



Red Bank Elementary School (15-5620-111)

2020-2021

County: Gloucester

District: West Deptford Township School District

192 Philadelphia Ave
West Deptford, NJ 08086-9703

Principal: Ms. Jill Scheetz

[School Website](#)

856-845-2727



259
Total Students



PK-02
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2020-2021: The ongoing COVID-19 pandemic has continued to have a significant impact on the way the NJDOE was able to measure school performance and student achievement for both the 2019-2020 and 2020-2021 School Performance Reports. While some data that was missing in 2019-2020 will be available again for 2020-2021 (e.g. chronic absenteeism data), other data continues to remain unavailable or look different from prior years.

The NJDOE recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during the past two years. While some data may be missing, the NJDOE emphasizes how important it is to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2020-2021 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance for the New Jersey Student Learning Assessment (NJSLA)
 - Dynamic Learning Maps (DLM) and ACCESS for ELLs data will be included in the 2020-2021 reports
 - Links will be provided to the results of the Fall 2021 Start Strong Assessments
- Student growth data
- Progress toward English language proficiency
- ESSA summative ratings or indicator scores
- Status in meeting annual targets or standards for Every Student Succeeds Act (ESSA) accountability indicators

An updated "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2020-2021" sections.

School Performance Report Resources:The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports.

Overview & Resources

School Contact Information

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

Type	Contact Information
County	Gloucester
District	West Deptford Township School District
Principal Name	Ms. Jill Scheetz
Address	192 Philadelphia Ave, West Deptford, NJ 08086-9703
Phone Number	856-845-2727
Email Address	jscheetz@wdeptford.k12.nj.us
Website	http://rbes.wdeptford.k12.nj.us/
Facebook	https://www.facebook.com/WDRedBank/
Twitter	https://twitter.com/WDRedBank

Demographics

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

Enrollment Trends by Grade

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

Grade	2018-19	2019-20	2020-21
PK	15	79	68
KG	52	0	0
1	0	0	0
2	202	192	190
Total	269	272	259

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesigned gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Student Group	2018-19	2019-20	2020-21
Female	49.4%	47.5%	45-50%
Male	50.6%	52.5%	50-55%
Non-Binary/Undesignated Gender		<1%	≤5%
Economically Disadvantaged Students	32.3%	31.3%	17.8%
Students with Disabilities	19.0%	29.8%	27.0%
English Learners	3.7%	0.7%	1.9%
Homeless Students	0.7%	1.1%	0.8%
Students in Foster Care	0.0%	1.5%	0.4%
Military-Connected Students	0.7%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2018-19	2019-20	2020-21
White	65.8%	73.9%	66.8%
Hispanic	13.8%	8.5%	13.1%
Black or African American	11.2%	9.2%	12.0%
Asian	2.6%	1.8%	1.9%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	5.9%	6.6%	6.2%

Demographics

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

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

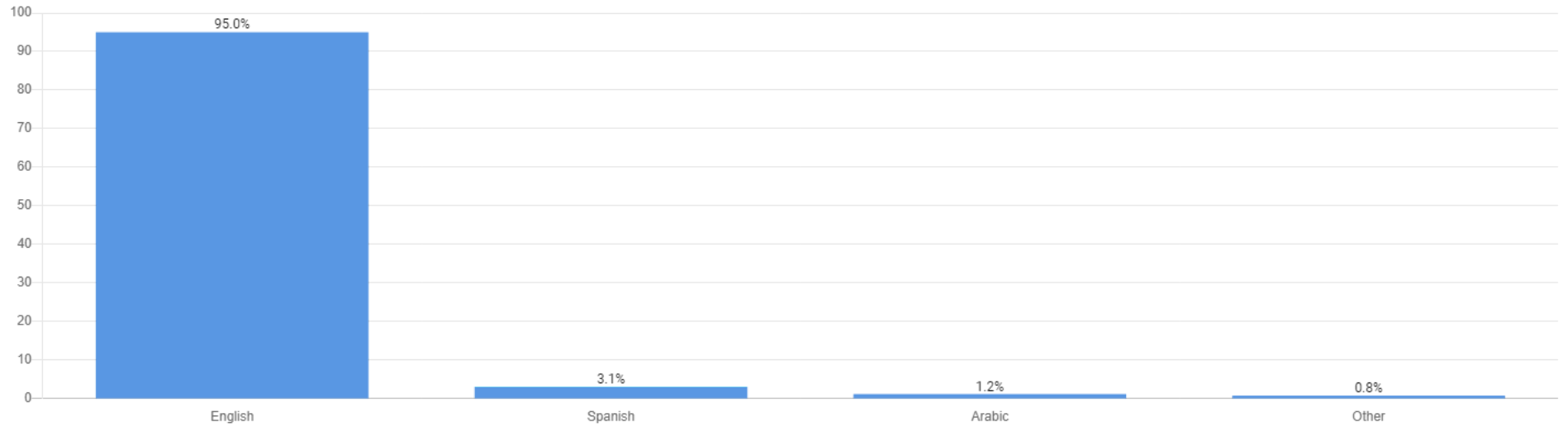
Grade	2018-19	2019-20	2020-21
PK - Half Day	0	17	28
PK - Full Day	15	62	40
KG - Half Day	0	0	0
KG - Full Day	52	0	0

Demographics

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

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



Academic Achievement

Important note for 2020-21: Due to the cancellation of statewide assessments in 2019-20 and 2020-21 and federal waivers as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA) and related accountability measures are not available and will not be reported for the 2019-20 and 2020-21 school years. Tables showing 2020-21 NJSLA results and related accountability measures will not be included in this report.

The Dynamic Learning Maps (DLM) and ACCESS for ELLs assessments were administered in spring 2021 and results will be included for the 2020-21 school year. These two assessments were administered in-person only, not remotely, so participation rates for these assessments may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

The fall 2021 administration of the Start Strong assessment was used to satisfy the federal statewide assessment requirement to administer general assessments in ELA, mathematics, and science for the 2020-21 school year. As a result, the fall 2021 Start Strong results will be used to meet ESSA reporting requirements for the 2020-2021 school year. Results of the fall 2021 Start Strong results are available on the [NJDOE website](#). Please note that these results are aligned to reporting requirements for the 2020-2021 school year, so results only include students that were enrolled during the 2020-21 school year and the school/district, grade level, and student group status in that file represent the student's enrollment as of June 2021, not as of fall 2022. Other reports on Start Strong results that reflect all students testing as of Fall 2022 are available on the [NJDOE Assessment webpage](#).

English Language Progress to Proficiency

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

Important note for 2020-21: Due to the cancellation of the ACCESS for ELLs assessment in 2019-20 and federal waivers as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2020-21.

English Language Proficiency Test - Participation and Performance

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

Important note for 2020-21: The ACCESS for ELLs assessment was administered in spring 2021 in-person only, not remotely, and participation rates may have been lower than in previous years. As a result, the NJDOE recommends using caution in comparing results for 2020-21 to prior or future years.

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

Climate and Environment

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

Important note for 2020-21: The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.

Important Note for 2020-21: NJDOE received federal waivers which removed the requirement to report on status in meeting annual ESSA targets for 2019-20 and 2020-21. As a result, state averages and status in meeting the state average are not reported for the 2020-21 school year.

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	23	12.2%		
White	15	11.8%		
Hispanic	2	8.3%		
Black or African American	5	22.7%		
Asian, Native Hawaiian, or Pacific Islander	*	*		
American Indian or Alaska Native	*	*		
Two or More Races	1	8.3%		
Female	*	12.5%		
Male	*	11.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	11	31.4%		
Students with Disabilities	6	15.0%		
English Learners	*	*		
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

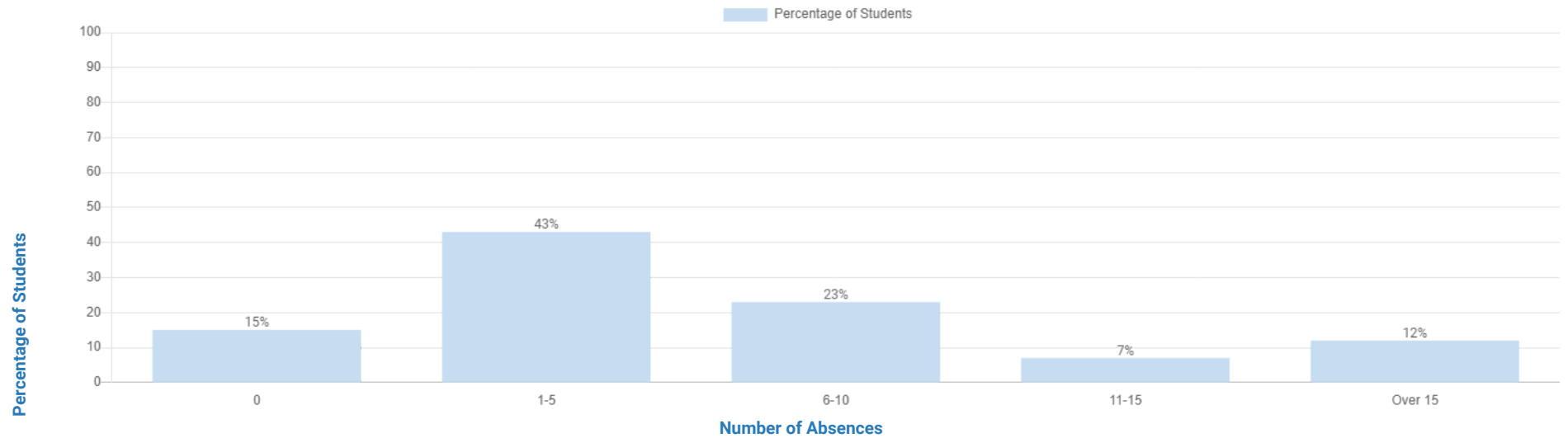
Climate and Environment

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Important note for 2020-21: The absenteeism data for the 2020-21 school year reflects both in-person and remote instruction. Districts were able to employ multiple ways to determine whether a student in a remote learning environment was present or absent, including check-ins through internet or telephone, logging in to online learning platforms, or monitoring student submission of assignments. Because the number of days students spent in in-person and remote learning environments during the school year differed, the NJDOE recommends caution in comparing chronic absenteeism rates between schools and districts and comparing 2020-21 data to prior or future school years.

Days Absent

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



Climate and Environment

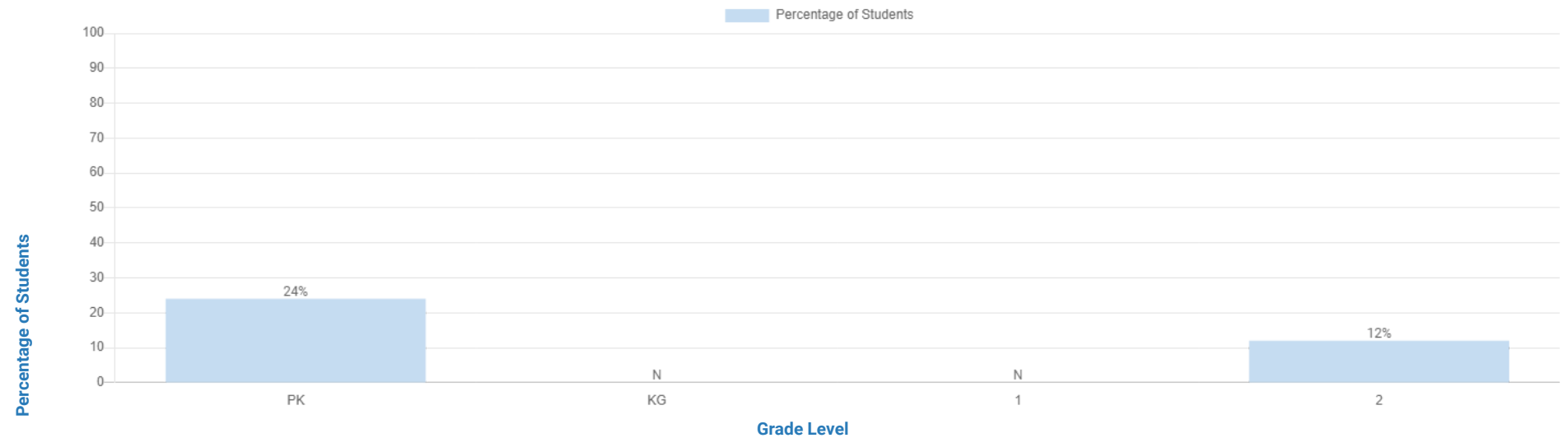
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

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Chronic Absenteeism by Grade

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

Important note for 2020-21: Because the number of days that students spent in in-person and remote learning environments during the school year differed, state level comparisons are not included in the graph for 2020-21.



Report Key:

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

Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2020-21: Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Report Key:

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Important note for 2020-21: Due to the COVID-19 pandemic, discipline data for the 2020-21 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N No Data is available to display
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Climate and Environment

School Day

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

Important note for 2020-21: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs. 35 Mins.
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2021, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2020-2021	4.3:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. [Additional reports about student access to technology and internet connectivity](#), as of the end of the 2020-2021 school year can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,311
Average years experience in public schools	9.9	12.5
Average years experience in district	9.2	11.2
Percentage of Teachers with 4 or more years experience in the district	66.7%	76.5%
Number of out-of-field teachers	0	2,724

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,580
Average years experience in public schools	13.0	16.6
Average years experience in district	10.1	12.7
Percentage of Administrators with 4 or more years experience in the district	70.6%	79.3%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	21	230	118,311
Administrators	1	17	9,580
Librarians/Media	N	N	1,215
Specialists			
Nurses	1	5	2,670
School Counselors	1	10	4,039
Child Study Team Members	N	9	5,893

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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	259:1	167:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists †	N	N
Students to Nurses †	259:1	569:1
Students to Counselors †	259:1	284:1
Students to Child Study Team Members †,††	N	70:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 and 2020-21 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45-50%	>80%	*	49.0%	77.0%	56.0%
Male	50-55%	≤20%	*	51.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤5%	≤20%	*	≤1%	≤1%	≤1%
White	66.8%	90.5%	100.0%	40.5%	82.9%	76.8%
Hispanic	13.1%	4.8%	0.0%	31.2%	7.8%	7.6%
Black or African American	12.0%	4.8%	0.0%	15.0%	6.5%	14.0%
Asian	1.9%	0.0%	0.0%	10.4%	2.2%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.6%	0.2%	0.2%

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Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

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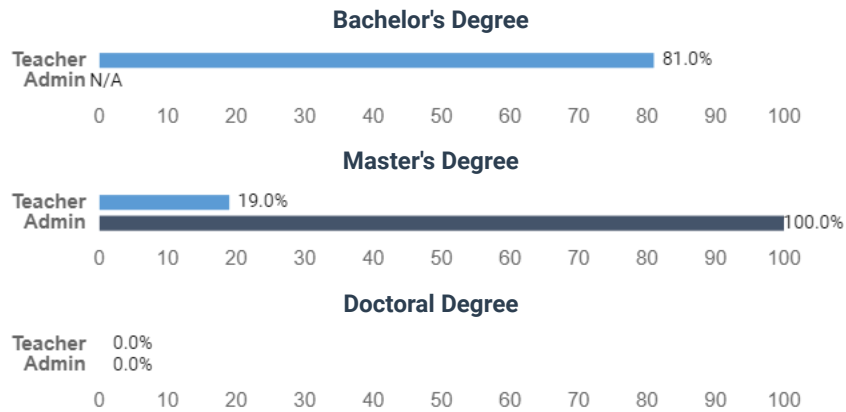
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2019-20 that were still assigned to this district in 2020-21. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2019-20 Teachers: Same district 2020-21	96.1%	91.5%
2019-20 Administrators: Same district 2020-21	81.3%	89.7%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below produces a spreadsheet listing all school-level summaries of the most recently available expenses for regular and special education students taught at schools by district across the state. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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

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

[Link to District Summary of 2020-21 School-Level Per Pupil Expenditures by Source](#)

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

West Deptford Twp	Federal	State & Local	Total	ADE**
District Level Central Expenditures		\$1,827	\$1,827	2,870.9
West Deptford High School	\$280	\$15,787	\$16,067	848.9
Green-Fields Elementary School	\$174	\$9,809	\$9,983	465.6
Oakview Elementary School	\$158	\$10,518	\$10,676	432.3
Red Bank Elementary School	\$218	\$12,275	\$12,493	256.9
West Deptford Middle School	\$225	\$13,027	\$13,252	867.3
-				

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Red Bank participates in the One School, One Book project to foster positive home/school connections through literacy. In addition, many literacy based activities are conducted throughout the year.
- Our learning environments are student-centered, technology infused, and curriculum focused. Gr 2 implemented a 1:1 Chromebook initiative to inspire creativity, collaboration, and critical thinking.
- Red Bank is the home for six preschool classes and eleven second grade We inspire our students' hearts and minds through innovative, authentic instruction that is a balance of SEL and academics.



Mission, Vision, Theme:

Pride, Passion, and a Commitment to Excellence



Awards, Recognition, Accomplishments:

Red Bank was named a "Promising Practice" School by character.org. This distinction is based upon the evidence of positive school climate, community and family relationships, and service learning projects. Students of the month for Pre-K and 2nd grade students are honored based upon the Six Pillars of Character. Faculty and staff work diligently to consistently instill good character in our students through instruction and individual classroom recognition. In addition, West Deptford Schools earned the Lighthouse District Award by the NJDOE for substantial improvement for academic performance and a commitment to building equity throughout the district. We have incorporated the Good News Call of the Day initiative as a way for staff and students alike to showcase the positive choices made by our students daily. Selection to the prestigious RB Honor Guard celebrates our students exceptional character of citizenship.

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Courses, Curriculum, Instruction:

We strive to reach every child where there are through innovative, differentiated instruction. Using data to effectively drive our instruction is a top priority when crafting lessons that are reinforcing, enriching, engaging, and empowering for our students. Our Writers' Workshop model used by 2nd grade is taught with fidelity based on Lucy Calkins Units of Study while our Pre K students develop writing readiness skills through a variety of activities that align with the HighScope curriculum. Teachers ensure their curriculum is aligned to the NJ Student Learning Standards as well as the Next Generation Science Standards through the use of Envisions Math, Carolina Science kits, Foundations, and the American Reading Company ELA framework. Using the recommendations from the NJTSS allows our specialists to provide strategic and intensive intervention to close the achievement gap.



Before and After School Programs:

Young Eagles Program



Staff and Professional Learning:

Professional Development for our newly implemented American Reading Company ELA curriculum is offered continuously throughout the year for both teachers and administrators. Coaches from our three elementary schools collaborate during data meetings to ensure instruction remains fluid and skills are strategically addressed. Our academic specialists and coaches use best practices for intervention in the classrooms to address Title 1 needs. Bi-monthly PLCs are conducted that focus on common assessment, grade level articulation, data driven instruction, pacing guides, and benchmark analysis to provide rigorous and appropriate instruction for students. In addition, staff turnkey professional development for various topics including SEL strategies, technology implementation, dyslexia, and classroom management techniques.

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Student Supports and Services:

Red Bank offers the following student supports and services: *Intervention and Referral Services designed to assist students in tiered supports *Coaching services for both math and literacy following the NJTSS framework for intervention *ELL-English Language Learner instruction for those who qualify *Behavior Intervention added to our Tier II and Tier III systems of support. System through the use of the "Good Egg" program to encourage good choices and positive behavior *Social Skills small groups held throughout the year to reinforce appropriate peer interaction. Additional counseling for coping skills, friendship building, and emotion regulating are facilitated by grade level guidance counselor. A transitional coach was added via a grant to provide support for students struggling to return to the routing and stres of in-person learning.



Student Health and Wellness:

Red Bank offers a daily breakfast program. All students are provided daily outdoor recess. Students participate in Health/Physical Education with a certified physical education instruction. In addition, teachers provide additional physical activity within the classroom via Brain breaks, GoNoodle, and positive mindset activities. The school counselor does monthly guidance lessons to speak about mental health that is developmentally appropriate for an early elementary setting.



Parent and Community Involvement:

The West Deptford Elementary schools are supported by an exceptional Elementary school PTO. The PTO organizes grade appropriate assemblies, holds a yearly Scholastic Book Fair with an evening of fun for students and families, and facilitates a successful Holiday Shopping experience for all students. Parents and families are encouraged to be present in our school whenever possible. Our doors are open for "mystery readers," neighborhood helpers presentations, American Education week visitations, room parents, etc. Communication is sent frequently through email, newsletters, Facebook and Twitter. Parents and families are encouraged to join us in Look Who Got Caught Reading by sharing candid pictures of their child outside of school practicing the art of reading. Parents are invited to parent/teacher conferences twice per year, winter and spring musicals, Art in our Schools art gallery, and select award ceremonies.

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Facilities:

Red Bank is a welcoming school community that strives to create an atmosphere of family and a warm and positive school climate. Student work is displayed throughout the hallways to brighten up the school and celebrate our students' achievements. Red Bank was built in 1965 and improvements are added each year as needed. Red Bank was the first school in the district to incorporate solar panels. The school has a double secured entry with a new visitor identification entrance system.



School Safety:

Red Bank works closely with the West Deptford Police Department to ensure school safety. The district's School Resource Officer visits the three elementary schools on a rotating basis. Monthly security drills are conducted with students and staff. Yearly professional development is provided to staff in regards to de-escalation, lockdown, reunification, and first-aid. Visitors must be granted admittance through our security system.



Early Childhood Education:

Red Bank is the home of four general education preschool 4 year old classrooms, one special education PSD 4 year classroom and two special education PSD 3 year programs; one classroom-one AM session and one PM session. All preschool 4 year old programs provide tuition free education for 15 students. Our general education Pre-K classroom was added through the state's Pre-K grant. Classroom provides full-day tuition free education for 15 students (4 year old class). Two of the four general education preschool classroom are integrated with IEP students to foster an inclusive environment.

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Learning During COVID-19:

RBES offered in-person instruction (8:40-12:40) five days a week for all preschool students (special education and general education). In addition, our 2nd grade self-contained LLD students were offered in-person instruction five days per week. Virtual instruction was delivered synchronously five days per week for reading, writing, foundations, and math. Science and special area subjects were delivered asynchronously. Teachers also met individually with students during the afternoons via ZOOM to implement our new ELA program, American Reading Company. As of November 9th, the district will be offering both a hybrid and virtual model. There will be two 2nd grade virtual classes and 6 hybrid classes. Students are broken into Cohort A and Cohort B. Alternating days will be a synchronous instruction. Both cohorts will be live on Fridays. Cohort C (preschool and special education LLD) will be in-person Monday-Thursday and live on Fridays.

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Other Information:

New this year was the incorporation of ChooseLove SEL program which is being used at the K-2 levels. Daily lessons created by our guidance counselor are shared with teachers to use daily to focus on SEL and overall well-being. This is especially important this year to help our students navigate the COVID-19 world around them. Staff work closely with our students to monitor social and emotional needs as they transition back to an all in-person environment. Red Bank has initiated a 2nd grade Honor Guard that raises and lowers the American flag each day. Students learn citizenship and respect for community and country. The Honor Guard representatives rotate throughout the school year so each 2nd grade student has the opportunity to experience the honor.