NJ SCHOOL PERFORMANCE REPORT

Edward T. Hamilton

(07-5400-020)

Grades Offered: KG-05

2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Camden
District	Voorhees Township School District
Principal Name	Mr. Andrew Moskowitz
Address	1 Boundary Lane VOORHEES, NJ 08043-9545
Phone Number	856-767-4888
Email Address	moskowitz@voorhees.k12.nj.us
Website	https://www.voorhees.k12.nj.us
Facebook	https://www.facebook.com/voorheestwppublicschools
Twitter	https://twitter.com/voorheestwppublicschools

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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	2016-17	2017-18	2018-19
PK	0	6	6
KG	47	46	54
1	45	53	60
2	72	48	62
3	70	78	53
4	69	72	77
5	80	75	79
Total	383	378	391

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.3%	44.4%	48.6%
Male	51.7%	55.6%	51.4%
Economically Disadvantaged Students	3.4%	6.6%	5.6%
Students with Disabilities	18.3%	19.8%	20.5%
English Learners	0.3%	0.3%	1.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.8%	1.5%
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	2016-17	2017-18	2018-19
White	68.4%	67.7%	64.2%
Hispanic	5.7%	5.3%	4.9%
Black or African American	5.7%	6.1%	7.4%
Asian	14.4%	14.3%	16.4%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.5%	6.3%	6.6%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	6	6
KG - Half Day	44	41	53
KG - Full Day	3	5	1

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.

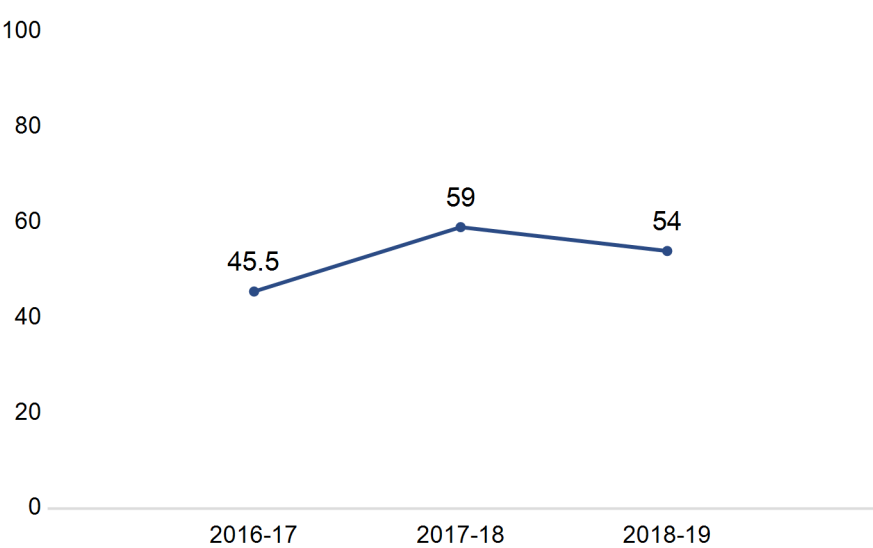| Home Language	% of Students
English	85.4%
Russian	2.0%
Spanish	1.8%
Hindi	1.5%
Korean	1.3%
Other Languages	7.9%

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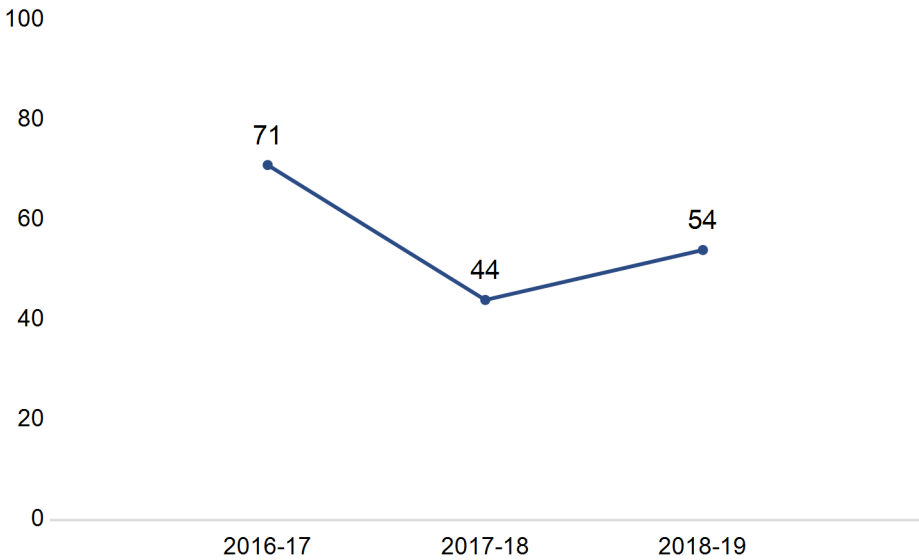† This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45.5	59	54	71	44	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	52	50	Met Standard	54	47	50	Met Standard
White	55	51	50	Met Standard	52	47	52	Met Standard
Hispanic	*	56	49	**	*	46	47	**
Black or African American	*	47.5	45	**	*	39.5	43	**
Asian, Native Hawaiian, or Pacific Islander	45.5	58	59	Met Standard	69	54.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	58	49	49	**	74	39	52	**
Female	50.5	53	53	N	55	43	50	N
Male	56	51	47	N	54	49	51	N
Economically Disadvantaged Students	74.5	45.5	48	**	65	47	46	**
Students with Disabilities	43	48	43	Met Standard	38	43	45	Not Met
English Learners	*	67.5	52	**	*	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	42.5	49	N	*	58.5	51	N
Migrant Students	N	N	47	N	N	N	51	N

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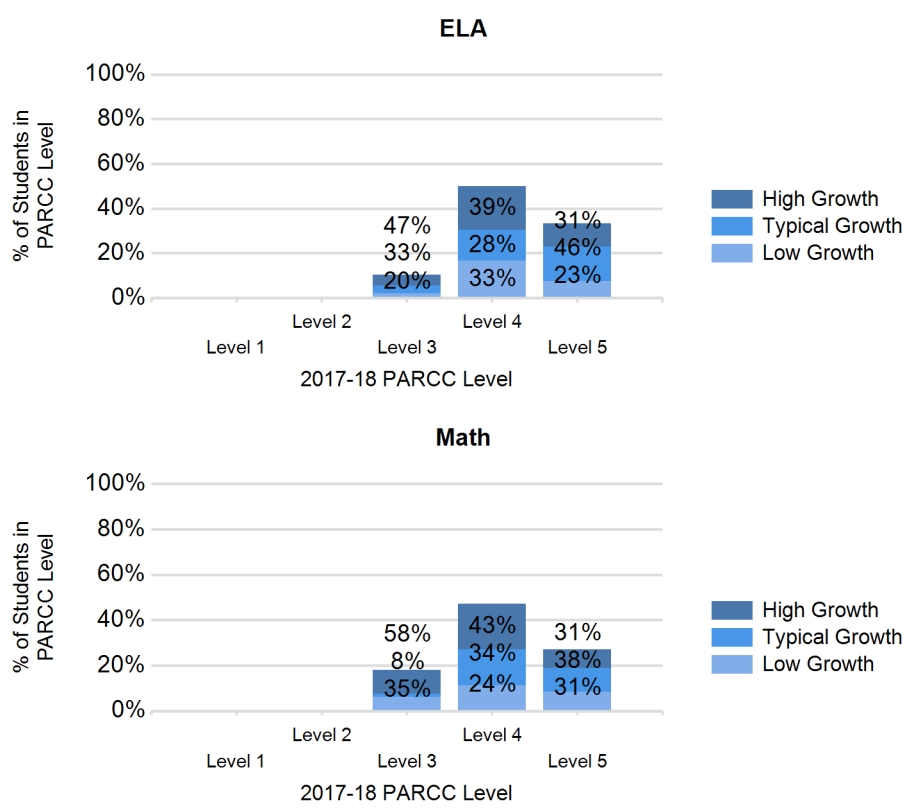* **†** This indicates a table specific note, see note below table

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A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.
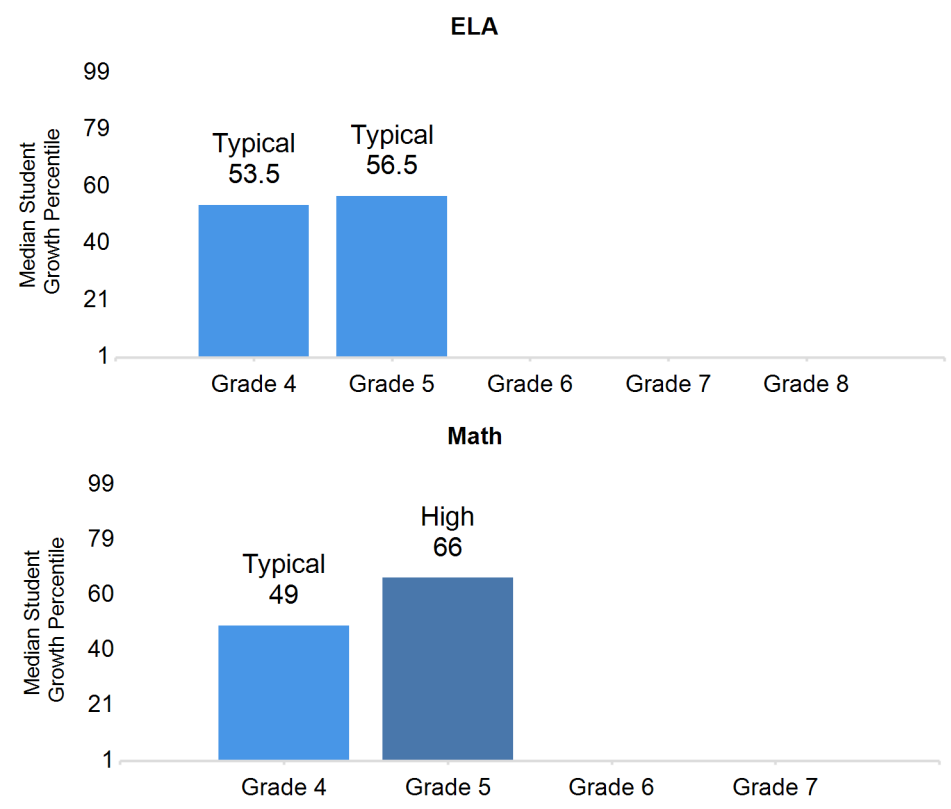
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

Student Growth by Grade

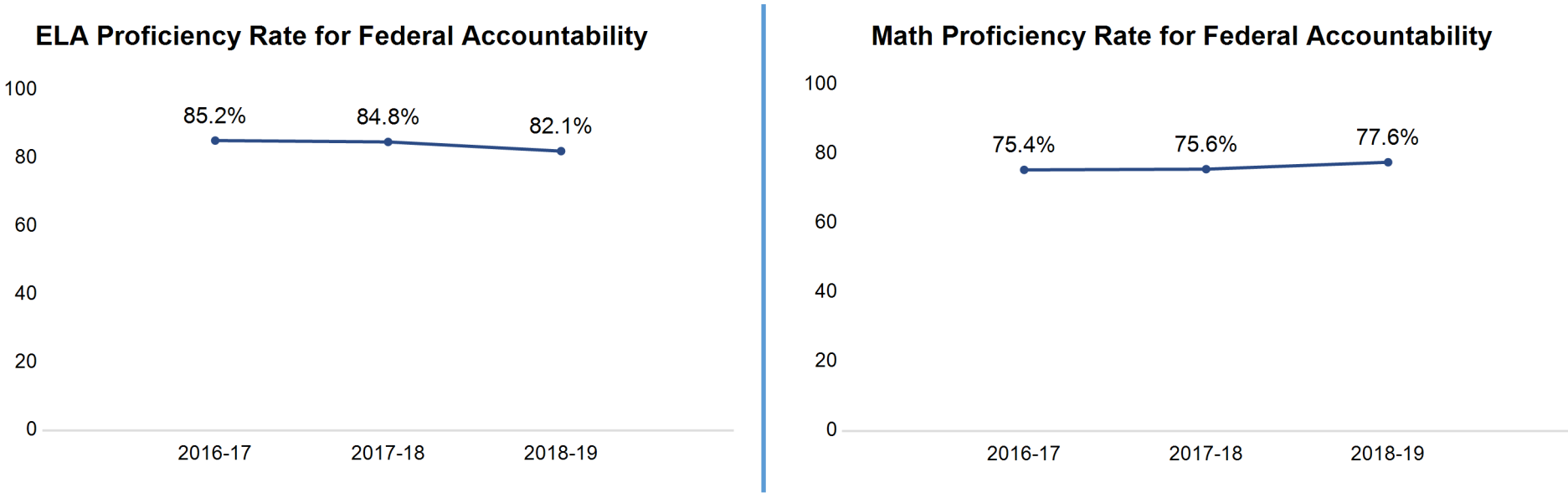These graphs show the median Student Growth Percentile for students in each grade.

ELA — 2017-18 PARCC Level

Level 3: Low Growth 20%, Typical Growth 33%, High Growth 47%
Level 4: Low Growth 33%, Typical Growth 28%, High Growth 39%
Level 5: Low Growth 23%, Typical Growth 46%, High Growth 31%

Legend: High Growth, Typical Growth, Low Growth

Math — 2017-18 PARCC Level

Level 3: Low Growth 35%, Typical Growth 8%, High Growth 58%
Level 4: Low Growth 24%, Typical Growth 34%, High Growth 43%
Level 5: Low Growth 31%, Typical Growth 38%, High Growth 31%

Legend: High Growth, Typical Growth, Low Growth

ELA — Median Student Growth Percentile

Grade 4: Typical 53.5
Grade 5: Typical 56.5

Math — Median Student Growth Percentile

Grade 4: Typical 49
Grade 5: High 66

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 85.2%
- 2017-18: 84.8%
- 2018-19: 82.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 75.4%
- 2017-18: 75.6%
- 2018-19: 77.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	97.8%	99.5%	97.7%	97.8%	99.5%
Proficiency Rate for Federal Accountability	85.2%	84.8%	82.1%	75.4%	75.6%	77.6%
Annual Target	77.1%	77.3%	77.4%	67.1%	67.8%	68.4%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	201	99.5	82.1	74.7	57.9	82.1	77.4	Met Goal
White	133	99.3	85.7	76.3	66.9	85.7	78.1	Met Goal
Hispanic	14	100.0	57.1	*	43.9	57.1	**	**
Black or African American	13	100.0	69.2	56.7	38.5	69.2	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	86.2	85.7	82.9	86.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	75.0	*	64.4	75.0	**	**
Female	102	99.0	82.4	80.6	64.8	82.4		
Male	99	100.0	81.8	68.5	51.3	81.8		
Economically Disadvantaged Students	11	100.0	63.6	51.1	40.0	63.6	**	**
Non-Economically Disadvantaged Students	190	99.5	83.2	77.8	67.9	83.2		
Students with Disabilities	46	100.0	54.3	34.7	22.7	54.3	59.3	Met Target†
Students without Disabilities	155	99.4	90.3	83.2	65.1	90.3		
English Learners	*	*	*	60.3	29.3	*	**	**
Non-English Learners	*	*	*	75.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	82.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
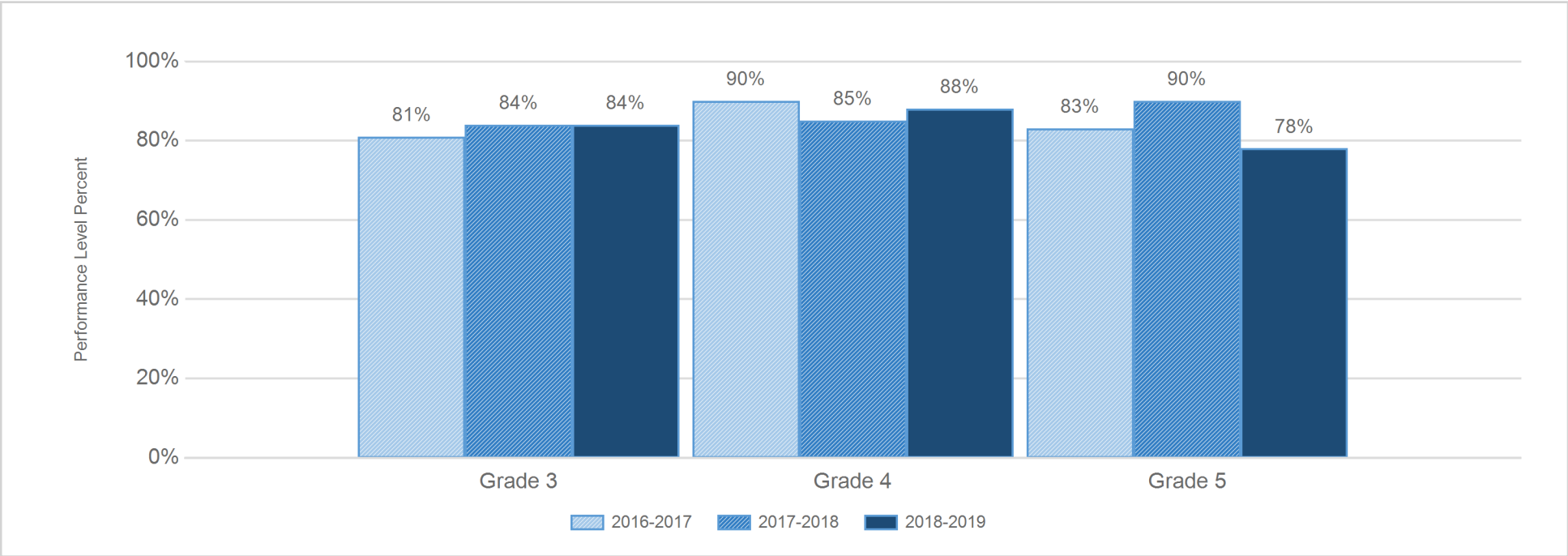
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	775	770	748	*	*	*	65%	20%	84%	50%
White	39	779	770	757	*	*	*	*	*	90%	60%
Hispanic	*	*	749	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	27	779	777	753	*	*	*	*	*	85%	55%
Male	24	771	763	743	*	*	*	*	*	83%	46%
Economically Disadvantaged Students	*	*	759	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	772	759	*	*	*	*	*	*	61%
Students with Disabilities	13	750	740	719	*	*	*	*	*	62%	24%
Students without Disabilities	38	784	778	754	*	*	*	*	*	92%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	51	775	*	751	*	*	*	65%	20%	84%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	75	783	770	755	0%	*	*	45%	43%	88%	57%
White	46	785	771	763	0%	*	*	50%	41%	91%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	788	*	779	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	765	762	*	*	*	*	*	*	64%
Female	32	783	773	760	0%	*	*	*	*	84%	62%
Male	43	784	768	750	0%	*	*	*	*	91%	53%
Economically Disadvantaged Students	*	*	752	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	765	*	*	*	*	*	*	69%
Students with Disabilities	15	775	748	725	0%	*	*	*	*	87%	25%
Students without Disabilities	60	785	776	761	0%	*	*	*	*	88%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	75	783	*	758	0%	*	*	45%	43%	88%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

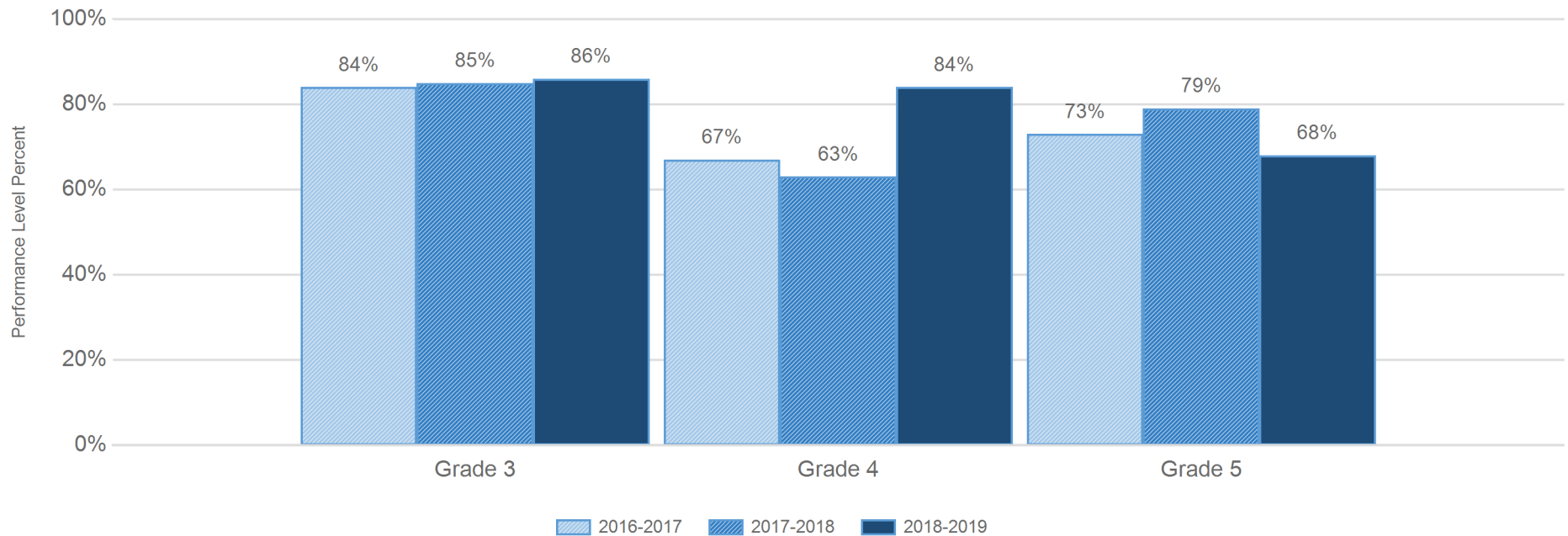| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	775	768	756	*	*	*	53%	26%	78%	58%
White	49	775	768	764	*	*	*	55%	22%	78%	68%
Hispanic	*	*	760	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	792	780	781	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	775	762	*	*	*	*	*	*	65%
Female	41	786	774	761	*	*	*	*	*	88%	64%
Male	33	762	762	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	14	734	*	724	*	*	*	*	*	29%	23%
Students without Disabilities	60	785	*	762	*	*	*	*	*	90%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	74	775	*	758	*	*	*	53%	26%	78%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	201	99.5	77.6	60.7	44.5	77.6	68.4	Met Target
White	133	99.3	78.9	62.2	54.1	78.9	68.7	Met Target
Hispanic	14	100.0	57.1	*	28.8	57.1	**	**
Black or African American	13	100.0	76.9	33.0	23.0	76.9	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	93.1	81.7	76.5	93.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	50.0	*	53.3	50.0	**	**
Female	102	99.0	76.5	59.7	44.9	76.5		
Male	99	100.0	78.8	61.8	44.2	78.8		
Economically Disadvantaged Students	11	100.0	54.5	36.2	26.3	54.5	**	**
Non-Economically Disadvantaged Students	190	99.5	78.9	63.9	54.9	78.9		
Students with Disabilities	46	100.0	47.8	28.0	17.4	47.8	49.7	Met Target†
Students without Disabilities	155	99.4	86.5	67.7	50.0	86.5		
English Learners	*	*	*	57.1	25.0	*	**	**
Non-English Learners	*	*	*	60.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	76.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Edward T. Hamilton

(07-5400-020)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Edward T. Hamilton

(07-5400-020)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	781	772	752	*	*	*	39%	47%	86%	55%
White	39	785	774	760	0%	*	*	41%	49%	90%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	27	780	769	751	*	*	*	*	*	85%	54%
Male	24	784	775	752	*	*	*	*	*	88%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	776	761	*	*	*	*	*	*	67%
Students with Disabilities	13	761	749	731	*	*	*	*	*	62%	31%
Students without Disabilities	38	788	778	756	*	*	*	*	*	95%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	51	781	*	754	*	*	*	39%	47%	86%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

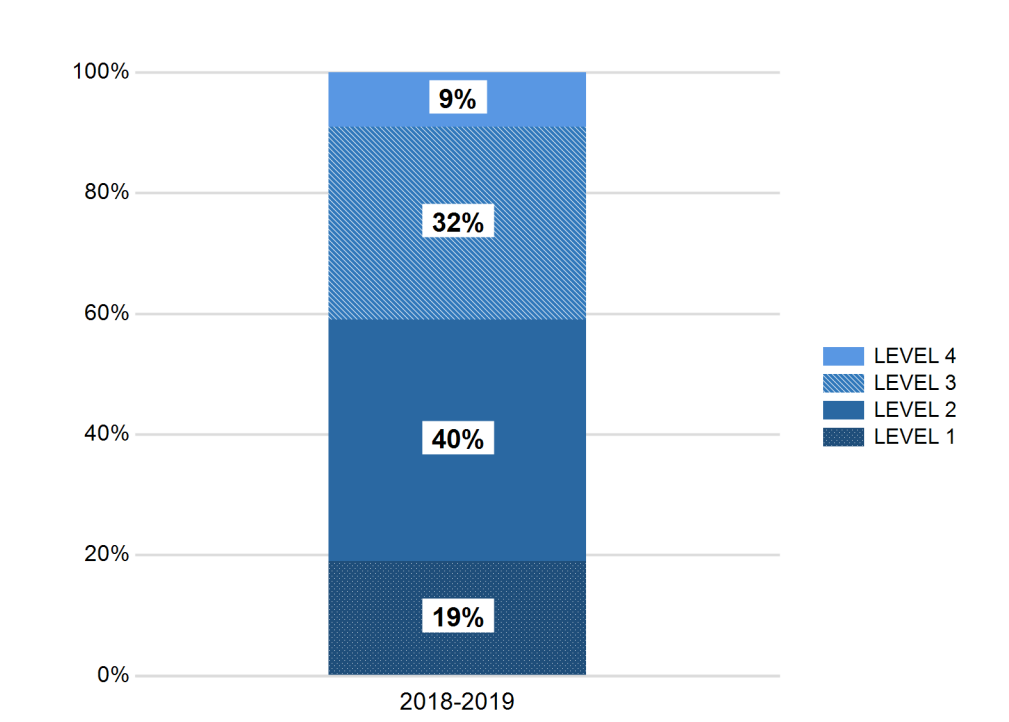| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	775	763	749	*	*	*	60%	24%	84%	51%
White	46	776	764	757	*	*	*	65%	24%	89%	62%
Hispanic	*	*	748	737	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	15	785	*	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	32	772	760	749	*	*	*	*	*	81%	50%
Male	43	777	765	749	*	*	*	*	*	86%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	63%
Students with Disabilities	15	770	746	726	*	*	*	*	*	67%	25%
Students without Disabilities	60	776	767	754	*	*	*	*	*	88%	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	75	775	764	751	*	*	*	60%	24%	84%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	74	765	761	747	*	*	23%	46%	22%	68%	47%
White	49	764	760	755	*	*	33%	*	*	61%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	787	779	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	41	770	762	747	*	*	*	*	*	73%	47%
Male	33	759	760	747	*	*	*	*	*	61%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	14	729	*	725	*	*	*	*	*	21%	19%
Students without Disabilities	60	773	*	752	*	*	*	*	*	78%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	74	765	*	749	*	*	23%	46%	22%	68%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language 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.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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.

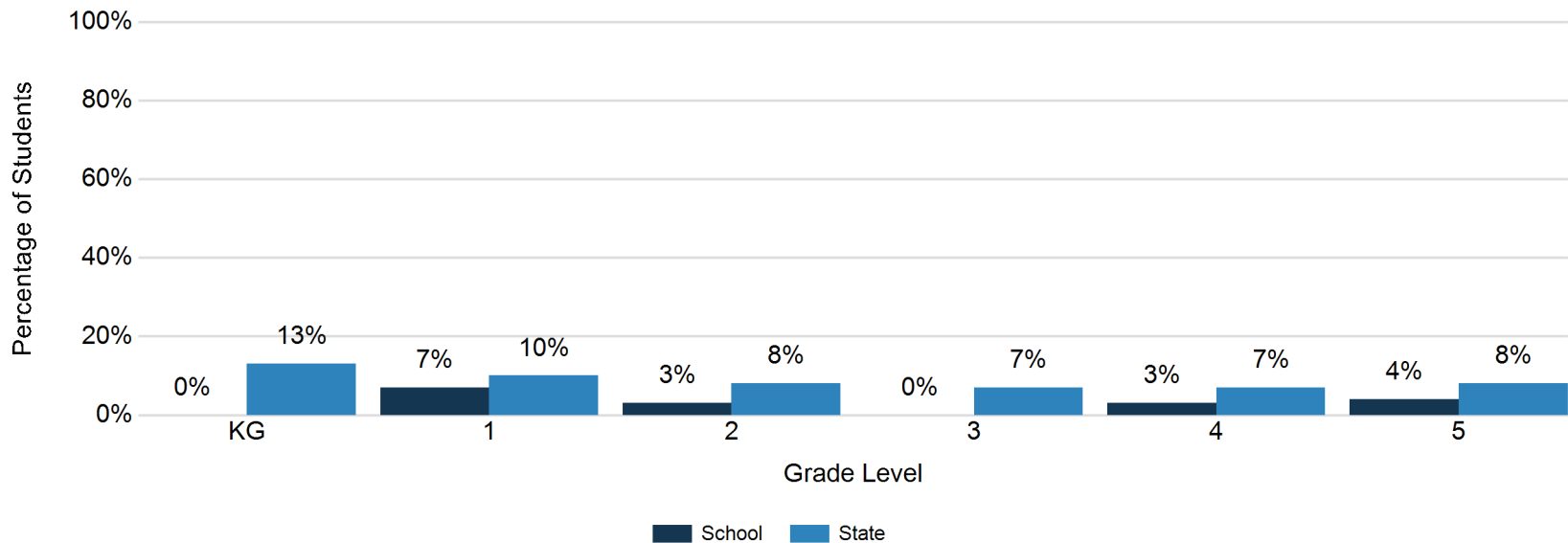| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

2018-2019

Legend: LEVEL 4, LEVEL 3, LEVEL 2, LEVEL 1

Chart values: 9%, 32%, 40%, 19%

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	40	32	9
White	20	37	31	12
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	30	60	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	43	38	7
Male	27	36	24	12
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	64	29	7	0
Students without Disabilities	8	43	38	11
English Learners	N	N	N	N
Non-English Learners	19	40	32	9
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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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.

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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	2.9	8.9	Met
White	7	2.8	8.9	Met
Hispanic	1	5.0	8.9	Met
Black or African American	0	0	8.9	Met
Asian, Native Hawaiian, or Pacific	2	3.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	8.9	Met
Female	5	2.6		
Male	6	3.1		
Economically Disadvantaged Students	2	10.5	**	**
Students with Disabilities	5	7.4	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

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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.

Grade Level	School	State
KG	0%	13%
1	7%	10%
2	3%	8%
3	0%	7%
4	3%	7%
5	4%	8%

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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.

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	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.77

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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

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
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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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. 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.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1

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Key terms for staff data:
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
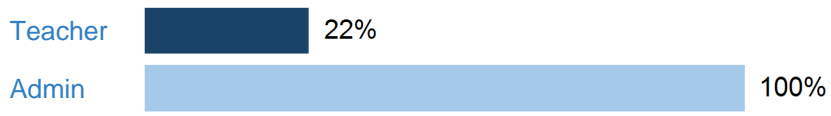
Teachers – Experience

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	78.8%	75.3%

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	9,530
Average years experience in public schools	26.9	16.0
Average years experience in district	21.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	391:1	175:1
Teachers to Administrators	33:1	14:1
Students to Librarians/Media Specialists		746:1
Students to Nurses		426:1
Students to Counselors		426:1
Students to Child Study Team Members		331:1

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Key terms for staff data:
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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	93.9%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	6.1%	100.0%	51.6%	22.9%	45.1%
White	64.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	16.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.6%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Edward T. Hamilton
(07-5400-020)
Grades Offered: KG-05
2018-2019

Key terms for staff data:
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

Teachers and Administrators - Level of Education

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

Teacher — 78%
Admin — N/A

Master's Degree

Teacher — 22%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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.

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	85.2%	84.8%	82.1%
Math Proficiency	75.4%	75.6%	77.6%
ELA Growth	46	59	54
Math Growth	71	44	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.9%	5.4%	2.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Character education assemblies are held quarterly to promote a positive school climate. • Technology is part of the school day with 1:1 iPads in grades 1-5. • Helping Hands Community Service Project is where the school community assembles meals for the needy the Monday before Thanksgiving.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing an innovative, comprehensive and creative instructional program that prepares life long learners to succeed in an ever changing global society.
Awards, Recognition, Accomplishments:	Future Ready Bronze Certification. Raised money for the Leukemia and Lymphoma Society and was recognized as a top elementary school for this effort.

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Courses, Curriculum, Instruction:	EnVision Math 2.0, iReady Diagnostic Program, Fundations by Wilson, Houghton Mifflin Reading Program, RAZ Kids & MobyMax Reading Supplement, Writers Workshop, Math Buddies for Gifted Math Students.
Clubs and Activities:	After-School Enrichment class offered to students in the Spring in grades 3-5 for assistance with Language Arts and Mathematics.

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Before and After School Programs:	Community Education and Recreation (CER) is offered to students in grades K-5 to students who need before and after care.
Staff and Professional Learning:	Teachers were trained on 21st Century Learning Skills related to technology. Additionally, teachers examined and adopted a new language Art Program and were trained on its components.

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Student Supports and Services:	A full time counselor is present to address the social and emotional well being of the children. RTI Programs - students are pulled for 1:1 or small group interventions once academic deficiencies are indentified.
Student Health and Wellness:	Health Classes in grades 1-5 focus on nutrition, safety, and allergy awareness. The school nurse raised funds for the American Heart Association.
Parent and Community Involvement:	The Hamilton Parent Faculty Association (HPFA) raised funds to benefit the students. Field Trip buses and musical equipment were purchased.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Survey is completed annually. Results are shared at Spring faculty meetings and with the School Improvement Committee. Students in grades 3-5 completed the survey which showed the common theme that students were comfortable in the school environment and that their teachers care about them.
Facilities:	Buildings are renovated in accordance with District Strategic Plan. Built in 1970. Four additions. State of the art computer lab, gym and library
School Safety:	A School Resource Officer is present to protect the students and staff during the school day.

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Technology and STEM:	Use 21st Century tools to engage in STEM learning.

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Other Information	School day is 6.25 hours with 5.75 hours of instruction. 10 fire drills and 10 emergency drills annually, weekly principal email to parents to communicate events, 1:1 Ipad devices in grades 2-5

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Kresson School
(07-5400-055)
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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	Camden
District	Voorhees Township School District
Principal Name	Mrs. Stacey Morris
Address	7 SCHOOL LANE VOORHEES, NJ 08043-9545
Phone Number	856-424-1816
Email Address	morris@voorhees.k12.nj.us
Website	https://www.voorhees.k12.nj.us
Facebook	https://www.facebook.com/voorheestwppublicschools
Twitter	https://twitter.com/voorheestwppublicschools

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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	2016-17	2017-18	2018-19
KG	85	62	50
1	59	77	60
2	73	61	75
3	53	75	59
4	68	59	77
5	56	74	62
Total	394	408	383

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.8%	46.5%
Male	52.8%	52.2%	53.5%
Economically Disadvantaged Students	4.6%	9.8%	8.1%
Students with Disabilities	20.3%	23.5%	22.7%
English Learners	0.3%	0.5%	1.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.3%	0.2%	0.0%
Military-Connected Students	1.3%	0.7%	0.5%
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	2016-17	2017-18	2018-19
White	61.2%	60.3%	61.6%
Hispanic	6.6%	6.4%	4.7%
Black or African American	9.1%	8.8%	8.9%
Asian	20.3%	19.6%	18.8%
Native Hawaiian or Pacific Islander	0.5%	0.7%	0.8%
American Indian or Alaska Native	0.0%	0.5%	0.5%
Two or More Races	2.3%	3.7%	4.7%

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	2016-17	2017-18	2018-19
KG - Half Day	75	51	50
KG - Full Day	10	11	0

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.

Home Language	% of Students
English	76.8%
Gujarati	3.4%
Hindi	2.6%
Hebrew	2.1%
Russian	1.8%
Other Languages	13.3%

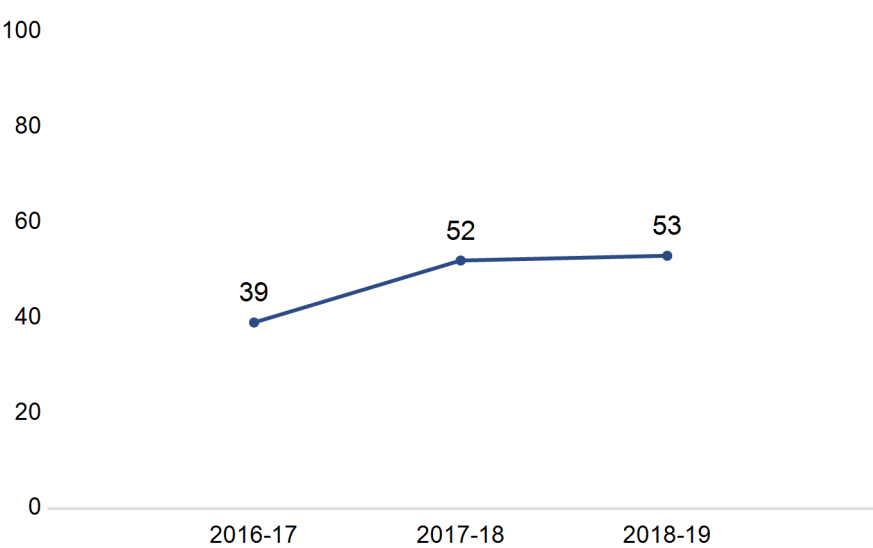**NJ SCHOOL PERFORMANCE REPORT**

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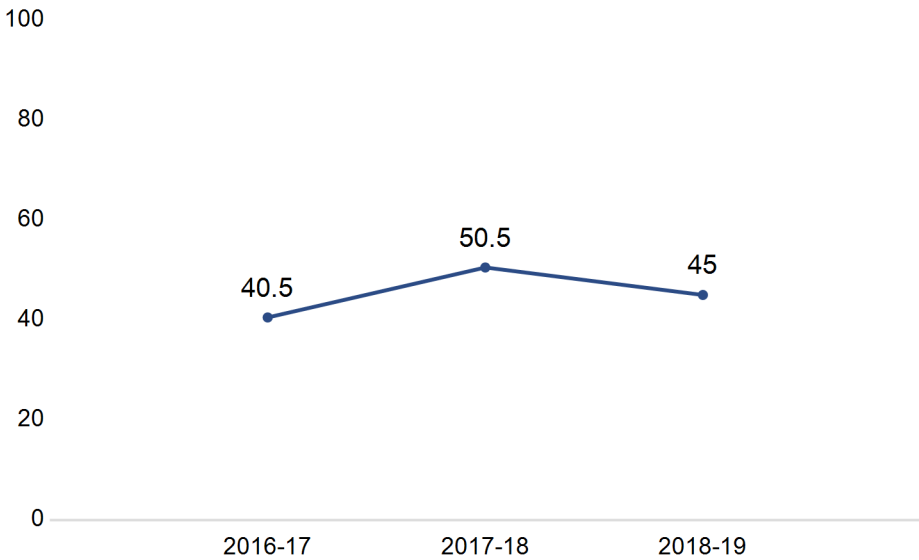**†** This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

39 (2016-17), 52 (2017-18), 53 (2018-19)

Math Median Student Growth Percentile

40.5 (2016-17), 50.5 (2017-18), 45 (2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	52	53	40.5	50.5	45
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Kresson School
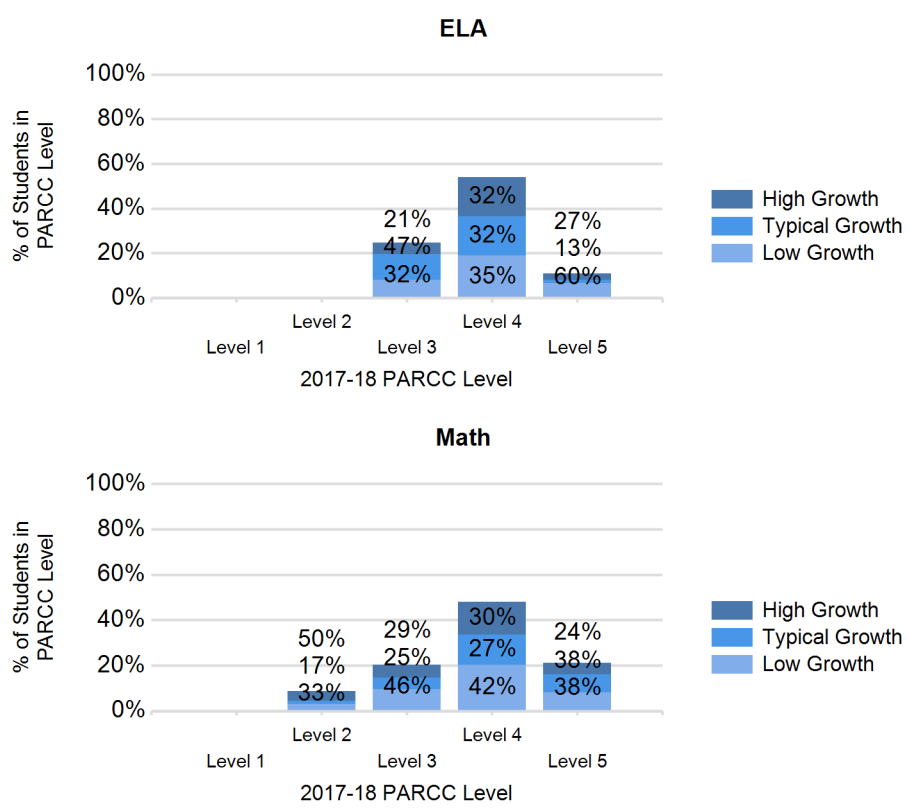(07-5400-055)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	52	50	Met Standard	45	47	50	Met Standard
White	53	51	50	Met Standard	55	47	52	Met Standard
Hispanic	*	56	49	**	*	46	47	**
Black or African American	44	47.5	45	**	30	39.5	43	**
Asian, Native Hawaiian, or Pacific Islander	54	58	59	Met Standard	36	54.5	60	Not Met
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	49	49	**	*	39	52	**
Female	56.5	53	53	N	40	43	50	N
Male	46	51	47	N	55	49	51	N
Economically Disadvantaged Students	*	45.5	48	**	*	47	46	**
Students with Disabilities	52.5	48	43	Met Standard	51	43	45	Met Standard
English Learners	*	67.5	52	**	*	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	42.5	49	N	*	58.5	51	N
Migrant Students	N	N	47	N	N	N	51	N

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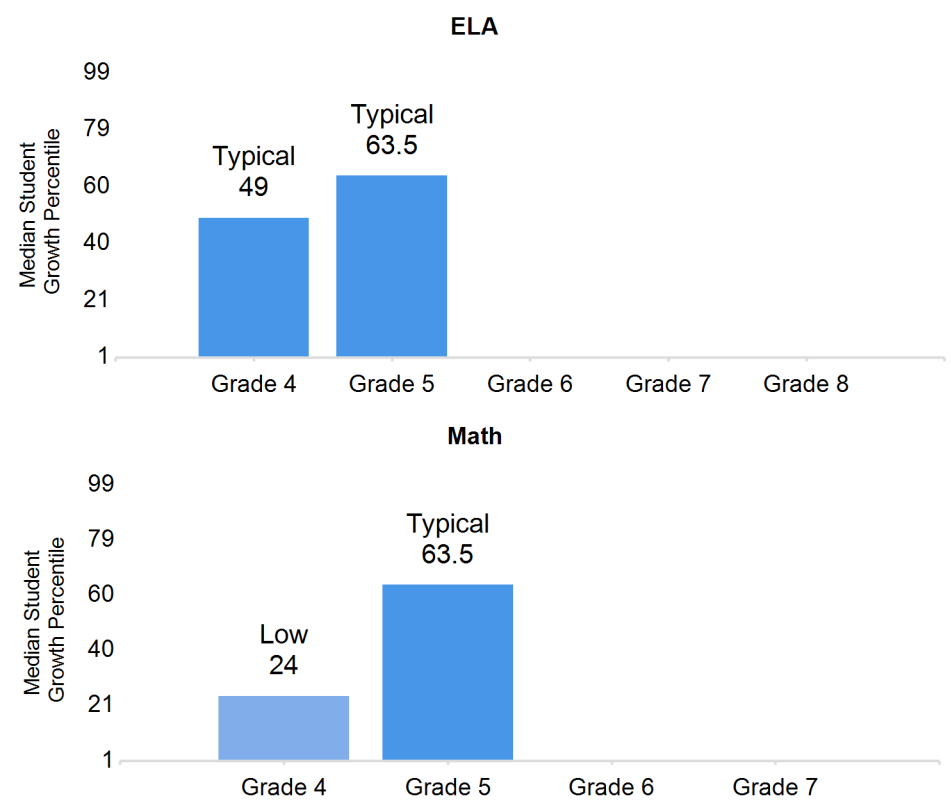
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

Student Growth by Grade

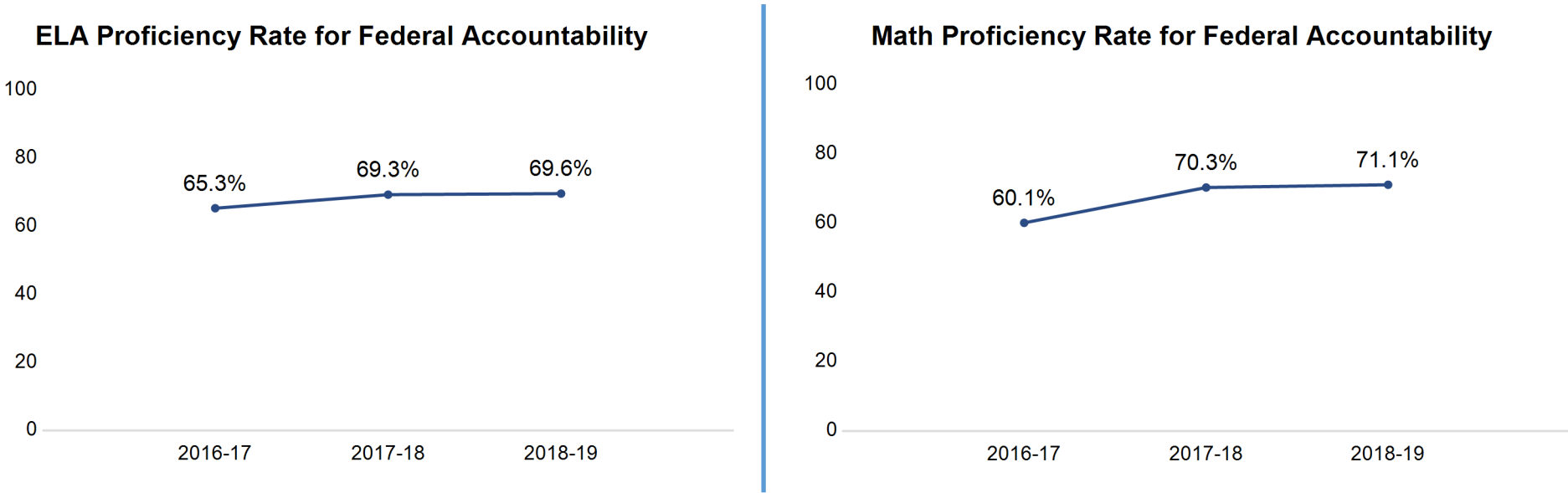These graphs show the median Student Growth Percentile for students in each grade.

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 65.3%
- 2017-18: 69.3%
- 2018-19: 69.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 60.1%
- 2017-18: 70.3%
- 2018-19: 71.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.5%	98.5%	99.4%	99.5%	98.5%
Proficiency Rate for Federal Accountability	65.3%	69.3%	69.6%	60.1%	70.3%	71.1%
Annual Target	63.5%	64.3%	65.2%	60.0%	61.0%	62.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
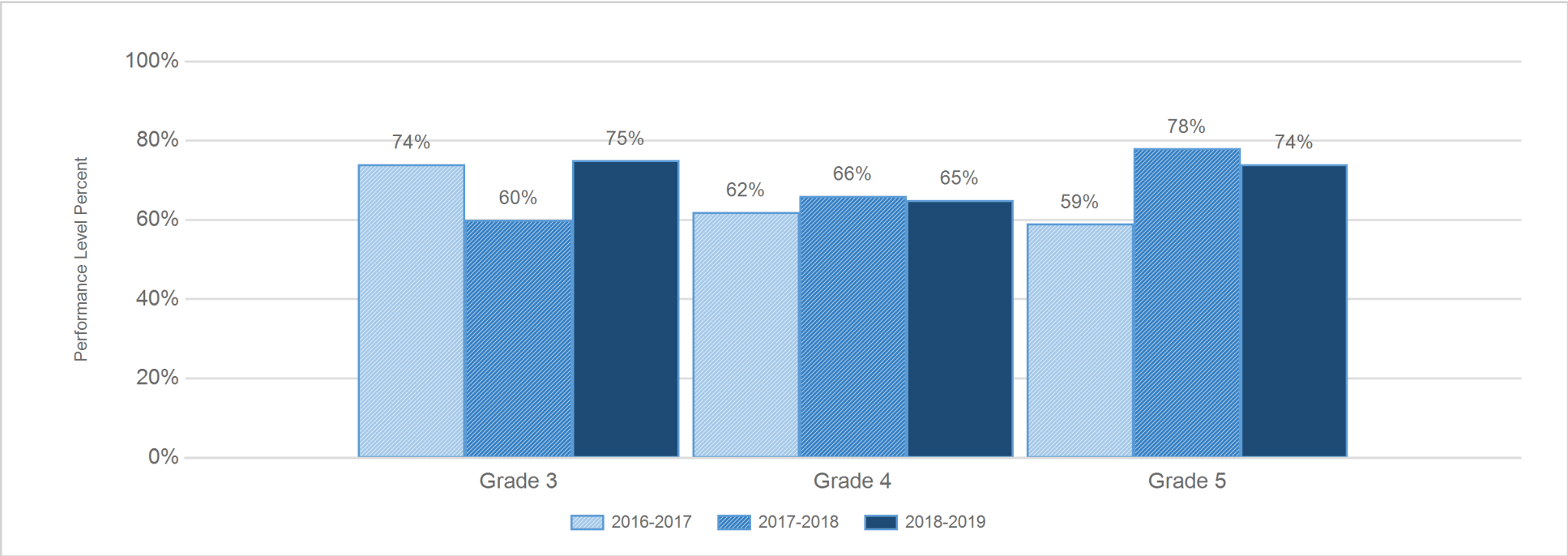
7

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	194	98.5	69.6	74.7	57.9	69.6	65.2	Met Target
White	120	98.4	65.0	76.3	66.9	65.0	65.8	Met Target†
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	13	92.9	61.5	56.7	38.5	60.2	**	**
Asian, Native Hawaiian, or Pacific Islander	44	100.0	86.4	85.7	82.9	86.4	70.3	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	90	100.0	75.6	80.6	64.8	75.6		
Male	104	97.2	64.4	68.5	51.3	64.4		
Economically Disadvantaged Students	12	100.0	41.7	51.1	40.0	41.7	**	**
Non-Economically Disadvantaged Students	182	98.4	71.4	77.8	67.9	71.4		
Students with Disabilities	35	92.1	37.1	34.7	22.7	36.0	32.6	Met Target
Students without Disabilities	159	100.0	76.7	83.2	65.1	76.7		
English Learners	*	*	*	60.3	29.3	*	**	**
Non-English Learners	*	*	*	75.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	82.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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* **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	764	770	748	*	*	*	*	*	75%	50%
White	34	757	770	757	*	*	*	*	*	65%	60%
Hispanic	*	*	749	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	776	*	773	0%	0%	*	*	*	93%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	21	771	777	753	*	*	*	*	*	76%	55%
Male	34	760	763	743	*	*	*	*	*	74%	46%
Economically Disadvantaged Students	*	*	759	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	772	759	*	*	*	*	*	*	61%
Students with Disabilities	13	734	740	719	*	*	*	*	*	38%	24%
Students without Disabilities	42	773	778	754	*	*	*	*	*	86%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	55	764	*	751	*	*	*	*	*	75%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	759	770	755	*	*	29%	52%	13%	65%	57%
White	45	757	771	763	*	*	31%	*	*	64%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	775	*	779	0%	0%	*	*	*	84%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	765	762	*	*	*	*	*	*	64%
Female	42	761	773	760	*	*	26%	*	*	69%	62%
Male	35	757	768	750	*	*	31%	*	*	60%	53%
Economically Disadvantaged Students	*	*	752	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	765	*	*	*	*	*	*	69%
Students with Disabilities	13	744	748	725	*	*	*	*	*	46%	25%
Students without Disabilities	64	763	776	761	*	*	*	*	*	69%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	77	759	*	758	*	*	29%	52%	13%	65%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

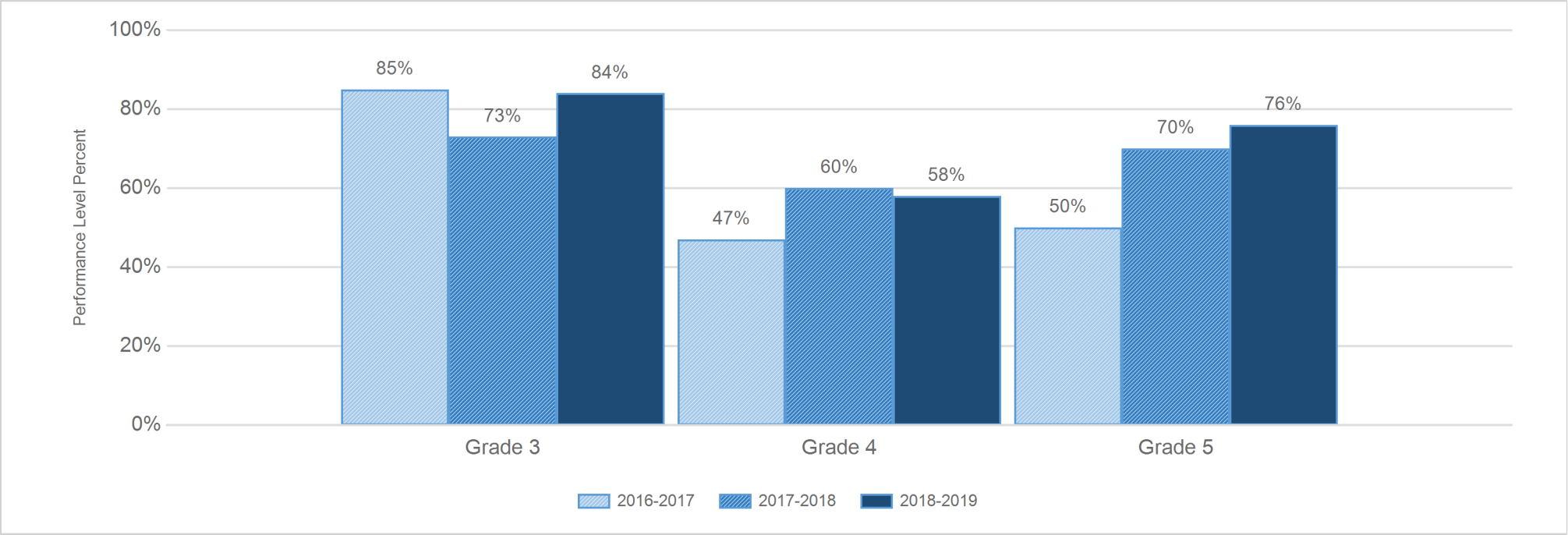| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	770	768	756	0%	*	23%	*	*	74%	58%
White	41	767	768	764	0%	*	27%	*	*	71%	68%
Hispanic	*	*	760	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	777	780	781	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	775	762	*	*	*	*	*	*	65%
Female	28	776	774	761	0%	*	*	*	*	86%	64%
Male	34	764	762	750	0%	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	62	770	*	758	0%	*	23%	*	*	74%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	194	98.5	71.1	60.7	44.5	71.1	62.1	Met Target
White	120	98.4	66.7	62.2	54.1	66.7	59.7	Met Target
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	13	92.9	53.8	33.0	23.0	52.6	**	**
Asian, Native Hawaiian, or Pacific Islander	44	100.0	93.2	81.7	76.5	93.2	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	90	100.0	72.2	59.7	44.9	72.2		
Male	104	97.2	70.2	61.8	44.2	70.2		
Economically Disadvantaged Students	12	100.0	50.0	36.2	26.3	50.0	**	**
Non-Economically Disadvantaged Students	182	98.4	72.5	63.9	54.9	72.5		
Students with Disabilities	35	92.1	40.0	28.0	17.4	38.7	37.8	Met Target
Students without Disabilities	159	100.0	78.0	67.7	50.0	78.0		
English Learners	*	*	*	57.1	25.0	*	**	**
Non-English Learners	*	*	*	60.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	76.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	55	773	772	752	*	*	*	55%	29%	84%	55%
White	34	766	774	760	*	*	*	*	*	76%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	785	*	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	21	775	769	751	*	*	*	*	*	86%	54%
Male	34	772	775	752	*	*	*	*	*	82%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	776	761	*	*	*	*	*	*	67%
Students with Disabilities	13	747	749	731	*	*	*	*	*	54%	31%
Students without Disabilities	42	781	778	756	*	*	*	*	*	93%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	55	773	*	754	*	*	*	55%	29%	84%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	77	758	763	749	*	*	31%	*	*	58%	51%
White	45	755	764	757	*	*	33%	*	*	58%	62%
Hispanic	*	*	748	737	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	19	777	*	776	0%	*	*	*	*	84%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	42	752	760	749	*	*	29%	*	*	60%	50%
Male	35	765	765	749	*	*	34%	*	*	57%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	63%
Students with Disabilities	13	741	746	726	*	*	*	*	*	38%	25%
Students without Disabilities	64	761	767	754	*	*	*	*	*	63%	56%
English Learners	N	N	728	722	N	N	N	N	N	N	18%
Non-English Learners	77	758	764	751	*	*	31%	*	*	58%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

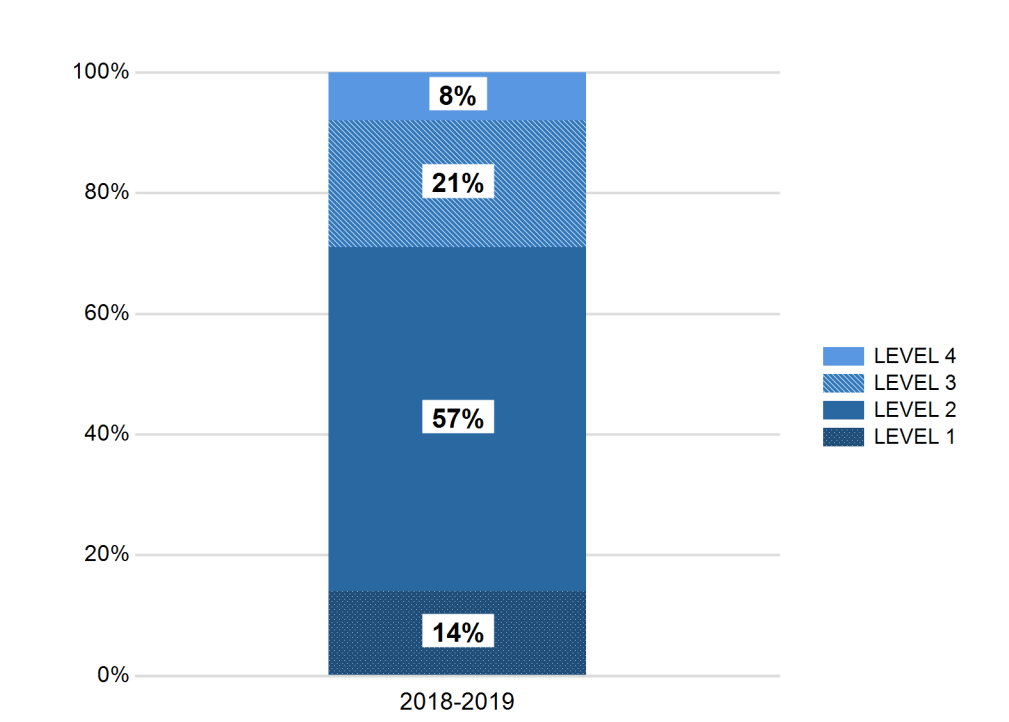| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	764	761	747	*	*	*	*	*	76%	47%
White	41	761	760	755	*	*	*	*	*	68%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	*	*	741	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	10	783	779	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	28	767	762	747	*	*	*	*	*	79%	47%
Male	34	762	760	747	*	*	*	*	*	74%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	62	764	*	749	*	*	*	*	*	76%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Kresson School
(07-5400-055)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	*	*

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.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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.

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

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

Chart values for 2018-2019:
- 8%
- 21%
- 57%
- 14%

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

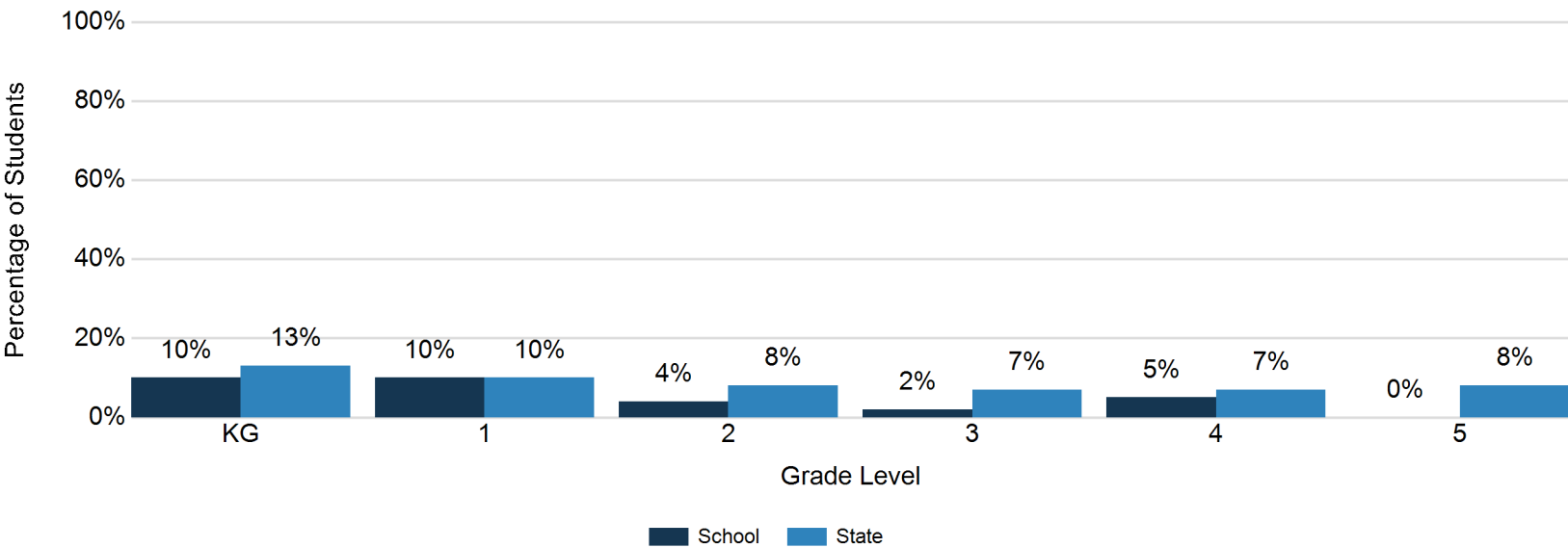| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	57	21	8
White	21	52	19	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	60	20	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	11	61	21	7
Male	17	54	20	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	14	57	21	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Kresson School

(07-5400-055)

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2018-2019

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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.

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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.9	8.9	Met
White	10	4.3	8.9	Met
Hispanic	1	4.8	8.9	Met
Black or African American	1	3.1	8.9	Met
Asian, Native Hawaiian, or Pacific	5	6.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	11	6.0		
Male	8	3.9		
Economically Disadvantaged Students	5	13.9	8.9	Not Met
Students with Disabilities	10	11.4	8.9	Not Met
English Learners	1	8.3	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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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.

Chronic Absenteeism by Grade. Percentage of Students vs. Grade Level.

Grade	School	State
KG	10%	13%
1	10%	10%
2	4%	8%
3	2%	7%
4	5%	7%
5	0%	8%

Legend: School, State

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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

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
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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Grades Offered: KG-05
2018-2019

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.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1

Kresson School
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2018-2019

Key terms for staff data:
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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	16.7	12.1
Average years experience in district	15.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

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	9,530
Average years experience in public schools	26.9	16.0
Average years experience in district	21.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	383:1	175:1
Teachers to Administrators	34:1	14:1
Students to Librarians/Media Specialists		746:1
Students to Nurses		426:1
Students to Counselors		426:1
Students to Child Study Team Members		331:1

Kresson School
(07-5400-055)
Grades Offered: KG-05
2018-2019

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Key terms for staff data:
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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	85.3%	100.0%	48.4%	77.1%	54.9%
Male	53.5%	14.7%	0.0%	51.6%	22.9%	45.1%
White	61.6%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.8%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.8%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%

Kresson School
(07-5400-055)
Grades Offered: KG-05
2018-2019

Key terms for staff data:
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

Teachers and Administrators - Level of Education

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

Teacher 56%
Admin N/A

Master's Degree

Teacher 44%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	95.5%

Kresson School
(07-5400-055)
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2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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.

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Kresson School

(07-5400-055)

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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.3%	69.3%	69.6%
Math Proficiency	60.1%	70.3%	71.1%
ELA Growth	39	52	53
Math Growth	40	50	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	4.3%	7.4%	4.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

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 the school or district directly.

Highlights:	• Kresson students and staff participated in our 3rd annual Read and Run "Battle of the Super Readers" 2019 reading incentive program. • Kresson's Character Counts Initiative was in it's third year and our community assemblies continued, as well as our classroom lessons focusing on the specific character traits. • Kresson Elementary School received Future Ready Bronze certified status in addition to continuing our 1:1 Technology Initiative.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing comprehensive, innovative, and creative instructional programs that prepare lifelong learners to succeed in an ever-changing global society.
Awards, Recognition, Accomplishments:	Kresson Character Counts Initiative - Coin of Character Recognition in Partnership with the Voorhees Township Police Department

Kresson School

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School Narrative

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Courses, Curriculum, Instruction:	EnVision Math 2.0 Program, iReady Diagnostic Program, Fundations by Wilson, Scott Foresman Reading Program, MacMillan Science Program, Scott Foresman Social Studies, Math Sparks Program, Enrichment Program, RAZ Kids & Moby Max Reading Supplement
Clubs and Activities:	Math 24 Challenge, Spelling Bee, Chess Challenge, STEAM Fair, After School Enrichment in areas of math and literacy from January through April for students identified as needing additional instructional support in those areas.

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School Narrative

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Before and After School Programs:	Kresson offers CER Before and After Care, Kresson offers an After-School Enrichment Program in the areas of math and literacy from January thru April for those students identified as needing additional support in those areas.
Staff and Professional Learning:	The Science Committee selected a new Science Program and teachers received training focused on implementing the Next Generation Science Standards as well as training on 21st Century Learning and Future Ready Skills.

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2018-2019

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 the school or district directly.

Student Supports and Services:	Full-time counselor to provide support to Kresson students, Response to Intervention Committee to help students, parents, and staff work together to provide interventions to address academic/behavioral/ and social concerns, Basic Skills instruction, Special Education services - resource, in-class support, and self-contained offered, Enrichment Program offered
Student Health and Wellness:	Full-time nurse, Health and Physical Education in grades 1-5
Parent and Community Involvement:	Kresson parents and staff are very involved in our Kresson Parent Faculty Association. The goals of the KPFA include fundraising activities, parent-teacher communication, and assembly planning, Partnership with Voorhees Township Police Department

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

Report Key:
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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Students in grades K-2 were given a handwritten survey which indicated that they felt safe at school and liked to come to school. Additionally, they felt like their peers are friendly and that they know who to talk to if they have a problem. Students in grades 3-5 were surveyed on-line and the results indicated that students felt safe and cared for in their school environment. Results also showed that students felt as though their teachers are proud of them and make learning interesting.
Facilities:	Our library offers Maker's Space, our computer lab has updated laptops and iPads, outdoor classroom, air-conditioning throughout building
School Safety:	School Resource Officer present during all school hours, one school safety drill and one fire drill per month, School Safety team meets four times per year to address school safety and security

Kresson School

(07-5400-055)

Grades Offered: KG-05

2018-2019

School Narrative

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Technology and STEM:	STEAM Fair for the entire school at the end of the school year.

NJ SCHOOL PERFORMANCE REPORT

Kresson School
(07-5400-055)
Grades Offered: KG-05
2018-2019

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School Narrative

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i Other Information	School day is 6.25 hours with 5.75 hours of instruction. 12 fire drills and 12 safety drills. Weekly e-blasts sent by principal to communicate important school information to parents. Updated school website and School Messenger to communicate important information to parents. 1:1 devices in grades 1-5.

NJ SCHOOL PERFORMANCE REPORT

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

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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	Camden
District	Voorhees Township School District
Principal Name	Mr. Robert Cranmer
Address	112 Somerdale Road VOORHEES, NJ 08043-9545
Phone Number	856-428-2990
Email Address	cranmer@voorhees.k12.nj.us
Website	https://www.voorhees.k12.nj.us
Facebook	https://facebook.com/voorheestwppublicschools
Twitter	https://twitter.com/voorheestwppublicschools

NJ SCHOOL PERFORMANCE REPORT

Osage School

(07-5400-090)

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2018-2019

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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	2016-17	2017-18	2018-19
KG	83	109	101
1	128	116	129
2	82	130	121
3	105	88	121
4	113	116	89
5	101	112	109
Total	612	671	670

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.8%	49.6%	47.8%
Male	48.2%	50.4%	52.2%
Economically Disadvantaged Students	15.7%	17.4%	21.0%
Students with Disabilities	13.9%	13.4%	12.8%
English Learners	6.5%	7.5%	8.5%
Homeless Students	0.3%	1.3%	0.4%
Students in Foster Care	0.7%	0.0%	0.7%
Military-Connected Students	0.3%	1.2%	0.1%
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	2016-17	2017-18	2018-19
White	35.9%	33.1%	33.1%
Hispanic	8.0%	7.6%	8.4%
Black or African American	15.8%	15.4%	15.8%
Asian	32.8%	37.9%	37.5%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.4%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	7.0%	5.8%	4.8%

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	2016-17	2017-18	2018-19
KG - Half Day	83	108	101
KG - Full Day	0	1	0

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.

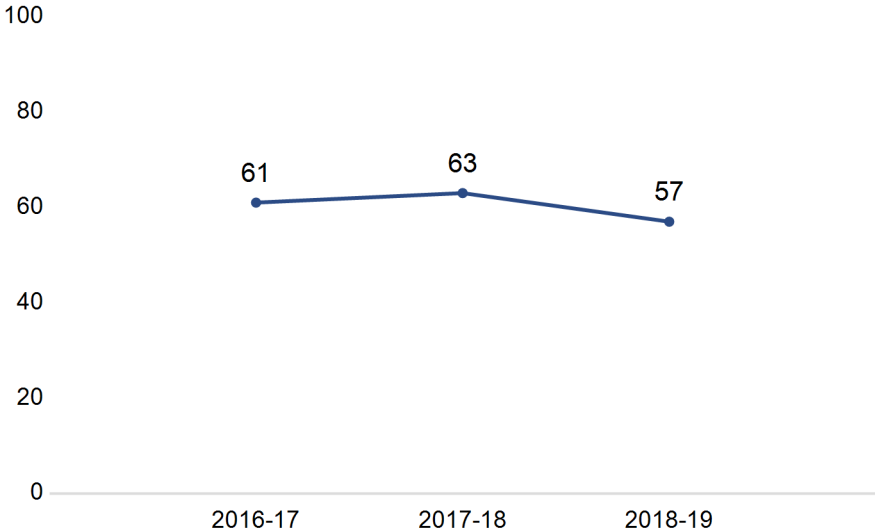| Home Language	% of Students
English	64.3%
Telugu	7.3%
Tamil	7.0%
Hindi	4.2%
Gujarati	3.4%
Other Languages	13.7%

NJ SCHOOL PERFORMANCE REPORT

Osage School

(07-5400-090)

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2018-2019

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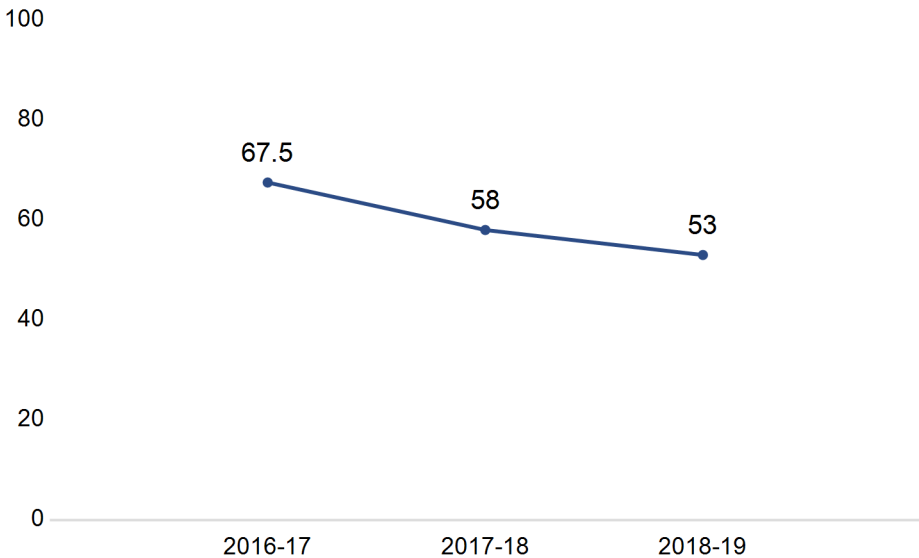
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	61	63	57

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	67.5	58	53

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	61	63	57	67.5	58	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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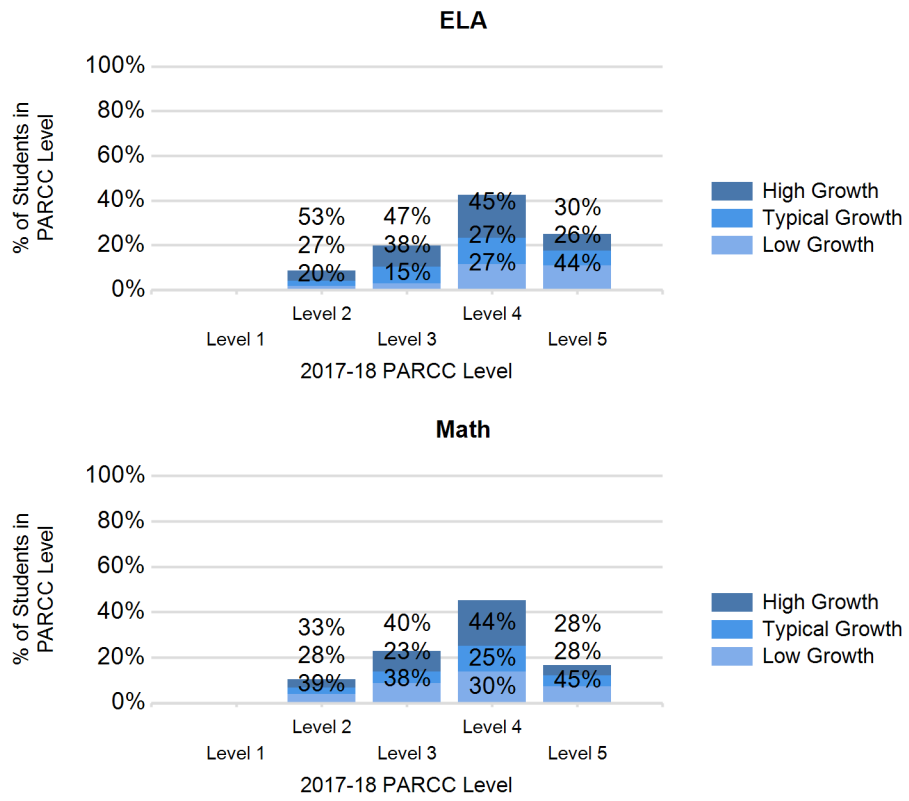* **†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	57	52	50	Met Standard	53	47	50	Met Standard
White	49	51	50	Met Standard	46	47	52	Met Standard
Hispanic	50	56	49	**	44	46	47	**
Black or African American	46.5	47.5	45	Met Standard	29	39.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	70.5	58	59	Exceeds Standard	67.5	54.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	46.5	49	49	**	70	39	52	**
Female	52	53	53	N	53	43	50	N
Male	59	51	47	N	55	49	51	N
Economically Disadvantaged Students	48	45.5	48	Met Standard	50	47	46	Met Standard
Students with Disabilities	69	48	43	Exceeds Standard	70	43	45	Exceeds Standard
English Learners	67	67.5	52	**	60	52	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	42.5	49	N	N	58.5	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
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2018-2019

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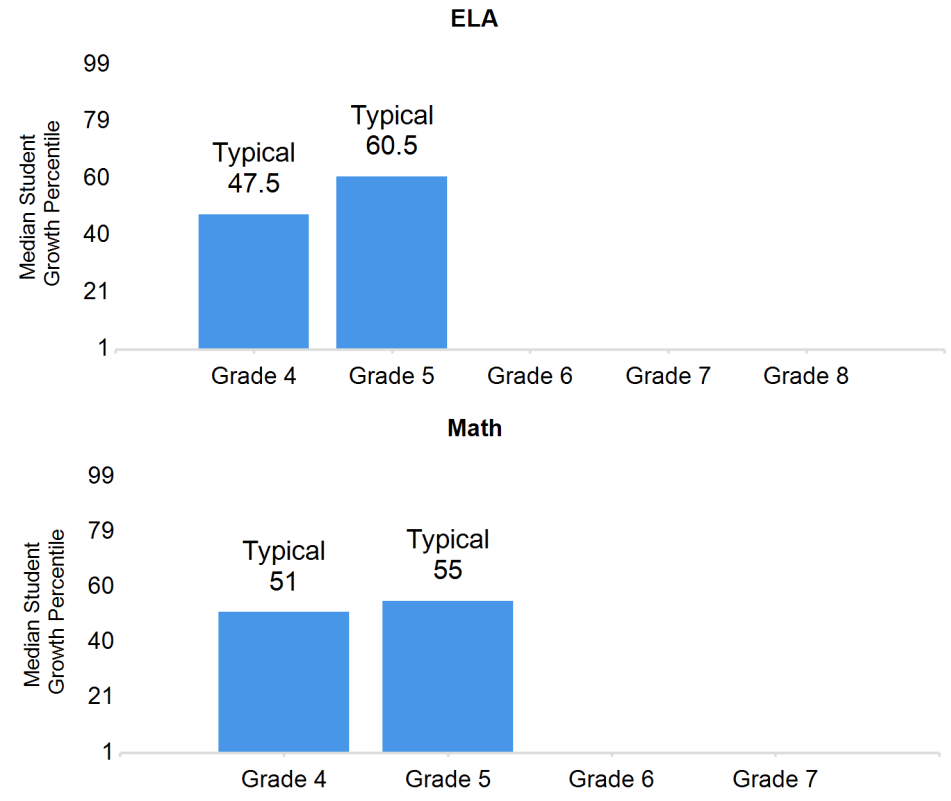
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Student Growth by Grade

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

ELA

Math

6
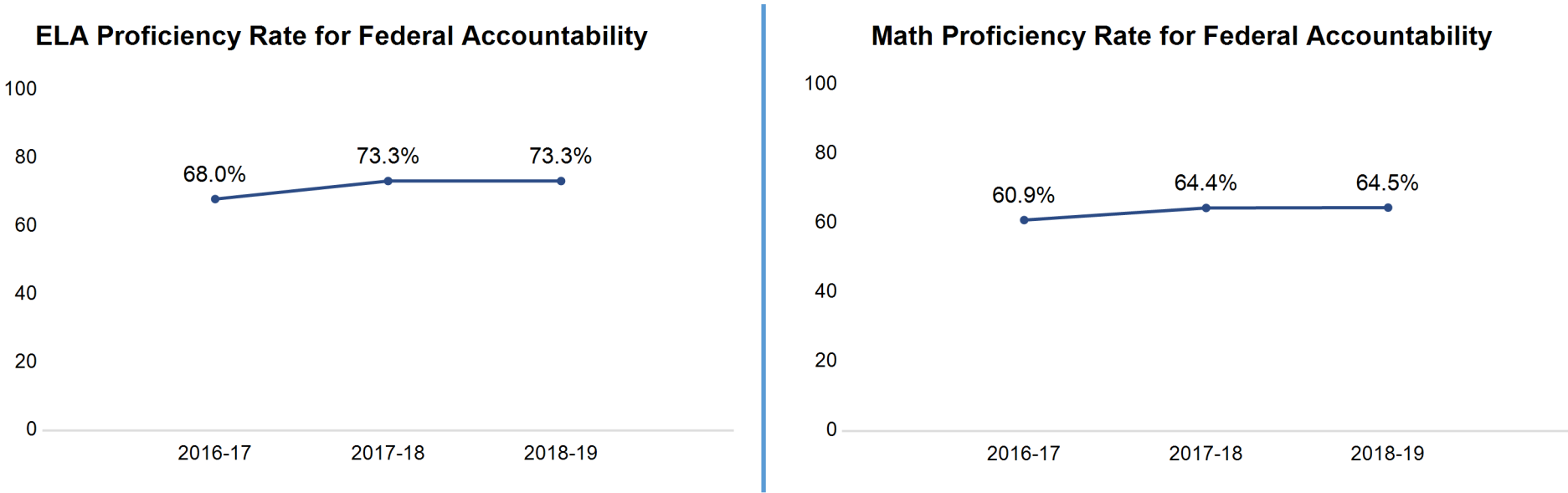
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 68.0%
- 2017-18: 73.3%
- 2018-19: 73.3%

Math Proficiency Rate for Federal Accountability

- 2016-17: 60.9%
- 2017-18: 64.4%
- 2018-19: 64.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	99.0%	97.2%	98.1%	99.1%	97.3%
Proficiency Rate for Federal Accountability	68.0%	73.3%	73.3%	60.9%	64.4%	64.5%
Annual Target	70.8%	71.3%	71.8%	58.4%	59.6%	60.7%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	300	97.2	73.3	74.7	57.9	73.3	71.8	Met Target
White	99	98.1	72.7	76.3	66.9	72.7	73.2	Met Target†
Hispanic	28	96.6	53.6	*	43.9	53.6	51.4	Met Target
Black or African American	49	94.5	51.0	56.7	38.5	51.0	57.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	108	98.3	87.0	85.7	82.9	87.0	78.8	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	16	94.1	87.5	*	64.4	86.4	**	**
Female	150	97.5	76.7	80.6	64.8	76.7		
Male	150	97.0	70.0	68.5	51.3	70.0		
Economically Disadvantaged Students	72	98.7	65.3	51.1	40.0	65.3	52.7	Met Target
Non-Economically Disadvantaged Students	228	96.8	75.9	77.8	67.9	75.9		
Students with Disabilities	51	94.7	31.4	34.7	22.7	31.2	28.9	Met Target
Students without Disabilities	249	97.8	81.9	83.2	65.1	81.9		
English Learners	30	100.0	63.3	60.3	29.3	63.3	45.8	Met Target
Non-English Learners	270	96.9	74.4	75.2	60.6	74.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	82.4	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
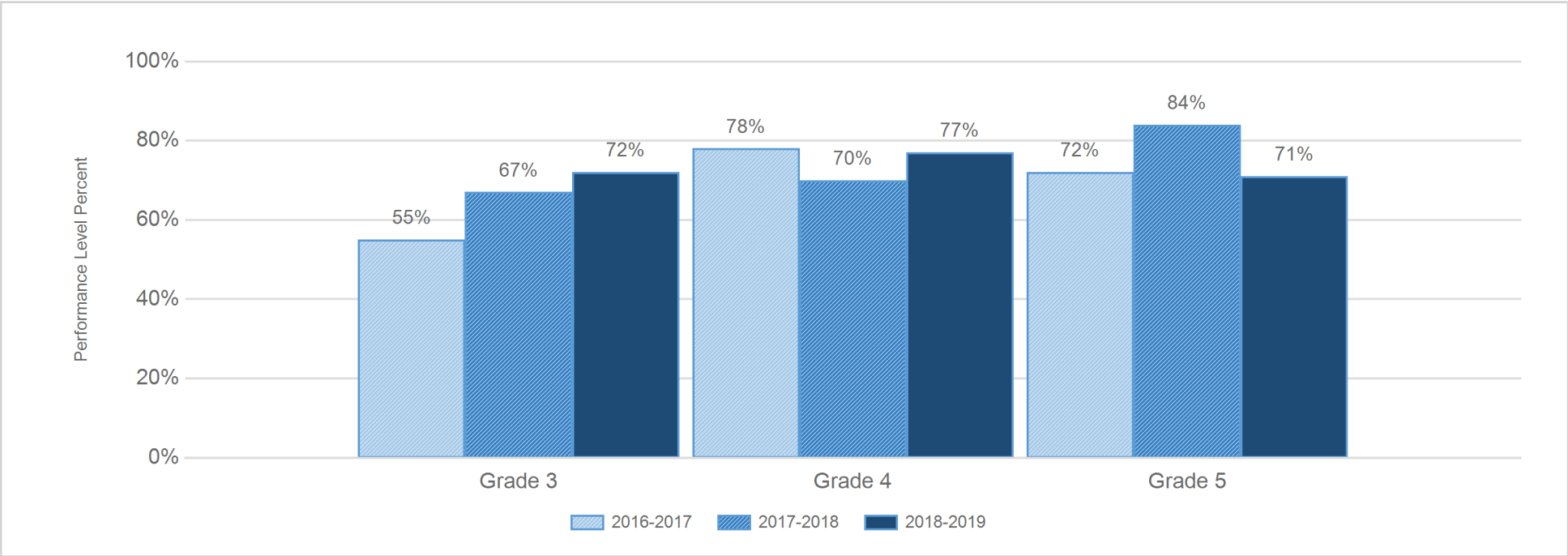
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Osage School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	55%	67%	72%
Grade 4	78%	70%	77%
Grade 5	72%	84%	71%

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	121	770	770	748	*	*	16%	60%	12%	72%	50%
White	42	768	770	757	*	*	*	*	*	71%	60%
Hispanic	*	*	749	734	*	*	*	*	*	*	36%
Black or African American	20	760	761	731	*	*	*	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	45	781	*	773	0%	*	*	*	*	84%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	60	773	777	753	*	*	*	*	*	75%	55%
Male	61	768	763	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	27	772	759	731	*	*	*	*	*	74%	33%
Non-Economically Disadvantaged Students	94	770	772	759	*	*	*	*	*	71%	61%
Students with Disabilities	16	725	740	719	*	*	*	*	*	25%	24%
Students without Disabilities	105	777	778	754	*	*	*	*	*	79%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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NJ SCHOOL PERFORMANCE REPORT

Osage School
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	771	770	755	*	*	13%	48%	29%	77%	57%
White	24	771	771	763	0%	*	*	*	*	71%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	15	751	750	739	*	*	*	*	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	33	779	*	779	*	0%	*	55%	36%	91%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	765	762	*	*	*	*	*	*	64%
Female	42	773	773	760	*	*	*	50%	31%	81%	62%
Male	44	768	768	750	*	*	*	45%	27%	73%	53%
Economically Disadvantaged Students	22	747	752	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	64	779	773	765	*	*	*	*	*	84%	69%
Students with Disabilities	15	736	748	725	*	*	*	*	*	27%	25%
Students without Disabilities	71	778	776	761	*	*	*	*	*	87%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	105	767	768	756	*	*	20%	53%	18%	71%	58%
White	35	766	768	764	0%	*	*	*	*	74%	68%
Hispanic	*	*	760	743	*	*	*	*	*	*	44%
Black or African American	17	739	748	739	*	*	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	38	779	780	781	*	*	*	*	*	84%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	775	762	*	*	*	*	*	*	65%
Female	52	770	774	761	*	*	*	*	*	75%	64%
Male	53	765	762	750	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	25	760	753	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	80	769	771	766	*	*	*	*	*	74%	69%
Students with Disabilities	19	739	*	724	*	*	*	*	*	37%	23%
Students without Disabilities	86	773	*	762	*	*	*	*	*	79%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	304	97.3	64.5	60.7	44.5	64.5	60.7	Met Target
White	99	98.1	67.7	62.2	54.1	67.7	61	Met Target
Hispanic	29	96.7	55.2	*	28.8	55.2	42.3	Met Target
Black or African American	49	94.5	30.6	33.0	23.0	30.6	40.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	111	98.4	80.2	81.7	76.5	80.2	76	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	16	94.1	56.3	*	53.3	55.6	**	**
Female	153	97.5	58.8	59.7	44.9	58.8		
Male	151	97.0	70.2	61.8	44.2	70.2		
Economically Disadvantaged Students	73	98.7	46.6	36.2	26.3	46.6	39.5	Met Target
Non-Economically Disadvantaged Students	231	96.8	70.1	63.9	54.9	70.1		
Students with Disabilities	52	94.8	32.7	28.0	17.4	32.5	21.7	Met Target
Students without Disabilities	252	97.8	71.0	67.7	50.0	71.0		
English Learners	34	100.0	61.8	57.1	25.0	61.8	60.9	Met Target
Non-English Learners	270	96.9	64.8	60.9	46.5	64.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	76.5	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
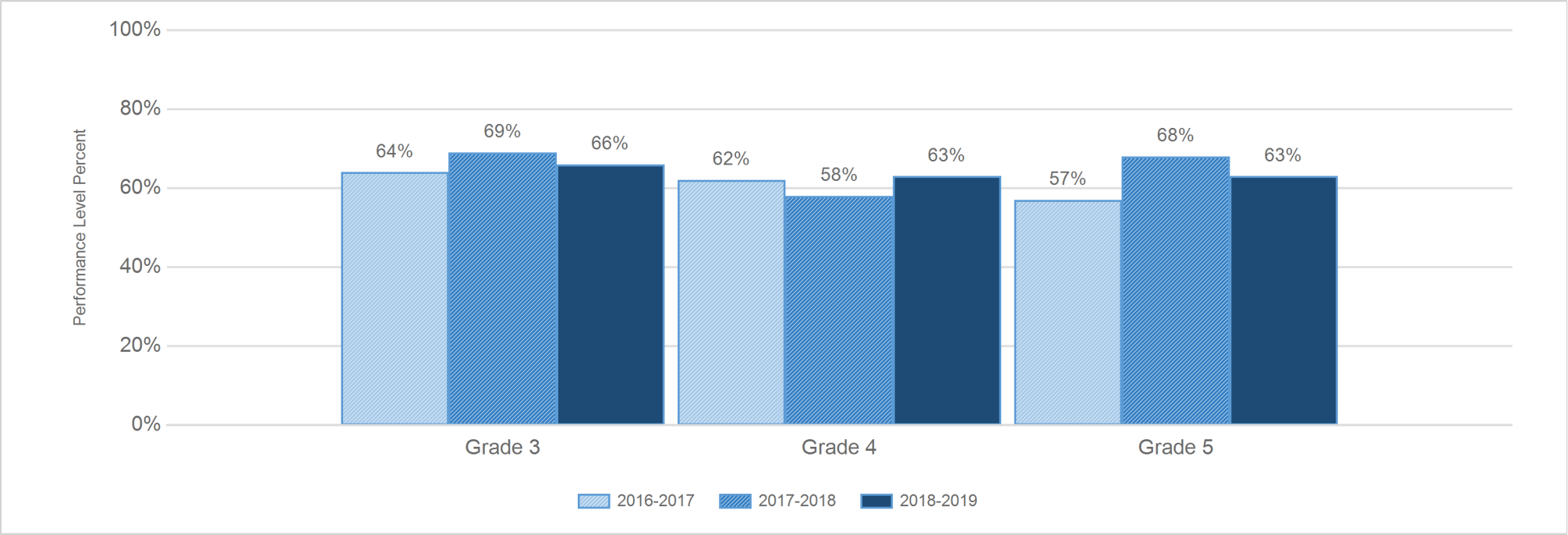
NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	123	764	772	752	*	*	20%	46%	20%	66%	55%
White	42	761	774	760	*	*	*	*	*	69%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	20	741	752	735	*	*	*	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	47	781	*	778	0%	*	*	53%	32%	85%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	61	756	769	751	*	*	*	*	*	56%	54%
Male	62	773	775	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	27	748	746	737	*	*	37%	*	*	41%	37%
Non-Economically Disadvantaged Students	96	769	776	761	*	*	15%	*	*	73%	67%
Students with Disabilities	16	726	749	731	*	*	*	*	*	19%	31%
Students without Disabilities	107	770	778	756	*	*	*	*	*	73%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	88	758	763	749	*	13%	22%	*	*	63%	51%
White	24	757	764	757	*	*	*	*	*	63%	62%
Hispanic	*	*	748	737	*	*	*	*	*	*	36%
Black or African American	15	733	737	731	*	*	*	*	*	40%	29%
Asian, Native Hawaiian, or Pacific Islander	35	773	*	776	0%	*	*	*	*	74%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	43	757	760	749	*	*	*	*	*	63%	50%
Male	45	760	765	749	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	22	738	743	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	66	765	766	759	*	*	*	*	*	70%	63%
Students with Disabilities	16	732	746	726	*	*	*	*	*	31%	25%
Students without Disabilities	72	764	767	754	*	*	*	*	*	69%	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

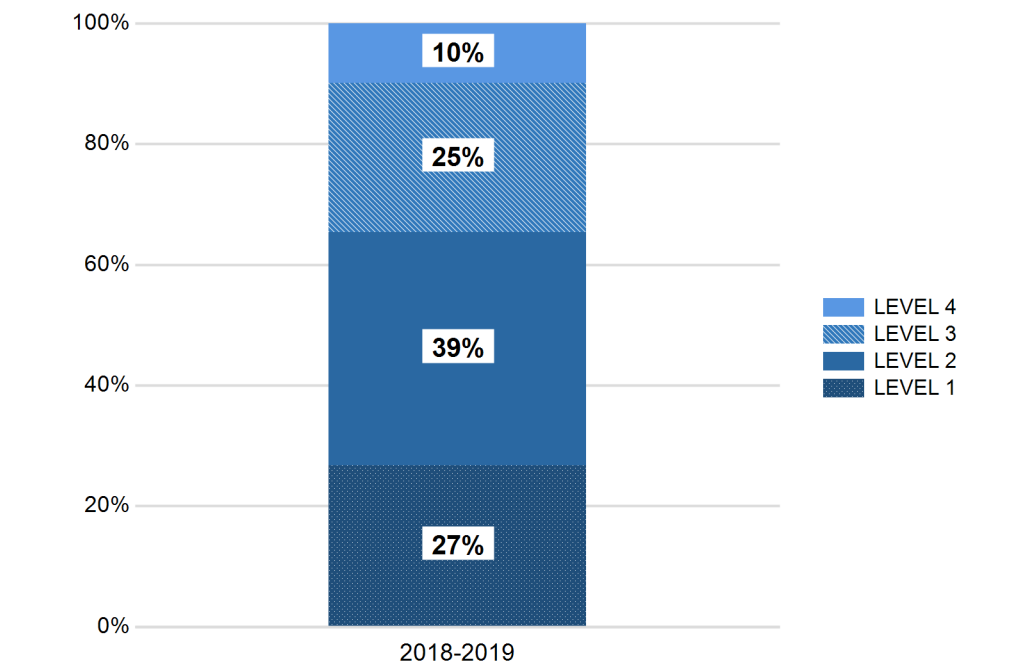| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	755	761	747	*	15%	16%	*	*	63%	47%
White	35	751	760	755	*	*	*	*	*	69%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	17	728	741	729	*	*	*	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	38	773	779	775	0%	*	*	*	*	76%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	53	752	762	747	*	*	*	*	*	60%	47%
Male	53	758	760	747	*	*	*	*	*	66%	47%
Economically Disadvantaged Students	26	744	742	732	*	*	*	*	*	54%	27%
Non-Economically Disadvantaged Students	80	759	764	757	*	*	*	*	*	66%	59%
Students with Disabilities	19	736	*	725	*	*	*	*	*	42%	19%
Students without Disabilities	87	759	*	752	*	*	*	*	*	68%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Osage School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language 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.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	76.0%	56.6%	Exceeds

† Target was met within one standard deviation

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.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	85.7%	14.3%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

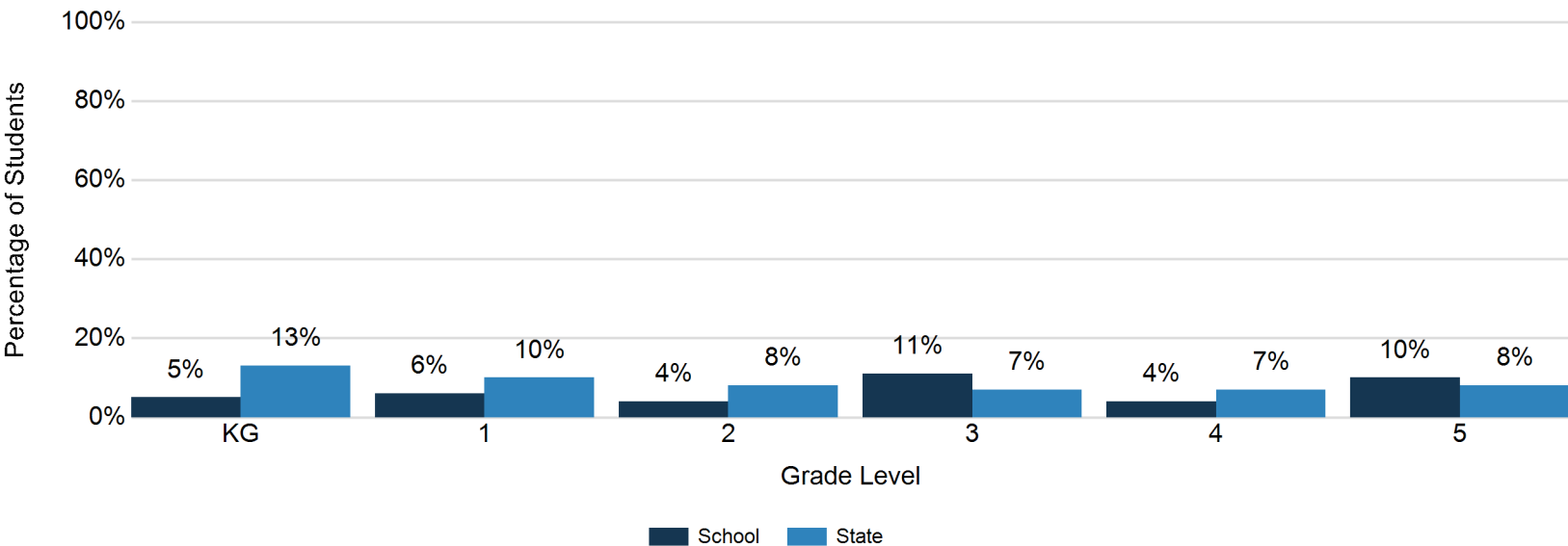| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	39	25	10
White	27	39	24	9
Hispanic	*	*	*	*
Black or African American	53	29	18	0
Asian, Native Hawaiian, or Pacific Islander	13	46	26	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	31	31	6
Male	21	47	19	13
Economically Disadvantaged Students	36	32	24	8
Non-Economically Disadvantaged Students	24	41	25	10
Students with Disabilities	56	33	6	6
Students without Disabilities	21	40	29	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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.

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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	47	6.9	8.9	Met
White	19	8.5	8.9	Met
Hispanic	2	3.5	8.9	Met
Black or African American	12	10.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	9	3.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	5	14.7	8.9	Not Met
Female	22	6.8		
Male	25	7.0		
Economically Disadvantaged Students	20	14.0	8.9	Not Met
Students with Disabilities	13	12.7	8.9	Not Met
English Learners	2	3.6	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 4%
- 1-5: 44%
- 6-10: 31%
- 11-15: 12%
- Over 15: 10%

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Osage School

(07-5400-090)

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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.

Grade Level	School	State
KG	5%	13%
1	6%	10%
2	4%	8%
3	11%	7%
4	4%	7%
5	10%	8%

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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.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.45

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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

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
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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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. 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.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1

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Key terms for staff data:
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
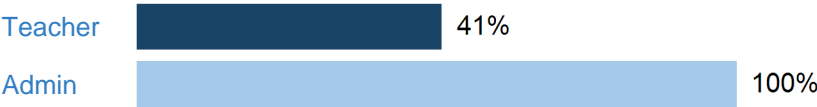
Teachers – Experience

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	14.2	10.8
Percentage of Teachers with 4 or more years experience in the district	85.2%	75.3%

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	9,530
Average years experience in public schools	26.9	16.0
Average years experience in district	21.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	335:1	175:1
Teachers to Administrators	27:1	14:1
Students to Librarians/Media Specialists		746:1
Students to Nurses		426:1
Students to Counselors		426:1
Students to Child Study Team Members		331:1

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

Key terms for staff data:
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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	85.2%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	14.8%	50.0%	51.6%	22.9%	45.1%
White	33.1%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	37.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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

Teacher 59%
Admin N/A

Master's Degree

Teacher 41%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.4%

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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.

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Osage School

(07-5400-090)

Grades Offered: KG-05

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.0%	73.3%	73.3%
Math Proficiency	60.9%	64.4%	64.5%
ELA Growth	61	63	57
Math Growth	68	58	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		76.9%	76.0%
Chronic Absenteeism	5.1%	7.2%	6.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Osage School

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	**	Exceeds Standard	Exceeds Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

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 the school or district directly.

Highlights:	• Staff continued to practice Innovation and 21st Century Learning Skills. Our Innovation Committee met once a month and provided professional development to staff at every faculty meeting. • Osage Elementary School successfully implemented a new Literacy program grades K-5. Staff were provided multiple trainings and collaboration time.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing comprehensive, innovative and creative instructional programs that prepare lifelong learners to succeed in an ever-changing global society.
Awards, Recognition, Accomplishments:	Osage Elementary School was recognized as a Bronze certified Future Ready School by the State of New Jersey Education Department.

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
Grades Offered: KG-05
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	EnVision Math 2.0, iReady Diagnostic Program for Reading, Fundations by Wilson, Journeys for literacy. MacMillan Science, Scott Foresman Social Studies, Enrichment Program and Reading and Math Sparks
Clubs and Activities:	Extended Day Program for students identified as needing improvement in Literacy, Homework Helpers program, After School Enrichment program

NJ SCHOOL PERFORMANCE REPORT

Osage School
(07-5400-090)
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2018-2019

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Before and After School Programs:	Extended Day Program for students identified as needing improvement in Literacy, Homework Helpers program, After School Enrichment program
Staff and Professional Learning:	Training for new Literacy Program, 21st Century Learning and Innovation at every faculty meeting.

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Student Supports and Services:	Full-time Counselor to provide support for Osage Kindergarten to Grade 5, Response to Intervention Committee to help students, parents, and staff provide interventions to address academic/social/behavioral concerns, ESL students receive support grades K-5
Student Health and Wellness:	Full-time Nurse, Health instruction grades 1-5
Parent and Community Involvement:	Osage Parent Faculty Association(OPF) meets 5 times a year to plan fundraisers and after-school and evening activities. The OPF provides funds for School Agendas/Handbooks and assemblies

Osage School

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students School Climate Survey completed annually.
Facilities:	Computer Lab updated with laptops and iPads, 1 Cafeteria and 1 Gymnasium, Air conditioning and heat throughout the building
School Safety:	School Resource Officer is present during school hours to ensure safety of students and staff; 1 School Safety Drill and 1 Fire Drill per month; School Safety Team meets 4 times a year to address school safety and security; School Safety is addressed at Faculty Meetings, Grade Level Meetings, and Osage Parent Faculty Meetings.

Osage School
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Grades Offered: KG-05
2018-2019

School Narrative

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Technology and STEM:	"Design Lab" through the Enrichment Program (Gifted and Talented) is student led. The students use technology to help address community issues using technology and innovation.

Osage School

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School Narrative

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Other Information	School day is 6.25 hours with 5.75 hours of instruction. 10 fire drills and 10 safety drils. We use website and Blackboard to communicate with parents. Weekly newsletter to communicate important school information. 1:1 devices in grades 2 through 5.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

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	Camden
District	Voorhees Township School District
Principal Name	Mrs. Sharon Stallings
Address	33 Signal Hill Drive VOORHEES, NJ 08043-9545
Phone Number	856-767-6749
Email Address	Stallings@voorhees.k12.nj.us
Website	https://www.voorhees.k12.nj.us
Facebook	https://www.facebook.com/voorheestwppublicschools
Twitter	https://www.twitter.com/voorheestwppublicschools

NJ SCHOOL PERFORMANCE REPORT

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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	2016-17	2017-18	2018-19
PK	73	74	66
KG	43	56	69
1	68	69	71
2	68	70	67
3	85	71	73
4	84	81	72
5	72	87	77
Total	493	508	495

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.6%	46.1%
Male	52.1%	51.4%	53.9%
Economically Disadvantaged Students	7.5%	9.1%	8.3%
Students with Disabilities	22.5%	25.8%	26.1%
English Learners	2.6%	3.1%	3.6%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.4%	0.4%	0.2%
Military-Connected Students	0.8%	1.8%	1.6%
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	2016-17	2017-18	2018-19
White	56.2%	52.2%	53.7%
Hispanic	6.7%	7.5%	8.9%
Black or African American	10.1%	10.8%	9.9%
Asian	20.1%	23.0%	20.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.9%	6.5%	6.9%

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	2016-17	2017-18	2018-19
PK - Half Day	57	54	53
PK - Full Day	16	20	13
KG - Half Day	43	56	68
KG - Full Day	0	0	1

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.

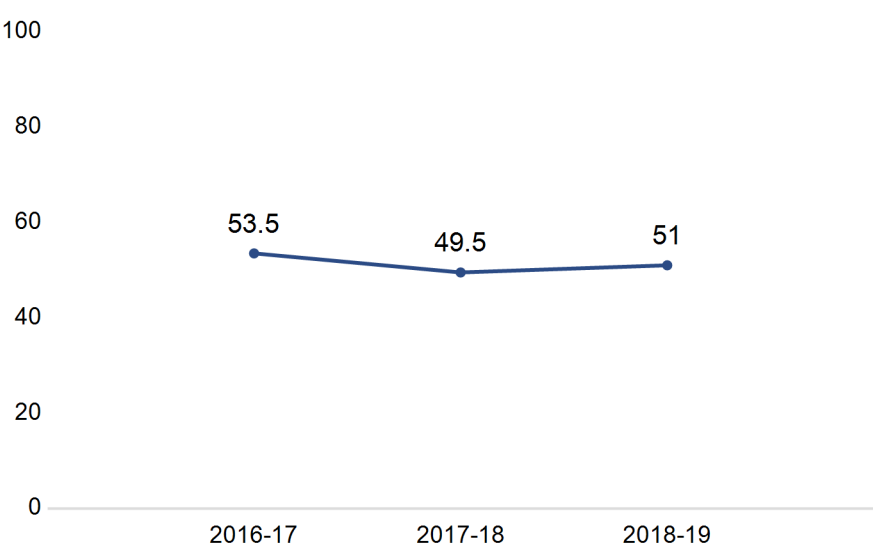| Home Language	% of Students
English	70.1%
Spanish	5.1%
Hindi	4.0%
Russian	3.0%
Gujarati	2.6%
Other Languages	15.2%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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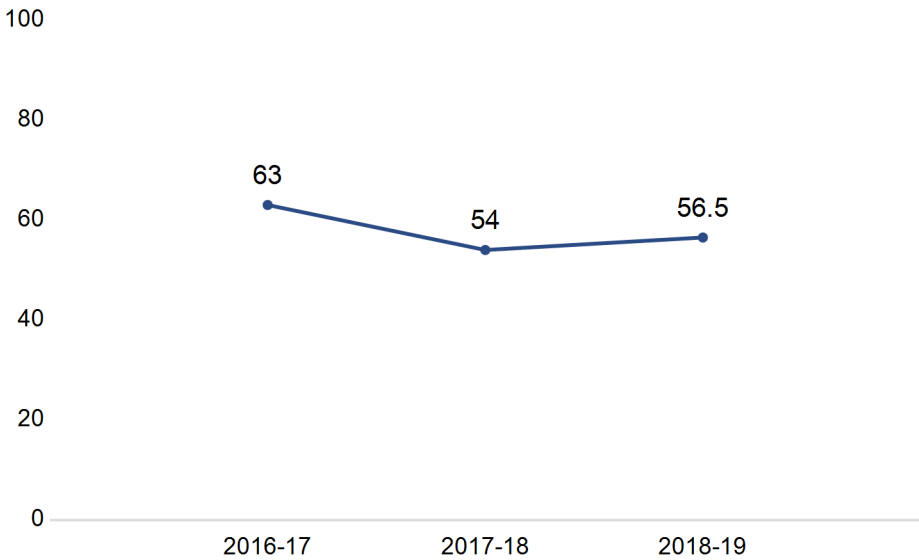**†** This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53.5	49.5	51	63	54	56.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	52	50	Met Standard	56.5	47	50	Met Standard
White	48	51	50	Met Standard	52	47	52	Met Standard
Hispanic	70	56	49	**	62	46	47	**
Black or African American	38.5	47.5	45	**	54	39.5	43	**
Asian, Native Hawaiian, or Pacific Islander	50.5	58	59	Met Standard	66	54.5	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	57	49	49	**	38.5	39	52	**
Female	50.5	53	53	N	54	43	50	N
Male	51	51	47	N	59	49	51	N
Economically Disadvantaged Students	61	45.5	48	**	62	47	46	**
Students with Disabilities	43	48	43	Met Standard	51.5	43	45	Met Standard
English Learners	*	67.5	52	**	*	52	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	42.5	49	N	*	58.5	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

Report Key:
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* ** Accountability calculations require 20 or more students
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.
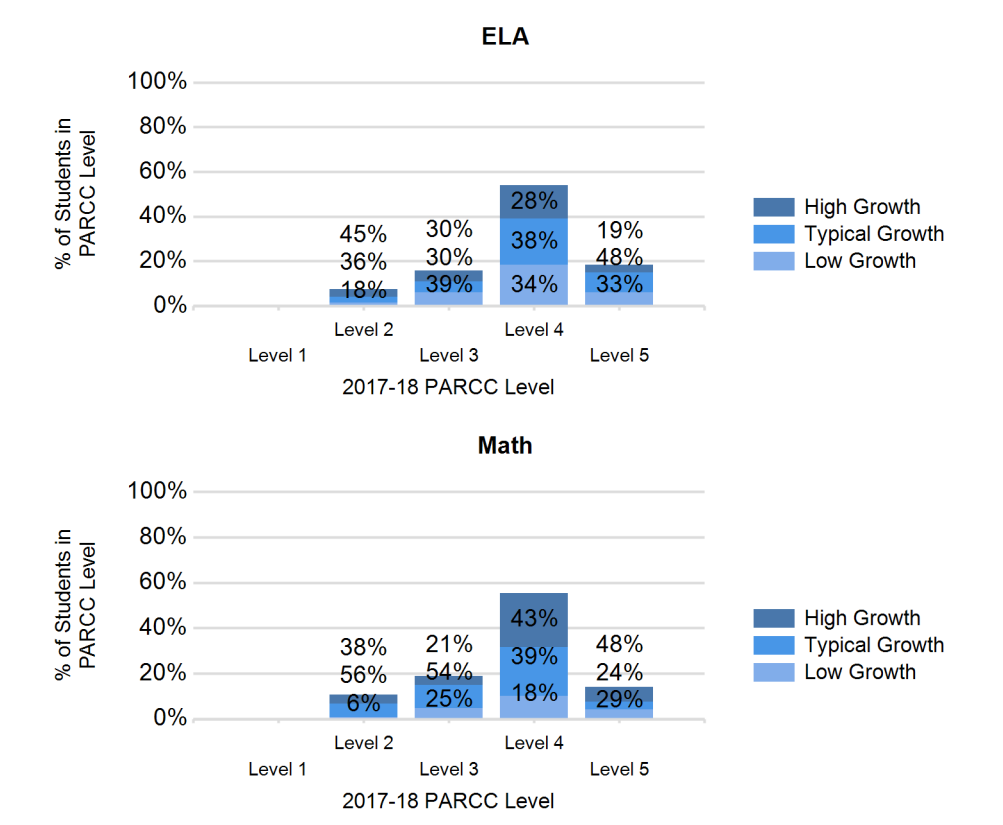
A student's SGP falls between 1 and 99 and can be grouped into three levels:

| 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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Legend: High Growth, Typical Growth, Low Growth

Level 2: 45% / 36% / 18%
Level 3: 30% / 30% / 39%
Level 4: 28% / 38% / 34%
Level 5: 19% / 48% / 33%

Math

Legend: High Growth, Typical Growth, Low Growth

Level 2: 38% / 56% / 6%
Level 3: 21% / 54% / 25%
Level 4: 43% / 39% / 18%
Level 5: 48% / 24% / 29%

Student Growth by Grade

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

ELA

Grade 4: Typical 51
Grade 5: Typical 48
Grade 6: —
Grade 7: —
Grade 8: —

Math

Grade 4: Typical 45
Grade 5: Typical 62
Grade 6: —
Grade 7: —

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

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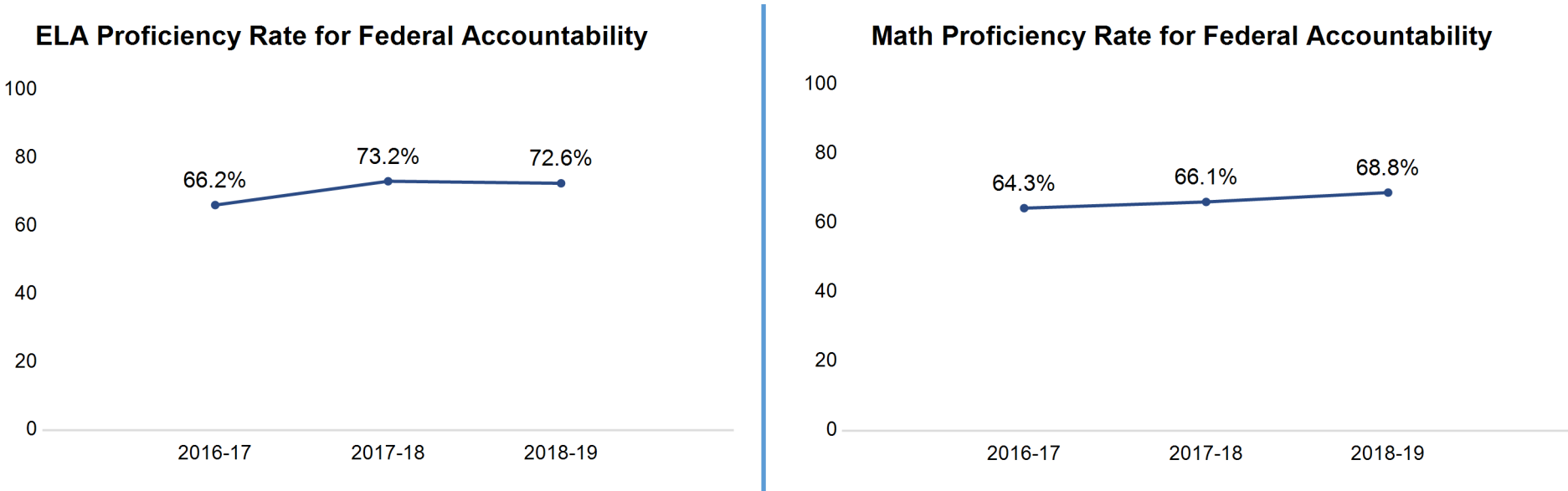- **N** No Data is available to display
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

66.2% 73.2% 72.6%

2016-17 2017-18 2018-19

Math Proficiency Rate for Federal Accountability

64.3% 66.1% 68.8%

2016-17 2017-18 2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	98.3%	99.6%	97.1%	98.3%	99.6%
Proficiency Rate for Federal Accountability	66.2%	73.2%	72.6%	64.3%	66.1%	68.8%
Annual Target	70.2%	70.7%	71.2%	60.8%	61.8%	62.8%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	223	99.6	72.6	74.7	57.9	72.6	71.2	Met Target
White	126	99.2	77.8	76.3	66.9	77.8	74.8	Met Target
Hispanic	18	100.0	38.9	*	43.9	38.9	**	**
Black or African American	23	100.0	43.5	56.7	38.5	43.5	48.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	89.7	85.7	82.9	89.7	78.8	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	100.0	70.6	*	64.4	70.6	**	**
Female	110	100.0	80.9	80.6	64.8	80.9		
Male	113	99.1	64.6	68.5	51.3	64.6		
Economically Disadvantaged Students	17	100.0	29.4	51.1	40.0	29.4	**	**
Non-Economically Disadvantaged Students	206	99.5	76.2	77.8	67.9	76.2		
Students with Disabilities	58	98.3	44.8	34.7	22.7	44.8	41.8	Met Target
Students without Disabilities	165	100.0	82.4	83.2	65.1	82.4		
English Learners	*	*	*	60.3	29.3	*	**	**
Non-English Learners	*	*	*	75.2	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	82.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
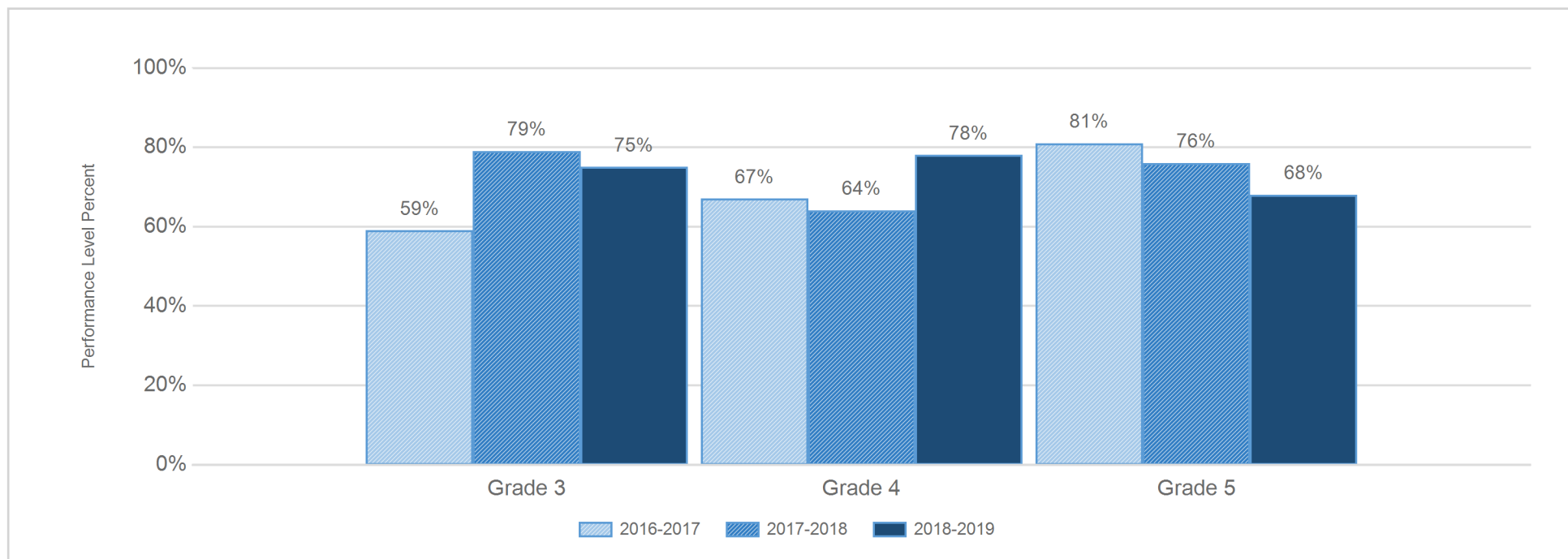
NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	59%	79%	75%
Grade 4	67%	64%	78%
Grade 5	81%	76%	68%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	73	770	770	748	*	*	*	55%	21%	75%	50%
White	38	773	770	757	*	*	*	*	*	82%	60%
Hispanic	*	*	749	734	*	*	*	*	*	*	36%
Black or African American	*	*	761	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	17	796	*	773	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	753	756	*	*	*	*	*	*	58%
Female	35	786	777	753	*	*	*	*	*	89%	55%
Male	38	755	763	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	759	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	772	759	*	*	*	*	*	*	61%
Students with Disabilities	23	748	740	719	*	*	*	*	*	57%	24%
Students without Disabilities	50	780	778	754	*	*	*	*	*	84%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	767	770	755	*	*	14%	56%	22%	78%	57%
White	46	771	771	763	*	*	*	52%	26%	78%	67%
Hispanic	*	*	762	743	*	*	*	*	*	*	44%
Black or African American	*	*	750	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	765	762	*	*	*	*	*	*	64%
Female	33	777	773	760	*	*	*	*	*	82%	62%
Male	39	759	768	750	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	752	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	765	*	*	*	*	*	*	69%
Students with Disabilities	18	738	748	725	*	*	*	*	*	50%	25%
Students without Disabilities	54	777	776	761	*	*	*	*	*	87%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

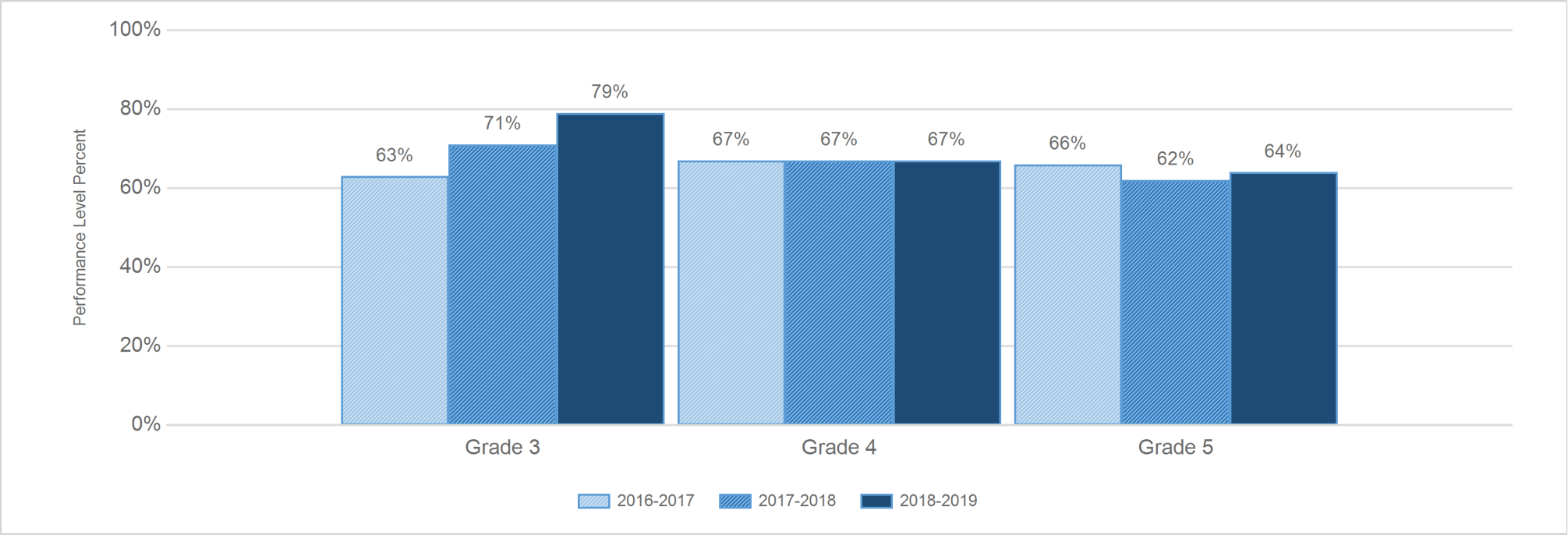| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	763	768	756	*	*	20%	*	*	68%	58%
White	42	764	768	764	*	*	*	*	*	74%	68%
Hispanic	*	*	760	743	*	*	*	*	*	*	44%
Black or African American	10	743	748	739	0%	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	15	780	780	781	0%	*	*	*	*	87%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	775	762	*	*	*	*	*	*	65%
Female	43	768	774	761	*	*	*	*	*	72%	64%
Male	37	757	762	750	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	*	*	753	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	771	766	*	*	*	*	*	*	69%
Students with Disabilities	14	737	*	724	*	*	*	*	*	21%	23%
Students without Disabilities	66	768	*	762	*	*	*	*	*	77%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	80	763	*	758	*	*	20%	*	*	68%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	224	99.6	68.8	60.7	44.5	68.8	62.8	Met Target
White	127	99.2	73.2	62.2	54.1	73.2	62.1	Met Target
Hispanic	18	100.0	33.3	*	28.8	33.3	**	**
Black or African American	23	100.0	43.5	33.0	23.0	43.5	44.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	89.7	81.7	76.5	89.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	100.0	58.8	*	53.3	58.8	**	**
Female	111	100.0	70.3	59.7	44.9	70.3		
Male	113	99.1	67.3	61.8	44.2	67.3		
Economically Disadvantaged Students	17	100.0	23.5	36.2	26.3	23.5	**	**
Non-Economically Disadvantaged Students	207	99.5	72.5	63.9	54.9	72.5		
Students with Disabilities	58	98.3	37.9	28.0	17.4	37.9	35.2	Met Target
Students without Disabilities	166	100.0	79.5	67.7	50.0	79.5		
English Learners	*	*	*	57.1	25.0	*	**	**
Non-English Learners	*	*	*	60.9	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	76.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	63%	71%	79%
Grade 4	67%	67%	67%
Grade 5	66%	62%	64%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	73	778	772	752	*	*	*	40%	40%	79%	55%
White	38	782	774	760	*	*	*	47%	39%	87%	66%
Hispanic	*	*	758	739	*	*	*	*	*	*	40%
Black or African American	*	*	752	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	17	799	*	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	747	758	*	*	*	*	*	*	62%
Female	35	778	769	751	*	*	*	49%	37%	86%	54%
Male	38	777	775	752	*	*	*	32%	42%	74%	56%
Economically Disadvantaged Students	*	*	746	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	776	761	*	*	*	*	*	*	67%
Students with Disabilities	23	758	749	731	*	*	*	*	*	52%	31%
Students without Disabilities	50	787	778	756	*	*	*	*	*	92%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	73	762	763	749	*	*	26%	*	*	67%	51%
White	47	765	764	757	0%	*	28%	*	*	68%	62%
Hispanic	*	*	748	737	*	*	*	*	*	*	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	756	754	*	*	*	*	*	*	58%
Female	34	764	760	749	*	*	*	*	*	71%	50%
Male	39	759	765	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	743	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	766	759	*	*	*	*	*	*	63%
Students with Disabilities	18	742	746	726	*	*	*	*	*	39%	25%
Students without Disabilities	55	768	767	754	*	*	*	*	*	76%	56%
English Learners	*	*	728	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	764	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

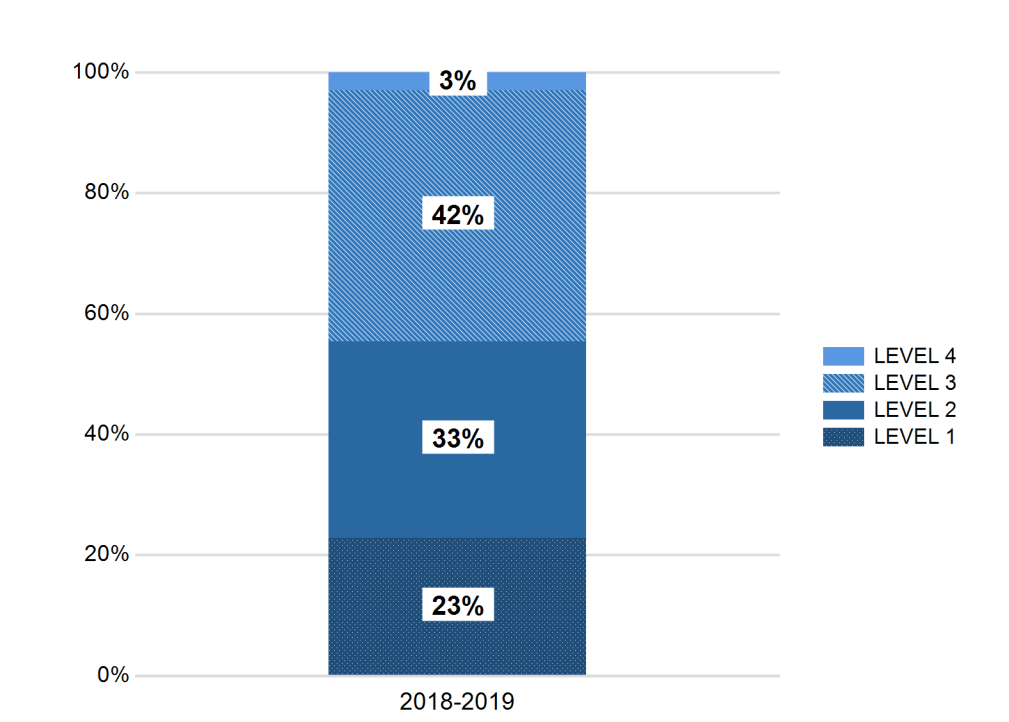| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	763	761	747	0%	14%	23%	45%	19%	64%	47%
White	42	764	760	755	0%	*	*	*	*	69%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	10	745	741	729	0%	*	*	*	*	30%	23%
Asian, Native Hawaiian, or Pacific Islander	15	784	779	775	0%	0%	*	*	*	87%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	762	753	*	*	*	*	*	*	55%
Female	43	763	762	747	0%	*	*	*	*	58%	47%
Male	37	763	760	747	0%	*	*	*	*	70%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	764	757	*	*	*	*	*	*	59%
Students with Disabilities	14	742	*	725	0%	*	*	*	*	21%	19%
Students without Disabilities	66	767	*	752	0%	*	*	*	*	73%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	80	763	*	749	0%	14%	23%	45%	19%	64%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language 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.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	**	**

† Target was met within one standard deviation

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.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	81.8%	18.2%
3-4	*	*	*
5 or more	N	N	N

Signal Hill School

(07-5400-095)

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	33	42	3
White	19	31	45	5
Hispanic	*	*	*	*
Black or African American	60	30	10	0
Asian, Native Hawaiian, or Pacific Islander	13	20	67	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	35	40	2
Male	22	31	44	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	54	31	15	0
Students without Disabilities	17	33	47	3
English Learners	N	N	N	N
Non-English Learners	23	33	42	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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NJ SCHOOL PERFORMANCE REPORT

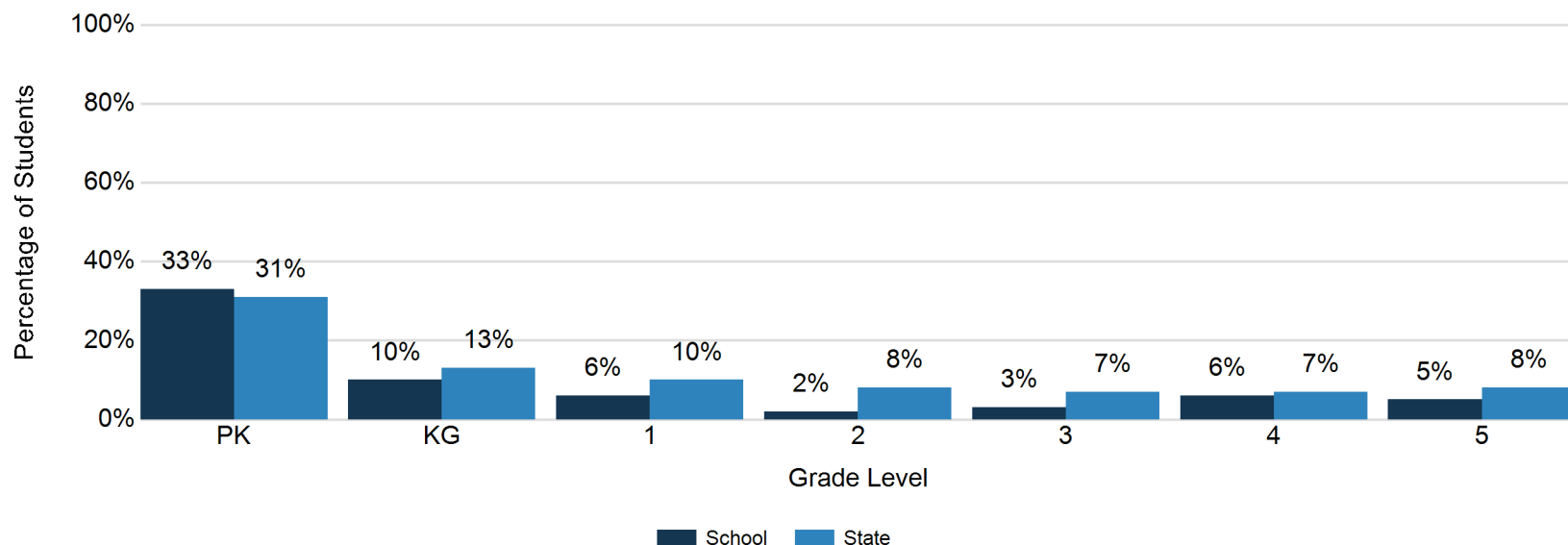**Signal Hill School**
(07-5400-095)
Grades Offered: PK-05
2018-2019

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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.

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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	5.0	8.9	Met
White	11	4.6	8.9	Met
Hispanic	3	9.7	8.9	Not Met
Black or African American	3	7.5	8.9	Met
Asian, Native Hawaiian, or Pacific	3	3.7	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.3	8.9	Met
Female	9	4.4		
Male	12	5.5		
Economically Disadvantaged Students	5	17.2	8.9	Not Met
Students with Disabilities	7	7.9	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 5%
- 1-5: 40%
- 6-10: 31%
- 11-15: 16%
- Over 15: 8%

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NJ SCHOOL PERFORMANCE REPORT

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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.

NJ SCHOOL PERFORMANCE REPORT

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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.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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
In-School Suspensions	0	0.0%
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%

School Days Missed due to Out-of-School Suspensions
0

Signal Hill School
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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. 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.

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	67.5%	75.3%

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	9,530
Average years experience in public schools	26.9	16.0
Average years experience in district	21.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	495:1	175:1
Teachers to Administrators	40:1	14:1
Students to Librarians/Media Specialists		746:1
Students to Nurses		426:1
Students to Counselors		426:1
Students to Child Study Team Members		331:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	10.0%	0.0%	51.6%	22.9%	45.1%
White	53.7%	100.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	8.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.9%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	20.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Teacher 55%
Admin N/A

Master's Degree

Teacher 45%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.2%	73.2%	72.6%
Math Proficiency	64.3%	66.1%	68.8%
ELA Growth	54	50	51
Math Growth	63	54	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	60.0%
Chronic Absenteeism	7.6%	4.1%	5.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

Report Key:
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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Husky Pride/Service Activities - School-wide character education and volunteer service program • STEAM Day - Volunteers from community present to students. Math Day - School wide day of off-line games and hands on activities • Around the World - Three days of international and cultural studies.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing an innovative, comprehensive and creative instructional progam that prepares lifelong learners to succeed in an ever changing global society.
Awards, Recognition, Accomplishments:	2019 - 2023 NJ State Schools of Character Program - NJ Alliance for Social, Emotional and Character Development and Character.org, Signal Hill School received the School of Character Award. Signal Hill School also received a New Jersey Future Ready Bronze Award. School-wide Husky Pride character education program that focuses on pride, respect, inclusion, determination and excellence. Additional focus on 6P's for a positive technological footprint.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	enVision Math, iReady diagnostic program-grades 2-5, RazKid supplemental reading program, Fundations by Wilson, writers workshop, coding enrichment activities, Reading Street and district literacy materials corelated to NJ student learning standards.
Clubs and Activities:	Band, Orchestra, School Safety Program, Husky Service Team, New Student Welcome Committee, Math and Literacy Clubs-extended day.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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School Narrative

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Before and After School Programs:	A program is provided during the year to assist students reviewing skills presented to prepare for state testing. An after-school recreation program is also provided by the district with parent fees for most students.
Staff and Professional Learning:	Various district-wide workshops were provided for implementation of a Literacy program. Some teachers and specialists have attended out-of-district workshops in their areas of expertise. Mini-workshops are also provided and presented by individual staff members for others to attend on a voluntary basis.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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School Narrative

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Student Supports and Services:	A full-time counselor is available for our Preschool thru 5th grade students. RTI groups are scheduled for many primary students with needs that may or may not be eligible for BSIP. An ESL and Enrichment Program teacher is also available for our students. Resource Centers, Self Contained Classes, Reading Specialist and BSIP are also available.
Student Health and Wellness:	Health classes in grades 1-5 focus on nutrition, safety and allergy awareness. Adaptive health class for special needs students.
Parent and Community Involvement:	The Signal Hill Parent-Faculty Association (SHPFA) is very active at our school. They provide fundraisers, assist with service projects, 5th grade promotion, yearbook, holiday shop, school store, etc. This group works extensively as our school's partner.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School
(07-5400-095)
Grades Offered: PK-05
2018-2019

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 the school or district directly.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers This survey focused on the safety and well-being of our students. Questions for students addressed their opinions on how they felt teacher's respect was evident and how proud they felt teachers were of them. Student's overall feelings and respect for each other and how they liked school was surveyed.
Facilities:	Buildings are renovated in accordance to district strategic plan. School was built in 1989. Additions to two wings in 1993. New roof added in summer of 2016. A new Preschool and Kindergarten playground was dedicated in 2018.
School Safety:	Clear and specific rules and prcedures are in place for the safety and security of the school. Emergency management procedures are in place and coordinated with Voorhees Township Police. Surveillance system allows for the administration, school office, and Voorhees Township Police Department to monitor school activity. All Voorhees Schools have a full-time Voorhees Township Police Department School Resource Officer stationed at the school when students are present during regular school hours. Officers are present when requested at some after school events. Crossing Guards assist with safe student dismissal and arrival to and from school each day. Under teacher advisors 5th Grade students participate in a School Safety Patrol program. Monthly fire drills (12) and emergency drills (12) held annually.

NJ SCHOOL PERFORMANCE REPORT

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

School Narrative

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	Technology and STEM:	Signal Hill School uses 21st Century tools to engage in STEM learning. In addition to these district tools, our Parent Faculty Association hosts a STEAM Day for all students using community volunteers to teach students about STEAM related jobs they hold.
	Early Childhood Education:	Signal Hill School provides one of two preschool programs run by the Voorhees School District. Four half-day inclusive classes and two full-day disabled classes provide developmentally appropriate instruction delivered by fully certified teachers. Groups include three and four year-old children including those with and without disabilities. Children without disabilities demonstrate age-appropriate verbal skills and are toilet trained. Children with disabilities are identified by the Child Study Team and school staff in consultation with parents.

Signal Hill School

(07-5400-095)

Grades Offered: PK-05

2018-2019

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School Narrative

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Other Information	School day is 6.25 hours with 5.75 hours of instruction. Weekly Principal eNews to parents. 1:1 iPad devices in grades 2-5. Principal and teacher websites provide current communication.

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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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	Camden
District	Voorhees Township School District
Principal Name	Mrs. Kristine Calabria
Address	1000 HOLLY OAK DR VOORHEES, NJ 08043
Phone Number	826-795-2025
Email Address	calabria@voorhees.k12.nj.us
Website	https://www.voorhees.k12.nj.us/
Facebook	https://www.facebook.com/voorheestwppublicschools
Twitter	https://www.twitter.com/voorheestwppublicschools

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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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	2016-17	2017-18	2018-19
6	353	329	345
7	348	360	340
8	363	348	359
Total	1,067	1,037	1,044

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	50.4%	53.4%
Male	51.5%	49.6%	46.6%
Economically Disadvantaged Students	10.5%	12.4%	11.7%
Students with Disabilities	14.9%	14.0%	15.4%
English Learners	1.3%	0.9%	1.1%
Homeless Students	0.3%	0.5%	0.6%
Students in Foster Care	0.1%	0.2%	0.3%
Military-Connected Students	0.6%	0.9%	1.1%
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	2016-17	2017-18	2018-19
White	55.6%	54.9%	53.0%
Hispanic	8.9%	9.5%	9.1%
Black or African American	11.2%	11.5%	11.7%
Asian	19.2%	18.7%	20.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	5.0%	5.4%	5.5%

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.

Home Language	% of Students
English	75.3%
Gujarati	2.8%
Spanish	2.6%
Hindi	2.3%
Korean	1.9%
Other Languages	15.1%

Voorhees Middle School

(07-5400-100)

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Year	Value
2016-17	45
2017-18	50
2018-19	52

Math Median Student Growth Percentile

Year	Value
2016-17	57
2017-18	49
2018-19	39

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	50	52	57	49	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

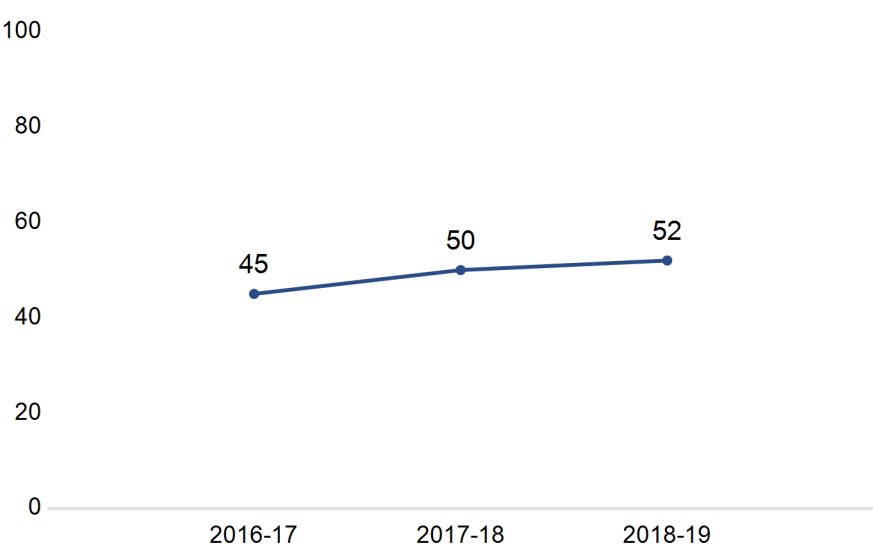**NJ SCHOOL PERFORMANCE REPORT**

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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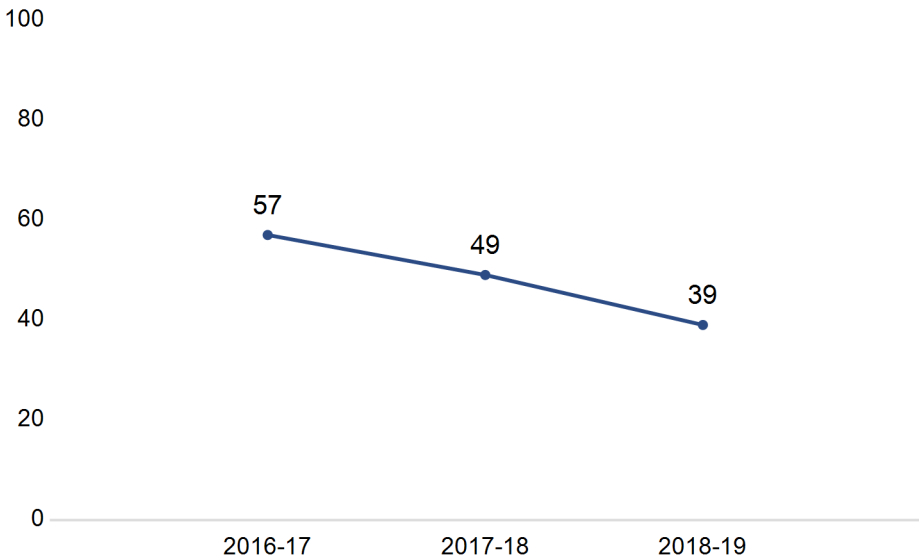* **†** This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	52	50	Met Standard	39	47	50	Not Met
White	51	51	50	Met Standard	40	47	52	Met Standard
Hispanic	56.5	56	49	Met Standard	36	46	47	Not Met
Black or African American	48	47.5	45	Met Standard	36	39.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	58	59	Met Standard	43	54.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	43	49	49	Met Standard	21	39	52	Not Met
Female	53	53	53	N	35	43	50	N
Male	50	51	47	N	42	49	51	N
Economically Disadvantaged Students	37	45.5	48	Not Met	37	47	46	Not Met
Students with Disabilities	47.5	48	43	Met Standard	35	43	45	Not Met
English Learners	68	67.5	52	**	35	52	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	42.5	49	N	*	58.5	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

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2018-2019

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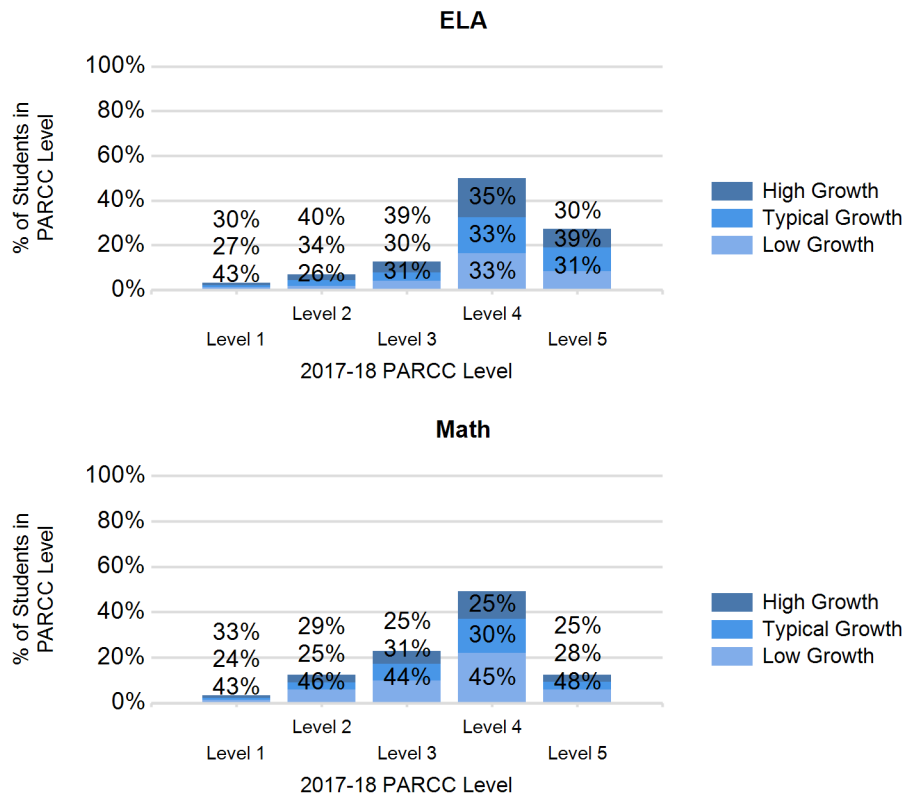- **†** This indicates a table specific note, see note below table

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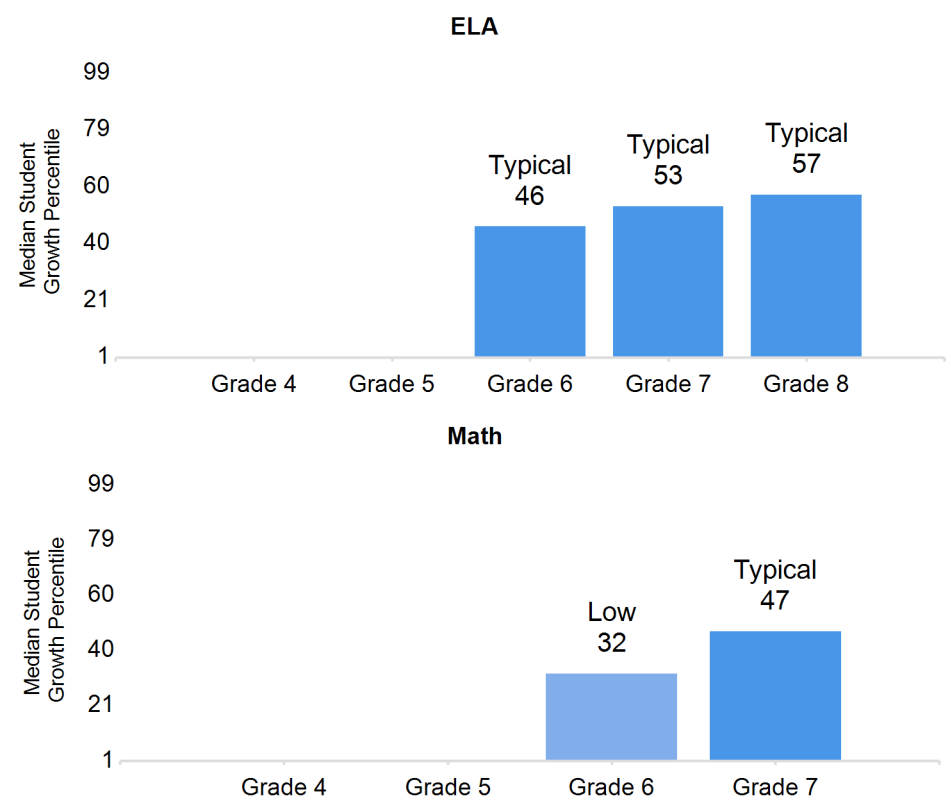
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

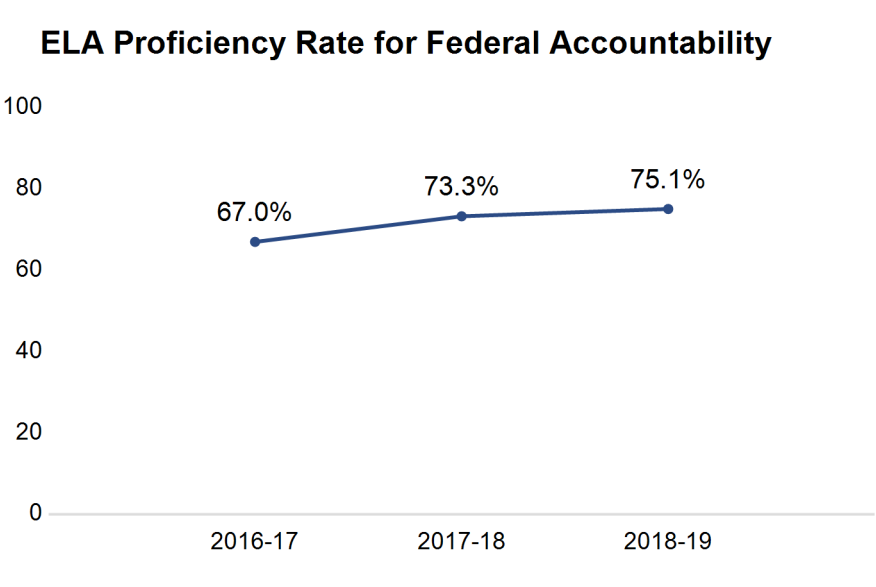These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

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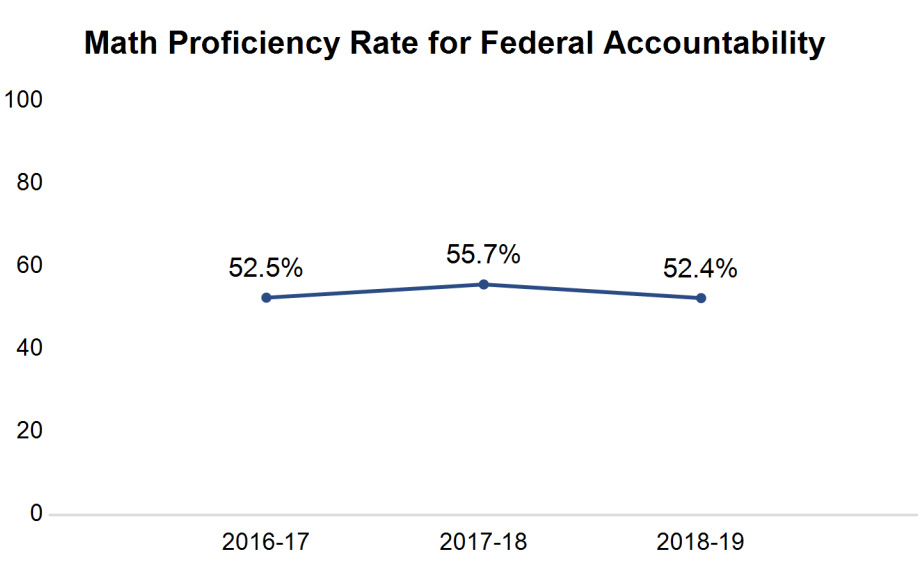- **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 67.0%
- 2017-18: 73.3%
- 2018-19: 75.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 52.5%
- 2017-18: 55.7%
- 2018-19: 52.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	97.0%	97.8%	96.1%	96.8%	97.6%
Proficiency Rate for Federal Accountability	67.0%	73.3%	75.1%	52.5%	55.7%	52.4%
Annual Target	60.9%	61.9%	62.9%	48.3%	49.9%	51.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	999	97.8	75.1	74.7	57.9	75.1	62.9	Met Target
White	536	97.8	76.9	76.3	66.9	76.9	62.9	Met Target
Hispanic	90	97.9	64.4	*	43.9	64.4	51.6	Met Target
Black or African American	117	97.6	59.8	56.7	38.5	59.8	38.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	206	100.0	84.0	85.7	82.9	84.0	77.7	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	70.1	Met Target†
Female	528	97.1	82.2	80.6	64.8	82.2		
Male	471	98.6	67.1	68.5	51.3	67.1		
Economically Disadvantaged Students	109	100.0	45.0	51.1	40.0	45.0	46.1	Met Target†
Non-Economically Disadvantaged Students	890	97.5	78.8	77.8	67.9	78.8		
Students with Disabilities	147	92.2	25.2	34.7	22.7	24.5	27.1	Met Target†
Students without Disabilities	852	98.9	83.7	83.2	65.1	83.7		
English Learners	20	100.0	55.0	60.3	29.3	55.0	42.9	Met Target
Non-English Learners	979	97.8	75.5	75.2	60.6	75.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	82.4	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

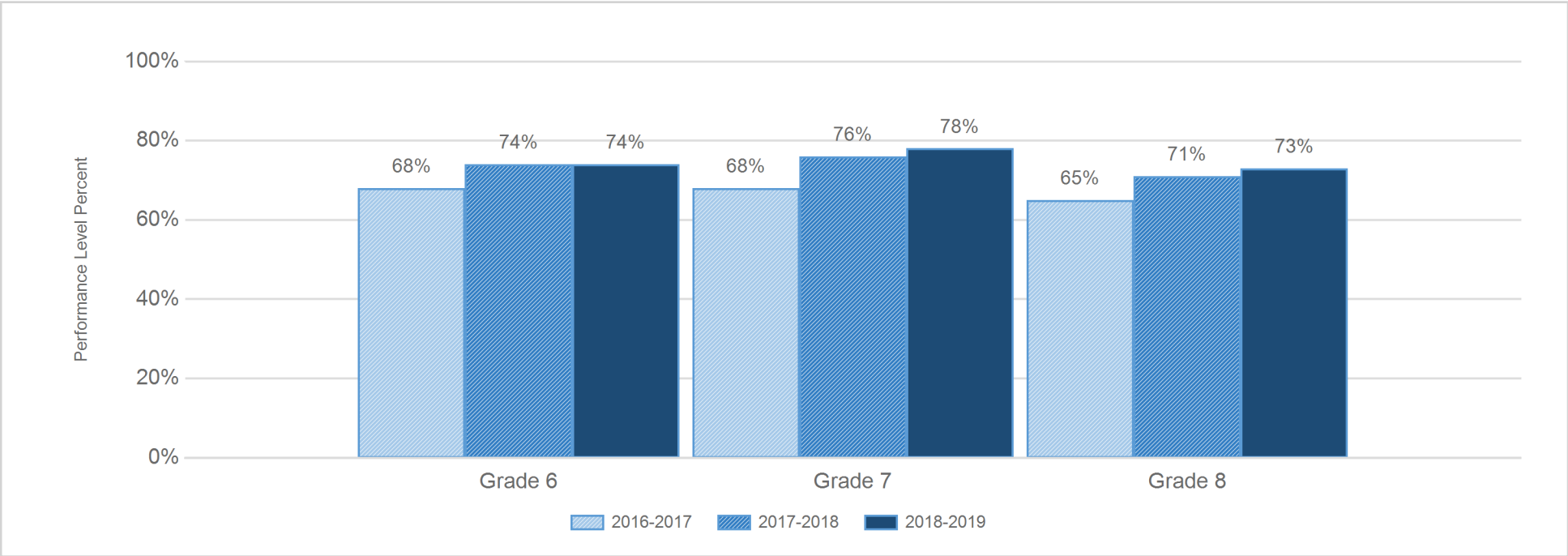| Grade	2016-2017	2017-2018	2018-2019
Grade 6	68%	74%	74%
Grade 7	68%	76%	78%
Grade 8	65%	71%	73%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	342	767	767	754	4%	4%	19%	54%	20%	74%	56%
White	172	766	766	762	*	*	19%	58%	16%	74%	65%
Hispanic	26	751	751	743	*	*	*	*	*	62%	43%
Black or African American	38	756	756	738	*	*	34%	*	*	58%	36%
Asian, Native Hawaiian, or Pacific Islander	83	781	781	780	0%	0%	16%	52%	33%	84%	83%
American Indian or Alaska Native	*	*	*	*	751	*	*	*	*	*	53%
Two or More Races	*	*	*	*	760	*	*	*	*	*	64%
Female	180	771	771	762	*	*	17%	54%	24%	79%	64%
Male	162	762	762	748	*	*	22%	54%	14%	68%	48%
Economically Disadvantaged Students	39	751	751	740	*	*	26%	*	*	56%	39%
Non-Economically Disadvantaged Students	303	769	769	763	*	*	18%	*	*	76%	67%
Students with Disabilities	59	735	735	722	*	*	36%	*	*	31%	19%
Students without Disabilities	283	773	773	761	*	*	16%	*	*	83%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	342	767	767	756	4%	4%	19%	54%	20%	74%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	336	777	777	761	3%	5%	13%	32%	46%	78%	63%
White	187	780	780	769	*	*	14%	33%	48%	81%	72%
Hispanic	33	768	768	747	*	*	*	*	*	64%	50%
Black or African American	42	765	765	741	*	*	*	31%	40%	71%	43%
Asian, Native Hawaiian, or Pacific Islander	60	783	783	790	*	*	*	33%	50%	83%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	14	766	766	768	*	*	*	*	*	79%	68%
Female	176	785	785	769	0%	*	*	30%	55%	85%	71%
Male	160	768	768	753	7%	*	*	35%	36%	71%	55%
Economically Disadvantaged Students	38	737	737	743	*	*	26%	*	*	39%	45%
Non-Economically Disadvantaged Students	298	782	782	771	*	*	12%	*	*	83%	73%
Students with Disabilities	45	731	731	720	*	*	36%	*	*	24%	22%
Students without Disabilities	291	784	784	769	*	*	10%	*	*	87%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	342	776	776	762	3%	7%	17%	39%	35%	73%	63%
White	181	777	777	770	*	*	15%	42%	34%	76%	72%
Hispanic	34	766	766	747	*	*	29%	32%	29%	62%	49%
Black or African American	40	744	744	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	73	793	793	794	*	*	*	30%	53%	84%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	14	780	780	769	0%	0%	*	*	*	79%	69%
Female	183	790	790	771	0%	*	*	36%	48%	84%	71%
Male	159	760	760	753	6%	*	*	42%	20%	62%	55%
Economically Disadvantaged Students	36	749	749	743	*	*	39%	*	*	39%	45%
Non-Economically Disadvantaged Students	306	779	779	772	*	*	14%	*	*	77%	72%
Students with Disabilities	44	732	732	721	*	*	27%	*	*	25%	22%
Students without Disabilities	298	782	782	770	*	*	15%	*	*	81%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	999	97.6	52.4	60.7	44.5	52.4	51.6	Met Target
White	534	97.5	53.4	62.2	54.1	53.4	51.9	Met Target
Hispanic	90	97.9	32.2	*	28.8	32.2	31	Met Target
Black or African American	117	97.6	24.8	33.0	23.0	24.8	25	Met Target†
Asian, Native Hawaiian, or Pacific Islander	208	100.0	76.9	81.7	76.5	76.9	71.9	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	53.1	Not Met
Female	529	97.0	52.4	59.7	44.9	52.4		
Male	470	98.4	52.3	61.8	44.2	52.3		
Economically Disadvantaged Students	108	99.1	27.8	36.2	26.3	27.8	31	Met Target†
Non-Economically Disadvantaged Students	891	97.4	55.3	63.9	54.9	55.3		
Students with Disabilities	145	91.0	13.1	28.0	17.4	12.6	23.1	Not Met
Students without Disabilities	854	98.9	59.0	67.7	50.0	59.0		
English Learners	22	100.0	50.0	57.1	25.0	50.0	47.6	Met Target
Non-English Learners	977	97.6	52.4	60.9	46.5	52.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	76.5	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
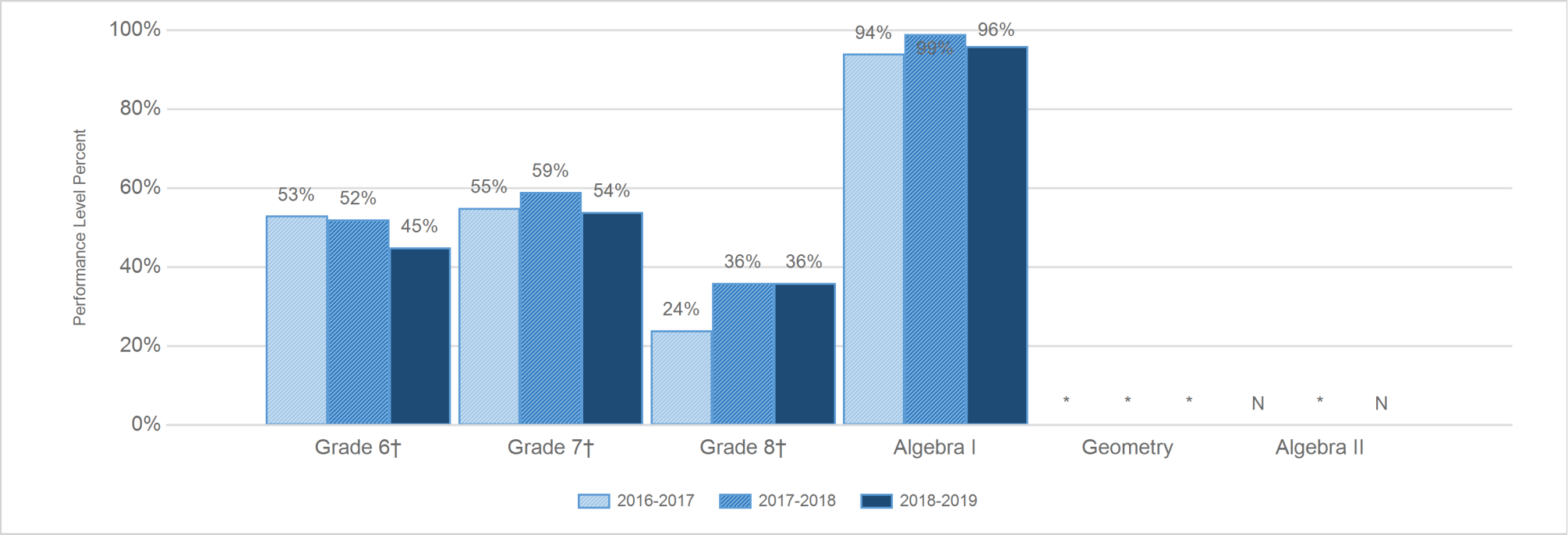
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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Mathematics Assessment – Performance Trends chart. Performance Level Percent (y-axis) by assessment (x-axis). Legend: 2016-2017, 2017-2018, 2018-2019.

- Grade 6†: 53%, 52%, 45%
- Grade 7†: 55%, 59%, 54%
- Grade 8†: 24%, 36%, 36%
- Algebra I: 94%, 99%, 96%
- Geometry: *, *, *
- Algebra II: N, *, N

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	343	746	746	741	5%	19%	31%	38%	7%	45%	41%
White	172	744	744	749	*	17%	37%	*	*	42%	51%
Hispanic	26	723	723	729	*	*	38%	*	*	15%	24%
Black or African American	38	731	731	722	*	39%	34%	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	84	766	766	769	0%	*	*	56%	21%	77%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	181	744	744	742	*	21%	34%	*	*	41%	42%
Male	162	748	748	740	*	17%	28%	*	*	51%	40%
Economically Disadvantaged Students	38	732	732	726	*	32%	*	32%	0%	32%	21%
Non-Economically Disadvantaged Students	305	748	748	750	*	17%	*	39%	8%	47%	53%
Students with Disabilities	58	722	722	716	*	36%	28%	*	*	17%	12%
Students without Disabilities	285	751	751	746	*	15%	32%	*	*	51%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	334	753	753	744	5%	15%	26%	38%	16%	54%	42%
White	187	755	755	751	*	*	28%	39%	18%	57%	53%
Hispanic	33	737	737	733	*	33%	*	*	*	30%	26%
Black or African American	42	739	739	727	*	24%	36%	*	*	33%	21%
Asian, Native Hawaiian, or Pacific Islander	58	767	767	768	0%	*	*	50%	24%	74%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	14	743	743	749	*	*	*	*	*	50%	51%
Female	174	752	752	744	*	14%	29%	*	*	53%	42%
Male	160	754	754	743	*	16%	23%	*	*	55%	42%
Economically Disadvantaged Students	38	722	722	731	*	*	*	*	*	18%	24%
Non-Economically Disadvantaged Students	296	757	757	751	*	*	*	*	*	59%	53%
Students with Disabilities	45	716	716	718	*	*	*	*	*	*	13%
Students without Disabilities	289	759	759	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	225	733	733	728	20%	16%	28%	*	*	36%	29%
White	119	738	738	737	13%	18%	29%	*	*	40%	38%
Hispanic	28	734	734	722	*	*	*	*	*	32%	22%
Black or African American	36	710	710	714	47%	*	*	*	*	11%	15%
Asian, Native Hawaiian, or Pacific Islander	32	739	739	747	*	*	*	50%	0%	50%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	10	738	738	730	*	0%	*	*	*	30%	31%
Female	112	739	739	731	13%	13%	35%	*	*	39%	31%
Male	113	728	728	726	27%	19%	21%	*	*	32%	27%
Economically Disadvantaged Students	31	712	712	719	48%	*	*	*	*	23%	20%
Non-Economically Disadvantaged Students	194	737	737	735	16%	*	*	*	*	38%	36%
Students with Disabilities	38	697	697	707	*	*	*	*	*	*	10%
Students without Disabilities	187	741	741	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	788	788	744	*	*	*	77%	19%	96%	42%
White	59	785	785	752	0%	*	0%	*	*	98%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	42	795	795	775	0%	0%	*	*	*	98%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	72	788	788	745	*	*	*	*	*	96%	44%
Male	42	787	787	743	*	*	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	114	788	788	745	*	*	*	77%	19%	96%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	*	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	N	755	N	N	N	N	N	N	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	N	752	N	N	N	N	N	N	55%
Male	N	N	N	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
6	*	*
7	*	*
8	*	*

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.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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.

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

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

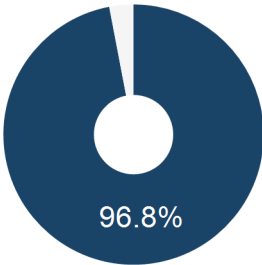(07-5400-100)

Grades Offered: 06-08

2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

	2018-2019
LEVEL 4	5%
LEVEL 3	25%
LEVEL 2	47%
LEVEL 1	24%
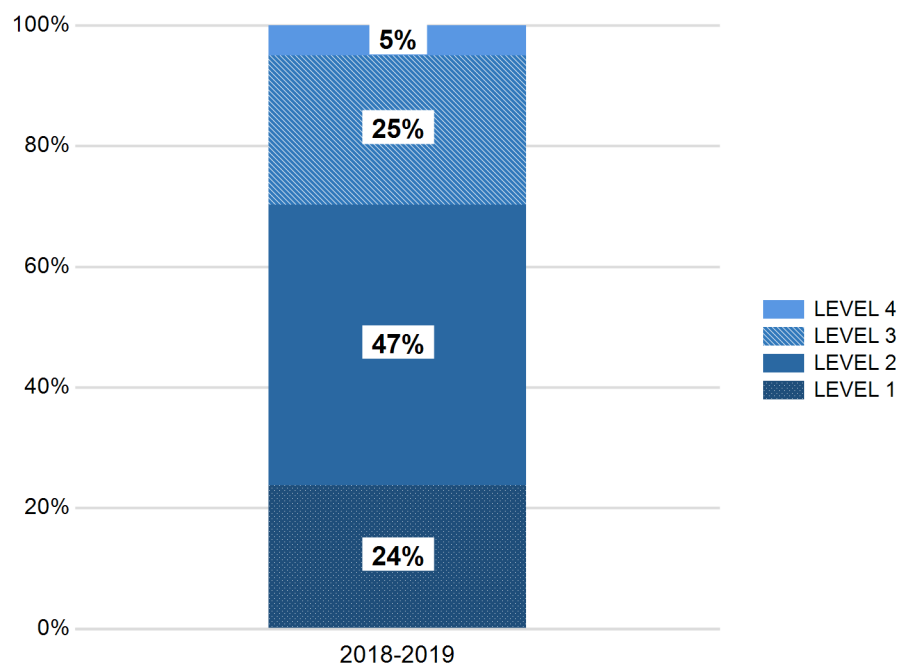
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	24	47	25	5
White	23	46	26	5
Hispanic	20	57	23	0
Black or African American	55	42	3	0
Asian, Native Hawaiian, or Pacific Islander	14	42	37	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	14	64	7	14
Female	17	52	26	5
Male	32	40	24	4
Economically Disadvantaged Students	57	31	9	3
Non-Economically Disadvantaged Students	20	49	27	5
Students with Disabilities	73	15	10	2
Students without Disabilities	17	51	27	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

Voorhees Middle School
(07-5400-100)
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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	359
7	2	0	343
8	113	5	244
Total	115	5	946

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	164	147	0	0	0	0	0
7	164	171	0	0	0	0	0
8	205	105	0	0	0	0	0
Total	533	423	0	0	0	0	0

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(07-5400-100)
Grades Offered: 06-08
2018-2019

Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

96.8% School
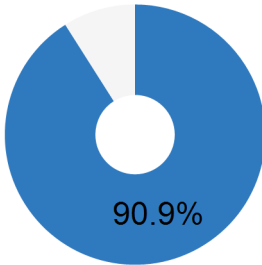
90.9% State

Students enrolled in one or more classes by discipline:

MUSIC
School 57.6%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 78.4%
State 70.0%

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Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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.

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. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	94	9.0	9.1	Met
White	63	11.3	9.1	Not Met
Hispanic	11	11.6	9.1	Not Met
Black or African American	8	6.5	9.1	Met
Asian, Native Hawaiian, or Pacific	9	4.2	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	54	9.7		
Male	40	8.2		
Economically Disadvantaged Students	20	16.3	9.1	Not Met
Students with Disabilities	23	13.8	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	9.1		
Migrant Students	N	N		

Days Absent

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

25

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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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.

Chronic Absenteeism by Grade bar chart. Percentage of Students vs Grade Level.

Grade Level	School	State
6	6%	8%
7	10%	9%
8	11%	10%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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.

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	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.44

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	5

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	6	7
No Identified Nature	3		3

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
In-School Suspensions	42	4.0%
Out-of-School Suspensions	16	1.5%
Any Suspension	50	4.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
21

Voorhees Middle School
(07-5400-100)
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2018-2019

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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. 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.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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Key terms for staff data:

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	89	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	76.4%	75.3%

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	9,530
Average years experience in public schools	26.9	16.0
Average years experience in district	21.4	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	261:1	175:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		746:1
Students to Nurses		426:1
Students to Counselors		426:1
Students to Child Study Team Members		331:1

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

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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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.4%	68.5%	50.0%	48.4%	77.1%	54.9%
Male	46.6%	31.5%	50.0%	51.6%	22.9%	45.1%
White	53.0%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.1%	1.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.7%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	20.6%	1.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Teacher	55%
Admin	N/A

Master's Degree

Teacher	44%
Admin	75%

Doctoral Degree

Teacher	1%
Admin	25%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.0%	90.5%
2017-18 Administrators: Same district 2018-19	94.1%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.2%

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School
(07-5400-100)
Grades Offered: 06-08
2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table 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 2018-19 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.

NJ SCHOOL PERFORMANCE REPORT

Voorhees Middle School

(07-5400-100)

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Voorhees Middle School
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.0%	73.3%	75.1%
Math Proficiency	52.5%	55.7%	52.4%
ELA Growth	45	50	52
Math Growth	57	49	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.3%	10.0%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Voorhees Middle School

(07-5400-100)

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Voorhees Middle School

(07-5400-100)

Grades Offered: 06-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Not Met	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Voorhees Middle School had multiple groups of students compete in the finals of the STEAM Tank competition at the New Jersey School Boards Convention. • Voorhees Middle School is in the second year of the Envision math program which fosters coherent, focused and rigorous mathematics instruction. • The Voorhees Middle School students and staff participate in monthly fundraising that have benefited such organizations as Pennies in Action, which supports cancer research.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing innovative, comprehensive, and creative instructional programs that prepare life-long learners to succeed in an ever-changing global society.
Awards, Recognition, Accomplishments:	Our school district is recognized as an innovative district. Our students participated in and placed in the NJ Steam Tank Challenge, our school achieved Bronze-level status for Future Ready schools and we had multiple student place in the MATHCOUNTS competition. Additionally, the Middle School won a Camden Count Character Counts award.

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Courses, Curriculum, Instruction:	Our curriculum is designed to meet the requirements of the NJ Student Learning Standards in all content areas. Students experience a rigorous instructional program that allows them to excel academically. We recognize that each child is unique, and we strive to provide instruction that meets the needs of all our students.We have also implemented a digitial citizenship curriculum to foster a healthy and safe digital environment for our students. Enrichment and accelerated courses are also part of our curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Field Hockey (Girls), Soccer (Coed), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys) Our sports teams are extremely competitive and successful. Our teams have had multiple undefeated seasons and conference championships.
Clubs and Activities:	The Middle School provides multiple opportunities for every child to find their niche. Our clubs and activities range from our award-winning Drama Club, Free To Be You Club, Homework Club, Student Council, Interact, Band, Orchestra, and Choir.

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Before and After School Programs:	After School Enrichment to support literacy and math.
Staff and Professional Learning:	Teachers have access to a variety of professional learning experiences. Those opportunities include college courses, workshops, district in-service, online courses and webinars. We offer full and half-day in-services throughout the school year as well as common planning time for teachers to collaborate in professional learning communities. Specifically, staff received training in various new technologies, new curriculum and participated in a Wellness Day.

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Student Supports and Services:	Our students receive exceptional support services. We offer ESL and BSIP classes, have a full Child Study Team on site and After-school remedial services. Our Response to Intervention Team meets monthly to ensure all students receive the supports needed for them to be successful.
Student Health and Wellness:	Students and staff participate in a Wellness Day, our nurses provide training on Asthma, Seizures and Allergies and provide general wellness information for our students. Our counselors provide quarterly lessons for our students ranging from anxiety prevention and strategies, HIB discussions, career choices and budgeting. Additionally, our students receive health or PE daily. Additionally our district piloted an Anxiety Task Force to combat the growing anxiety among students and staff.
Parent and Community Involvement:	Our parent and community volunteers are essential to our success. Our Parent Faculty Organization is very active, providing fundraising and school-wide and community activities. At the district level, administrators meet with Key Communicators several times a year.

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Climate Surveys:	Is a Climate Survey Used: No A Climate Survey was distributed to our community during 2018-2019 school year. The comminuty felt that a majority of the staff at VMS give the students a lot of support, they treat students with respect and felt that VMS provides a safe environment for learning.
Facilities:	The Voorhees School District occupies and maintains 501,072 square feet of building space and 129.41 acres of land. All five Voorhees schools are air conditioned and carpeted. The middle school has a gym, all-purpose room, mini-gym, 978-seat theater, four STEM labs, two art rooms, two music rooms and a library. We also have two cafeterias and two kitchens serving hot lunches to students and staff.
School Safety:	Our School Safety team meets three times a year, our Building Level Response Team meets quarterly, and we participate in one fire drill and one safety drill monthly. We also have two police officers present daily and our SRO teaches LEAD, Law Enforcement Against Drugs.

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Technology and STEM:	Every student and staff member possess an iPad for their daily use. We also provide coding, digital citizenship, stop-action photography, 3D printing, video game production and lap top carts for student and staff use.