

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

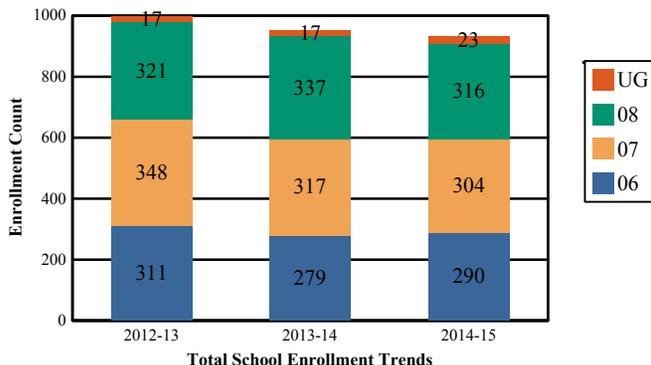
ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

01-1310-039
FERNWOOD AVENUE MIDDLE SCHOOL
4034 FERNWOOD AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-5703

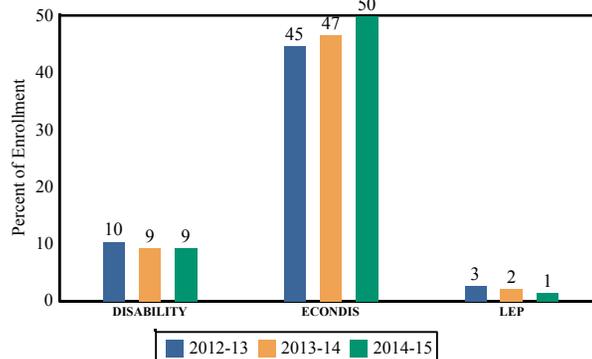
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



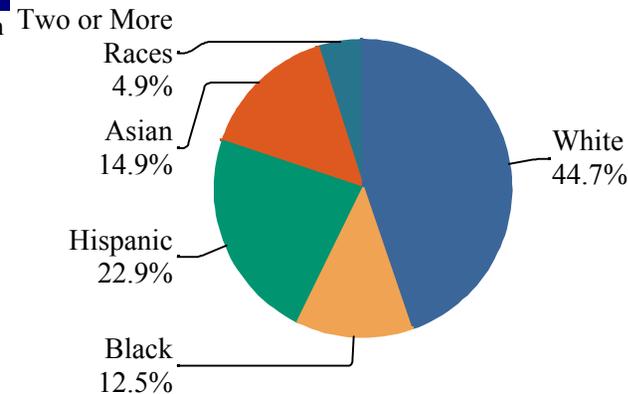
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

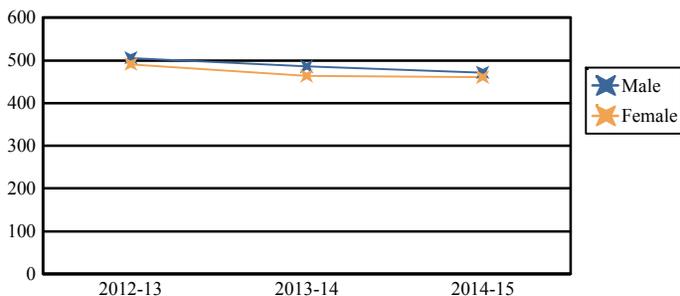


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	997
2013-14	950
2014-15	933

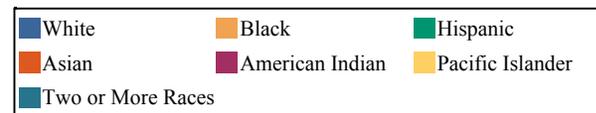
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	506	491
2013-14	486	464
2014-15	472	461

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	87	9%
Economically Disadvantaged Students	466	50.0%
English Language Learners	13	1.4%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	70.3%
Spanish	14.4%
Vietnamese	3.3%
Chinese	2.7%
Bengali	2.2%
Tagalog	1.3%
Other	5.8%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	88	65
Math Met or Exceeded Expectation	41%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	786	57.8%	95%	89.1%	YES*
White	349	66.5%	95%	86%	YES*
African American	89	35.9%	95%	88.4%	YES*
Hispanic	180	40%	95%	90.5%	YES*
American Indian	-	-	--	--	--
Asian	132	75.7%	95%	96.6%	YES
Two or More Races	36	52.7%	95%	88.9%	YES*
Students with Disability	65	16.9%	95%	85.4%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	376	43.6%	95%	88.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	785	40.8%	95%	88.9%	YES*
White	348	46.8%	95%	85.5%	YES*
African American	90	12.2%	95%	89.3%	YES*
Hispanic	180	22.8%	95%	90.5%	YES*
American Indian	-	-	--	--	--
Asian	131	69.4%	95%	95.9%	YES
Two or More Races	36	38.9%	95%	88.9%	YES*
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	376	26.3%	95%	88.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	251	750	749	6%	12%	30%	47%	6%	53%	50%
White	121	757	755	0%	9%	26%	60%	6%	65%	59%
African American	25	728	732	20%	20%	32%	28%	0%	28%	29%
Hispanic	58	742	736	12%	14%	34%	38%	2%	40%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	36	757	770	3%	8%	33%	42%	14%	56%	77%
Two or More Races	11	740	753	9%	18%	36%	27%	9%	36%	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	118	739	733	11%	17%	36%	34%	2%	36%	30%

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	257	750	750	9%	13%	23%	39%	16%	55%	53%
White	113	756	757	7%	10%	20%	45%	18%	63%	61%
African American	32	728	730	25%	13%	31%	31%	0%	31%	31%
Hispanic	51	739	736	10%	27%	29%	24%	10%	33%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	47	763	777	2%	9%	15%	49%	26%	74%	80%
Two or More Races	14	755	756	14%	7%	21%	29%	29%	57%	58%
Students with Disability	21	700	713	67%	14%	5%	10%	5%	14%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	128	743	733	11%	19%	27%	33%	11%	44%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	278	761	750	4%	13%	18%	45%	21%	65%	53%
White	115	767	757	3%	10%	15%	47%	24%	71%	61%
African American	32	744	730	3%	19%	31%	41%	6%	47%	31%
Hispanic	71	740	735	8%	20%	27%	41%	4%	45%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	49	786	778	2%	4%	2%	47%	45%	92%	80%
Two or More Races	11	763	753	0%	9%	27%	45%	18%	64%	55%
Students with Disability	29	712	713	24%	45%	7%	17%	7%	24%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	130	746	732	8%	18%	23%	40%	11%	51%	34%

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	250	741	743	6%	24%	30%	35%	5%	40%	42%
White	121	747	749	2%	20%	29%	47%	2%	50%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	58	733	731	7%	29%	43%	17%	3%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	35	759	768	0%	14%	14%	51%	20%	71%	75%
Two or More Races	11	724	745	18%	27%	36%	18%	0%	18%	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	117	730	729	9%	36%	28%	24%	3%	26%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	242	737	740	6%	21%	38%	34%	0%	34%	38%
White	107	741	745	2%	20%	42%	36%	0%	36%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	50	727	730	10%	34%	30%	26%	0%	26%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	39	750	760	3%	8%	33%	54%	3%	56%	68%
Two or More Races	14	741	742	7%	7%	43%	43%	0%	43%	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	124	731	728	7%	32%	37%	23%	1%	23%	21%

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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	733	726	14%	24%	33%	29%	0%	29%	24%
White	83	739	732	12%	17%	36%	35%	0%	35%	29%
African American	31	727	715	13%	32%	35%	19%	0%	19%	14%
Hispanic	67	723	721	19%	37%	27%	16%	0%	16%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	28	747	744	11%	4%	32%	54%	0%	54%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	119	725	719	18%	29%	34%	19%	0%	19%	17%

ACADEMIC ACHIEVEMENT

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	785	740	0%	0%	3%	84%	13%	97%	40%
White	26	781	746	0%	0%	8%	81%	12%	92%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	26	790	769	0%	0%	0%	85%	15%	100%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	15	782	725	0%	0%	0%	93%	7%	100%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	771	728	0%	0%	0%	80%	20%	100%	21%
White	11	772	731	0%	0%	0%	82%	18%	100%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 08

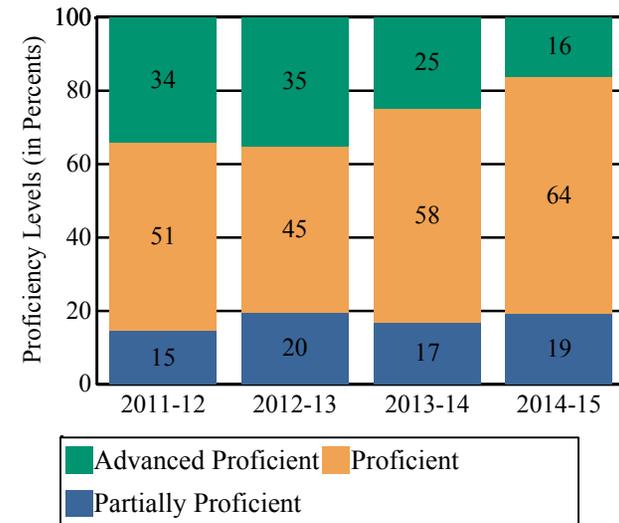
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	64%	19%
White	23%	66%	11%
African American	5%	61%	34%
Hispanic	6%	58%	36%
American Indian	-	-	-
Asian	20%	71%	8%
Two or More Races	-	-	-
Students with Disability	3%	31%	66%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	63%	30%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
68	62

Algebra I Test Taking

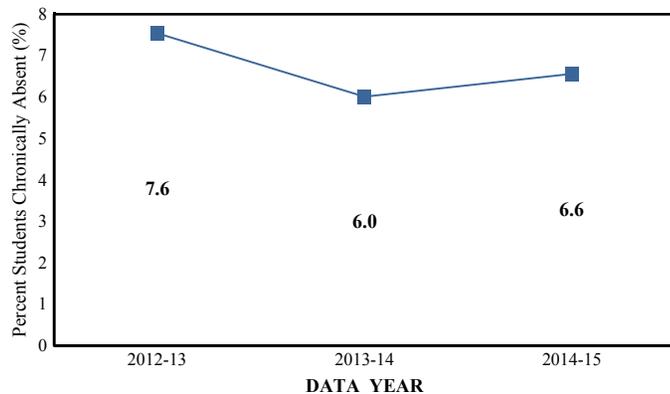
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	96.8%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

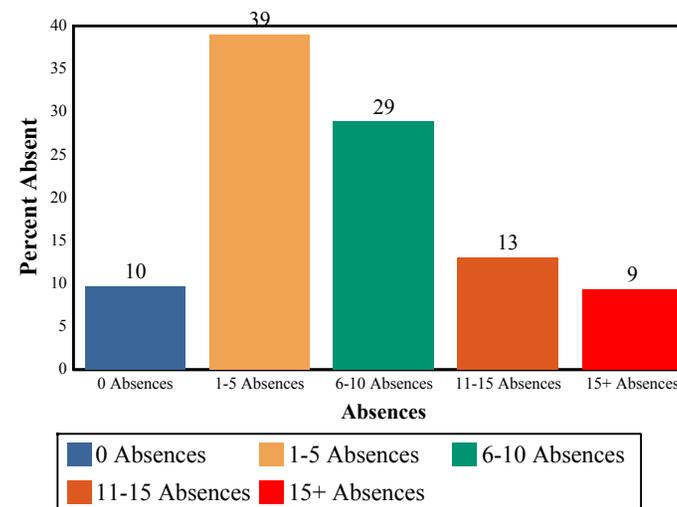


Chronic Absenteeism for 2014-15

6.57%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

FERNWOOD AVENUE MIDDLE SCHOOL
4034 FERNWOOD AVENUE
EGG HARBOR TOWNSHIP, NJ 08234-5703

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	71	100	96	35	YES
Student Growth on Math	60	91	84	35	YES
		96	90		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	2%	0%
Partially Met	5%	4%	4%
Approached	6%	7%	10%
Met	4%	12%	27%
Exceeded	0%	1%	12%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	3%	0%
Partially Met	9%	7%	7%
Approached	6%	12%	16%
Met	2%	7%	23%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

FERNWOOD AVENUE MIDDLE SCHOOL
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EGG HARBOR TOWNSHIP, NJ 08234-5703

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	767	770
50th	751	749
25th	732	726
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	758	763
50th	741	742
25th	721	721
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

WITHIN SCHOOL ACHIEVEMENT GAP

ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

FERNWOOD AVENUE MIDDLE SCHOOL
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Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	771	776
50th	751	751
25th	728	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	788	777
50th	761	751
25th	735	723
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	754	759
50th	737	740
25th	721	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	755	748
50th	736	726
25th	711	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	44

SCHOOL CLIMATE

ATLANTIC
EGG HARBOR TWP

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 36 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	7.7%

State of New Jersey
2014-15

GRADE SPAN 06-08

01-1310-039
FERNWOOD AVENUE MIDDLE SCHOOL
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EGG HARBOR TOWNSHIP, NJ 08234-5703

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 12 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	311

SCHOOL PEER GROUP

ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

FERNWOOD AVENUE MIDDLE SCHOOL
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EGG HARBOR TOWNSHIP, NJ 08234-5703

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	50%	1.4%	9.3%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	37%	1.2%	14.2%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	65.9%	4.7%	11.3%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CAMDEN	CHERRY HILL TWP	JOHN A. CARUSI MIDDLE SCHOOL	07-0800-067	06-08	34%	2%	19.4%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	35%	0.1%	13.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030	PK-08	36.6%	2%	17.3%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.3%	0%	6.4%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
CUMBERLANI	UPPER DEERFIELD TWP	WOODRUFF MIDDLE SCHOOL	11-5300-070	06-08	58%	6.2%	21%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE SCHOOL	13-0410-030	07-08	51%	3.9%	17.9%
GLOUCESTER	WASHINGTON TWP	ORCHARD VALLEY MIDDLE SCHOOL	15-5500-050	06-08	30.1%	0.7%	18.5%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	31.5%	0.2%	14.7%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075	06-08	48%	1.7%	11%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER MIDDLE SCHOOL	23-4920-055	06-08	48%	2.9%	16.4%

SCHOOL PEER GROUP

ATLANTIC
EGG HARBOR TWP

GRADE SPAN 06-08

FERNWOOD AVENUE MIDDLE SCHOOL
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PASSAIC	HALEDON BORO	HALEDON PUBLIC SCHOOL	31-1920-015	PK-08	69.4%	5.5%	13.2%
PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070	05-08	49%	2.7%	15.2%
SALEM	EL SINBORO TWP	EL SINBORO TOWNSHIP SCHOOL	33-1350-050	KG-08	40.3%	0%	11.3%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050	PK-08	44.8%	0.8%	12.2%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%
UNION	UNION TWP	BURNET MIDDLE SCHOOL	39-5290-060	06-08	45.2%	2%	13.9%
WARREN	ALPHA BORO	ALPHA BOROUGH SCHOOL	41-0070-010	PK-08	37%	0.4%	14.4%