

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:

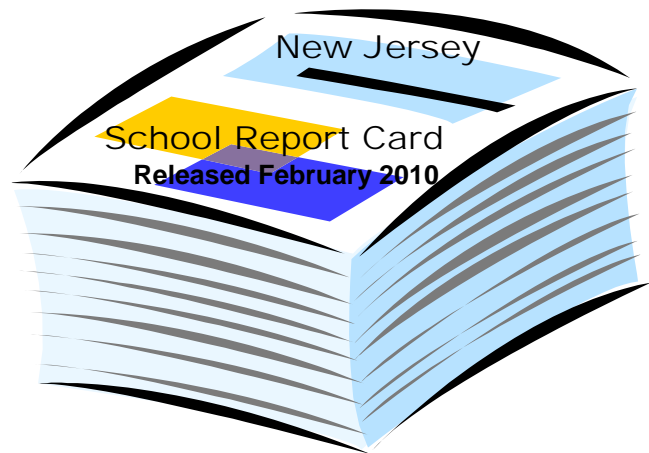
- The major addition to the report card in 2009 was mandated by the US Department of Education. States were required to report 2007 state and national results in reading on the National Assessment of Educational Progress (NAEP) for grades four and eight and the 2009 NAEP math results for grades four 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.



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

THOMAS JEFFERSON ELEMENTARY SCHOOL SCHOOL NARRATIVE

Thomas Jefferson (TJ) Elementary School houses approximately 500 students in grades 1 through 5. Our school community including teachers, support staff, parents, and administration work hard to ensure that all students receive a quality education in a safe and fun environment where our students are challenged to do their very best. Teachers are passionate in their beliefs and efforts to make every child successful. Acknowledging that we can learn from one another, our school family feels comfortable, motivated, and ready to learn within a safe and accepting environment.

Thomas Jefferson School's students strive for excellence and demonstrate excellence through many venues. Thomas Jefferson met the adequate yearly progress (AYP) goals based upon the NJASK assessment in grades 3, 4, and 5 for the total student population and all subgroups. We continue to improve our current programs focusing on writing and mathematics to assist students in meeting the rigors of the NJASK. Our students' achievements are underscored by our school's parents who appreciate and value quality education. Our students also benefit from reduced class size which is provided through NCLB Title II-A Grant funds. Thomas Jefferson School moved forward by embracing the co-teaching model for the majority of our special education students. Classes are taught by a general education and a special education teacher, both of whom provide excellent instruction in a least restrictive environment. We are encouraged by the preliminary success of this initiative.

Thomas Jefferson uses the Everyday Math Program as the backbone of our primary mathematics instructional program. The program is standards-based and highly researched. Another mathematics initiative included Good Morning Math, which provided additional support for students in need. The program was conducted once a week in the morning before school began. Our school also offered several other programs to provide additional support and instructional time such as the Masters of Math after-school programs and the Building Bridges summer program.

In Language Arts Literacy, our staff continues to focus on improving the students' communication skills through writing. Through ongoing professional development, our teachers continually identify strategies to improve student writing. The all-school "Wacky Writer's Wednesdays" and the all-school writing project once a month focused the students on a common topic monthly. Several grades worked with the Being a Writer program, which the school district adopted as a writing program in the 2009-10 school year. Grade one and two students continued using the Foundations program to provide them a solid foundation for spelling and work recognition. The staff has offered additional time programs through the Working Writers after-school program as well as the Get Set program. During the summer months the school offered the Read Around the World program providing students the opportunity for real life experiences to make their reading come alive. All of these activities focus on giving students the strategies and skills needed to meet the state core content standards.

A variety of programs support and supplement the core academic subjects including Talented and Gifted (TAG), Primary Enrichment Program (PEP), and the annual district-wide Tech Challenge. Assemblies geared for each grade level's curriculum in the areas of Science and Social Studies were enjoyed by students. Authors' Teas, guest speakers, Healthy Living, Bedtime Story Hour, along with many classroom activities were held throughout the school-year. Evening parent book clubs were offered to parents to provide additional support.

Thomas Jefferson continues to provide our highly successful Multiage Program. The program has been recognized as a "Best Practice" by the state of New Jersey and the New Jersey Council on Developmental Disabilities.

Student recognition is a core philosophy at Thomas Jefferson. Each week, students are recognized on our televised morning broadcast Good Morning, TJ. Students receive awards for academic achievement, perfect attendance, positive character traits, and improvement in Reading, Writing, and Mathematics. This recognition encourages students to strive for high achievement. Students and parents participate in a variety of community service projects including blanket drives for abandoned pets, our sneaker drive for people in Africa, The Giving Tree, a hoagie sale with proceeds going to needy families, and flower planting at Washington Lake Park.

Thomas Jefferson School provides a safe learning environment for the students and staff. Security measures are in place and emergency procedures are practiced. Our security procedures include a locked-door policy by which visitors must use the intercom to gain access to the building. Teachers have both voicemail and email capabilities for better communication between parents and staff. As well, our teachers create and update their own websites to

keep parents and students informed. Computers were provided for all classrooms, with Internet access made available both in the classroom and the computer lab.

Thomas Jefferson School's parents are truly supportive of the district's academic programs. Our PTO is active and immersed in all school projects and functions. The PTO sponsored assembly programs, offered two scholarships to our high school seniors, sponsored student fun days at the end of the year, and supported our monthly "Fabulous Friday" activities. The PTO also sponsors the annual "Breakfast with Santa" for students in grades 1 and 2. PTO volunteers are available to help with the Annual Book Fair, Ice Cream Social/Art Show, Fabulous Fridays, the grade 5 End-of-the-Year Activities, and the school-wide end of the year Fun Day.

Parents also became involved as learners themselves through the Principal's-Parent Book Club. The book club met monthly and discussed books which support parents in their efforts to raise their children to be happy, caring, and productive adults. Parents also had the opportunity to offer input into our school's programs through participating in the Principal's Community Advisory Committee.

Thomas Jefferson School is a "Special Place" that offers students the opportunity to learn and have fun learning. Our staff sets high expectations and provides sound academic programs. Our students meet these challenges in many ways, one of which is through their achievement on the New Jersey State tests.

Students build excellent study skills and life-long relationships through their successful achievements at Thomas Jefferson School. They have wonderful childhood memories of those experiences that are offered by the staff and the PTO. These memories prepare our students to be successful in their own life experiences.

Children need to be prepared for success in the 21st Century, and Thomas Jefferson School staff and PTO strive to do everything in our power to provide our students with skills and attitudes they need to excel.

Jeffery E. Pollock
Principal



THOMAS JEFFERSON ELEM 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.	
School	6 hours: 20 minutes
State Average	6 hours: 30 minutes

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
School	5 hours: 40 minutes
State Average	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.			
	School	State Average	
2008-09	3.1	3.3	
2007-08	3.1	3.6	
2006-07	2.4	3.5	

<u>Average Class Size</u>	2008-2009	
	School	State
Grade 1	15.2	18.8
Grade 2	23.3	19.3
Grade 3	17.0	19.8
Grade 4	22.3	20.5
Grade 5	18.4	20.6
SE students in specialized classes	6.5	6.6
Total School	17.8	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	
		Computers	Computers Connected to the Internet
Locations	Computers		
Classroom/Instructional	110	110	
Library/Media Centers	9	9	
Computer Labs	30	30	
All Locations	149	149	

Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2008-2009	2007-2008	2006-2007	2005-2006
Grade 1	91.0	105.0	90.0	101.0
Grade 2	93.0	78.0	86.0	91.0
Grade 3	85.0	95.0	80.0	82.0
Grade 4	89.0	87.0	74.0	93.0
Grade 5	92.0	89.0	89.0	112.0
SE students in specialized classes	13.0	18.0	52.0	12.0
Total School	463.0	472.0	471.0	491.0

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	23.5%

Student Mobility Rate		
Percentage of students who entered and left during the school year.		
	School	State Average
2008-09	7.6%	10.7%
2007-08	8.3%	10.8%
2006-07	4.7%	11.8%

Language Diversity	
First language spoken at home in order of frequency.	
Language	Percent
English	96.1%
Spanish	0.9%
Tagalog	0.9%
Urdu	0.2%
Ukrainian	0.2%
Hindi	0.2%
Italian	0.6%
Others	0.9%

Limited English Proficient (LEP)	
Percentage of LEP students	0.2%

Student Performance Indicators

ASSESSMENTS

New Jersey Assessment of Skills and Knowledge (NJASK3)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students	School	2008-09	88	38.6%	54.5%	6.8%
» details for subgroups for Language Arts Literacy	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.

New Jersey Assessment of Skills and Knowledge (NJASK3)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students	School	2008-09	88	17%	42%	40.9%
» details for subgroups for Mathematics	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.

New Jersey Assessment of Skills and Knowledge (NJASK4)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students	School	2008-09	91	44%	53.8%	2.2%
» details for subgroups for Language Arts Literacy	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 » details for subgroups	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 » details for subgroups for Mathematics	School	2008-09	91	33%	53.8%	13.2%
	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 » details for subgroups	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 » details for subgroups for Science	School	2008-09	92	2.2%	57.6%	40.2%
		2007-08	92	7.6%	48.9%	43.5%
	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 » details for subgroups for Language Arts Literacy	School	2008-09	92	28.3%	67.4%	4.3%
		2007-08	89	48.3%	49.4%	2.2%
	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 »details for subgroups for Mathematics	School	2008-09	92	4.3%	63%	32.6%
		2007-08	89	37.1%	55.1%	7.9%
	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	95.5%	95.1%	95.9%	95.2%
Grade 2	95.9%	95.5%	95.9%	95.6%
Grade 3	95.7%	95.7%	95.8%	95.8%
Grade 4	96.1%	95.8%	95.7%	96.0%
Grade 5	95.7%	95.8%	95.6%	95.9%
SE students in specialized classes	95.4%	92.0%	95.4%	91.0%
Total School	95.8%	94.6%	95.8%	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	2%	7%	4%
2007-08	3%	9%	5%
2006-07	2%	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	463.0	276.8
2007-08	472.0	262.1
2006-07	471.0	273.2

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2008-09	8.9	10.8
2007-08	9.1	10.7
2006-07	8.9	10.9

Faculty Attendance Rate		
Percentage of faculty present on average each day.		
	School	State Average
2008-09	95.4%	95.3%
2007-08	96.0%	96.0%
2006-07	95.5%	96.2%

Faculty Mobility Rate		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average
2008-09	5.0%	4.0%
2007-08	13.5%	5.7%
2006-07	0.0%	6.2%

Faculty and Administrator Credentials			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD
2008-09	66.7%	33.3%	0.0%
2007-08	71.7%	28.3%	0.0%
2006-07	69.6%	30.4%	0.0%

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

District Financial Data

Administrative and Faculty Personnel								
In FTE (Full-time Equivalents).								
	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	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

Median Salary and Years of Experience of Administrative and Faculty Personnel			
	2008-09	2007-08	2006-07
Administrators			
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
Faculty			
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
Total Classroom Instruction	\$7,706	\$8,020	\$7,248	\$7,584	\$6,816	\$7,214
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
Total Support Services	\$1,918	\$2,155	\$1,779	\$2,040	\$1,612	\$1,896
Administration - Salaries and Benefits	\$1,292	\$1,120	\$1,217	\$1,097	\$1,071	\$1,050
Administration - other	\$208	\$267	\$203	\$252	\$216	\$248
Total Administration Costs	\$1,500	\$1,387	\$1,420	\$1,349	\$1,287	\$1,298
Op./Maint. of Plant - Salaries and Benefits	\$673	\$863	\$603	\$818	\$575	\$789
Op./Maint. of Plant - other	\$755	\$805	\$649	\$776	\$637	\$710
Total Operations and Maintenance of Plant	\$1,428	\$1,668	\$1,252	\$1,594	\$1,212	\$1,499
Total Food Services Costs	\$85	\$21	\$86	\$32	\$88	\$27
Total Extracurricular Costs	\$227	\$250	\$205	\$227	\$193	\$216
(1)TOTAL COMPARATIVE COST PER PUPIL	\$12,936	\$13,601	\$12,057	\$12,598	\$11,267	\$11,939
(2)TOTAL COST PER PUPIL	\$14,479	\$15,168	\$13,533	\$14,832	\$12,790	\$14,273

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