NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School
(15-5500-060)
Grades Offered: 01-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Gloucester
District	Washington Township School District
Principal Name	Mr. Charles Zimmerman
Address	236 HURFFVILLE RD SEWELL, NJ 08080-9475
Phone Number	856-227-8110
Email Address	czimmerman@wtps.org
Website	http://www.wtps.org/Wedgwood
Facebook	https://www.facebook.com/wedgwoodwtps
Twitter	https://www.twitter.com/wedgwoodwtps

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
1	104	103	94
2	91	109	100
3	87	87	108
4	93	78	95
5	97	100	86
Total	472	477	483

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.1%	48.6%	49.1%
Male	48.9%	51.4%	50.9%
Economically Disadvantaged Students	26.5%	27.9%	26.9%
Students with Disabilities	18.4%	20.1%	18.4%
English Learners	N	N	N
Homeless Students	N	0.4%	0.4%
Students in Foster Care	0.6%	0.2%	0.2%
Military-Connected Students	N	N	N
Migrant Students	N	N	N

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.9%	72.1%	73.7%
Hispanic	5.7%	4.8%	4.8%
Black or African American	13.8%	15.3%	13.7%
Asian	4.4%	5.0%	4.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	N	N	N
Two or More Races	3.0%	2.5%	2.9%

Enrollment by Home Language

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

Home Language	% of Students
English	99.8%
Other Languages	0.2%

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2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile
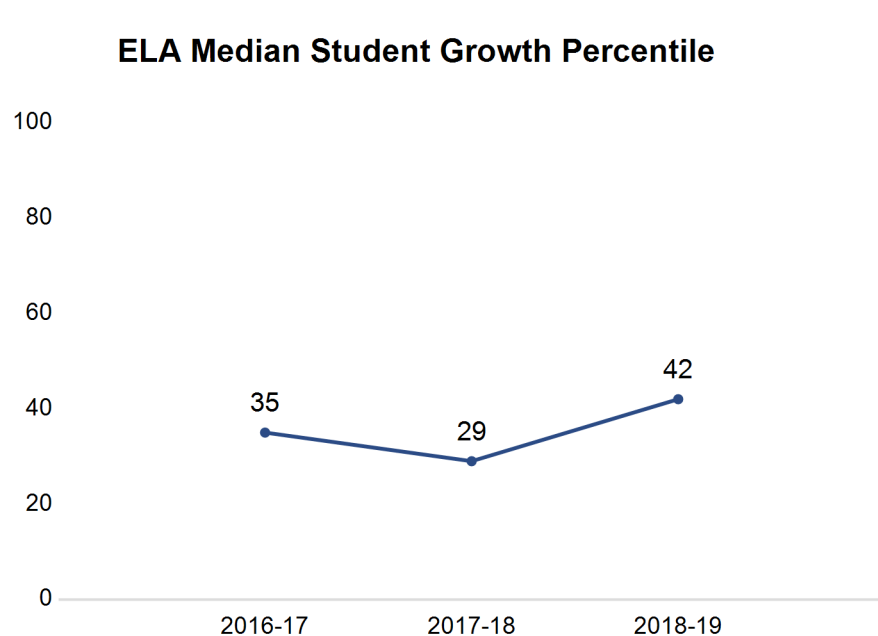
Math Median Student Growth Percentile
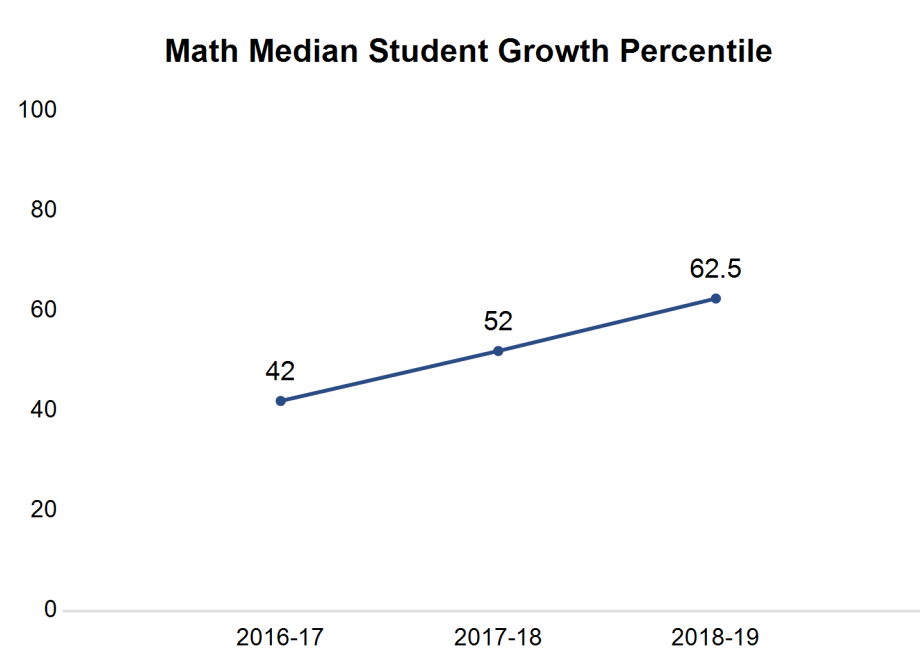
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	29	42	42	52	62.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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

A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35   Typical Growth: Between 35 and 65   High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	39	50	Met Standard	62.5	51	50	Exceeds Standard
White	39	38	50	Not Met	61.5	51	52	Exceeds Standard
Hispanic	52	41.5	49	**	72	54.5	47	**
Black or African American	48	40	45	**	59	43.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	48	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43.5	49	**	*	50.5	52	**
Female	45	42	53	N	66	52	50	N
Male	39	37	47	N	60	50	51	N
Economically Disadvantaged Students	34.5	38	48	Not Met	62.5	51	46	Exceeds Standard
Students with Disabilities	36.5	37	43	Not Met	63	53	45	Exceeds Standard
English Learners	*	47	52	**	*	62	50	**
Homeless Students	*	48	43	N	*	45.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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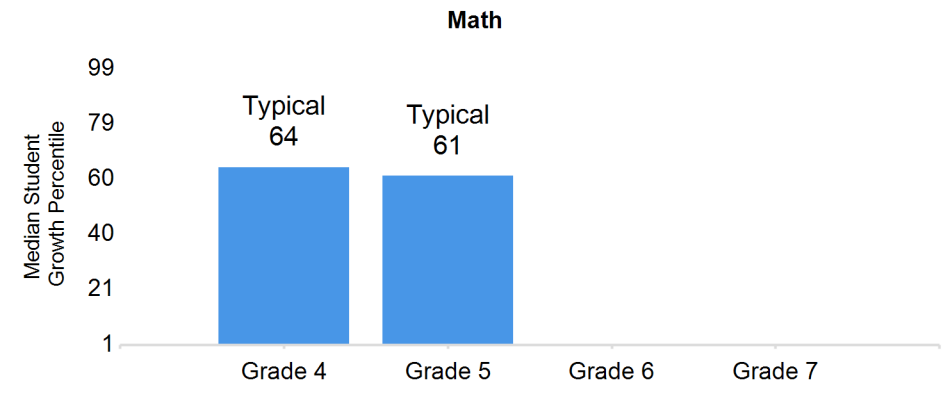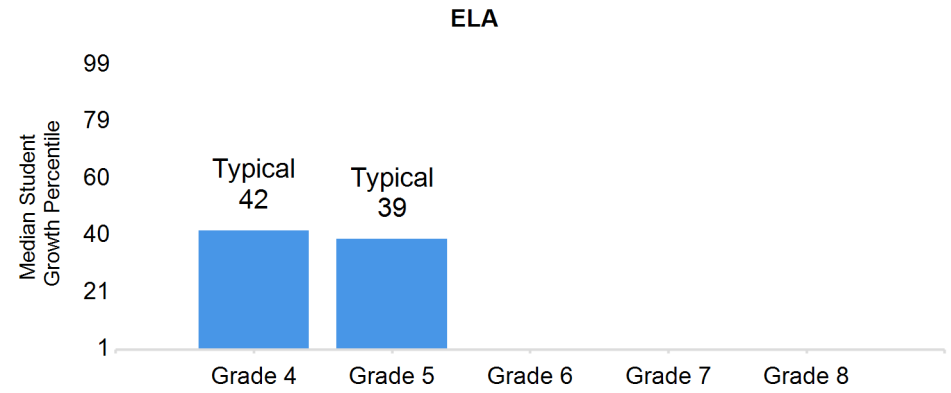
Student Growth by Performance Level

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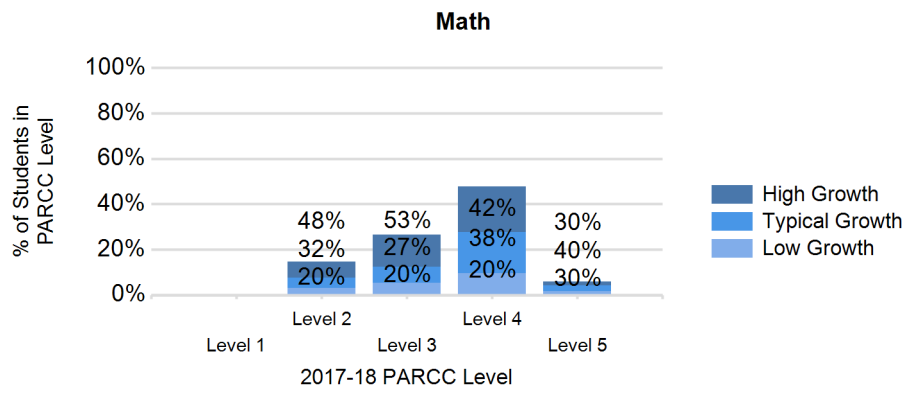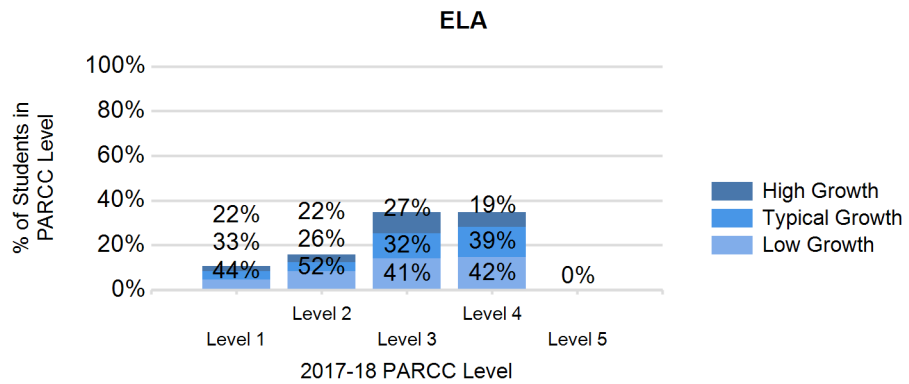
Student Growth by Grade

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

ELA — Student Growth by Performance Level (2017-18 PARCC Level)

Level 1: 22% High Growth, 33% Typical Growth, 44% Low Growth
Level 2: 22% High Growth, 26% Typical Growth, 52% Low Growth
Level 3: 27% High Growth, 32% Typical Growth, 41% Low Growth
Level 4: 19% High Growth, 39% Typical Growth, 42% Low Growth
Level 5: 0%

Math — Student Growth by Performance Level (2017-18 PARCC Level)

Level 2: 48% High Growth, 32% Typical Growth, 20% Low Growth
Level 3: 53% High Growth, 27% Typical Growth, 20% Low Growth
Level 4: 42% High Growth, 38% Typical Growth, 20% Low Growth
Level 5: 30% High Growth, 40% Typical Growth, 30% Low Growth

ELA — Median Student Growth Percentile by Grade
Grade 4: Typical 42
Grade 5: Typical 39

Math — Median Student Growth Percentile by Grade
Grade 4: Typical 64
Grade 5: Typical 61

6

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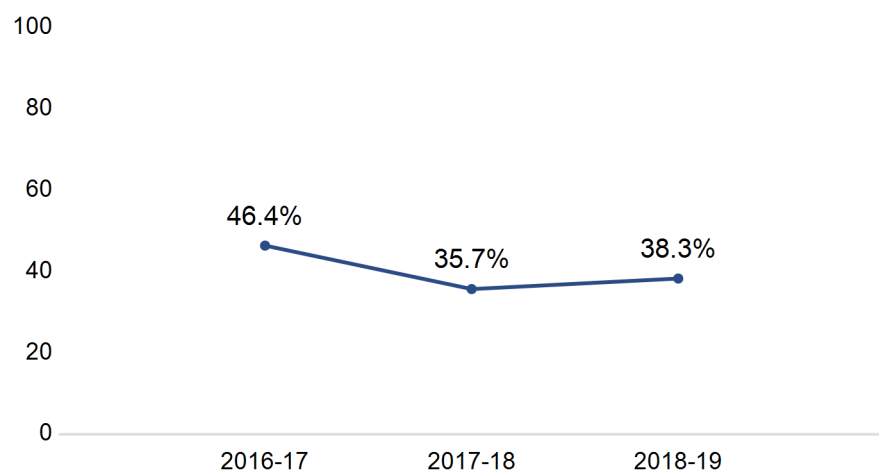Grades Offered: 01-05
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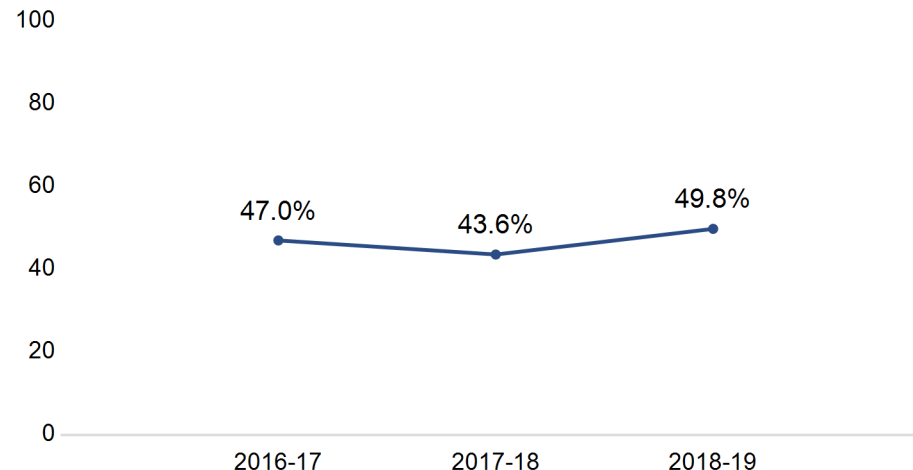 **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Year	Rate
2016-17	46.4%
2017-18	35.7%
2018-19	38.3%

Math Proficiency Rate for Federal Accountability

Year	Rate
2016-17	47.0%
2017-18	43.6%
2018-19	49.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	97.5%	98.0%	97.9%	97.5%	98.0%
Proficiency Rate for Federal Accountability	46.4%	35.7%	38.3%	47.0%	43.6%	49.8%
Annual Target	47.7%	49.4%	51.1%	56.4%	57.7%	58.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.0	38.3	50.6	57.9	38.3	51.1	Not Met
White	208	97.2	41.8	52.8	66.9	41.8	52.6	Not Met
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	36	100.0	25.0	*	38.5	25.0	17.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	50.0	62.5	82.9	50.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	146	98.0	45.2	60.4	64.8	45.2		
Male	141	98.0	31.2	41.2	51.3	31.2		
Economically Disadvantaged Students	71	97.3	26.8	32.5	40.0	26.8	25.1	Met Target
Non-Economically Disadvantaged Students	216	98.2	42.1	55.4	67.9	42.1		
Students with Disabilities	52	94.6	17.3	*	22.7	17.2	35.8	Not Met
Students without Disabilities	235	98.7	43.0	*	65.1	43.0		
English Learners	*	*	*	46.9	29.3	*	**	**
Non-English Learners	*	*	*	50.7	60.6	*		
Homeless Students	*	*	*	26.5	29.1	*		
Students In Foster Care	*	*	*	10.5	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

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

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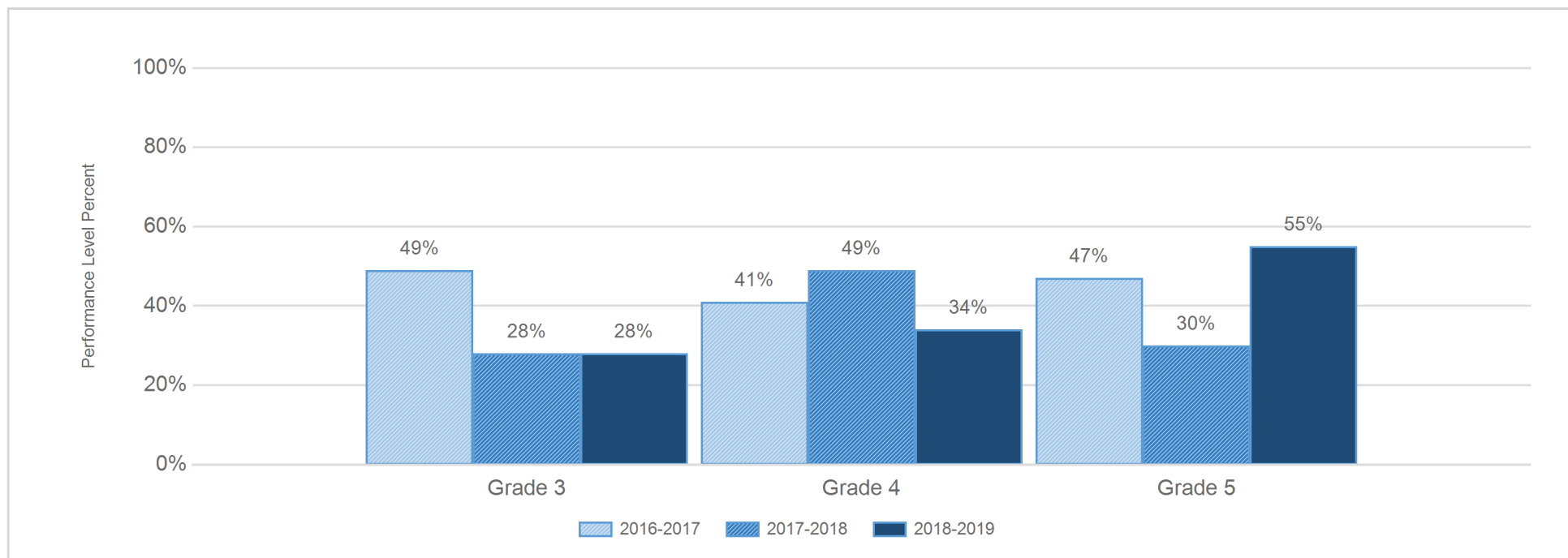* ***** Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	732	744	748	17%	24%	31%	28%	0%	28%	50%
White	76	736	746	757	13%	20%	34%	33%	0%	33%	60%
Hispanic	*	*	740	734	*	*	*	*	*	*	36%
Black or African American	16	715	722	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	749	756	*	*	*	*	*	*	58%
Female	52	743	749	753	*	*	38%	37%	0%	37%	55%
Male	54	722	739	743	*	*	24%	20%	0%	20%	46%
Economically Disadvantaged Students	24	726	730	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	82	734	747	759	*	*	*	*	*	29%	61%
Students with Disabilities	21	708	723	719	*	*	*	*	*	10%	24%
Students without Disabilities	85	738	749	754	*	*	*	*	*	33%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	106	732	*	751	17%	24%	31%	28%	0%	28%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	739	749	755	*	23%	34%	*	*	34%	57%
White	69	741	752	763	*	26%	35%	*	*	33%	67%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	11	725	729	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	742	762	*	*	*	*	*	*	64%
Female	51	747	755	760	*	22%	31%	*	*	45%	62%
Male	44	730	743	750	*	25%	36%	*	*	20%	53%
Economically Disadvantaged Students	26	726	*	740	*	*	42%	*	*	19%	40%
Non-Economically Disadvantaged Students	69	744	*	765	*	*	30%	*	*	39%	69%
Students with Disabilities	20	720	729	725	*	*	*	*	*	25%	25%
Students without Disabilities	75	744	754	761	*	*	*	*	*	36%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	749	754	756	*	15%	21%	*	*	55%	58%
White	63	751	756	764	*	*	19%	62%	0%	62%	68%
Hispanic	*	*	742	743	*	*	*	*	*	*	44%
Black or African American	10	733	733	739	*	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	763	762	*	*	*	*	*	*	65%
Female	42	753	761	761	*	*	*	*	*	57%	64%
Male	43	745	748	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	19	739	739	740	*	*	*	*	*	37%	39%
Non-Economically Disadvantaged Students	66	751	758	766	*	*	*	*	*	61%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	287	98.0	49.8	40.4	44.5	49.8	58.9	Not Met
White	208	97.2	54.3	42.8	54.1	54.3	60.4	Not Met
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	36	100.0	27.8	15.9	23.0	27.8	19.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	61.1	57.1	76.5	61.1	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	146	98.0	52.7	41.2	44.9	52.7		
Male	141	98.0	46.8	39.7	44.2	46.8		
Economically Disadvantaged Students	71	97.3	36.6	22.8	26.3	36.6	36	Met Target
Non-Economically Disadvantaged Students	216	98.2	54.2	45.0	54.9	54.2		
Students with Disabilities	52	94.6	17.3	17.7	17.4	17.2	41.2	Not Met
Students without Disabilities	235	98.7	57.0	44.6	50.0	57.0		
English Learners	*	*	*	43.8	25.0	*	**	**
Non-English Learners	*	*	*	40.4	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.5	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Wedgwood Elementary School
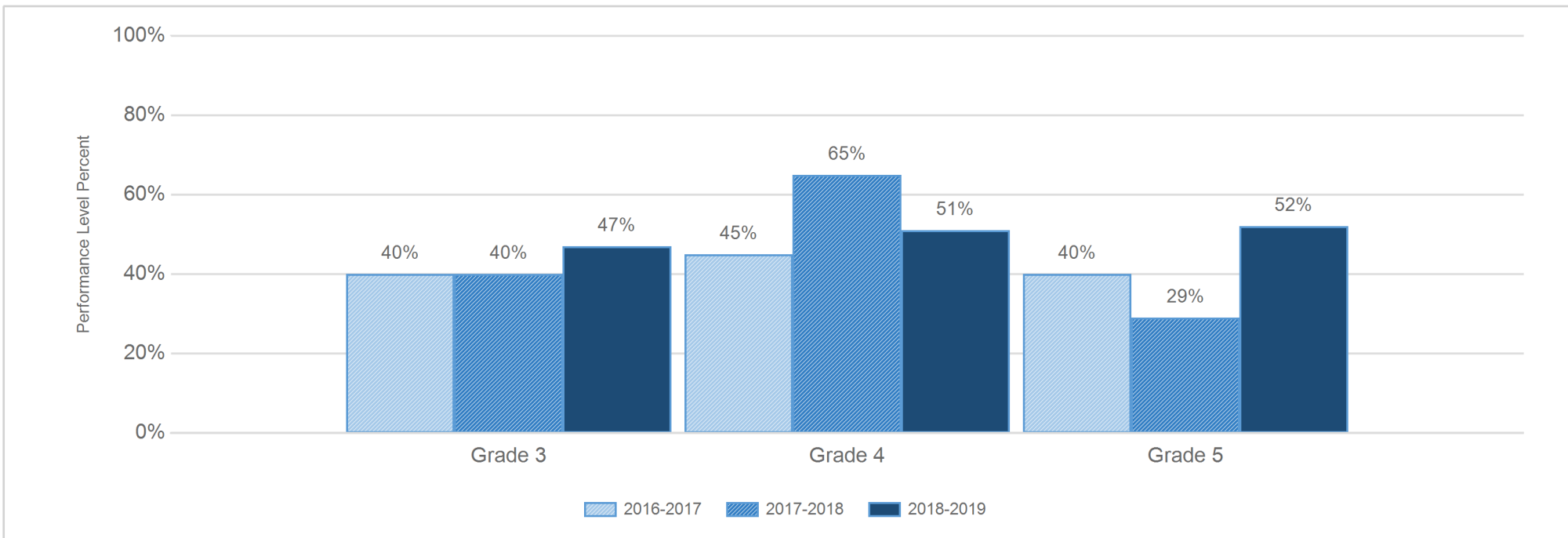(15-5500-060)
Grades Offered: 01-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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

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

14

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School
(15-5500-060)
Grades Offered: 01-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	746	751	752	*	16%	32%	*	*	47%	55%
White	76	750	754	760	*	*	30%	*	*	54%	66%
Hispanic	*	*	744	739	*	*	*	*	*	*	40%
Black or African American	16	729	729	735	*	*	*	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	754	758	*	*	*	*	*	*	62%
Female	52	750	751	751	*	*	38%	*	*	52%	54%
Male	54	743	752	752	*	*	26%	*	*	43%	56%
Economically Disadvantaged Students	24	739	732	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	82	749	757	761	*	*	*	*	*	48%	67%
Students with Disabilities	21	721	731	731	*	*	*	*	*	10%	31%
Students without Disabilities	85	753	756	756	*	*	*	*	*	56%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	106	746	*	754	*	16%	32%	*	*	47%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

(15-5500-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	750	752	749	*	*	35%	*	*	51%	51%
White	69	753	754	757	*	*	33%	*	*	55%	62%
Hispanic	*	*	746	737	*	*	*	*	*	*	36%
Black or African American	11	719	729	731	*	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	746	754	*	*	*	*	*	*	58%
Female	51	751	752	749	*	*	35%	*	*	53%	50%
Male	44	748	752	749	*	*	34%	*	*	48%	52%
Economically Disadvantaged Students	26	739	*	734	*	*	46%	*	*	27%	32%
Non-Economically Disadvantaged Students	69	754	*	759	*	*	30%	*	*	59%	63%
Students with Disabilities	20	736	736	726	*	*	*	*	*	30%	25%
Students without Disabilities	75	753	755	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

(15-5500-060)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	755	753	747	*	*	36%	40%	12%	52%	47%
White	63	757	754	755	*	*	40%	*	*	54%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	10	741	734	729	0%	*	*	*	*	30%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	755	753	*	*	*	*	*	*	55%
Female	42	756	753	747	*	*	36%	*	*	55%	47%
Male	43	754	753	747	*	*	37%	*	*	49%	47%
Economically Disadvantaged Students	19	741	740	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	66	759	756	757	*	*	*	*	*	56%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Wedgwood Elementary School
(15-5500-060)
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

(15-5500-060)

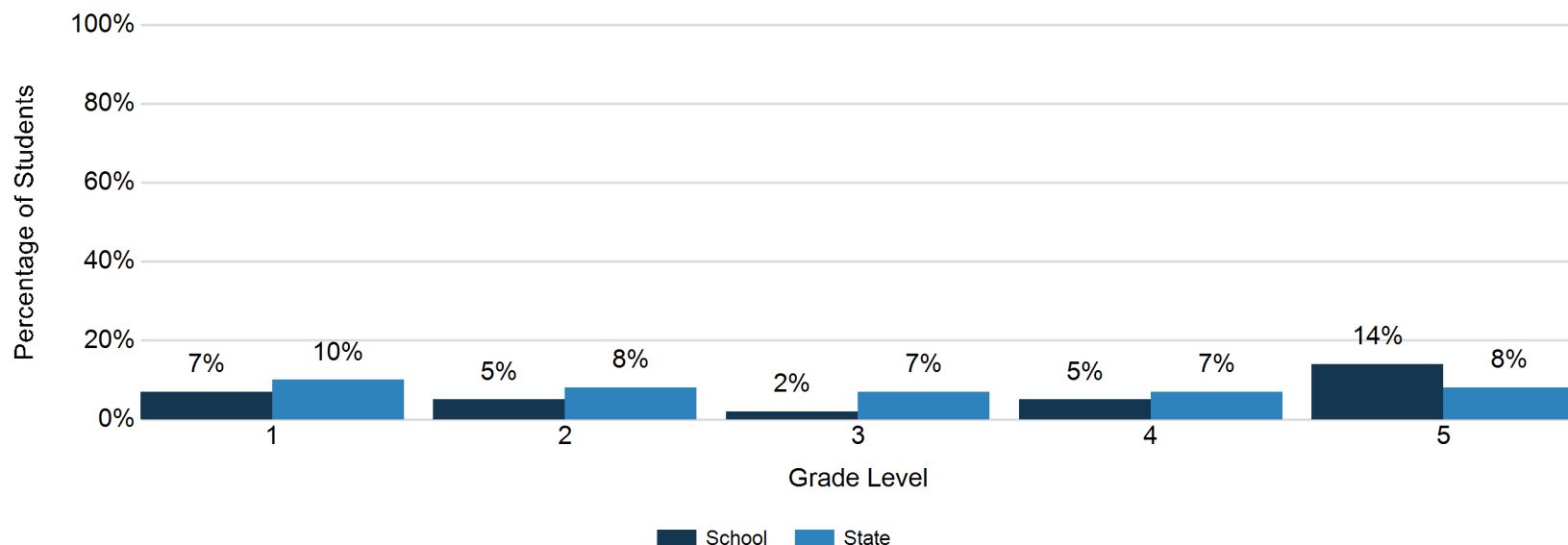Grades Offered: 01-05

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
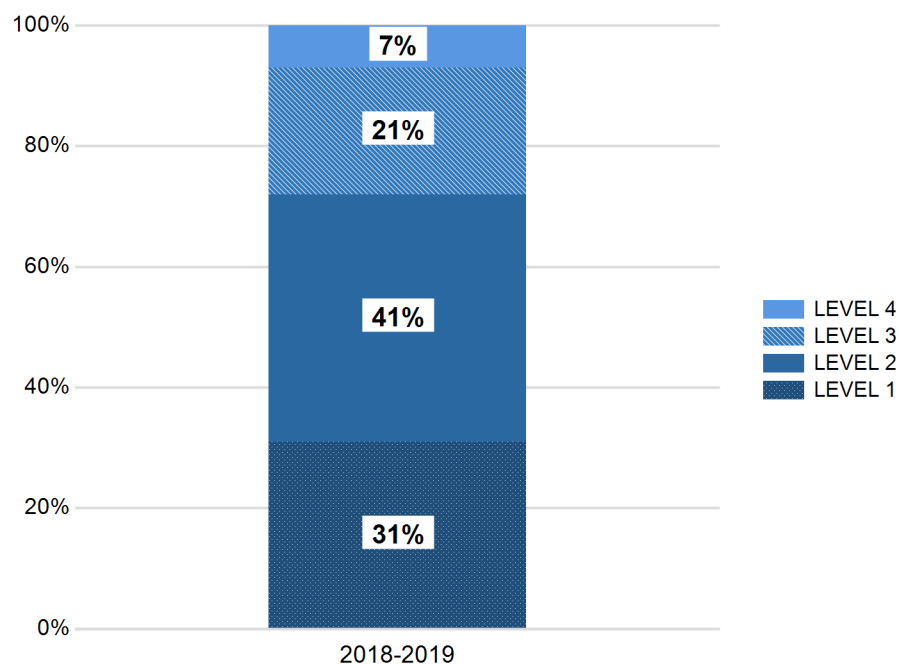
NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	31	41	21	7
White	25	48	20	8
Hispanic	*	*	*	*
Black or African American	60	20	10	10
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	45	17	7
Male	31	38	24	7
Economically Disadvantaged Students	48	33	14	5
Non-Economically Disadvantaged Students	26	44	23	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	32	6.7	8.1	Met
White	19	5.4	8.1	Met
Hispanic	4	18.2	8.1	Not Met
Black or African American	6	9.1	8.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	20.0	**	**
Female	19	8.1		
Male	13	5.3		
Economically Disadvantaged Students	18	14.2	8.1	Not Met
Students with Disabilities	8	9.4	8.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

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Chronic Absenteeism by Grade

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

Grade Level	School	State
1	7%	10%
2	5%	8%
3	2%	7%
4	5%	7%
5	14%	8%

Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

Police Notifications

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

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

Wedgwood Elementary School
(15-5500-060)
Grades Offered: 01-05
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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	0	5
No Identified Nature	5		5

Student Disciplinary Removals

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

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

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

Wedgwood Elementary School
(15-5500-060)
Grades Offered: 01-05
2018-2019

School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	72.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	18.7	16.0
Average years experience in district	15.8	12.0
Percentage of Administrators with 4 or more years experience in the district	89.4%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	242:1	153:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		554:1
Students to Nurses		600:1
Students to Counselors		277:1
Students to Child Study Team Members		313:1

Wedgwood Elementary School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.1%	92.0%	50.0%	48.4%	77.1%	54.9%
Male	50.9%	8.0%	50.0%	51.6%	22.9%	45.1%
White	73.7%	100.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	4.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.7%	0.0%	50.0%	15.0%	6.6%	13.9%
Asian	4.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 52%
Admin — N/A

Master's Degree

Teacher — 46%
Admin — 100%

Doctoral Degree
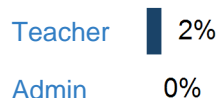
Teacher — 2%
Admin — 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.9%	90.5%
2017-18 Administrators: Same district 2018-19	91.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.2%

Wedgwood Elementary School
(15-5500-060)
Grades Offered: 01-05
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

Wedgwood Elementary School

(15-5500-060)

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

ESSA Accountability Status

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

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

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

Wedgwood Elementary School

(15-5500-060)

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.4%	35.7%	38.3%
Math Proficiency	47.0%	43.6%	49.8%
ELA Growth	35	29	42
Math Growth	42	52	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.4%	6.3%	6.7%

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

Wedgwood Elementary School

(15-5500-060)

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2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

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

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

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

Wedgwood Elementary School

(15-5500-060)

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• New Jersey Future Ready School Status • A robust tiered system of supports incorporates a variety of interventions to meet the the unique learning needs of our students. • Character education, mindfulness, and social emotional learning all support a positive school culture and climate.
Mission, Vision, Theme:	The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.
Awards, Recognition, Accomplishments:	Wedgwood School is dedicated to the mission of excellence through equity, engagement, and environment. Our students are exposed to rich curricula, a variety of clubs, character education and social emotional learning programs, enrichment and remediation programs, and student recognition programs. Our school has partnered with many community resources to offer a myriad of learning experiences.

Wedgwood Elementary School

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Courses, Curriculum, Instruction:	A comprehensive balanced literacy approach provides students with opportunities to engage in variety of authentic reading and writing activities while learning foundational skills in a systematic approach. In addition to an inquiry-based approach to science and social studies, an observable connection exists with literacy integrated throughout the curriculum. Mathematics instruction fosters critical thinking and problem-solving skills while students work in small guided groups or partnerships.
Clubs and Activities:	Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, Future Acts, Newspaper Club, and the Environmental "Green" Club. The majority of these clubs are available to students in grades two through five. In addition, students in fifth grade may be selected to serve as a School Safety. School safeties support arrival and dismissal procedures, as well as, the orderly operations of special events.

Wedgwood Elementary School

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Before and After School Programs:	Intensive before and after school tutoring programs provide diagnostic-prescriptive instruction for identified students. Tutoring programs provide academic and/or behavior supports.
Staff and Professional Learning:	The staff at Wedgwood School engages in district-level and site-based, job-embedded professional development opportunities. These high-quality workshops develop theoretical understanding, provide demonstrations and/or modeling, and include opportunities for collaboration. Analysis of student data guides the content of these programs. In addition, the sharing of instructional strategies adds to the innovation of these professional development experiences.

Wedgwood Elementary School

(15-5500-060)

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Student Supports and Services:	Student supports range from academic to social/emotional. SACs and school counselors, nursing services, board certified behavior analysts and clinical associates, and character programs support the social emotional learner. A variety of academic supports are provided through our intervention/enrichment programs. All teachers analyze data during scheduled data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make decisions regarding the supports and services for individual students.
Student Health and Wellness:	Wedgwood School has a Wellness Committee that recognizes the link between student health and learning. The school is committed to providing a learning environment that promotes student wellness, proper nutrition, health education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition, improve concentration, and increase student performance in the classroom.
Parent and Community Involvement:	Our school offers parent involvement in a variety of formats. Our PTO is an active organization along with our district Special Education Parent Advisory Group (SEPAG). Parent involvement nights such as Parents as Partners and Stepping Up to the Next Grade offer informative sessions about curriculum, instruction, and social and emotional supports. Parents are active on school-based committees, and they are also involved in school events and special programs.

Wedgwood Elementary School

(15-5500-060)

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Climate Survey is collected annually from our staff and parents. Results are shared in a variety of manners, including faculty and community meetings, school safety teams, state reporting, and community newsletters. Our results are collated and utilized to create individualized character, culture, and climate programs to continue to increase the positivity and productivity of our school.
Facilities:	Wedgwood School first opened in September 1970. The entire building boasts a media center, computer lab, art and music rooms, and a full gym. Classrooms and small group instructions rooms are available throughout the fully air-conditioned building.

NJ SCHOOL PERFORMANCE REPORT

Wedgwood Elementary School

(15-5500-060)

Grades Offered: 01-05

2018-2019

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Other Information

Technology applications continue to be infused into every aspect of the curriculum. This allows technology to open doors for students to access a world of knowledge that exists beyond the doors of our school. The computerized classroom assessment program, STAR Enterprise Reading and Math, is used by all students in all grade levels. The program is used for screening, benchmarking, and progress monitoring. STAR allows teachers to spend less time on assessment and more time on instruction. The Accelerated Reader Program challenges students to read engaging books and then test their comprehension ability through on-line quizzes. First in Math, a robust, online math supplemental program, provides students with opportunities to practice math facts and problem solving skills in a fun and engaging format. Fast ForWord, a computerized program, accelerates learning by developing cognitive skills, memory, attention, processing, and sequencing through a series of activities. Other students participate in Read 180 to enhance their aquisition of literacy skills. All of our classrooms are equipped with computers, Smart Boards, document cameras, Red Cat amplification systems, LCD projectors, and/ or short throw projectors. The addition of short throw technology transforms our whiteboards into interactive computer screens viewable by an entire classroom. Our school enables parent access to grades and attendance using the data management system, PowerSchool. The school website and staff web pages provide parents with detailed information regarding daily events and curriculum information.