

New Jersey School Report Card

WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2008

February 2009

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.

The 2008 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: reportcard@doe.state.nj.us.

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 REPORT CARD NARRATIVE

WASHINGTON TWP

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 9,200 students enrolled in our 11 schools routinely are embraced, 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 2007-08 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 2007-08, Washington Township Public Schools' programs, students and staff members earned numerous accolades including:

- Numerous individual teaching and coaching awards
- Introduction of two new advanced placement courses at the high school
- Launch of our school communication system "Global Connect"
- Installation of the illuminated display "The Freedom Gallery" at WTHS
- Introduction of "Turning Point" hand-held computer technology in various classes
- Initiation of online food payment system "PayForIt.net" through the Food Service Department
- Introduction of District Technology Night
- Recognition by the Garden State Film Festival of WTHS's COW Project
- Completion of county road-widening and traffic light installation in front of the WTHS
- 11/12 wing to allow for safer and easier access to and from the school
- Inaugural Channel 9 broadcasts of boys soccer, baseball and softball

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 Commerce Bank Arts Centre, a self-sustaining 2,500 seat theater, an entertainment and cultural center that was 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. 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 are looked to as a leader and many area schools have modeled their programs to mirror strategies and methodologies that have been conceived and successfully implemented in Washington Township. 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 serve to further 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 Simone
856-589-6644



THOMAS JEFFERSON ELEM

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. One such venue is academic achievement. Our students 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 demonstrate success with the Everyday Math Program as our primary mathematics instruction. The program is a standards-based program and highly researched. Another mathematics initiative included Good Morning Math, which provided additional support for students. The program met once a week in the morning before school began. Our school also provided several other programs to provide additional support and instructional time such as the Masters of Math after-school program 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 find strategies to improve student writing. The all-school "Wacky Writer's Wednesdays" and the monthly all-school writing project focused the students on a common writing topic. 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, through field trips, to make their reading come alive. All of these activities focus on teaching 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 Meet. 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. Our students also benefit from reduced class size which are provided through the Title II Class Size Reduction Grant.

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. 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.

Jeffery Pollock
856-589-8248



2007 NCLB Report



- **SCHOOL: THOMAS JEFFERSON ELEM**
- COUNTY: GLOUCESTER
- DISTRICT: WASHINGTON TWP

Adequate Yearly Progress (AYP) Status	
▶ School made AYP:	NO
▶ School classified as "in need of improvement": "In need of improvement" status:	NO
▶ District classified as "in need of improvement":	NO

Attendance Rates			
	School	District	State
2006-07	96.0%	95.6%	94.4%
2005-06	95.8%	95.2%	94.5%
Target for AYP 90%			

SCHOOL DATA COMPONENTS

Elementary Grade Span

LANGUAGE ARTS LITERACY	Year	Percent Not Tested	Proficiency Percentages			
			Partial	Proficient	Advanced	
State Standard for AYP = 75% Proficient						
All Students ▶ details for subgroups for LAL	School	2006-07	0%	14.9%	79.7%	5.4%
		2005-06	0%	10.3%	86.7%	3%
	District	2006-07	0%	7.7%	83%	9.2%
		2005-06	0.1%	8.6%	85.3%	6.1%
	State	2006-07	0.2%	14.4%	75.5%	10%
		2005-06	0.2%	15.7%	78.2%	6%

The state standard for Adequate Yearly Progress (AYP) for language arts literacy is 75% proficient for the school and each subgroup.

MATHEMATICS	Year	Percent Not Tested	Proficiency Percentages			
			Partial	Proficient	Advanced	
State Standard for AYP = 62% Proficient						
All Students ▶ details for subgroups for MATH	School	2006-07	0%	13%	56.9%	30.2%
		2005-06	0%	9.6%	62.7%	27.7%
	District	2006-07	0%	7.4%	53.3%	39.4%
		2005-06	0.1%	7.9%	54.7%	37.4%
	State	2006-07	0.2%	13%	51.1%	35.9%
		2005-06	0.2%	14.6%	50.5%	34.8%

The state standard for Adequate Yearly Progress (AYP) for mathematics is 62% proficient for the school and each subgroup.

Teacher Information 2006-2007

▶ % of teachers teaching with emergency or conditional certificates:
School: 0.0% District: 0.0% State: 0.4%

▶ [% of classes NOT taught by highly qualified teachers:](#)
School: 0.0% District: 0.0% State: 1.5%

▶ % of classes NOT taught by highly qualified teachers in quartiles for:
High poverty schools: 6.03%
Low poverty schools: 2.78%

Teachers' Professional Qualifications

	BA/BS	MA/MS	PhD/EdD
2006-07	73.3%	26.7%	0.0%
2005-06	74.5%	25.5%	0.0%

There are three essential components of a highly qualified teacher:

- Hold at least a bachelor's degree;
- Be fully certified/licensed by New Jersey; and
- Demonstrate competence in each of the core academic subjects in which the teacher teaches.

Teachers can demonstrate competence in the subject(s) they teach by either:

- Passing a rigorous state test or completing an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or national certification or credentialing; OR
- Meeting the requirements of the [NJ High, Objective Uniform State Evaluation \(HOUSE\) Standard](#).

The results displayed on NCLB Reports are based on the state assessment data with the NCLB conditions applied. Additionally, the NCLB data incorporate the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the NCLB Reports may be different from the data displayed on the NJ School Report Cards.

DEFINITIONS FOR NEW JERSEY SCHOOL REPORT CARD 2008

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 2009 contains data for the 2007-08 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 the definitions.

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 under 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 in the definitions, 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 descriptions 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, 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, 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 (Pentium IV or Mac G4 or above) 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 (Pentium IV or Mac G4 or above) 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 2008 in language arts and math to students in grades 5-8. NJASK 3 and 4 will not be changed until next year. Therefore, NJASK 3 and 4 show two years of test information in this report card, but NJASK 5-8 shows only one year, since the prior tests are not comparable. The same applies to grade 4 and grade 8 science.

High schools show assessment results from the 11th grade spring 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 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 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.

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 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.

Graduation Type

This field shows the percentages of students who met or otherwise satisfied the state testing requirements for graduation in several different ways.

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 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.

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 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 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 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 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.

Highly Qualified Teacher Information

Under the No Child Left Behind Act, the classroom teachers must meet the standards to retain or achieve certification. This explains what the requirements are for being a highly qualified teacher, and it reports the percent of teachers who are teaching with emergency or conditional certificates. It also shows percent of classes not taught by highly qualified teachers in total and by high- and low-poverty quartiles.

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 or administrators at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers or administrators actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who 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 where the charter school is located must pay directly to the charter school, for each student enrolled in the charter school who resides in the district, an amount equal to the lower of either 90% of the program budget per pupil for the specific grade level in the district or 90% of the maximum Thorough and Efficient (T&E) amount under the finance law.

The per-pupil amount paid to the charter school cannot exceed the program budget per pupil for the specific grade level in the district in which the school is located. The district of residence must also pay directly to the charter school any categorical aid attributable to the student, provided the student is receiving appropriate categorical services. For any student enrolled in a charter school in which 90% of the program budget per pupil for the specific grade level is greater than 90% of the maximum T&E amount, the state must pay the difference between the two amounts.

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.



THOMAS JEFFERSON ELEM 2007-08 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
2007-08	3.1		3.6
2006-07	2.4		3.5
2005-06	2.5		3.7

<u>Average Class Size</u>	2007-2008	
	School	State
Grade 1	17.5	19.4
Grade 2	15.6	19.7
Grade 3	19.0	20.1
Grade 4	17.4	20.4
Grade 5	17.8	21.1
Special Ed. (ungraded)	9.0	8.0
Total School	16.9	18.9

<u>Internet Connectivity</u>		
Numbers of instructional, multi-media-capable computers by location and how many have a connection to the Internet.		
	2007-2008	
		Computers Connected to the Internet
Locations	Computers	
Classroom/Instructional	112	112
Library/Media Centers	10	10
Computer Labs	30	30
All Locations	152	152

Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2007-2008	2006-2007	2005-2006	2004-2005
Grade 1	105.0	90.0	101.0	96.0
Grade 2	78.0	86.0	91.0	80.0
Grade 3	95.0	80.0	82.0	103.0
Grade 4	87.0	74.0	93.0	111.0
Grade 5	89.0	89.0	112.0	121.0
Special Ed. (ungraded)	18.0	52.0	12.0	13.0
Total School	472.0	471.0	491.0	524.0

<u>Student Mobility Rate</u>		
Percentage of students who entered and left during the school year.		
	School	State Average
2007-08	8.3%	10.8%
2006-07	4.7%	11.8%
2005-06	10.0%	11.9%

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	15.7%

<u>Language Diversity</u>	
First language spoken at home in order of frequency.	
Language	Percent
English	95.6%
Spanish	1.9%
Italian	0.6%
Tagalog	0.6%
Arabic	0.4%
Hindi	0.2%
Japanese	0.2%
Others	0.4%

<u>Limited English Proficient (LEP)</u>	
Percentage of LEP students	

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 »details for subgroups for Language Arts Literacy	School	2007-08	97	16.5%	81.4%	2.1%
		2006-07	95	15.8%	80%	4.2%
	District	2007-08	647	8%	87.8%	4.2%
		2006-07	631	7.8%	82.7%	9.5%
	DFG	2007-08	12348	9.5%	85.5%	5%
		2006-07	12255	11.2%	80.5%	8.3%
	State	2007-08	100905	13.9%	81.5%	4.6%
		2006-07	100877	16.6%	75.2%	8.2%

*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 (NJASK3) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Mathematics	School	2007-08	96	9.4%	55.2%	35.4%
		2006-07	95	12.6%	54.7%	32.6%
	District	2007-08	648	5.2%	58%	36.7%
		2006-07	631	4.8%	52.6%	42.6%
	DFG	2007-08	12412	9.3%	54.8%	36%
		2006-07	12321	8.5%	56.8%	34.7%
	State	2007-08	101781	13.2%	53.4%	33.4%
		2006-07	101800	12.7%	55%	32.3%

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New Jersey Assessment of Skills and Knowledge (NJASK4) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students »details for subgroups for Language Arts Literacy	School	2007-08	92	16.3%	81.5%	2.2%
		2006-07	88	25%	70.5%	4.5%
	District	2007-08	639	10.2%	87.3%	2.5%
		2006-07	676	12.4%	79.3%	8.3%
	DFG	2007-08	12315	12.7%	82.7%	4.6%
		2006-07	12501	14.4%	78.8%	6.8%
	State	2007-08	100561	17.3%	78.1%	4.6%
		2006-07	100617	19.4%	73.9%	6.7%

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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	2007-08	92	8.7%	51.1%	40.2%
		2006-07	88	14.8%	54.5%	30.7%
	District	2007-08	639	5.9%	46.6%	47.4%
		2006-07	675	7.9%	45.8%	46.4%
	DFG	2007-08	12372	11.5%	46.4%	42.2%
		2006-07	12547	11.1%	46.5%	42.4%
	State	2007-08	101337	15.1%	44.4%	40.5%
		2006-07	101310	15.3%	43.7%	41%

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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	2007-08	92	7.6%	48.9%	43.5%
		2006-07	88	13.6%	53.4%	33%
	District	2007-08	639	7.5%	51.8%	40.7%
		2006-07	675	9.2%	48.3%	42.5%
	DFG	2007-08	12359	8.5%	45.3%	46.3%
		2006-07	12542	9.7%	42.9%	47.4%
	State	2007-08	101230	14.9%	45.7%	39.4%
		2006-07	101266	16.9%	42.3%	40.8%

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New Jersey Assessment of Skills and Knowledge (NJASK5)** LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students	School	2007-08	89	48.3%	49.4%	2.2%
» details for subgroups for Language Arts Literacy	District	2007-08	692	34.5%	60.5%	4.9%
	DFG	2007-08	12597	34.5%	62%	3.5%
	State	2007-08	101258	40%	55.9%	4.1%

*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 2008.

New Jersey Assessment of Skills and Knowledge (NJASK5)** MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students	School	2007-08	89	37.1%	55.1%	7.9%
» details for subgroups for Mathematics	District	2007-08	693	17%	53.8%	29.1%
	DFG	2007-08	12641	19.7%	52.3%	28%
	State	2007-08	101683	23.4%	48.7%	27.9%

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**New test administered in spring 2008.

OTHER PERFORMANCE MEASURES

<u>Attendance Rates</u>	2007-2008		2006-2007	
	School	State	School	State
Percentage of students present on average each day.				
Grade 1	95.9%	95.2%	96.2%	95.2%
Grade 2	95.9%	95.6%	96.1%	95.6%
Grade 3	95.8%	95.8%	95.8%	95.8%
Grade 4	95.7%	96.0%	96.3%	95.9%
Grade 5	95.6%	95.9%	96.1%	95.9%
Special Ed. (ungraded)	95.4%	91.0%	93.9%	91.5%
Total School	95.8%	94.5%	96.0%	94.4%

<u>Student Suspensions</u>			
Percentage of students who were suspended from the school during the school year.			
	School	District Average	State Average
2007-08	3%	9%	5%
2006-07	2%	8%	5%
2005-06	1%	8%	4%

<u>Student Expulsions</u>			
The number of students who were expelled during the school year.			
	School	District	State Total
2007-08	0	0	66
2006-07	0	0	76
2005-06	0	0	78

Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2007-08	472.0	262.1
2006-07	471.0	273.2
2005-06	491.0	281.5

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2007-08	9.1	10.7
2006-07	8.9	10.9
2005-06	8.5	11.1

<u>Faculty Attendance Rate</u>		
Percentage of faculty present on average each day.		
	School	State Average
2007-08	96.0%	96.0%
2006-07	95.5%	96.2%
2005-06	95.5%	96.4%

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average
2007-08	13.5%	5.7%
2006-07	0.0%	6.2%
2005-06	12.1%	6.7%

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD
2007-08	71.7%	28.3%	0.0%
2006-07	69.6%	30.4%	0.0%
2005-06	67.9%	32.1%	0.0%

There are three essential components of a highly qualified teacher in accordance with the *No Child Left Behind (NCLB) Act*:

- Hold at least a bachelor's degree;
- Be fully certified/licensed by New Jersey; and
- Demonstrate competence in each of the core academic subjects in which the teacher teaches.

Teachers can demonstrate competence in the subject(s) they teach by either:

- Passing a rigorous state test or completing an academic major, graduate degree, coursework equivalent to an undergraduate academic major, or national certification or credentialing; OR
- In some instances, special education teachers also have the option of employing the [NJ High Objective Uniform Standard Evaluation \(HOUSE\)](#).

<u>Teacher Information</u>			
Percentage of teachers teaching with emergency or conditional certificates.			
	School	District	State
2007-08	0.0%	0.0%	0.3%

National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2007-08	0	0	173
2006-07	0	0	152
2005-06	0	0	116

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	District	State	District	State	District	State
		Average		Average		Average		Average
2007-08	52	29	11	7.6	171.8	155.3	16.4	14.7
2006-07	51	28	11	7.6	177.5	195.5	16.8	15.1
2005-06	48	28	11	7.5	193.3	163.9	17.9	15.2

Median Salary and Years of Experience of Administrative and Faculty Personnel

	2007-08	2006-07	2005-06
Administrators			
Salary - District	\$110,453	\$111,170	\$104,097
Salary - State	\$111,311	\$108,450	\$105,900
Years of Experience - District	26	27	27
Years of Experience - State	22	23	25
Faculty			
Salary - District	\$51,813	\$53,386	\$50,996
Salary - State	\$57,242	\$55,550	\$53,912
Years of Experience - District	13	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
2007-08	57%	55%	12%	10%
2006-07	58%	55%	8%	6%
2005-06	57%	55%	4%	5%

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
2007-08	10%	8%	14%	6%
2006-07	9%	8%	5%	3%
2005-06	10%	9%	5%	4%

Revenues

Percents of total revenues from various sources.

	2007-2008		2006-2007		2005-2006	
	District	State Average	District	State Average	District	State Average
Local	51%	52%	50%	51%	49%	51%
State	43%	39%	43%	39%	47%	41%
Federal	2%	3%	3%	4%	3%	4%
Other	4%	6%	4%	6%	1%	4%

Per Pupil Expenditures

Two calculations of the average cost per pupil in the district.
(See #1 and #2 below).

	2007-2008		2006-2007		2005-2006	
	District Budget	State Average	District Actual	State Average	District Actual	State Average
Classroom - Salaries and Benefits	\$6,915	\$7,036	\$6,496	\$6,760	\$6,059	\$6,502
Classroom - General Supplies/Textbooks	\$127	\$279	\$143	\$263	\$131	\$279
Classroom - Purchased Services and Other	\$224	\$217	\$177	\$191	\$172	\$185
Total Classroom Instruction	\$7,266	\$7,532	\$6,816	\$7,214	\$6,362	\$6,967
Support Services - Salaries and Benefits	\$1,644	\$1,786	\$1,513	\$1,663	\$1,411	\$1,573
Support Services - other	\$129	\$235	\$99	\$233	\$117	\$245
Total Support Services	\$1,773	\$2,021	\$1,612	\$1,896	\$1,528	\$1,818
Administration - Salaries and Benefits	\$1,171	\$1,065	\$1,071	\$1,050	\$1,008	\$1,022
Administration - other	\$210	\$261	\$216	\$248	\$205	\$255
Total Administration Costs	\$1,381	\$1,326	\$1,287	\$1,298	\$1,213	\$1,277
Op./Maint. of Plant - Salaries and Benefits	\$634	\$819	\$575	\$789	\$541	\$765
Op./Maint. of Plant - other	\$675	\$737	\$637	\$710	\$640	\$682
Total Operations and Maintenance of Plant	\$1,309	\$1,556	\$1,212	\$1,499	\$1,181	\$1,447
Total Food Services Costs	\$88	\$21	\$88	\$27	\$46	\$26
Total Extracurricular Costs	\$218	\$235	\$193	\$216	\$180	\$207
(1)TOTAL COMPARATIVE COST PER PUPIL	\$12,100	\$12,776	\$11,267	\$11,939	\$10,563	\$11,519
(2)TOTAL COST PER PUPIL	\$13,491	\$14,359	\$12,790	\$14,273	\$12,111	\$13,728

- (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.