




Smithville Elementary School
2016-2017
Grade Span KF-06

01-1690-048
ATLANTIC
GALLOWAY TWP
37 S OLD PORT REPUBLIC ROAD
GALLOWAY, NJ 08205

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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Enrollment Trends by Grade

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.

Grade	2014-15	2015-16	2016-17
KG	93	67	88
1	84	93	68
2	96	95	98
3	86	91	96
4	87	87	92
5	81	97	93
6	88	98	105
Ungraded	0	0	9
Total	615	628	649

Enrollment Trends by Student Group

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.

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	50%
Male	51%	49%	50%
Economically Disadvantaged Students	49%	50%	50%
Students with Disabilities	11%	14%	13%
English Learners	4%	5%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	45.8%
Hispanic	21.6%
Black or African American	20.6%
Asian	5.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	91	67	88

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. All other students are included in Other Languages.

Home Language	% of Students
English	83.1%
Spanish	10.2%
Urdu	1.5%
Chinese	1.1%
Other	4.3%



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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	359	97.6	41.80	48.90	54.90	41.8	45.6	Met Target†
White	167	98.4	50.30	54.50	63.90	50.3	54.3	Met Target†
Hispanic	81	94.6	44.50	42.50	39.80	44	41.5	Met Target
Black or African American	74	98.9	21.70	31.90	35.20	21.7	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	95.8	52.40	63.60	80.70	52.4	56.3	Met Target†
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	16	100.0	18.80	*	54.90	18.8	N	N
Female	184	98.1	46.70	55.30	62.20	46.7		
Male	175	97.1	36.50	42.60	48.10	36.5		
Economically Disadvantaged Students	170	98.1	29.40	37.40	36.20	29.4	33.2	Met Target†
Non-Economically Disadvantaged Students	189	97.1	52.90	60.10	65.80	52.9		
Students with Disabilities	75	97.6	21.40	17.30	20.50	21.4	27.7	Met Target†
Students without Disabilities	284	97.6	47.20	57.20	61.90	47.2		
English Learners	23	100.0	39.10	31.20	25.20	39.1	N	N
Non-English Learners	336	97.4	42.00	50.30	57.40	42		
Homeless Students	*	*	*	33.40	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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	97	745	739	749	*	18%	26%	49%	*	50%	50%
White	48	752	744	759	*	*	31%	54%	*	56%	61%
Hispanic	20	744	730	734	*	*	0%	65%	0%	65%	35%
Black or African American	18	726	*	731	*	*	*	*	0%	22%	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	*	*	*	750	*	*	*	*	*	*	52%
Female	51	753	743	753	*	*	22%	59%	*	61%	55%
Male	46	736	735	744	*	*	30%	37%	*	37%	46%
Economically Disadvantaged Students	48	732	732	730	*	*	29%	33%	*	33%	31%
Non-Economically Disadvantaged Students	49	758	745	761	*	*	22%	63%	*	65%	63%
Students with Disabilities	18	723	715	720	*	*	*	*	*	22%	24%
Students without Disabilities	79	750	744	754	*	*	*	*	*	56%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	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	93	739	745	753	*	25%	29%	36%	*	40%	56%
White	44	746	752	762	*	*	32%	46%	*	50%	67%
Hispanic	17	739	742	740	*	*	*	*	*	35%	40%
Black or African American	24	726	732	736	*	*	*	*	*	25%	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	55	742	747	758	*	22%	27%	36%	*	44%	61%
Male	38	735	743	748	*	29%	32%	34%	*	34%	51%
Economically Disadvantaged Students	42	730	738	737	*	31%	31%	24%	*	26%	36%
Non-Economically Disadvantaged Students	51	747	753	764	*	20%	28%	45%	*	51%	69%
Students with Disabilities	16	714	722	724	*	*	*	*	*	13%	25%
Students without Disabilities	77	744	751	759	*	*	*	*	*	46%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	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	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	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	90	746	750	755	*	18%	30%	44%	*	47%	59%
White	39	752	751	763	*	*	33%	46%	*	51%	69%
Hispanic	22	747	746	743	*	*	*	50%	0%	50%	44%
Black or African American	19	728	*	739	*	*	*	*	0%	26%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	46	747	753	761	*	*	35%	44%	*	46%	66%
Male	44	744	746	749	*	*	25%	46%	*	48%	53%
Economically Disadvantaged Students	38	739	743	739	*	*	37%	34%	*	34%	40%
Non-Economically Disadvantaged Students	52	751	755	765	*	*	25%	52%	*	56%	71%
Students with Disabilities	12	722	726	724	*	*	*	*	*	17%	22%
Students without Disabilities	78	750	754	761	*	*	*	*	*	51%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	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	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	114	734	748	751	*	29%	34%	27%	*	28%	54%
White	50	742	753	758	*	20%	32%	38%	*	40%	63%
Hispanic	24	727	744	740	*	*	*	*	0%	29%	38%
Black or African American	25	723	734	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	52	737	753	758	*	27%	37%	29%	*	31%	61%
Male	62	731	743	745	*	31%	32%	26%	*	26%	46%
Economically Disadvantaged Students	62	725	741	737	*	37%	29%	21%	*	21%	34%
Non-Economically Disadvantaged Students	52	744	757	760	*	19%	40%	35%	*	37%	65%
Students with Disabilities	23	711	720	722	*	*	*	*	*	*	17%
Students without Disabilities	91	739	754	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



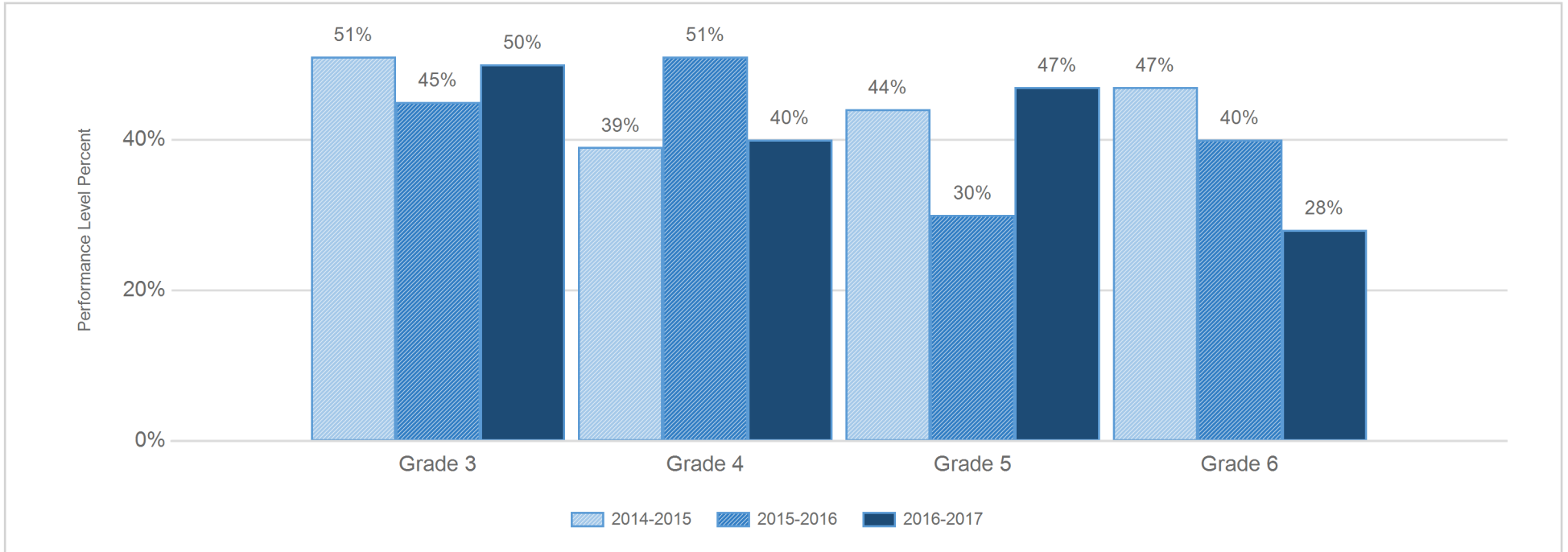
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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics 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	358	97.4	46.10	48.10	43.50	46.1	46.6	Met Target†
White	167	98.4	58.70	55.90	52.40	58.7	55.5	Met Target
Hispanic	81	94.7	38.30	37.40	27.60	37.9	33.1	Met Target
Black or African American	73	97.8	24.70	27.70	21.70	24.7	30.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	21	96.0	57.10	68.70	75.60	57.1	51.5	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	16	100.0	37.60	*	44.90	37.6	N	N
Female	184	98.1	51.10	49.80	44.10	51.1		
Male	174	96.6	40.80	46.40	42.90	40.8		
Economically Disadvantaged Students	169	97.6	32.60	37.70	25.10	32.6	34.4	Met Target†
Non-Economically Disadvantaged Students	189	97.2	58.20	58.40	54.30	58.2		
Students with Disabilities	75	97.6	21.40	19.00	16.50	21.4	26.2	Met Target†
Students without Disabilities	283	97.3	52.70	55.90	48.80	52.7		
English Learners	23	100.0	43.50	41.40	23.30	43.5	N	N
Non-English Learners	335	97.2	46.30	48.60	45.20	46.3		
Homeless Students	*	*	*	33.40	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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	100	749	745	750	*	*	30%	45%	*	54%	53%
White	48	758	750	758	*	*	21%	58%	*	71%	63%
Hispanic	22	740	736	738	*	*	*	*	*	41%	37%
Black or African American	18	735	*	733	*	*	*	*	0%	28%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	53	750	745	751	*	*	23%	55%	*	60%	52%
Male	47	749	745	750	*	*	38%	34%	*	47%	53%
Economically Disadvantaged Students	50	739	738	735	*	*	*	32%	*	36%	34%
Non-Economically Disadvantaged Students	50	760	752	761	*	*	*	58%	*	72%	65%
Students with Disabilities	18	731	720	728	*	*	*	*	*	39%	29%
Students without Disabilities	82	754	751	754	*	*	*	*	*	57%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	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	93	746	749	746	*	26%	22%	44%	*	48%	47%
White	44	752	756	754	0%	23%	*	61%	*	64%	59%
Hispanic	17	749	744	734	0%	*	*	*	*	35%	30%
Black or African American	24	734	736	729	*	42%	*	*	*	33%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	745	748	746	*	24%	*	51%	*	55%	47%
Male	38	746	751	746	*	29%	*	34%	*	40%	48%
Economically Disadvantaged Students	42	736	742	731	*	*	24%	31%	*	33%	27%
Non-Economically Disadvantaged Students	51	753	757	756	*	*	20%	55%	*	61%	61%
Students with Disabilities	16	725	726	724	*	*	*	*	*	19%	22%
Students without Disabilities	77	750	755	751	*	*	*	*	*	55%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	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	89	743	748	746	*	21%	30%	38%	*	42%	46%
White	39	749	750	754	*	*	31%	46%	*	51%	57%
Hispanic	22	741	745	734	0%	*	*	*	0%	41%	30%
Black or African American	18	727	*	728	*	*	*	*	0%	17%	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	*	*	*	746	*	*	*	*	*	*	47%
Female	46	743	749	747	*	*	33%	41%	*	41%	47%
Male	43	743	747	746	*	*	28%	35%	*	42%	46%
Economically Disadvantaged Students	37	738	741	732	*	*	35%	32%	*	32%	27%
Non-Economically Disadvantaged Students	52	747	754	756	*	*	27%	42%	*	48%	59%
Students with Disabilities	12	718	727	724	*	*	*	*	*	17%	19%
Students without Disabilities	77	747	753	751	*	*	*	*	*	46%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	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	715	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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	114	738	746	743	*	23%	27%	33%	*	38%	44%
White	50	747	752	750	*	*	20%	48%	*	54%	54%
Hispanic	24	738	741	730	*	*	*	*	0%	29%	27%
Black or African American	25	719	726	724	*	*	*	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	52	746	749	744	*	*	31%	37%	*	44%	45%
Male	62	732	744	742	*	*	24%	31%	*	32%	43%
Economically Disadvantaged Students	62	728	738	728	*	*	27%	21%	*	24%	24%
Non-Economically Disadvantaged Students	52	751	757	752	*	*	27%	48%	*	54%	56%
Students with Disabilities	23	707	714	716	*	*	*	*	*	*	13%
Students without Disabilities	91	746	753	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

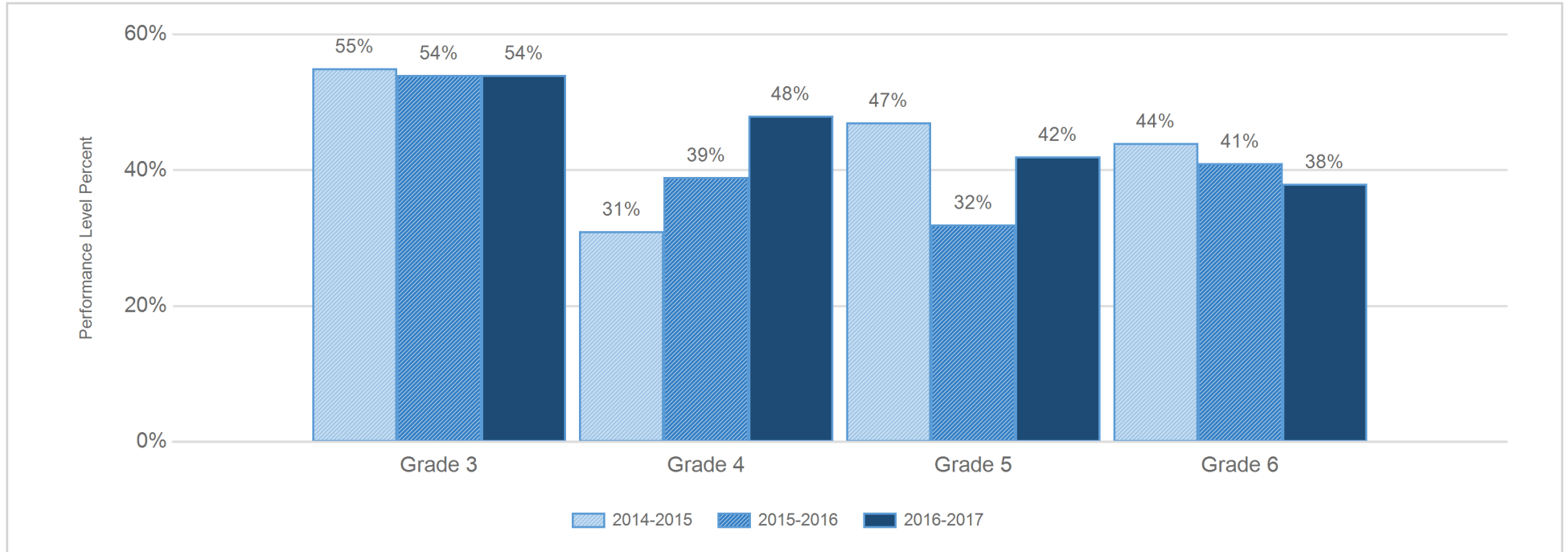


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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	*	*
6	*	*

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	13	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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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.

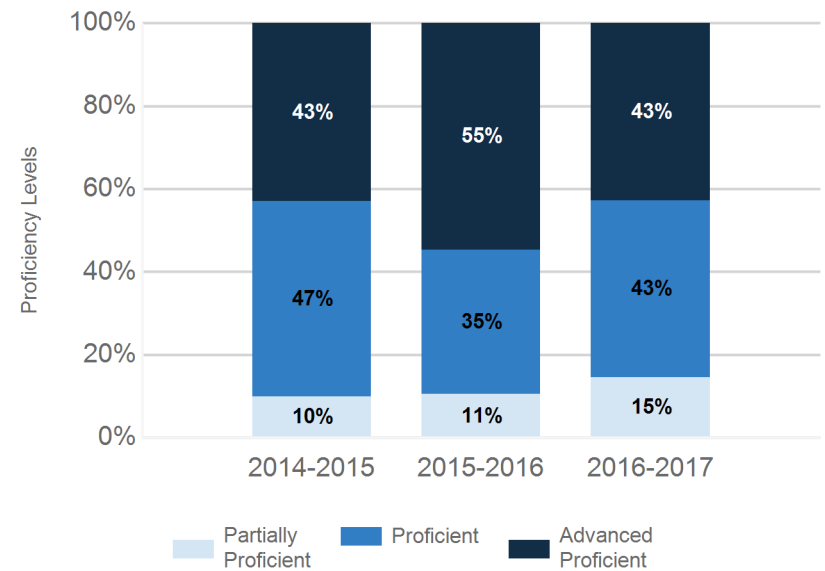
NJASK Science Assessment Performance: Grade 4

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	43%	43%	15%
White	57%	32%	11%
Hispanic	*	*	*
Black or African American	17%	63%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	51%	27%
Students with Disabilities	23%	69%	8%
English Learners	N	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	33.5	39.5	50	Not Met	49.5	51	50	Met Target
White	31	37	50	Not Met	51	51	52	Met Target
Hispanic	29	39.5	49	Not Met	53	51	47	Met Target
Black or African American	35.5	38	45	Not Met	45	47	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	56.5	57	60	**	61	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	45	*	51	**	37.5	*	52	**
Economically Disadvantaged	29	40	47	Not Met	48	51	46	Met Target
Students with Disabilities	27	35.5	41	Not Met	47.5	47	43	Met Target
English Learners	52.5	49	53	**	58	60.5	51	**

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



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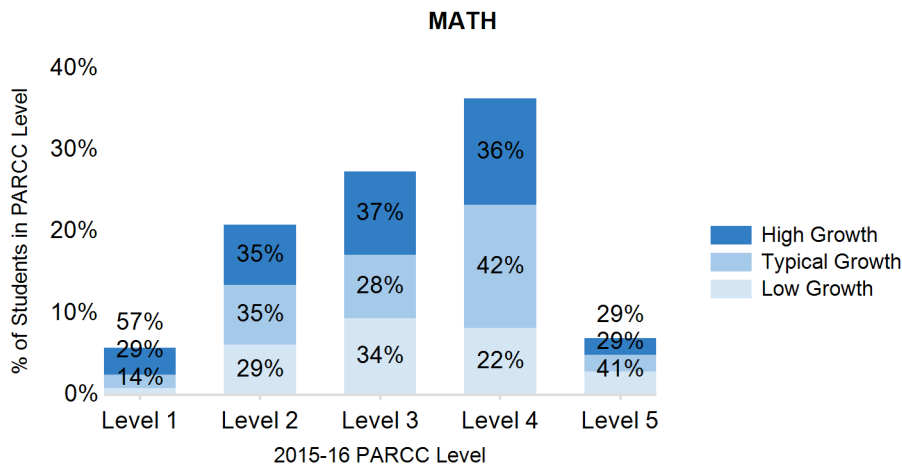
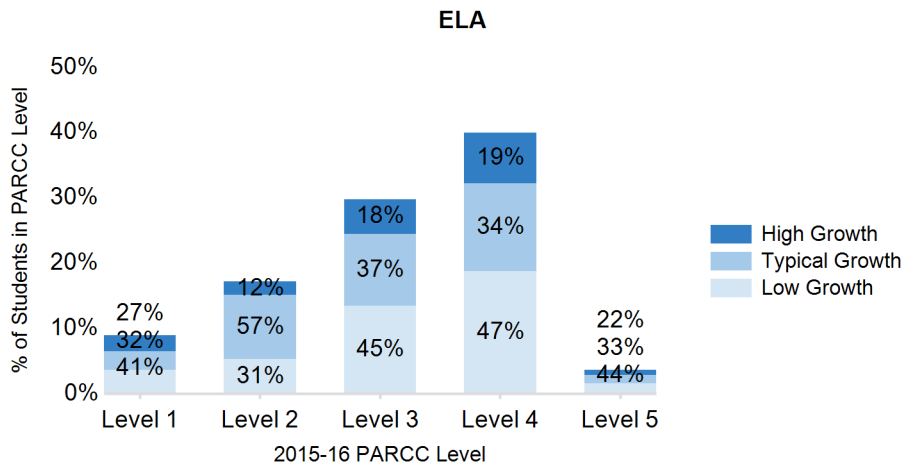
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

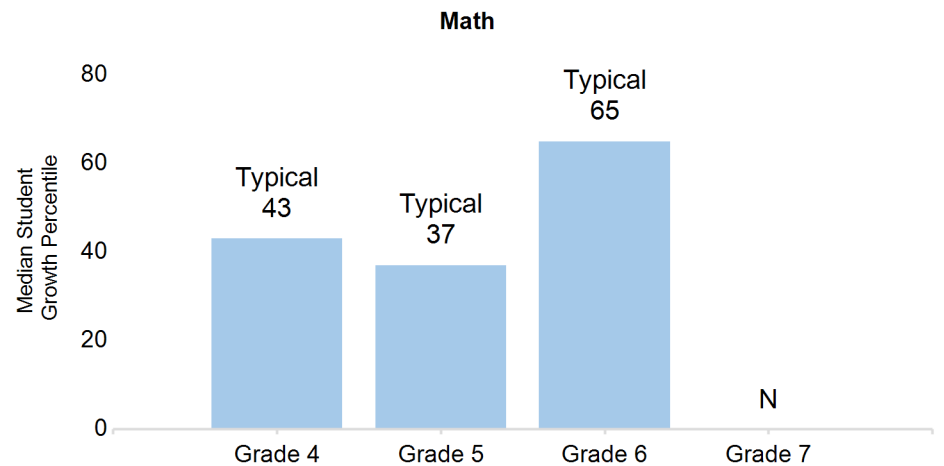
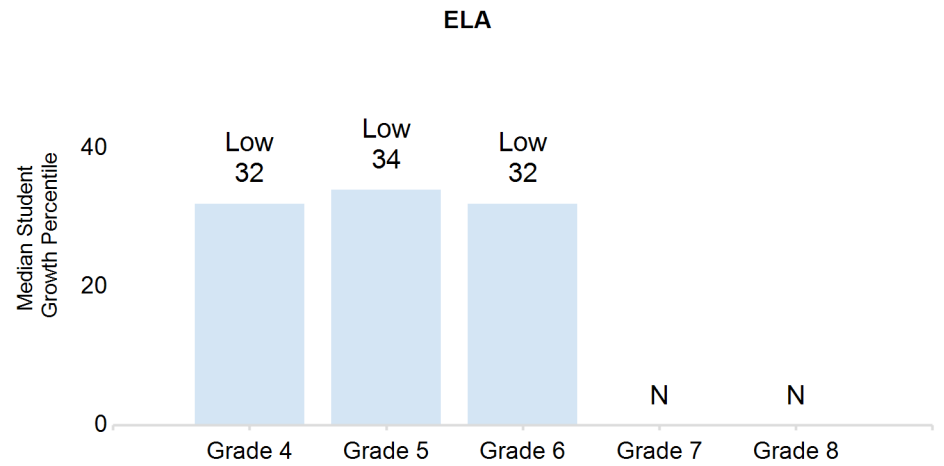
Student Growth by Performance Level

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

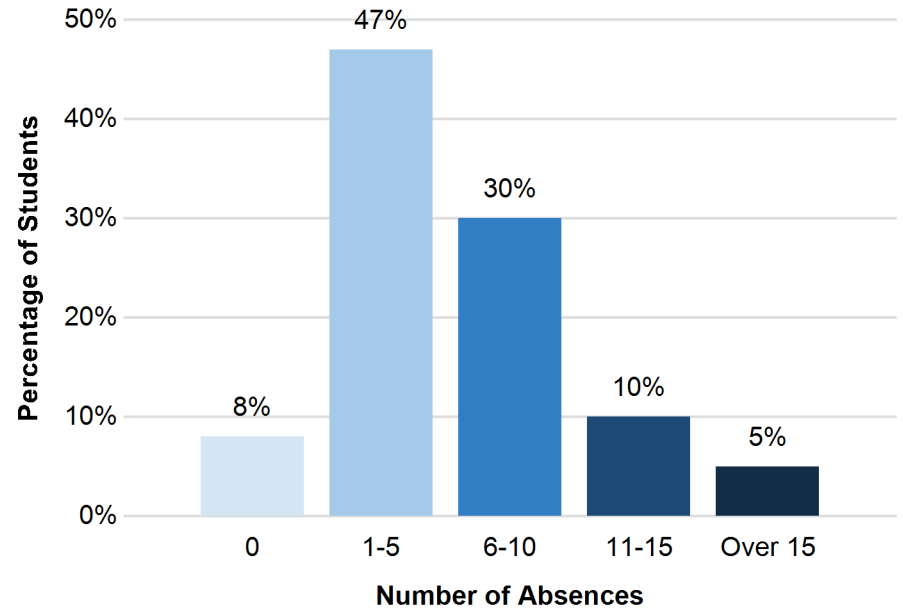
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.30	Met Target
White	2.00	8.30	Met Target
Hispanic	5.60	8.30	Met Target
Black or African American	2.20	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.60	8.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	7.30	8.30	Met Target
Economically Disadvantaged Students	5.70	8.30	Met Target
Students with Disabilities	3.20	8.30	Met Target
English Learners	4.20	8.30	Met Target

** 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.



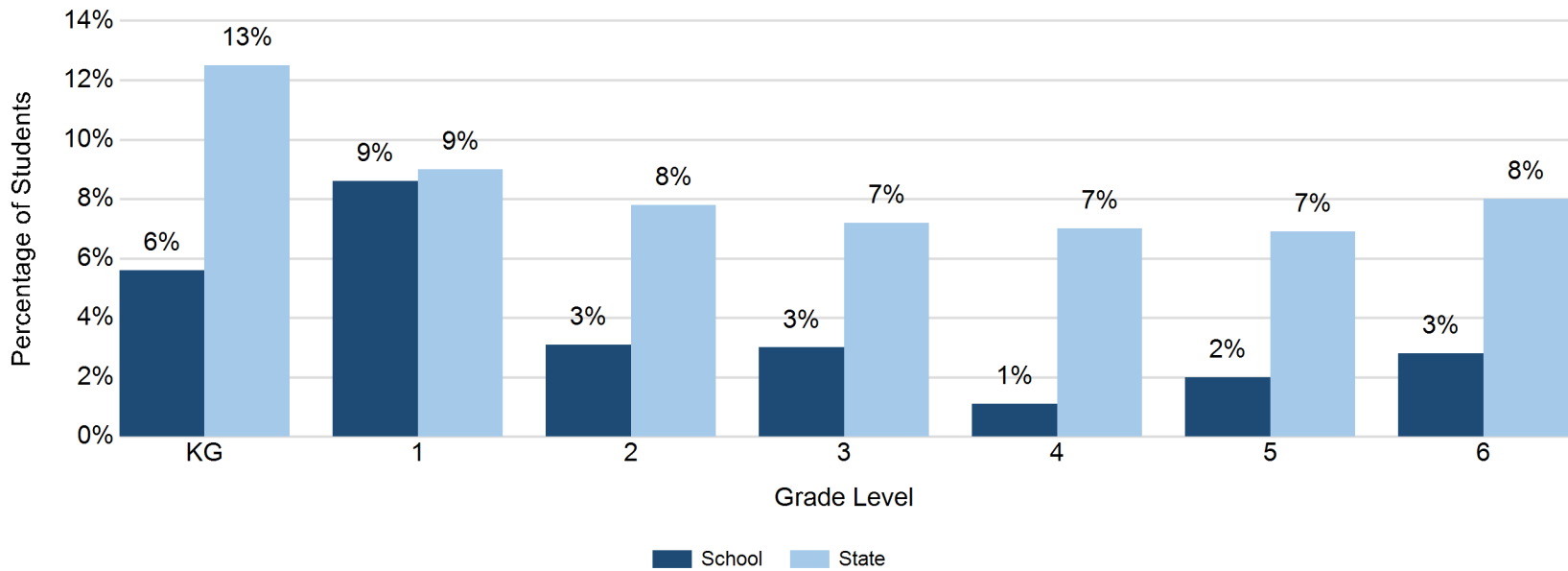


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Chronic Absenteeism by Grade

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	8:50AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.46

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	2.6%
Out-of-School Suspensions	4.3%
Any Suspension	5.5%

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	1:0.9	75.5 kbps	100 kbps	No	N	Fiber	No

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	\$829	\$14,491	\$15,320



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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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	59	115,100
Average years experience in public schools	13.5	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	80%	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	18	9,476
Average years experience in public schools	20.1	15.7
Average years experience in district	15.5	11.5
Administrators in district for 4 or more years	72%	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	11:1	11:1
Administrators	325:1	184:1
Librarian/Media Specialists		662:1
Nurses		552:1
Counselors		552:1
Child Study Team		221:1



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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	90%	77%
2015-16 Administrators: Same district 2016-17	94%	85%

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	95%



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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	20	17.5%
Mathematics Proficiency	45	17.5%
English Language Arts Growth	4	25%
Mathematics Growth	52	25%
Chronic Absenteeism	82	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.5
Summative Rating: Percentile rank of Summative Score		30 th
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	38	12	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
White	38	12	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	50	12	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	48	12	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	43	12	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Students with Disabilities	52	12	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	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.



Smithville Elementary School
2016-2017
Grade Span KF-06

01-1690-048
 ATLANTIC
 GALLOWAY TWP
 37 S OLD PORT REPUBLIC ROAD
 GALLOWAY, NJ 08205

School General Info

Principal:	Mr. Ragazzi	Email Address:	ragazzid@gtps.k12.nj.us
Address:	37 S OLD PORT REPUBLIC ROAD GALLOWAY, NJ 08205	Website:	http://www.gtps.k12.nj.us/schools/smithv/Smithville_Web/index_2.htm
Phone:	(609)748-1250	Facebook:	N/A
		Twitter:	https://twitter.com/smithville_elem

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"> • Smithville offers GEM and PEP enrichment opportunities, focused on inquiry based learning. • The Smithville Instrumental Music program offers a variety of award winning opportunities for aspiring musicians. • Smithville has implemented a universal, classroom-based program that build social-emotional skills
<p>Mission, Vision, Theme:</p>	<p>Smithville Elementary School is a diverse and progressive school, that unifies educators, families, and community to provide a safe, challenging learning environment for all children to develop and succeed.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Smithville students are health and community minded, Jump Rope for Heart acknowledge our school for their dedication. Smithville's band has performed at various festivals and has a continued performance partnership with local businesses.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Galloway Township Public Schools and Smithville Elementary School are proud of the positive learning environment, effective instruction, and enriching experiences our curriculum and staff provide to our students. While maintaining fidelity to the curriculum, instruction is focused on developing independent critical thinkers with an emphasis on problem solving. Student-centered, hands-on learning with technology integration is utilized to promote student engagement and achievement.</p>
 <p>Clubs and Activities:</p>	<p>Students in fourth through sixth grade who had an interest in music have the opportunity to participate in band and/or chorus. Winter and spring concerts are performed showcasing their abilities, throughout the year. Smithville students can also participate in Odyssey of the mind competitions, focused on building their problem-solving skills.</p>
 <p>Before and After School Programs:</p>	<p>Smithville offers a before and after care program to accommodate our families work schedules. Adult supervision provides play activities and schoolwork help. This program is supported by our Board of Education and is offered to all K-6 grade students.</p>







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 <p>Staff and Professional Learning:</p>	<p>Smithville's staff has continuous opportunities for professional development throughout the year. At the district-level, our teachers have received training on mindfulness, executive functioning, technology integration, and equity in education. Our teachers also participate in professional learning communities and vertical articulation meetings focused on student growth and achievement.</p>
 <p>Student Supports and Services:</p>	<p>Our focus is on preparing our students to learn, work, and live with each other in the 21st century. School Counselors, School Psychologists and School Social Workers provide individual and group counseling sessions as well as classroom guidance dependent on student needs. Smithville has in-class resource classrooms and intervention services at all grade levels. Two full-time ESL teachers address the needs of our English Language Learners.</p>
 <p>Student Health and Wellness:</p>	<p>The primary objective of school health services, with care provided by a full-time nurse, is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies. Smithville offers a daily lunch/breakfast program and students have two physical education classes per week, with recess everyday.</p>
 <p>Parent and Community Involvement:</p>	<p>We are well supported by our Family School Association and local Education Foundation whose focus is to provide grants to our teachers to foster learning activities that support our district goals. Smithville participates in several donation collections to support our community. Through service learning our student council has participated in several charity events supporting the needs of our community.</p>




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 <p>Facilities:</p>	<p>Smithville Elementary School opened in the fall of 1991. The facility is 92,211 square feet and has a current enrollment of 694. Today it is home to Pre-K through sixth grade students. Students are instructed by an outstanding staff of certified and support staff members and receive an excellent education. Smithville is an air condition facility with a full technology lab and maker space discovery zone.</p>
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Additional Parent and Community Involvement: Throughout the year, several events are planned focused on fostering involvement of our parents/community. Some examples are back to school night, conferences, family activity nights and kindergarten orientation. **Additional Student Supports and Services:** Intervention & Referral Services (I & RS) assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. Structured support and assistance is to provide to teachers to promote student success.

Smithville Elementary School Summary: Smithville offers a positive and productive learning climate created by an outstanding, dedicated and caring staff that is committed to providing the children with a challenging academic program. Many enriching activities occurred at Smithville School that nurtured the development of our students intellectual, physical, emotional and social needs. Every month two students from each homeroom are celebrated for their academic success or their modeling of good citizenship. Throughout the year, students have the opportunity to participate in family fun night activities, school book fairs, several interactive assemblies, and a school spelling bee with the winner participating at the Scripps County Spelling Bee.



Other Information: