

# WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2009

February 2010

## Dear Parents,

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

### Some items of note in the 2009 report card:

- The major addition to the report card in 2009 was mandated by the US Department of Education. States were required to report 2007 state and national results in reading on the National Assessment of Educational Progress (NAEP) for grades four and eight and the 2009 NAEP math results for grades four and eight. For comparative purposes, the NAEP results are in the same section of the report card as the fourth and eighth grade NJ ASK state totals for grades four and eight. Information about New Jersey's performance on NAEP can be found at <http://www.nj.gov/education/assessment/naep/>
- The criterion for the student/computer ratio changed this year. Formerly, districts could report any computer in the building that was still being used for some instructional purpose. This year's count was to include only instructional, multimedia-capable computers that have manufacture dates after July 1, 2005 and that are available for supervised instruction. Very old computers are limited in their ability to prepare students to use 21st century tools.
- State assessment for grades 3-4 show only one year of results because they are new tests. The changes to the tests for grades three and four complete the realignment of the state tests with the updated academic standards. In the second year of the new tests for grades 5-8 that were administered for the first time in 2008, overall the test results showed improvement across the board. The biggest gains in language arts were in grade 5 from 60.1% proficient in 2007-08 to 66.2% in 2008-09 and grade 6 with 57.4% proficient in 2007-08 to 70.1% proficient in 2008-09. The biggest gain in math was in grade 8 from 67.7% proficient in 2007-08 to 71.8% in 2008-09.
- Graduates via SRA (the alternate proficiency assessment for the HSPA) declined slightly for a third year, from 11.2% in 2006-07 to 11.0% in 2007-08 to 10.9% in 2008-09.
- Students identified as limited English proficient (LEP) showed a dip in 2007-08 but are back at 2006-07 levels for 2008-09.

2006-07 54,258 LEP students or 3.9%  
2007-08 51,824 or 3.7%  
2008-09 54,282 or 3.9%.

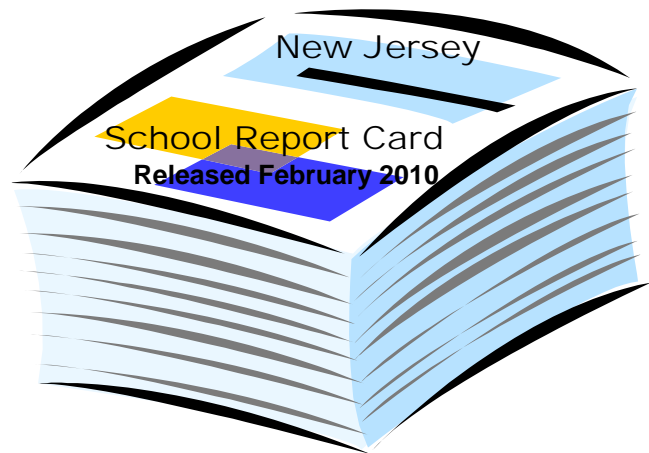
- The faculty mobility rate has dropped from 6.2% in 2006-07 to 5.7% in 2007-08 and 4% in 2008-09.
- The student expulsions have fallen from 78 in 2005-06 to 76 in 2006-07 to 66 in 2007-08 and to 35 in 2008-09.
- The top six languages spoken at home have some percentage changes in the top six:

	2007-08	2008-09
English	77.6%	78.2%
Spanish	10.8%	10.0%
Korean	.6%	.4%
Portuguese	.5%	.2%
Mandarin	.4%	.1%
Arabic	.5%	replaced by Polish at .1%

- The intended post graduate plans for students has shown a slight drop in the four-year college category and in the employment category:

	2007-08	2008-09
4-yr. college	54.0%	52.6%
2-yr. college	31.0%	31.5%
Oth. post secondary	3.3%	4.7%
Military	1.4%	.4%
Apprenticeship	.2%	.2%
Employment	6.3%	5.8%

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.



# WASHINGTON TOWNSHIP PUBLIC SCHOOLS

## DISTRICT NARRATIVE

In August 2008, Money Magazine shared with the nation what those in our community have known for a long time. Honored by the publication as one of America's Best Small Cities in which to live – specifically the 58th best small city among 716 across the country with populations between 50,000 and 300,000 – Washington Township scored its highest mark in education and its second-highest mark in safety.

In size, stature and standard, the Washington Township Public Schools proudly continue to show the way in educational excellence and achievement. Enlisting the talents of an exceptional teaching and support staff, our district annually re-dedicates its energies and resources to create safe, structured environments where every child can thrive, flourish and succeed. Some 9,000 students enrolled in our 11 schools routinely are engaged, challenged and empowered through a broad, standards-based curriculum. We encourage hands-on, discovery-based, inquiry-oriented learning. Countless opportunities for self-discovery, growth and expression are embedded in the educational experience and serve to reinforce our mission of developing engaged and accomplished life-long learners who will collect, along with cherished Washington Township diplomas, the skills and self-worth to share their talents with the world.

Our high-quality curriculum mirrors our diverse student population and has been expanded over the years to include 20 high school advanced placement courses, innovative and expansive programming, and integrated technology that permeates all of our teaching on all levels. Students demonstrate their achievement using many different types of assessments: from teacher observations, checklists and classroom tests to portfolios, standardized achievement tests, state-mandated tests and college entrance exams to athletic and artistic performances. During the 2008-09 school year, our students' performance on state testing in grades 3,4,6,7, 8 and 11 exceeded the state mean in all tested subject areas including language arts literacy, mathematics and science, further documenting our success in meeting our students' needs and the benchmarks established by the NJ Core Curriculum Standards.

Extraordinary programming has brought proud distinction to our District in recent years and notable points of pride exist at every level. In 2008-09, Washington Township Public Schools' programs, students and staff members earned numerous accolades including:

- ✚ Numerous individual teaching and coaching awards
- ✚ Model School in the Arts award from the New Jersey Arts Education Partnership for Washington Township High School
- ✚ 5-Star Exemplary Technology Education Program award for Washington Township High School

In fiscally challenging times, we continue to seek ways to reduce expenses and identify alternate revenue streams, while optimizing the use of our resources for the benefit of our school district and the community. As an example, the school district operates the TD Bank Arts Centre, a self-sustaining 2,500 seat theater, an entertainment and cultural center that has brought proud distinction to the region. The district also actively pursues other sources of funding and services by obtaining a variety of grants and awards. In fact, Washington Township was the recent recipient of the U.S. Department of Education's Teaching American History grant, a nearly half-million grant that will be used to provide the District's social studies teachers with professional development for curriculum enrichment. We have also introduced innovative programming such as virtual field trips into the curriculum as a cost-saving measure that further enhances the students' overall educational experience.

Washington Township is an educational frontrunner! We continually challenge our students to take advantage of unprecedented opportunities, to dream of future possibilities and to develop the skills necessary to achieve them. At every turn, we welcome community input and involvement through participation in various school and district-based events, committees and organizations. We incorporate the many strengths and talents of our community in cultivating greater support for our schools as well as in generating a greater sense of civic pride.

What we are doing in Washington Township is working! Our efforts reinforce our educational mantra and further serve to support a cooperative learning spirit that is cultivated as a benefit to our students and the community that supports them. We are Washington Township. We are Together With Pride.

**Cheryl L. Simone, Ed.D.**  
**Superintendent of Schools**

# BIRCHES ELEMENTARY SCHOOL

## SCHOOL NARRATIVE

Birches School is a unique educational community where each child learns with confidence. Our goal is to provide all children with the opportunity to develop their intellectual, physical, emotional and social potential and to become capable, life-long learners. Innovative teaching practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Birches School's commitment to education.

Birches School has continued to demonstrate strong academic achievement. Our scores demonstrate that our students consistently perform above the state and national averages. Birches Elementary School met the adequate yearly progress (AYP) benchmarks, for our total population and each disaggregated sub-group established by No Child Left Behind (NCLB). Birches School's documented increase in student performance is a direct result of the refinement of teaching strategies, the strengthening of the collaboration and collegiality among professionals, and the delivery of consistent instruction across grade levels to ensure success.

At the core of student achievement are curricular opportunities for children. A comprehensive balanced literacy model provides strategic reading lessons, guided and independent reading and writing opportunities, and a systematic approach to word study. Our language arts literacy program combines a variety of materials including a student anthology, leveled books, and classroom libraries. Students participate in engaging activities that foster a passion and curiosity about the world through authentic literature. Students increase and monitor their comprehension skills through visualization, text coding, making connections, questioning, and summarizing. Concepts of Writers' Workshop are woven through all aspects of the instructional day. An observable connection exists between literacy and the content areas of Social Studies and Science. Students explore historical, geographic, and scientific concepts by reading literature relative to the world around them. Art, music, and library classes provide a continuum of learning by incorporating elements of the four block literacy program and by providing additional practice of reading and writing skills through response journals, research projects, and literature. Programs such as the Wilson Reading System, Foundations in Grades 1 and 2, as well as Waterford Early Reading and Fast ForWord enhance the outstanding literacy curriculum that is in place.

Birches implemented a variety of programs designed to develop greater proficiency in literacy and math by providing at-risk students with instruction beyond the school day. The Get Set Program, an intensive tutoring program in reading and math, provided diagnostic-prescriptive math and literacy instruction after school to at-risk students in grades one through five. Working Writers, aimed at improving students' writing scores on the NJASK, exposed at-risk students to a wide variety of writing genres. Students participated in lessons that utilized modeling and conferencing as well as the use of writing prompts and rubrics. The Family Literacy Program provided parents the opportunity to read with their children and discuss books together. Evaluation of each of these programs indicated increased student achievement on the 2009 NJASK. As well, our at-risk students showed a greater enjoyment of reading and writing.

The Everyday Math Program is implemented in grades one through five. Enriched activities within a student-centered curriculum promote critical thinking and problem solving. Recall of basic facts is reinforced through daily presentation of the Mastering Math Facts Program, rhymes, and songs. The Good Morning Math program targets students who experience difficulty in mathematics. The students participate in engaging math activities during weekly classes that are held before school. Evaluation of the program revealed that the students developed an increased appreciation for math and greater confidence in their problem-solving ability. Innovative programming and superior teaching have led to student performance that consistently exceeds the state benchmarks in math on the 2009 NJASK in grades 3, 4, and 5.

Birches School's mission is to enable its students to develop a sense of self-worth through interpersonal skills, while promoting positive attitudes and fostering honesty, integrity, academic excellence, and good citizenship. The philosophy of "open doors, open hearts" is conveyed each day. Birches School utilizes the award winning program "Promoting Positive Peer Relationships" to teach students to use strategies to resolve conflicts and make good choices. Interactive lessons presented during class guidance sessions and supported by classroom teachers during class meeting times have enhanced the climate of Birches School. The Peaceful Playground is in its implementation phase this year. The program is designed to instill peace on the playground while promoting conflict resolution strategies, good citizenship, and fitness. Through collaboration with parent volunteers, community organizations,

students, and staff members, final plans for a revised lunch and recess program and expansion of play areas were completed. Numerous social service projects and assembly programs which emphasized self esteem, respect for oneself and others, tolerance, and caring provided students with a sense of community and giving.

Technology applications have been effectively infused into the curriculum. Computers on Wheels (COWs), handheld computers, and electronic fieldtrips provide students access to a world of knowledge that exists beyond the doors of Birches School. Fast ForWord, a computer program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. An on-site Interclass Space Station, a “Live Aquarium”, Living History and Wax Museums are examples of the enjoyable and innovative ways that students are able to use technology and showcase their knowledge. The use of computers, smart boards, document cameras, and LCD projectors has enhanced instruction. Morning televised broadcasts have been coordinated by fifth grade students under the direction of the technology teacher. Portaportal has been used as a vehicle to share websites with students, colleagues, and the community. Birches successfully provided parent access to grades and attendance using the data management system called PowerSchool. The school website and staff eBoards provided parents with detailed information regarding daily events and curriculum information.

Community and parent involvement is greatly encouraged at Birches School. Parents serve as presenters and guest readers in the classrooms. The Family Math and Family Literacy programs actively involve students and parents in enjoyable learning activities that increase parent understanding of current instruction in these curricular areas. The Birches School Community Advisory Committee is a forum for the exchange of information about the educational program, school facilities, and the school budget. The Birches School PTO is an active and integral part of the school’s educational program. A successful educational program depends on the cooperation of parents, teachers, and the community. Birches School is fortunate to have such a great team!

By integrating innovative programming, outstanding teaching, multimedia technology, and service learning projects, Birches School has provided opportunities for students to expand their knowledge and develop good character. Students reach beyond the text, set goals for the future, and see education “come alive, “ thereby connecting learning in school to future endeavors.

**Annette B. Miller**  
**Principal**



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

**BIRCHES 2008-09 SCHOOL REPORT CARD**

COUNTY: GLOUCESTER  
DISTRICT: WASHINGTON TWP

**School Environment**

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	6 hours: 20 minutes
<b>State Average</b>	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	5 hours: 40 minutes
<b>State Average</b>	5 hours: 42 minutes

<u>Student/Computer Ratio</u>			
Numbers of students per instructional, multi-media-capable computer, available for the purposes of supervised instruction.			
	<b>School</b>	<b>State Average</b>	
2008-09	3.4	3.3	
2007-08	3.8	3.6	
2006-07	3.0	3.5	

<u>Average Class Size</u>	2008-2009	
	School	State
Grade 1	19.0	18.8
Grade 2	20.6	19.3
Grade 3	24.5	19.8
Grade 4	22.4	20.5
Grade 5	19.6	20.6
SE students in specialized classes	7.5	6.6
Total School	20.0	18.4

<u>Internet Connectivity</u>			
Numbers of instructional, multi-media-capable computers by location and how many have a connection to the Internet.			
		2008-2009	
		<b>Computers Connected to the Internet</b>	
<b>Locations</b>	<b>Computers</b>		
Classroom/Instructional	116	116	
Library/Media Centers	9	9	
Computer Labs	30	30	
All Locations	155	155	

**Student Information**

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
<b>Grade</b>	<b>2008-2009</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Grade 1	95.0	108.0	93.0	108.0
Grade 2	103.0	100.0	101.0	88.0
Grade 3	98.0	112.0	86.0	123.0
Grade 4	112.0	100.0	110.0	128.0
Grade 5	98.0	121.0	117.0	107.0
SE students in specialized classes	15.0	15.0	63.0	15.0
Total School	521.0	556.0	570.0	569.0

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	23.0%

<b>Student Mobility Rate</b>		
Percentage of students who entered and left during the school year.		
	<b>School</b>	<b>State Average</b>
2008-09	5.6%	10.7%
2007-08	5.2%	10.8%
2006-07	6.5%	11.8%

<b>Language Diversity</b>	
First language spoken at home in order of frequency.	
<b>Language</b>	<b>Percent</b>
English	95.8%
Spanish	1.2%
Arabic	0.6%
Tagalog	0.6%
Italian	0.6%
French	0.4%
Moore	0.2%
Others	0.8%

<b>Limited English Proficient (LEP)</b>	
Percentage of LEP students	0.4%

## Student Performance Indicators

### ASSESSMENTS

<b>New Jersey Assessment of Skills and Knowledge (NJASK3)** LANGUAGE ARTS LITERACY</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	School	2008-09	101	18.8%	74.3%	6.9%
<a href="#">»details for subgroups for Language Arts Literacy</a>	District	2008-09	621	29.1%	63.9%	6.9%
	DFG	2008-09	12048	31.7%	63%	5.3%
	State	2008-09	101040	37.1%	57.1%	5.8%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.  
\*\*New test administered in spring 2009.

<b>New Jersey Assessment of Skills and Knowledge (NJASK3)** MATHEMATICS</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	School	2008-09	101	9.9%	55.4%	34.7%
<a href="#">»details for subgroups for Mathematics</a>	District	2008-09	620	13.2%	46.1%	40.6%
	DFG	2008-09	12081	20.1%	46.6%	33.3%
	State	2008-09	101351	24.6%	43.4%	32%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed. \*\*New test administered in spring 2009.

<b>New Jersey Assessment of Skills and Knowledge (NJASK4)** LANGUAGE ARTS LITERACY</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	School	2008-09	115	23.5%	63.5%	13%
<a href="#">»details for subgroups for Language Arts Literacy</a>	District	2008-09	656	34.6%	58.2%	7.2%
	DFG	2008-09	12505	30.9%	62.1%	7.1%
	State	2008-09	101643	36.8%	56.4%	6.8%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

National Assessment Educational Progress (NAEP) GRADE 4 READING		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » <a href="#">details for subgroups</a>	State (NJ)	2007	22.8%	34.1%	31.1%	12.0%
	Nation	2007	34.3%	34.1%	24.3%	7.4%

New Jersey Assessment of Skills and Knowledge (NJASK4)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Mathematics</a>	School	2008-09	115	13.9%	54.8%	31.3%
	District	2008-09	656	23%	52.6%	24.4%
	DFG	2008-09	12555	23.9%	47.8%	28.4%
	State	2008-09	101987	26.8%	45.5%	27.6%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

\*\*New test administered in spring 2009.

National Assessment Educational Progress (NAEP) GRADE 4 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students » <a href="#">details for subgroups</a>	State (NJ)	2009	12.5%	38.7%	39.9%	9.0%
	Nation	2009	18.8%	42.8%	32.5%	5.8%

New Jersey Assessment of Skills and Knowledge (NJASK4) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Science</a>	School	2008-09	115	0.9%	45.2%	53.9%
		2007-08	100	9%	58%	33%
	District	2008-09	657	4.1%	47.8%	48.1%
		2007-08	639	7.5%	51.8%	40.7%
	DFG	2008-09	12540	5%	41.3%	53.7%
		2007-08	12204	8.5%	45.3%	46.1%
	State	2008-09	101873	8.9%	44%	47.1%
		2007-08	100529	15%	45.8%	39.2%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK5) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » <a href="#">details for subgroups for Language Arts Literacy</a>	School	2008-09	100	19%	72%	9%
		2007-08	128	30.5%	60.9%	8.6%
	District	2008-09	655	22.3%	68.9%	8.9%
		2007-08	692	34.5%	60.5%	4.9%
	DFG	2008-09	12412	26.7%	64.9%	8.4%
		2007-08	12552	34.5%	62%	3.5%
	State	2008-09	101457	33.9%	57.4%	8.8%
		2007-08	100304	39.9%	55.9%	4.2%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK5) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2008-09	100	8%	40%	52%
		2007-08	128	12.5%	56.3%	31.3%
	District	2008-09	654	6.1%	49.4%	44.5%
		2007-08	693	17%	53.8%	29.1%
	DFG	2008-09	12449	18.5%	49.3%	32.2%
		2007-08	12594	19.7%	52.2%	28.1%
	State	2008-09	101769	22.4%	45.4%	32.2%
		2007-08	100714	23.3%	48.7%	28%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

## OTHER PERFORMANCE MEASURES

<u>Attendance Rates</u>	2008-2009		2007-2008	
	School	State	School	State
Percentage of students present on average each day.				
Grade 1	96.2%	95.1%	97.2%	95.2%
Grade 2	95.9%	95.5%	97.5%	95.6%
Grade 3	96.4%	95.7%	97.7%	95.8%
Grade 4	96.1%	95.8%	97.8%	96.0%
Grade 5	96.4%	95.8%	97.7%	95.9%
SE students in specialized classes	94.5%	92.0%	96.3%	91.0%
Total School	96.1%	94.6%	97.6%	94.5%

<u>Student Suspensions</u>			
Percentage of students who were suspended from the school during the school year.			
	School	District Average	State Average
2008-09	0%	7%	4%
2007-08	0%	9%	5%
2006-07	0%	8%	5%

<u>Student Expulsions</u>			
The number of students who were expelled during the school year.			
	School	District	State Total
2008-09	0	0	35
2007-08	0	0	66
2006-07	0	0	76

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2008-09	521.0	276.8
2007-08	556.0	262.1
2006-07	570.0	273.2

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2008-09	10.9	10.8
2007-08	11.4	10.7
2006-07	12.0	10.9

<b>Faculty Attendance Rate</b>		
Percentage of faculty present on average each day.		
	<b>School</b>	<b>State Average</b>
2008-09	95.8%	95.3%
2007-08	95.9%	96.0%
2006-07	95.7%	96.2%

<b>Faculty Mobility Rate</b>		
Percentage of faculty who entered and left the school during the school year.		
	<b>School</b>	<b>State Average</b>
2008-09	2.1%	4.0%
2007-08	4.1%	5.7%
2006-07	14.7%	6.2%

<b>Faculty and Administrator Credentials</b>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	<b>BA/BS</b>	<b>MA/MS</b>	<b>PhD/EdD</b>
2008-09	31.3%	68.8%	0.0%
2007-08	34.7%	65.3%	0.0%
2006-07	36.7%	63.3%	0.0%

<b>National Board Certification</b>			
Number of teachers who have been certified by the National Board for Professional Teaching Standards.			
	<b>School</b>	<b>District</b>	<b>State</b>
2008-09	0	0	93
2007-08	0	0	93
2006-07	0	0	65

## District Financial Data

<b>Administrative and Faculty Personnel</b>								
In FTE (Full-time Equivalents).								
	<b># of Administrators</b>		<b># of Schools</b>		<b># of Students per Administrator</b>		<b># of Faculty per Administrator</b>	
	District	State Average	District	State Average	District	State Average	District	State Average
2008-09	49	28	11	7.6	178.0	159.2	17.3	15.2
2007-08	52	29	11	7.6	171.8	155.3	16.4	14.7
2006-07	51	28	8.0	2.0	0.6	0.1	16.8	15.1

<b>Median Salary and Years of Experience of Administrative and Faculty Personnel</b>			
	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>
<b>Administrators</b>			
Salary - District	\$116,684	\$110,453	\$111,170
Salary - State	\$114,950	\$111,311	\$108,450
Years of Experience - District	25	26	27
Years of Experience - State	21	22	23
<b>Faculty</b>			
Salary - District	\$58,865	\$51,813	\$53,386
Salary - State	\$59,545	\$57,242	\$55,550
Years of Experience - District	12	13	13
Years of Experience - State	9	9	9

### Teacher Salaries and Benefits

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2008-09	57%	55%	6%	7%
2007-08	57%	55%	6%	7%
2006-07	57%	55%	4%	4%

### Administrative Salaries and Benefits

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2008-09	10%	8%	6%	4%
2007-08	10%	8%	6%	4%
2006-07	10%	8%	11%	3%

### Revenues

Percents of total revenues from various sources.

	2008-2009		2007-2008		2006-2007	
	District	State Average	District	State Average	District	State Average
Local	53%	51%	51%	51%	51%	53%
State	42%	41%	42%	39%	45%	40%
Federal	2%	3%	2%	3%	2%	4%
Other	3%	5%	5%	7%	2%	3%

### Per Pupil Expenditures

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2008-2009		2007-2008		2006-2007	
	District Budget	State Average	District Actual	State Average	District Actual	State Average
Classroom - Salaries and Benefits	\$7,337	\$7,483	\$6,920	\$7,112	\$6,496	\$6,760
Classroom - General Supplies/Textbooks	\$137	\$301	\$125	\$268	\$143	\$263
Classroom - Purchased Services and Other	\$232	\$237	\$203	\$204	\$177	\$191
<b>Total Classroom Instruction</b>	<b>\$7,706</b>	<b>\$8,020</b>	<b>\$7,248</b>	<b>\$7,584</b>	<b>\$6,816</b>	<b>\$7,214</b>
Support Services - Salaries and Benefits	\$1,785	\$1,903	\$1,654	\$1,764	\$1,513	\$1,663
Support Services - other	\$133	\$252	\$125	\$276	\$99	\$233
<b>Total Support Services</b>	<b>\$1,918</b>	<b>\$2,155</b>	<b>\$1,779</b>	<b>\$2,040</b>	<b>\$1,612</b>	<b>\$1,896</b>
Administration - Salaries and Benefits	\$1,292	\$1,120	\$1,217	\$1,097	\$1,071	\$1,050
Administration - other	\$208	\$267	\$203	\$252	\$216	\$248
<b>Total Administration Costs</b>	<b>\$1,500</b>	<b>\$1,387</b>	<b>\$1,420</b>	<b>\$1,349</b>	<b>\$1,287</b>	<b>\$1,298</b>
Op./Maint. of Plant - Salaries and Benefits	\$673	\$863	\$603	\$818	\$575	\$789
Op./Maint. of Plant - other	\$755	\$805	\$649	\$776	\$637	\$710
<b>Total Operations and Maintenance of Plant</b>	<b>\$1,428</b>	<b>\$1,668</b>	<b>\$1,252</b>	<b>\$1,594</b>	<b>\$1,212</b>	<b>\$1,499</b>
<b>Total Food Services Costs</b>	<b>\$85</b>	<b>\$21</b>	<b>\$86</b>	<b>\$32</b>	<b>\$88</b>	<b>\$27</b>
<b>Total Extracurricular Costs</b>	<b>\$227</b>	<b>\$250</b>	<b>\$205</b>	<b>\$227</b>	<b>\$193</b>	<b>\$216</b>
<b>(1)TOTAL COMPARATIVE COST PER PUPIL</b>	<b>\$12,936</b>	<b>\$13,601</b>	<b>\$12,057</b>	<b>\$12,598</b>	<b>\$11,267</b>	<b>\$11,939</b>
<b>(2)TOTAL COST PER PUPIL</b>	<b>\$14,479</b>	<b>\$15,168</b>	<b>\$13,533</b>	<b>\$14,832</b>	<b>\$12,790</b>	<b>\$14,273</b>

1. The Comparative Cost Per Pupil represents comparisons with districts of similar budget type. The components that comprise the comparative cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment to calculate a total comparative cost per pupil.
2. Total Cost Per Pupil, in addition to all of the costs listed above for the comparative cost, includes costs for tuition expenditures; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools, as well as students sent out of district. The total of all these expenditures is divided by the average daily enrollment, combined with all students sent out of district as reported in the ASSA, to calculate a total cost per pupil.

Copyright © State of New Jersey, 2009



## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2009

### INTRODUCTION

In 1995, the New Jersey State Legislature mandated the New Jersey School Report Card in *N.J.S.A. 18A:7E 1-5*. The law outlines the fields of information that are required, at a minimum, including the school narrative.

This report card issued in February 2010 contains data for the 2008-09 school year. Enrollment numbers are based on the October 15, 2008 district enrollment count. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

##### Length of School Day

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

##### Instructional Time

This is the amount of time per day that a typical student is engaged in instructional activities under the supervision of a certified teacher.

**Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer (any computer that has a manufacture date after July 1, 2005) that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction.

**Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers (any computer that has a manufacture date after July 1, 2005) available for instruction at various locations and how many of those computers have a connection to the Internet.

**Length of School Year (charter schools only)**

This is the number of days in the regular school year.

**School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

**School Classrooms (charter schools only)**

This is the number of classrooms in the school.

**STUDENT INFORMATION****Enrollment by Grade**

Enrollment is the October 15 count as reported on the department's annual Fall Survey collected from each school. The enrollment is reported by grade level for regular and charter schools. For Special Services School Districts and special education schools, the enrollment is reported by class description. For vocational schools, the enrollment is reported by grade level with the addition of shared-time and full-time.

**Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

**Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus all others. This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and all others.

**Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

**Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

**STUDENT PERFORMANCE INDICATORS****Assessments****Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

At the elementary level, there were new assessments administered in spring 2009 in language arts and math to students in grades 3 and 4. Therefore, NJASK 3 and 4 show only one year of test information in this report card, but NJASK 5-8 show two years of results. Grade 4 and grade 8 science also have two years of data.

High schools show assessment results from the 11th grade spring 2009 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and the reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing the HSPA, passing the Special Review Assessment (SRA), or special education exempt from passing HSPA.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who

took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **OTHER PERFORMANCE MEASURES**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the period of July to June each school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate for schools with seniors is calculated by the formula contained in the approved Accountability Workbook for New Jersey as required by the No Child left Behind Act. Based on the National Center for Education Statistics' definition, this calculation provides an estimate for the cohort of students that began high school four years ago.

The calculation is derived by taking the number of school-year graduates plus the summer graduates following the senior year and dividing by a combination of the following:

School year plus summer graduates plus number of grade 9 dropouts four years prior, plus number of grade 10 dropouts three years prior, plus number of grade 11 dropouts two years prior, plus number of grade 12 dropouts for this report card year. The resulting number is then multiplied by 100 to get the graduation rate.

### **Post-Graduation Plans (secondary only)**

These are percentages of graduating seniors who are pursuing various self-reported, intended post-high school plans. For vocational schools, these percentages are for full-time students. The calculations are derived by dividing the number of respondents in each category by the total graduates.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide. Completion Data (vocational only) These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

## **STAFF INFORMATION**

### **Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

### **Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school

enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

#### **Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

#### **Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

#### **Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

#### **National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

### **DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid. The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

#### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

#### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

#### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

#### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

**Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

**Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Comparative Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the comparative cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total comparative cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the comparative cost, includes costs for tuition expenditures; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools, as well as students sent out of district. The total of these expenditures is divided by the average daily enrollment for a total cost per pupil.

Copyright © State of New Jersey, 2009