




Gertrude C. Folwell Elementary School
2016-2017
Grade Span 03-05

05-3430-050
BURLINGTON
MOUNT HOLLY TWP
455 JACKSONVILLE RD
MOUNT HOLLY, NJ 08060-9622

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

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
3	115	90	97
4	103	113	95
5	117	106	110
Ungraded	17	14	9
Total	352	323	311

Student Group	2014-15	2015-16	2016-17
Female	46%	50%	50%
Male	54%	50%	50%
Economically Disadvantaged Students	62%	60%	61%
Students with Disabilities	24%	26%	26%
English Learners	3%	5%	1%
Homeless Students			5%
Students in Foster Care			2%
Military-Connected Students			4%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	44.7%
Black or African American	30.9%
Hispanic	18.3%
Asian	1.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	4.2%

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	98.7%
Spanish	1.3%



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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	296	98.4	46.20	48.10	54.90	46.2	50.5	Met Target†
White	130	99.3	49.20	56.90	63.90	49.2	56.6	Not Met
Hispanic	56	100.0	35.70	36.90	39.80	35.7	48.7	Not Met
Black or African American	89	96.0	46.00	40.70	35.20	46	37.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.00	80.70	*	**	**
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	15	100.0	53.40	50.00	54.90	53.4	**	**
Female	145	98.7	56.50	60.90	62.20	56.5		
Male	151	98.1	36.40	35.90	48.10	36.4		
Economically Disadvantaged Students	177	98.4	33.30	34.50	36.20	33.3	39.5	Not Met
Non-Economically Disadvantaged Students	119	98.4	65.50	65.00	65.80	65.5		
Students with Disabilities	76	97.6	14.50	12.80	20.50	14.5	18.7	Met Target†
Students without Disabilities	220	98.7	57.30	60.30	61.90	57.3		
English Learners	*	*	*	0.00	25.20	*	**	**
Non-English Learners	*	*	*	48.90	57.40	*		
Homeless Students	12	92.9	58.30	*	26.40	56.5		
Students In Foster Care	*	*	*	15.40	24.80	*		
Military-Connected Students	12	92.3	75.00	58.30	53.50	72.6		
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	99	741	741	749	18%	*	33%	36%	*	39%	50%
White	41	745	745	759	*	*	34%	46%	0%	46%	61%
Hispanic	22	735	735	734	*	*	*	*	*	27%	35%
Black or African American	28	740	740	731	*	*	*	*	*	39%	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	53	750	750	753	*	*	32%	43%	*	49%	55%
Male	46	730	730	744	*	*	35%	28%	*	28%	46%
Economically Disadvantaged Students	51	727	727	730	*	*	33%	22%	*	24%	31%
Non-Economically Disadvantaged Students	48	755	755	761	*	*	33%	52%	*	56%	63%
Students with Disabilities	18	708	708	720	*	*	*	*	*	17%	24%
Students without Disabilities	81	748	748	754	*	*	*	*	*	44%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	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	98	746	746	753	17%	*	29%	32%	*	48%	56%
White	42	746	746	762	*	*	24%	26%	*	48%	67%
Hispanic	18	742	742	740	*	0%	*	*	0%	39%	40%
Black or African American	32	747	747	736	*	*	*	34%	*	50%	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	51	758	758	758	*	*	29%	*	*	61%	61%
Male	47	734	734	748	*	*	28%	*	*	34%	51%
Economically Disadvantaged Students	63	734	734	737	27%	*	*	24%	*	33%	36%
Non-Economically Disadvantaged Students	35	768	768	764	0%	*	*	46%	*	74%	69%
Students with Disabilities	29	709	709	724	*	*	*	*	0%	10%	25%
Students without Disabilities	69	762	762	759	*	*	*	*	23%	64%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	31%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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	114	744	744	755	*	18%	18%	46%	*	51%	59%
White	54	742	742	763	*	24%	*	46%	*	52%	69%
Hispanic	17	741	741	743	*	*	*	*	0%	41%	44%
Black or African American	36	746	746	739	*	*	*	42%	*	50%	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	50	750	750	761	*	*	*	52%	*	58%	66%
Male	64	739	739	749	*	*	*	41%	*	45%	53%
Economically Disadvantaged Students	70	737	737	739	*	*	*	37%	*	41%	40%
Non-Economically Disadvantaged Students	44	755	755	765	*	*	*	59%	*	66%	71%
Students with Disabilities	32	715	715	724	*	34%	*	*	*	19%	22%
Students without Disabilities	82	755	755	761	*	12%	*	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

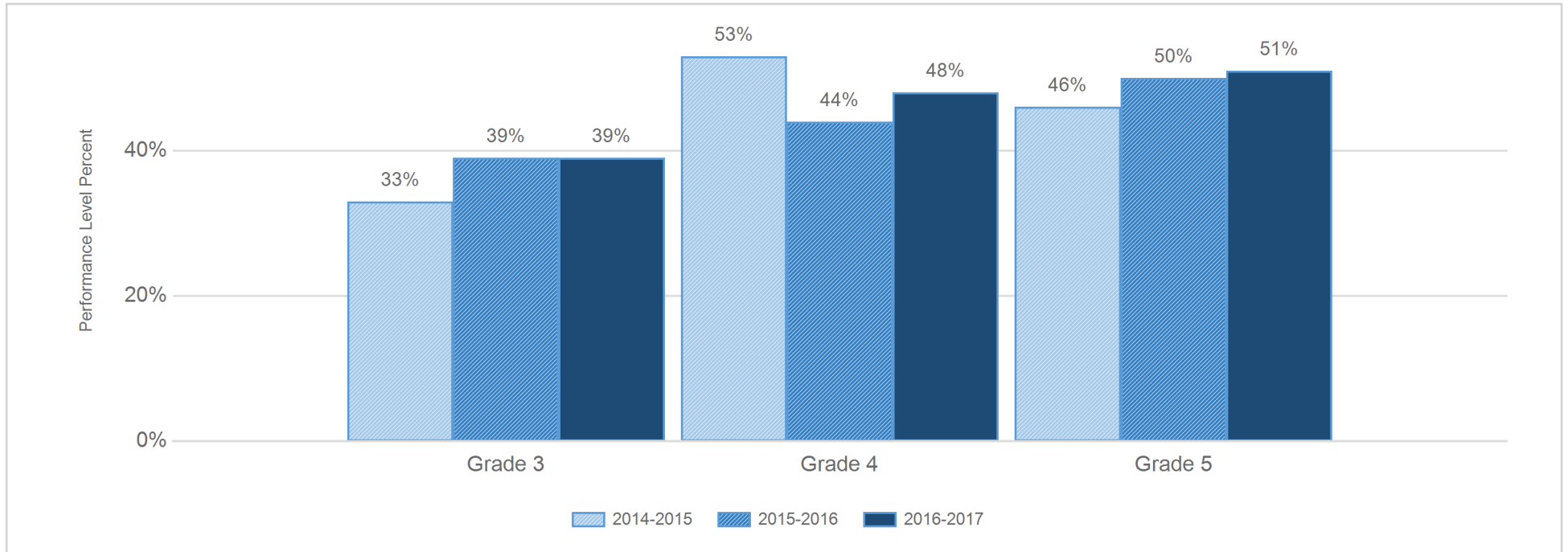


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English Language Arts/Literacy Assessment - Performance Trends

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	296	98.4	33.80	32.00	43.50	33.8	36.1	Met Target†
White	130	99.3	36.90	39.80	52.40	36.9	41.2	Met Target†
Hispanic	56	100.0	23.20	21.60	27.60	23.2	20.7	Met Target
Black or African American	89	96.0	32.60	24.70	21.70	32.6	27.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	15	100.0	33.30	33.40	44.90	33.3	**	**
Female	145	98.7	37.30	34.40	44.10	37.3		
Male	151	98.1	30.40	29.60	42.90	30.4		
Economically Disadvantaged Students	177	98.4	26.50	25.00	25.10	26.5	27.3	Met Target†
Non-Economically Disadvantaged Students	119	98.4	44.50	40.50	54.30	44.5		
Students with Disabilities	76	97.6	10.50	*	16.50	10.5	14.7	Met Target†
Students without Disabilities	220	98.7	41.80	*	48.80	41.8		
English Learners	*	*	*	0.00	23.30	*	**	**
Non-English Learners	*	*	*	32.60	45.20	*		
Homeless Students	12	92.9	41.60	*	16.40	40.4		
Students In Foster Care	*	*	*	7.70	15.10	*		
Military-Connected Students	12	92.3	41.70	33.30	39.90	40.3		
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	99	735	735	750	*	28%	28%	30%	*	32%	53%
White	41	738	738	758	*	*	37%	34%	*	37%	63%
Hispanic	22	729	729	738	*	*	*	*	0%	23%	37%
Black or African American	28	731	731	733	*	50%	*	*	0%	29%	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	735	735	751	*	32%	25%	32%	*	34%	52%
Male	46	734	734	750	*	24%	33%	28%	*	30%	53%
Economically Disadvantaged Students	51	726	726	735	*	33%	22%	24%	*	26%	34%
Non-Economically Disadvantaged Students	48	743	743	761	*	23%	35%	38%	*	40%	65%
Students with Disabilities	18	718	718	728	*	*	*	*	*	22%	29%
Students without Disabilities	81	738	738	754	*	*	*	*	*	35%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	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	98	734	734	746	*	18%	28%	36%	*	37%	47%
White	42	735	735	754	*	*	26%	36%	*	38%	59%
Hispanic	18	729	729	734	*	*	*	*	0%	17%	30%
Black or African American	32	737	737	729	*	*	*	47%	0%	47%	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	51	741	741	746	*	*	31%	39%	*	41%	47%
Male	47	727	727	746	*	*	23%	32%	*	32%	48%
Economically Disadvantaged Students	63	726	726	731	*	*	24%	29%	*	29%	27%
Non-Economically Disadvantaged Students	35	750	750	756	*	*	34%	49%	*	51%	61%
Students with Disabilities	29	704	704	724	*	*	*	*	*	10%	22%
Students without Disabilities	69	747	747	751	*	*	*	*	*	48%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	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	114	735	735	746	*	29%	30%	29%	*	33%	46%
White	54	735	735	754	*	30%	30%	30%	*	33%	57%
Hispanic	17	738	738	734	0%	*	*	*	*	29%	30%
Black or African American	36	730	730	728	*	31%	*	*	*	28%	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	50	734	734	747	*	30%	26%	32%	*	34%	47%
Male	64	735	735	746	*	28%	33%	27%	*	31%	46%
Economically Disadvantaged Students	70	730	730	732	*	*	26%	26%	*	27%	27%
Non-Economically Disadvantaged Students	44	743	743	756	*	*	36%	34%	*	41%	59%
Students with Disabilities	32	711	711	724	*	*	*	*	*	*	19%
Students without Disabilities	82	744	744	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



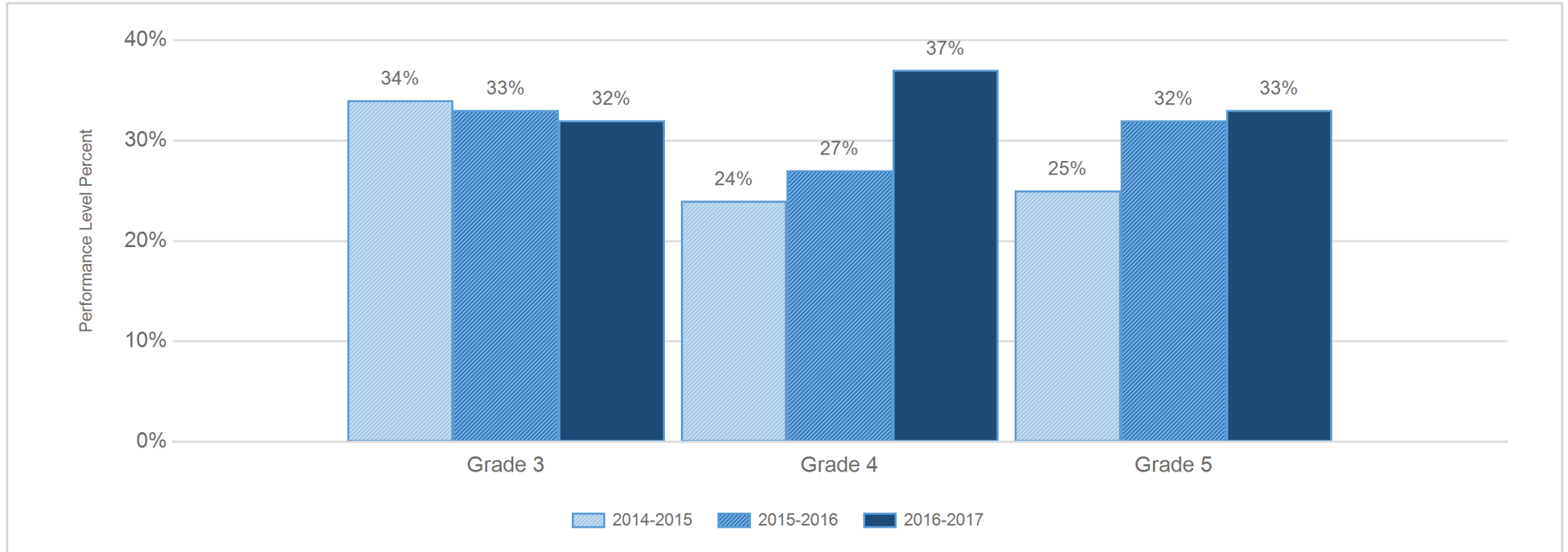
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Mathematics Assessment – Performance Trends

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





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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	N	N
4	N	N
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	*	*	*
4	*	*	*
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.

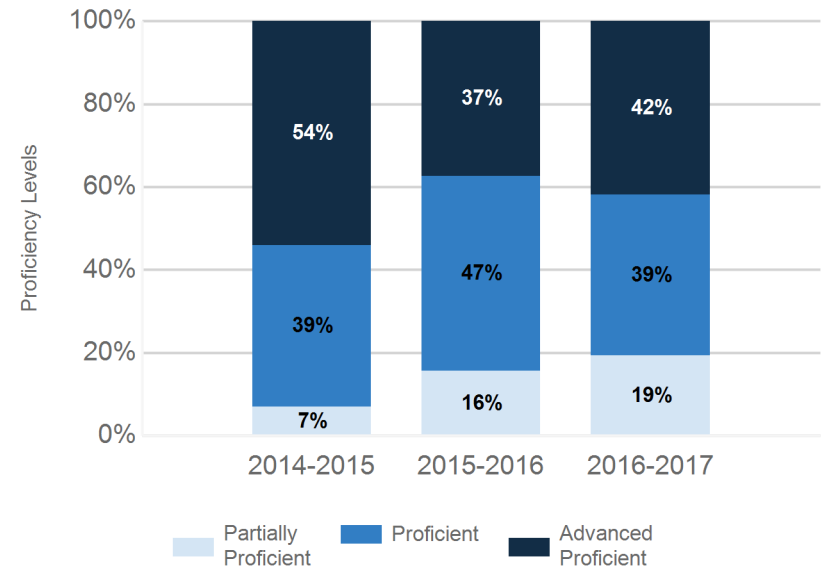
NJASK Science Assessment Performance: Grade 4

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	42%	39%	19%
White	56%	28%	15%
Hispanic	*	68%	5%
Black or African American	33%	33%	33%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	32%	40%	28%
Students with Disabilities	23%	40%	37%
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	41	44	50	Met Target	54	51	50	Met Target
White	33	43	50	Not Met	51	52	52	Met Target
Hispanic	47	46	49	Met Target	69	63	47	Exceeds Target
Black or African American	48	41	45	Met Target	55.5	51	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	50	60	**	*	37	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	43	51	**	*	39.5	52	**
Economically Disadvantaged	39	41.5	47	Not Met	52.5	48	46	Met Target
Students with Disabilities	29	30	41	Not Met	36	30.5	43	Not Met
English Learners	*	*	53	**	*	*	51	**

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



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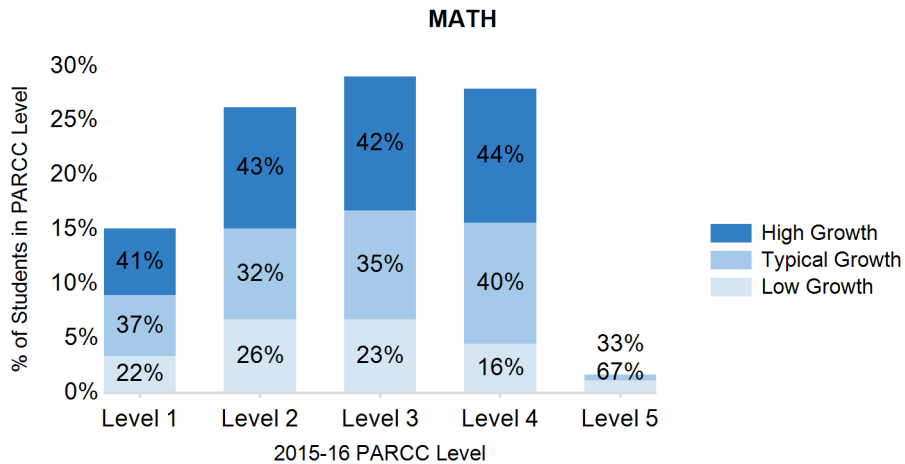
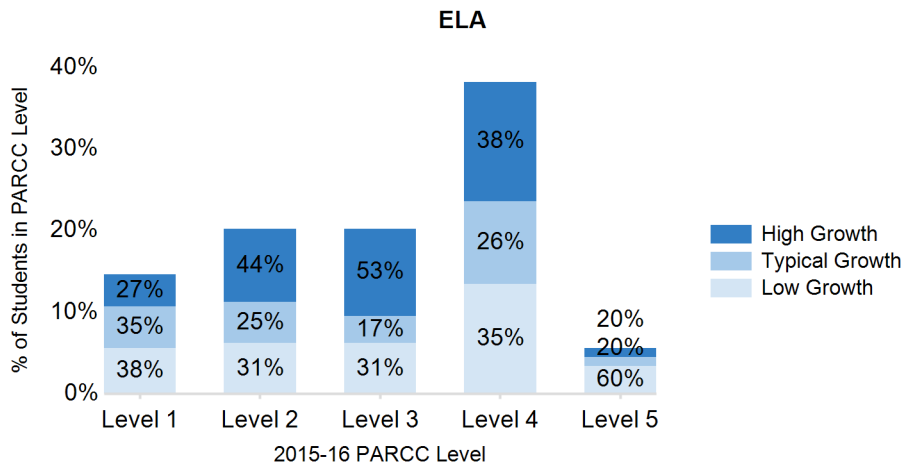
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

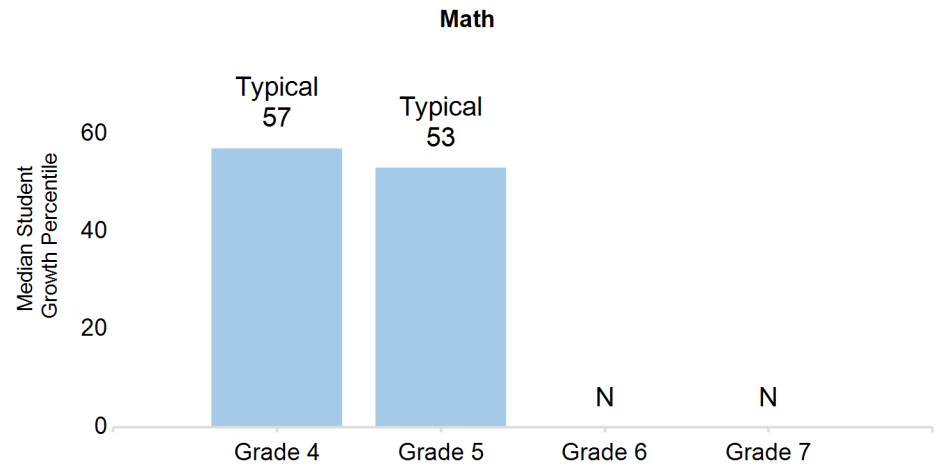
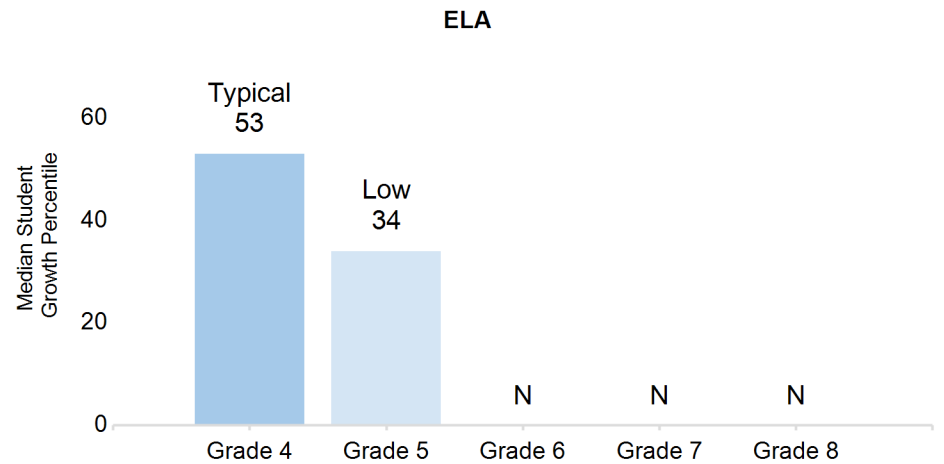
Student Growth by Performance Level

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

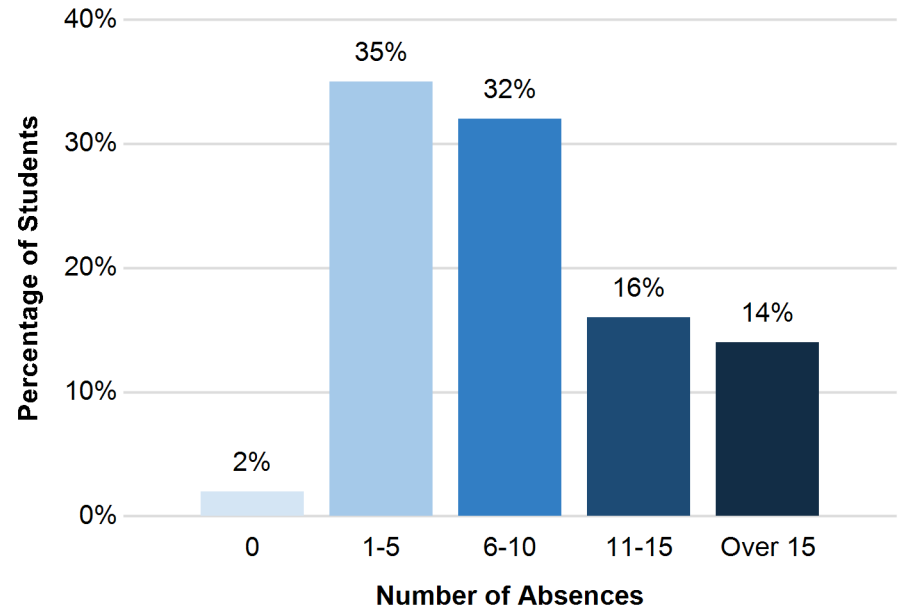
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	7.00	Not Met
White	13.70	7.00	Not Met
Hispanic	5.40	7.00	Met Target
Black or African American	14.90	7.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	16.30	7.00	Not Met
Students with Disabilities	15.70	7.00	Not Met
English Learners	0	**	**

** 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.



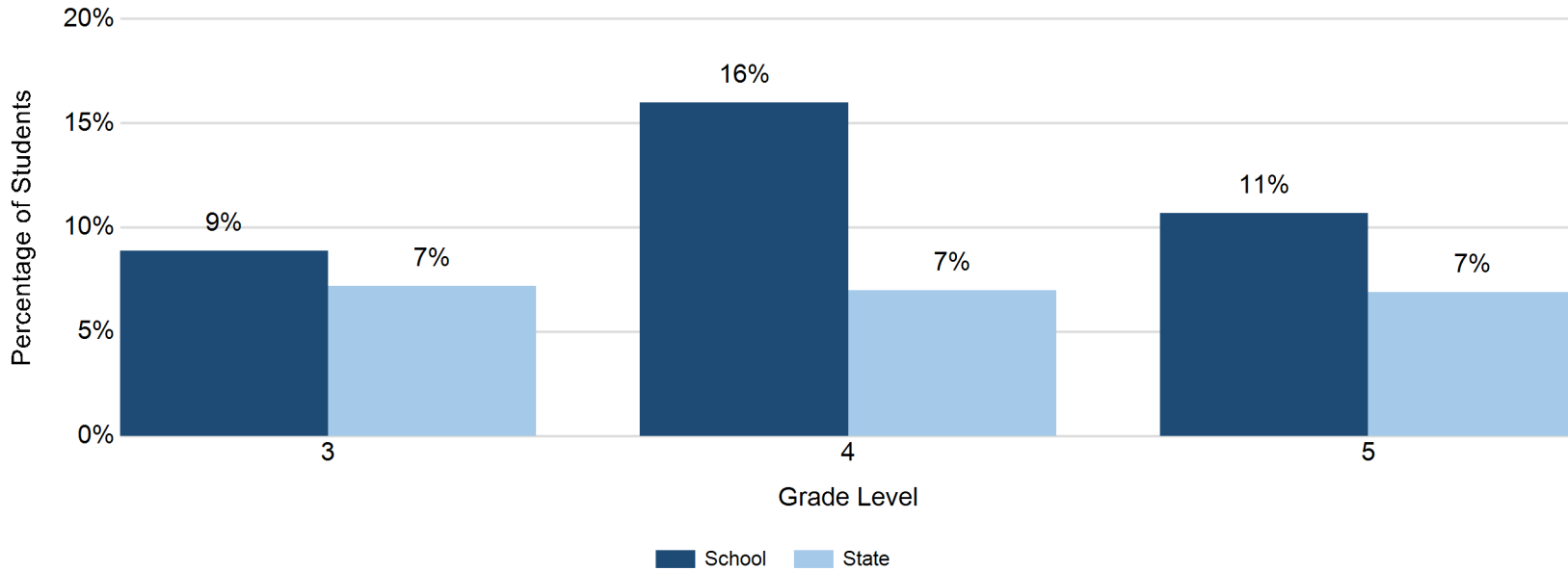


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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 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	7
Vandalism	1
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	4.82

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	1.0%
Out-of-School Suspensions	7.7%
Any Suspension	8.4%

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	1:1.3	1018.3 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	\$1,389	\$15,444	\$16,833



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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	31	115,100
Average years experience in public schools	10.6	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	68%	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	8	9,476
Average years experience in public schools	7.8	15.7
Average years experience in district	7.8	11.5
Administrators in district for 4 or more years	50%	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	10:1	11:1
Administrators	311:1	123:1
Librarian/Media Specialists		491:1
Nurses		327:1
Counselors		246:1
Child Study Team		246:1



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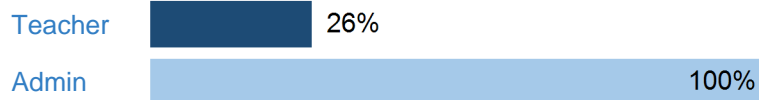
Teachers and Administrators - Level of Education

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	84%	77%
2015-16 Administrators: Same district 2016-17	100%	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	98%



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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	29	17.5%
Mathematics Proficiency	27	17.5%
English Language Arts Growth	18	25%
Mathematics Growth	67	25%
Chronic Absenteeism	20	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.1
Summative Rating: Percentile rank of Summative Score		25 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	34	12	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	18	12	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	56	12	No	Not Met	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	69	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	40	12	No	Not Met	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	26	12	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	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:	Mr. Mungo	Email Address:	rmungo@mtholly.k12.nj.us
Address:	455 JACKSONVILLE RD MOUNT HOLLY, NJ 08060-9622	Website:	www.mtholly.k12.nj.us
Phone:	(609)267-0071	Facebook:	N/A
		Twitter:	https://twitter.com/folwellfamily

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"> • Our academic programs encourage students persevere until they reach success. Our programs impact the whole-child • Folwell’s S.O.A.R philosophy focuses on keeping students safe, on-task, accountable, and respectful. • Folwell School community desires to inspire. We take every moment to breathe life into the school community.
	<p>Mission, Vision, Theme:</p> <p>The Gertrude C. Folwell Elementary School community is dedicated to cultivating the capacity for lifelong learning, innovation, and the curiosity for exploration. Our vision is to provide every student with an excellent educational experience. We pursue excellence through perseverance, integrity, collaboration, and inspiration.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Reading and Writing Wonders; Math In Focus; Project-Based Social Studies and Science Learning; STEM focused Gifted and Talented; 21st Century Technology Courses; Visual and Performing Arts Courses</p>
 <p>Clubs and Activities:</p>	<p>Student Council; Wellness Club; Random Acts of Kindness Club; Basketball Club; Falcon (Student Activities) Club</p>
 <p>Before and After School Programs:</p>	<p>Extended Day Tutoring Program; 21st Century Grant Before/After School Program</p>






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 <p>Student Supports and Services:</p>	<p>High Intensity ESL Supports; Multiple Tiered Systems of Supports for Intervention Supports; Comprehensive</p>
 <p>Student Health and Wellness:</p>	<p>Comprehensive Physical Education and Health Program; Counseling Services; Nursing Services; Sustainable Jersey Program; Healthy U Program; Breakfast After the Bell Program</p>
 <p>Parent and Community Involvement:</p>	<p>Parent-Teacher Organization; Multiple Parent Advisory Committees (Special Education, English Language Learners, Title I, Strategic Planning); Multiple Family Nights in STEM, ELA, School PRIDE; Multiple Partnerships with the Community and Local Organizations</p>




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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>The survey used is directly related to the NJDOE climate/culture survey, slightly modified for a Grade 3 to 5 Elementary School.</p>
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