technology Engineering Program Automation and Robotics - Design and Modeling; Computer Science; Green Screen; 1:1 Device Program - every student is equipped with a Google Chromebook;
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**Gertrude C. Folwell Elementary School**

(05-3430-050)

Grades Offered: 03-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Gertrude C. Folwell Elementary School

(05-3430-050)

Grades Offered: 03-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Burlington
District	Mount Holly Township Public School District
Principal Name	Mrs. Amie Dougherty
Address	455 JACKSONVILLE RD MOUNT HOLLY, NJ 08060-9622
Phone Number	609-267-0071
Email Address	adougherty@mtholly.k12.nj.us
Website	https://www.mtholly.k12.nj.us
Twitter	https://twitter.com/folwellfamily



Gertrude C. Folwell Elementary School

(05-3430-050)

Grades Offered: 03-05

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
3	98	106	99
4	98	108	102
5	115	93	112
Total	311	307	313

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	51.1%	51.1%
Male	50.2%	48.9%	48.9%
Economically Disadvantaged Students	60.5%	62.2%	61.3%
Students with Disabilities	25.7%	19.9%	18.2%
English Learners	1.3%	4.2%	4.5%
Homeless Students	4.5%	5.5%	7.3%
Students in Foster Care	2.3%	1.3%	0.0%
Military-Connected Students	4.2%	8.8%	8.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.7%	40.7%	35.8%
Hispanic	18.3%	21.2%	22.7%
Black or African American	30.9%	30.0%	30.0%
Asian	1.6%	1.0%	1.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.3%	0.6%
Two or More Races	4.2%	6.5%	8.6%

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	3.8%
Other Languages	2.2%



Gertrude C. Folwell Elementary School
 (05-3430-050)
 Grades Offered: 03-05
 2018-2019

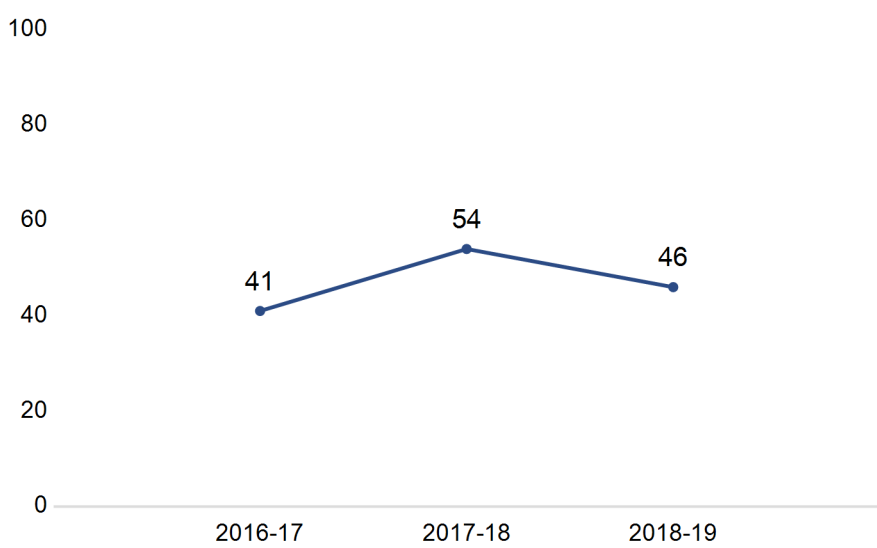
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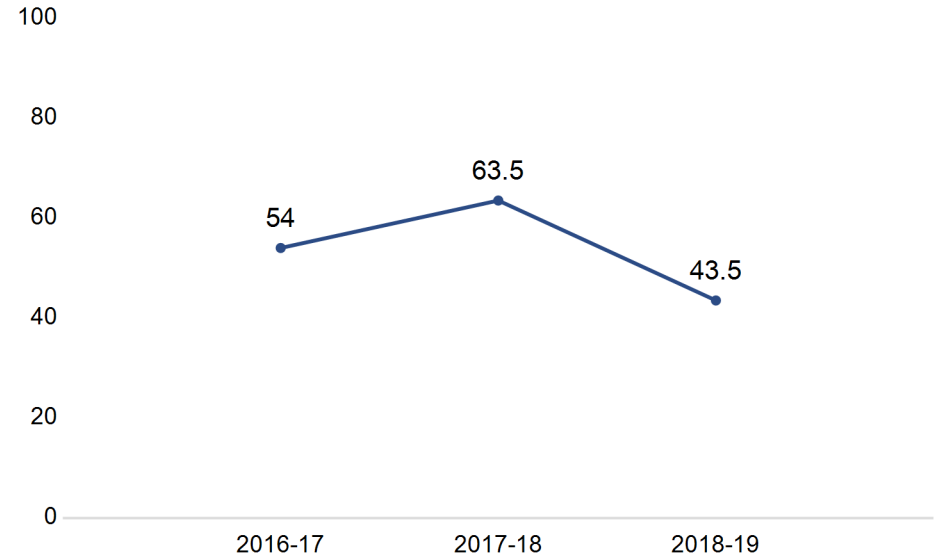
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	54	46	54	63.5	43.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Gertrude C. Folwell Elementary School

(05-3430-050)

Grades Offered: 03-05

2018-2019

Report Key:

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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	44.5	50	Met Standard	43.5	45	50	Met Standard
White	47	46	50	Met Standard	41.5	46	52	Met Standard
Hispanic	50	47	49	Met Standard	44	46	47	Met Standard
Black or African American	39	38	45	Not Met	50	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	36.5	40	49	**	44.5	43	52	**
Female	40	45	53	N	42	43.5	50	N
Male	47.5	44.5	47	N	47	46	51	N
Economically Disadvantaged Students	42.5	39	48	Met Standard	48	48	46	Met Standard
Students with Disabilities	36	35	43	Not Met	42	42	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	60	49	43	N	76.5	66	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	61	48.5	49	N	58	49	51	N
Migrant Students	N	N	47	N	N	N	51	N



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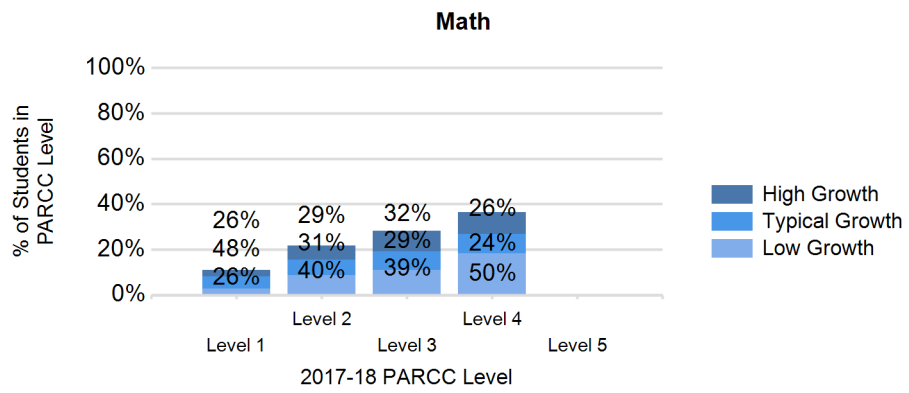
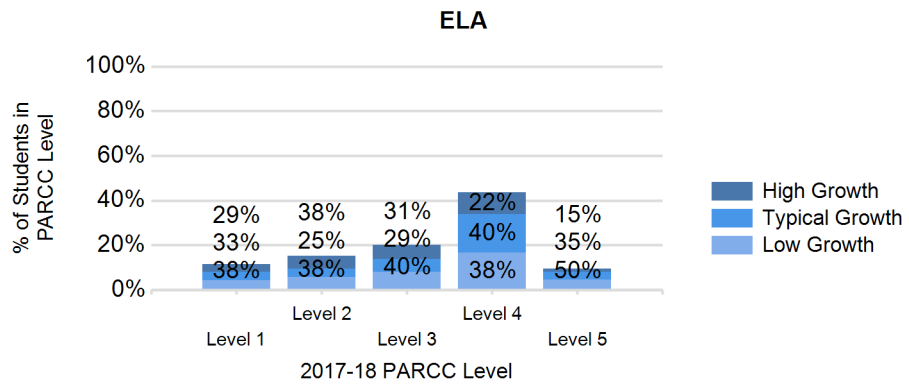
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

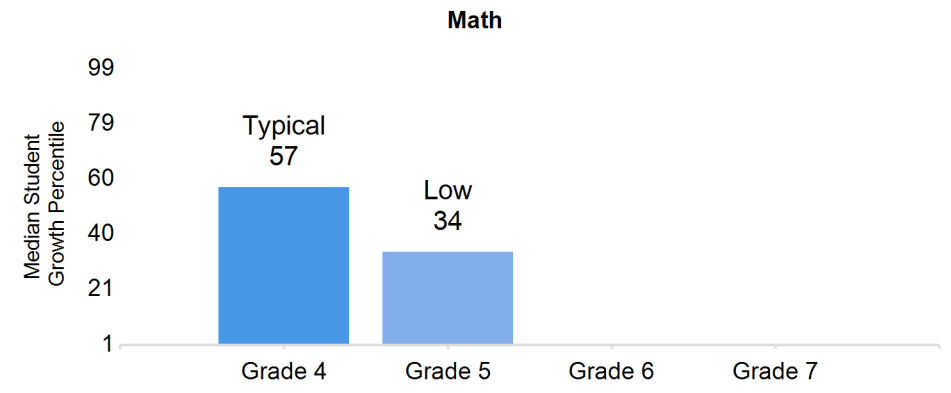
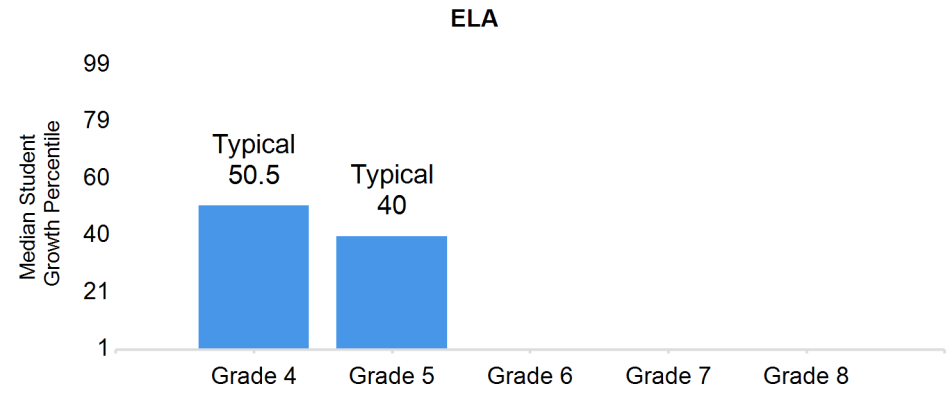
Student Growth by Performance Level

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



Student Growth by Grade

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





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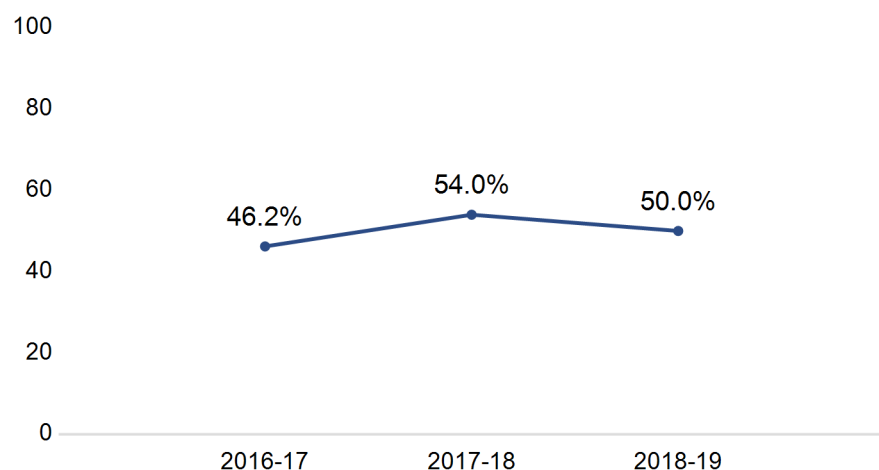
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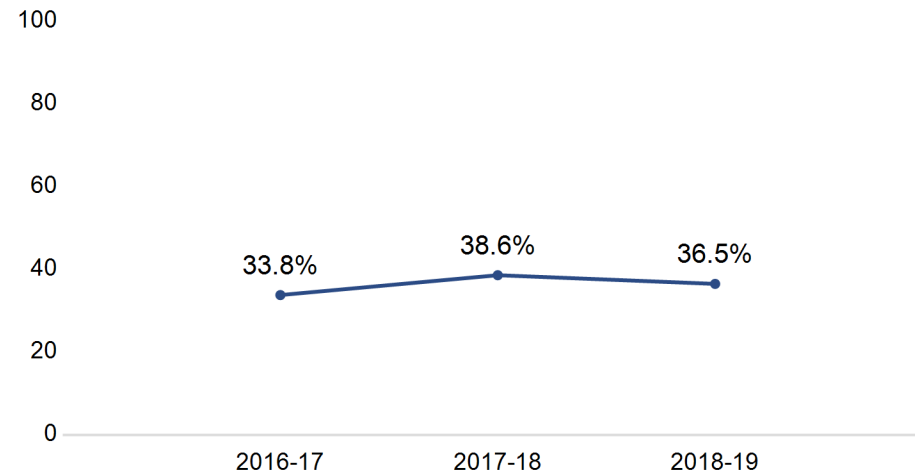
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.4%	97.5%	98.4%	97.8%	97.2%
Proficiency Rate for Federal Accountability	46.2%	54.0%	50.0%	33.8%	38.6%	36.5%
Annual Target	50.5%	52.0%	53.6%	36.1%	38.4%	40.7%
Met Annual Target?	Met Target†	Met Target	Met Target†	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	97.5	50.0	47.9	57.9	50.0	53.6	Met Target†
White	111	95.7	60.4	55.6	66.9	60.4	59.1	Met Target
Hispanic	70	100.0	42.9	41.4	43.9	42.9	52	Met Target†
Black or African American	87	96.9	40.2	38.5	38.5	40.2	42.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	27	100.0	59.3	*	64.4	59.3	60	Met Target†
Female	153	98.8	56.9	56.7	64.8	56.9		
Male	149	96.3	43.0	39.4	51.3	43.0		
Economically Disadvantaged Students	181	97.9	39.8	37.4	40.0	39.8	43.8	Met Target†
Non-Economically Disadvantaged Students	121	96.9	65.3	60.6	67.9	65.3		
Students with Disabilities	62	95.5	17.7	16.2	22.7	17.7	25.2	Met Target†
Students without Disabilities	240	98.1	58.3	56.8	65.1	58.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	27	94.3	37.0	40.5	29.1	37.0		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	24	96.2	79.2	60.0	57.8	79.2		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Gertrude C. Folwell Elementary School

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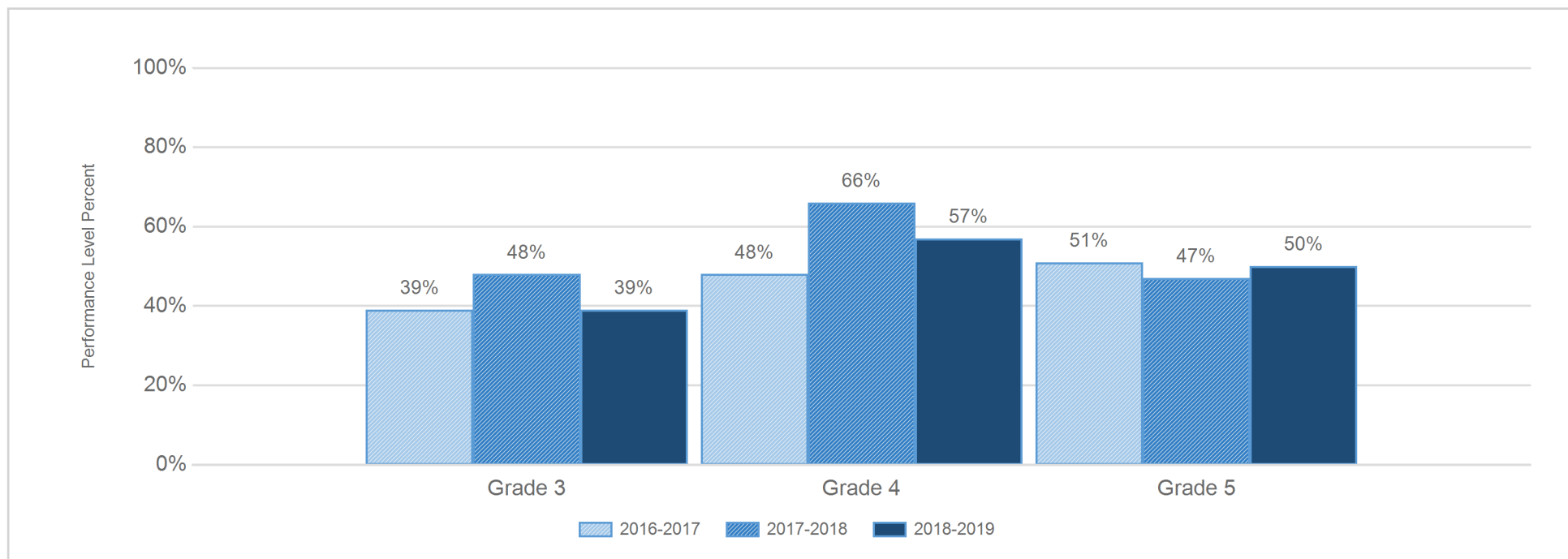
** Accountability calculations require 20 or more students

N No Data is available to display

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	736	736	748	15%	24%	22%	*	*	39%	50%
White	36	749	749	757	*	*	*	*	*	58%	60%
Hispanic	23	724	724	734	*	43%	*	*	*	22%	36%
Black or African American	26	726	726	731	*	*	*	*	*	23%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	47	742	742	753	*	28%	21%	*	*	45%	55%
Male	50	730	730	743	*	20%	22%	*	*	34%	46%
Economically Disadvantaged Students	62	730	730	731	*	*	18%	*	*	32%	33%
Non-Economically Disadvantaged Students	35	746	746	759	*	*	29%	*	*	51%	61%
Students with Disabilities	21	695	695	719	*	*	*	*	*	10%	24%
Students without Disabilities	76	747	747	754	*	*	*	*	*	47%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	97	736	736	751	15%	24%	22%	*	*	39%	54%
Homeless Students	12	708	708	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	751	751	755	11%	13%	20%	44%	13%	57%	57%
White	36	756	756	763	*	*	*	*	*	58%	67%
Hispanic	20	754	754	743	*	*	*	*	*	60%	44%
Black or African American	34	748	748	739	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	10	752	752	762	0%	*	*	*	*	60%	64%
Female	48	759	759	760	*	*	*	*	*	67%	62%
Male	54	745	745	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	70	742	742	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	32	772	772	765	*	*	*	*	*	81%	69%
Students with Disabilities	18	715	715	725	*	*	*	*	*	28%	25%
Students without Disabilities	84	759	759	761	*	*	*	*	*	63%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	12	752	752	730	*	*	*	*	*	58%	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	746	746	756	9%	17%	23%	*	*	50%	58%
White	40	752	752	764	*	*	*	63%	0%	63%	68%
Hispanic	29	750	750	743	0%	*	*	*	*	48%	44%
Black or African American	33	734	734	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	66	753	753	761	*	*	*	*	*	56%	64%
Male	49	736	736	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	58	737	737	740	*	*	26%	*	*	36%	39%
Non-Economically Disadvantaged Students	57	755	755	766	*	*	21%	*	*	65%	69%
Students with Disabilities	21	712	712	724	*	*	*	*	*	19%	23%
Students without Disabilities	94	753	753	762	*	*	*	*	*	57%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	301	97.2	36.5	33.8	44.5	36.5	40.7	Met Target†
White	110	94.9	49.1	43.1	54.1	49.1	45.3	Met Target
Hispanic	71	100.0	28.2	26.7	28.8	28.2	27	Met Target
Black or African American	86	96.9	26.7	22.5	23.0	26.7	33.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	27	100.0	33.3	*	53.3	33.3	38.5	Met Target†
Female	152	97.6	33.6	32.8	44.9	33.6		
Male	149	96.9	39.6	34.7	44.2	39.6		
Economically Disadvantaged Students	180	96.9	30.0	26.5	26.3	30.0	32.8	Met Target†
Non-Economically Disadvantaged Students	121	97.7	46.3	42.6	54.9	46.3		
Students with Disabilities	61	93.9	13.1	*	17.4	13.1	21.6	Not Met
Students without Disabilities	240	98.1	42.5	*	50.0	42.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	27	94.4	37.0	28.6	17.1	37.0		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	24	96.2	58.3	48.3	46.4	58.3		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Gertrude C. Folwell Elementary School

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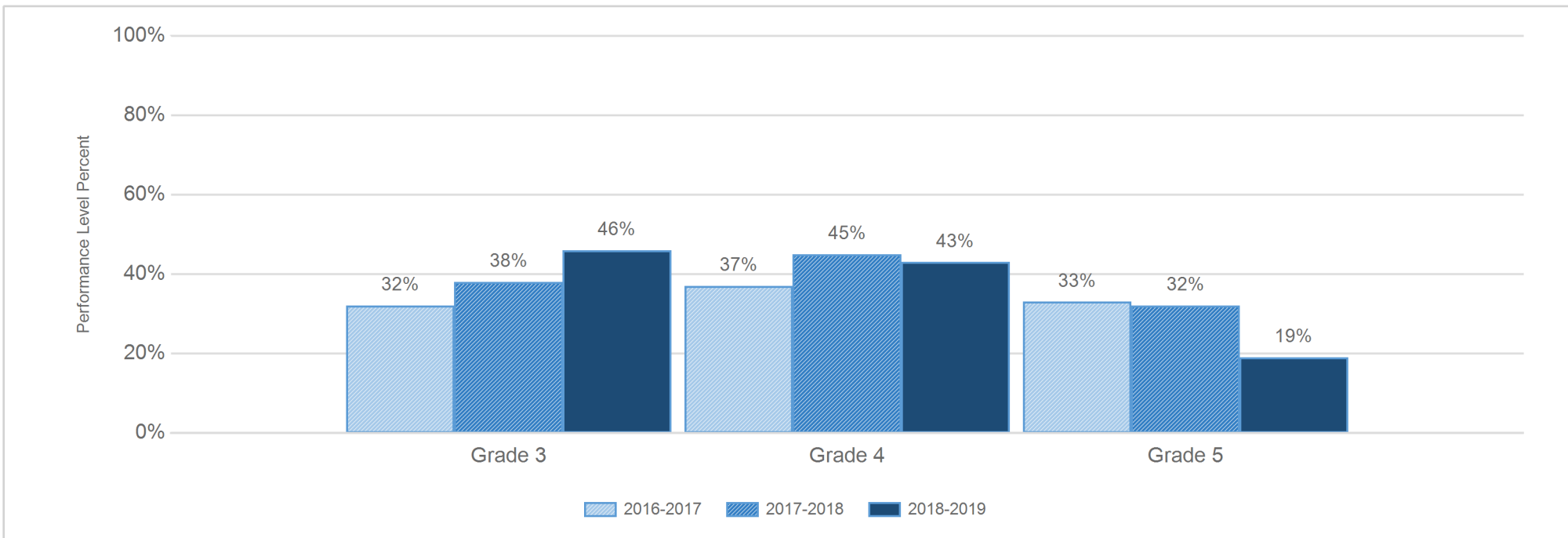
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	742	742	752	13%	13%	28%	*	*	46%	55%
White	36	753	753	760	*	*	*	*	*	61%	66%
Hispanic	24	729	729	739	*	*	42%	*	*	21%	40%
Black or African American	26	734	734	735	*	*	*	42%	0%	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	48	743	743	751	*	*	35%	*	*	42%	54%
Male	50	741	741	752	*	*	20%	*	*	50%	56%
Economically Disadvantaged Students	63	737	737	737	*	*	*	*	*	35%	37%
Non-Economically Disadvantaged Students	35	751	751	761	*	*	*	*	*	66%	67%
Students with Disabilities	21	700	700	731	*	*	*	*	*	*	31%
Students without Disabilities	77	753	753	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	13	722	722	724	*	*	*	*	*	23%	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



Gertrude C. Folwell Elementary School

(05-3430-050)

Grades Offered: 03-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	739	739	749	15%	20%	22%	*	*	43%	51%
White	36	743	743	757	*	*	*	*	*	53%	62%
Hispanic	20	742	742	737	*	*	*	*	*	50%	36%
Black or African American	35	731	731	731	*	*	29%	29%	0%	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	10	746	746	754	0%	*	*	*	*	40%	58%
Female	48	740	740	749	*	21%	25%	*	*	42%	50%
Male	55	739	739	749	*	20%	20%	*	*	44%	52%
Economically Disadvantaged Students	70	732	732	734	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	33	754	754	759	*	*	*	*	*	61%	63%
Students with Disabilities	18	718	718	726	*	*	*	*	*	22%	25%
Students without Disabilities	85	744	744	754	*	*	*	*	*	47%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	13	744	744	722	*	*	*	*	*	46%	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Gertrude C. Folwell Elementary School
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	731	731	747	*	30%	42%	*	*	19%	47%
White	39	738	738	755	*	26%	36%	*	*	33%	58%
Hispanic	29	732	732	735	*	*	52%	*	*	14%	30%
Black or African American	32	723	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	64	734	734	747	*	28%	48%	*	*	19%	47%
Male	49	727	727	747	*	33%	35%	*	*	20%	47%
Economically Disadvantaged Students	56	724	724	732	*	43%	30%	*	*	14%	27%
Non-Economically Disadvantaged Students	57	738	738	757	*	18%	54%	*	*	25%	59%
Students with Disabilities	20	712	712	725	*	50%	*	*	*	10%	19%
Students without Disabilities	93	735	735	752	*	26%	*	*	*	22%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.4%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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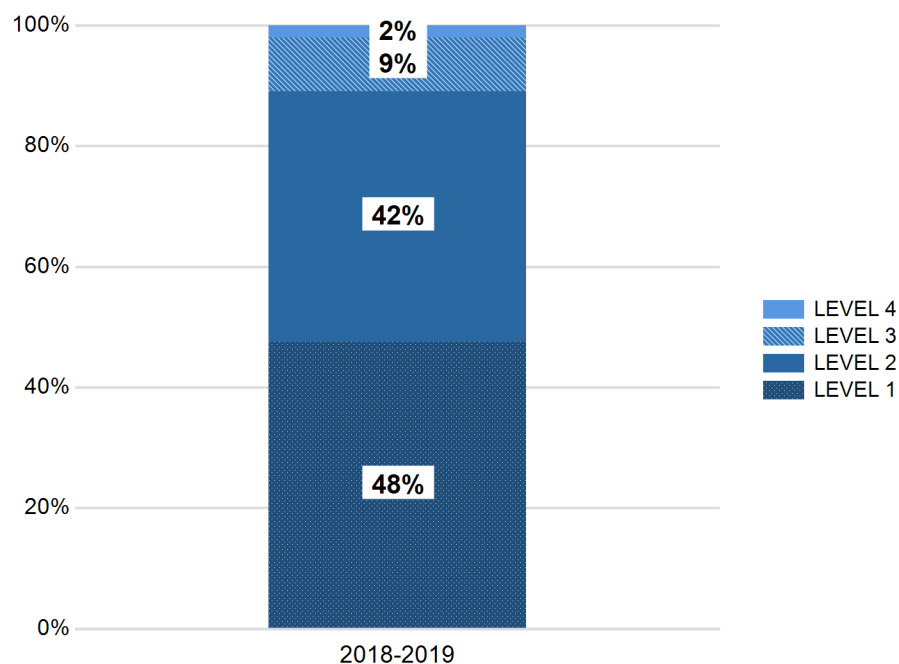
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† This indicates a table specific note, see note below table

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	42	9	2
White	40	40	15	5
Hispanic	41	45	14	0
Black or African American	69	31	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	43	9	0
Male	48	40	8	4
Economically Disadvantaged Students	59	39	2	0
Non-Economically Disadvantaged Students	37	44	15	3
Students with Disabilities	84	5	11	0
Students without Disabilities	40	49	9	2
English Learners	N	N	N	N
Non-English Learners	48	42	9	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

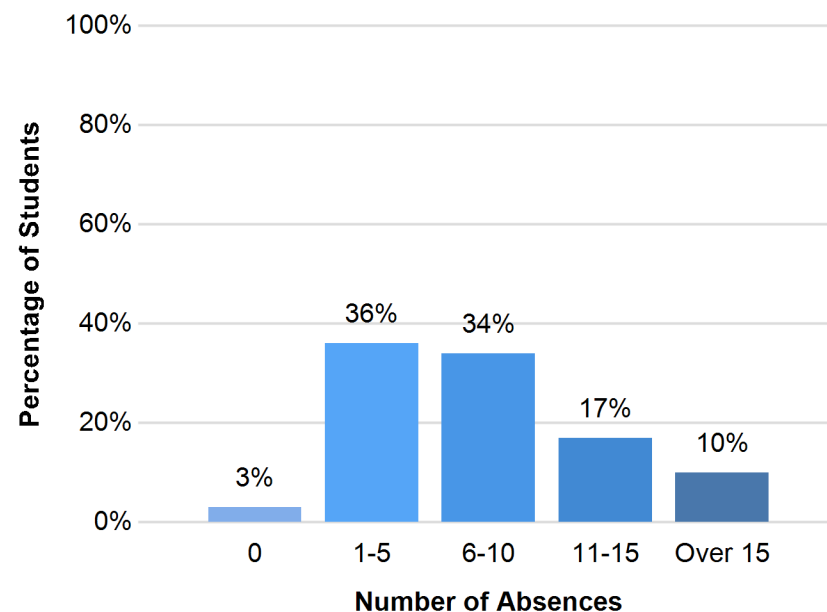
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	7.2	7.5	Met
White	6	5.0	7.5	Met
Hispanic	3	4.2	7.5	Met
Black or African American	13	13.8	7.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	3.8	7.5	Met
Female	9	5.7		
Male	14	8.7		
Economically Disadvantaged Students	19	10.1	7.5	Not Met
Students with Disabilities	9	13.6	7.5	Not Met
English Learners	0	0	**	**
Homeless Students	6	27.3		
Students in Foster Care	N	N		
Military-Connected Students	1	3.3		
Migrant Students	N	N		

Days Absent

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





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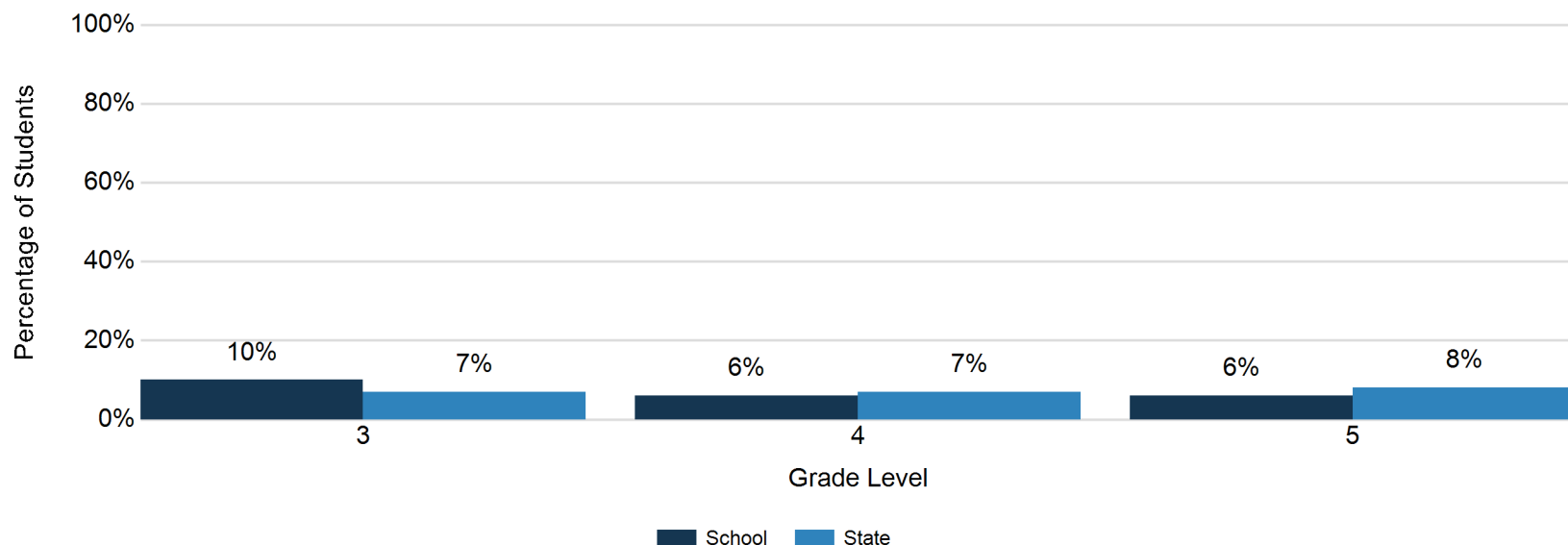
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	5.11

Police Notifications

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

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	21	6.7%
Any Suspension	21	6.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

47



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	313:1	131:1
Teachers to Administrators	30:1	12:1
Students to Librarians/Media Specialists		526:1
Students to Nurses		350:1
Students to Counselors		263:1
Students to Child Study Team Members		263:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	83.3%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	16.7%	0.0%	51.6%	22.9%	45.1%
White	35.8%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.7%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.0%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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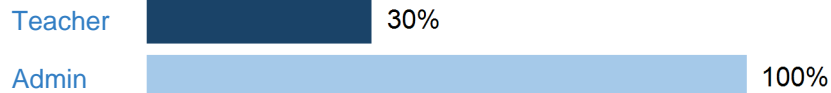
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.3%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.2%	54.0%	50.0%
Math Proficiency	33.8%	38.6%	36.5%
ELA Growth	41	54	46
Math Growth	54	64	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.5%	36.4%
Chronic Absenteeism	11.8%	8.1%	7.2%

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



Gertrude C. Folwell Elementary School

(05-3430-050)

Grades Offered: 03-05

2018-2019

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

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

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

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

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

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

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

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

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

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

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



Gertrude C. Folwell Elementary School
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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Gertrude C. Folwell Elementary School

(05-3430-050)

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School Narrative

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



Highlights:

- Our academic programs encourage students to persevere until they reach success, impact the whole-child and concentrate on culturally relevant, real-world, hands on and minds on experiences.
- We provide an academically rigorous and developmentally appropriate education. Our Positive Behaviors philosophy focuses on keeping students safe, on-task, accountable, and respectful. Our technology
- Folwell School is learner-centered, future-focused, and community-oriented.



Mission, Vision, Theme:

The Gertrude C. Folwell Elementary School community is dedicated to cultivating the capacity for lifelong learning, innovation, and the curiosity for exploration. Our vision is to provide every student with an excellent educational experience. We pursue excellence through perseverance, integrity, collaboration, and inspiration



Awards, Recognition, Accomplishments:

Participated in the K-3 Research and Professional Development Grant with NIEER (National Institute for Early Education Research); NJPBSIS School; NJMTSS School; 21st Century Learning Century location



Gertrude C. Folwell Elementary School

(05-3430-050)

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 <p>Courses, Curriculum, Instruction:</p>	<p>Reading and Writing Wonders; Math In Focus; Project-Based Social Studies and Science Learning; Service Learning; STEM focused Gifted and Talented; 21st Century Technology Courses; Visual and Performing Arts Courses</p>
 <p>Clubs and Activities:</p>	<p>Student Council; Wellness Club; Basketball Club; Falcon (Student Activities) Club; Music/Theater Club</p>



Gertrude C. Folwell Elementary School

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Before and After School Programs:

Before and After the Bell Breakfast Program; Before and After School Extended Day Care; Extended Day Tutoring Program; 21st Century Grant After School Program; Big Brothers, Big Sisters



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 <p>Student Supports and Services:</p>	<p>High Intensity ESL Supports; Gifted for All Services; Inclusive Special Needs Program; Multiple Tiered Systems of Supports for Interventions; Positive Behavior Interventions and Supports</p>
 <p>Student Health and Wellness:</p>	<p>Comprehensive Physical Education and Health Program; Counseling Services; Nursing Services; Sustainable Jersey Program; Folwell Fitness; Healthy U Program; Breakfast After the Bell Program</p>
 <p>Parent and Community Involvement:</p>	<p>Parent-Teacher Organization; Multiple Parent Advisory Committees for Special Education, English Language Learners, Title I, Strategic Planning; Multiple Family Nights in STEM, ELA, School PRIDE; Multiple Partnerships with the Community and Local Organizations</p>





Gertrude C. Folwell Elementary School
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The survey used is directly related to the NJDOE climate/culture survey, slightly modified for a Grade 3 to 5 Elementary School.</p>
 <p>Facilities:</p>	<p>All schools contain central air and heating (project completed in 2015). Energy efficient facilities program.</p>



Gertrude C. Folwell Elementary School
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Technology and STEM:

1 Laptop for Every 2 Students; Computer Science and Library Media Courses, Google Classroom, Coding Lessons, Gifted and Talented STEM Program

**John Brainerd Elementary School**

(05-3430-040)

Grades Offered: PK-02

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**John Brainerd Elementary School**

(05-3430-040)

Grades Offered: PK-02

2018-2019

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School Contact Information

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

Type	Contact Information
County	Burlington
District	Mount Holly Township Public School District
Principal Name	Mr. Joseph Convery
Address	100 WOLLNER DR MOUNT HOLLY, NJ 08060
Phone Number	609-267-3600
Email Address	jconvery@mtholly.k12.nj.us
Website	https://www.mtholly.k12.nj.us
Twitter	https://twitter.com/brainerdschool



John Brainerd Elementary School

(05-3430-040)

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	59	72	68
KG	110	85	105
1	98	106	90
2	98	98	109
Total	365	361	372

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.8%	50.4%	47.0%
Male	53.2%	49.6%	53.0%
Economically Disadvantaged Students	61.6%	59.8%	54.0%
Students with Disabilities	15.9%	14.7%	14.0%
English Learners	4.9%	6.4%	4.3%
Homeless Students	6.8%	5.5%	8.1%
Students in Foster Care	1.6%	1.4%	0.3%
Military-Connected Students	4.9%	7.5%	6.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	44.9%	40.4%	37.4%
Hispanic	17.8%	21.1%	21.0%
Black or African American	29.6%	26.6%	28.0%
Asian	3.8%	4.2%	3.8%
Native Hawaiian or Pacific Islander	0.0%	0.6%	0.8%
American Indian or Alaska Native	0.3%	0.0%	0.3%
Two or More Races	3.6%	7.2%	8.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	9	4	4
PK - Full Day	50	68	64
KG - Half Day	0	0	0
KG - Full Day	110	85	105

Enrollment by Home Language

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

Home Language	% of Students
English	95.4%
Spanish	3.0%
Other Languages	1.6%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

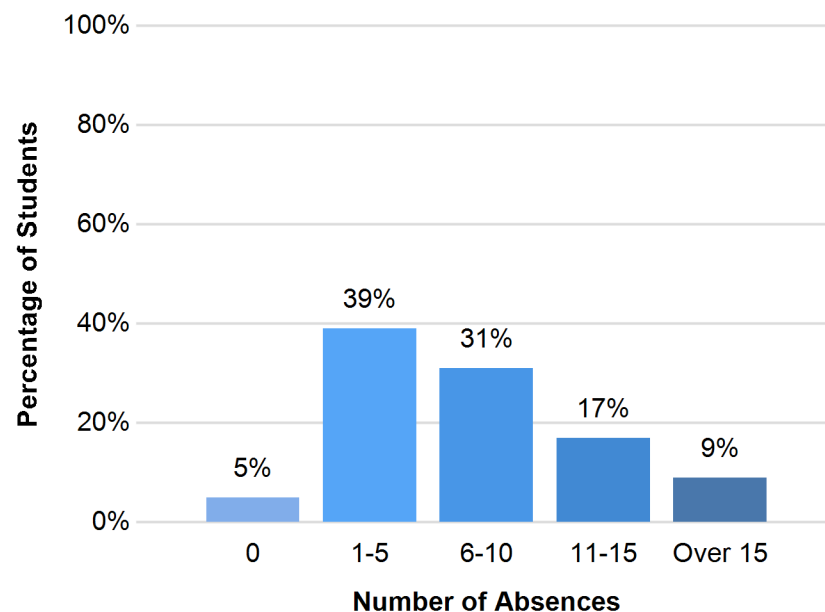
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	7.9	10.3	Met
White	8	7.5	10.3	Met
Hispanic	5	7.8	10.3	Met
Black or African American	7	7.8	10.3	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	14.3	10.3	Not Met
Female	14	9.5		
Male	10	6.4		
Economically Disadvantaged Students	18	10.6	10.3	Not Met
Students with Disabilities	5	13.9	10.3	Not Met
English Learners	1	6.3	**	**
Homeless Students	2	8.7		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

Days Absent

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





John Brainerd Elementary School
 (05-3430-040)
 Grades Offered: PK-02
 2018-2019

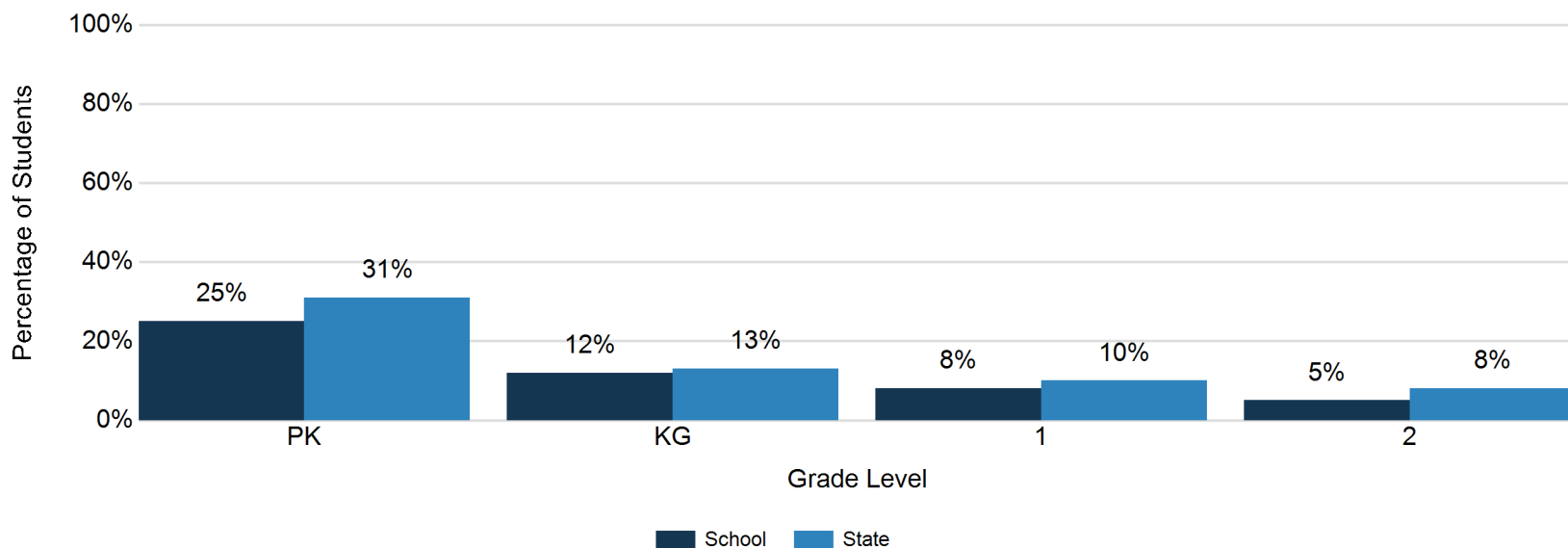
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	3.23

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	10	2.7%
Any Suspension	11	3.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

32



John Brainerd Elementary School

(05-3430-040)

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	8.2	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	9.4	16.0
Average years experience in district	9.4	12.0
Percentage of Administrators with 4 or more years experience in the district	75.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	372:1	131:1
Teachers to Administrators	35:1	12:1
Students to Librarians/Media Specialists		526:1
Students to Nurses		350:1
Students to Counselors		263:1
Students to Child Study Team Members		263:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	94.3%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	5.7%	100.0%	51.6%	22.9%	45.1%
White	37.4%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.0%	2.9%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.9%	0.0%	0.0%	2.1%	0.2%	0.2%



John Brainerd Elementary School
(05-3430-040)
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.2%	90.5%
2017-18 Administrators: Same district 2018-19	75.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.9%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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School Narrative

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



Highlights:

- Our academic programs encourage students to persevere until they reach success, impact the whole-child and concentrate on culturally relevant, real-world, hands on experiences.
- We provide an academically rigorous and developmentally appropriate education. Our Positive Behaviors philosophy focuses on keeping students safe, on-task, accountable, and respectful. Our technology
- We offer full-day Preschool and Kindergarten programs for all students.



Mission, Vision, Theme:

The John Brainerd Elementary School community is dedicated to cultivating the capacity for lifelong learning, innovation, and the curiosity for exploration. Our vision is to present an atmosphere conducive to an excellent educational experience for every student. We pursue excellence through perseverance, integrity, collaboration, and inspiration.



Awards, Recognition, Accomplishments:

John Brainerd Elementary School was awarded 4 STARS by Grow NJ Kids' Quality Rating Improvement System <http://www.grownjkids.gov>; Awarded Preschool Expansion Grant; Participated in the K-3 Research and Professional Development Grant with NIEER (National Institute for Early Education Research); Participated in NJDOE KEA.





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 <p>Courses, Curriculum, Instruction:</p>	<p>Full day Preschool to Grade 2; STEM focused Gifted for ALL program; 21st Century Technology Courses; Service Learning; Outdoor Classroom for Science; Whole Child Programs and Instruction</p>
 <p>Clubs and Activities:</p>	<p>Wellness Club; Music/Theater Club</p>



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Before and After School Programs:

Before and After the Bell Breakfast Program; Before and After School Extended Day Care; Extended Day Tutoring Program;



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 <p>Student Supports and Services:</p>	<p>High Intensity ESL Supports; Gifted for All Services; Inclusive Special Needs Program; Multiple Tiered Systems of Supports for Interventions; Positive Behavior Interventions and Supports</p>
 <p>Student Health and Wellness:</p>	<p>Morning Yoga Program; Comprehensive Physical Education and Health Programs; Counseling Services; Nursing Services; Brain Break Programs; Whole Brain Teaching and Learning Programs; Before the Bell Breakfast Program; Health and Hungry Free Kids Program;</p>
 <p>Parent and Community Involvement:</p>	<p>Parent-Teacher Association; Multiple Parent Advisory Committees for English Language Learners, Early Childhood, Special Education, Strategic Planning, Title I; Multiple Family Events including STEM nights, ELA nights, School PRIDE nights; Multiple partnerships with the community and local organizations.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The survey used is directly related to the NJDOE climate/culture survey, slightly modified for a Preschool to Grade 2 focus.</p>
 <p>Facilities:</p>	<p>All schools contain central air and heating (project completed in 2015). Energy efficient facilities program.</p>



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Early Childhood Education:

John Brainerd Elementary School offers full day Preschool and Kindergarten education. Awarded as a 4 STAR GrowNJKids preschool program. Kindergarten is recognized as a leading program in whole-child education in NJ.