

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



WASHINGTON TOWNSHIP HS

Washington Township High School began the 2007-2008 school year with the staff pledging to provide “Excellence in Education for All Students.” We focused on building upon the recognition of our high school program as a “2005 Governor’s School of Excellence,” and being named a “2006 Benchmark School” by the Business Coalition for Educational Excellence. We continued to examine areas of our curriculum and co-curricular program to see where we could improve further.

Washington Township High School remained determined to implement more of the recommendations from the New Jersey High School Redesign Committee and the American Diploma Project. As we increased the rigor of our curriculum, we simultaneously provided professional development for our teaching staff to ensure that the most effective strategies could be implemented to help all students learn. Many teachers were trained to utilize problem-based learning strategies and to differentiate instruction within respective core-curriculum content areas. All 9th grade students were scheduled within a College Prep World History or Honors World History course of study. Through the use of differentiated instruction and the use of infused technology, the rigor of a college prep program was maintained. A standards-based mathematics program was implemented to replace the traditional program in Algebra I. A new World Language program in Chinese I was introduced and well-subscribed. Curriculum was written over the summer to implement a second year of Chinese I for September, 2008. Members of the music faculty collaborated on a special project during the fall entitled “The Siberian Steamroller Project”. This activity was open to any student willing to make a commitment to attend rehearsals after school. Special music arrangements were utilized along with special lighting and enhanced audio reinforcements. The performance was held in our Performing Arts Center and provided the students with a professional level experience. Two new dance courses were added at the advanced level: Dancers’ Studio and Dance Production. Dancers’ Studio focuses on dancing techniques, choreography, and pedagogy, while Dance Production engages the students through exploration of production and performance techniques at the advanced level. Several courses from our Practical Arts Department were approved for dual credit with Gloucester County College including: Field Experience in Engineering and Architecture, Culinary Arts 3, and Accounting 2. Our Science Department spent significant time working toward the adoption of a new curriculum. The most significant change initiative is the introduction of a College Prep course called Geoscience, which is a 6 period a week lab course. Exciting new semester courses in Forensic Science, Topics in Genetics, and Marine Biology have also been introduced and are well-subscribed for September, 2008.

This attention to increased rigor within the curriculum and improved differentiated instruction has contributed to the academic success of our students. Thirty-four (34) students were named as Edward J. Bloustein Scholars. Three (3) students were named National Merit Commended Scholars and one (1) was named a National Merit Finalist. Our high school offered twenty (20) Advanced Placement courses, and 369 AP exams were taken. 78% of the AP exams taken had

scores of 3 or above. Upon graduation, 91% of our graduates were slated to pursue a two or four year college degree to further their education. Approximately 40 student athletes received academic scholarships to continue athletic competition in college.

A commitment to community service is encouraged by most clubs and athletic teams at Washington Township High School. Our students can be seen entertaining special needs members of our area with numerous Interact activities. This club also sponsored two annual Red Cross blood drives and continues to earn awards for the largest collection in the region. Our DECA students participated in community service activities, such as canned food drives, a coat drive, clean up of Veteran's Park, and help with Festival of Friends. Our Senior class continued their fine tradition of Senior Service Day on May 30, 2008, with over 680 seniors helping to clean-up around our district's eleven (11) facilities, as well as presenting educational programs in all of our elementary schools.

The quality of our academic program carries through in many extracurricular competitions where our students experience great success. Students in our Science League placed third in Biology and took fourth place in Physics and Chemistry during the county-wide competition. Results were even higher for students competing in the Merck State Science Day on May 20, 2008. First place county scores were earned in Biology, Chemistry, Physics, and Advanced Integrated Science. Our Math League students won their division championship for the 19th consecutive year. Social Studies students earned first place in the annual VFW Voice of Democracy Essay Contest, while our Mock Trial team won the Gloucester County Championship. Many students from our Performing Arts Department were selected for South Jersey group honors with several advancing to All-State level. One (1) student was selected for All-State Orchestra, six (6) for All-State Chorus, one (1) for All-State Band, two (2) for All-State Women's Chorus, and one (1) for All-State Jazz Ensemble. Outstanding achievements were also attained by many students in our Practical Arts Department. Eighteen (18) students won awards at the FBLA Regional Conference held at Mercer County College. 74 DECA students qualified and participated at the state conference in February with three (3) students qualifying and competing at the National Conference in Atlanta, GA, in May. Five (5) students qualified and competed in the "Life Smarts" State Conference in November, 2007. These students earned first place and traveled to Minneapolis to compete at the national level. Fifteen (15) FCCLA members participated in Family and Consumer Science competitions at the State Conference in March, 2008 and won medals in every event.

Washington Township High School and its staff stand committed to providing the best curriculum and co-curricular opportunities possible for our students. With a focus on the 3R's of rigor and relevance in the curriculum and relationships developed with our students, we feel confident that we will continue a long tradition of success and excellence in academics, athletics, and artistic endeavors during the 2008-2009 school year.

Rosemarie Farrow
856-589-8500



2007 NCLB Report



- **SCHOOL: WASHINGTON TWP HS**
- COUNTY: GLOUCESTER
- DISTRICT: WASHINGTON TWP

Adequate Yearly Progress (AYP) Status

▶ School made AYP:	NO
▶ School classified as "in need of improvement":	YES
"In need of improvement" status:	<u>2.00</u>
▶ District classified as "in need of improvement":	NO

Graduation Rate

	School	District	State
Class of 2007 (2006-07)	95.6%	95.6%	92.7%
Class of 2006 (2005-06)	96.1%	96.1%	92.7%

Dropout Rates

	2006-2007			2005-2006		
	School	District	State	School	District	State
Total	1.0%	1.0%	2.2%	0.8%	0.8%	2.2%
Students With Disabilities	1.0%	1.0%	1.9%	0.1%	0.1%	0.5%
Limited English Proficient			0.1%	0.0%	0.0%	0.1%
White	0.9%	0.9%	1.2%	0.7%	0.7%	1.4%
African-American	2.6%	2.6%	4.2%	2.8%	2.8%	4.2%
Asian/Native Hawaiian/Other Pacific Islander	0.9%	0.9%	0.7%	0.8%	0.8%	0.9%
American Indian/Native American			3.8%			3.5%
Hispanic	0.0%	0.0%	4.3%	0.0%	0.0%	3.8%
Other Race			1.8%			
Economically Disadvantaged			0.4%	0.0%	0.0%	0.5%

SCHOOL DATA COMPONENTS

High School Proficiency Assessment (HSPA)

LANGUAGE ARTS LITERACY	Year	Percent Not Tested	Proficiency Percentages			
			Partial	Proficient	Advanced	
<u>State Standard for AYP = 79% Proficient</u>						
All Students ▶ details for subgroups for LAL	School	2006-07	0.4%	6.2%	69.8%	24.1%
		2005-06	0.4%	5.4%	64.4%	30.3%
	District	2006-07	0.4%	6.2%	69.8%	24.1%
		2005-06	0.4%	5.4%	64.4%	30.3%
	State	2006-07	0.8%	13.5%	66.3%	20.2%
		2005-06	0.7%	15.3%	61.9%	22.8%

The state standard for Adequate Yearly Progress (AYP) for language arts literacy is 79% proficient for the school and each subgroup.

MATHEMATICS	Year	Percent Not Tested	Proficiency Percentages			
			Partial	Proficient	Advanced	
State Standard for AYP = 64% Proficient						
All Students » details for subgroups for MATH	School	2006-07	0.4%	17.1%	59.2%	23.8%
		2005-06	0.1%	15.4%	58.4%	26.2%
	District	2006-07	0.4%	17.1%	59.2%	23.8%
		2005-06	0.1%	15.4%	58.4%	26.2%
	State	2006-07	0.9%	25.1%	50.8%	24.2%
		2005-06	0.9%	22.8%	49.7%	27.5%

The state standard for Adequate Yearly Progress (AYP) for mathematics is 64% 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	74.1%	24.7%	1.2%
2005-06	76.5%	22.6%	0.8%

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.



WASHINGTON TWP H S 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: 50 minutes
State Average	6 hours: 51 minutes

<u>Average Class Size</u>	2007-2008	
	School	State
Grade 9	21.6	20.6
Grade 10	22.8	20.7
Grade 11	20.5	20.3
Grade 12	20.0	20.6
Special Ed. (ungraded)	9.5	8.0

<u>Instructional Time</u>		
Amount of time per day students are engaged in instructional activities.		
School	Full-time Students	5 hours:25 minutes
	Shared-time Students	3 hours:25 minutes
State Average	Full-time Students	5 hours:53 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	3.0	3.3
2006-07	2.7	3.4
2005-06	2.9	3.6

<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	547	547
Library/Media Centers	80	80
Computer Labs	350	350
All Locations	977	977

Student Information

Enrollment by Grade				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2007-2008	2006-2007	2005-2006	2004-2005
Grade 9	670.0	719.0	734.5	803.0
Grade 10	728.0	658.0	769.0	759.0
Grade 11	716.0	718.0	745.0	753.5
Grade 12	759.0	736.0	760.0	719.0
Special Ed. (ungraded)	28.5	160.0	48.0	34.5
Total School	2901.5	2991.0	3056.5	3069.0

Student Mobility Rate		
Percentage of students who entered and left during the school year.		
	School	State Average
2007-08	3.0%	9.9%
2006-07	3.4%	10.1%
2005-06	5.2%	10.2%

Students with Disabilities	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	12.3%

Language Diversity	
First language spoken at home in order of frequency.	
Language	Percent
English	98.2%
German	0.1%
Korean	0.1%
Mandarin	0.1%
Spanish	0.4%
Tagalog	0.5%
Arabic	0.1%
Others	0.6%

Limited English Proficient (LEP)	
Percentage of LEP students	0.4%

Student Performance Indicators

ASSESSMENTS

High School Proficiency Assessment (HSPA)		Year	Number Tested	Proficiency Percentages		
LANGUAGE ARTS LITERACY				Partial	Proficient	Advanced
All Students » details for subgroups for Language Arts Literacy	School	2007-08	713	9%	81.5%	9.5%
		2006-07	785	6%	70.1%	23.9%
	District	2007-08	713	9%	81.5%	9.5%
		2006-07	785	6%	70.1%	23.9%
	DFG	2007-08	11854	13%	75.9%	11%
		2006-07	11925	9.9%	71.7%	18.4%
	State	2007-08	96984	16.6%	71.1%	12.3%
		2006-07	98466	14.7%	66%	19.4%

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

High School Proficiency Assessment (HSPA) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students » details for subgroups for Mathematics	School	2007-08	713	16.1%	63%	20.9%
		2006-07	785	17.3%	59%	23.7%
	District	2007-08	713	16.1%	63%	20.9%
		2006-07	785	17.3%	59%	23.7%
	DFG	2007-08	11835	19.4%	58.8%	21.8%
		2006-07	11922	20.9%	56.2%	22.9%
	State	2007-08	96908	24.6%	51.8%	23.6%
		2006-07	98353	26.6%	50.2%	23.2%

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

Graduation Type

Percentage of students satisfying the state testing requirements through different means.

	School	State Average
Regular students graduated by passing HSPA	97.0%	89.2%
All who graduated by passing HSPA	90.4%	81.2%
All who graduated via SRA process	6.4%	11.0%
All who graduated via LEP SRA process	0%	0.5%
All who graduated exempt from passing HSPA	3.2%	7.3%

The percents appearing in the last four rows sum to 100%.

Scholastic Assessment Test (SAT) Results

	Students Taking Test		Mathematics				Verbal				Essay				
	#	%	Average Score	Percentile Scores			Average Score	Percentile Scores			Average Score	Percentile Scores			
				25th	50th	75th		25th	50th	75th		25th	50th	75th	
2007-08															
School	531	70%	518	450	520	590	502	440	500	570	502	440	500	570	
DFG	8613	75%	511	440	510	580	492	420	490	560	492	420	490	560	
State	69478	74%	514	430	510	600	492	420	490	570	494	410	490	570	
2006-07															
School	589	80%	501	440	500	560	496	430	490	560	485	420	480	540	
DFG	9046	80%	502	430	500	570	488	420	480	550	483	420	480	540	
State	71445	78%	509	420	500	590	491	410	490	570	489	410	480	560	
2005-06															
School	609	80%	521	450	520	590	503	440	500	570	498	430	500	560	
DFG	8685	78%	515	440	510	580	494	430	490	560	491	420	490	550	

Advanced Placement Results		
Test Name	# of Students in Class	# of Students Taking Test
Biology	22	17
Calculus AB	51	45
Calculus BC	20	17
Chemistry	12	10
Economics: Macroeconomics	31	12
Economics: Microeconomics	31	13
English Language & Comp	26	2
English Literature & Comp	26	22
European History	62	14
French Language	17	3
German Language	24	12
Gov & Politics United Sts	10	6
Music Theory	9	1
Physics C - Elec & Magnet	21	19
Physics C - Mechanics	21	23
Psychology	103	42
Spanish Language	45	12
Statistics	39	28
United States History	83	70
Total*	653	368

*This number is a duplicated number, because students may take more than one course.

Advanced Placement Results Summary
Number of test scores 3 or higher: 246

Advanced Placement Participation for Grades 11 and 12		
	School	State Average
2007-08	12.7%	18.3%
2006-07	9.6%	17.0%

OTHER PERFORMANCE MEASURES

Attendance Rates	2007-2008		2006-2007	
	School	State	School	State
Percentage of students present on average each day.				
Grade 9	95.8%	93.9%	95.7%	93.6%
Grade 10	95.2%	93.8%	95.8%	93.4%
Grade 11	94.6%	93.6%	95.0%	93.2%
Grade 12	93.1%	92.3%	93.2%	92.0%
Special Ed. (ungraded)	95.2%	91.0%	94.5%	91.5%
Total School	94.6%	94.5%	94.9%	94.4%

<u>Dropout Rates</u>	2007-2008			2006-2007		
	School	District	State	School	District	State
Percentage of students in grades 9-12 who dropped out during the school year.						
White	1.4%	1.4%	1.2%	0.9%	0.9%	1.2%
Black or African American	2.9%	2.9%	3.2%	2.6%	2.6%	3.7%
Hispanic	5.8%	5.8%	3.1%	0.0%	0.0%	3.9%
American Indian or Alaska Native			3.0%			3.2%
Asian	0.0%	0.0%	0.4%	1.1%	1.1%	0.5%
Native Hawaiian or other Pacific Islander	6.3%	6.3%	0.6%	0.0%	0.0%	0.5%
Two or More Races			0.4%			1.8%
Male	2.0%	2.0%	2.1%	1.2%	1.2%	2.3%
Female	1.2%	1.2%	1.6%	0.8%	0.8%	1.7%
With Disabilities	4.8%	4.8%	2.9%	0.4%	0.4%	0.4%
Limited English Proficiency	0.0%	0.0%	4.7%			0.1%
Economically Disadvantaged	0.0%	0.0%	1.9%			0.4%
Total	1.6%	1.6%	1.7%	1.0%	1.0%	2.0%

<u>Graduation Rate</u>			
	School	District	State
Class of 2008 (2007-08)	96.0%	96.0%	92.8%
Class of 2007 (2006-07)	95.6%	95.6%	92.3%
Class of 2006 (2005-06)	96.1%	96.1%	92.4%

<u>Post-Graduation Plans</u>	
Percentage of graduating seniors pursuing various self-reported post-high school plans.	
Intended Pursuits	Class of 2008
Four-year College/University	47.5%
Two-year College	43.6%
Other College	1.1%
Other Post-secondary School	0.1%
Military	1.0%
Apprenticeship Program	0.2%
Employment	3.0%
Undecided	3.4%
Other	

Student Suspensions

Percentage of students who were suspended from the school during the school year.

	School	District Average	State Average
2007-08	15%	9%	14%
2006-07	16%	8%	14%
2005-06	16%	8%	14%

Student Expulsions

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

Student/Administrator Ratio

Numbers of students per administrator.

	School	State Average
2007-08	263.8	178.8
2006-07	271.9	181.3
2005-06	277.9	184.4

Student/Faculty Ratio

Numbers of students per faculty member.

	School	State Average
2007-08	11.1	11.1
2006-07	11.3	11.3
2005-06	11.2	11.4

Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2007-08	94.8%	95.9%
2006-07	95.5%	96.1%
2005-06	96.0%	96.2%

Faculty Mobility Rate

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2007-08	8.4%	5.7%
2006-07	13.9%	6.2%
2005-06	11.4%	6.7%

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 \(HOUSE\)](#).

Teacher Information

Percentage of teachers teaching with emergency or conditional certificates.

	School	District	State
2007-08	0.0%	0.0%	0.3%

Faculty and Administrator Credentials

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2007-08	67.2%	32.5%	0.4%
2006-07	66.4%	32.9%	0.7%
2005-06	67.5%	31.8%	0.7%

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 Average	District	State Average	District	State Average	District	State Average
	2007-08	52	29	11	7.6	171.8	155.3	16.4
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.