




BIRCHES ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

15-5500-027
GLOUCESTER
WASHINGTON TWP
416 WESTMINSTER BLVD
TURNERSVILLE, NJ 08012-1625

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	0	0	0
1	91	74	87
2	74	95	81
3	89	79	96
4	95	93	77
5	104	107	98
Ungraded	2	8	15
Total	455	456	454

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	49%
Male	50%	52%	51%
Economically Disadvantaged Students	23%	27%	23%
Students with Disabilities	22%	20%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	76.4%
Hispanic	9.5%
Black or African American	5.7%
Asian	4.6%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.5%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Home Language	% of Students
English	99.3%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	267	97.9	52.40	52.10	54.90	52.4	46.1	Met Target
White	206	98.6	54.80	53.40	63.90	54.8	48.9	Met Target
Hispanic	27	96.7	33.30	40.50	39.80	33.3	31.2	Met Target
Black or African American	12	100.0	25.00	*	35.20	25	**	**
Asian, Native Hawaiian, or Pacific Islander	12	92.3	58.30	70.50	80.70	56.5	**	**
American Indian or Alaska Native	N	N	N	50.00	53.70	N	**	**
Two or More Races	10	91.7	80.00	49.00	54.90	76.2	**	**
Female	131	99.3	58.00	61.00	62.20	58		
Male	136	96.6	47.00	43.30	48.10	47		
Economically Disadvantaged Students	67	98.6	40.30	35.30	36.20	40.3	36.4	Met Target
Non-Economically Disadvantaged Students	200	97.7	56.50	55.90	65.80	56.5		
Students with Disabilities	57	98.5	28.10	*	20.50	28.1	35.6	Met Target†
Students without Disabilities	210	97.8	59.10	*	61.90	59.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	16.70	26.40	N		
Students In Foster Care	N	N	N	35.70	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	100	744	747	749	*	13%	32%	43%	*	45%	50%
White	71	744	749	759	*	*	37%	44%	*	45%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	40	747	752	754	*	*	38%	40%	*	45%	55%
Male	60	741	742	745	*	*	28%	45%	*	45%	46%
Economically Disadvantaged Students	26	728	735	731	*	*	*	*	*	23%	31%
Non-Economically Disadvantaged Students	74	749	751	762	*	*	*	*	*	53%	63%
Students with Disabilities	23	716	*	720	*	*	*	*	*	17%	24%
Students without Disabilities	77	752	*	755	*	*	*	*	*	53%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	749	746	753	*	14%	33%	49%	*	52%	56%
White	62	751	750	762	*	*	34%	53%	*	55%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	42	751	750	758	*	*	38%	50%	*	52%	61%
Male	37	746	742	749	*	*	27%	49%	*	51%	51%
Economically Disadvantaged Students	15	750	734	737	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	64	749	749	764	*	*	*	*	*	53%	69%
Students with Disabilities	14	730	721	725	*	*	*	*	*	14%	25%
Students without Disabilities	65	753	751	759	*	*	*	*	*	60%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	754	756	756	*	10%	28%	57%	*	59%	59%
White	80	756	758	763	*	*	29%	60%	*	63%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	58	759	762	761	*	*	22%	67%	*	71%	66%
Male	40	746	749	750	*	*	35%	43%	*	43%	53%
Economically Disadvantaged Students	24	746	741	740	*	*	*	50%	*	50%	40%
Non-Economically Disadvantaged Students	74	756	759	765	*	*	*	60%	*	62%	71%
Students with Disabilities	19	741	736	725	*	*	*	*	*	42%	22%
Students without Disabilities	79	757	760	762	*	*	*	*	*	63%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	98	754	756	757	*	10%	28%	57%	*	59%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

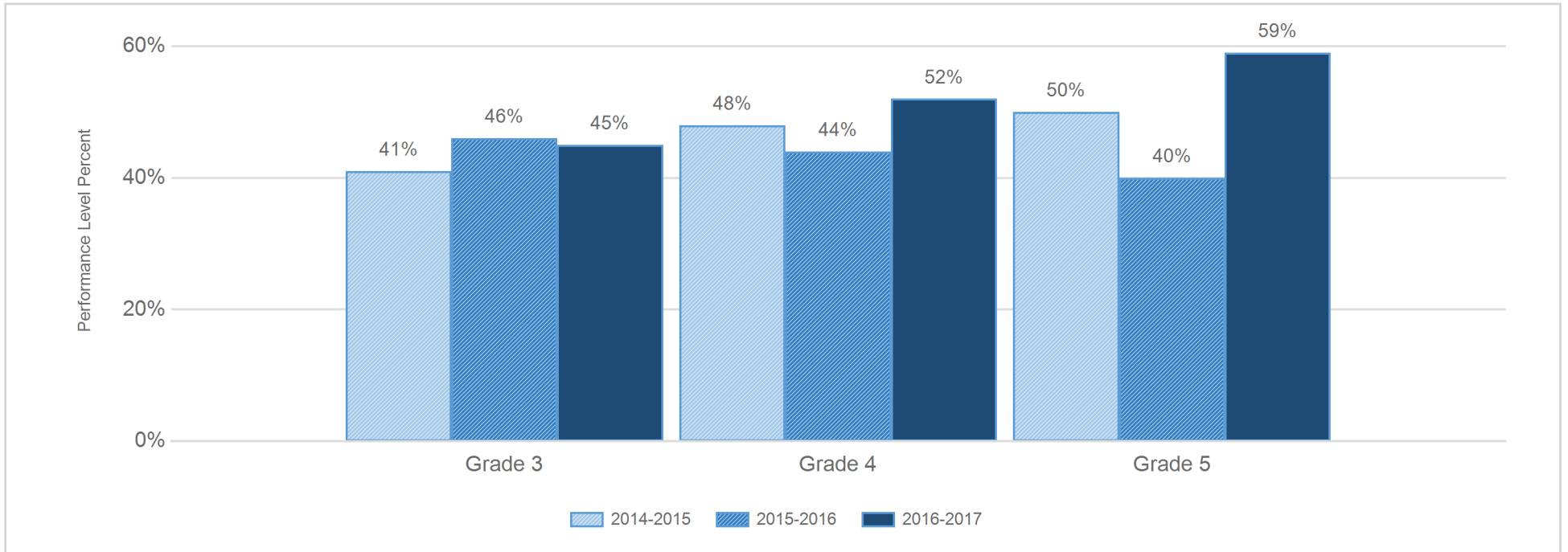


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

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Schoolwide	266	97.6	55.30	39.80	43.50	55.3	53.6	Met Target
White	205	98.2	57.10	41.00	52.40	57.1	57.4	Met Target†
Hispanic	27	96.7	63.00	32.20	27.60	63	35.6	Met Target
Black or African American	12	100.0	16.70	19.60	21.70	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	12	92.3	41.60	56.80	75.60	40.4	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	10	91.7	60.00	44.00	44.90	57.1	**	**
Female	130	98.6	59.20	40.10	44.10	59.2		
Male	136	96.6	51.50	39.70	42.90	51.5		
Economically Disadvantaged Students	66	97.3	50.00	*	25.10	50	39.2	Met Target
Non-Economically Disadvantaged Students	200	97.7	57.00	*	54.30	57		
Students with Disabilities	57	98.5	36.80	15.30	16.50	36.8	43.6	Met Target†
Students without Disabilities	209	97.3	60.30	44.50	48.80	60.3		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	99	753	749	751	*	12%	27%	46%	*	57%	53%
White	70	754	752	759	*	*	29%	44%	*	57%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	753	750	751	*	*	*	59%	*	67%	52%
Male	60	753	749	751	*	*	*	37%	*	50%	53%
Economically Disadvantaged Students	25	747	738	736	*	*	*	40%	*	48%	34%
Non-Economically Disadvantaged Students	74	755	753	761	*	*	*	47%	*	60%	65%
Students with Disabilities	23	728	*	729	*	*	*	*	0%	30%	29%
Students without Disabilities	76	760	*	755	*	*	*	*	15%	65%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	749	746	747	*	15%	37%	42%	*	46%	47%
White	62	751	750	755	*	*	37%	45%	*	50%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	747	745	747	*	*	41%	33%	*	41%	47%
Male	37	750	747	747	*	*	32%	51%	*	51%	48%
Economically Disadvantaged Students	15	741	733	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	64	750	750	757	*	*	*	*	*	47%	61%
Students with Disabilities	14	727	725	724	*	*	*	*	*	21%	22%
Students without Disabilities	65	753	751	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	98	754	750	747	*	*	31%	53%	*	59%	46%
White	80	755	751	754	0%	*	31%	54%	*	60%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	58	757	752	747	*	*	31%	57%	*	64%	47%
Male	40	750	747	746	*	*	30%	48%	*	53%	46%
Economically Disadvantaged Students	24	747	738	732	*	*	*	46%	*	54%	27%
Non-Economically Disadvantaged Students	74	756	752	756	*	*	*	55%	*	61%	59%
Students with Disabilities	19	749	736	725	*	*	*	*	*	47%	19%
Students without Disabilities	79	755	752	751	*	*	*	*	*	62%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	98	754	750	748	*	*	31%	53%	*	59%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

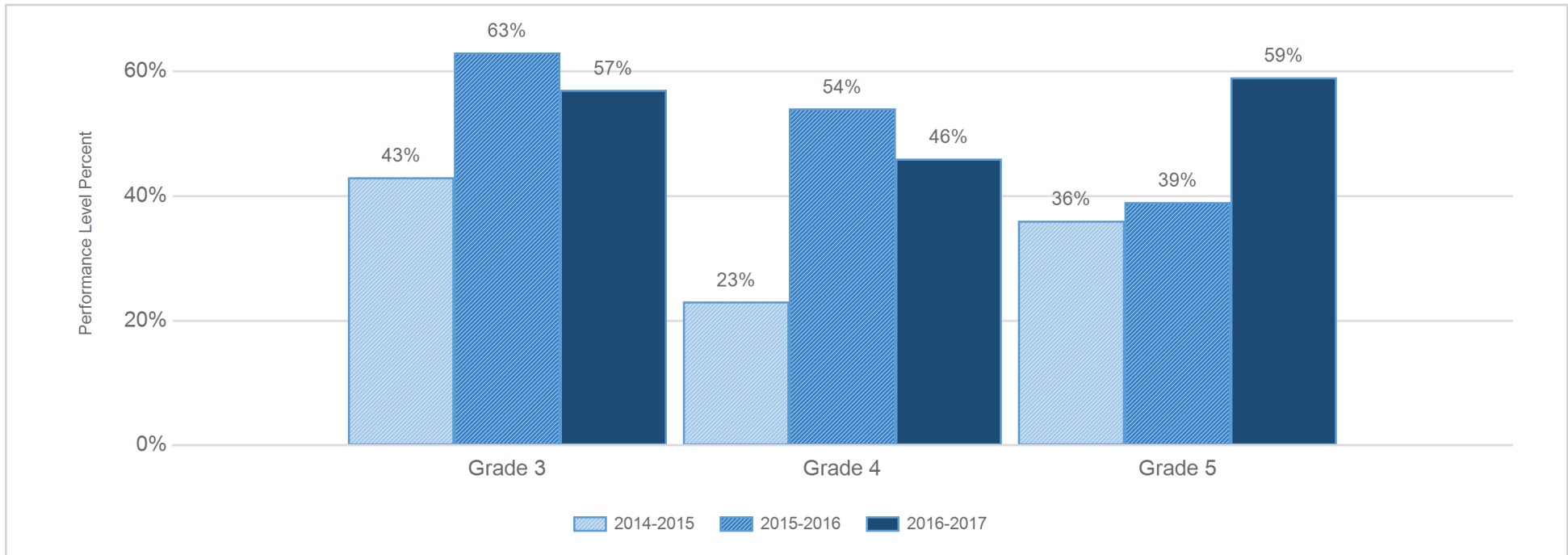


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps 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 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. The table also shows 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
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

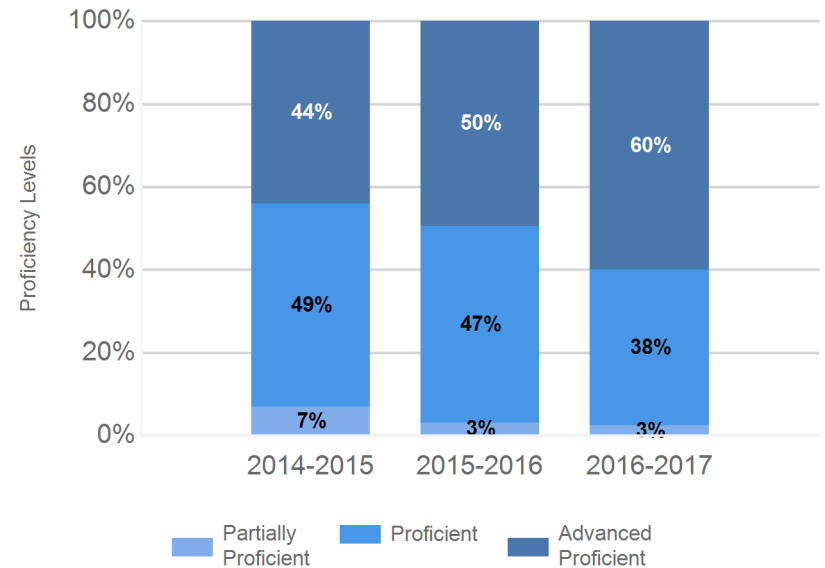
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	60%	38%	3%
White	65%	34%	*
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	56%	44%	N
Students with Disabilities	36%	64%	N
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	53	50	Met Target	60.5	52	50	Exceeds Target
White	51	52	50	Met Target	59	52	52	Met Target
Hispanic	64	51.5	49	**	68	51	47	**
Black or African American	*	52	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	61	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	58	54	47	Met Target	51.5	49	46	Met Target
Students with Disabilities	58	47	41	Met Target	60	49	43	Exceeds Target
English Learners	*	69	53	**	*	46	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

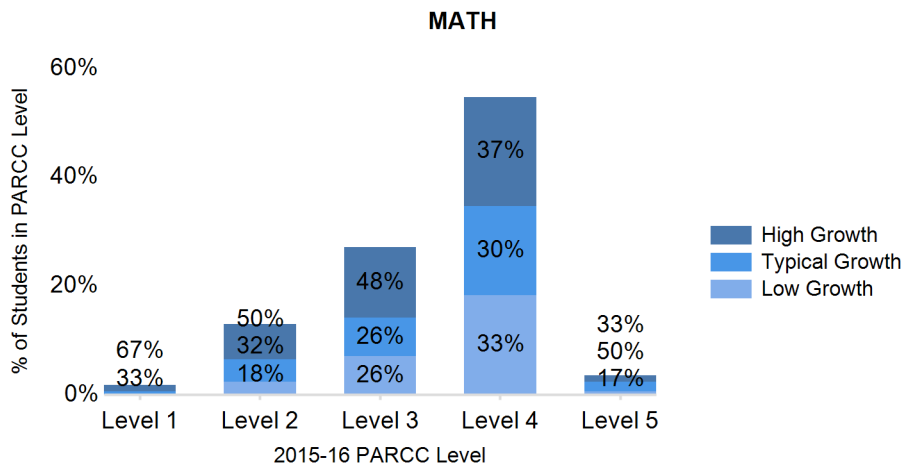
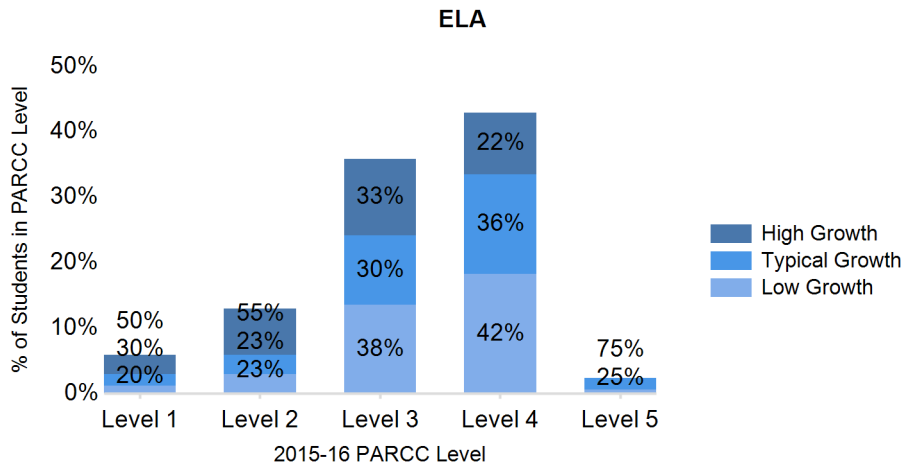
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

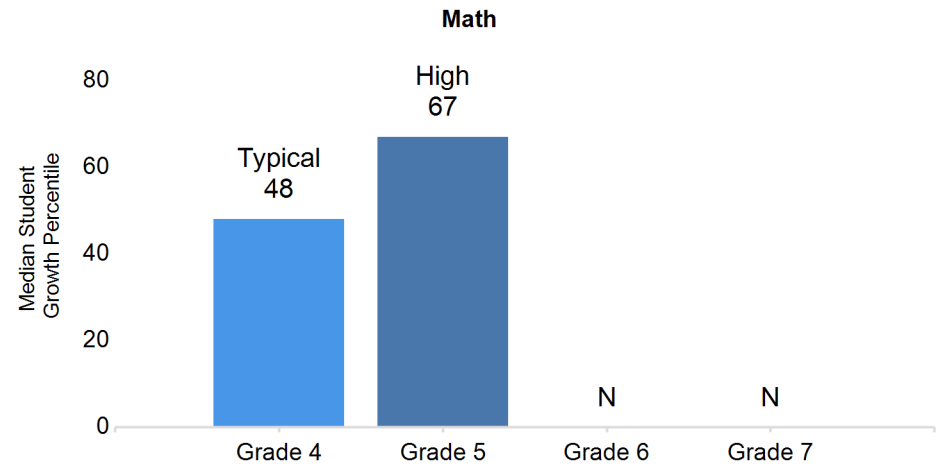
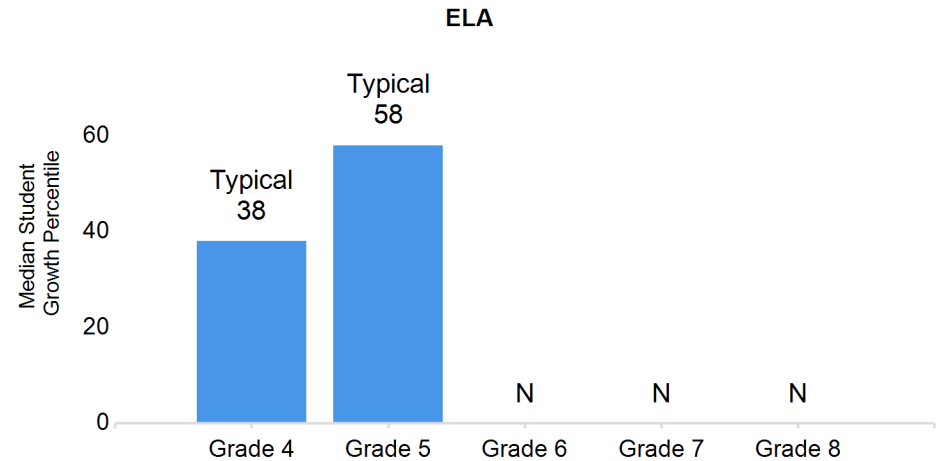
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

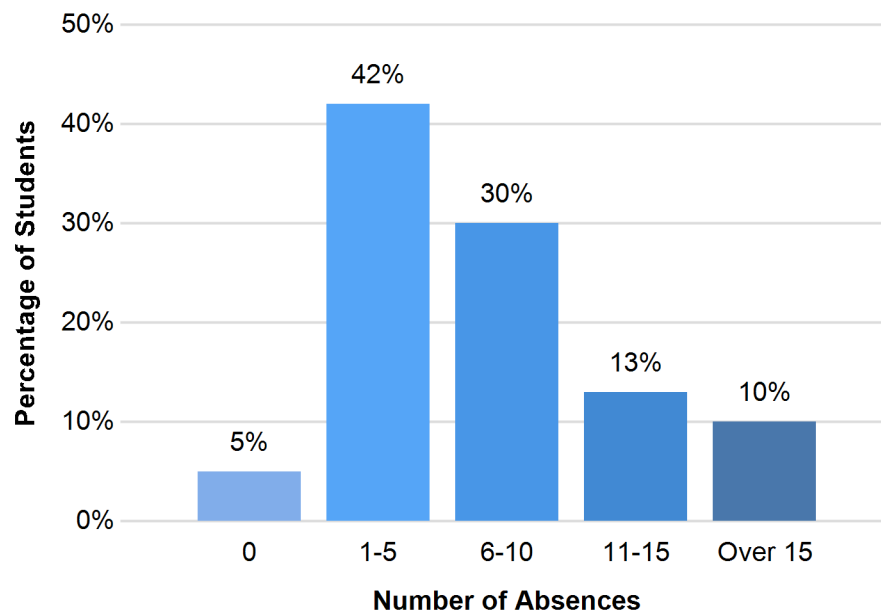
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	7.60	Met Target
White	5.40	7.60	Met Target
Hispanic	9.30	7.60	Not Met
Black or African American	3.80	7.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.50	7.60	Not Met
Students with Disabilities	7.00	7.60	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





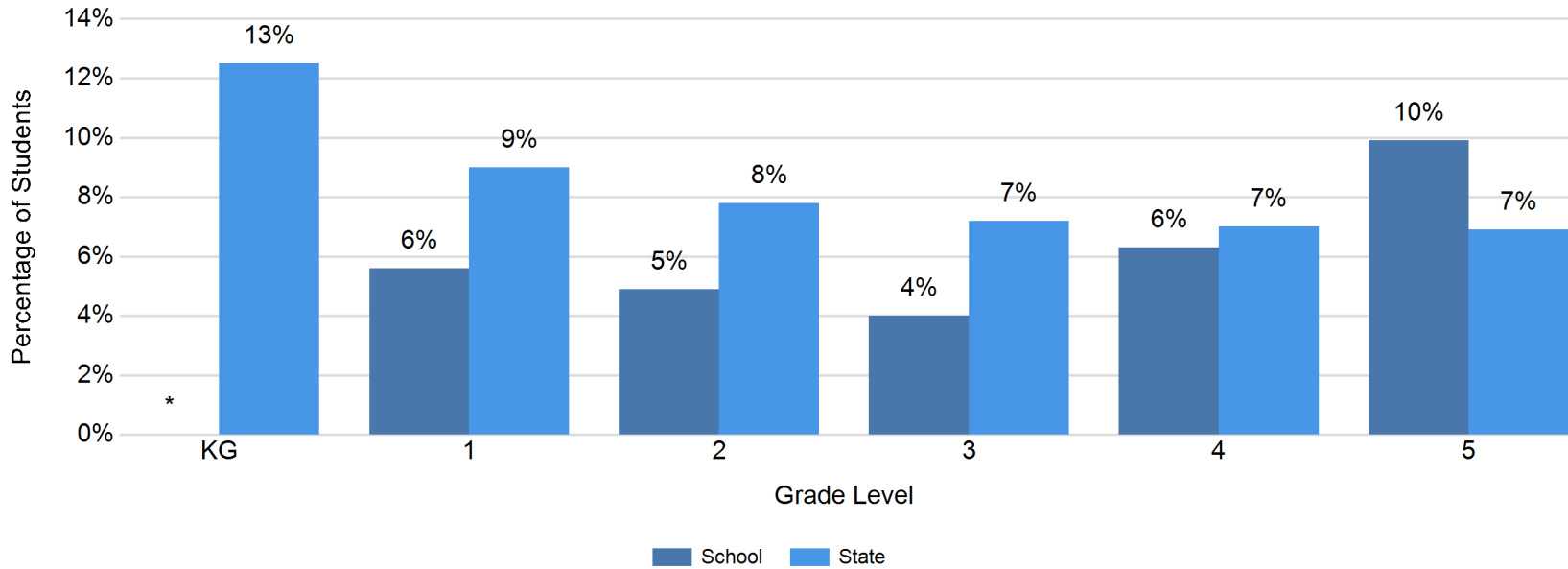
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

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

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.4%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	272.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$412	\$16,165	\$16,577



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	11.8	10.5
Teachers in district for 4 or more years	63%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	15.6	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	151:1	163:1
Librarian/Media Specialists		564:1
Nurses		611:1
Counselors		272:1
Child Study Team		306:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	90%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	38.3	17.5%
Mathematics Proficiency	75.7	17.5%
English Language Arts Growth	66.3	25.0%
Mathematics Growth	80.3	25.0%
Chronic Absenteeism	63.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		66.2
Summative Rating: Percentile rank of Summative Score		74.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	66.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	51.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	84.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Rose	Email Address:	jrose@wtps.org
Address:	416 WESTMINSTER BLVD TURNERSVILLE, NJ 08012-1625	Website:	www.wtps.org
Phone:	(856)232-1290	Twitter:	https://twitter.com/BirchesElem

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 your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Everyday Math, Balanced Literacy, Integration of Technology, and Inquiry Based Instruction. • Intervention periods allow for differentiated instruction tailored to the unique learning needs of our students. • Birches has a strong Character Education Program, Character Counts which emphasizes six pillars of character.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Birches School is to foster a safe and supportive environment where individuals can strive towards their unique potential through challenging and diverse learning opportunities. Innovative instructional practices, outstanding curriculum, exemplary professional development, and a safe learning community underscore Birches School's dedication to "Excellence in Education" for all students.</p>






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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 your school directly.

 <p>Courses, Curriculum, Instruction:</p>	<p>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.</p>
 <p>Clubs and Activities:</p>	<p>Students may elect to engage in the following clubs: Drama Club, STEM Club, Strategic Games Club, 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.</p>
 <p>Before and After School Programs:</p>	<p>The Get Set Program and the Good Morning Math Program, are intensive tutoring programs which provide diagnostic-prescriptive instruction before and after school for identified students in grades one through five. Working Writers, aimed at improving students' writing skills, exposes students to a wide variety of writing genres and writing tasks. Overall, students are provided with additional time to improve their math and literacy skills during these programs.</p>







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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 your school directly.

 <p>Staff and Professional Learning:</p>	<p>The Birches staff 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.</p>
 <p>Student Supports and Services:</p>	<p>All teachers analyze data during scheduled guided data meetings, and our Intervention and Referral Team meets regularly to examine student data in order to make data driven decisions regarding students' supports and services. Our focus is on providing high quality supports and interventions that are matched to the students' needs to create an environment where all students continue to progress and thrive not only academically, but also socially and emotionally.</p>
 <p>Student Health and Wellness:</p>	<p>Birches School has a Wellness Committee that recognizes the link between student health and learning and is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity for all students. Breakfast is offered and served daily in each classroom to promote proper nutrition as well as improve concentration and performance in the classroom.</p>
 <p>Parent and Community Involvement:</p>	<p>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 are informative sessions about curriculum, instruction, and social and emotional supports.</p>





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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 your school directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Students at Birches School complete the Olweus Anti-Bullying Survey at the end of each year. This survey is used to reflect on the anti-bullying initiatives that have been established at Birches School. The Olweus Team and the Positive School Culture Committee at Birches School use these results to help make decisions about the anti-bullying initiatives for the following year.</p>
 <p>Facilities:</p>	<p>The original building at Birches School was built in 1968. An addition that connects both sides of the original structure was added in 1995. The addition houses our library, computer lab, music room, art room, and gymnasium. You can also find our Guidance Office, Child Study Team Offices, Anti- Bully Specialist's Office, and small group instructional rooms in the newer part of the building. Birches is an air conditioned facility.</p>



**BIRCHES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

15-5500-027
GLOUCESTER
WASHINGTON TWP
416 WESTMINSTER BLVD
TURNERSVILLE, NJ 08012-1625

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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 or System 44 to enhance their acquisition 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.