



**Central Early Childhood Center**  
(15-1100-030)  
Grades Offered: PK-01  
2018-2019

**Report Key:**

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Ms. Maria Gioffre
Address	1040 Monmouth Road DEPTFORD, NJ 08096
Phone Number	856-384-8750
Email Address	<a href="mailto:gioffre.m@deptford.k12.nj.us">gioffre.m@deptford.k12.nj.us</a>
Website	<a href="https://central-early.deptfordschools.org/">https://central-early.deptfordschools.org/</a>
Facebook	<a href="https://www.facebook.com/CentralECC/">https://www.facebook.com/CentralECC/</a>
Twitter	<a href="http://www.twitter.com/MariaAGioffre">http://www.twitter.com/MariaAGioffre</a>



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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	191	207	194
KG	243	208	220
1	204	230	189
Total	638	645	603

### 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	44.4%	45.4%	46.1%
Male	55.6%	54.6%	53.9%
Economically Disadvantaged Students	40.6%	39.2%	33.3%
Students with Disabilities	20.7%	20.3%	25.5%
English Learners	5.6%	5.3%	6.3%
Homeless Students	2.5%	2.2%	1.7%
Students in Foster Care	1.7%	1.7%	1.7%
Military-Connected Students	0.5%	0.3%	0.5%
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	58.3%	60.2%	57.9%
Hispanic	10.8%	11.8%	12.4%
Black or African American	22.4%	20.3%	18.6%
Asian	7.5%	6.7%	7.8%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.5%	0.0%	0.0%
Two or More Races	0.3%	0.8%	3.2%

### 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	191	178	194
PK - Full Day	0	29	0
KG - Half Day	0	0	0
KG - Full Day	243	208	220

### 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	90.4%
Spanish	3.3%
Panjabi	2.3%
Other Languages	4.0%



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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	100.0%	**	**

### 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	26	*	*
3-4	12	83.3%	16.7%
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.

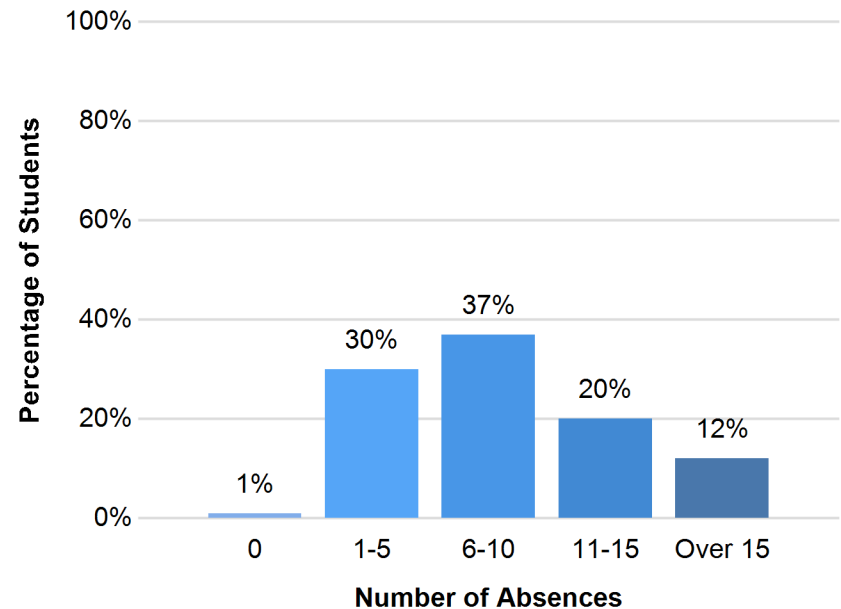
### Chronic Absenteeism

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	36	9.0	11.4	Met
White	16	7.2	11.4	Met
Hispanic	9	16.4	11.4	Not Met
Black or African American	8	10.4	11.4	Met
Asian, Native Hawaiian, or Pacific	*	*	11.4	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	5.7		
Male	25	12.2		
Economically Disadvantaged Students	19	13.2	11.4	Not Met
Students with Disabilities	7	9.3	11.4	Met
English Learners	1	2.8	11.4	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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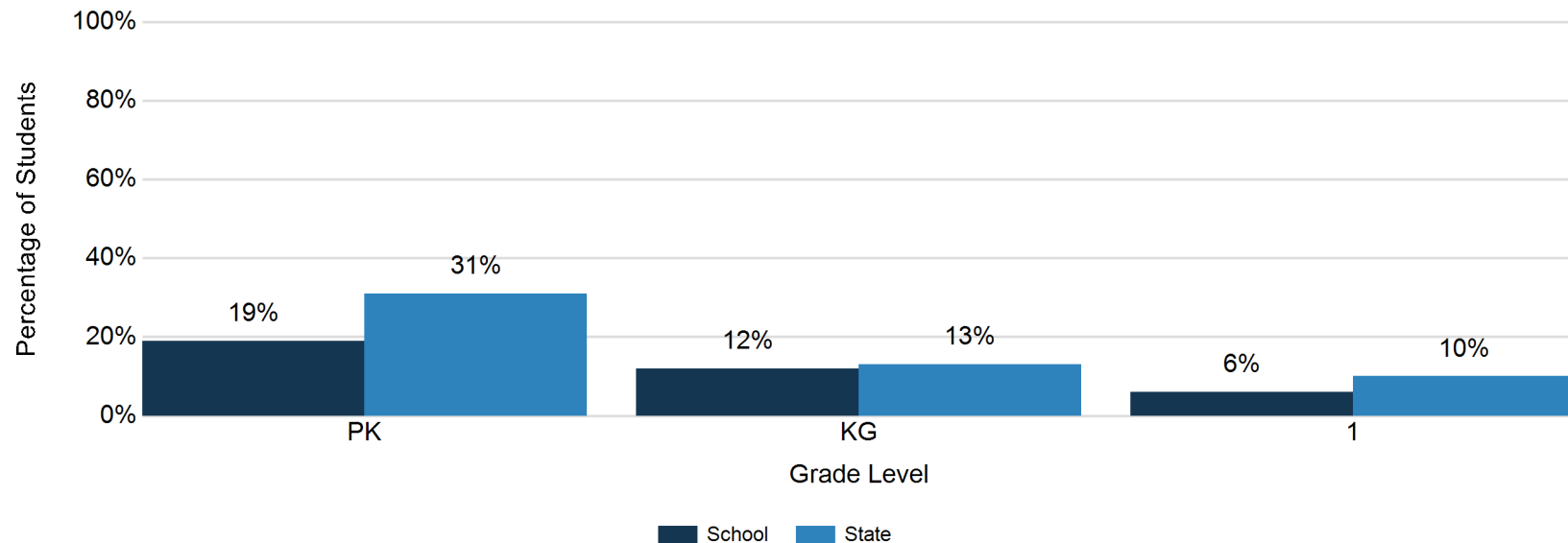
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### Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### 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	1		1

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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



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### School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	46	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	87.0%	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	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	302:1	170:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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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	46.1%	93.5%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	6.5%	0.0%	51.6%	22.9%	45.1%
White	57.9%	97.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.6%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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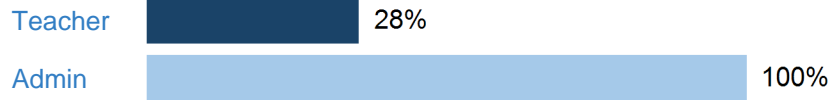
### Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	92.0%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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## 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:

- PreK Curriculum- Tools of the Mind and My Teaching Strategies Gold
- Kindergarten and First Grade Curriculum consists of Go Math, Reading Street, Foundations, Next Generation Science
- Technology is a part of each school day with every classroom equipped with Smartboards, Elmos, Desktops, iPads, and Chromebooks



### Mission, Vision, Theme:

In a partnership with our parents and community we strive to nurture the “whole child” to reach their fullest potential. CECC’s primary focus is to lay the foundation for the students to become lifelong learners in a school that is filled with discovery, exploration and enthusiastic hands-on learning. Students are the focal point of all endeavors stressing academic, mental, emotional, physical and social development in a school climate where all feel supported, respected, appreciated and safe.



### Awards, Recognition, Accomplishments:

Our students are regularly recognized for their achievements through the Super Hero Awards and the Bucketfiller Awards.



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#### Courses, Curriculum, Instruction:

Implementation of the Tools of the Mind curriculum in pre-k classrooms helps students learn through purposeful play and exploration. Students are exposed to the newest trends in literacy as a result of collaborative efforts and implementation of our curricula and Reading Street and Foundations programs. Go Math, as well as the next generation science curricula, emphasize a rich variety of hands-on lessons.



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#### Before and After School Programs:

Spartan Care is a before and after school program for parents who require childcare. Spartan Care is fully licensed and also staffed through Deptford employees.



#### Staff and Professional Learning:

Staff engage in PLCs and are also permitted to attend professional development workshops devoted to increase instruction in literacy. This information is turnkeyed to the staff at large. Outside specialists are also contracted to provide professional development in data analysis, literacy, and to improve instruction. Peer observations are encouraged. Horizontal and vertical articulations take place routinely.




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#### Student Supports and Services:

We provide the following support services: ELL small group instruction, Speech, OT, PT, and counseling. CECC offers 3 MD classes, 4 half-day PSD classes, one inclusion class per grade level PreK - 1st and an I&RS team to assist students experiencing learning or behavior difficulties.



#### Student Health and Wellness:

Staff encourage BucketFilling actions and also discuss character education. Students are given a vision and hearing screening yearly and are encouraged to maintain current immunizations and vaccinations. In prekindergarten, we have partnered with the Lion's Club to administer a free screening which utilizes a spot vision camera to detect deficiencies.



#### Parent and Community Involvement:

CECC is proud of our active PTO. Numerous events during the course of the year are designed to engage the entire family. The PTO has everything from a Family Fall Festival, Book Fair, Winter Event, a school-wide Fun Day and several fundraisers including an annual Basket Auction.





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 <p>Facilities:</p>	<p>CECC is a comprehensive early childhood center designed to meet the needs of its student body of approximately 600 students. The school includes special classrooms for art, speech and ESL as well as a Media Center and multi-purpose room. CECC has the distinction of being the largest early childhood center in the district. Despite its size, CECC still maintains all the appeal of a small school without sacrificing any of the enhancements necessary to be part of a modern school district.</p>
 <p>School Safety:</p>	<p>Emergency drills are held twice a month in which students and staff practice lock down situations and fire drills. There is a school based, emergency management committee which meets to discuss possible situations and monitors and adapts safety procedures as needed. A representative sits on the district-wide emergency management team.</p>



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#### Technology and STEM:

Teachers' websites include a variety of links for students to explore STEM options.



#### Early Childhood Education:

Early childhood's primary focus is to lay the foundation for the students to become lifelong learners in a school that is filled with discovery, exploration, excitement, and enthusiastic hands-on learning.



Deptford Township High School  
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 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

Notes from the New Jersey Department of Education:



Deptford Township High School

(15-1100-040)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mr. Jeffrey Lebb
Address	575 S FOX RUN RD DEPTFORD, NJ 08096-4203
Phone Number	856-232-2713
Email Address	<a href="mailto:lebb.j@deptford.k12.nj.us">lebb.j@deptford.k12.nj.us</a>
Website	<a href="https://deptfordhs.deptfordschools.org">https://deptfordhs.deptfordschools.org</a>
Twitter	<a href="http://@DeptfordHS">http://@DeptfordHS</a>



**Deptford Township High School**  
(15-1100-040)  
Grades Offered: 09-12  
2018-2019

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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	263	279	246
10	274	262	279
11	262	272	252
12	288	259	277
Total	1,087	1,072	1,054

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	48.7%	48.6%
Male	50.8%	51.3%	51.4%
Economically Disadvantaged Students	38.0%	40.3%	39.0%
Students with Disabilities	16.8%	18.1%	19.0%
English Learners	1.1%	1.0%	1.1%
Homeless Students	2.0%	1.9%	2.0%
Students in Foster Care	0.5%	0.5%	0.5%
Military-Connected Students	0.4%	0.2%	0.3%
Migrant Students	0.0%	0.0%	0.1%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	57.8%	56.2%	54.3%
Hispanic	10.9%	13.3%	13.6%
Black or African American	25.2%	24.2%	24.6%
Asian	5.9%	6.1%	7.1%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,085	1,070	1,051
Shared Time Students	3	3	5
Full Time Equivalent	1,087	1,072	1,054

### 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	90.2%
Spanish	4.2%
Other Languages	5.6%



Deptford Township High School

(15-1100-040)

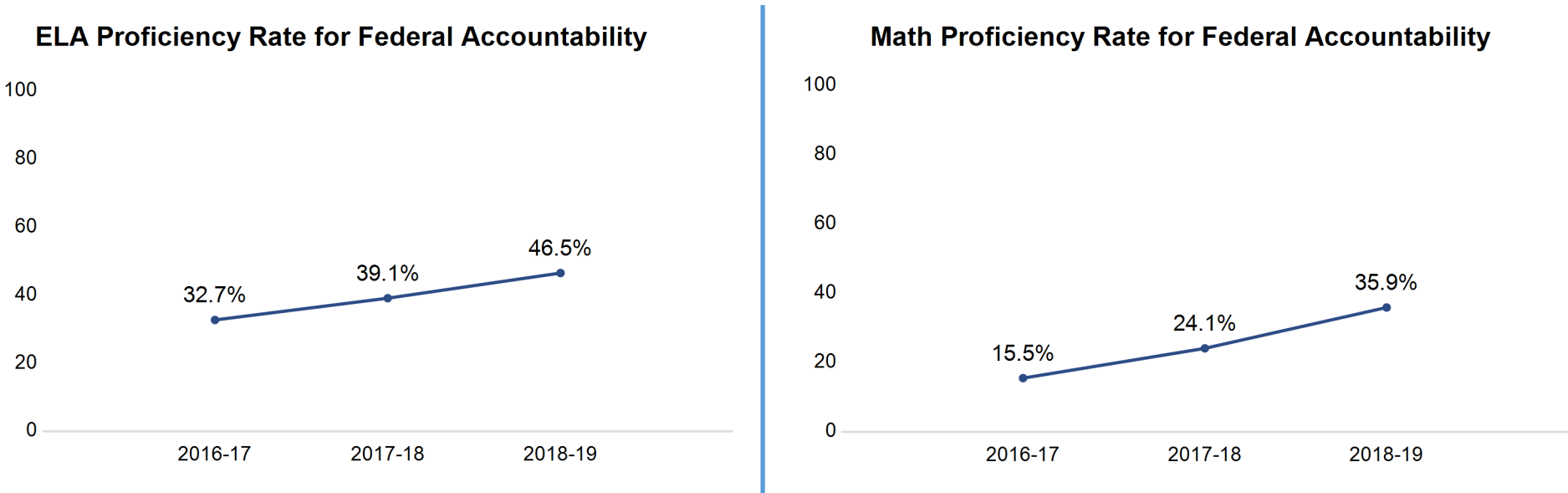
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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	99.2%	99.2%	98.4%	99.1%	99.1%
Proficiency Rate for Federal Accountability	32.7%	39.1%	46.5%	15.5%	24.1%	35.9%
Annual Target	34.1%	36.5%	38.9%	20.4%	23.6%	26.7%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	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	492	99.2	46.5	50.9	57.9	46.5	38.9	Met Target
White	264	98.5	48.5	52.8	66.9	48.5	40.7	Met Target
Hispanic	70	100.0	41.4	48.7	43.9	41.4	32.9	Met Target
Black or African American	119	100.0	33.6	41.4	38.5	33.6	34.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.3	82.9	*	49.4	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	246	100.0	54.9	59.8	64.8	54.9		
Male	246	98.5	38.2	42.6	51.3	38.2		
Economically Disadvantaged Students	194	99.0	31.4	39.3	40.0	31.4	31	Met Target
Non-Economically Disadvantaged Students	298	99.3	56.4	57.6	67.9	56.4		
Students with Disabilities	94	98.0	*	19.8	22.7	*	18.5	Not Met
Students without Disabilities	398	99.5	*	61.2	65.1	*		
English Learners	*	*	*	27.4	29.3	*	**	**
Non-English Learners	*	*	*	51.6	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	42.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

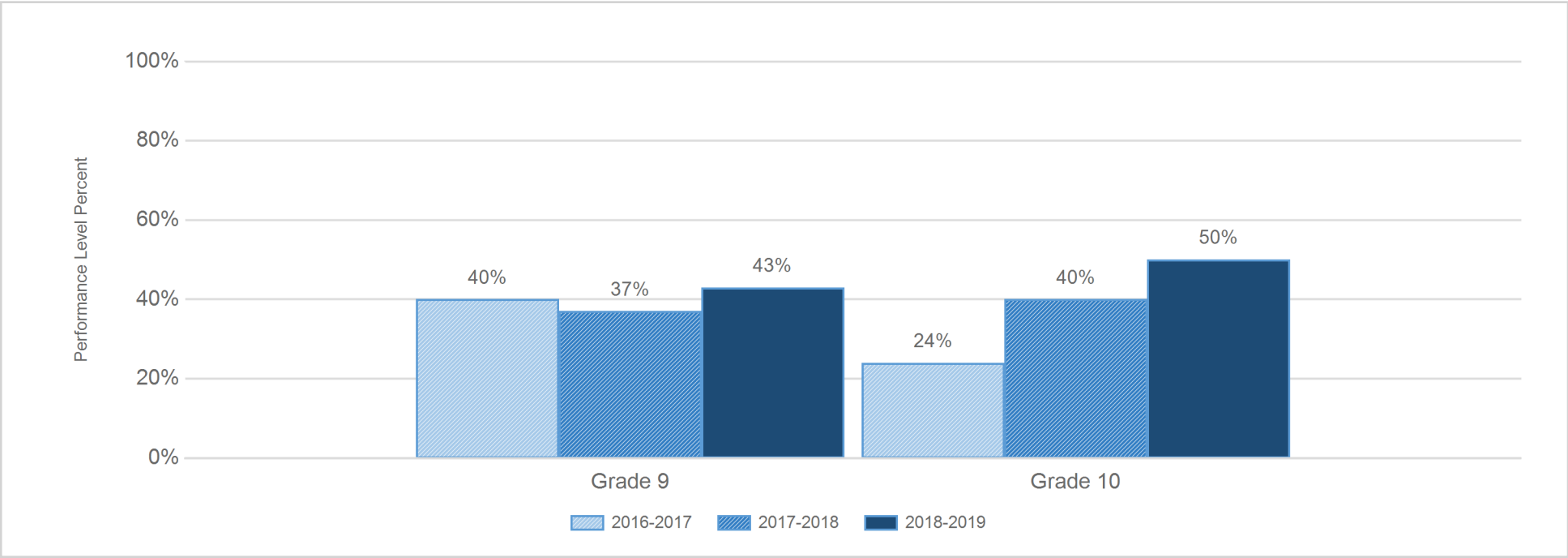


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2018-2019

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English Language Arts Assessment - Performance Trends

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





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## English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	244	741	741	753	11%	16%	30%	35%	8%	43%	56%
White	124	741	741	762	10%	16%	31%	*	*	44%	65%
Hispanic	35	738	738	737	*	*	37%	*	*	40%	40%
Black or African American	62	733	733	732	16%	24%	31%	*	*	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	125	748	748	760	*	13%	35%	*	*	46%	63%
Male	119	735	735	746	*	18%	25%	*	*	39%	49%
Economically Disadvantaged Students	94	731	731	734	14%	24%	36%	*	*	26%	36%
Non-Economically Disadvantaged Students	150	748	748	762	10%	10%	27%	*	*	53%	65%
Students with Disabilities	44	707	707	717	39%	34%	*	*	*	11%	17%
Students without Disabilities	200	749	749	760	6%	12%	*	*	*	50%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	259	745	745	757	16%	16%	18%	35%	15%	50%	58%
White	142	747	747	767	15%	16%	15%	37%	16%	54%	67%
Hispanic	40	735	735	738	25%	*	*	*	*	40%	43%
Black or African American	61	738	738	733	16%	18%	26%	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	16	783	783	792	0%	*	*	*	*	88%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	125	760	760	766	*	17%	*	42%	21%	63%	66%
Male	134	732	732	749	*	16%	*	28%	10%	38%	51%
Economically Disadvantaged Students	110	732	732	735	23%	19%	21%	*	*	37%	40%
Non-Economically Disadvantaged Students	149	756	756	767	11%	14%	15%	*	*	60%	67%
Students with Disabilities	48	699	699	711	*	*	*	*	*	*	19%
Students without Disabilities	211	756	756	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	409	99.1	35.9	41.8	44.5	35.9	26.7	Met Target
White	225	98.3	34.2	44.9	54.1	34.2	27.7	Met Target
Hispanic	65	100.0	26.2	34.8	28.8	26.2	25.1	Met Target
Black or African American	83	100.0	34.9	31.1	23.0	34.9	20.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	42.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	206	100.0	34.5	43.2	44.9	34.5		
Male	203	98.2	37.4	40.5	44.2	37.4		
Economically Disadvantaged Students	138	98.7	27.5	29.5	26.3	27.5	21.6	Met Target
Non-Economically Disadvantaged Students	271	99.3	40.2	48.6	54.9	40.2		
Students with Disabilities	68	97.2	10.3	17.4	17.4	10.3	15.7	Met Target†
Students without Disabilities	341	99.4	41.1	49.8	50.0	41.1		
English Learners	*	*	*	31.1	25.0	*	**	**
Non-English Learners	*	*	*	42.1	46.5	*		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	66.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

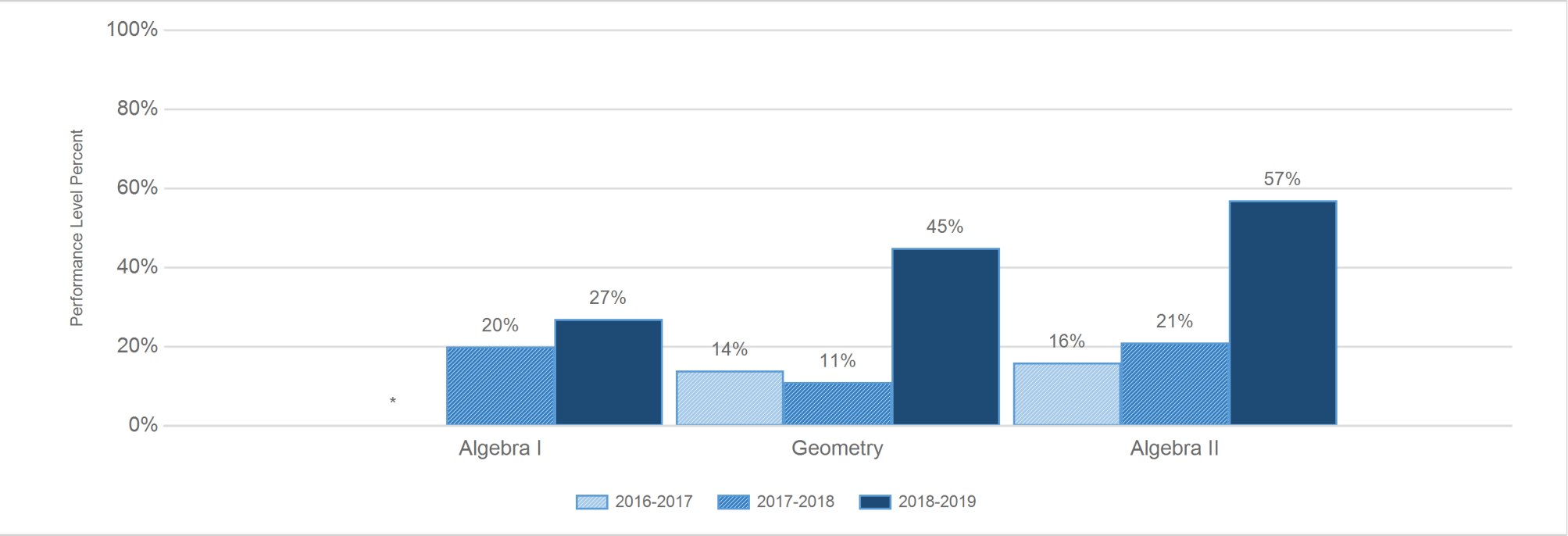


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Mathematics Assessment – Performance Trends

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



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



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## Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	267	734	744	744	9%	26%	37%	27%	0%	27%	42%
White	146	735	745	752	7%	25%	42%	*	*	27%	53%
Hispanic	49	734	*	728	*	*	43%	*	*	22%	24%
Black or African American	60	726	*	725	17%	32%	25%	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	12	755	778	775	*	*	*	*	*	58%	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	127	735	746	745	*	28%	44%	*	*	23%	44%
Male	140	732	742	743	*	24%	31%	*	*	31%	41%
Economically Disadvantaged Students	105	728	732	727	12%	34%	33%	20%	0%	20%	23%
Non-Economically Disadvantaged Students	162	737	751	752	7%	20%	40%	32%	0%	32%	52%
Students with Disabilities	61	719	*	717	16%	51%	23%	*	*	10%	12%
Students without Disabilities	206	738	*	748	7%	18%	42%	*	*	33%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	92	744	744	737	*	15%	36%	*	*	45%	35%
White	55	743	743	743	*	*	47%	36%	0%	36%	43%
Hispanic	10	727	727	724	*	*	*	*	*	20%	17%
Black or African American	14	744	744	720	0%	*	*	*	*	57%	14%
Asian, Native Hawaiian, or Pacific Islander	13	759	759	762	0%	0%	*	*	*	85%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	47	744	744	738	*	*	26%	*	*	51%	36%
Male	45	743	743	736	*	*	47%	*	*	38%	34%
Economically Disadvantaged Students	27	737	737	722	*	*	37%	*	*	33%	16%
Non-Economically Disadvantaged Students	65	747	747	743	*	*	35%	*	*	49%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	92	744	744	738	*	15%	36%	*	*	45%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	61	749	749	755	*	*	23%	*	*	57%	58%
White	28	753	753	758	0%	*	*	68%	0%	68%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	12	737	737	725	*	*	*	*	*	50%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	35	745	745	752	*	*	*	*	*	51%	55%
Male	26	754	754	758	*	*	*	*	*	65%	62%
Economically Disadvantaged Students	16	741	741	729	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	45	752	752	761	*	*	*	*	*	58%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	61	749	749	755	*	*	23%	*	*	57%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



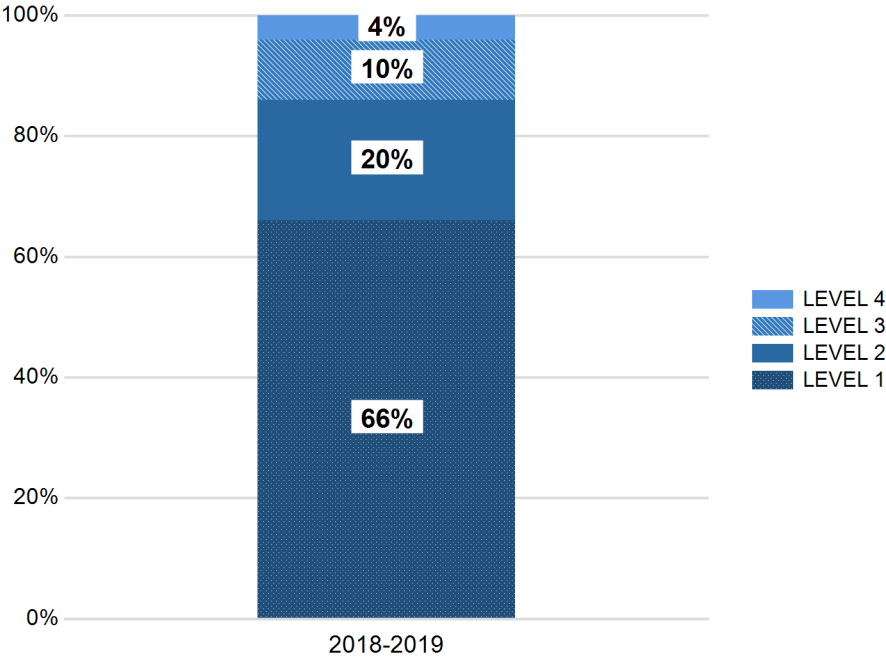
Deptford Township High School  
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	20	10	4
White	62	22	10	6
Hispanic	76	21	3	0
Black or African American	80	13	7	0
Asian, Native Hawaiian, or Pacific Islander	28	28	28	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	22	13	3
Male	68	18	8	6
Economically Disadvantaged Students	74	20	6	0
Non-Economically Disadvantaged Students	60	20	12	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	66	20	10	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	56.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.4%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	445	476	Grade 10: 430 Grade 11: 460	51%	61%
PSAT 10/NMSQT - Math	450	477	Grade 10: 480 Grade 11: 510	33%	43%
SAT - Reading and Writing	520	539	480	62%	70%
SAT - Math	522	541	530	48%	53%
ACT - Reading	20	25	22	35%	66%
ACT - English	18	24	18	46%	81%
ACT - Math	19	24	22	19%	65%
ACT - Science	18	24	23	19%	57%



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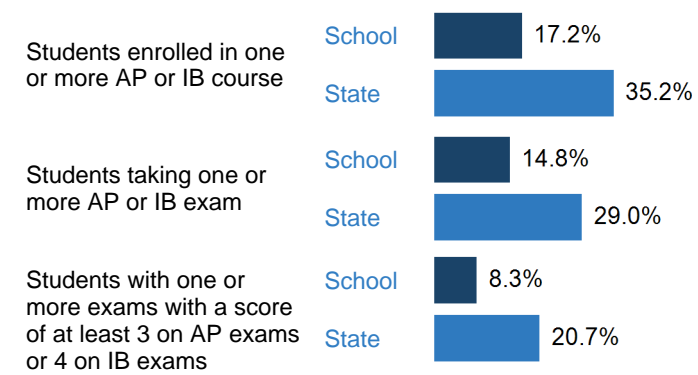
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	1
AP Biology	15	10
AP Calculus AB	20	19
AP Chemistry	30	27
AP Computer Science A	12	0
AP English Language and Composition	16	14
AP English Literature and Composition	15	11
AP Physics C	31	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	25
AP U.S. History	48	22
AP World History	11	7
Total Exams taken		137
Exams with scores of at least 3 on AP exams or 4 on IB exams		71



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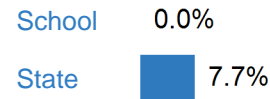
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

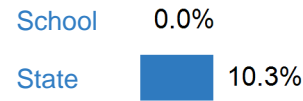
Career and Technical Education Participation

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

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



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



Structured Learning Experiences Participation

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

**Structured Learning Experiences**





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Career and Technical Education Participation by Student Group

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

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



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	218	40	3	0	0	0	5
10	35	196	65	4	0	0	21
11	7	45	87	36	14	1	102
12	12	9	18	31	37	2	169
Total	272	290	173	71	51	3	297
Enrolled in AP/IB Course					20	0	0
Enrolled in Dual Enrollment Course	14	0	0	71	22	3	3

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	153	0	0	16	94	5
10	152	74	0	8	10	53
11	83	146	0	108	32	24
12	30	19	0	40	44	27
Total	418	239	0	172	180	109
Enrolled in AP/IB Course	15	30		0	31	0
Enrolled in Dual Enrollment Course	4	0	0	0	0	51



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	8	2	0	1	2	252
10	0	257	0	3	0	22
11	0	261	0	14	15	14
12	3	22	1	84	74	9
Total	11	542	1	102	91	297
Enrolled in AP/IB Course	11	48	0	0		0
Enrolled in Dual Enrollment Course	0	2	1	39	35	4

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	167	23	0	0	0	0	0
10	205	41	0	0	0	0	1
11	86	6	0	0	0	0	0
12	35	1	0	0	0	0	1
Total	493	71	0	0	0	0	2
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	42	0	0	0	0	0	2
Enrolled in Level 3 or Higher	45	0	0	0	0	0	0



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**Computer Science and Information Technology– Course Participation**

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	3	0	0	0	0	0
12	11	0	0	0	0	0
Total	14	0	0	0	0	0
Enrolled in AP/IB Course	12		0			0
Enrolled in Dual Enrollment Course	3	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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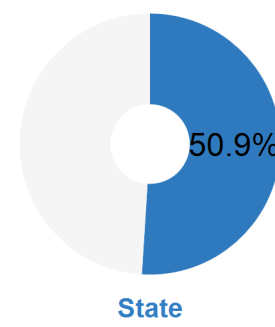
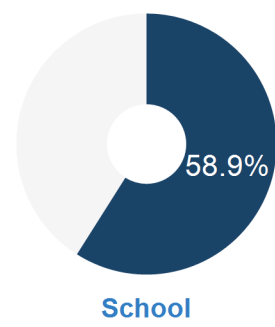
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Visual and Performing Arts – Course Participation

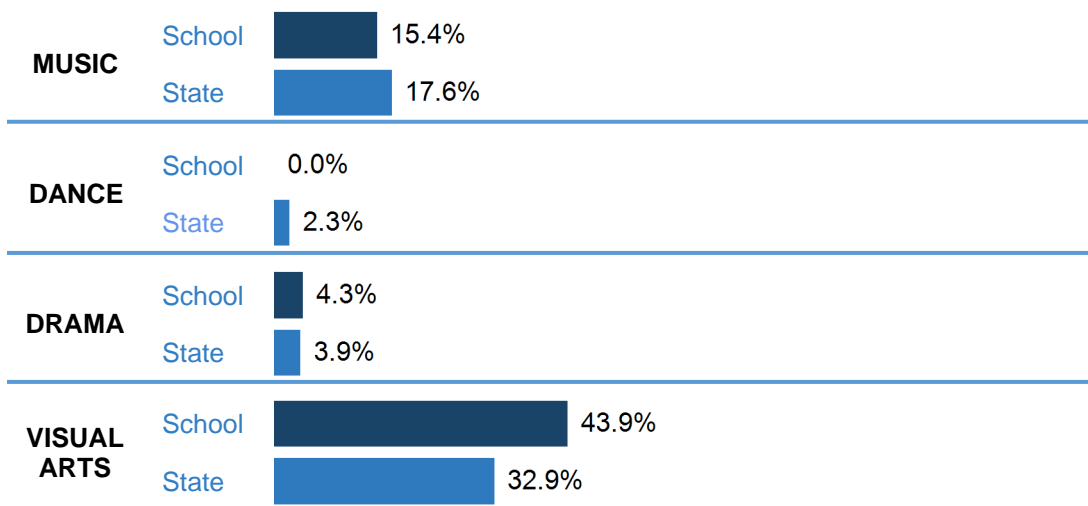
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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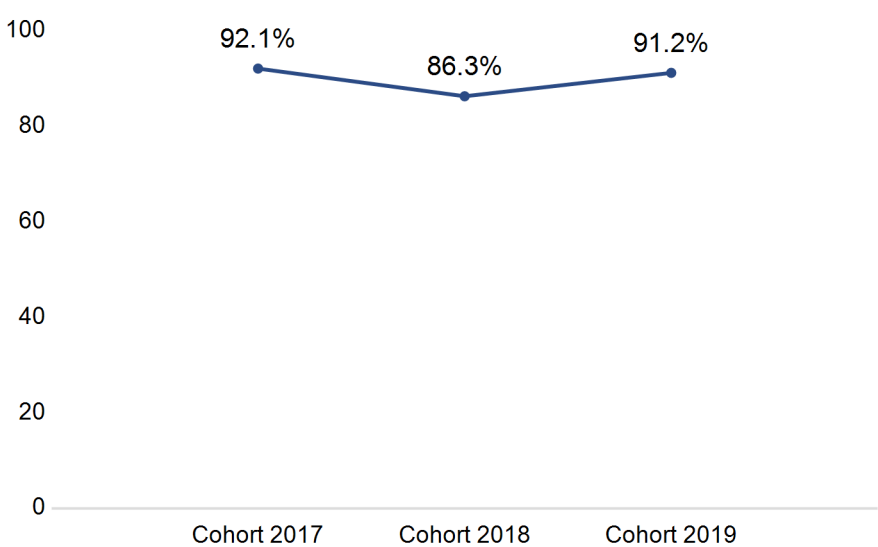
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

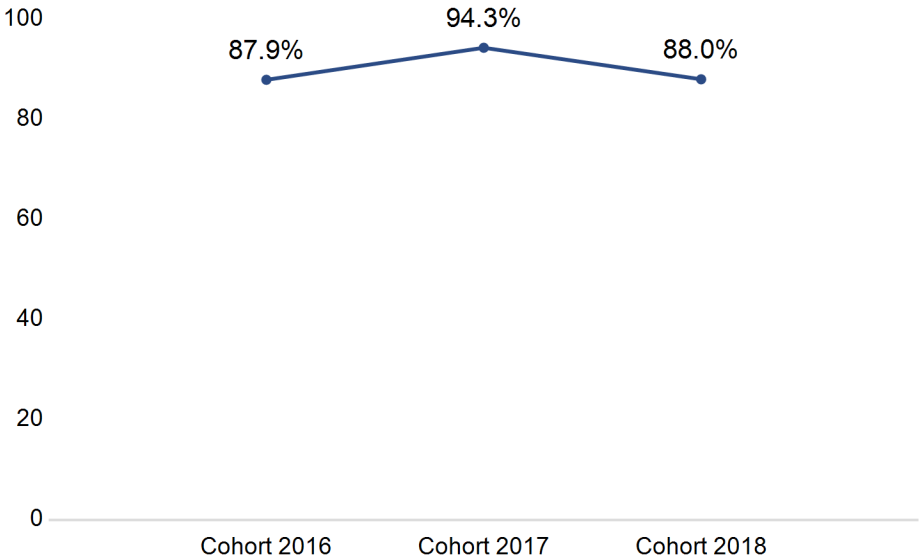
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.1%	86.3%	91.2%	87.9%	94.3%	88.0%
Annual Target	89.4%	89.7%		89.6%	90.0%	
Met Annual Target?	Met Target	Not Met		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.2%	90.6%	88.0%	92.5%	86.3%	89.7%	Not Met	94.3%	90.0%	Met Target
White	91.5%	94.9%	87.5%	95.9%	88.1%	90.7%	Not Met	93.4%	91.1%	Met Target
Hispanic	90.0%	84.5%	94.9%	87.3%	90.0%	95.0%	Not Met	88.5%	73.9%	Met Target
Black or African American	90.0%	83.3%	85.5%	87.1%	84.1%	85.3%	Not Met	97.3%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	95.0%	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	92.9%	92.8%	94.1%	94.4%	93.4%			94.5%		
Male	89.6%	88.5%	82.3%	90.8%	79.7%			94.2%		
Economically Disadvantaged Students	85.7%	84.0%	85.6%	87.3%	80.2%	81.5%	Not Met	90.2%	81.8%	Met Target
Students with Disabilities	74.5%	79.2%	69.6%	83.8%	69.1%	80.5%	Not Met	80.9%	89.1%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Deptford Township High School  
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 2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	51.2%	50.4%
Substitute Competency Test	41.2%	37.7%
Portfolio Appeals Process	5.8%	9.2%
Alternate Requirements specified in IEP	1.9%	2.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.1%	1.2%
2017-2018	0.8%	1.2%
2016-2017	1.1%	1.1%



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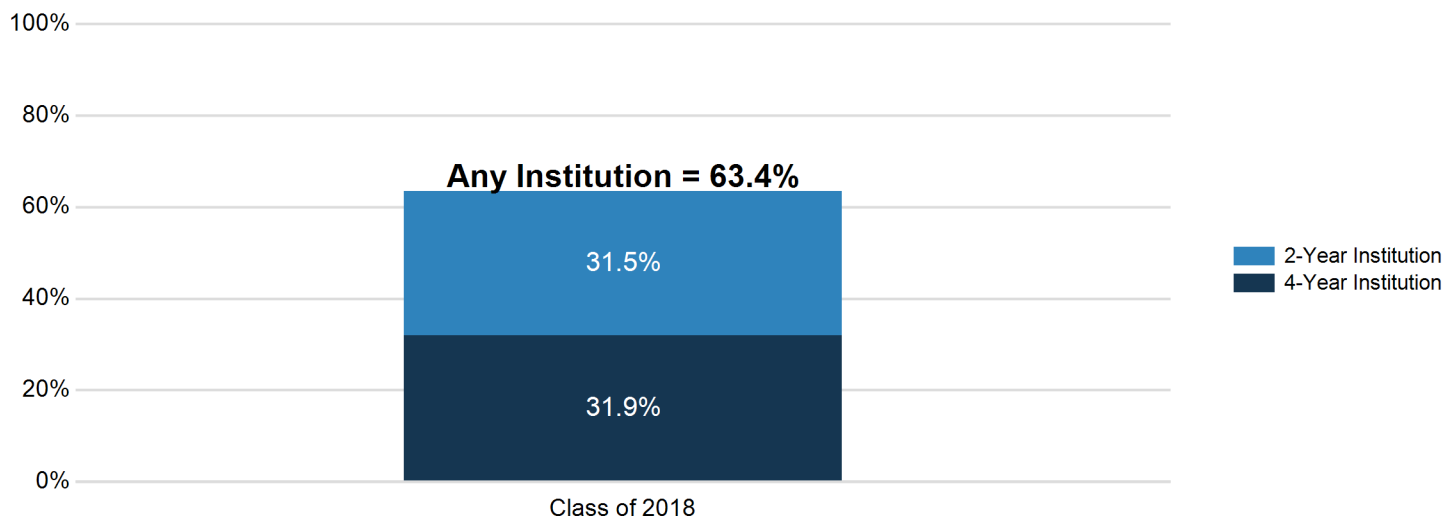
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

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

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.5%
% Enrolled in 4-Year Institution	31.9%
% Enrolled in Any Postsecondary Institution	63.4%



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### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	51.7%	53.6%	46.4%
White	45.7%	58%	42%
Hispanic	37.9%	63.6%	36.4%
Black or African American	62.7%	47.6%	52.4%
Asian, Native Hawaiian, or Pacific Islander	80%	43.8%	56.3%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	43.5%	60%	40%
Students with Disabilities	30.8%	87.5%	12.5%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	63.4%	49.7%	50.3%	87.6%	12.4%	80.1%	19.9%
White	59.3%	56.6%	43.4%	86.7%	13.3%	81.9%	18.1%
Hispanic	57.9%	50%	50%	81.8%	18.2%	81.8%	18.2%
Black or African American	71.4%	46.7%	53.3%	91.1%	8.9%	75.6%	24.4%
Asian, Native Hawaiian, or Pacific Islander	84.6%	9.1%	90.9%	90.9%	9.1%	81.8%	18.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	56.5%	60.4%	39.6%	89.6%	10.4%	87.5%	12.5%
Students with Disabilities	34%	87.5%	12.5%	93.8%	6.3%	93.8%	6.3%
English Learners	*	*	*	*	*	*	*



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

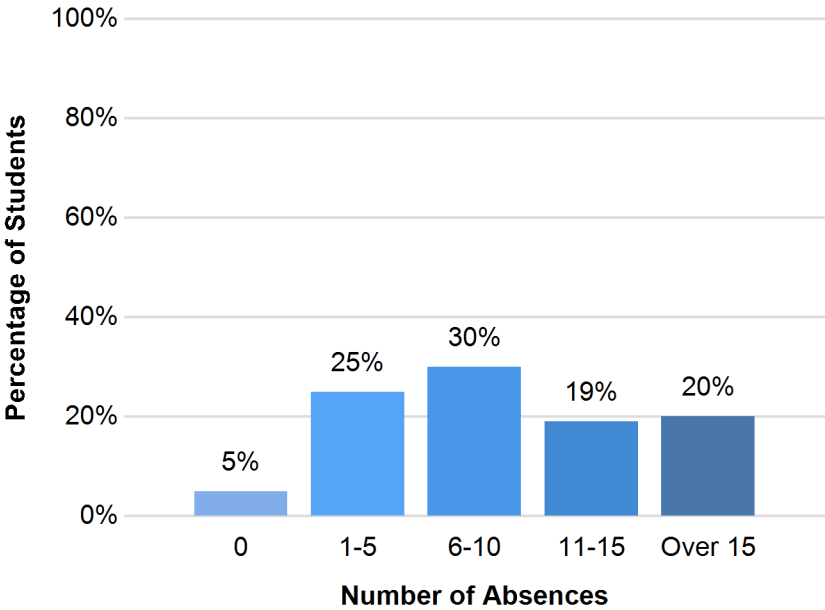
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	177	16.4	14.2	Not Met
White	120	20.2	14.2	Not Met
Hispanic	21	14.5	14.2	Not Met
Black or African American	33	12.7	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	97	18.8		
Male	80	14.2		
Economically Disadvantaged Students	80	19.4	14.2	Not Met
Students with Disabilities	66	28.2	14.2	Not Met
English Learners	1	9.1	**	**
Homeless Students	5	23.8		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





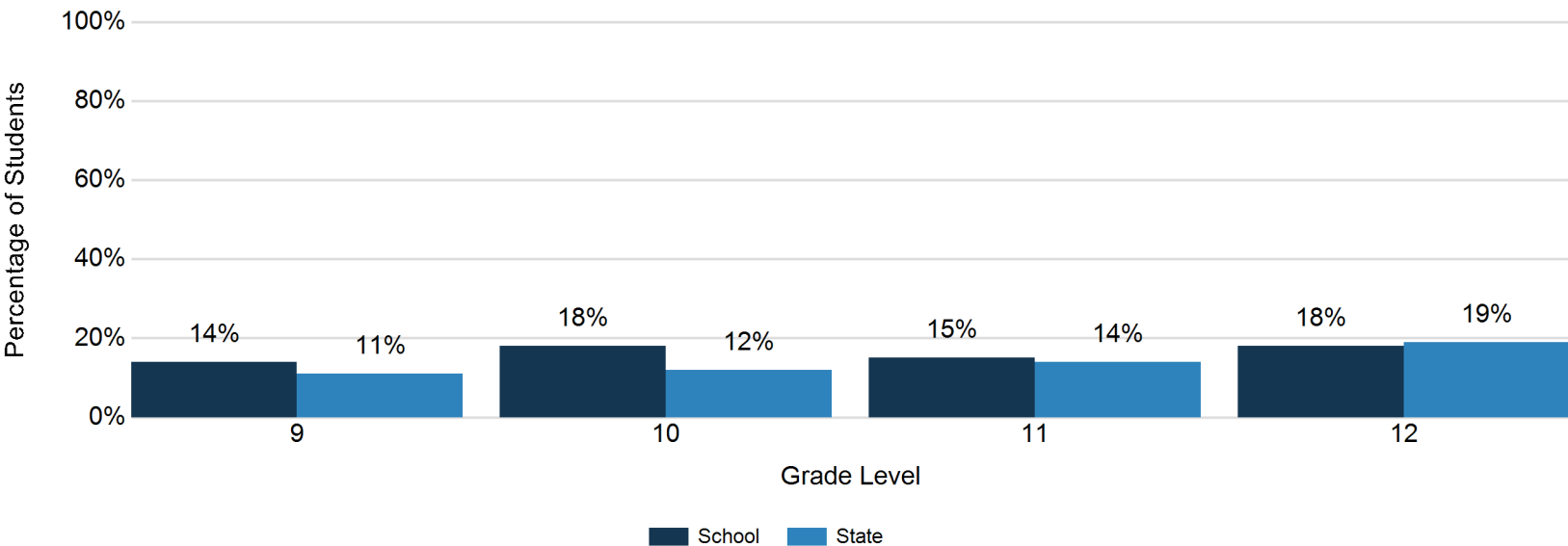
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Chronic Absenteeism by Grade

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	27
Weapons	0
Vandalism	5
Substances	18
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	52
Incidents Per 100 Students Enrolled	4.94

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	1	0	1
Gender	1	0	1
Sexual Orientation	3	2	5
Disability	0	0	0
Other	2	1	3
No Identified Nature	3		3

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	11
Weapons	0
Vandalism	0
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	56	5.3%
Out-of-School Suspensions	24	2.3%
Any Suspension	60	5.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
59



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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	2:20 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 41 Mins
Shared Time - Instructional Time	6 Hrs. 41 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	86	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	263:1	170:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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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	48.6%	58.1%	25.0%	48.4%	77.1%	54.9%
Male	51.4%	41.9%	75.0%	51.6%	22.9%	45.1%
White	54.3%	91.9%	75.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	3.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.6%	3.5%	25.0%	15.0%	6.6%	13.9%
Asian	7.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.2%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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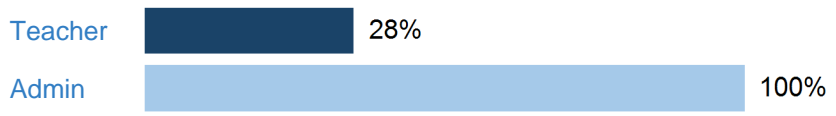
Teachers and Administrators - Level of Education

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.

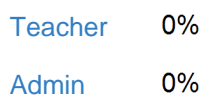
Bachelor's Degree



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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	94.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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### 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	32.7%	39.1%	46.5%
Math Proficiency	15.5%	24.1%	35.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.1%	86.3%	91.2%
5-Year Graduation Rate†	87.9%	94.3%	88.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.6%	13.5%	16.4%

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



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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.



**Deptford Township High School**  
 (15-1100-040)  
 Grades Offered: 09-12  
 2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Deptford boasts multiple academies as well as a thriving research based post-secondary program(AVID). Deptford is a New Jersey Choice School.</li> <li>The MD/Autism high school program (New Sharon) is a program devoted exclusively to our special education students up to 21 years old. Community Based Instruction program</li> <li>2019- NJSIAA State Relay Champions- Boys' Track and Field, 2019- NJSIAA South Sectional Champions- Boys' Track and Field, 2018-2019 Tri-County Conference Liberty Division Champions- Girls' Basketball,</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Deptford Township Schools will foster an environment of high expectations which empowers all students to succeed and contribute in a rapidly changing and competitive global community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Class of 2016 earned \$13,094,061.00 in Scholarships; Class of 2017 earned \$22,737,508.00 in Scholarships; Class of 2018 Total Scholarships,Awards,Grants Offered: \$3,876,077.00; Total Scholarships,Awards, Grants Rejected: \$11,829,018.00, Class of 2019 earned \$14,115,462 in scholarships,awards,grants.</p>






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## School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Advanced Placement courses are offered in AP English (Literature &amp; Composition and Language &amp; Composition), AP Calculus (AB), AP Chemistry, AP Music Theory, AP Psychology, AP Biology, AP Statistics, AP Physics, AP History of Government and Politics, AP US History I, AP US History II, AP Modern European History, AP World History. We offer Academy courses in Engineering, Biomedical, and Business. Dual credit classes with Rowan College, and Camden County College.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Coed)</p> <p>All-South Jersey Athletes-Leah Giles- Soccer, Khion Smith- Football, Darnell Demby- Basketball, Katie Morrison- Basketball, Naseem Smith- Track and Field, Javon Sanders, Naseem Smith, Khion Smith, Tyrece Brown- 4x100 Relay, All-State Athletes-Leah Giles- Soccer, Naseem Smith- Track and Field, South Jersey Coach of the Year-Kevin Sherry- Boys Track and Field, Over 40 Student Athletes selected for Tri-County Conference All Stars</p>
 <p><b>Clubs and Activities:</b></p>	<p>Jazz Ensemble (L3) and Jazz Combo (S2) placed at the Berklee Jazz Festival, 2 outstanding soloist and 2 Superior Musicians. Tournament of Bands Drum Major - 1 student. Wind Ensemble- NJ State Honors Band Gala. All SJ symphonic Band: 1 student, All South Jersey Wind Ensemble: 1 student. 1st place Accounting - FBLA: 1 student. Numerous NJROTC honors.</p>





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 <p>Staff and Professional Learning:</p>	<p>Ivy League educated staff members, Professional Musicians, Highly Qualified Staff</p>
 <p>Postsecondary Information:</p>	<p>Percentage of students continuing their education class of 2018: 2 year schools - 30% , 4 years schools - 38%, Other Education - 10%, Armed Forces - 7%, Employment/Other - 15%, Drexel University, La Salle University, University of Delaware, Villanova University, University of Sciences, Stevens Institute of Technology, Rensselaer Polytechnic Institute, Georgetown University</p>





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 <p>Student Supports and Services:</p>	<p>Deptford Township High School has a specialized program helping students with disabilities develop life skills, and prepare for the work world. It has an ELL program written specifically for each student to help them get acclimated to life at DHS.</p>
 <p>Parent and Community Involvement:</p>	<p>Deptford Township employs parent access. This is a program that allows parents the opportunity to view their children's grades, attendance and discipline. It ensures that parents are consistently and at their convenience able to stay up to date on their child's progress in school.</p>





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 <p>Facilities:</p>	<p>Deptford High School has recently converted several classrooms into state of the art facilities to highlight the academy programs. We have a brand new solar roof to help with our district green initiative.</p>
 <p>School Safety:</p>	<p>Lobby Guard, 2 SRO, Director of Campus Security (32 Year Law enforcement experience).</p>



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 <div>Technology and STEM:</div>	<div>Deptford High School just purchased over 600 Chromebooks. This brings our total device ratio to almost 1:1 for all of our students. Promethean Boards</div>
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<div>  <div>Other Information</div> </div>	<div>           Deptford Township High School, utilizes a rotating bell schedule with a lunch in the middle of the day for the entire school. Students are able to receive help, meet with teachers, and or get work done during the time frame.         </div>
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**Good Intent Elementary School**  
(15-1100-090)  
Grades Offered: 02-06  
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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Good Intent Elementary School**

(15-1100-090)

Grades Offered: 02-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mrs. Kimberly Matthews
Address	1555 GOOD INTENT RD DEPTFORD, NJ 08096-6101
Phone Number	856-232-2737
Email Address	<a href="mailto:matthews.k@deptford.k12.nj.us">matthews.k@deptford.k12.nj.us</a>
Website	<a href="https://good-intent.deptfordschools.org/">https://good-intent.deptfordschools.org/</a>



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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
2	81	58	67
3	74	75	49
4	86	72	72
5	57	90	70
6	69	58	89
Total	367	353	347

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	49.9%	49.6%	45.0%
Male	50.1%	50.4%	55.0%
Economically Disadvantaged Students	39.8%	43.1%	35.7%
Students with Disabilities	20.7%	22.7%	22.8%
English Learners	10.1%	7.1%	8.1%
Homeless Students	2.5%	2.5%	2.6%
Students in Foster Care	0.0%	1.1%	0.9%
Military-Connected Students	0.8%	0.6%	0.6%
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	59.7%	61.5%	63.1%
Hispanic	15.3%	13.0%	13.5%
Black or African American	17.2%	17.0%	14.4%
Asian	7.9%	7.1%	7.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	0.0%	1.1%	1.2%

Enrollment by Home Language

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

Home Language	% of Students
English	90.5%
Spanish	4.3%
Panjabi	1.4%
Vietnamese	1.2%
Other Languages	2.6%



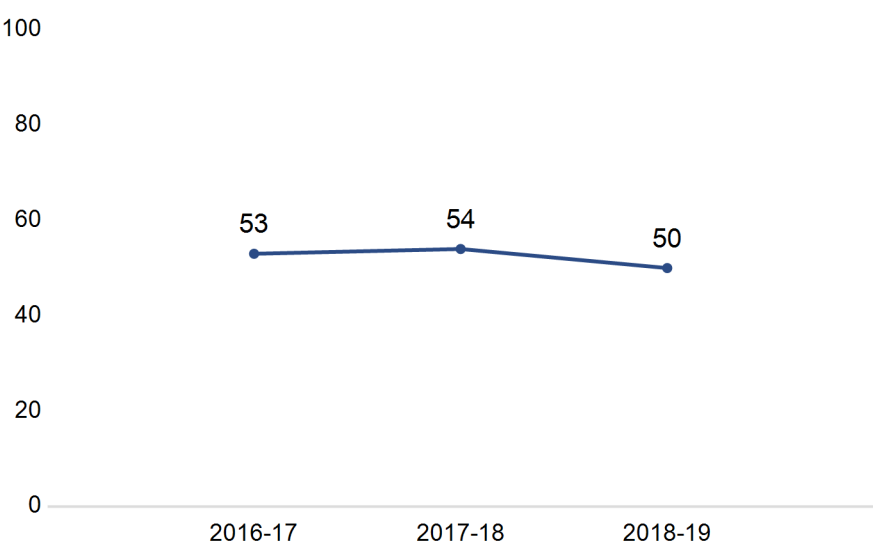
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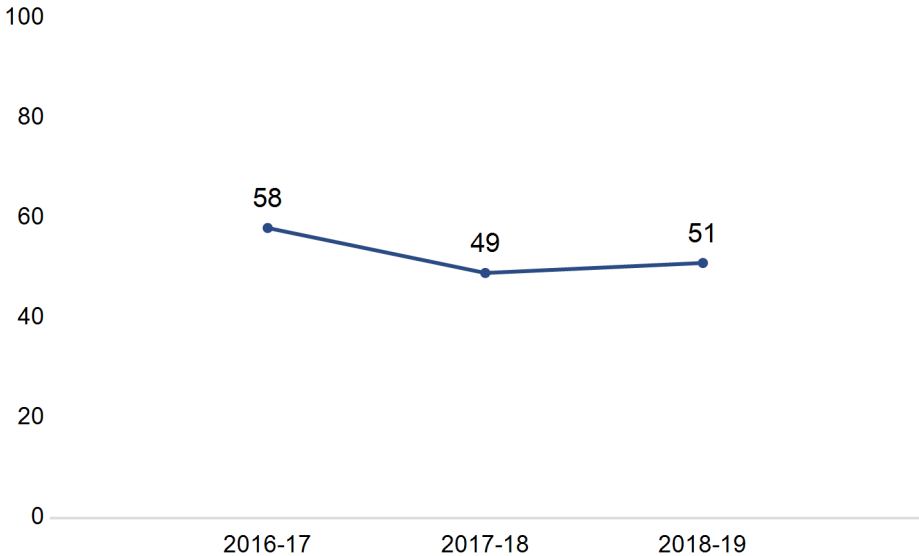
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	54	50	58	49	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	50	53	50	Met Standard	51	52	50	Met Standard
White	48	53	50	Met Standard	52	53	52	Met Standard
Hispanic	55	53	49	Met Standard	31	49	47	Not Met
Black or African American	58.5	51	45	Met Standard	55.5	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	40.5	60	59	**	41	57	60	**
American Indian or Alaska Native	N	N	56	**	*	*	51.5	**
Two or More Races	*	27	49	**	*	71	52	**
Female	51	57	53	N	48	53	50	N
Male	46	48	47	N	52	51	51	N
Economically Disadvantaged Students	43.5	49	48	Met Standard	47	48	46	Met Standard
Students with Disabilities	28	43.5	43	Not Met	31.5	42	45	Not Met
English Learners	36	50	52	**	59	61	50	**
Homeless Students	*	26	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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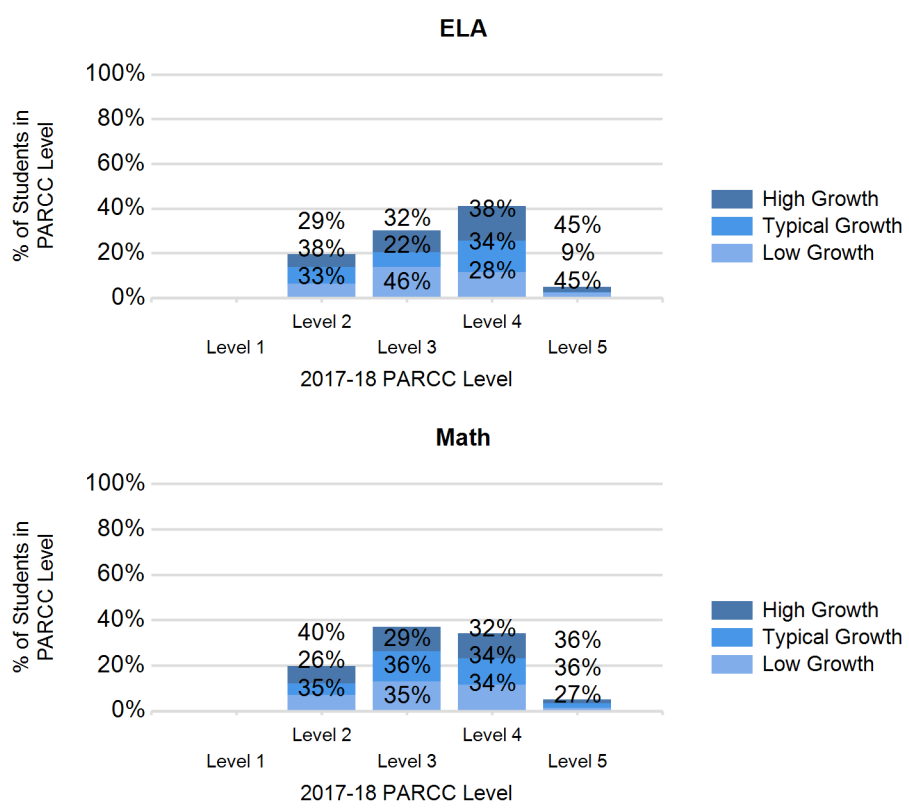
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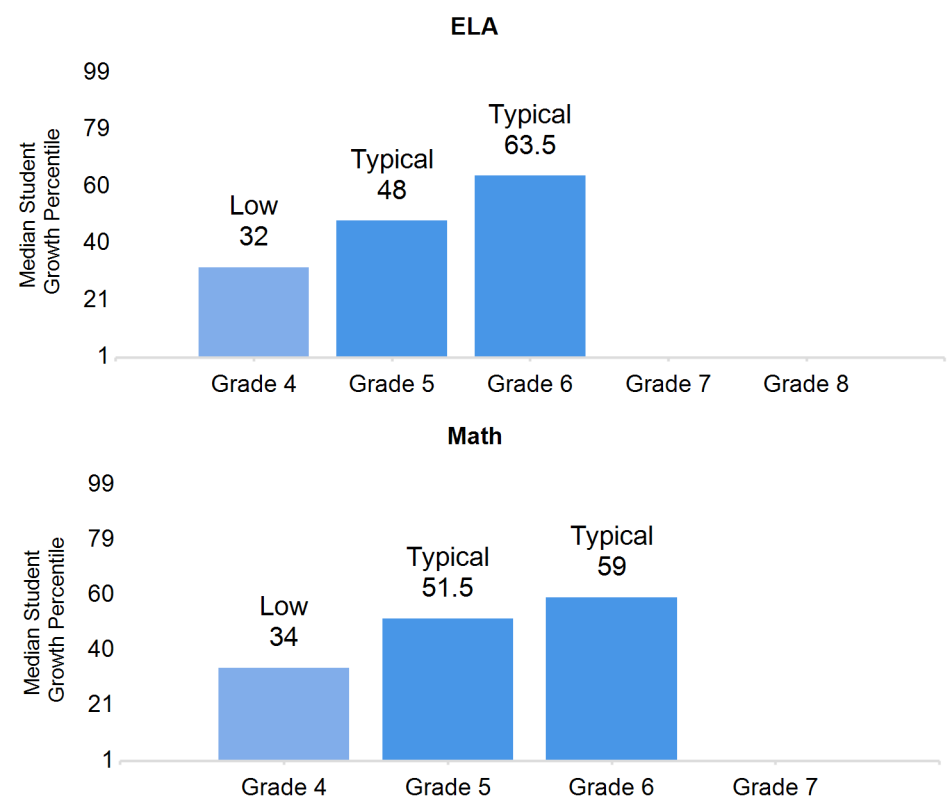
Student Growth by Performance Level

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



Student Growth by Grade

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



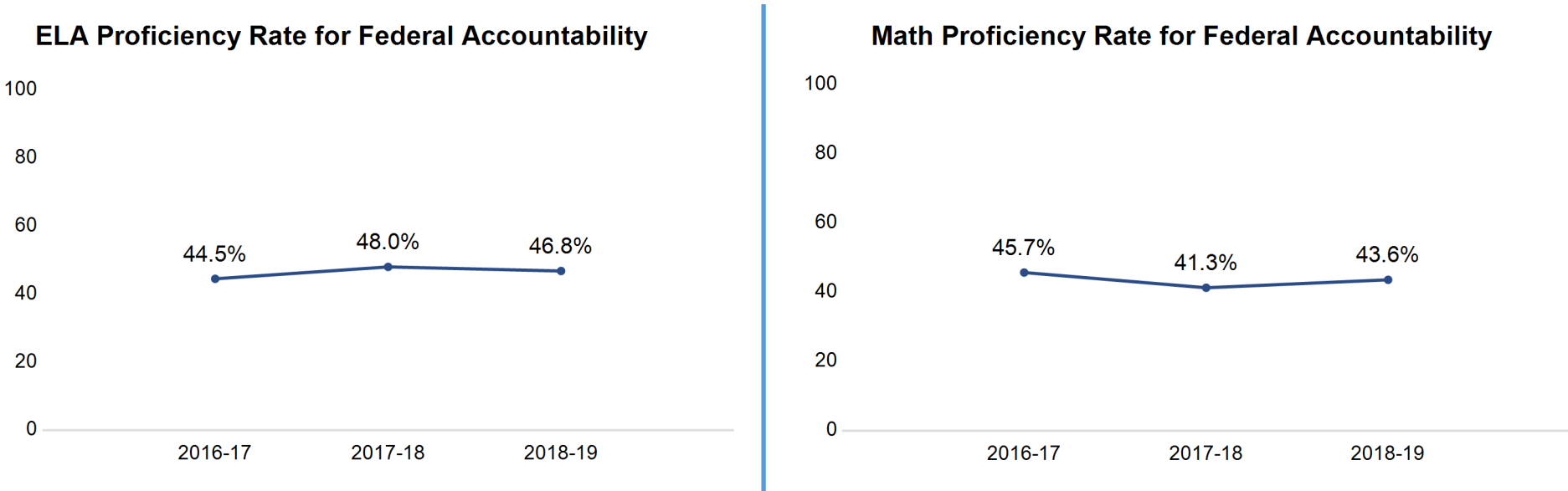


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.3%	99.3%	98.6%	99.3%	99.3%
Proficiency Rate for Federal Accountability	44.5%	48.0%	46.8%	45.7%	41.3%	43.6%
Annual Target	47.4%	49.1%	50.8%	49.4%	51.0%	52.6%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	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.



Good Intent Elementary School

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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	263	99.3	46.8	50.9	57.9	46.8	50.8	Met Target†
White	171	100.0	48.5	52.8	66.9	48.5	52.9	Met Target†
Hispanic	35	100.0	48.6	48.7	43.9	48.6	44.5	Met Target
Black or African American	38	95.2	44.7	41.4	38.5	44.7	41.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	20.0	71.3	82.9	20.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	125	98.5	52.8	59.8	64.8	52.8		
Male	138	100.0	41.3	42.6	51.3	41.3		
Economically Disadvantaged Students	98	99.0	39.8	39.3	40.0	39.8	36.8	Met Target
Non-Economically Disadvantaged Students	165	99.4	50.9	57.6	67.9	50.9		
Students with Disabilities	56	98.4	26.8	19.8	22.7	26.8	30.4	Met Target†
Students without Disabilities	207	99.5	52.2	61.2	65.1	52.2		
English Learners	19	100.0	15.8	27.4	29.3	15.8	**	**
Non-English Learners	244	99.2	49.2	51.6	60.6	49.2		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	42.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

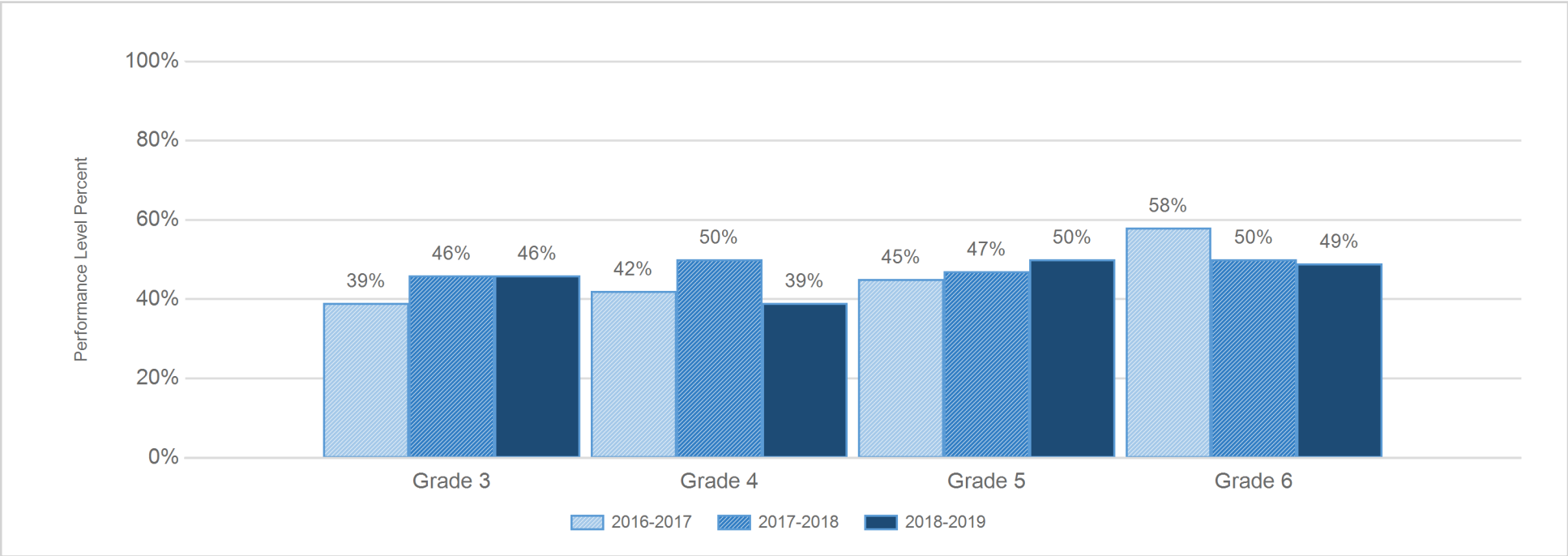


Good Intent Elementary School  
(15-1100-090)  
Grades Offered: 02-06  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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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.





Good Intent Elementary School

(15-1100-090)

Grades Offered: 02-06

2018-2019

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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	46	741	742	748	*	*	24%	*	*	46%	50%
White	30	747	745	757	*	*	*	*	*	50%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	19	738	748	753	*	*	*	*	*	47%	55%
Male	27	743	736	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	15	732	731	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	31	745	747	759	*	*	*	*	*	48%	61%
Students with Disabilities	13	742	720	719	*	*	*	*	*	46%	24%
Students without Disabilities	33	741	752	754	*	*	*	*	*	45%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	740	744	755	*	19%	30%	*	*	39%	57%
White	46	745	746	763	*	*	33%	*	*	46%	67%
Hispanic	10	721	737	743	*	*	*	*	*	20%	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	36	743	749	760	*	*	31%	*	*	44%	62%
Male	33	737	740	750	*	*	30%	*	*	33%	53%
Economically Disadvantaged Students	25	728	735	740	*	*	*	*	*	24%	40%
Non-Economically Disadvantaged Students	44	747	750	765	*	*	*	*	*	48%	69%
Students with Disabilities	13	730	727	725	*	*	*	*	*	31%	25%
Students without Disabilities	56	743	751	761	*	*	*	*	*	41%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
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	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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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	70	749	749	756	*	*	31%	*	*	50%	58%
White	43	753	750	764	0%	*	28%	*	*	53%	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	16	741	744	739	*	*	*	*	*	44%	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	37	758	758	761	*	*	*	*	*	65%	64%
Male	33	738	741	750	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	29	741	738	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	41	754	756	766	*	*	*	*	*	56%	69%
Students with Disabilities	18	733	724	724	*	*	*	*	*	28%	23%
Students without Disabilities	52	754	757	762	*	*	*	*	*	58%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	731	730	*	*	*	*	*	*	29%
Students in Foster Care	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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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	88	751	748	754	*	17%	28%	*	*	49%	56%
White	56	750	751	762	*	20%	30%	*	*	46%	65%
Hispanic	13	764	748	743	*	*	*	*	*	69%	43%
Black or African American	11	753	737	738	0%	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	40	753	750	762	*	*	25%	*	*	50%	64%
Male	48	749	745	748	*	*	31%	*	*	48%	48%
Economically Disadvantaged Students	33	745	739	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	55	754	753	763	*	*	*	*	*	51%	67%
Students with Disabilities	15	713	722	722	*	*	*	*	*	*	19%
Students without Disabilities	73	758	754	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	266	99.3	43.6	41.8	44.5	43.6	52.6	Not Met
White	171	100.0	46.2	44.9	54.1	46.2	51.4	Met Target†
Hispanic	36	100.0	38.9	34.8	28.8	38.9	52	Met Target†
Black or African American	38	95.2	39.5	31.1	23.0	39.5	44.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	100.0	35.3	62.8	76.5	35.3	N	N
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	126	98.6	38.9	43.2	44.9	38.9		
Male	140	100.0	47.9	40.5	44.2	47.9		
Economically Disadvantaged Students	100	99.1	29.0	29.5	26.3	29.0	40.3	Not Met
Non-Economically Disadvantaged Students	166	99.4	52.4	48.6	54.9	52.4		
Students with Disabilities	56	98.4	35.7	17.4	17.4	35.7	30.4	Met Target
Students without Disabilities	210	99.5	45.7	49.8	50.0	45.7		
English Learners	22	100.0	27.3	31.1	25.0	27.3	24.6	Met Target
Non-English Learners	244	99.2	45.1	42.1	46.5	45.1		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	66.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

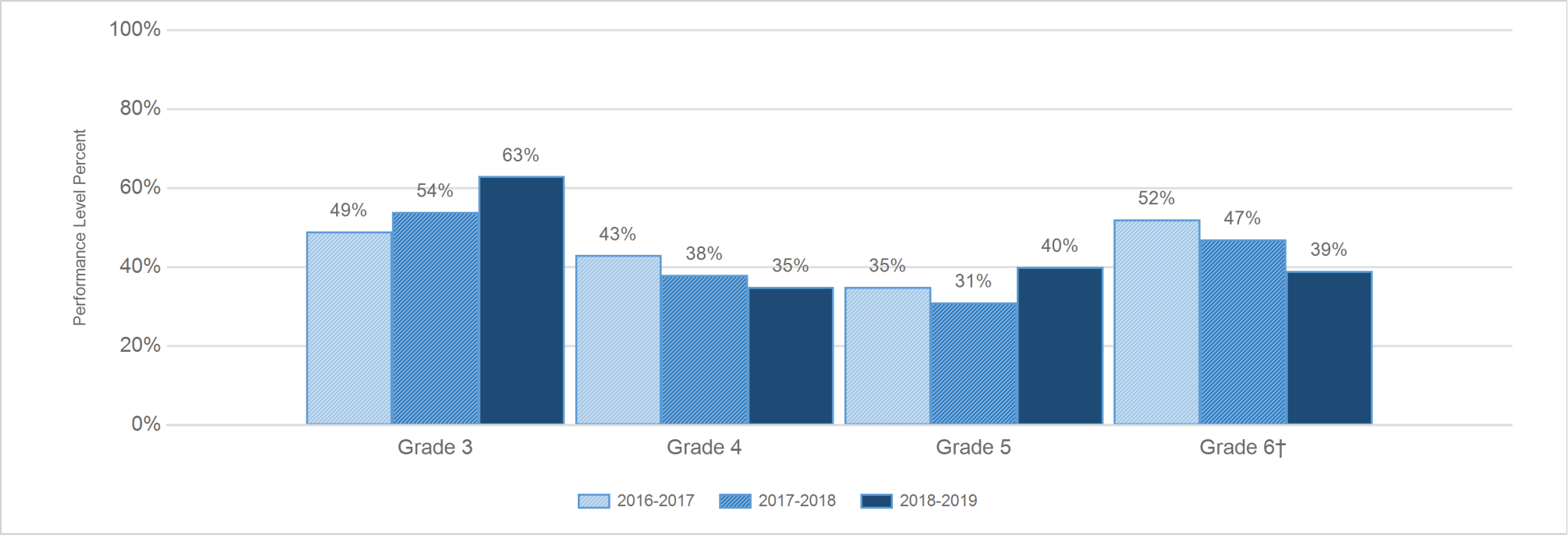


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Mathematics Assessment – Performance Trends

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	753	747	752	*	*	21%	*	*	63%	55%
White	30	759	751	760	0%	*	*	*	*	73%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	20	750	749	751	*	*	*	*	*	55%	54%
Male	28	756	746	752	*	*	*	*	*	68%	56%
Economically Disadvantaged Students	16	745	741	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	32	757	751	761	*	*	*	*	*	72%	67%
Students with Disabilities	13	756	730	731	*	*	*	*	*	77%	31%
Students without Disabilities	35	752	755	756	*	*	*	*	*	57%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	737	739	749	*	18%	36%	*	*	35%	51%
White	46	743	740	757	*	*	35%	*	*	41%	62%
Hispanic	12	720	733	737	*	*	*	*	*	17%	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	38	734	739	749	*	*	37%	*	*	29%	50%
Male	34	742	739	749	*	*	35%	*	*	41%	52%
Economically Disadvantaged Students	26	728	731	734	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	46	743	744	759	*	*	*	*	*	41%	63%
Students with Disabilities	13	729	727	726	*	*	*	*	*	31%	25%
Students without Disabilities	59	739	744	754	*	*	*	*	*	36%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	72	741	743	747	*	22%	32%	*	*	40%	47%
White	43	744	746	755	*	23%	28%	*	*	44%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	16	733	738	729	*	*	*	*	*	31%	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	37	741	745	747	*	*	35%	*	*	41%	47%
Male	35	741	742	747	*	*	29%	*	*	40%	47%
Economically Disadvantaged Students	30	737	734	732	*	*	33%	*	*	30%	27%
Non-Economically Disadvantaged Students	42	744	749	757	*	*	31%	*	*	48%	59%
Students with Disabilities	18	729	723	725	*	*	*	*	*	33%	19%
Students without Disabilities	54	745	749	752	*	*	*	*	*	43%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	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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### 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
<b>Schoolwide</b>	88	740	739	741	*	25%	26%	*	*	39%	41%
White	56	739	744	749	*	25%	29%	*	*	36%	51%
Hispanic	13	743	738	729	0%	*	*	*	*	46%	24%
Black or African American	11	738	726	722	*	*	*	*	*	36%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	736	738	742	*	*	*	*	*	35%	42%
Male	48	743	740	740	*	*	*	*	*	42%	40%
Economically Disadvantaged Students	33	733	727	726	*	*	*	*	*	24%	21%
Non-Economically Disadvantaged Students	55	744	746	750	*	*	*	*	*	47%	53%
Students with Disabilities	15	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	73	745	746	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Good Intent Elementary School

(15-1100-090)

Grades Offered: 02-06

2018-2019

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DLM Alternate Assessment - Participation

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

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

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	55.6%	**	**

† 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	13	*	*
3-4	*	*	*
5 or more	*	*	*



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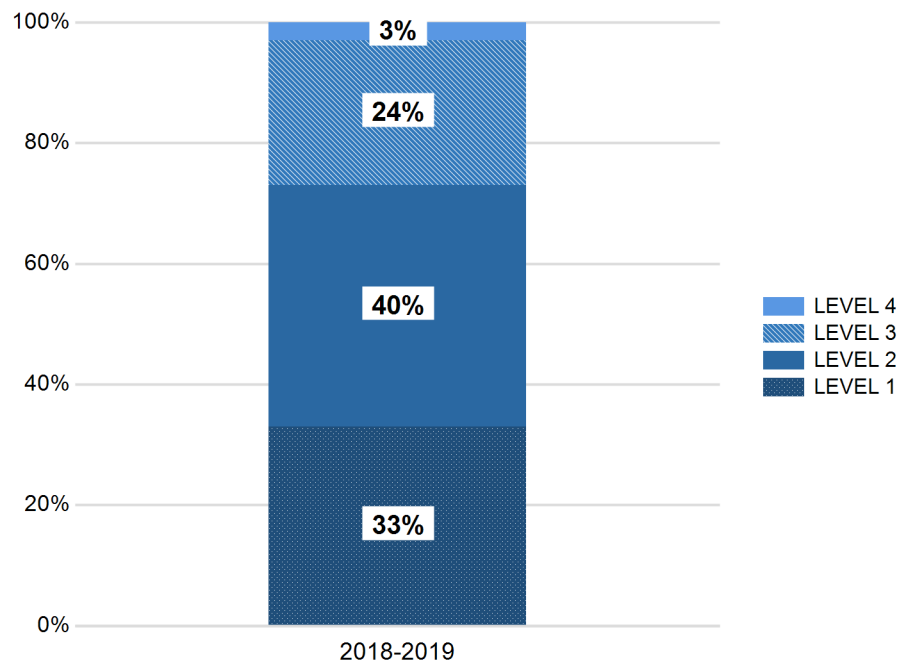
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	33	40	24	3
White	30	33	33	5
Hispanic	*	*	*	*
Black or African American	38	56	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	45	24	0
Male	35	35	24	6
Economically Disadvantaged Students	47	33	17	3
Non-Economically Disadvantaged Students	24	45	29	2
Students with Disabilities	56	22	22	0
Students without Disabilities	26	46	24	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
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.

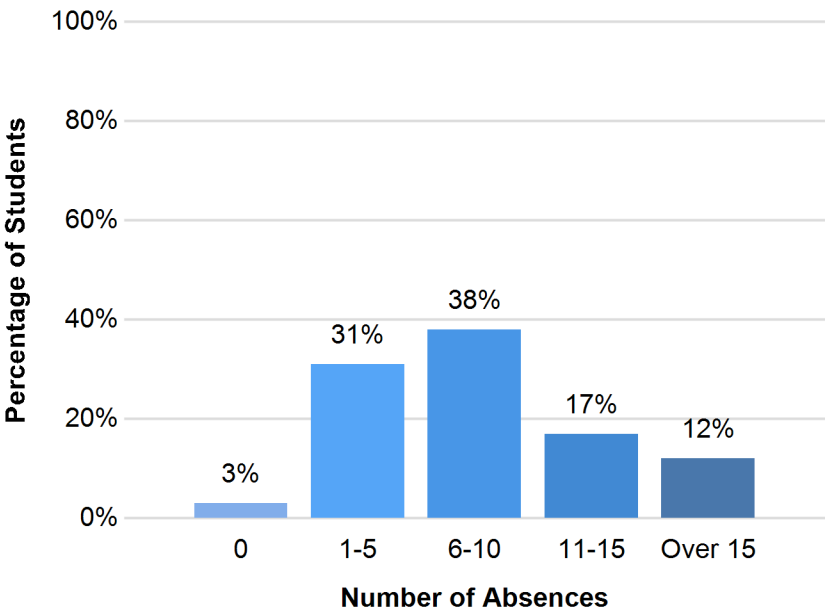
Chronic Absenteeism

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	31	9.2	7.8	Not Met
White	25	10.9	7.8	Not Met
Hispanic	4	11.1	7.8	Not Met
Black or African American	2	4.3	7.8	Met
Asian, Native Hawaiian, or Pacific	*	*	7.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	16	10.5		
Male	15	8.1		
Economically Disadvantaged Students	16	13.3	7.8	Not Met
Students with Disabilities	6	6.7	7.8	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





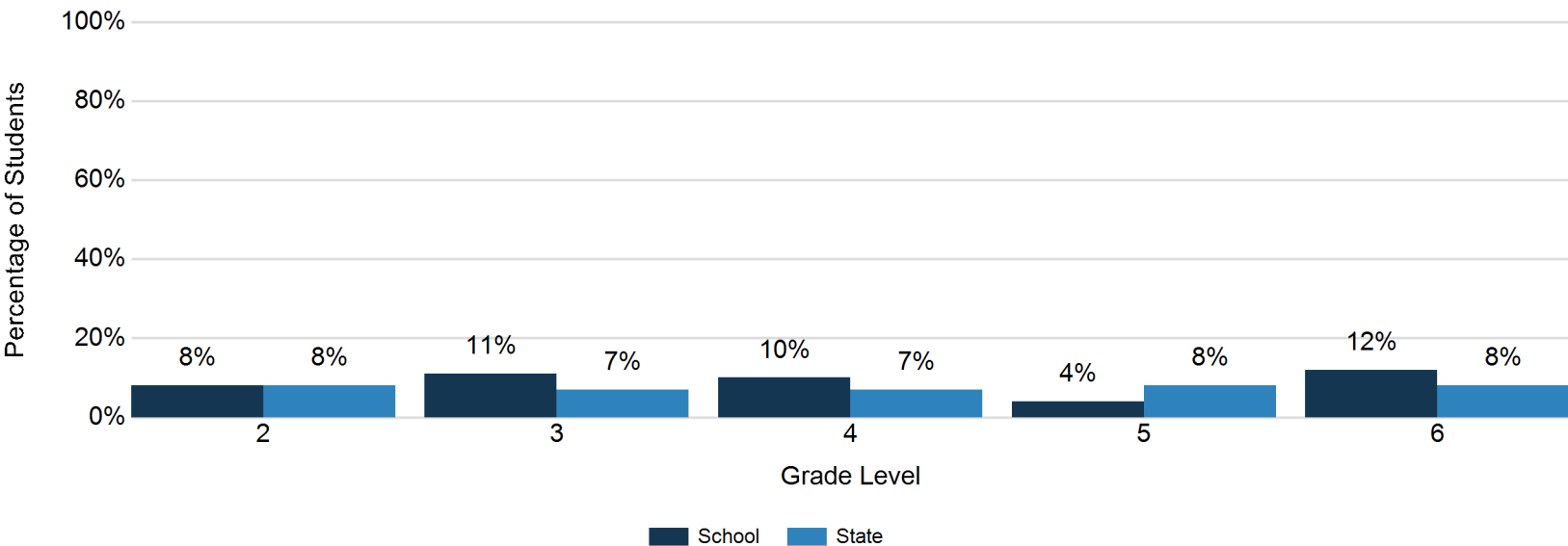
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	0	0	0
No Identified Nature	1		1

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 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	40	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	89.7%	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	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	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	9:1	12:1
Students to Administrators	347:1	170:1
Teachers to Administrators	40:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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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	45.0%	82.5%	100.0%	48.4%	77.1%	54.9%
Male	55.0%	17.5%	0.0%	51.6%	22.9%	45.1%
White	63.1%	90.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	13.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.4%	7.5%	100.0%	15.0%	6.6%	13.9%
Asian	7.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	2.5%	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	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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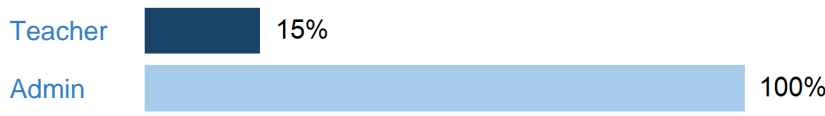
Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	95.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.5%	48.0%	46.8%
Math Proficiency	45.7%	41.3%	43.6%
ELA Growth	53	54	50
Math Growth	58	49	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.2%	55.6%
Chronic Absenteeism	6.3%	6.5%	9.2%

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



**Good Intent Elementary School**  
(15-1100-090)  
Grades Offered: 02-06  
2018-2019

**Report Key:**

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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:

- Student of the Month and Caught Being Good awards recognize students for their outstanding efforts and achievements.
- A technology rich learning experience includes: smart boards with elmos, desk tops, chrome books and ipads
- Good Intent offers a rigorous curriculum which is fully aligned with New Jersey Student Learning Standards.



### Mission, Vision, Theme:

In a partnership with our staff, parents, and community we will strive to nurture the “whole child” to reach his/her fullest potential. Students will be encouraged to think and reason logically, critically, and creatively in an environment that celebrates and respects academic and cultural diversity. Together we will facilitate each student to become contributing members to our school, our community, and eventually our global society.



### Awards, Recognition, Accomplishments:

Students are recognized and awarded for their achievements in academics, music/band, art, and other non-academic areas. The Student of the Month awards are given to recognize students for their outstanding efforts and achievements.





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 (15-1100-090)  
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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>The elementary curriculum is consistent throughout the district. The Reading Street literacy program for grades two through five and Prentice Hall Literacy for grade six are innovative programs that are in place to meet the diverse learning styles and grade levels in our school. The Go-Math and Big Ideas Math curriculum emphasize hands-on lessons. The science curriculum emphasizes exploration and discover.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Art Club is offered for grades five and six and a musical program is offered to all students. This includes a performing choir for fifth and sixth grades and two levels of performing band, beginner and intermediate. Musical assemblies provide extra stimulation and motivation for the student body. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth grade students.</p>





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 <div>Before and After School Programs:</div>	<p>Spartan Care is a NJ state licensed organization committed to providing affordable, quality care for your children, at their school. Spartan Care strives to meet the individual needs of the children, as well as establishing supportive relationships between its families, staff and community.</p>
 <div>Staff and Professional Learning:</div>	<p>Deptford School District provides professional development for the staff multiple days throughout the school year. The teachers have six full days and ten two hour sessions of professional development. Additional training is provided on-line through public works.</p>





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 <div>Student Supports and Services:</div>	<p>Various support staff are provided to meet the specific needs of the students. These staff members include: a part–time school guidance counselor, special service case manager, part-time basic skills teachers, gifted and talented teachers speech therapist and occupational therapist.</p>
 <div>Parent and Community Involvement:</div>	<p>An active Parent Teacher Organization supports the school through various student activities including: school assemblies, Holiday Shop, Read Across America, Scholastic Book Fair, School Dances, Candy Bar Bingo, Ice Cream Social, Fun Day and the 6th grade Moving On Ceremony. The PTO provides breakfast for DARE graduates and Officers.</p>



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A blue shield icon with a white checkmark inside, representing school safety. <div>School Safety:</div>	<p>The school safety team works in collaboration with the Deptford Township Police Department to establish safety procedures. The team assist in training the staff and conducting drills in preparation for emergencies. These drills include: evacuation, shelter in place, full lock down, weather, and AED emergencies.</p>
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**Lake Tract Elementary School**  
(15-1100-105)  
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Lake Tract Elementary School**  
(15-1100-105)  
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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mrs. Cheryl Battee
Address	690 ISZARD RD DEPTFORD, NJ 08096
Phone Number	856-686-2240
Email Address	<a href="mailto:battee.c@deptford.k12.nj.us">battee.c@deptford.k12.nj.us</a>
Website	<a href="https://lake-tract.deptfordschools.org/">https://lake-tract.deptfordschools.org/</a>
Facebook	<a href="http://www.facebook/LakeTractSchool">http://www.facebook/LakeTractSchool</a>
Twitter	<a href="https://twitter.com/laketract">https://twitter.com/laketract</a>



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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
2	85	89	102
3	88	91	85
4	111	92	99
5	97	115	96
6	101	92	120
Total	482	480	502

### 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	49.0%	49.8%	46.0%
Male	51.0%	50.2%	54.0%
Economically Disadvantaged Students	38.8%	37.9%	33.9%
Students with Disabilities	19.7%	26.9%	27.5%
English Learners	0.0%	0.2%	0.4%
Homeless Students	1.0%	1.5%	2.0%
Students in Foster Care	0.4%	0.6%	0.6%
Military-Connected Students	1.0%	1.0%	1.4%
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	53.5%	53.1%	53.4%
Hispanic	10.6%	11.5%	12.0%
Black or African American	23.7%	25.2%	23.7%
Asian	11.6%	9.0%	9.0%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.6%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	0.2%	0.6%	1.2%

### Enrollment by Home Language

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

Home Language	% of Students
English	92.2%
Spanish	2.2%
Panjabi	1.6%
Other Languages	4.0%



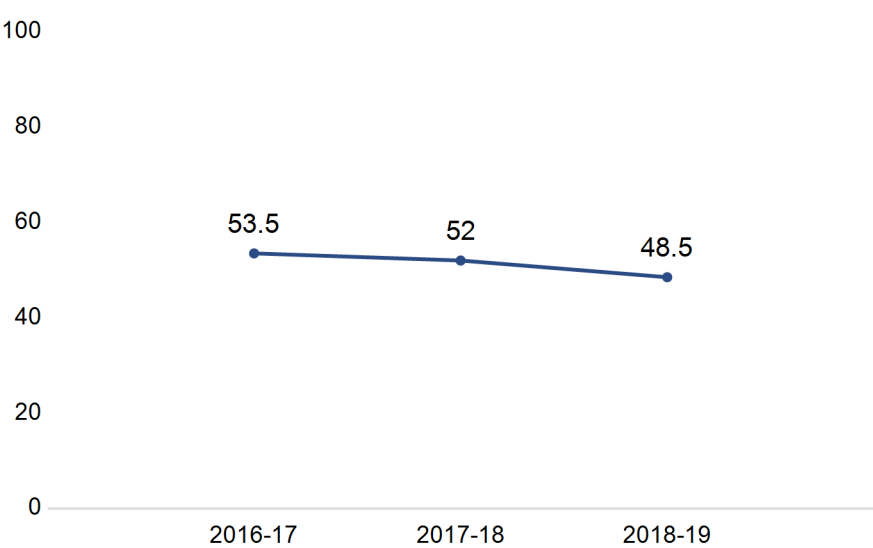
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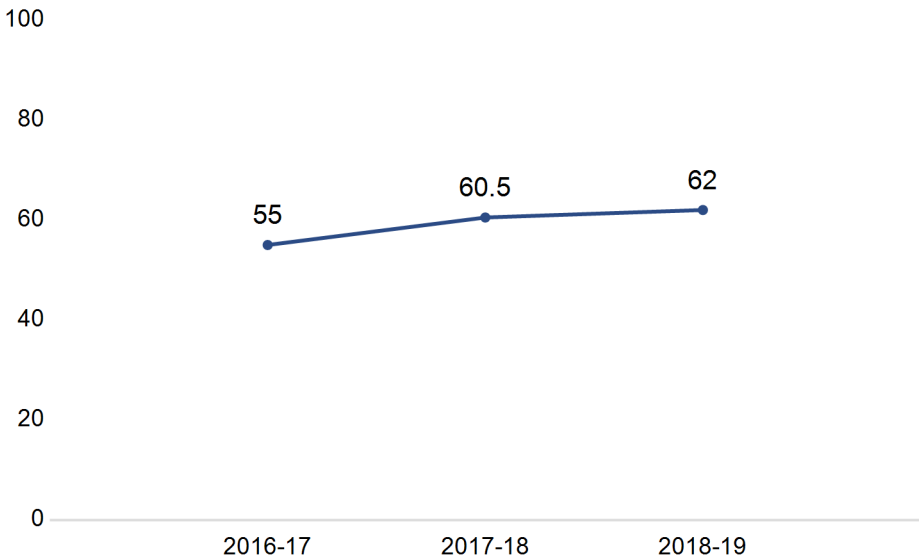
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53.5	52	48.5	55	60.5	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lake Tract 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.

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	48.5	53	50	Met Standard	62	52	50	Exceeds Standard
White	50	53	50	Met Standard	64	53	52	Exceeds Standard
Hispanic	45	53	49	Met Standard	64.5	49	47	Exceeds Standard
Black or African American	45	51	45	Met Standard	51	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	60	59	Met Standard	63	57	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	*	51.5	**
Two or More Races	*	27	49	**	*	71	52	**
Female	51	57	53	N	62	53	50	N
Male	47	48	47	N	60	51	51	N
Economically Disadvantaged Students	39	49	48	Not Met	52	48	46	Met Standard
Students with Disabilities	48.5	43.5	43	Met Standard	46.5	42	45	Met Standard
English Learners	*	50	52	**	*	61	50	**
Homeless Students	*	26	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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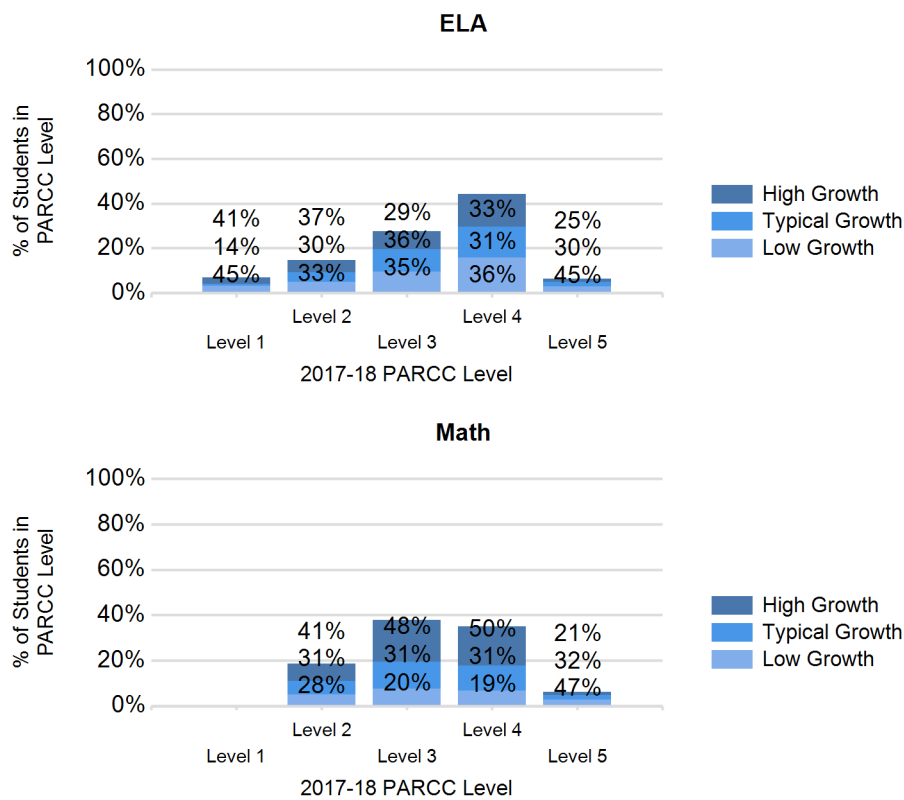
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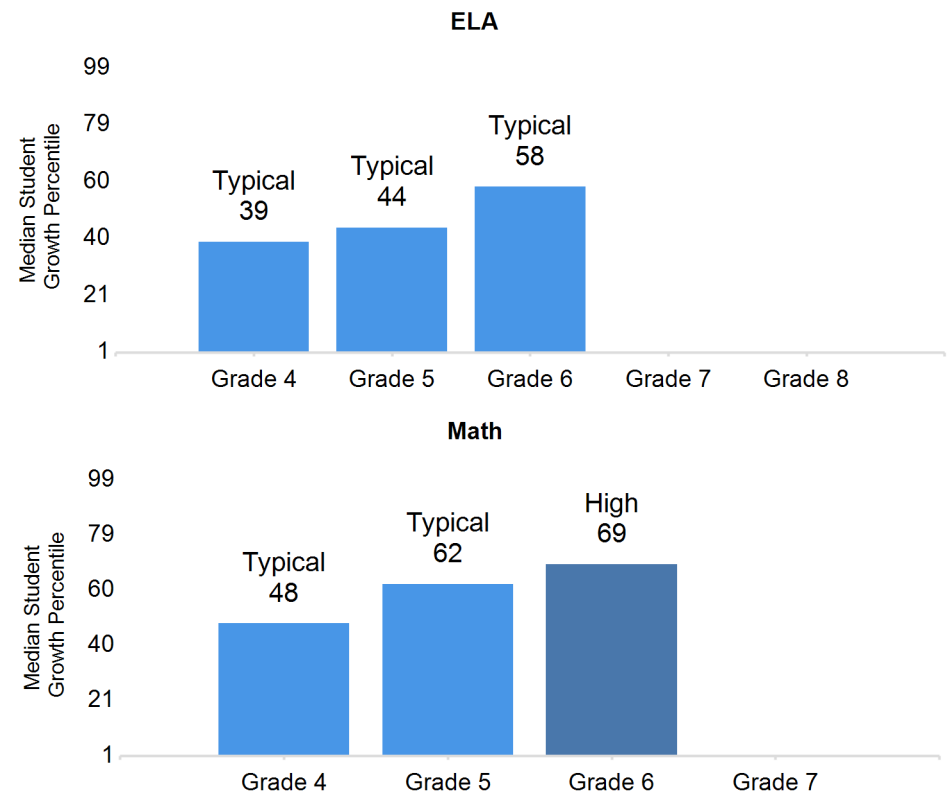
Student Growth by Performance Level

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



Student Growth by Grade

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





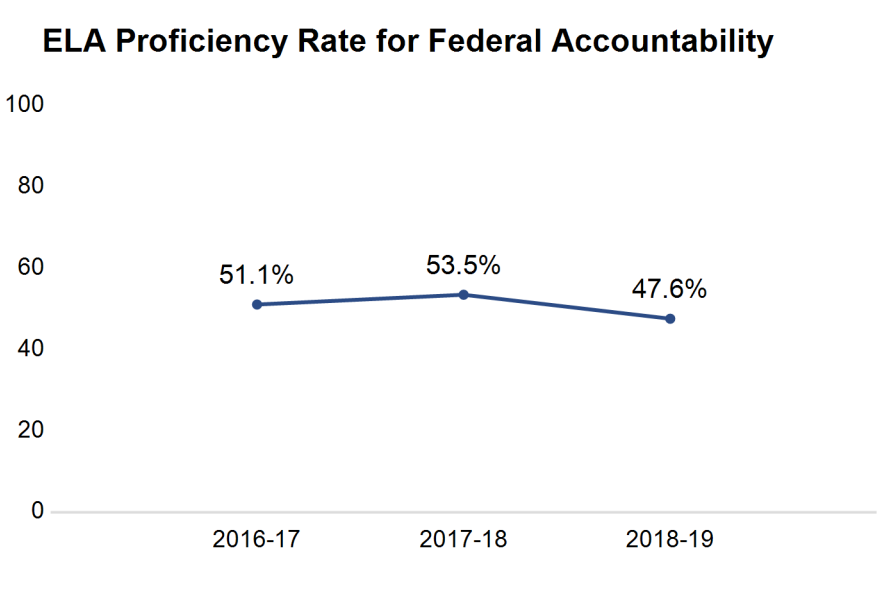
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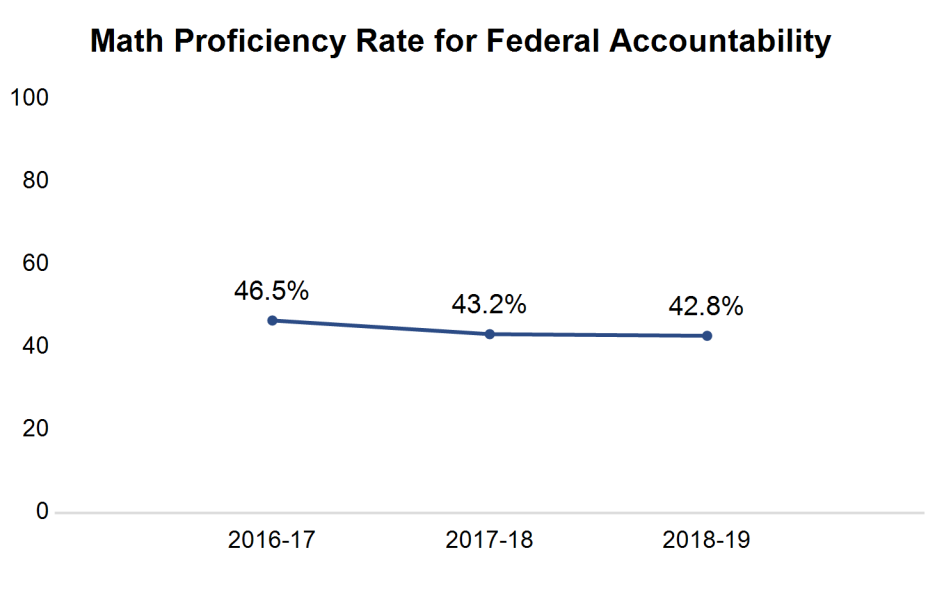
English Language Arts and Mathematics Performance Trends

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	99.0%	99.5%	99.5%	99.0%	99.5%	99.5%
Proficiency Rate for Federal Accountability	51.1%	53.5%	47.6%	46.5%	43.2%	42.8%
Annual Target	47.4%	49.1%	50.8%	47.1%	48.9%	50.6%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	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	397	99.5	47.6	50.9	57.9	47.6	50.8	Met Target†
White	209	99.1	44.5	52.8	66.9	44.5	47.2	Met Target†
Hispanic	46	100.0	47.8	48.7	43.9	47.8	53.4	Met Target†
Black or African American	98	100.0	42.9	41.4	38.5	42.9	44.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	38	100.0	81.6	71.3	82.9	81.6	76.7	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	188	100.0	54.8	59.8	64.8	54.8		
Male	209	99.1	41.1	42.6	51.3	41.1		
Economically Disadvantaged Students	129	100.0	37.2	39.3	40.0	37.2	40.1	Met Target†
Non-Economically Disadvantaged Students	268	99.3	52.6	57.6	67.9	52.6		
Students with Disabilities	122	100.0	21.3	19.8	22.7	21.3	28.7	Not Met
Students without Disabilities	275	99.3	59.3	61.2	65.1	59.3		
English Learners	10	100.0	40.0	27.4	29.3	40.0	**	**
Non-English Learners	387	99.5	47.8	51.6	60.6	47.8		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	42.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

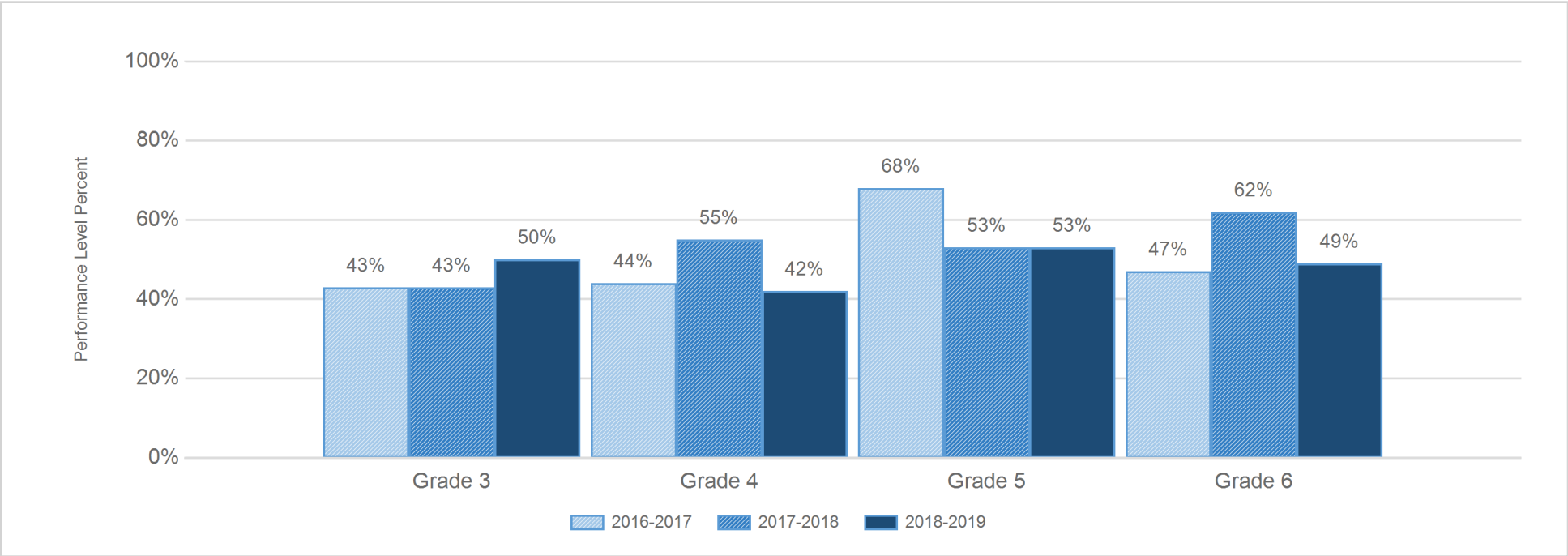


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English Language Arts Assessment - Performance Trends

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	86	743	742	748	15%	13%	22%	*	*	50%	50%
White	45	741	745	757	*	*	*	*	*	49%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	25	737	*	731	*	*	*	*	*	44%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	46	753	748	753	*	*	*	*	*	67%	55%
Male	40	731	736	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	24	740	731	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	62	745	747	759	*	*	*	*	*	50%	61%
Students with Disabilities	32	723	720	719	*	*	*	*	*	25%	24%
Students without Disabilities	54	755	752	754	*	*	*	*	*	65%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	86	743	*	751	15%	13%	22%	*	*	50%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	99	746	744	755	*	17%	34%	*	*	42%	57%
White	52	744	746	763	*	19%	29%	*	*	42%	67%
Hispanic	11	740	737	743	*	*	*	*	*	36%	44%
Black or African American	23	745	744	739	0%	*	52%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	13	762	749	779	0%	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	50	749	749	760	*	*	34%	*	*	44%	62%
Male	49	743	740	750	*	*	35%	*	*	41%	53%
Economically Disadvantaged Students	34	735	735	740	*	*	38%	*	*	26%	40%
Non-Economically Disadvantaged Students	65	752	750	765	*	*	32%	*	*	51%	69%
Students with Disabilities	29	738	727	725	*	*	41%	*	*	31%	25%
Students without Disabilities	70	749	751	761	*	*	31%	*	*	47%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	99	746	*	758	*	17%	34%	*	*	42%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	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%



Lake Tract Elementary School

(15-1100-105)

Grades Offered: 02-06

2018-2019

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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	97	749	749	756	10%	12%	25%	*	*	53%	58%
White	51	747	750	764	*	*	31%	*	*	43%	68%
Hispanic	13	743	747	743	*	*	*	*	*	54%	44%
Black or African American	18	753	744	739	*	*	*	*	*	56%	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	37	759	758	761	*	*	*	*	*	73%	64%
Male	60	744	741	750	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	34	736	738	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	63	757	756	766	*	*	*	*	*	57%	69%
Students with Disabilities	31	722	724	724	32%	*	32%	*	*	16%	23%
Students without Disabilities	66	762	757	762	0%	*	21%	*	*	70%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	97	749	*	758	10%	12%	25%	*	*	53%	60%
Homeless Students	*	*	731	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Lake Tract Elementary School

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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	119	751	748	754	*	8%	39%	*	*	49%	56%
White	59	752	751	762	*	*	46%	*	*	47%	65%
Hispanic	14	746	748	743	*	*	*	*	*	43%	43%
Black or African American	34	743	737	738	*	*	44%	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	55	751	750	762	*	*	42%	*	*	45%	64%
Male	64	751	745	748	*	*	38%	*	*	52%	48%
Economically Disadvantaged Students	39	739	739	740	*	*	51%	*	*	31%	39%
Non-Economically Disadvantaged Students	80	757	753	763	*	*	34%	*	*	58%	67%
Students with Disabilities	23	727	722	722	*	*	52%	*	*	13%	19%
Students without Disabilities	96	757	754	761	*	*	36%	*	*	57%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	119	751	*	756	*	8%	39%	*	*	49%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	397	99.5	42.8	41.8	44.5	42.8	50.6	Not Met
White	209	99.1	42.6	44.9	54.1	42.6	50.7	Not Met
Hispanic	46	100.0	39.1	34.8	28.8	39.1	44.7	Met Target†
Black or African American	98	100.0	36.7	31.1	23.0	36.7	37.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	38	100.0	68.4	62.8	76.5	68.4	78.1	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	188	100.0	43.1	43.2	44.9	43.1		
Male	209	99.1	42.6	40.5	44.2	42.6		
Economically Disadvantaged Students	129	100.0	27.1	29.5	26.3	27.1	38.2	Not Met
Non-Economically Disadvantaged Students	268	99.3	50.4	48.6	54.9	50.4		
Students with Disabilities	122	100.0	19.7	17.4	17.4	19.7	27.2	Not Met
Students without Disabilities	275	99.3	53.1	49.8	50.0	53.1		
English Learners	10	100.0	30.0	31.1	25.0	30.0	**	**
Non-English Learners	387	99.5	43.2	42.1	46.5	43.2		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	66.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

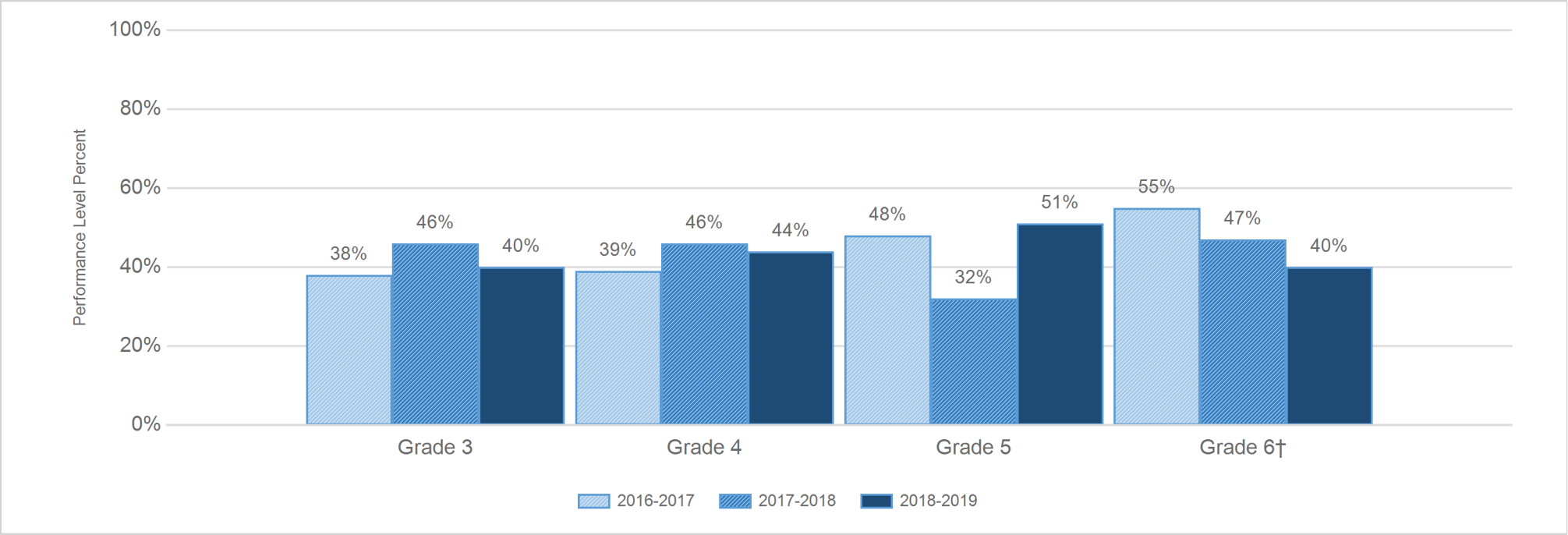


Lake Tract Elementary School  
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2018-2019

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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	86	740	747	752	*	19%	33%	*	*	40%	55%
White	45	738	751	760	*	*	33%	*	*	36%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	25	737	*	735	*	*	*	40%	0%	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	46	744	749	751	*	*	30%	*	*	48%	54%
Male	40	736	746	752	*	*	35%	*	*	30%	56%
Economically Disadvantaged Students	24	740	741	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	62	740	751	761	*	*	*	*	*	40%	67%
Students with Disabilities	32	725	730	731	*	*	*	*	*	22%	31%
Students without Disabilities	54	749	755	756	*	*	*	*	*	50%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	86	740	*	754	*	19%	33%	*	*	40%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Lake Tract Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	744	739	749	*	18%	33%	*	*	44%	51%
White	52	741	740	757	*	21%	31%	*	*	40%	62%
Hispanic	11	744	733	737	*	*	*	*	*	45%	36%
Black or African American	23	743	737	731	*	*	*	*	*	39%	29%
Asian, Native Hawaiian, or Pacific Islander	13	763	750	776	*	0%	*	*	*	69%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	50	743	739	749	*	*	36%	*	*	40%	50%
Male	49	745	739	749	*	*	31%	*	*	49%	52%
Economically Disadvantaged Students	34	736	731	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	65	749	744	759	*	*	*	*	*	49%	63%
Students with Disabilities	29	736	727	726	*	*	*	*	*	31%	25%
Students without Disabilities	70	748	744	754	*	*	*	*	*	50%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	99	744	*	751	*	18%	33%	*	*	44%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%



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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
<b>Schoolwide</b>	97	746	743	747	*	24%	22%	*	*	51%	47%
White	51	748	746	755	*	27%	*	*	*	55%	58%
Hispanic	13	733	737	735	*	*	*	*	*	31%	30%
Black or African American	18	746	738	729	0%	*	*	*	*	44%	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	37	748	745	747	*	*	*	*	*	59%	47%
Male	60	745	742	747	*	*	*	*	*	45%	47%
Economically Disadvantaged Students	34	734	734	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	63	753	749	757	*	*	*	*	*	62%	59%
Students with Disabilities	31	727	723	725	*	*	*	*	*	23%	19%
Students without Disabilities	66	755	749	752	*	*	*	*	*	64%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	97	746	*	749	*	24%	22%	*	*	51%	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	119	742	739	741	*	23%	32%	*	*	40%	41%
White	59	748	744	749	0%	*	41%	*	*	44%	51%
Hispanic	14	740	738	729	*	*	*	*	*	36%	24%
Black or African American	34	729	726	722	*	38%	*	*	*	26%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	741	738	742	*	*	35%	*	*	36%	42%
Male	64	744	740	740	*	*	30%	*	*	44%	40%
Economically Disadvantaged Students	39	725	727	726	*	33%	44%	*	*	10%	21%
Non-Economically Disadvantaged Students	80	751	746	750	*	18%	26%	*	*	55%	53%
Students with Disabilities	23	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	96	749	746	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	119	742	*	743	*	23%	32%	*	*	40%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Lake Tract Elementary School

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Lake Tract Elementary School

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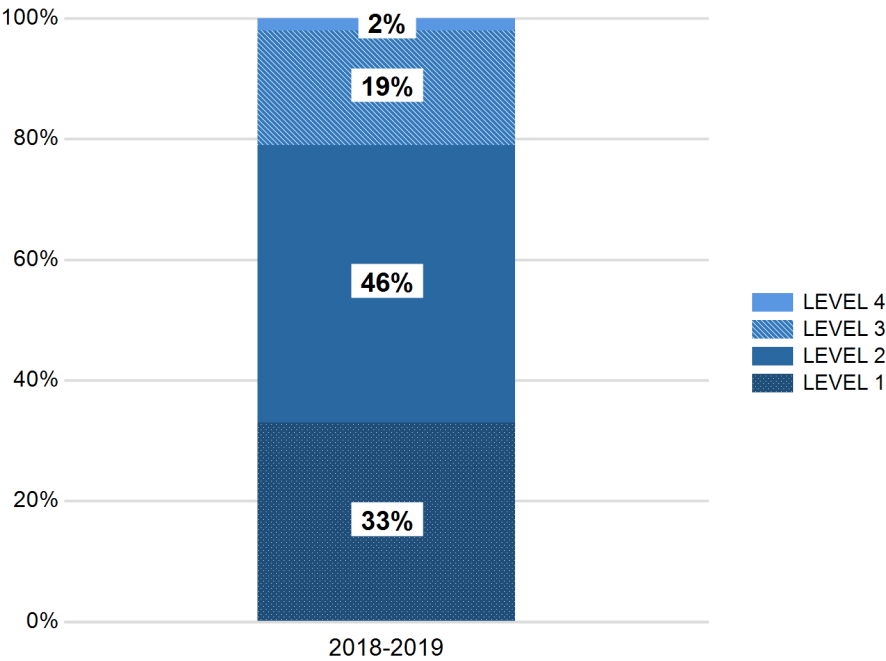
2018-2019

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

NJSLA Science Assessment: Grade 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	33	46	19	2
White	39	35	22	4
Hispanic	31	69	0	0
Black or African American	28	61	11	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	54	19	0
Male	37	42	18	3
Economically Disadvantaged Students	51	37	11	0
Non-Economically Disadvantaged Students	23	52	23	3
Students with Disabilities	68	26	3	3
Students without Disabilities	17	56	26	2
English Learners	N	N	N	N
Non-English Learners	33	46	19	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Lake Tract Elementary School

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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.

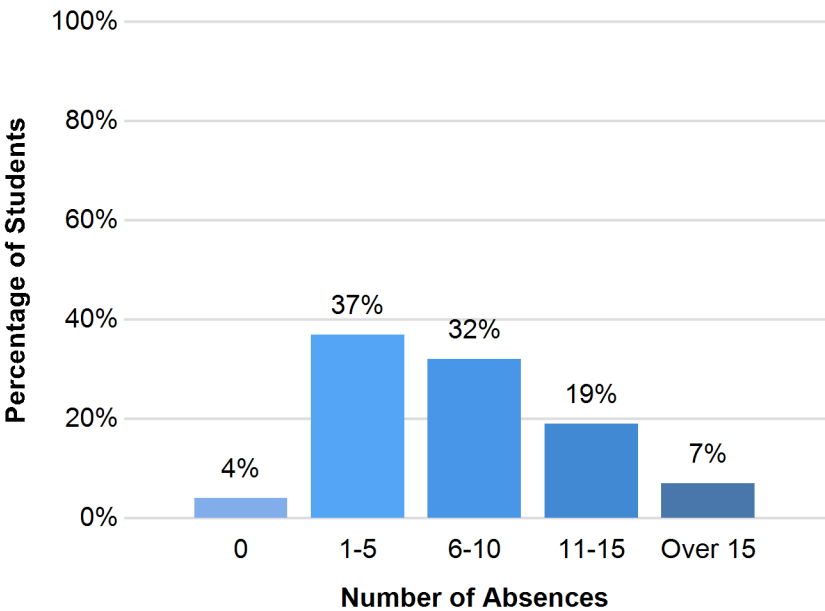
Chronic Absenteeism

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	32	6.1	7.8	Met
White	26	9.5	7.8	Not Met
Hispanic	1	1.5	7.8	Met
Black or African American	3	2.5	7.8	Met
Asian, Native Hawaiian, or Pacific	1	1.9	7.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	6.3		
Male	17	6.0		
Economically Disadvantaged Students	9	5.1	7.8	Met
Students with Disabilities	14	9.2	7.8	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





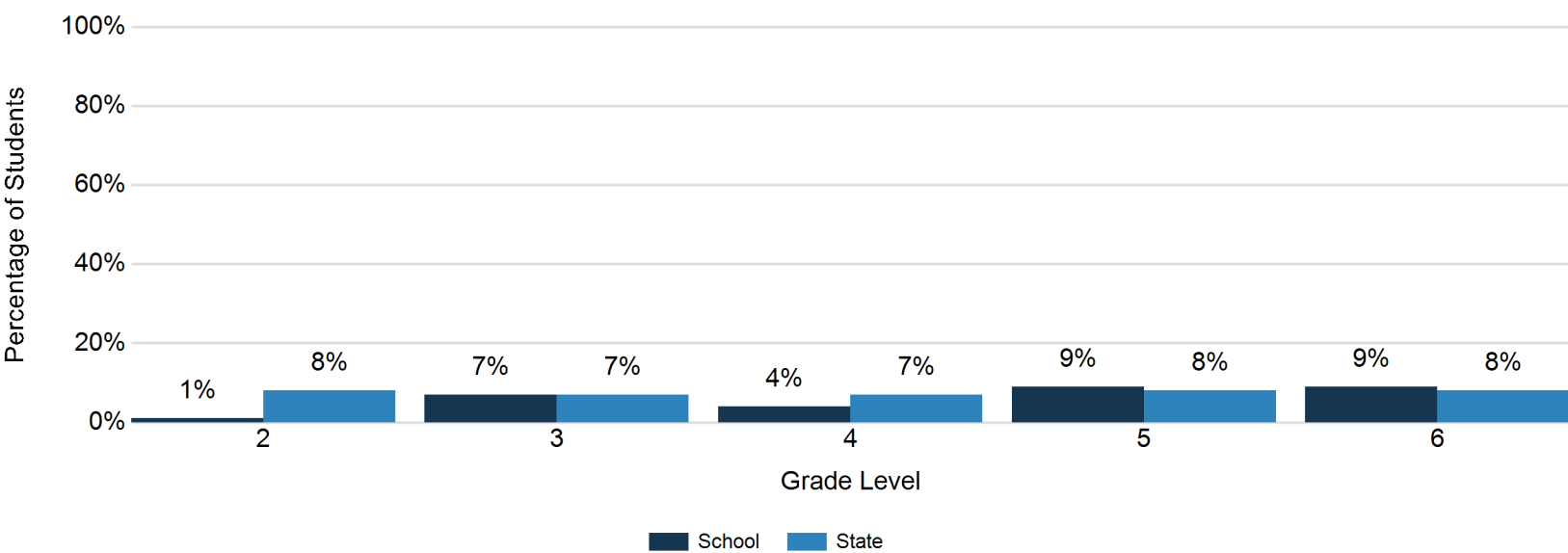
Lake Tract Elementary School  
(15-1100-105)  
Grades Offered: 02-06  
2018-2019

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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.





Lake Tract Elementary School

(15-1100-105)

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

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	0	2	2
No Identified Nature	5		5

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 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	1.2:1



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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	42	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	90.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	167:1	170:1
Teachers to Administrators	14:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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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	46.0%	83.3%	66.7%	48.4%	77.1%	54.9%
Male	54.0%	16.7%	33.3%	51.6%	22.9%	45.1%
White	53.4%	85.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	12.0%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.7%	9.5%	33.3%	15.0%	6.6%	13.9%
Asian	9.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	2.4%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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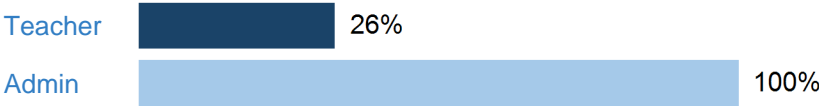
Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	95.3%



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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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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	51.1%	53.5%	47.6%
Math Proficiency	46.5%	43.2%	42.8%
ELA Growth	54	52	48
Math Growth	55	60	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.3%	4.7%	6.1%

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



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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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






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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.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>A technology rich learning experience includes daily access to Chromebooks, iPads, desktops, SmartBoards and Elmos. Software programs support instruction and provide interventions and enrichment.</li> <li>Lake Tract recognizes the importance of teaching students to be contributing members of their community by participating in several school-wide fundraising initiatives to support charities each year.</li> <li>The Lake Tract Tribune provides students from all grade levels the opportunity to showcase their literacy skills, share information about our school, and showcase students and teachers.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>In a partnership with our staff, parents, and community we will strive to nurture the “whole child” to reach his/her fullest potential. Students will be encouraged to think and reason logically, critically, and creatively in an environment that celebrates and respects academic and cultural diversity. Together we will facilitate each student to become contributing members to our school, our community, and eventually our global society.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Students are recognized and awarded for their achievements in academics, fitness, art, and other non-academic areas. Our "Caught being Good" program provides daily recognition for good character and behavior. The "Spartan of the Month" provides monthly recognition to students for their work ethic and achievements. The “Artist of the Month” recognizes students for their consistent effort in art class. Toe tokens are awarded in physical education to students that have achieved fitness goals. The “Dust Pan” award is presented to classrooms that are neat and tidy. All of the award programs provide public recognition in the school and/or community along with certificates or prizes.</p>





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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<p>The elementary courses have a standard curriculum that is consistent throughout the district. The courses are aligned with the New Jersey Students Learning Standards. Innovative reading programs include Reading Street literacy for grades two through five and Prentice Hall for students in grade six. Various reading materials including Social Studies Weekly are used to bring an awareness of key people and events that have shaped our country and our world. The Go-Math and Big Ideas math curriculum are integrated with technology and hands-on learning. The science curriculum emphasizes exploration and discovery. All students receive instruction in art, music, health/PE, and technology. Our 2nd and 3rd grade students receive Library instruction which works on building literacy skills and a desire to read. Our 5th and 6th grade students are introduced to the language and culture of Spanish speaking countries. Programs are available to reach the needs of the gifted and special education stude</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Musical programs are offered to all students in grade four through six. This includes a performing choir for sixth graders and two levels of performing band for students in grades four through six. An Art Club for sixth graders meet regularly throughout the year. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth grade students.</p>




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 <div>Staff and Professional Learning:</div>	Deptford School District provides professional development for the staff multiple days throughout the school year. Additional training is provided on-line through public works.Building level professional development is held during weekly staff meetings at Lake Tract.
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School Narrative

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<div>Student Supports and Services:</div>	<p>Various support staff are provided to meet the specific needs of the students. These staff members include: a full-time School Guidance Counselor, Special Service Case Manager, part-time Basic Skills teachers, Gifted and Talented teachers, Speech Therapist and Occupational Therapist.</p>
<div>Student Health and Wellness:</div>	<p>Under the direction of the Physical Education teachers, students are challenged to walk laps as part of their lesson warm up. The number of laps for each grade level was established by the PE teachers at the beginning of the school year. As students meet their goal, they are rewarded with toe token charm which are added to a necklace. At the end of the school year students will be recognized for their effort and achievement.</p>
<div>Parent and Community Involvement:</div>	<p>An active Parent Teacher Organization supports the school through various student activities. Some of these activities include: school assemblies, Pumpkin Carving, Holiday Shop, Pancakes with Santa, Read Across America, Scholastic Book Fair, School Dances, Candy Bar Bingo, Ice Cream Social, Fun Day and the 6th grade Moving On Ceremony. The PTO provides breakfast for DARE graduates and Officers.</p>




Lake Tract Elementary School  
(15-1100-105)  
Grades Offered: 02-06  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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School Narrative

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 <div>School Safety:</div>	The school safety team works in collaboration with the Deptford Township Police Department to establish safety procedures. The team assist in training the staff and conducting drills in preparation for emergencies. These drills include: evacuation, shelter in place, full lock down, weather, and AED emergencies.
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Lake Tract Elementary School  
(15-1100-105)  
Grades Offered: 02-06  
2018-2019

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School Narrative

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 <div>Other Information</div>	<p>Lake Tract is a comprehensive elementary school designed to meet the needs of its diverse student body of approximately 500 students. Constructed in 1964 and expanded in 1973, Lake Tract Elementary has received several renovation and improvement projects to continually update its facilities. Lake Tract Elementary educates children in grades two through six. Over the years, Lake Tract Elementary has worked to achieve a technology-rich learning environment. Today, all classrooms are equipped with a SMART board and an Elmo document reader. The Media Center has 28 desktop computers. A computerized catalog system allows for electronic circulation of all materials. In 2013, Lake Tract opened a Computer Lab which houses 30 desktop computers. Internet access is available in every classroom, office, Media Center and the computer lab. Because we realize technology is a powerful tool in the classroom and has paved the way for Lake Tract students to access information and programs that reaches beyond the boundaries of their classroom walls. In 2014, we added 20 iPad minis and in 2015 and 2016 we added Chromebooks to our school's technology giving us a total of 165 chrome books which are housed in 5 carts (33 in each cart). The elementary program has a standard curriculum that is consistent throughout the district. Books and materials provide continuity and the necessary skills for elementary students to proceed to the middle school and graduate with the skills needed to thrive in the global world. Community members are a valuable resource and are regular visitors to the school to enhance student learning. An active Parent Teacher Organization supports the school through school assemblies and other Family Nights student activities.</p>
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**Monongahela Middle School**  
(15-1100-045)  
Grades Offered: 07-08  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:



**Monongahela Middle School**  
 (15-1100-045)  
 Grades Offered: 07-08  
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mr. Jonathan Collins
Address	890 BANKBRIDGE RD SEWELL, NJ 08080
Phone Number	856-415-9540
Email Address	<a href="mailto:collins.j@deptford.k12.nj.us">collins.j@deptford.k12.nj.us</a>
Website	<a href="https://monongahela.deptfordschools.org/">https://monongahela.deptfordschools.org/</a>



Monongahela Middle School  
(15-1100-045)  
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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	340	305	282
8	335	331	301
Total	675	636	584

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	49.3%	49.8%	49.0%
Male	50.7%	50.2%	51.0%
Economically Disadvantaged Students	40.4%	35.8%	34.1%
Students with Disabilities	19.0%	20.1%	23.6%
English Learners	1.2%	0.6%	0.5%
Homeless Students	2.4%	1.6%	0.7%
Students in Foster Care	0.9%	0.5%	0.2%
Military-Connected Students	0.4%	0.9%	0.7%
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	58.4%	56.4%	56.7%
Hispanic	12.3%	10.7%	12.2%
Black or African American	21.5%	23.3%	22.3%
Asian	7.4%	8.8%	7.9%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.6%	0.9%

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	91.8%
Spanish	2.6%
Panjabi	1.2%
Tagalog	1.0%
Other Languages	3.4%



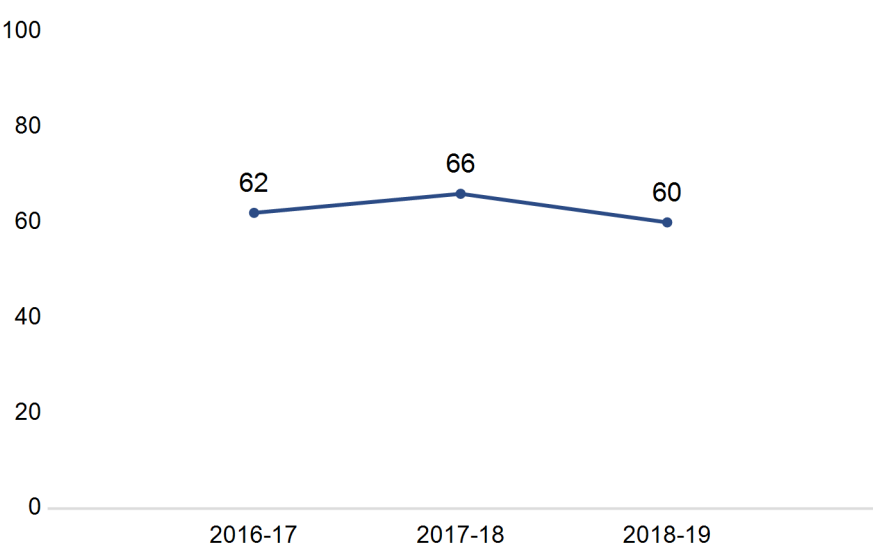
**Monongahela Middle School**  
 (15-1100-045)  
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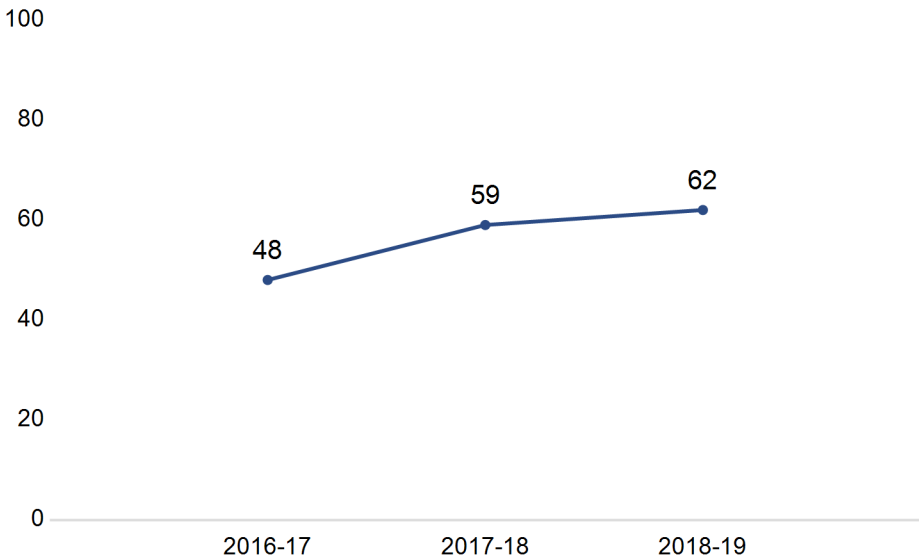
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	66	60	48	59	62
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Monongahela Middle 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.

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	60	53	50	Exceeds Standard	62	52	50	Exceeds Standard
White	61	53	50	Exceeds Standard	65	53	52	Exceeds Standard
Hispanic	68	53	49	Exceeds Standard	64	49	47	Exceeds Standard
Black or African American	53.5	51	45	Met Standard	52	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	60	59	Exceeds Standard	71	57	60	**
American Indian or Alaska Native	N	N	56	**	N	*	51.5	**
Two or More Races	*	27	49	**	*	71	52	**
Female	68.5	57	53	N	63	53	50	N
Male	55	48	47	N	60.5	51	51	N
Economically Disadvantaged Students	60	49	48	Exceeds Standard	61.5	48	46	Exceeds Standard
Students with Disabilities	49	43.5	43	Met Standard	45	42	45	Met Standard
English Learners	*	50	52	**	*	61	50	**
Homeless Students	*	26	43	N	*	40	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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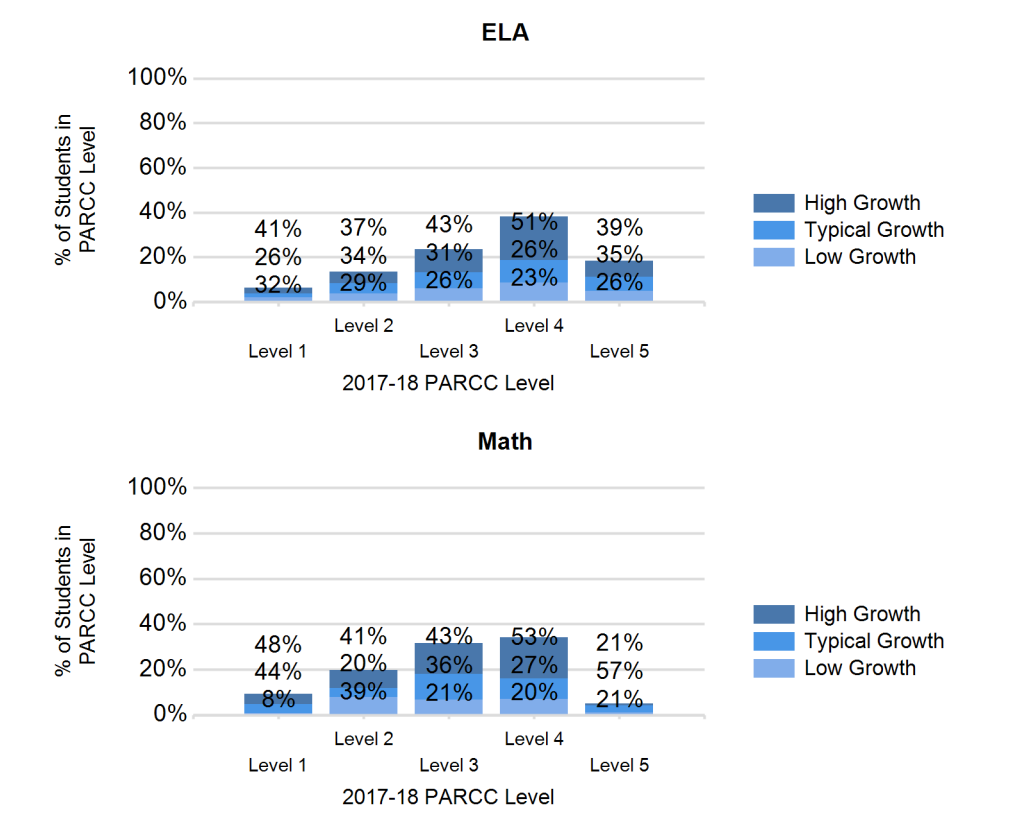
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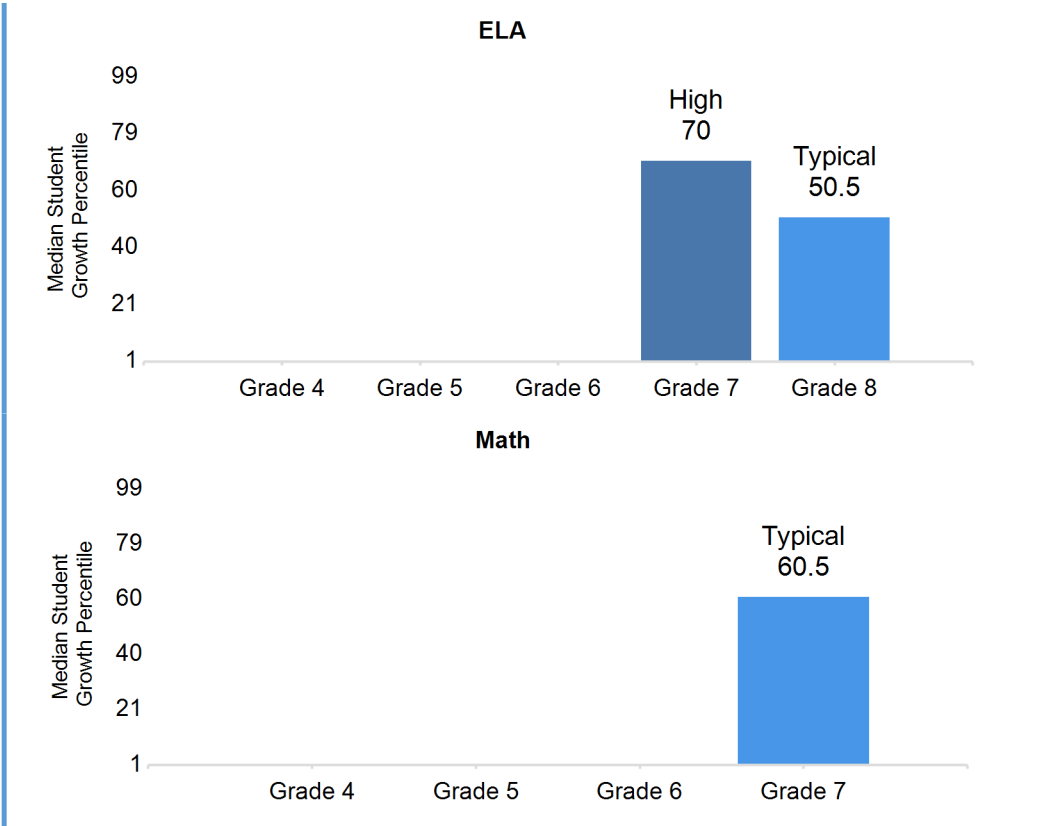
Student Growth by Performance Level

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



Student Growth by Grade

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





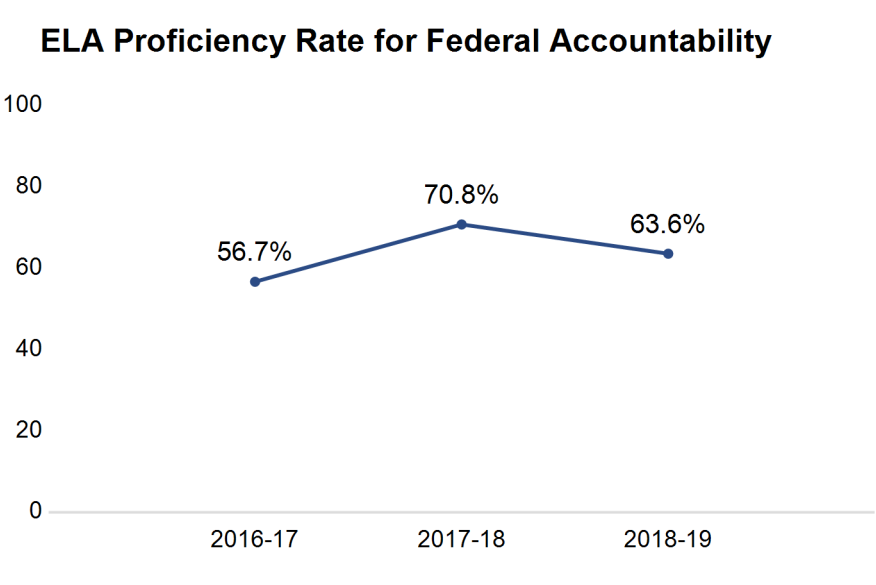
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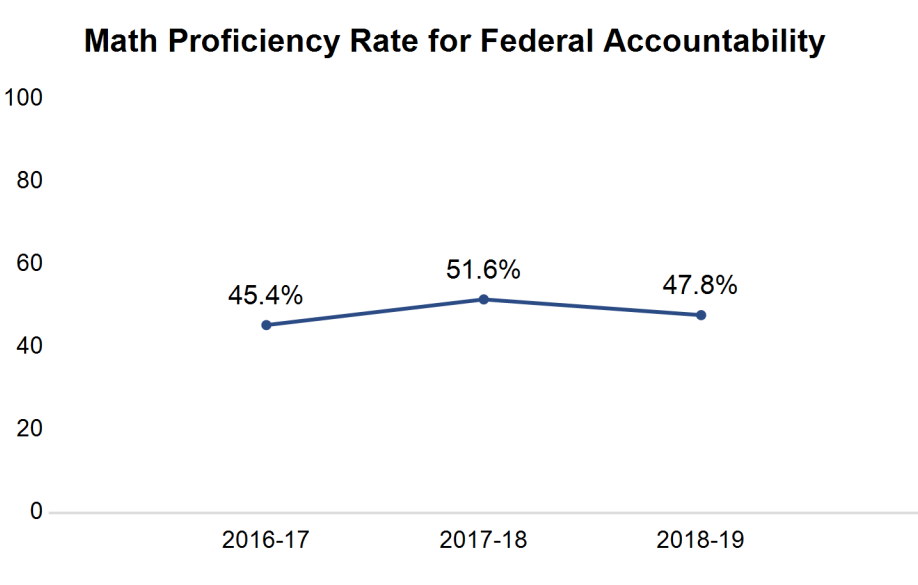
English Language Arts and Mathematics Performance Trends

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	97.3%	96.9%	98.3%	97.9%	96.7%	98.3%
Proficiency Rate for Federal Accountability	56.7%	70.8%	63.6%	45.4%	51.6%	47.8%
Annual Target	49.0%	50.7%	52.3%	41.2%	43.3%	45.3%
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	577	98.3	63.6	50.9	57.9	63.6	52.3	Met Target
White	327	98.5	65.4	52.8	66.9	65.4	52.3	Met Target
Hispanic	68	97.2	63.2	48.7	43.9	63.2	43.6	Met Target
Black or African American	131	99.2	53.4	41.4	38.5	53.4	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.3	82.9	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	278	98.6	75.5	59.8	64.8	75.5		
Male	299	98.0	52.5	42.6	51.3	52.5		
Economically Disadvantaged Students	195	99.0	51.3	39.3	40.0	51.3	40.8	Met Target
Non-Economically Disadvantaged Students	382	98.0	69.9	57.6	67.9	69.9		
Students with Disabilities	146	99.3	22.6	19.8	22.7	22.6	20.7	Met Target
Students without Disabilities	431	98.0	77.5	61.2	65.1	77.5		
English Learners	*	*	*	27.4	29.3	*	**	**
Non-English Learners	*	*	*	51.6	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	42.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

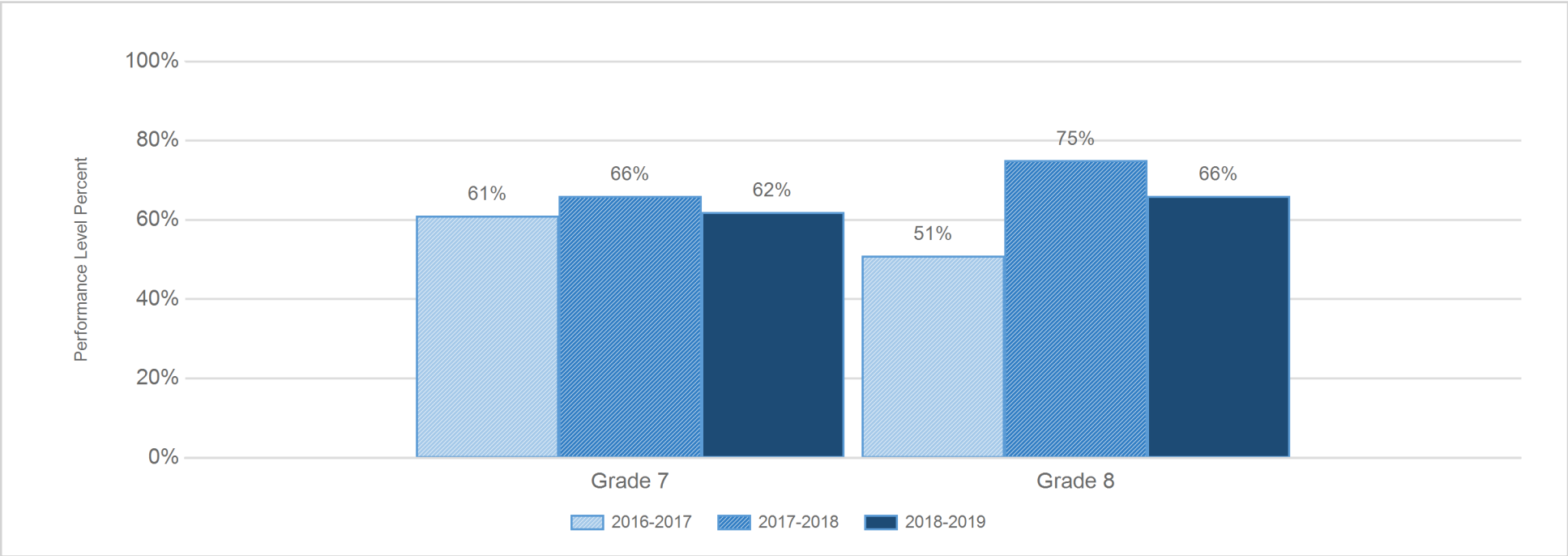


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English Language Arts Assessment - Performance Trends

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 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	283	764	764	761	8%	13%	18%	28%	34%	62%	63%
White	162	771	771	769	*	*	17%	28%	39%	67%	72%
Hispanic	37	761	761	747	*	*	*	30%	30%	59%	50%
Black or African American	63	744	744	741	19%	16%	19%	25%	21%	46%	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	134	781	781	769	*	*	13%	30%	48%	78%	71%
Male	149	749	749	753	*	*	21%	26%	21%	48%	55%
Economically Disadvantaged Students	100	748	748	743	12%	15%	26%	26%	21%	47%	45%
Non-Economically Disadvantaged Students	183	773	773	771	5%	11%	13%	29%	41%	70%	73%
Students with Disabilities	70	722	722	720	*	*	23%	*	*	19%	22%
Students without Disabilities	213	778	778	769	*	*	16%	*	*	76%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	283	764	764	763	8%	13%	18%	28%	34%	62%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	287	763	763	762	8%	8%	18%	42%	24%	66%	63%
White	162	765	765	770	8%	8%	19%	40%	25%	65%	72%
Hispanic	29	760	760	747	*	*	*	*	*	66%	49%
Black or African American	68	750	750	741	*	*	16%	*	*	60%	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	144	772	772	771	*	*	15%	40%	33%	74%	71%
Male	143	754	754	753	*	*	20%	44%	14%	58%	55%
Economically Disadvantaged Students	94	750	750	743	11%	14%	22%	37%	16%	53%	45%
Non-Economically Disadvantaged Students	193	770	770	772	7%	5%	16%	45%	27%	72%	72%
Students with Disabilities	66	720	720	721	*	*	15%	*	*	23%	22%
Students without Disabilities	221	776	776	770	*	*	19%	*	*	79%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	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.

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	577	98.3	47.8	41.8	44.5	47.8	45.3	Met Target
White	327	98.5	53.5	44.9	54.1	53.5	46	Met Target
Hispanic	68	97.3	44.1	34.8	28.8	44.1	28.8	Met Target
Black or African American	131	99.2	28.2	31.1	23.0	28.2	36.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	278	98.6	53.6	43.2	44.9	53.6		
Male	299	98.0	42.5	40.5	44.2	42.5		
Economically Disadvantaged Students	195	99.0	36.9	29.5	26.3	36.9	35	Met Target
Non-Economically Disadvantaged Students	382	98.0	53.4	48.6	54.9	53.4		
Students with Disabilities	146	99.3	14.4	17.4	17.4	14.4	16.8	Met Target†
Students without Disabilities	431	98.0	59.2	49.8	50.0	59.2		
English Learners	*	*	*	31.1	25.0	*	**	**
Non-English Learners	*	*	*	42.1	46.5	*		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	66.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

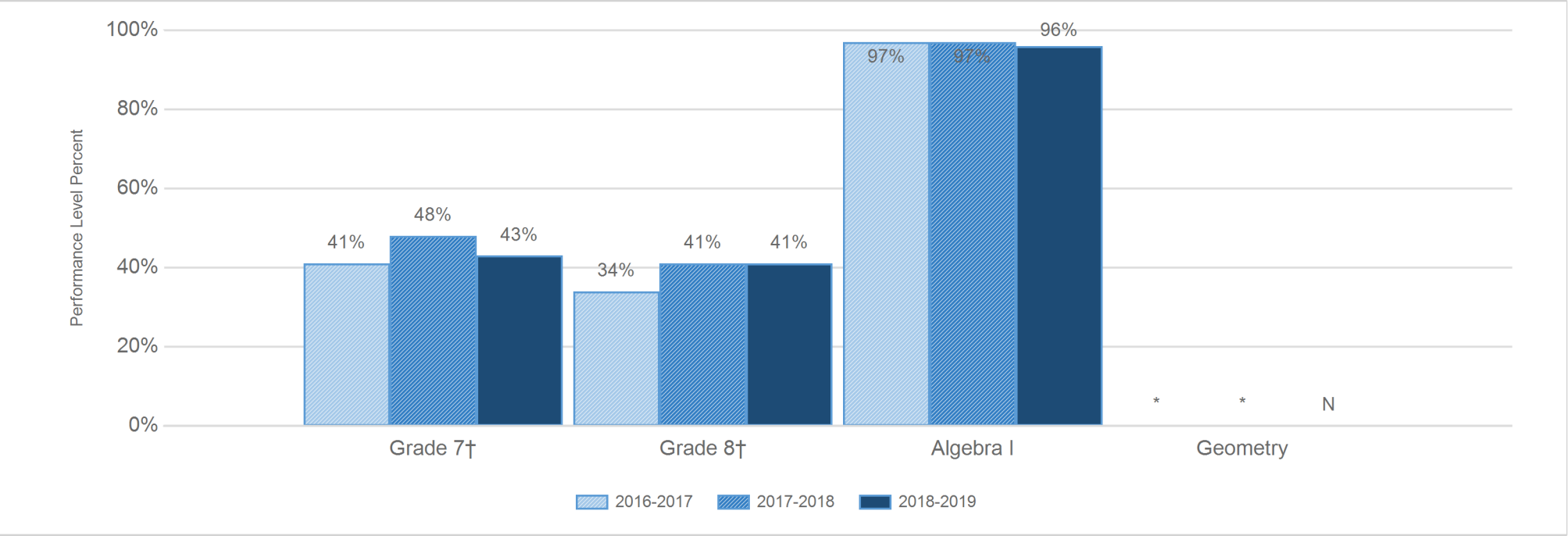


Monongahela Middle School  
(15-1100-045)  
Grades Offered: 07-08  
2018-2019

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Mathematics Assessment – Performance Trends

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



† 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 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
<b>Schoolwide</b>	283	746	746	744	4%	22%	31%	31%	11%	43%	42%
White	162	752	752	751	*	19%	28%	*	*	51%	53%
Hispanic	37	741	741	733	*	*	41%	*	*	32%	26%
Black or African American	63	732	732	727	*	33%	38%	*	*	21%	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	134	753	753	744	*	16%	31%	*	*	51%	42%
Male	149	741	741	743	*	28%	32%	*	*	35%	42%
Economically Disadvantaged Students	100	737	737	731	*	29%	36%	*	*	29%	24%
Non-Economically Disadvantaged Students	183	752	752	751	*	18%	29%	*	*	50%	53%
Students with Disabilities	70	720	720	718	*	*	24%	*	*	10%	13%
Students without Disabilities	213	755	755	749	*	*	34%	*	*	54%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	283	746	746	745	4%	22%	31%	31%	11%	43%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	221	737	737	728	17%	16%	26%	*	*	41%	29%
White	124	741	741	737	15%	11%	28%	*	*	45%	38%
Hispanic	26	736	736	722	*	*	*	54%	0%	54%	22%
Black or African American	57	726	726	714	18%	30%	28%	25%	0%	25%	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	109	736	736	731	19%	16%	24%	*	*	41%	31%
Male	112	738	738	726	14%	16%	29%	*	*	41%	27%
Economically Disadvantaged Students	85	734	734	719	21%	16%	22%	*	*	40%	20%
Non-Economically Disadvantaged Students	136	739	739	735	14%	15%	29%	*	*	42%	36%
Students with Disabilities	64	714	714	707	*	16%	20%	*	*	20%	10%
Students without Disabilities	157	746	746	734	*	16%	29%	*	*	50%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	787	744	744	0%	0%	*	*	*	96%	42%
White	38	785	745	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	799	778	775	0%	0%	0%	*	*	100%	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	36	786	746	745	0%	0%	*	*	*	97%	44%
Male	31	788	742	743	0%	0%	*	*	*	94%	41%
Economically Disadvantaged Students	10	780	732	727	0%	0%	*	*	*	90%	23%
Non-Economically Disadvantaged Students	57	788	751	752	0%	0%	*	*	*	96%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	67	787	*	745	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	744	737	N	N	N	N	N	N	35%
White	N	N	743	743	N	N	N	N	N	N	43%
Hispanic	N	N	727	724	N	N	N	N	N	N	17%
Black or African American	N	N	744	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	759	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	744	738	N	N	N	N	N	N	36%
Male	N	N	743	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	737	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	747	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	744	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



# Monongahela Middle School

(15-1100-045)

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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
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	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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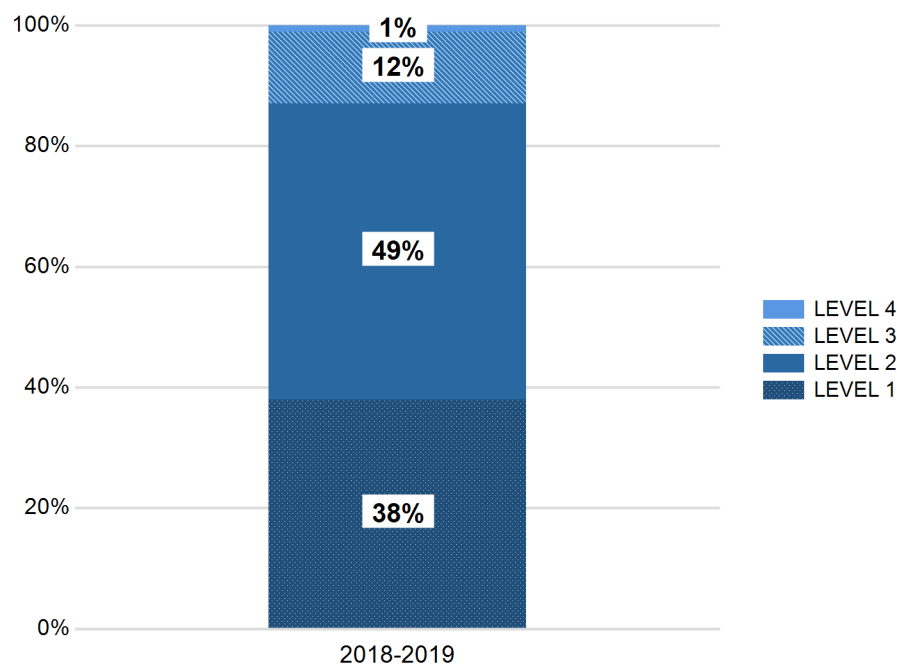
N No Data is available to display

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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
<b>Schoolwide</b>	38	49	12	1
White	33	50	16	1
Hispanic	45	45	10	0
Black or African American	52	45	3	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	49	10	0
Male	35	49	13	3
Economically Disadvantaged Students	50	43	6	1
Non-Economically Disadvantaged Students	32	52	15	2
Students with Disabilities	71	26	2	2
Students without Disabilities	28	56	15	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

**Monongahela Middle School**

(15-1100-045)

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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
7	0	0	297
8	71	0	236
Total	71	0	533

**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
7	214	46	0	0	0	0	0
8	185	50	0	0	0	0	0
Total	399	96	0	0	0	0	0



Monongahela Middle School  
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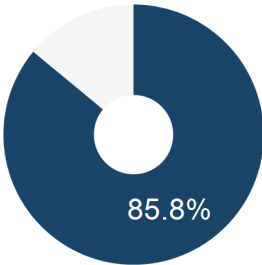
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Visual and Performing Arts – Course Participation

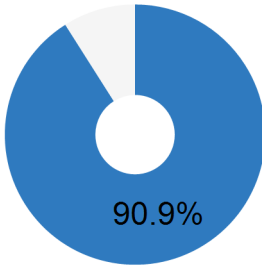
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

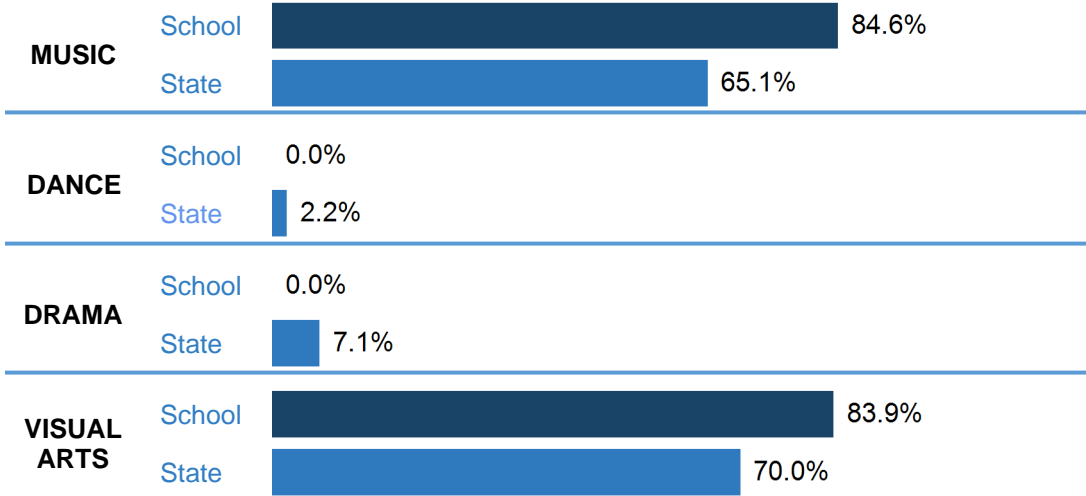


School



State

Students enrolled in one or more classes by discipline:





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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.

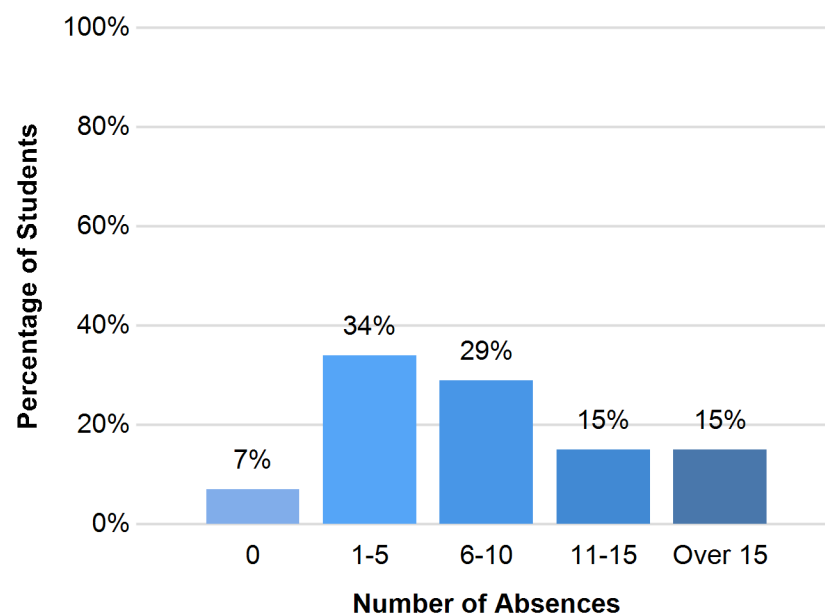
## Chronic Absenteeism

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	65	11.0	9.5	Not Met
White	37	11.0	9.5	Not Met
Hispanic	13	18.1	9.5	Not Met
Black or African American	13	9.8	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	29	10.1		
Male	36	11.8		
Economically Disadvantaged Students	30	14.9	9.5	Not Met
Students with Disabilities	18	12.2	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

## Days Absent

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





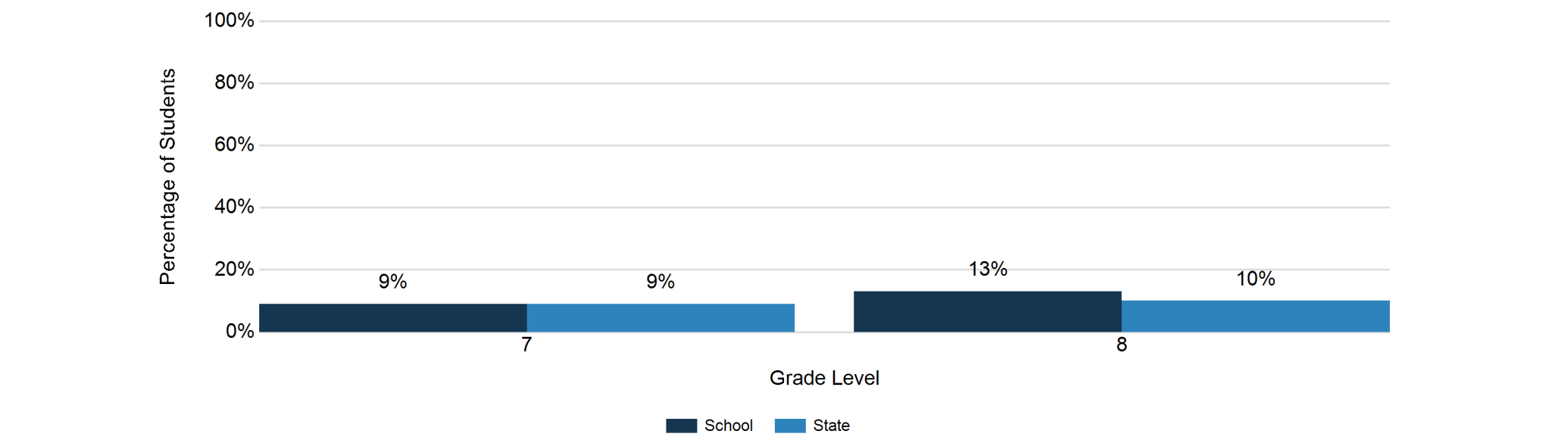
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Chronic Absenteeism by Grade

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





Monongahela Middle School

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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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.03

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	3	3
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	5		5

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

**Monongahela Middle School**

(15-1100-045)

Grades Offered: 07-08

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

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

**School Day**

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

Category	School
Typical Start Time	7:15 AM
Typical End Time	2:15 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 35 Mins
Shared Time - Instructional Time	6 Hrs. 35 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	1.2:1



**Monongahela Middle School**  
 (15-1100-045)  
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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 – 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	58	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	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	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	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	12:1
Students to Administrators	292:1	170:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



Monongahela Middle School

(15-1100-045)

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2018-2019

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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	49.0%	79.3%	50.0%	48.4%	77.1%	54.9%
Male	51.0%	20.7%	50.0%	51.6%	22.9%	45.1%
White	56.7%	96.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	12.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.3%	3.4%	50.0%	15.0%	6.6%	13.9%
Asian	7.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Monongahela Middle School  
(15-1100-045)  
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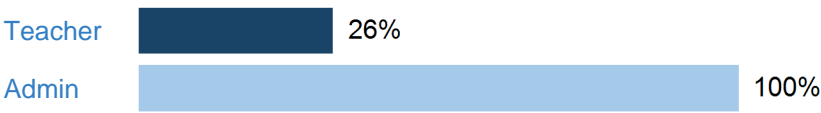
Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	94.9%



**Monongahela Middle School**  
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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.



Monongahela 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.



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.7%	70.8%	63.6%
Math Proficiency	45.4%	51.6%	47.8%
ELA Growth	62	66	60
Math Growth	48	59	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.9%	12.4%	11.0%

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



Monongahela Middle School

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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.

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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.



# Monongahela Middle School

(15-1100-045)

Grades Offered: 07-08

2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Exceeds Standard	Exceeds Standard	**	Not Met	No
White	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	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).



### Monongahela Middle School

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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:

- Advancement Via Individual Determination (AVID) program is offered as an elective for eligible students, in 7th and 8th grades, who have a desire to go to college and the willingness to work hard.
- Advanced courses in math, science, social studies, and ELA offer rigorous curricula, critical thinking, analysis, and synthesis with a focus on 21st century skills for college and career readiness.
- Our band and choir programs provide students with an understanding of music notation and terminology, instruments, genres, vocal techniques and intonation, musical notation, and rhythm reading.



### Mission, Vision, Theme:

Monongahela Middle School guides students in their cognitive and emotional development and growth. As a school community, we clearly focus on engaging our students through rigorous curricula and by providing a safe, comfortable, and respectful environment. Connecting students to academic achievement and personal excellence continues to be Monongahela Middle School's vision. Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers. At Monongahela Middle School, we strive for excellence for all students academically, socially, emotionally, and behaviorally.



### Awards, Recognition, Accomplishments:

Monongahela 7th & 8th grade students perform above the state's average on the state standardized test (NJSLA); Implementation of the nationally acclaimed Advancement Via Individual Determination (AVID) program; Renaissance program provides community service opportunities for students; Positive Behavioral Interventions & Supports (PBIS) rewards system that is an evidence-based framework used to improve school culture and student behavior; MMS Mentoring program supported by the National Mentoring Resource Center; Master scheduling changes led to transitioning from a "team" model to a collaborative model, creating common planning time for professional collaboration for all content area teachers.



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### Courses, Curriculum, Instruction:

The middle school offers a strong academic curriculum which includes English Language Arts, Advanced English Language Arts, Mathematics, Accelerated Mathematics, Algebra I, Science, Advanced Science, World History, Advanced World History, American History, Advanced American History, Health, Physical Education, World Language, Art, Computer Skills I & II, Twenty First Century Skills, and Music. Students have access to world languages in either Spanish or French.



### Sports and Athletics:

Sports Offered: Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Wrestling (Coed)

Students participate in intramural and interscholastic programs and co-curricular activities for all areas of interest. Included in these are the following: Intramural Sports Programs – basketball and street hockey; Interscholastic Sports Programs - field hockey, basketball, soccer, and wrestling.



### Clubs and Activities:

Art Club, Computer Club, Newspaper, Yearbook, Choir, Band, Drama Club, Renaissance Club, Science Club, Student Council, Chess Club, and National Junior Honor Society





**Monongahela Middle School**  
 (15-1100-045)  
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<div>  <div>Before and After School Programs:</div> </div>	Breakfast program is available for all students.
<div>  <div>Staff and Professional Learning:</div> </div>	Monongahela staff participates in Professional Learning Communities (PLCs) which facilitates meeting the needs of a diverse population of learners. The PLCs focus on evaluating multiple means of data for strengths and weaknesses, developing a common understanding of standards, and revising a living curriculum. Curriculum, including resources, activities, and assessments will be enhanced in response to students' strengths and weaknesses by grade and subject area.



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### Student Supports and Services:

Two guidance counselors, SAC, English as a Second Language (ESL) and a full range of support for special education students including an Autism Program.



### Student Health and Wellness:

Monongahela Middle School takes student's health and wellness very seriously. The school nurse serves in a pivotal role that bridges health and education. Grounded by standards of practice, services provided by the school nurse include leadership, community/public health, care coordinator, and AED response Team chair. Monongahela provides access to free immunizations and eye glasses if a student has a need.



### Parent and Community Involvement:

Active PTO. Staff engages the community through Pink Day (A district wide teacher led initiative to support Breast Cancer Awareness), Purple Day (Teen Cancer Awareness), One Book One School (summer reading initiative), Websites, Email Blasts, Parent Access, Genesis, Website and Band & Choir concerts. Drama production in the spring.



Monongahela Middle School

(15-1100-045)


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<div><div>Facilities:</div></div>	<p>Monongahela Middle School is a comprehensive middle school designed to meet the needs of its diverse student body of over 600 students. Originally built in 1964, MMS has been renovated and expanded in 1967, 2001, and 2003 in order to update its facilities. Monongahela Middle School is proud of its rich heritage. Even its name reflects its history. Chief Monongahela was a revered chief of a mighty tribe of the Susquehanna Indians</p>
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Monongahela Middle School  
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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.

<div>Other Information</div>	Students are given an opportunity to explore colleges, set long- and short-term goals, have increased personal accountability and be mentored through the process. AVID teachers participate in on-going training. The AVID philosophy is presented throughout the middle school by turn-keyed professional development and collaboration between teachers.
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**Oak Valley Elementary School**  
(15-1100-120)  
Grades Offered: 02-06  
2018-2019

**Report Key:**

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Notes from the New Jersey Department of Education:

**Oak Valley Elementary School**

(15-1100-120)

Grades Offered: 02-06

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

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## School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mr. John Schilling
Address	525 COLLEGE BLVD WENONAH, NJ 08090
Phone Number	856-415-9218
Email Address	<a href="mailto:schilling.j@deptford.k12.nj.us">schilling.j@deptford.k12.nj.us</a>
Website	<a href="https://oak-valley.deptfordschools.org/">https://oak-valley.deptfordschools.org/</a>
Twitter	<a href="http://@oakvalley_dts">http://@oakvalley_dts</a>



Oak Valley Elementary School

(15-1100-120)

Grades Offered: 02-06

2018-2019

**Report Key:**  
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 N No Data is available to display  
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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
2	66	63	70
3	81	69	68
4	82	77	66
5	67	92	82
6	84	69	90
Total	380	371	376

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	45.6%	48.4%
Male	52.1%	54.4%	51.6%
Economically Disadvantaged Students	30.0%	33.7%	31.6%
Students with Disabilities	25.0%	26.4%	26.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.6%	2.2%	1.3%
Students in Foster Care	0.0%	0.3%	0.5%
Military-Connected Students	1.1%	0.3%	0.3%
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	72.6%	72.8%	71.0%
Hispanic	8.4%	8.9%	10.4%
Black or African American	16.8%	15.4%	15.7%
Asian	2.1%	2.2%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.8%	1.3%

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	97.6%
Spanish	1.6%
Other Languages	0.8%



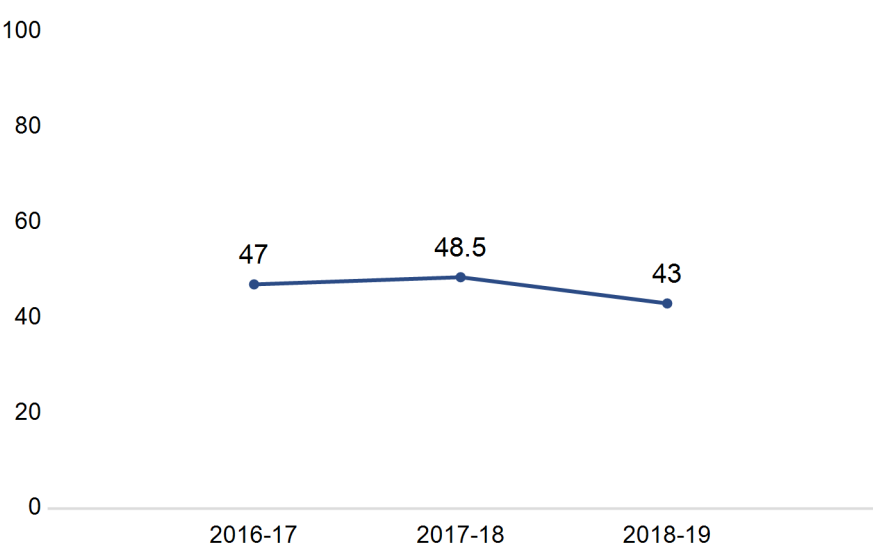
Oak Valley Elementary School  
(15-1100-120)  
Grades Offered: 02-06  
2018-2019

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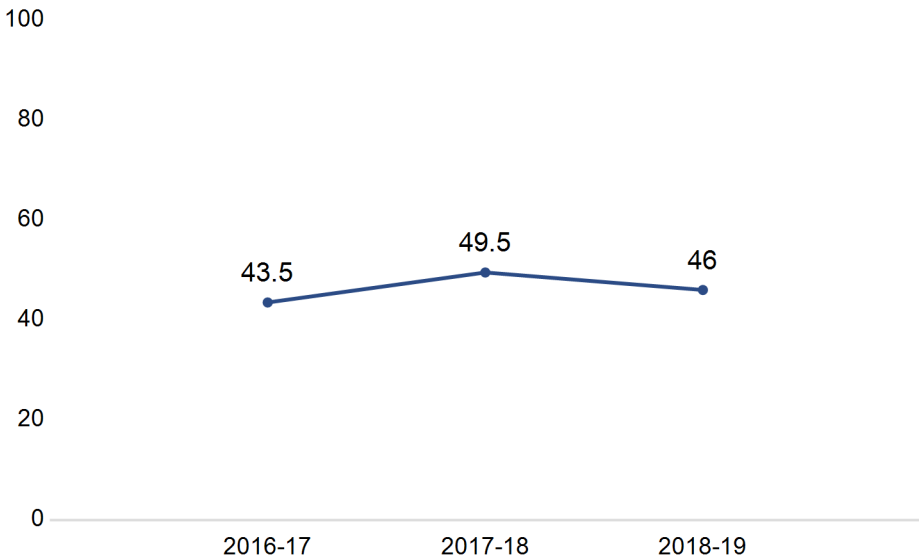
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	48.5	43	43.5	49.5	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	43	53	50	Met Standard	46	52	50	Met Standard
White	40.5	53	50	Met Standard	47	53	52	Met Standard
Hispanic	52.5	53	49	Met Standard	48.5	49	47	Met Standard
Black or African American	46	51	45	Met Standard	41	47	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	59	**	*	57	60	**
American Indian or Alaska Native	N	N	56	**	N	*	51.5	**
Two or More Races	*	27	49	**	*	71	52	**
Female	52	57	53	N	48	53	50	N
Male	38	48	47	N	43	51	51	N
Economically Disadvantaged Students	36	49	48	Not Met	46	48	46	Met Standard
Students with Disabilities	38	43.5	43	Not Met	37.5	42	45	Not Met
English Learners	*	50	52	**	*	61	50	**
Homeless Students	*	26	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	41	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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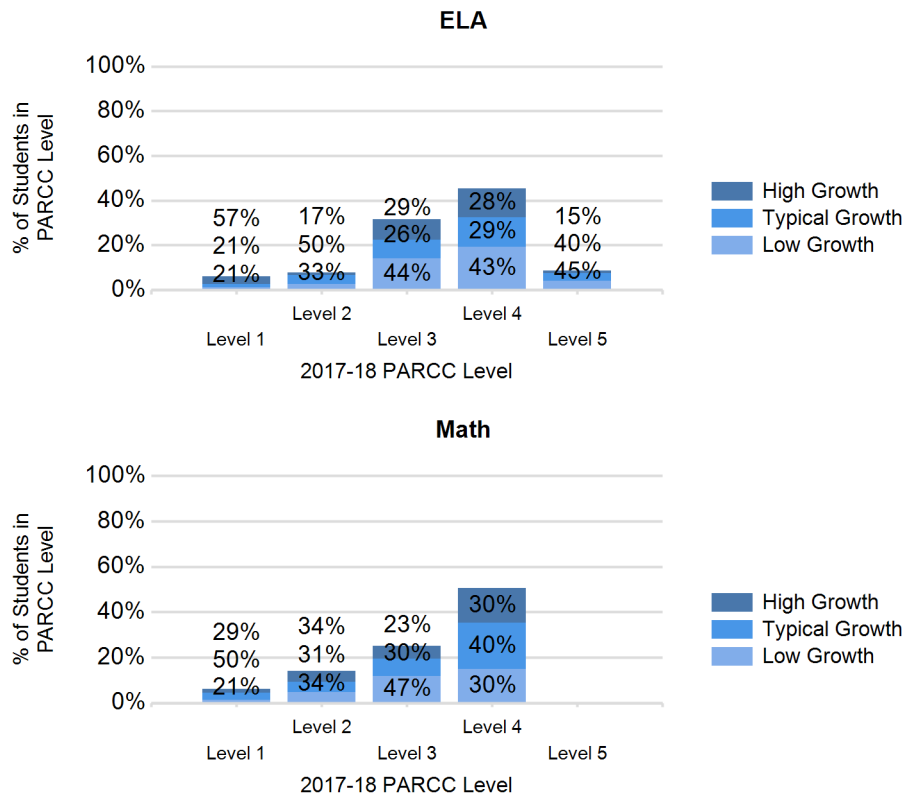
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

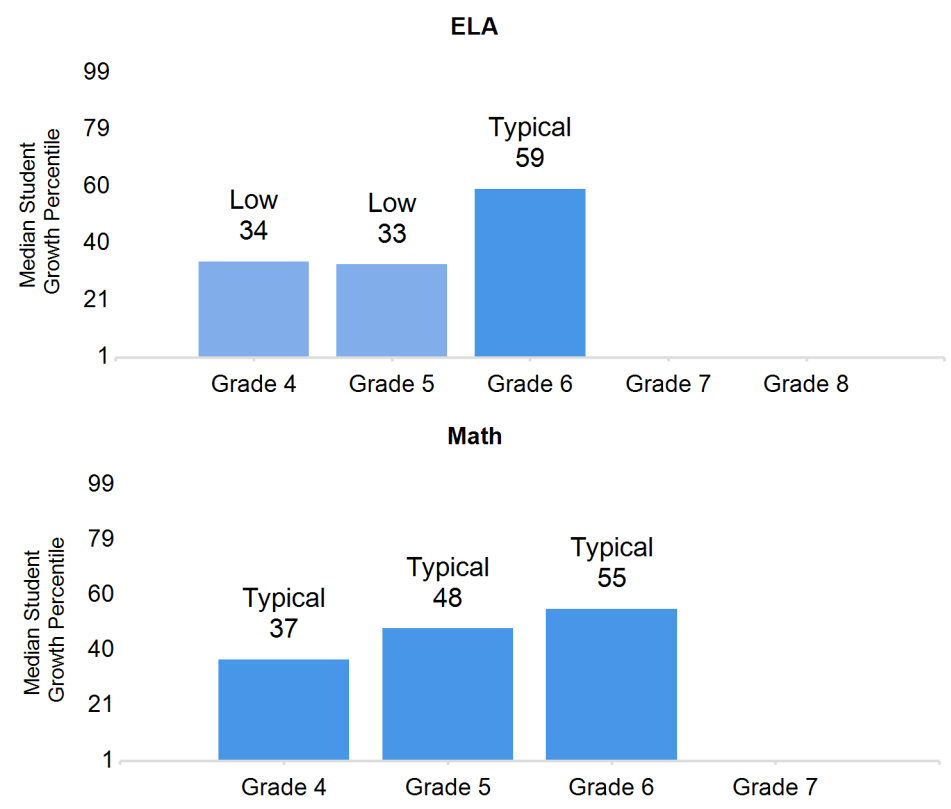
Student Growth by Performance Level

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.



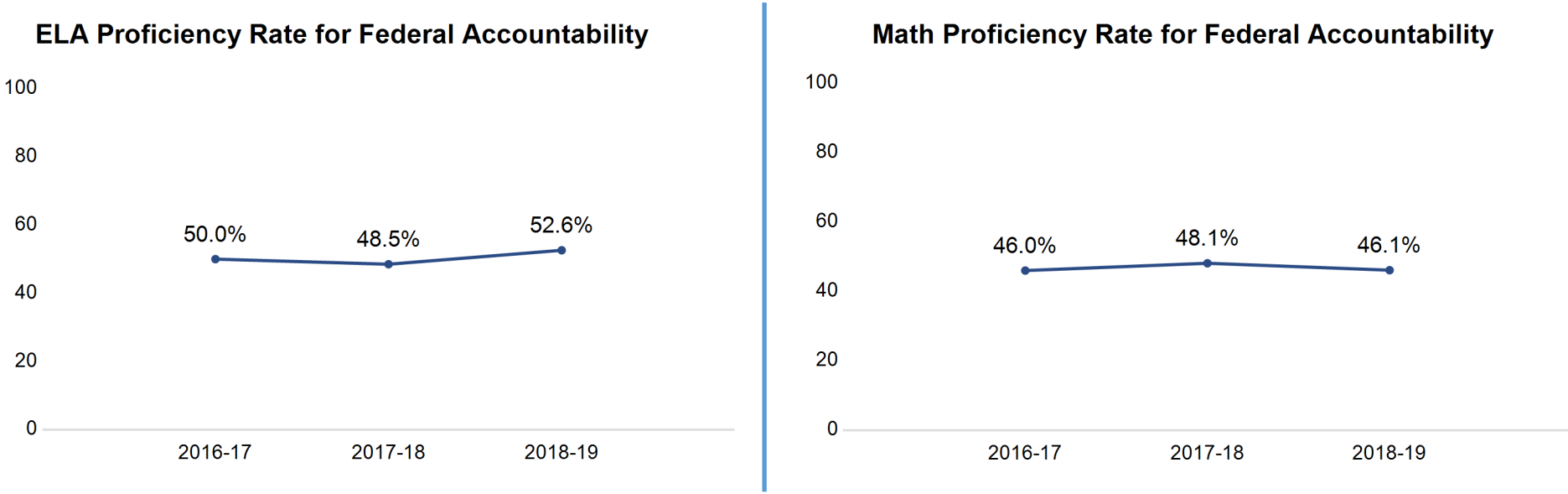


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	98.4%	100.0%	96.8%	98.4%	100.0%
Proficiency Rate for Federal Accountability	50.0%	48.5%	52.6%	46.0%	48.1%	46.1%
Annual Target	48.5%	50.1%	51.8%	52.2%	53.6%	55.1%
Met Annual Target?	Met Target	Met Target†	Met Target	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	306	100.0	52.6	50.9	57.9	52.6	51.8	Met Target
White	219	100.0	54.8	52.8	66.9	54.8	53.3	Met Target
Hispanic	29	100.0	51.7	48.7	43.9	51.7	54.5	Met Target†
Black or African American	49	100.0	44.9	41.4	38.5	44.9	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	71.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	141	100.0	60.3	59.8	64.8	60.3		
Male	165	100.0	46.1	42.6	51.3	46.1		
Economically Disadvantaged Students	96	100.0	39.6	39.3	40.0	39.6	39.4	Met Target
Non-Economically Disadvantaged Students	210	100.0	58.6	57.6	67.9	58.6		
Students with Disabilities	80	100.0	33.8	19.8	22.7	33.8	33.5	Met Target
Students without Disabilities	226	100.0	59.3	61.2	65.1	59.3		
English Learners	*	*	*	27.4	29.3	*	**	**
Non-English Learners	*	*	*	51.6	60.6	*		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	*	*	*	42.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

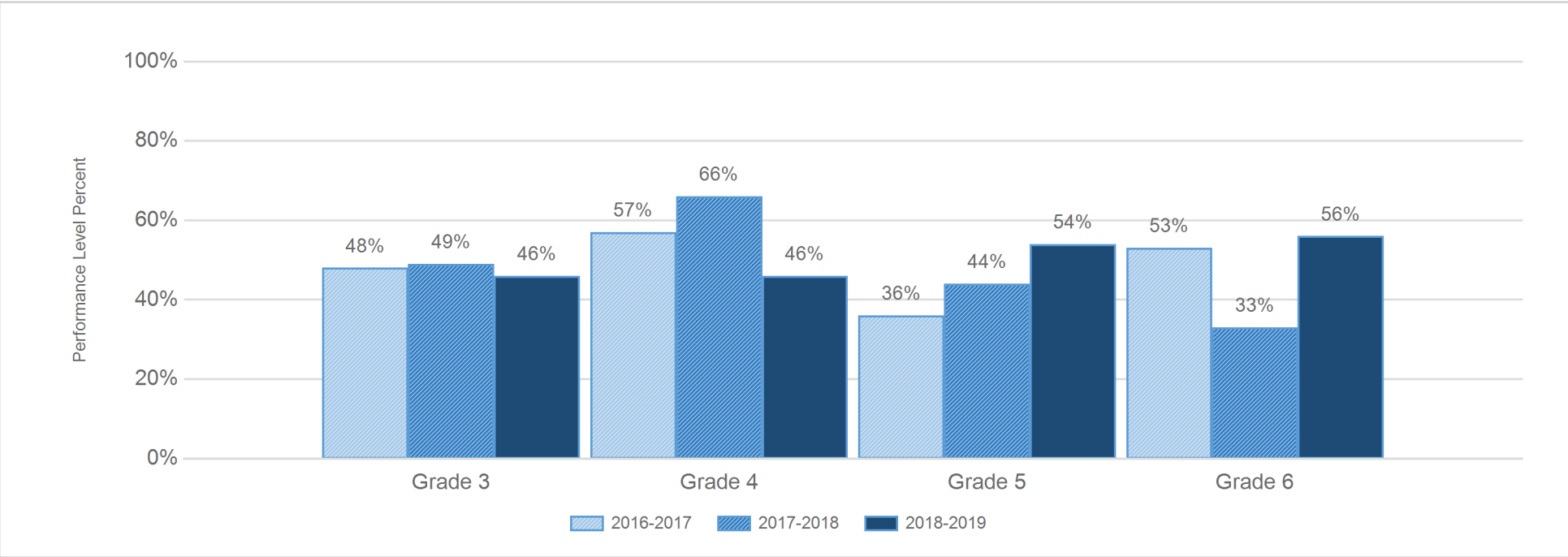


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English Language Arts Assessment - Performance Trends

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	69	747	742	748	*	16%	29%	*	*	46%	50%
White	46	752	745	757	*	*	37%	*	*	48%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	14	748	*	731	0%	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	28	744	748	753	*	*	*	*	*	43%	55%
Male	41	749	736	743	*	*	*	*	*	49%	46%
Economically Disadvantaged Students	22	722	731	731	*	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	47	759	747	759	*	*	*	*	*	60%	61%
Students with Disabilities	21	720	720	719	*	*	*	*	*	19%	24%
Students without Disabilities	48	759	752	754	*	*	*	*	*	58%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	69	747	*	751	*	16%	29%	*	*	46%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	747	744	755	*	16%	27%	*	*	46%	57%
White	51	747	746	763	*	*	27%	*	*	45%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	749	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	33	758	749	760	*	*	*	*	*	58%	62%
Male	34	737	740	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	19	736	735	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	48	752	750	765	*	*	*	*	*	48%	69%
Students with Disabilities	24	731	727	725	*	*	*	*	*	33%	25%
Students without Disabilities	43	757	751	761	*	*	*	*	*	53%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	67	747	*	758	*	16%	27%	*	*	46%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	83	751	749	756	*	16%	28%	*	*	54%	58%
White	56	752	750	764	*	*	27%	*	*	57%	68%
Hispanic	10	755	747	743	0%	*	*	*	*	60%	44%
Black or African American	13	752	744	739	0%	*	*	*	*	54%	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	45	761	758	761	*	*	24%	*	*	62%	64%
Male	38	741	741	750	*	*	32%	*	*	45%	52%
Economically Disadvantaged Students	30	743	738	740	*	*	43%	*	*	37%	39%
Non-Economically Disadvantaged Students	53	757	756	766	*	*	19%	*	*	64%	69%
Students with Disabilities	16	731	724	724	*	*	*	*	*	31%	23%
Students without Disabilities	67	756	757	762	*	*	*	*	*	60%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	83	751	*	758	*	16%	28%	*	*	54%	60%
Homeless Students	*	*	731	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	752	748	754	*	12%	26%	*	*	56%	56%
White	65	757	751	762	*	*	23%	*	*	63%	65%
Hispanic	11	749	748	743	*	0%	*	*	*	55%	43%
Black or African American	12	726	737	738	*	*	*	*	*	17%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	38	757	750	762	*	*	*	*	*	66%	64%
Male	53	748	745	748	*	*	*	*	*	49%	48%
Economically Disadvantaged Students	28	742	739	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	63	757	753	763	*	*	*	*	*	60%	67%
Students with Disabilities	20	736	722	722	*	*	*	*	*	35%	19%
Students without Disabilities	71	757	754	761	*	*	*	*	*	62%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	91	752	*	756	*	12%	26%	*	*	56%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	100.0	46.1	41.8	44.5	46.1	55.1	Not Met
White	219	100.0	48.4	44.9	54.1	48.4	56.7	Not Met
Hispanic	29	100.0	34.5	34.8	28.8	34.5	58.3	Not Met
Black or African American	49	100.0	44.9	31.1	23.0	44.9	41.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	141	100.0	46.1	43.2	44.9	46.1		
Male	165	100.0	46.1	40.5	44.2	46.1		
Economically Disadvantaged Students	96	100.0	38.5	29.5	26.3	38.5	42.5	Met Target†
Non-Economically Disadvantaged Students	210	100.0	49.5	48.6	54.9	49.5		
Students with Disabilities	80	100.0	18.8	17.4	17.4	18.8	33.5	Not Met
Students without Disabilities	226	100.0	55.8	49.8	50.0	55.8		
English Learners	*	*	*	31.1	25.0	*	**	**
Non-English Learners	*	*	*	42.1	46.5	*		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	*	*	*	66.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

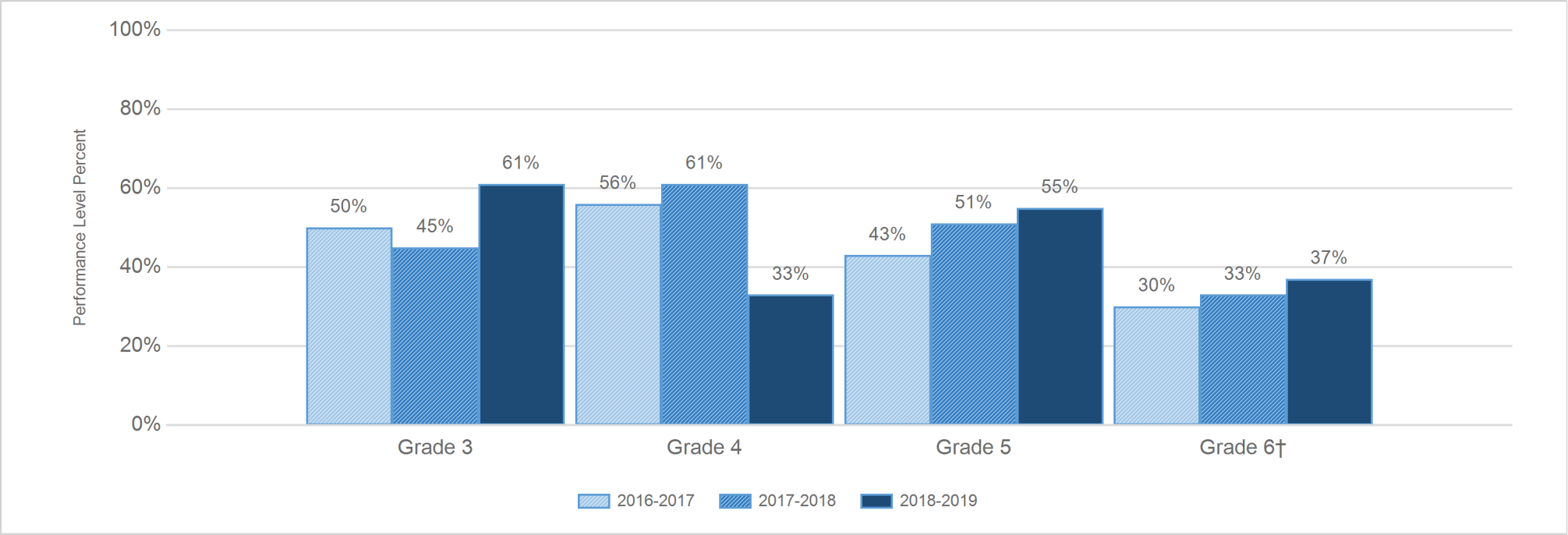


Oak Valley Elementary School  
(15-1100-120)  
Grades Offered: 02-06  
2018-2019

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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	69	758	747	752	*	*	29%	43%	17%	61%	55%
White	46	763	751	760	0%	*	24%	*	*	70%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	14	754	*	735	*	*	*	*	*	57%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	28	754	749	751	*	*	*	*	*	46%	54%
Male	41	761	746	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	22	741	741	737	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	47	766	751	761	*	*	*	*	*	68%	67%
Students with Disabilities	21	734	730	731	*	*	*	*	*	29%	31%
Students without Disabilities	48	769	755	756	*	*	*	*	*	75%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	69	758	*	754	*	*	29%	43%	17%	61%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	742	739	749	*	*	46%	33%	0%	33%	51%
White	51	741	740	757	*	*	49%	29%	0%	29%	62%
Hispanic	*	*	733	737	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	750	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	33	743	739	749	*	*	52%	*	*	30%	50%
Male	34	741	739	749	*	*	41%	*	*	35%	52%
Economically Disadvantaged Students	19	737	731	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	48	744	744	759	*	*	*	*	*	35%	63%
Students with Disabilities	24	733	727	726	*	*	42%	*	*	21%	25%
Students without Disabilities	43	747	744	754	*	*	49%	*	*	40%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	67	742	*	751	*	*	46%	33%	0%	33%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	83	746	743	747	*	16%	22%	*	*	55%	47%
White	56	747	746	755	*	*	18%	*	*	59%	58%
Hispanic	10	750	737	735	0%	*	*	*	*	40%	30%
Black or African American	13	748	738	729	*	*	*	*	*	62%	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	45	749	745	747	*	*	*	*	*	62%	47%
Male	38	744	742	747	*	*	*	*	*	47%	47%
Economically Disadvantaged Students	30	740	734	732	*	*	*	*	*	50%	27%
Non-Economically Disadvantaged Students	53	750	749	757	*	*	*	*	*	58%	59%
Students with Disabilities	16	722	723	725	*	*	*	*	*	19%	19%
Students without Disabilities	67	752	749	752	*	*	*	*	*	64%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	83	746	*	749	*	16%	22%	*	*	55%	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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
<b>Schoolwide</b>	91	742	739	741	*	25%	32%	*	*	37%	41%
White	65	750	744	749	*	15%	40%	*	*	43%	51%
Hispanic	11	729	738	729	*	*	*	*	*	27%	24%
Black or African American	12	712	726	722	*	*	0%	*	*	17%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	741	738	742	*	*	32%	*	*	37%	42%
Male	53	743	740	740	*	*	32%	*	*	38%	40%
Economically Disadvantaged Students	28	731	727	726	*	*	*	*	*	25%	21%
Non-Economically Disadvantaged Students	63	747	746	750	*	*	*	*	*	43%	53%
Students with Disabilities	20	722	714	716	*	*	*	*	*	15%	12%
Students without Disabilities	71	748	746	746	*	*	*	*	*	44%	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	91	742	*	743	*	25%	32%	*	*	37%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



Oak Valley Elementary School

(15-1100-120)

Grades Offered: 02-06

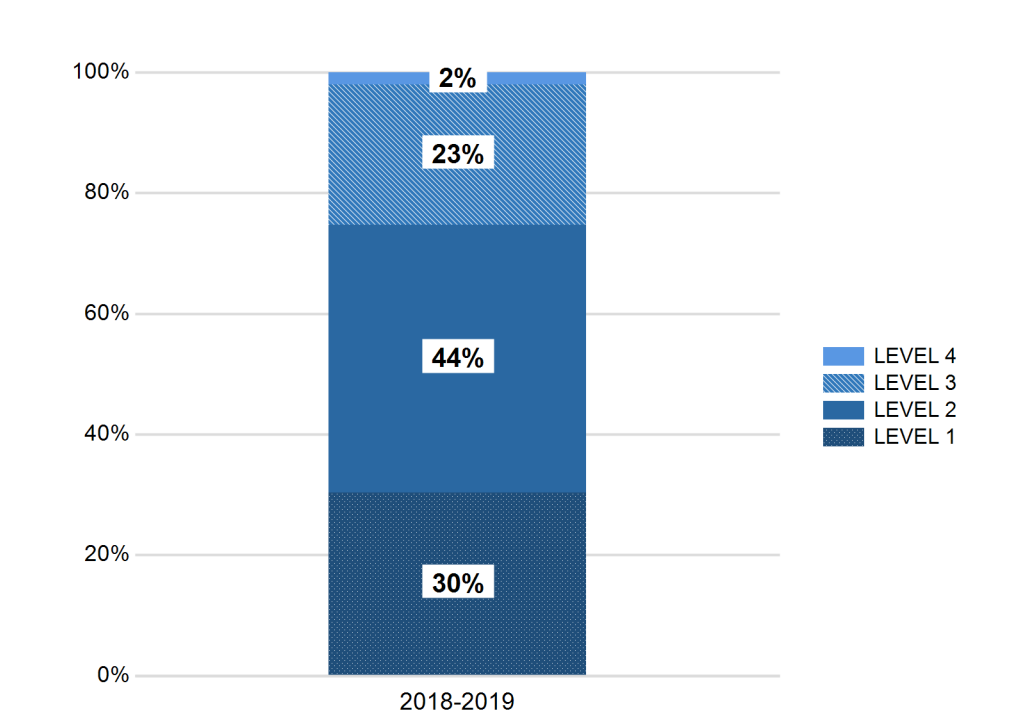
2018-2019

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

NJSLA Science Assessment: Grade 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	30	44	23	2
White	27	46	23	4
Hispanic	*	*	*	*
Black or African American	46	23	31	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	40	27	2
Male	30	49	19	3
Economically Disadvantaged Students	47	33	17	3
Non-Economically Disadvantaged Students	21	50	27	2
Students with Disabilities	73	20	7	0
Students without Disabilities	21	49	27	3
English Learners	N	N	N	N
Non-English Learners	30	44	23	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
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.

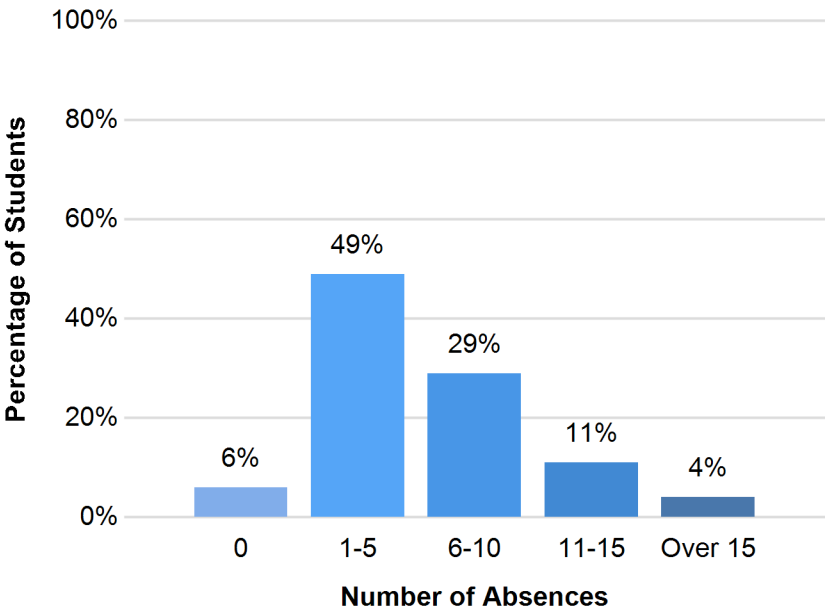
Chronic Absenteeism

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	13	3.5	7.8	Met
White	11	4.1	7.8	Met
Hispanic	1	2.7	7.8	Met
Black or African American	0	0	7.8	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	1.6		
Male	10	5.2		
Economically Disadvantaged Students	6	5.3	7.8	Met
Students with Disabilities	10	10.2	7.8	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





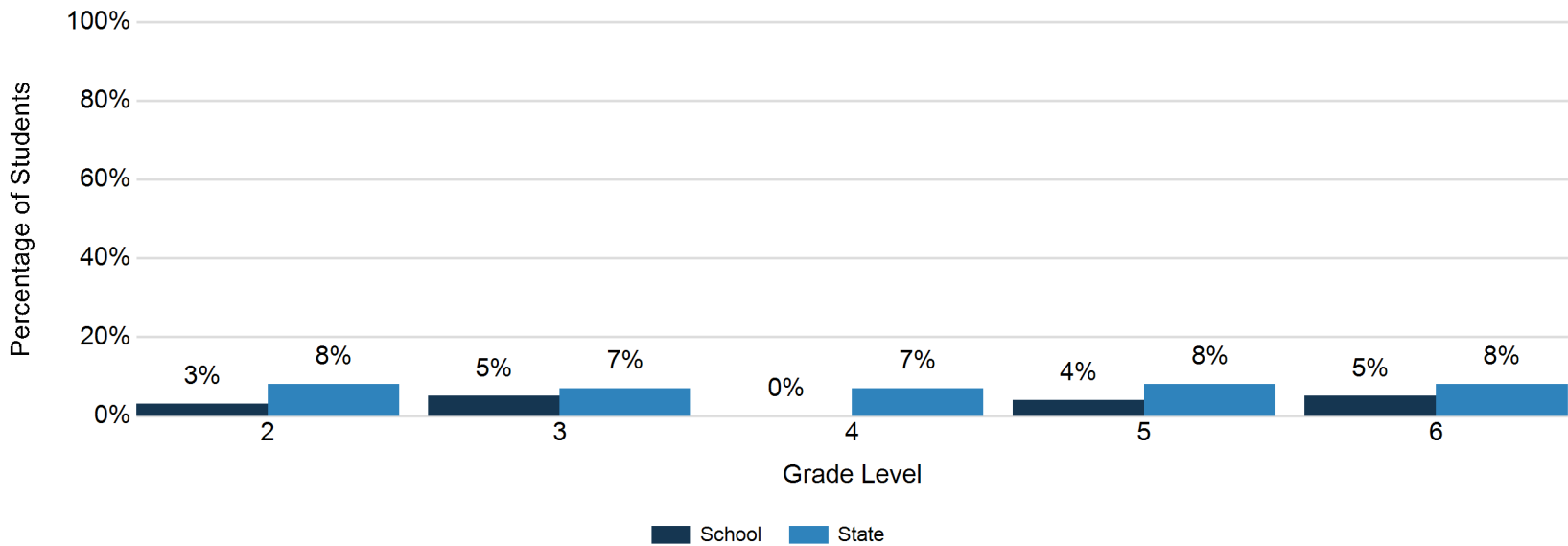
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Chronic Absenteeism by Grade

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

School Days Missed due to Out-of-School Suspensions

N



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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	2:55 PM
Length of School Day	6 Hrs 40 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	1.0:1



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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	36	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	86.1%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	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	12:1
Students to Administrators	376:1	170:1
Teachers to Administrators	36:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



Oak Valley Elementary School  
(15-1100-120)  
Grades Offered: 02-06  
2018-2019

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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**Key terms for staff data:**  
**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)  
**Teachers:** All classroom teachers  
**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	86.1%	0.0%	48.4%	77.1%	54.9%
Male	51.6%	13.9%	100.0%	51.6%	22.9%	45.1%
White	71.0%	88.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.7%	5.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	5.6%	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	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Oak Valley Elementary School

(15-1100-120)

Grades Offered: 02-06

2018-2019

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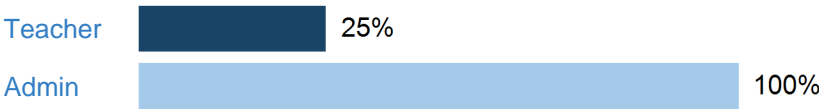
Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	90.1%



Oak Valley Elementary School  
(15-1100-120)  
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2018-2019

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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.



Oak Valley Elementary School

(15-1100-120)

Grades Offered: 02-06

2018-2019

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

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

ESSA Accountability Status

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

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

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



Oak Valley Elementary School

(15-1100-120)

Grades Offered: 02-06

2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.0%	48.5%	52.6%
Math Proficiency	46.0%	48.1%	46.1%
ELA Growth	47	48	43
Math Growth	44	50	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	2.6%	5.7%	3.5%

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



Oak Valley Elementary School

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2018-2019

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

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

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

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

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



Oak Valley 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	Not Met	Met Standard	Met Standard	N	Met	No
White	Met Target	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	Met Target	Met Target	Met Standard	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	Met Target	Met Target†	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).






Oak Valley Elementary School  
(15-1100-120)  
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2018-2019

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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> <li>• Oak Valley is proud of its work with the community and parents and strives to provide a positive and nurturing learning environment.</li> <li>• Technology is not only emphasized in their Technology class, but also in homeroom and class time and recommended for use at home.</li> <li>• An emphasis on learning, aligned with the standards, sets the basis for success.</li> </ul>
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Oak Valley Elementary has been an important part of its community for more than 50 years. The original Oak Valley School, built in 1955, was only a four-room structure. Today, Oak Valley is a comprehensive elementary school designed to meet the needs of its diverse student body of approximately 400 students. Oak Valley Elementary is responsible for the educational programs, including character education, of children in grades two through six.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>At Oak Valley Elementary School, students are regularly recognized for their achievements in both academic and non-academic areas. Students of the Month, Honor Roll, Principal’s List, Lunch with the Principal, Presidential Awards and Good Character recognition are just a few examples. Projects to raise money for child-related charities and community support are conducted throughout the school year. A musical program is offered to all students. This includes a performing choir for fifth and sixth graders and two levels of performing band – beginner and intermediate.</p>





Oak Valley Elementary School  
(15-1100-120)  
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 Courses, Curriculum, Instruction:	A standard-based curriculum that is consistent throughout the district is present. Our curriculum and tech provide tools for students to grow. Reading programs, including Reading Street and Pearson, address all learning styles. The GoMath and Big Ideas programs emphasize hands-on lessons with a focus on the skills that are necessary throughout life. The science curriculum stresses discovery. Programs reach the needs of diverse learners and include enrichment and intervention.
 Clubs and Activities:	A variety of clubs and activities are available for students to participate at Oak Valley Elementary School. Students can take part in Art Club, OV Community Kids, Safety Patrol, PE Club, Office Helpers, Tech Club, Choir and Band.



Oak Valley Elementary School

(15-1100-120)



Grades Offered: 02-06

2018-2019

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<div>  <div>Before and After School Programs:</div> </div>	<div>The Deptford Twp. School District offers the Spartan Care Program both before and after school at Oak Valley Elementary School.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Staff are provided with Professional Development opportunities throughout the year. Professional Development focuses on strengthening teaching skills, collaboration among staff and gaining an understanding of the standards and a positive environment for the students.</div>






Oak Valley Elementary School  
(15-1100-120)  
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 <div>Student Supports and Services:</div>	<p>Students at Oak Valley are provided various settings that meet the needs of students’ with disabilities and students requiring interventions such as Basic Skills. E/I teaching blocks are provided along with staff push-in class settings. CST members, I&amp;RS Team, Basic Skills Teachers, and a School Guidance Counselor are available for student support. Oak Valley offers special area classes for art, music, instrumental lessons, library, technology, physical education, and Spanish for 5th and 6th graders.</p>
 <div>Student Health and Wellness:</div>	<p>Students at Oak Valley are provided Health and Physical Education. Breakfast is provided as students arrive and a school nurse is on site and not only is present for medical needs, but to also provide lessons with the guidance counselor to classes addressing student health, growth and development.</p>
 <div>Parent and Community Involvement:</div>	<p>An active Parent Teacher Organization supports the school in many ways including student recognition and school-wide student activities. Students are recognized for their achievements in both academic and non-academic areas at PTO events. Community service and fundraising take place throughout the school year. Our PTO is always striving to find productive and meaningful ways to support the students and staff.</p>





Oak Valley Elementary School  
(15-1100-120)  
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2018-2019

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School Narrative

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 <p>Facilities:</p>	<p>Oak Valley Elementary School is located in the heart of the community. Oak Valley currently serves the needs of its community teaching grades 2-6 designed to serve the diverse needs of its learners. We offer a Spartan Care before and after school care program for the Oak Valley School community for a low cost.</p>
 <p>School Safety:</p>	<p>Oak Valley's staff members are trained for emergency situations. The staff along with the students practice various drills monthly and collaborate on effective techniques. The District Security Officer &amp; SROs assists the school administration in maintaining a safe and secure environment. School administrators as well as staff benefit from the DSO &amp; SRO's training, knowledge, and experience in handling situations.</p>




Oak Valley Elementary School  
(15-1100-120)  
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 <div>Technology and STEM:</div>	<p>Our technology program focuses on and teaches students many of the 21st century skills needed to succeed in today’s Information Age. From basic computer &amp; technology literacy skills such as keyboarding, online safety, and online research, to productivity tools such as word processing, spreadsheets, slideshows, and publications, our students learn how to navigate proficiently in today’s digital world. Many of our cross curricular projects and activities foster creativity, and allow students to use their strengths and interests to collaborate with their peers and enhance their schoolwork. The program also exposes our students to the latest in educational technology, such as computer science and coding, graphic design, digital photography and film, allowing them to explore careers in the ever evolving field of technology.</p>
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(15-1100-120)  
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 <div>Other Information</div>	<p>Parents are kept informed though websites, email and phone blasts, Remind, Twitter and newsletters. Over the years, Oak Valley Elementary has worked to achieve its technology-rich learning environment. Today, all classrooms are equipped with several computers, Chromebooks, a SMART board, and most have an Elmo document reader, which projects documents and images on a SMART board. The Media Center boasts more computers, a SMART board, a wall-mounted television, as well as a computerized catalog system to allow for electronic circulation of all materials. In addition, mobile computer labs with Chromebooks are utilized throughout the building. The school is networked to provide Internet access to every classroom, office, and Media Center. Technology is a powerful tool in the classroom and has paved the way for Oak Valley students to access information and programs that reaches beyond the boundaries of their classroom walls. A School Improvement Panel works to provide input into the formulation of school improvement goals and to develop an action plan to meet those objectives. An effective educational program in drug and alcohol resistance (DARE) is offered to fifth graders. An enriching assembly program, that supplements the curriculum, is given to students in all grades. An extensive character education program teaches students the essential qualities of good character. An anti-bullying program endeavors to make the school a safe and caring environment for all.</p>
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**Pine Acres Early Childhood Center**  
(15-1100-130)  
Grades Offered: PK-01  
2018-2019

**Report Key:**

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Pine Acres Early Childhood Center**  
(15-1100-130)  
Grades Offered: PK-01  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mrs. Shelli Jones
Address	720 PURDUE AVE WENONAH, NJ 08090
Phone Number	856-464-1260
Email Address	<a href="mailto:jones.s@deptford.k12.nj.us">jones.s@deptford.k12.nj.us</a>
Website	<a href="https://pine-acres.deptfordschools.org/">https://pine-acres.deptfordschools.org/</a>



**Pine Acres Early Childhood Center**  
(15-1100-130)  
Grades Offered: PK-01  
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
PK	63	83	65
KG	88	77	99
1	86	86	84
Total	237	246	248

### 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	46.4%	50.0%	45.6%
Male	53.6%	50.0%	54.4%
Economically Disadvantaged Students	42.2%	43.9%	40.3%
Students with Disabilities	18.6%	13.8%	15.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.1%	0.0%	0.4%
Students in Foster Care	0.8%	0.4%	0.0%
Military-Connected Students	0.4%	0.0%	1.6%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.2%	63.4%	65.3%
Hispanic	7.2%	12.6%	11.3%
Black or African American	22.4%	20.7%	18.5%
Asian	1.3%	3.3%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	1.6%

### 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	58	45	58
PK - Full Day	5	38	7
KG - Half Day	0	0	0
KG - Full Day	88	77	99

### 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	98.8%
Other Languages	1.2%



**Pine Acres Early Childhood Center**  
(15-1100-130)  
Grades Offered: PK-01  
2018-2019

**Report Key:**

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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	N	N	N

### English Language Proficiency Test - Participation and Performance

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

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



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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.

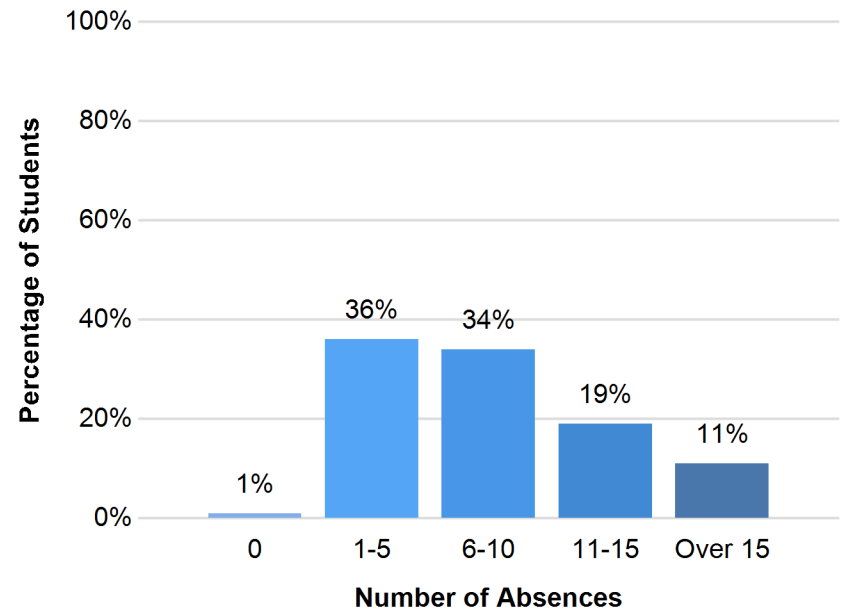
### Chronic Absenteeism

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	18	9.3	11.4	Met
White	11	9.2	11.4	Met
Hispanic	2	7.4	11.4	Met
Black or African American	3	7.7	11.4	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	8.4		
Male	10	10.2		
Economically Disadvantaged Students	12	14.3	11.4	Not Met
Students with Disabilities	9	23.7	11.4	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Pine Acres Early Childhood Center**  
(15-1100-130)  
Grades Offered: PK-01  
2018-2019

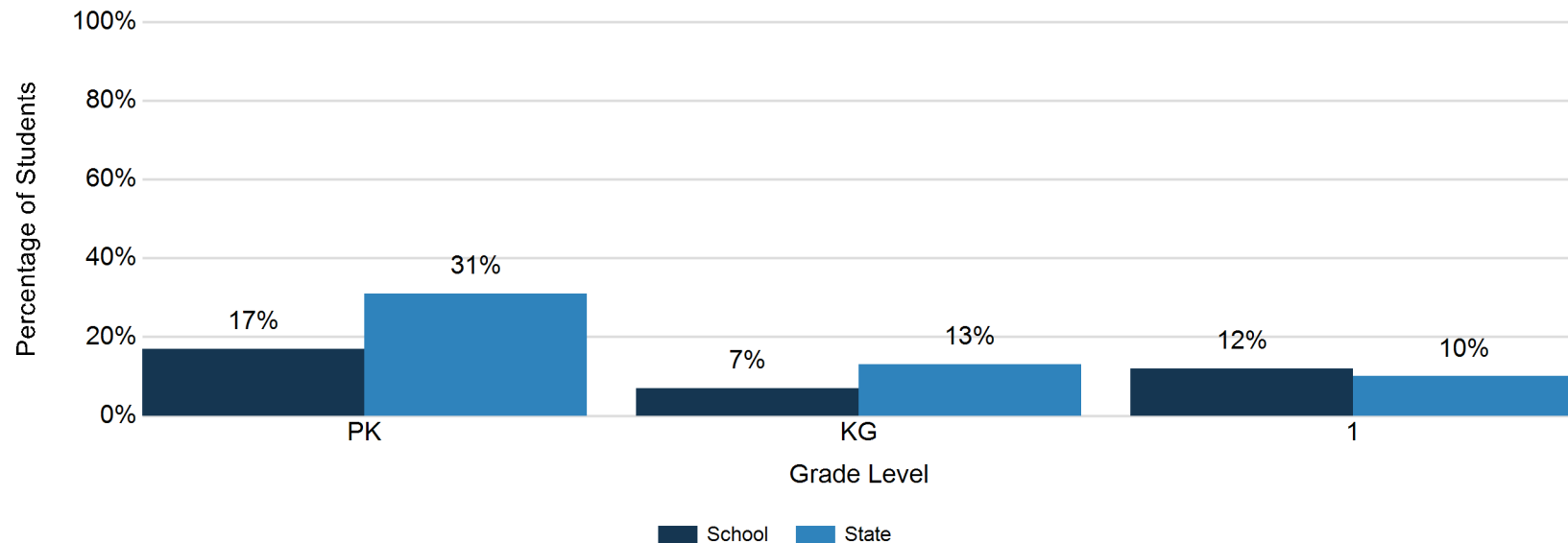
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### Chronic Absenteeism by Grade

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





## Pine Acres Early Childhood Center

(15-1100-130)

Grades Offered: PK-01

2018-2019

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### 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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N



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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	9:05 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 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	21	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	90.5%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	248:1	170:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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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	45.6%	95.2%	100.0%	48.4%	77.1%	54.9%
Male	54.4%	4.8%	0.0%	51.6%	22.9%	45.1%
White	65.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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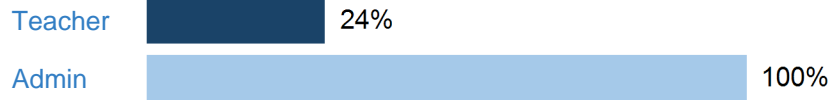
### Teachers and Administrators - Level of Education

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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	87.1%



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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:

- PreKindergarten Curriculum- Tools of the Mind and My Teaching Strategies Gold
- Grades K-1 Curriculum: GoMath, Reading Street, and implementation of the Next Generation Science standards. One classroom in kindergarten and one in first instructing Foundations
- Technology rich classrooms include SmartBoards, Elmos, desktops, Ipads and Chromebooks



### Mission, Vision, Theme:

The mission of PAECC is to provide an emotionally, intellectually and physically safe learning environment under the direction of the most caring, dynamic and innovative educators. In order for our children to have the most successful learning experience possible, we embrace and maintain high standards. Children's curiosity, motivation to learn, and taking pride in accomplishments are the keys to success in school achievement. We endeavor to provide our students with these keys to success.



### Awards, Recognition, Accomplishments:

Staff at Pine Acres award students for bucket filling actions, STAR student achievements, and acts of kindness.



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#### Courses, Curriculum, Instruction:

Implementation of the Tools of the Mind curriculum in pre-k classrooms helps students learn through purposeful play and exploration. Students are exposed to the newest trends in literacy as a result of collaborative efforts and implementation of our curricula and Reading Street and Foundations programs. Go Math, as well as the next generation science curricula, emphasize a rich variety of hands-on lessons.



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#### Before and After School Programs:

Spartan Care is a before and after school program for parents who require childcare. Spartan Care is fully licensed and also staffed through Deptford employees.



#### Staff and Professional Learning:

Staff engage in PLCs and are also permitted to attend professional development workshops devoted to increase instruction. This information is turn-keyed to the staff at large. Outside specialists are also contracted to provide professional development in data analysis, literacy, and to improve instruction. Peer observations are encouraged. Horizontal and vertical articulations take place routinely.



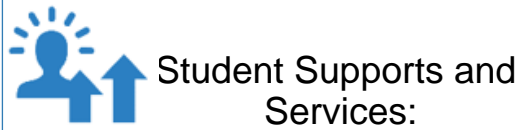
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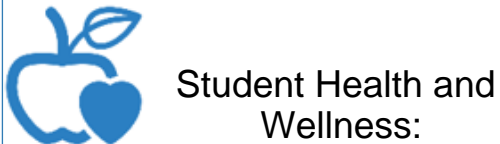
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Pine Acres offers two classes that are dedicated to students with autistic needs. Also housed within the building is a behavioral disabilities classroom for students in grades K-1. Support services for students include speech, OT, PT, counseling, and an I&RS team to assist students experiencing learning or behavior difficulties.



Staff encourage BucketFilling actions and also discuss character education. Some classrooms are also infusing social and emotional learning into curriculum. Students are given a vision and hearing screening yearly and are encouraged to maintain current immunizations and vaccinations. In prekindergarten, we have partnered with the Lion's Club to administer a free screening which utilizes a spot vision camera to detect deficiencies.



PAECC has an active PTA and encourages parents and students to remain engaged with student activities. They offer several events including book fair, holiday events, etc. Pine Acres also has a FISH committee (Family Involvement Starts Here) that promotes academically based events for families to participate (game night, book breakfast).





**Pine Acres Early Childhood Center**  
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 <p>Facilities:</p>	<p>PAECC is a comprehensive early childhood center designed to meet the needs of its student body. Originally constructed in 1964, expanded and renovated in 2003 as an early childhood center, PA maintains all the appeal of a small school without sacrificing any of the enhancements necessary to be part of a modern school district. In 2017, the addition of a ramp was welcomed along with other building renovations.</p>
 <p>School Safety:</p>	<p>Emergency drills are held twice a month in which students and staff practice lock down situations and fire drills. There is a school based, emergency management committee which meets to discuss possible situations and monitors and adapts safety procedures as needed. A representative sits on the district-wide emergency management team.</p>



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#### Technology and STEM:

Teachers' websites include a variety of links for students to explore STEM options.



#### Early Childhood Education:

Early childhood's primary focus is to lay the foundation for the students to become lifelong learners in a school that is filled with discovery, exploration, excitement, and enthusiastic hands-on learning.



**Shady Lane Elementary School**  
(15-1100-140)  
Grades Offered: 02-06  
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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Shady Lane Elementary School**

(15-1100-140)

Grades Offered: 02-06

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Gloucester
District	Deptford Township Public School District
Principal Name	Mrs. Heather Jackson
Address	130 PEACH STREET WESTVILLE, NJ 08093-9718
Phone Number	856-384-6046
Email Address	<a href="mailto:jackson.h@deptford.k12.nj.us">jackson.h@deptford.k12.nj.us</a>
Website	<a href="https://shady-lane.deptfordschools.org/">https://shady-lane.deptfordschools.org/</a>



Shady Lane Elementary School

(15-1100-140)

Grades Offered: 02-06

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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
2	84	67	63
3	100	77	67
4	97	97	68
5	86	86	90
6	65	82	83
Total	432	409	371

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	44.7%	46.5%	46.6%
Male	55.3%	53.5%	53.4%
Economically Disadvantaged Students	52.8%	53.3%	46.6%
Students with Disabilities	29.4%	26.9%	26.7%
English Learners	0.5%	0.5%	0.8%
Homeless Students	4.2%	2.7%	1.1%
Students in Foster Care	1.6%	1.5%	1.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	50.9%	47.4%	48.5%
Hispanic	15.0%	15.4%	15.1%
Black or African American	28.9%	31.8%	28.6%
Asian	4.6%	4.9%	6.7%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.5%

Enrollment by Home Language

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

Home Language	% of Students
English	89.8%
Spanish	6.5%
Other Languages	3.8%



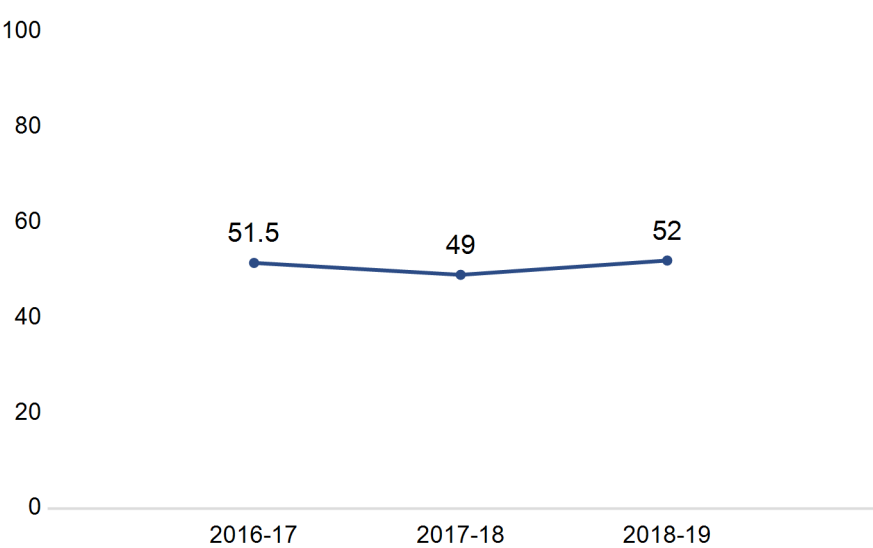
Shady Lane Elementary School  
(15-1100-140)  
Grades Offered: 02-06  
2018-2019

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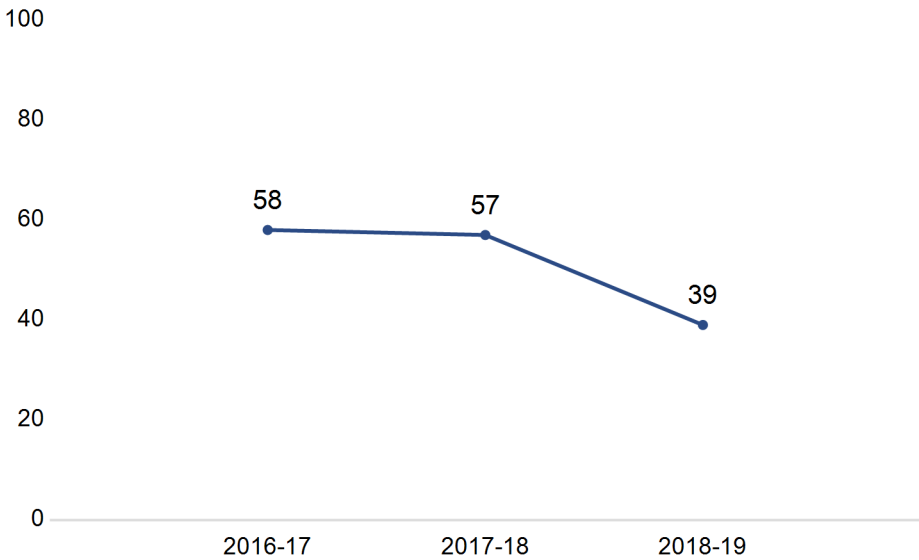
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51.5	49	52	58	57	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Shady Lane 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.

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	52	53	50	Met Standard	39	52	50	Not Met
White	52	53	50	Met Standard	37	53	52	Not Met
Hispanic	51.5	53	49	Met Standard	44	49	47	Met Standard
Black or African American	50	51	45	Met Standard	36.5	47	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	60	59	**	54	57	60	**
American Indian or Alaska Native	N	N	56	**	N	*	51.5	**
Two or More Races	N	27	49	**	N	71	52	**
Female	57.5	57	53	N	42.5	53	50	N
Male	47	48	47	N	37	51	51	N
Economically Disadvantaged Students	57	49	48	Met Standard	38	48	46	Not Met
Students with Disabilities	46	43.5	43	Met Standard	38	42	45	Not Met
English Learners	34.5	50	52	**	46	61	50	**
Homeless Students	*	26	43	N	*	40	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	41	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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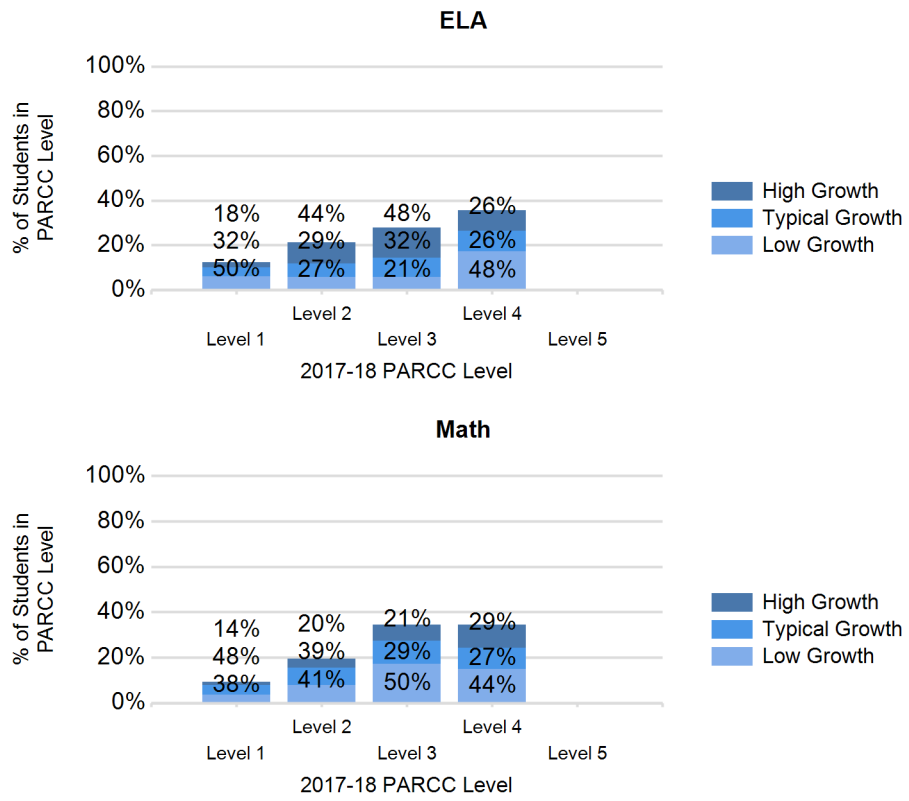
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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.

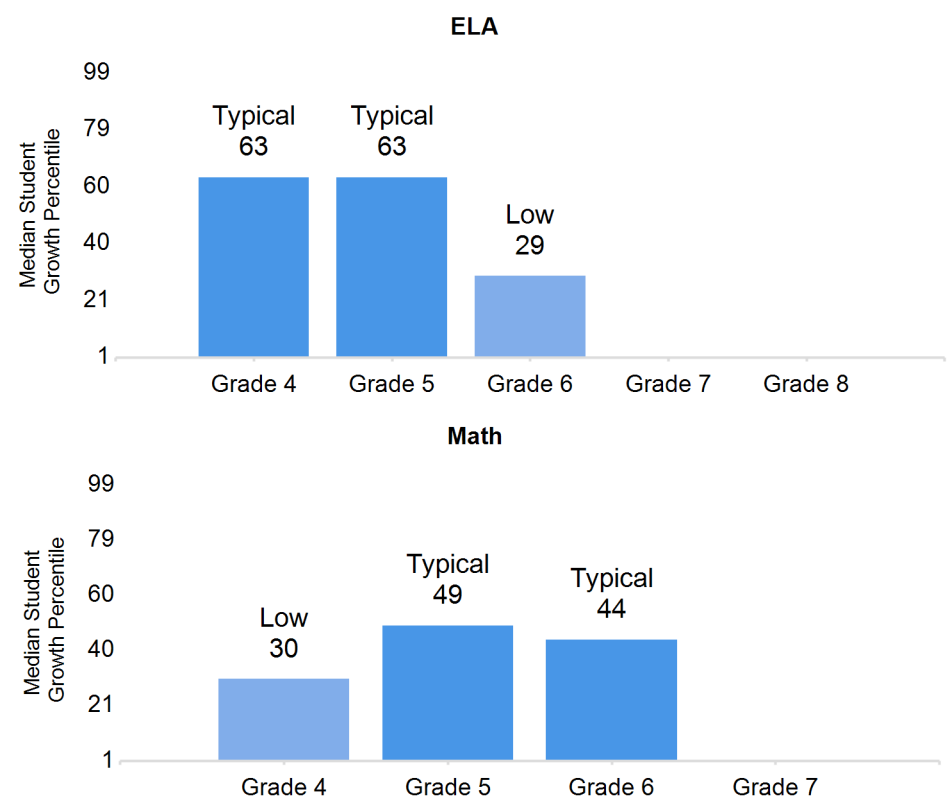
Student Growth by Performance Level

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.





Shady Lane Elementary School

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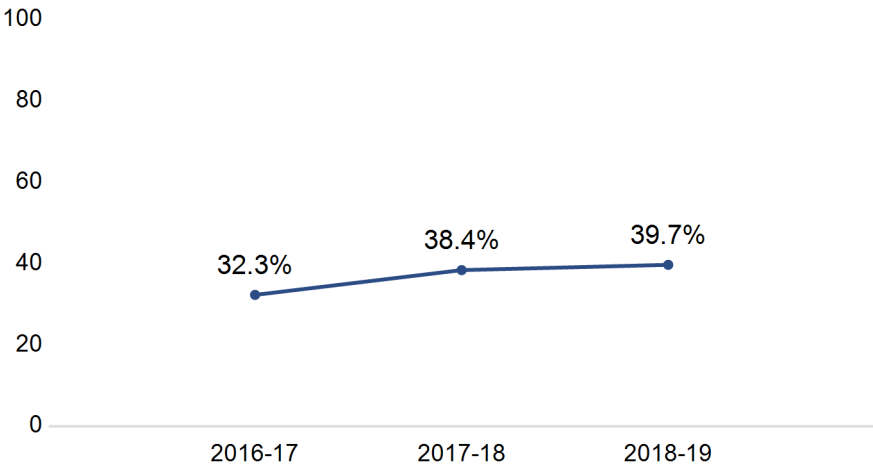
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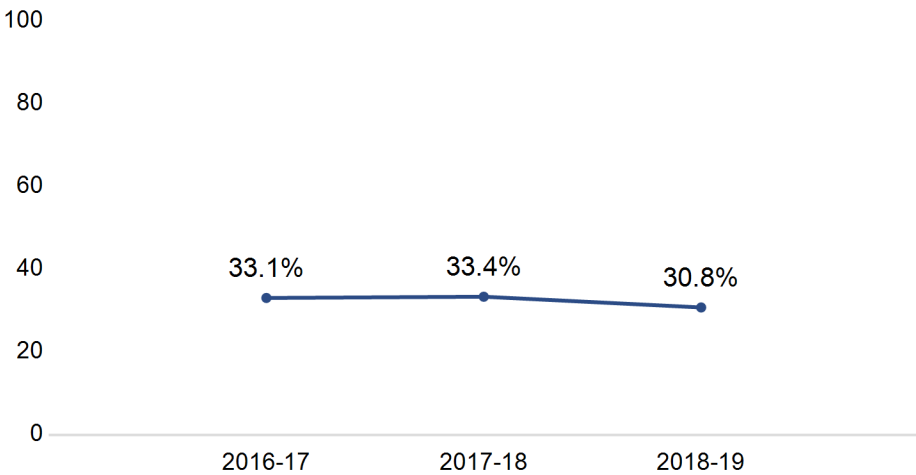
English Language Arts and Mathematics Performance Trends

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	99.2%	100.0%	99.7%	99.2%	100.0%	99.7%
Proficiency Rate for Federal Accountability	32.3%	38.4%	39.7%	33.1%	33.4%	30.8%
Annual Target	30.8%	33.4%	36.0%	35.9%	38.2%	40.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	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	305	99.7	39.7	50.9	57.9	39.7	36	Met Target
White	141	100.0	46.1	52.8	66.9	46.1	39.4	Met Target
Hispanic	52	100.0	38.5	48.7	43.9	38.5	35.5	Met Target
Black or African American	89	98.9	29.2	41.4	38.5	29.2	24.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	43.5	71.3	82.9	43.5	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	142	100.0	50.0	59.8	64.8	50.0		
Male	163	99.4	30.7	42.6	51.3	30.7		
Economically Disadvantaged Students	146	99.3	34.9	39.3	40.0	34.9	26.3	Met Target
Non-Economically Disadvantaged Students	159	100.0	44.0	57.6	67.9	44.0		
Students with Disabilities	87	98.9	*	19.8	22.7	*	14.4	Not Met
Students without Disabilities	218	100.0	*	61.2	65.1	*		
English Learners	25	100.0	20.0	27.4	29.3	20.0	N	N
Non-English Learners	280	99.7	41.4	51.6	60.6	41.4		
Homeless Students	*	*	*	30.6	29.1	*		
Students In Foster Care	*	*	*	25.0	27.6	*		
Military-Connected Students	N	N	N	42.9	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

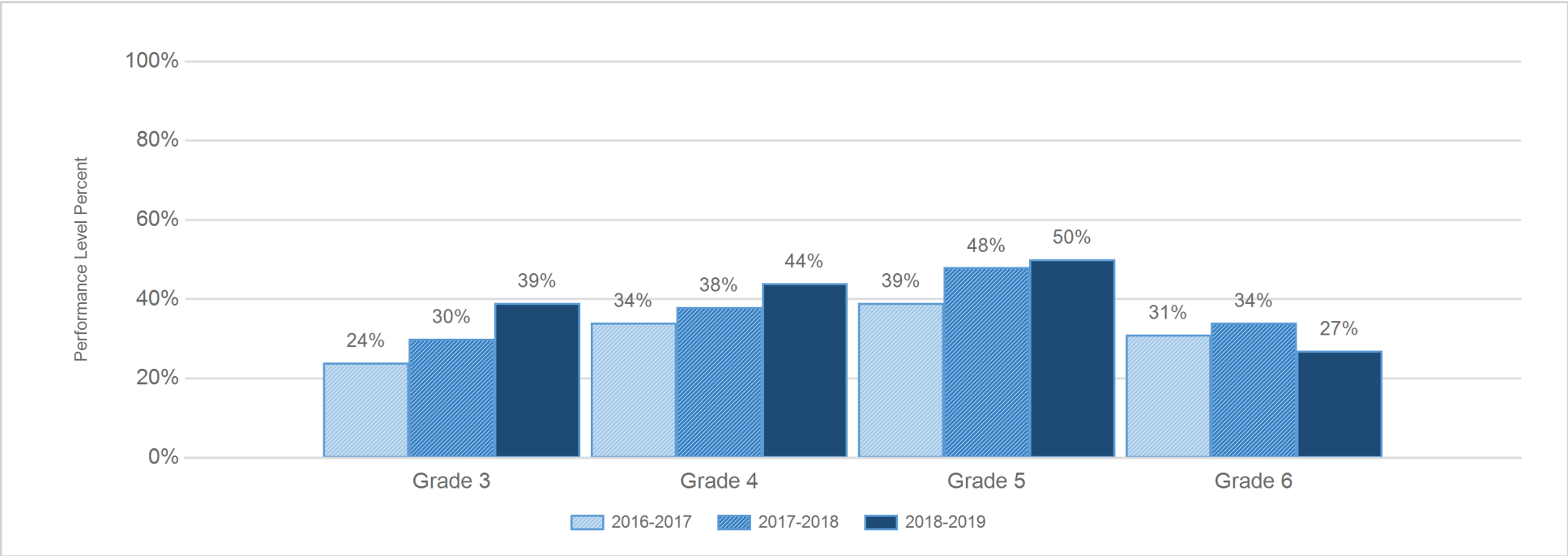


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English Language Arts Assessment - Performance Trends

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	69	735	742	748	25%	17%	19%	*	*	39%	50%
White	32	737	745	757	*	*	*	41%	0%	41%	60%
Hispanic	*	*	739	734	*	*	*	*	*	*	36%
Black or African American	21	725	*	731	*	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	748	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	29	751	748	753	*	*	*	*	*	59%	55%
Male	40	723	736	743	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	31	728	731	731	*	*	*	*	*	32%	33%
Non-Economically Disadvantaged Students	38	740	747	759	*	*	*	*	*	45%	61%
Students with Disabilities	23	705	720	719	*	*	*	*	*	*	24%
Students without Disabilities	46	750	752	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	69	735	*	751	25%	17%	19%	*	*	39%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	743	744	755	17%	*	31%	*	*	44%	57%
White	32	747	746	763	*	0%	*	*	*	53%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	22	738	744	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	749	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	31	748	749	760	*	*	*	*	*	52%	62%
Male	39	739	740	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	39	740	735	740	*	*	28%	*	*	46%	40%
Non-Economically Disadvantaged Students	31	748	750	765	*	*	35%	*	*	42%	69%
Students with Disabilities	22	708	727	725	55%	*	*	*	*	14%	25%
Students without Disabilities	48	759	751	761	0%	*	*	*	*	58%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
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	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	84	745	749	756	*	14%	25%	*	*	50%	58%
White	41	749	750	764	*	*	27%	*	*	56%	68%
Hispanic	*	*	747	743	*	*	*	*	*	*	44%
Black or African American	24	735	744	739	*	*	*	*	*	33%	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	N	N	*	762	N	N	N	N	N	N	65%
Female	41	753	758	761	*	*	*	*	*	61%	64%
Male	43	738	741	750	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	36	733	738	740	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	48	755	756	766	*	*	*	*	*	60%	69%
Students with Disabilities	15	711	724	724	*	*	*	*	*	*	23%
Students without Disabilities	69	753	757	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	84	745	*	758	*	14%	25%	*	*	50%	60%
Homeless Students	*	*	731	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	78	734	748	754	*	28%	38%	*	*	27%	56%
White	32	739	751	762	*	*	41%	34%	0%	34%	65%
Hispanic	16	735	748	743	*	*	*	*	*	25%	43%
Black or African American	23	727	737	738	*	*	*	*	*	17%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	41	740	750	762	*	24%	39%	*	*	34%	64%
Male	37	728	745	748	*	32%	38%	*	*	19%	48%
Economically Disadvantaged Students	37	729	739	740	*	32%	35%	*	*	24%	39%
Non-Economically Disadvantaged Students	41	738	753	763	*	24%	41%	*	*	29%	67%
Students with Disabilities	20	709	722	722	*	*	*	*	*	*	19%
Students without Disabilities	58	743	754	761	*	*	*	*	*	*	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	78	734	*	756	*	28%	38%	*	*	27%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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## Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	99.7	30.8	41.8	44.5	30.8	40.6	Not Met
White	141	100.0	38.3	44.9	54.1	38.3	43.5	Met Target†
Hispanic	52	100.0	26.9	34.8	28.8	26.9	44.6	Not Met
Black or African American	89	98.9	14.6	31.1	23.0	14.6	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	23	100.0	56.5	62.8	76.5	56.5	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	142	100.0	36.6	43.2	44.9	36.6		
Male	163	99.4	25.8	40.5	44.2	25.8		
Economically Disadvantaged Students	146	99.3	17.8	29.5	26.3	17.8	30.9	Not Met
Non-Economically Disadvantaged Students	159	100.0	42.8	48.6	54.9	42.8		
Students with Disabilities	87	98.9	11.5	17.4	17.4	11.5	16.7	Met Target†
Students without Disabilities	218	100.0	38.5	49.8	50.0	38.5		
English Learners	25	100.0	32.0	31.1	25.0	32.0	N	N
Non-English Learners	280	99.7	30.7	42.1	46.5	30.7		
Homeless Students	*	*	*	17.1	17.1	*		
Students In Foster Care	*	*	*	25.0	17.1	*		
Military-Connected Students	N	N	N	66.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

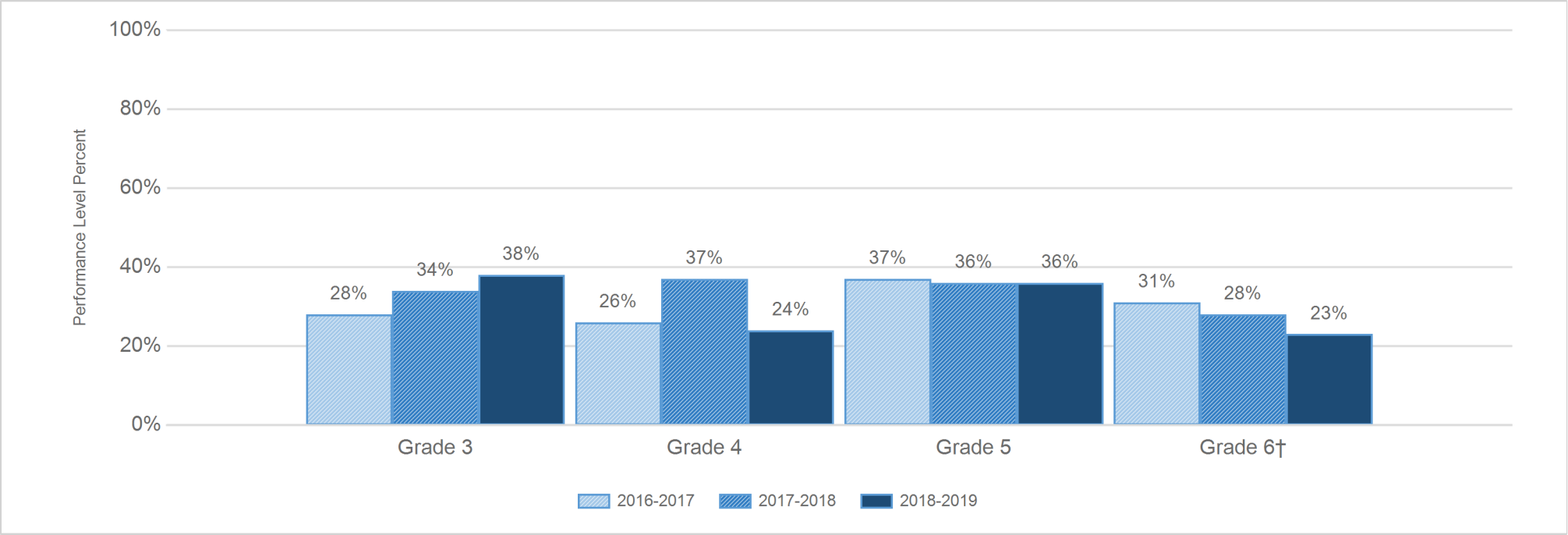


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Mathematics Assessment – Performance Trends

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



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



**Shady Lane Elementary School**  
(15-1100-140)  
Grades Offered: 02-06  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	69	741	747	752	*	17%	33%	*	*	38%	55%
White	32	745	751	760	*	*	44%	44%	0%	44%	66%
Hispanic	*	*	743	739	*	*	*	*	*	*	40%
Black or African American	21	724	*	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	29	749	749	751	*	*	*	*	*	48%	54%
Male	40	734	746	752	*	*	*	*	*	30%	56%
Economically Disadvantaged Students	31	738	741	737	*	*	35%	*	*	29%	37%
Non-Economically Disadvantaged Students	38	742	751	761	*	*	32%	*	*	45%	67%
Students with Disabilities	23	721	730	731	*	*	*	*	*	22%	31%
Students without Disabilities	46	750	755	756	*	*	*	*	*	46%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	69	741	*	754	*	17%	33%	*	*	38%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	731	739	749	19%	21%	36%	*	*	24%	51%
White	32	734	740	757	*	*	38%	*	*	28%	62%
Hispanic	*	*	733	737	*	*	*	*	*	*	36%
Black or African American	22	724	737	731	*	*	*	*	*	14%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	31	735	739	749	*	*	42%	*	*	26%	50%
Male	39	728	739	749	*	*	31%	*	*	23%	52%
Economically Disadvantaged Students	39	726	731	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	31	737	744	759	*	*	*	*	*	35%	63%
Students with Disabilities	22	706	727	726	*	*	*	*	*	*	25%
Students without Disabilities	48	742	744	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	84	738	743	747	*	32%	26%	*	*	36%	47%
White	41	744	746	755	*	*	*	*	*	54%	58%
Hispanic	*	*	737	735	*	*	*	*	*	*	30%
Black or African American	24	729	738	729	*	50%	*	*	*	13%	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	N	N	*	753	N	N	N	N	N	N	55%
Female	41	741	745	747	*	32%	*	*	*	41%	47%
Male	43	736	742	747	*	33%	*	*	*	30%	47%
Economically Disadvantaged Students	36	726	734	732	*	*	33%	*	*	11%	27%
Non-Economically Disadvantaged Students	48	747	749	757	*	*	21%	*	*	54%	59%
Students with Disabilities	15	711	723	725	*	*	*	*	*	*	19%
Students without Disabilities	69	744	749	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	84	738	*	749	*	32%	26%	*	*	36%	49%
Homeless Students	*	*	728	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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
<b>Schoolwide</b>	78	730	739	741	13%	35%	29%	*	*	23%	41%
White	32	732	744	749	*	31%	34%	*	*	25%	51%
Hispanic	16	737	738	729	*	*	*	*	*	38%	24%
Black or African American	23	723	726	722	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	732	738	742	*	32%	*	*	*	32%	42%
Male	37	728	740	740	*	38%	*	*	*	14%	40%
Economically Disadvantaged Students	37	720	727	726	*	35%	30%	*	*	14%	21%
Non-Economically Disadvantaged Students	41	739	746	750	*	34%	29%	*	*	32%	53%
Students with Disabilities	20	706	714	716	*	*	*	*	*	*	12%
Students without Disabilities	58	738	746	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	78	730	*	743	13%	35%	29%	*	*	23%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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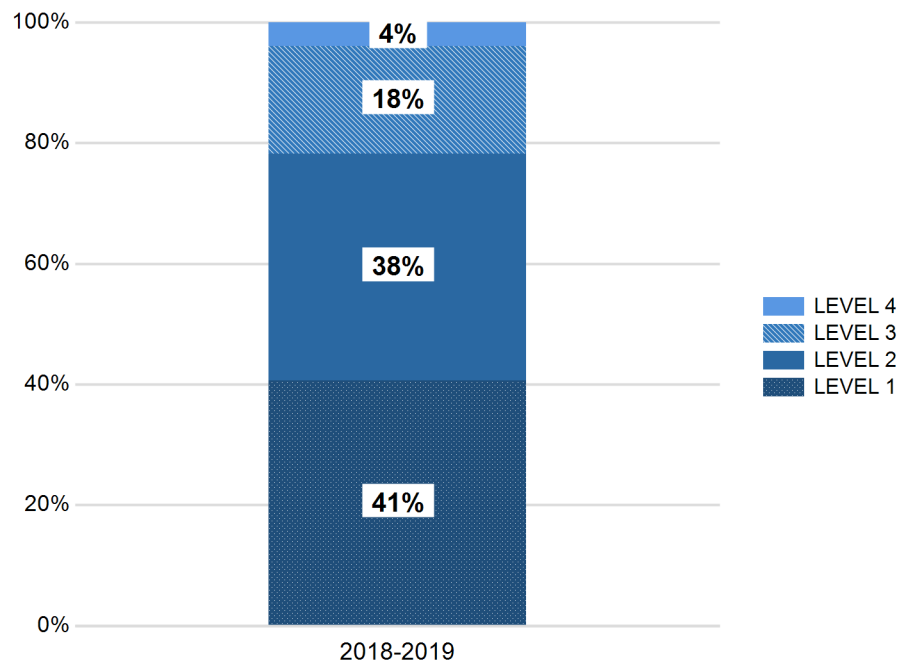
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	41	38	18	4
White	32	39	27	2
Hispanic	*	*	*	*
Black or African American	60	32	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	32	22	5
Male	41	43	14	2
Economically Disadvantaged Students	57	32	11	0
Non-Economically Disadvantaged Students	29	42	23	6
Students with Disabilities	88	13	0	0
Students without Disabilities	30	43	22	4
English Learners	N	N	N	N
Non-English Learners	41	38	18	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
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.

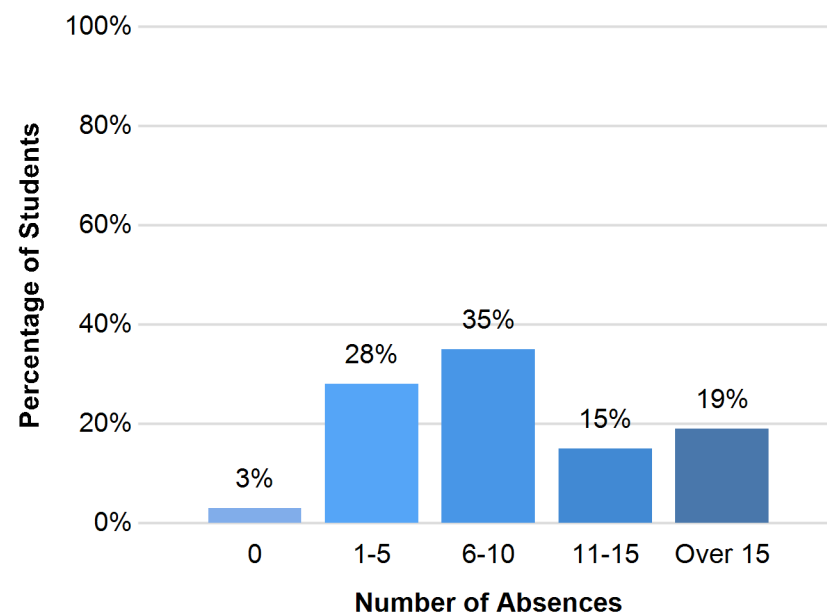
### Chronic Absenteeism

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	55	14.6	7.8	Not Met
White	20	11.6	7.8	Not Met
Hispanic	9	13.6	7.8	Not Met
Black or African American	24	21.8	7.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	7.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	23	13.3		
Male	32	15.7		
Economically Disadvantaged Students	33	18.8	7.8	Not Met
Students with Disabilities	26	26.8	7.8	Not Met
English Learners	1	8.3	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





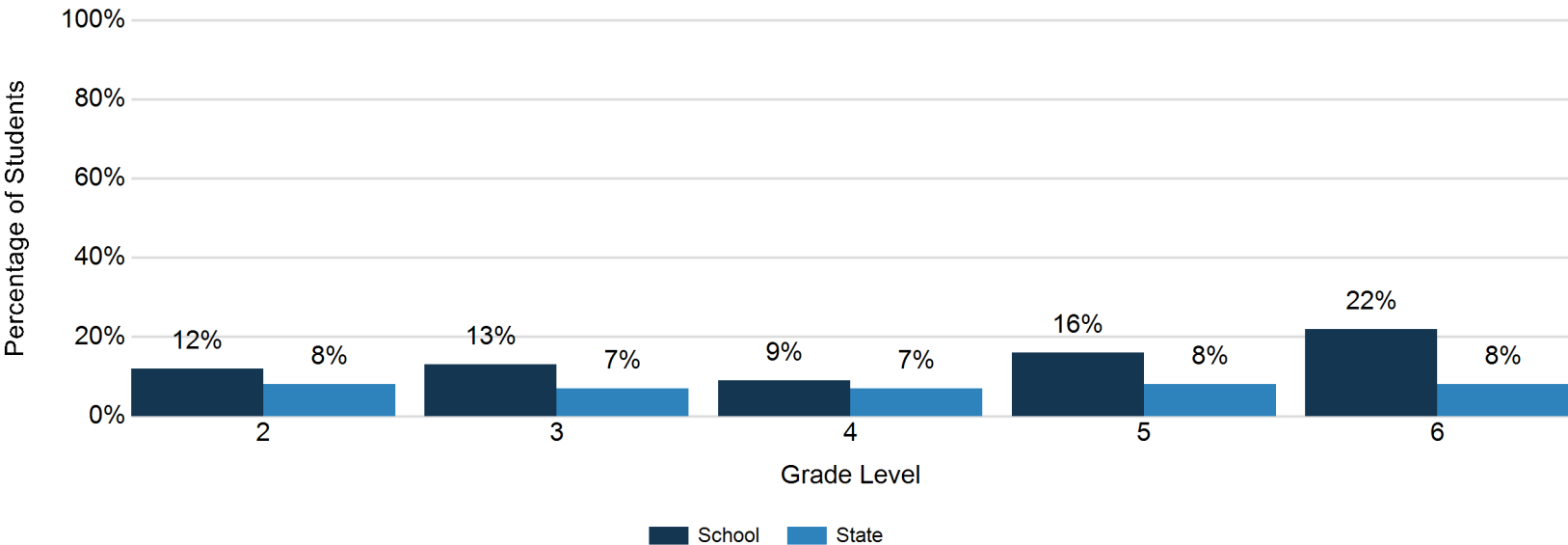
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Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.54

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	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 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	1.0:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,530
Average years experience in public schools	16.4	16.0
Average years experience in district	13.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	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	9:1	12:1
Students to Administrators	371:1	170:1
Teachers to Administrators	40:1	14:1
Students to Librarians/Media Specialists		1362:1
Students to Nurses		584:1
Students to Counselors		454:1
Students to Child Study Team Members		408:1



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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	80.0%	100.0%	48.4%	77.1%	54.9%
Male	53.4%	20.0%	0.0%	51.6%	22.9%	45.1%
White	48.5%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.6%	5.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

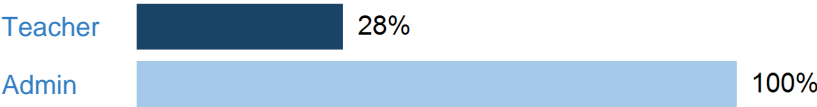
Teachers and Administrators - Level of Education

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

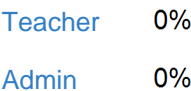
Bachelor's Degree



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	93.8%	90.5%
2017-18 Administrators: Same district 2018-19	65.2%	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	92.9%



Shady Lane Elementary School

(15-1100-140)

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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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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	32.3%	38.4%	39.7%
Math Proficiency	33.1%	33.4%	30.8%
ELA Growth	52	49	52
Math Growth	58	57	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	8.2%	11.9%	14.6%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Students continue to receive targeted instruction based on data review, and have the opportunity to engage in personal learning paths as students in grades 3-6 have 1:1 Chromebooks.</li> <li>Our Special Area teachers provide students with the opportunity to develop interest and enhance skills in the Fine Arts. Activities offered include Choir, Art Club, Technology Club, and Book Club.</li> <li>Teachers continue to implement research based and innovative strategies during the daily Enrichment and Intervention Period.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Shady Lane Elementary School serves the needs of a diverse student body of approximately 400 students in second through sixth grade. Our Shady Lane Squad, which includes all Shady Lane staff members, uses a whole team approach to ensure the success of students. We are committed to building and maintaining a safe and positive atmosphere for learning that supports all students with reaching their full potential. In order for students to become successful citizens, our staff must support students with developing responsibility and respect. We continue to focus on including a technology rich environment to prepare students for success in the 21st century. The staff at Shady Lane is dedicated to providing a safe, productive, engaging, and challenging learning environment where students feel welcomed, develop character, set goals, take academic risks, and achieve success.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Shady Lane students are regularly recognized and awarded for their achievements in academic and non-academic areas. Spartans of the Month are honored in school with a Spartan of the Month Star lanyard, a certificate, a letter from the principal, lunch with the principal, and an announcement of the whole student body. Students are recognized for their academic achievement through Principal's List and Honor Roll. Shady Lane incorporated a Hats' Off to You program where students are recognized and celebrated for demonstrating character traits that lead to future success. Students from the Senior High School Class walked through the halls of Shady Lane in their caps and gowns to celebrate their accomplishments while encouraging success for our current students.</p>





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 Courses, Curriculum, Instruction:	Shady Lane focuses on implementing and teaching the New Jersey Student Learning Standards. As we focus on Standard Based Instruction, we are implementing a new phenomenon based science curriculum. Teachers use a Benchmark Assessment System to target Guided Reading instruction. Our Basic Skills program includes Leveled Literacy Instruction. We continue to increase the use of technology in our instruction including interactive lessons, digital practice, and Google Classroom. The Writer’s Workshop model is used to support students in becoming confident and successful writers. Teachers continue to implement research based and innovative strategies during the daily Enrichment and Intervention Period.
 Clubs and Activities:	Our staff focuses on the success and development of the whole child. During Enrichment and Intervention periods and recess, our Special Area teachers provide students with the opportunity to develop interest and enhance skills in the Fine Arts. Activities offered include Media Club, Leadership Club, Yearbook Club, Choir, Art Club, and Technology Club.





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 <p>Before and After School Programs:</p>	<p>Spartan Care is a NJ state licensed organization committed to providing affordable, quality care for the students of Shady Lane. Spartan Care strives to meet the individual needs of the children, as well as establishing supportive relationships between its families, staff and community.</p>
 <p>Staff and Professional Learning:</p>	<p>Shady Lane Squad meetings, focused on building teacher capacity, are held bi-monthly. Teachers at Shady Lane hold weekly grade-level collaboration meetings. During these meetings, teachers focus on strengthening their knowledge of developmentally appropriate and academic expectations for student learning, planning activities for enrichment and intervention, analyzing student information, deepening their understanding of curriculum, and gaining new knowledge of strategies and methods that increase student motivation. Teachers continue to spend time deepening their understanding of the NJSLA standards, increasing their knowledge of writing strategies, implementing resources and strategies during guided reading, and continue to analyze assessments and other data in order to offer valuable and relevant instruction for all students.</p>






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 <div>Student Supports and Services:</div>	<p>Shady Lanes continues to incorporate a daily Enrichment and Intervention period for all students. Shady Lane continue to provide additional support to students through services including Basic Skills Instruction, Leveled Literacy Intervention, School Counselling, Guidance Counselling, ESL instruction, and Gifted and Talented Programs.</p>
 <div>Student Health and Wellness:</div>	<p>Shady Lane provides physical education classes for all students. Students have options for a nutritious breakfast and lunch. The daily schedule includes an outside recess period. An effective educational program in drug and alcohol resistance is offered to fifth and sixth graders every year. Character Education is incorporated into daily lessons and school-wide programs.</p>
 <div>Parent and Community Involvement:</div>	<p>The Staff of Shady Lane recognizes the importance of a strong home and school partnership. It is important that parents, school staff, and students work together to maintain a positive educational atmosphere. Shady Lane builds partnerships through school-wide and classroom activities including: Home and School Nights, Parent Conferences, American Education Week, Mystery Readers, Fire Safety Week, and Parent Presentations. An active Parent Teacher Association supports Shady Lane in many ways. Shady Lane runs programs and fun events throughout the year to foster school and community awareness. These activities include skating parties, fun day, annual yearbook, holiday tables, and teacher appreciation week. Projects to raise money for charities are conducted throughout the school year.</p>





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 <p>Facilities:</p>	<p>Shady Lane was originally constructed in 1957, and has had building expansions in 1973 and 2003. Recent facility updates including entry ways, cameras, and ramps have supported the school in continuing to provide a safe environment. The Shady Lane School Community has access to a media center, computer lab, art room, and gymnasium.</p>
 <p>School Safety:</p>	<p>The staff at Shady Lane is committed to building and maintaining a safe and positive atmosphere for learning that supports all students with reaching their full potential. Our Guidance Counselor and Anti-Bullying Specialist works collaboratively with the staff, families, and students to promote an environment where all students focus on learning. Programs are in place to promote good character. Shady Lane students pledge to be respectful, responsible, kind, eager to learn, team players who are proud to be Shady Lane students!</p>




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 <div>Technology and STEM:</div>	<p>Shady Lane continues to focus on including a technology rich environment to prepare students for success in the 21st century. All classrooms have access to Chromebooks to enhance classroom instruction. Students in grades three through six have individual Chromebooks to use throughout the day. Students and staff have access to a Green Screen in the Computer Lab. Technology classes include lessons on coding, creating presentation slides, and designing. Our curriculum programs are available online for student and parent access. Supplemental resources and programs including Reading A to Z and NESSY support classroom instruction. We continue to increase the use of technology in our instruction including interactive lessons, digital practice, and Google Classroom. Teachers incorporate STEM activities during science lesson and Enrichment and Intervention periods.</p>
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