



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	50	40	42
1	52	58	58
2	58	59	60
3	62	62	59
4	66	67	63
5	50	71	66
Ungraded	14	3	14
Total	352	360	362

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	45%	46%	47%
Male	55%	54%	53%
Economically Disadvantaged Students	9%	8%	6%
Students with Disabilities	16%	19%	20%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.6%
Hispanic	7.2%
Asian	5.2%
Black or African American	3.0%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	4.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	49	40	42
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	95.6%
Spanish	1.1%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	160	90.8	80.00	67.80	54.90	76.1	74.7	Met Target
White	128	89.9	82.80	*	63.90	78	74.2	Met Target
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.70	*	80.70	72.7	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	72	89.7	86.10	*	62.20	80.6		
Male	88	91.8	75.00	*	48.10	72.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	26	93.3	46.20	*	20.50	45.1	33.6	Met Target
Students without Disabilities	134	90.3	86.50	*	61.90	81.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	775	764	749	0%	*	26%	55%	*	68%	50%
White	43	776	768	759	0%	*	*	58%	*	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	26	779	771	754	0%	*	*	62%	*	77%	55%
Male	27	770	757	745	0%	*	*	48%	*	59%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	11	746	734	720	0%	*	*	*	*	27%	24%
Students without Disabilities	42	782	772	755	0%	*	*	*	*	79%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	53	775	766	752	0%	*	26%	55%	*	68%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	778	764	753	*	*	*	59%	33%	91%	56%
White	45	780	768	762	*	0%	*	58%	38%	96%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	28	784	769	758	*	*	*	50%	*	96%	61%
Male	30	772	760	749	*	*	*	67%	*	87%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	58	778	764	755	*	*	*	59%	33%	91%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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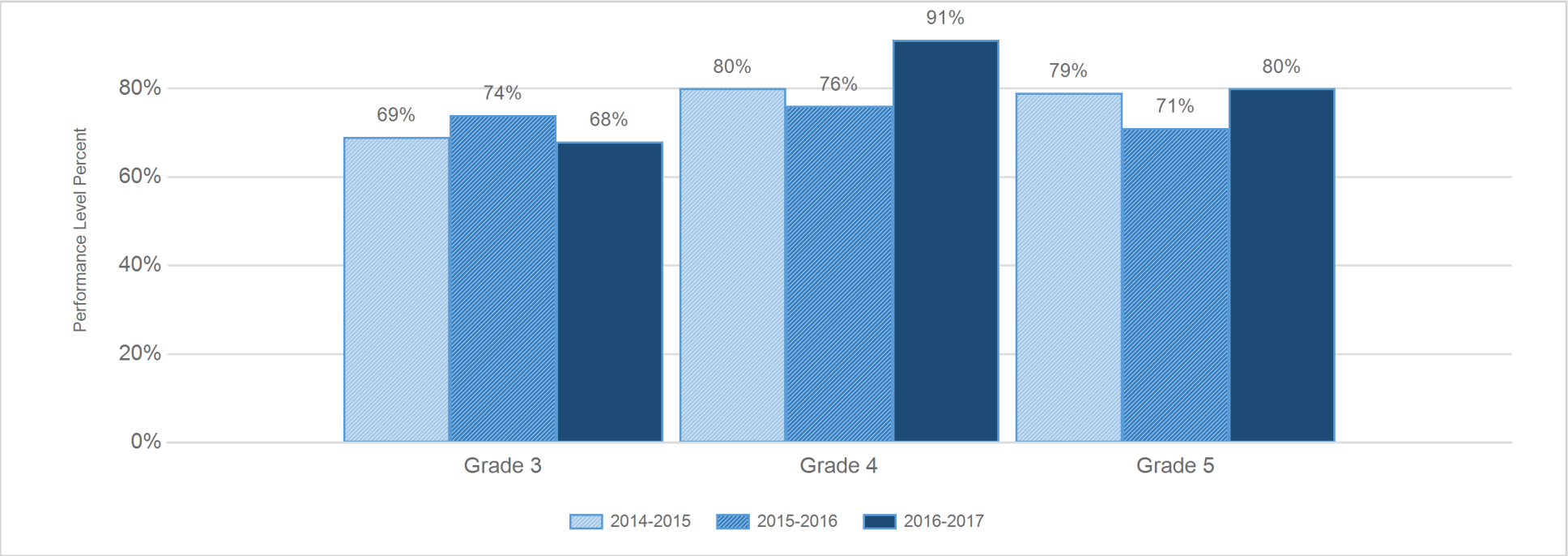
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	771	765	756	*	*	*	61%	20%	80%	59%
White	44	773	767	763	0%	*	*	64%	*	82%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	23	781	773	761	*	*	*	52%	*	91%	66%
Male	33	763	758	750	*	*	*	67%	*	73%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	160	90.9	70.00	53.20	43.50	66.6	77.4	Not Met
White	128	89.9	71.10	55.30	52.40	67	80	Not Met
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	81.90	70.30	75.60	81.9	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	72	89.8	62.50	52.90	44.10	58.5		
Male	88	91.8	76.10	53.50	42.90	73.5		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	26	93.3	30.70	*	16.50	30.1	33.6	Met Target†
Students without Disabilities	134	90.4	77.60	*	48.80	73.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	768	761	751	*	*	25%	47%	23%	70%	53%
White	43	766	763	759	0%	*	26%	47%	*	67%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	26	765	761	751	0%	*	*	42%	*	65%	52%
Male	27	770	761	751	0%	*	*	52%	*	74%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	11	753	742	729	0%	*	*	*	*	46%	29%
Students without Disabilities	42	772	766	755	0%	*	*	*	*	76%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	53	768	762	753	*	*	25%	47%	23%	70%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	767	755	747	*	*	*	67%	*	78%	47%
White	45	769	758	755	0%	*	*	71%	*	82%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	764	753	747	*	*	*	61%	*	71%	47%
Male	30	769	756	747	*	*	*	73%	*	83%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	58	767	755	749	*	*	*	67%	*	78%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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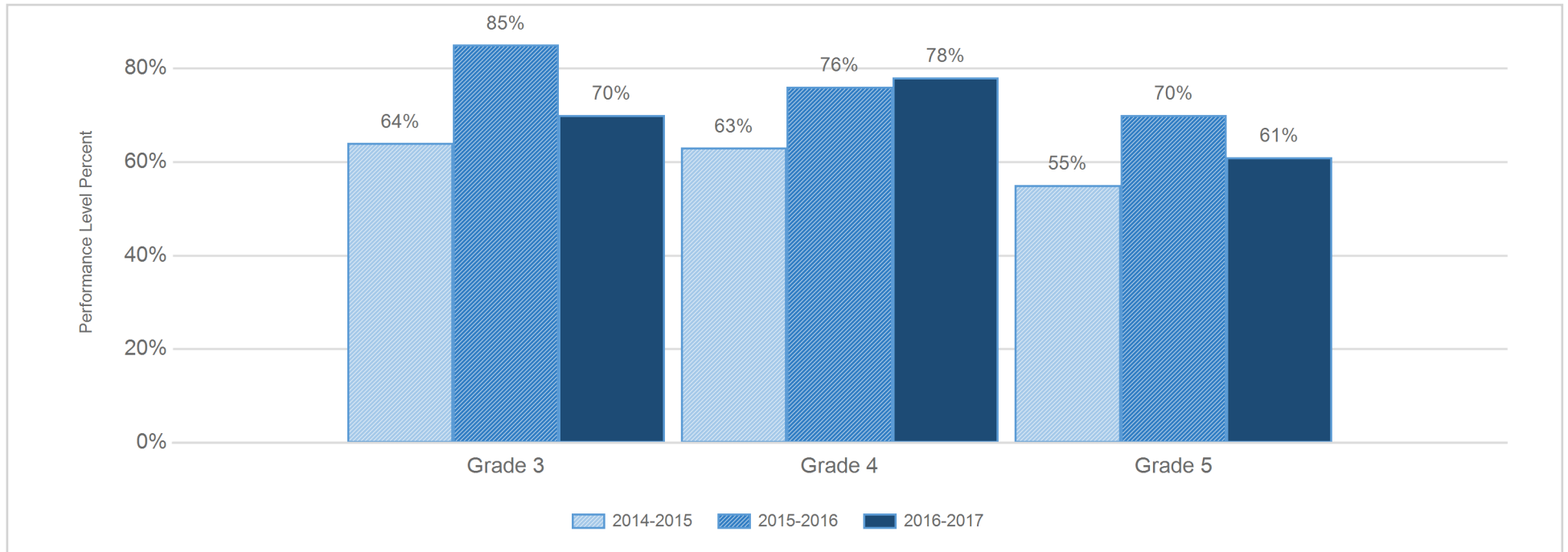
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	754	753	747	*	*	30%	53%	*	61%	46%
White	44	755	755	754	*	*	30%	59%	*	64%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	24	755	755	747	*	*	*	42%	*	54%	47%
Male	33	754	752	746	*	*	*	61%	*	67%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





A. Russell Knight Elementary School
2016-2017

Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	*	*	*
5+	N	N	N



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
 CAMDEN
 CHERRY HILL TWP
 140 OLD CARRIAGE RD
 CHERRY HILL, NJ 08034-3332

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

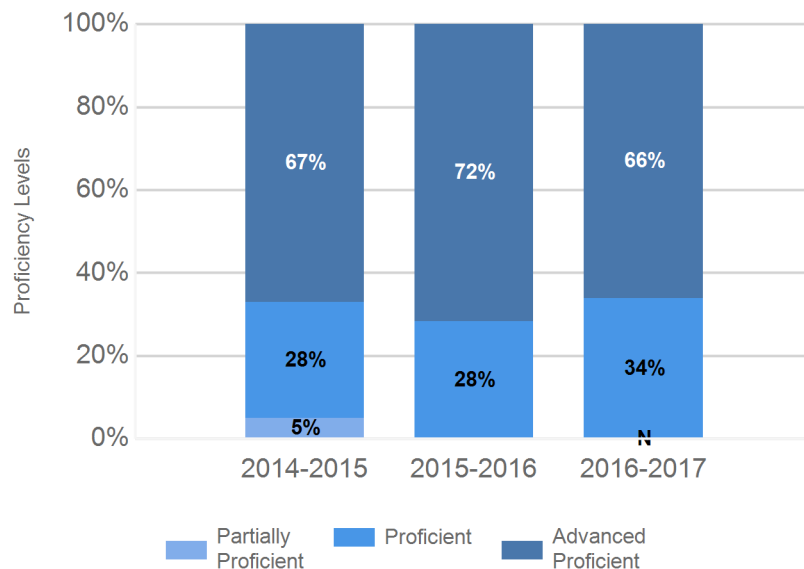
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	66%	34%	N
White	67%	33%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
 CAMDEN
 CHERRY HILL TWP
 140 OLD CARRIAGE RD
 CHERRY HILL, NJ 08034-3332

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	55	50	Met Target	42	48	50	Met Target
White	57	55	50	Met Target	36	49	52	Not Met
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	*	49	47	**	*	45	46	**
Students with Disabilities	60	46	41	**	30	42.5	43	**
English Learners	*	58	53	**	*	55	51	**

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



A. Russell Knight Elementary School
2016-2017

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

Grade Span KG-05

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

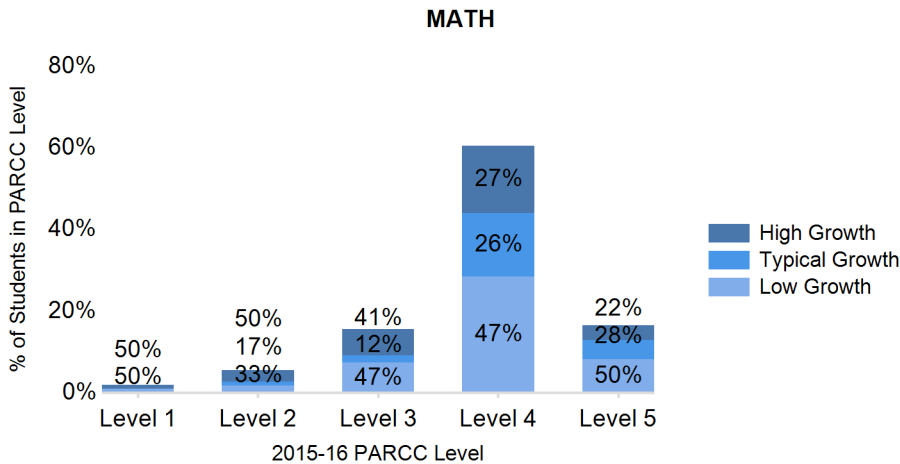
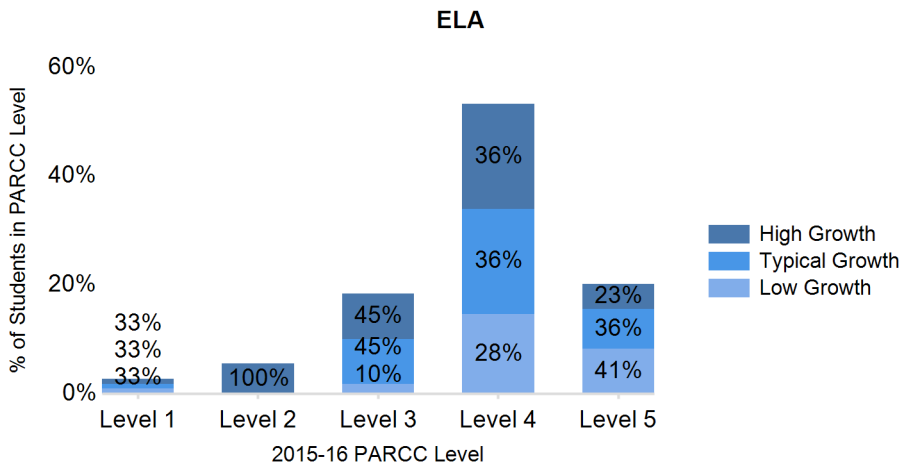
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

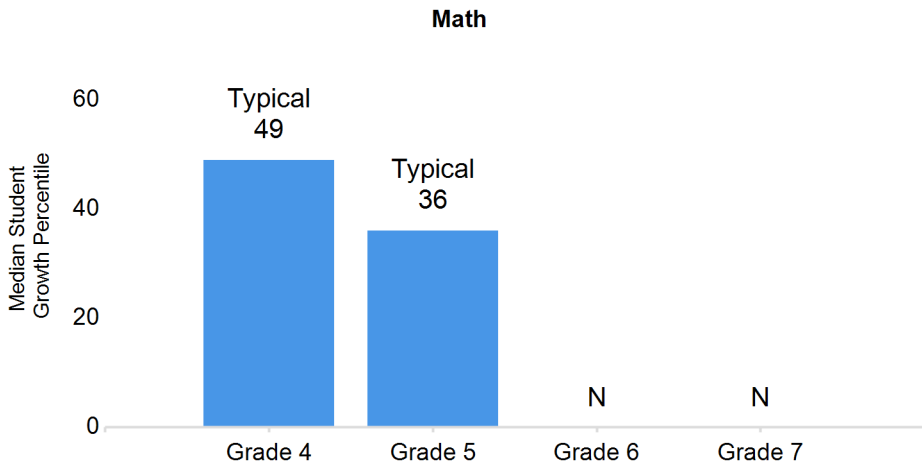
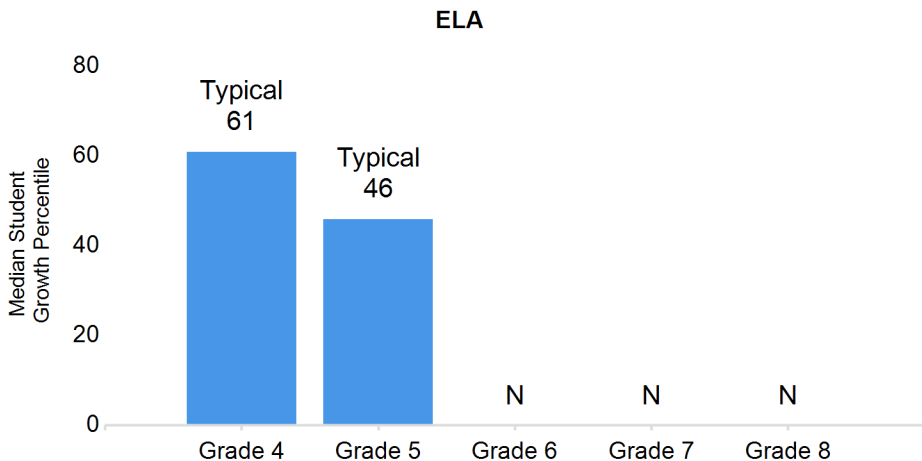
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
 CAMDEN
 CHERRY HILL TWP
 140 OLD CARRIAGE RD
 CHERRY HILL, NJ 08034-3332

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

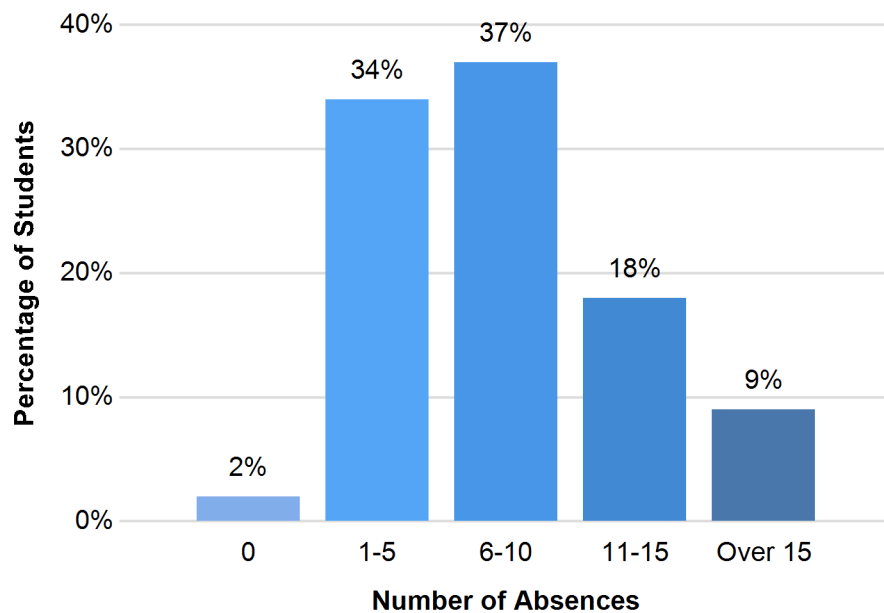
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.40	Met Target
White	6.30	8.40	Met Target
Hispanic	7.70	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	33.30	8.40	Not Met
Students with Disabilities	6.80	8.40	Met Target
English Learners	N	**	**

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

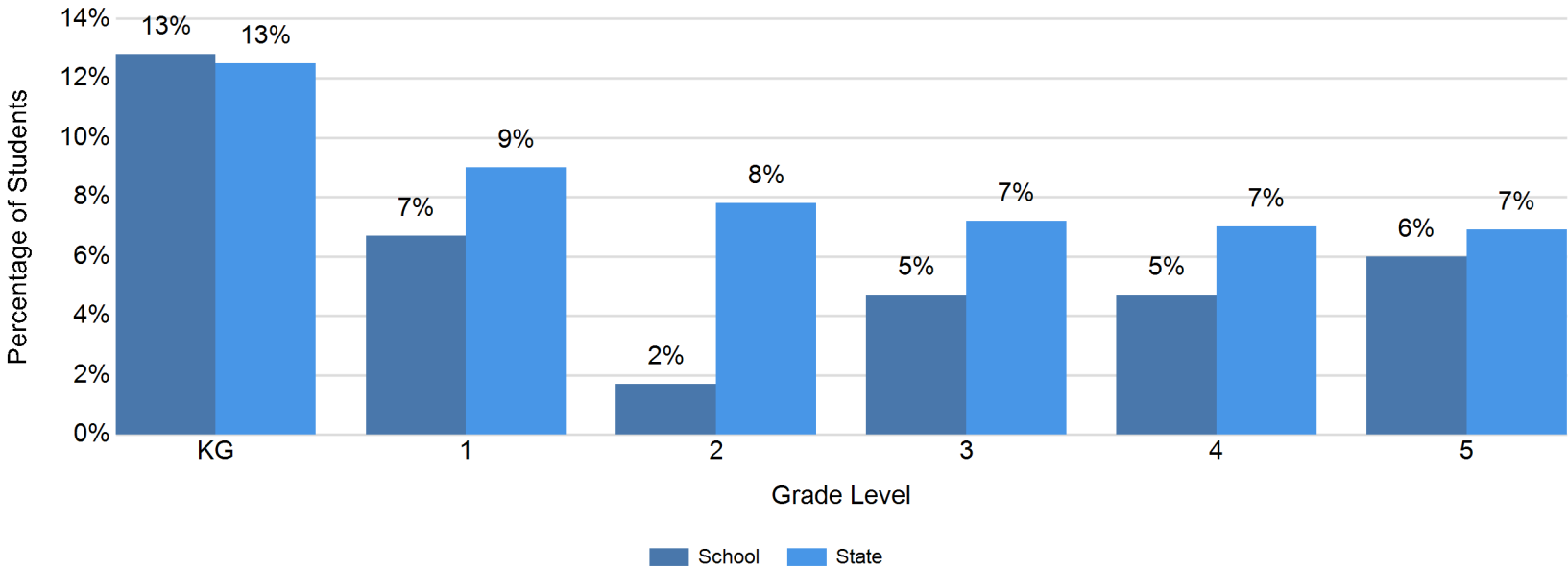
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





A. Russell Knight Elementary School
2016-2017

Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.10

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.6%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



A. Russell Knight Elementary School
2016-2017

Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	85%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	362:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	86.9	17.5%
Mathematics Proficiency	77.9	17.5%
English Language Arts Growth	76.1	25.0%
Mathematics Growth	12.0	25.0%
Chronic Absenteeism	43.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.4
Summative Rating: Percentile rank of Summative Score		61.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
 CAMDEN
 CHERRY HILL TWP
 140 OLD CARRIAGE RD
 CHERRY HILL, NJ 08034-3332

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	53.6	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
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 CHERRY HILL TWP
 140 OLD CARRIAGE RD
 CHERRY HILL, NJ 08034-3332

School General Info

Principal:	Mr. Park	Email Address:	epark@chclc.org
Address:	140 OLD CARRIAGE RD CHERRY HILL, NJ 08034-3332	Website:	https://knight.chclc.org/
Phone:	(856)428-0830	Twitter:	https://twitter.com/ARKknights1

School Narrative

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

Highlights:	• Designated a State and National School of Character in 2017 • Recognized for Promising Practices (character ed.) in 2015, 2016 and 2017 • Moving towards 1 to 1 technology for grades 3 - 5
Mission, Vision, Theme:	We at A. Russell Knight are a learning community dedicated to developing and demonstrating the positive values of responsibility, empathy, service, perseverance, effort, citizenship, teamwork, and respect to enable our students to be successful in a constantly changing world.
Awards, Recognition, Accomplishments:	State and National School of Character, Recognized for Promising Practices (Character Education) in 2015, 2016 and 2017, Our staff has participated in Edcamps for professional development - we value teacher voice



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

School Narrative

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

 Courses, Curriculum, Instruction:	We offer a Gifted and Talented Curriculum for students in grades 3 - 5. Teachers are utilizing 21st Century Texts to support instruction (Youtube, Google Classroom, G-Suite, Chrome Extensions, Google Cast, etc). Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Clubs and Activities:	LEGO Club, Knights of the Round Table (student council), School Beautification opportunities



A. Russell Knight Elementary School

2016-2017

Grade Span KG-05

07-0800-058

CAMDEN

CHERRY HILL TWP

140 OLD CARRIAGE RD

CHERRY HILL, NJ 08034-3332

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Established I&RS Team Meets once a month. Parents are invited to all meetings except for the months of Septebmer and June.
 Parent and Community Involvement:	The A. Russell Knight School has a very active and supportive PTA.



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Knight School was built in 1963. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.



A. Russell Knight Elementary School
2016-2017
Grade Span KG-05

07-0800-058
CAMDEN
CHERRY HILL TWP
140 OLD CARRIAGE RD
CHERRY HILL, NJ 08034-3332

School Narrative

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

Other Information:	The continued implementation of the Professional Learning Community (PLC) model has helped to further shape the collaborative culture of our school and has shifted the focus from teaching to student learning. Teachers are also using data to differentiate instruction at all grade levels through the use of formative and summative assessments. The Intervention and Enrichment (I & E) block provides time for students to receive lessons based on specific need. We will continue to focus on making sure that all students in grades 1-5 have valid plentiful “enrichment” experiences as well as intervention opportunities. Our Intervention and Referral Services (I&RS) team has worked very hard to widen criteria to help identify “at-promise” and “underserved” students in our population who are struggling academically and/or socially.



Alternative High School
2016-2017

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	0	0	1
10	0	3	0
11	0	3	0
12	0	1	0
Ungraded	0	23	38
Total	0	30	39

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	0%	30%	23%
Male	0%	70%	77%
Economically Disadvantaged Students	0%	40%	33%
Students with Disabilities	0%	100%	97%
English Learners	0%	0%	0%
Homeless Students			3%
Students in Foster Care			3%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.8%
Black or African American	28.2%
Hispanic	12.8%
Asian	2.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	94.9%
Russian	2.6%
Spanish	2.6%



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
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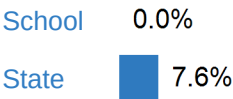
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

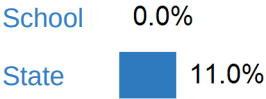
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Alternative High School
2016-2017

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

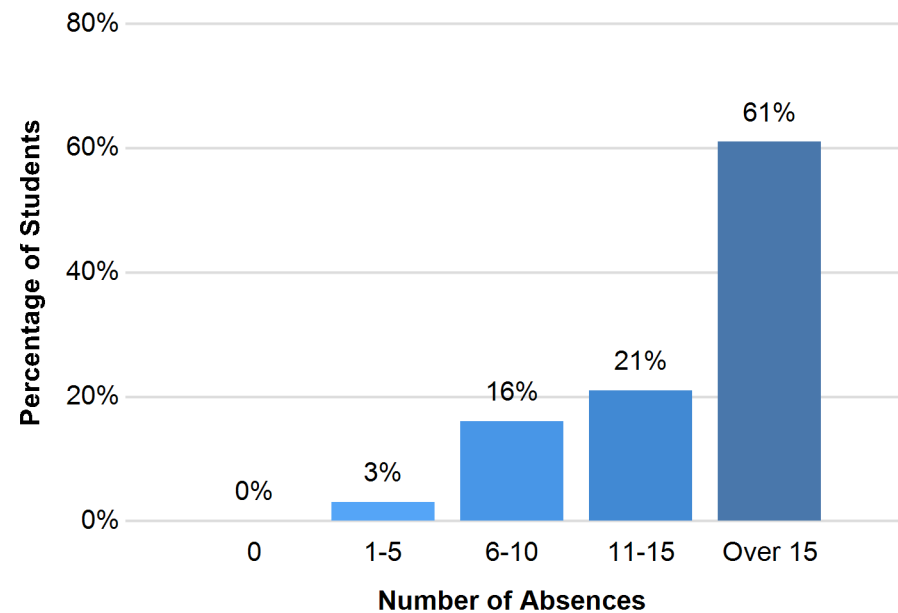
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	55.30	14.30	Not Met
White	50.00	14.30	Not Met
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	54.10	14.30	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





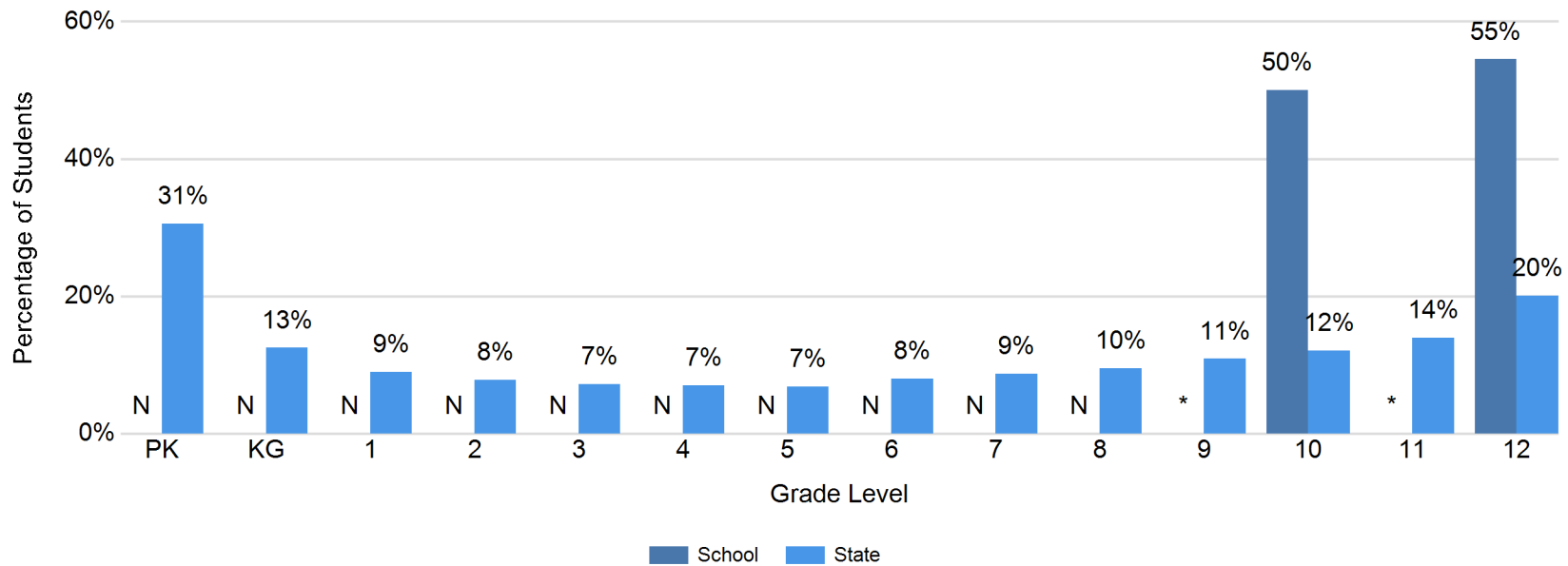
**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Alternative High School
2016-2017

Grade Span 09-12

07-0800-060
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45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	25.64

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	43.6%
Any Suspension	43.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
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45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
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45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	7	120,724
Average years experience in public schools	16.1	11.8
Average years experience in district	16.1	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	6:1	13:1
Administrators	39:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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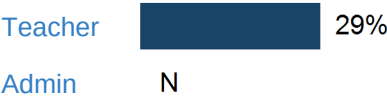
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

School General Info

Principal:	Dr. Chapman	Email Address:	ichapman@chclc.org
Address:	MALBERG BUILDING 45 RANOLDO TERRACE CHERRY HILL, NJ 08034-0391	Website:	https://ahs.chclc.org
Phone:	(856)427-4311		

School Narrative

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

 Highlights:	• We are a 2014 National School of Character and a 2015 Bronze Level Sustainable Jersey • We embrace our Core Values of Respect, Responsibility, Citizenship and Service to others • Students participate in service learning projects throughout the year
 Mission, Vision, Theme:	A Caring Community of Learners that has earned the title of a National School of Character. We embrace our Core Values of Respect, Responsibility, Citizenship and Service to others while striving for excellence daily in all that we do.
 Awards, Recognition, Accomplishments:	The Cherry Hill Alternative High School is a 2014 National School of Character and a 2015 Bronze Level Sustainable Jersey for Schools designee whose mission is to provide a quality education to our students so they are college and career ready upon graduation.



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

School Narrative

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 Courses, Curriculum, Instruction:	The Alternative High School follows the approved curriculum and benchmarks of the School District of Cherry Hill. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Clubs and Activities:	Students at the Alternative High School have the opportunity to participate in clubs and activities at their home school, either at Cherry Hill High School West or Cherry Hill High School East.
 Before and After School Programs:	Students at the Alternative High School have the opportunity to participate in before and after school programs at their home school, either at Cherry Hill High School West or Cherry Hill High School East.



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
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School Narrative

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 Staff and Professional Learning:	The staff and faculty are involved in professional development throughout the school year. Professional Development occurs during faculty meetings, staff development days, and Professional Learning Communities scheduled times.
 Postsecondary Information:	The majority of our students who apply are accepted to college. Our students receive scholarships such as the Cherry Hill Zone PTA Character Education Scholarship, the L.H. Chapman Foundation Scholar Scholarship, the Community Service Scholarship and the Effective School Solutions Personal Growth Scholarship. Students have the opportunity to take online tutorials and to attend the summer sessions at East or West to support taking college entrance exams.
 Student Supports and Services:	We have a full time counselor who provides supports to students regarding intervention and referral services designed to assist students. We also have Effective Student Services to provide supports for students who are experiencing learning or behavior difficulties.
 Student Health and Wellness:	Our Health and Physical Education teacher follows the approved curriculum and benchmarks of the Cherry Hill School District. We have a full-time nurse who supports and promotes the health and wellness of students and staff.
 Parent and Community Involvement:	Our parents have the opportunities to attend our Back to School Breakfast and the Title I Parent Meeting. Teachers and staff communicate with parents frequently to keep parents informed on student learning and behavior.



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

School Narrative

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Facilities:

Computers are available in all classrooms. We have a 1:1 ratio of computers to students so that each student can utilize our technology. Our gymnasium features a Rock Climbing Wall for health and physical wellness.



**Alternative High School
2016-2017**

Grade Span 09-12

07-0800-060
CAMDEN
CHERRY HILL TWP
MALBERG BUILDING
45 RANOLDO TERRACE
CHERRY HILL, NJ 08034-0391

School Narrative

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



Other Information:

At the Cherry Hill Alternative High School, all students must carry a point card. The card is critical because it allows for students to set and evaluate progress toward their academic and behavioral goals. To be successful, students are required to be here on time, dress appropriately and identify their personal goals. During each class, students have the opportunity to earn points for attendance, academic achievement, character and adherence to our Technology Policy. Students are rewarded with field trips, privileges to eat lunch outside, computer use during I & E period and buyouts from certain classes. For the past two years the Alternative High School student body has visited Grounds for Sculpture in Lawrenceville, NJ.



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**Barclay Early Childhood Center
2016-2017**

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	274	284	286
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	31	38	39
Total	305	322	325

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	307	284	284
PK - Full Day	0	0	2
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	40%	37%
Male	54%	60%	63%
Economically Disadvantaged Students	16%	13%	14%
Students with Disabilities	29%	41%	41%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.2%
Asian	21.8%
Hispanic	12.0%
Black or African American	6.2%
Native Hawaiian or Pacific Islander	0.9%
American Indian or Alaska Native	0.3%
Two or More Races	4.6%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	72.9%
Spanish	5.8%
Chinese	3.7%
Vietnamese	3.1%
Korean	2.2%
Other	12.0%



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

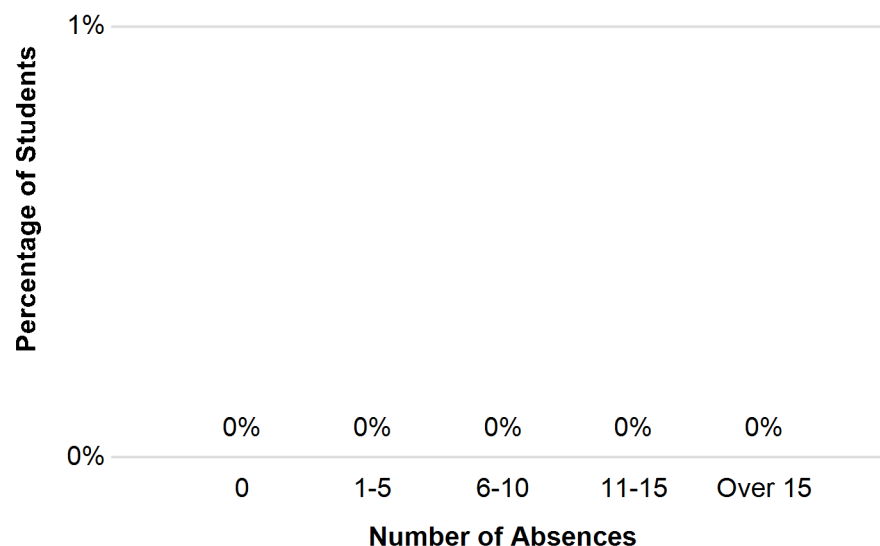
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





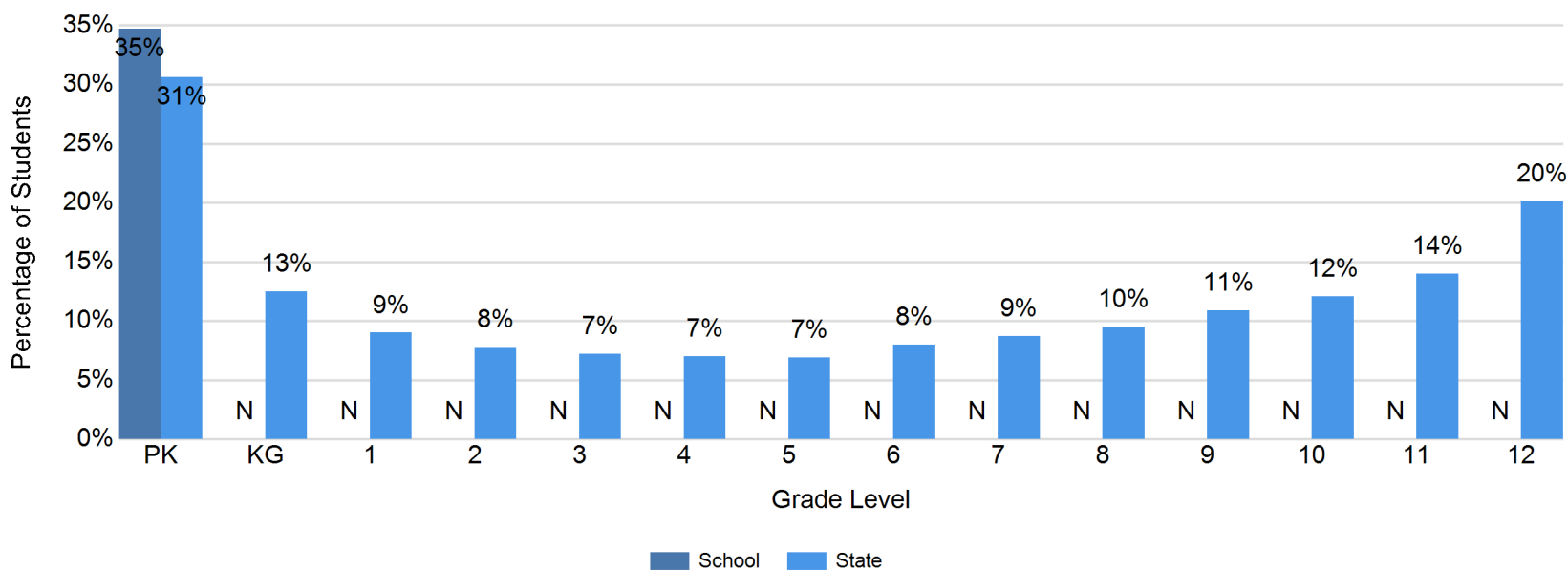
**Barclay Early Childhood Center
2016-2017**

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-2919

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.



**Barclay Early Childhood Center
2016-2017**

Grade Span PK-KG

07-0800-062
CAMDEN
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1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
 CAMDEN
 CHERRY HILL TWP
 1220 WINSTON WAY
 CHERRY HILL, NJ 08034-2919

Per-Pupil Expenditures (District Level)

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District Total	\$402	\$13,424	\$13,826



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2016-2017

Grade Span PK-KG

07-0800-062
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	18	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	94%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	18:1	13:1
Administrators	325:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
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CHERRY HILL, NJ 08034-2919

School General Info

Principal:	Mrs. Rockhill	Email Address:	krockhill@chclc.org
Address:	1220 WINSTON WAY CHERRY HILL, NJ 08034-2919	Website:	https://barclay.chclc.org/
Phone:	(856)429-7283	Twitter:	https://twitter.com/barclay_ecc

School Narrative

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

 Highlights:	• Creative Curriculum • Integrated Speech and Occupational Therapy • 3 instructional models- General Education, Co-Teaching, Self Contained
 Mission, Vision, Theme:	The mission of the Barclay Early Childhood Center is to provide a high quality preschool program for children, both those requiring special education and their typically developing peers. We place an emphasis on meeting the social/emotional, pre-academic and individual needs of our students through classroom instruction and therapeutic intervention grounded in developmentally appropriate practice. Our school has met all all goals as stated in the District Wellness Policy.



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
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CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

School Narrative

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



Courses, Curriculum, Instruction:

Barclay Early Childhood Center uses The Creative Curriculum, a highly recognized program that is endorsed by the NJ Department of Education. Creative Curriculum is student-centered and is designed to support the whole child. Objective areas include: Language, Literacy, Math, Social/Emotional, Physical, and Cognitive Development. Our curriculum can be viewed at: <https://www.chclc.org/academics/curriculum>.



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
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 CHERRY HILL TWP
 1220 WINSTON WAY
 CHERRY HILL, NJ 08034-2919

School Narrative

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

 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	All students are provided with the advantage of programmatic Integrated Speech and Occupational Therapy. In order to support this therapeutic model, teachers and therapists have collaborative planning time which is used for lesson planning, sharing of goals and recommending strategies that can be implemented in the classroom as a Tier 1 intervention. Teacher lesson plans contain sections that pertain to the interventions and enrichment activities, as well as ESL strategies.
 Parent and Community Involvement:	The Barclay Parent Teacher Association is a vibrant and engaged organization in which parents, teachers, and therapists collaborate in an effort to provide support to our learning community. Our PTA schedules enriching assemblies, plans family activities, and coordinates fundraisers and events, such as Family Movie Night, Game Night, Spring Carnival, and other family-oriented endeavors. We also enjoy an alliance with Cherry Hill Special Education PTA (SEPTA).



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

School Narrative

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



Facilities:

Barclay Early Childhood Center was built in 1959. Each day, the school personnel welcome approximately 250 pre-school students.



Barclay Early Childhood Center
2016-2017

Grade Span PK-KG

07-0800-062
CAMDEN
CHERRY HILL TWP
1220 WINSTON WAY
CHERRY HILL, NJ 08034-2919

School Narrative

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



Other Information:

The application process begins in February and students are admitted using a drawing (if applications are in excess of our available slots). There is a tuition charge for typically-developing students. General Education students attend either from 9:00 - 11:30 or 1:00 - 3:30 Monday through Friday. Students who qualify for our full day program attend from 9:00 - 2:30, with transportation provided by the District. Our day is structured so as to include Large Group, Small Group, and Interest "Centers." Self Contained students also have Intensive Teaching opportunities. All of our students benefit from the technology available to each classroom: ipads, mini-ipads, touchscreen computer, and Listening Centers that are part of each classroom's Technology Centers.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	49	51	47
1	72	75	60
2	60	72	78
3	71	65	67
4	79	71	70
5	70	85	69
Ungraded	19	7	28
Total	420	426	419

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	46%
Male	53%	52%	54%
Economically Disadvantaged Students	7%	8%	9%
Students with Disabilities	16%	17%	19%
English Learners	0%	1%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.1%
Asian	12.4%
Black or African American	6.9%
Hispanic	5.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	50	51	47
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	85.2%
Hebrew	2.4%
Spanish	2.4%
Chinese	1.9%
Korean	1.7%
Other	6.3%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	207	98.6	74.80	67.80	54.90	74.8	70.1	Met Target
White	156	98.8	76.30	*	63.90	76.3	69.2	Met Target
Hispanic	11	100.0	72.70	47.40	39.80	72.7	**	**
Black or African American	12	93.3	41.60	48.50	35.20	40.4	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	82.60	*	80.70	82.6	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	98	99.0	80.60	*	62.20	80.6		
Male	109	98.3	69.70	*	48.10	69.7		
Economically Disadvantaged Students	14	100.0	35.70	44.50	36.20	35.7	**	**
Non-Economically Disadvantaged Students	193	98.5	77.70	73.90	65.80	77.7		
Students with Disabilities	43	97.8	39.60	*	20.50	39.6	33.1	Met Target
Students without Disabilities	164	98.9	84.10	*	61.90	84.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	771	764	749	*	*	16%	53%	19%	71%	50%
White	51	772	768	759	*	*	*	57%	*	73%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	779	771	754	*	*	*	50%	*	74%	55%
Male	32	762	757	745	*	*	*	56%	*	69%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	18	746	734	720	*	*	*	*	*	44%	24%
Students without Disabilities	52	780	772	755	*	*	*	*	*	81%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	769	764	753	*	*	*	47%	29%	75%	56%
White	56	771	768	762	*	*	*	52%	29%	80%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	35	770	769	758	*	*	*	43%	*	77%	61%
Male	38	767	760	749	*	*	*	50%	*	74%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	13	745	739	725	*	*	*	*	*	46%	25%
Students without Disabilities	60	774	771	759	*	*	*	*	*	82%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	73	769	764	755	*	*	*	47%	29%	75%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	772	765	756	*	*	18%	58%	19%	77%	59%
White	53	775	767	763	0%	*	*	57%	23%	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	31	780	773	761	*	*	*	61%	*	90%	66%
Male	42	766	758	750	*	*	*	55%	*	67%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	12	741	736	725	*	*	*	*	0%	33%	22%
Students without Disabilities	61	778	772	762	*	*	*	*	23%	85%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	73	772	766	757	*	*	18%	58%	19%	77%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

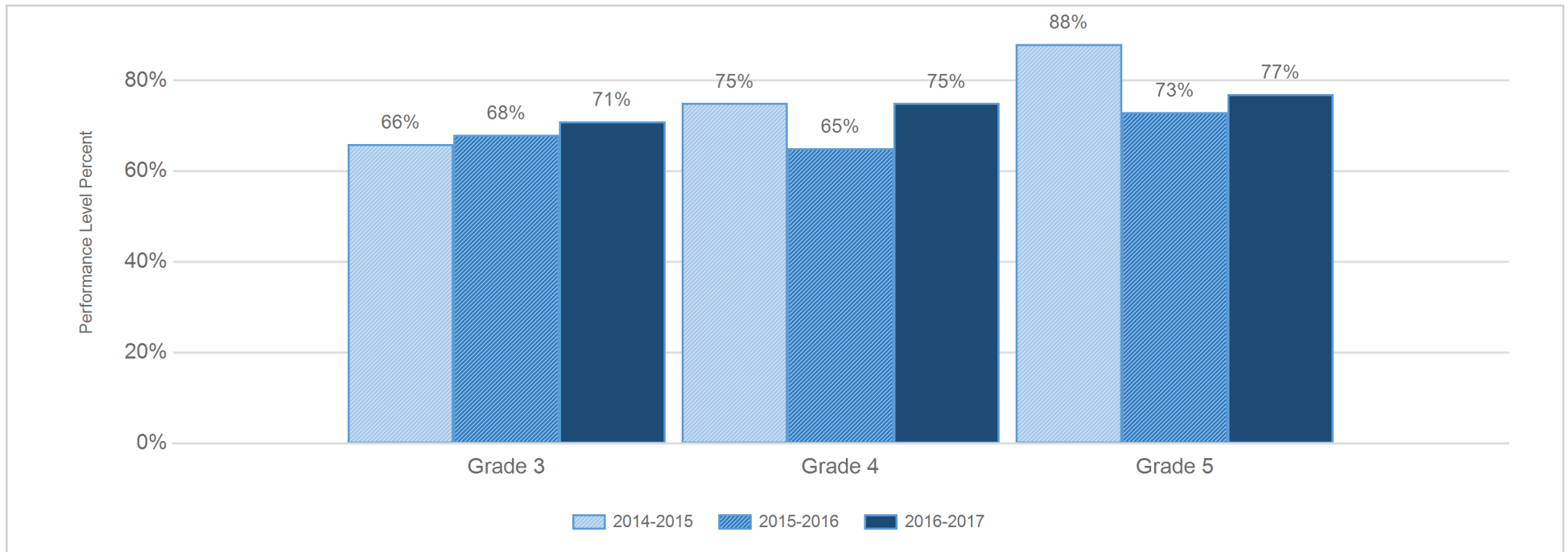


Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	207	98.7	60.90	53.20	43.50	60.9	58.1	Met Target
White	156	98.8	63.40	55.30	52.40	63.4	58.1	Met Target
Hispanic	11	100.0	36.40	31.70	27.60	36.4	**	**
Black or African American	12	93.3	25.00	26.60	21.70	24.2	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	73.90	70.30	75.60	73.9	75.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	98	99.1	61.20	52.90	44.10	61.2		
Male	109	98.3	60.50	53.50	42.90	60.5		
Economically Disadvantaged Students	14	100.0	35.70	30.40	25.10	35.7	**	**
Non-Economically Disadvantaged Students	193	98.6	62.70	59.10	54.30	62.7		
Students with Disabilities	43	97.8	41.90	*	16.50	41.9	36.3	Met Target
Students without Disabilities	164	98.9	65.80	*	48.80	65.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Bret Harte Elementary School
2016-2017

Grade Span KG-05

07-0800-068
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CHERRY HILL, NJ 08003-2843

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	768	761	751	*	*	16%	47%	27%	73%	53%
White	51	769	763	759	*	*	*	51%	26%	77%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	39	768	761	751	*	*	*	46%	*	74%	52%
Male	32	769	761	751	*	*	*	47%	*	72%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	18	754	742	729	*	*	*	*	*	56%	29%
Students without Disabilities	53	773	766	755	*	*	*	*	*	79%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	756	755	747	*	15%	15%	57%	*	65%	47%
White	57	758	758	755	*	*	*	63%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	755	753	747	*	*	*	51%	*	66%	47%
Male	40	757	756	747	*	*	*	63%	*	65%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	13	730	734	724	*	*	*	*	*	39%	22%
Students without Disabilities	62	761	760	751	*	*	*	*	*	71%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

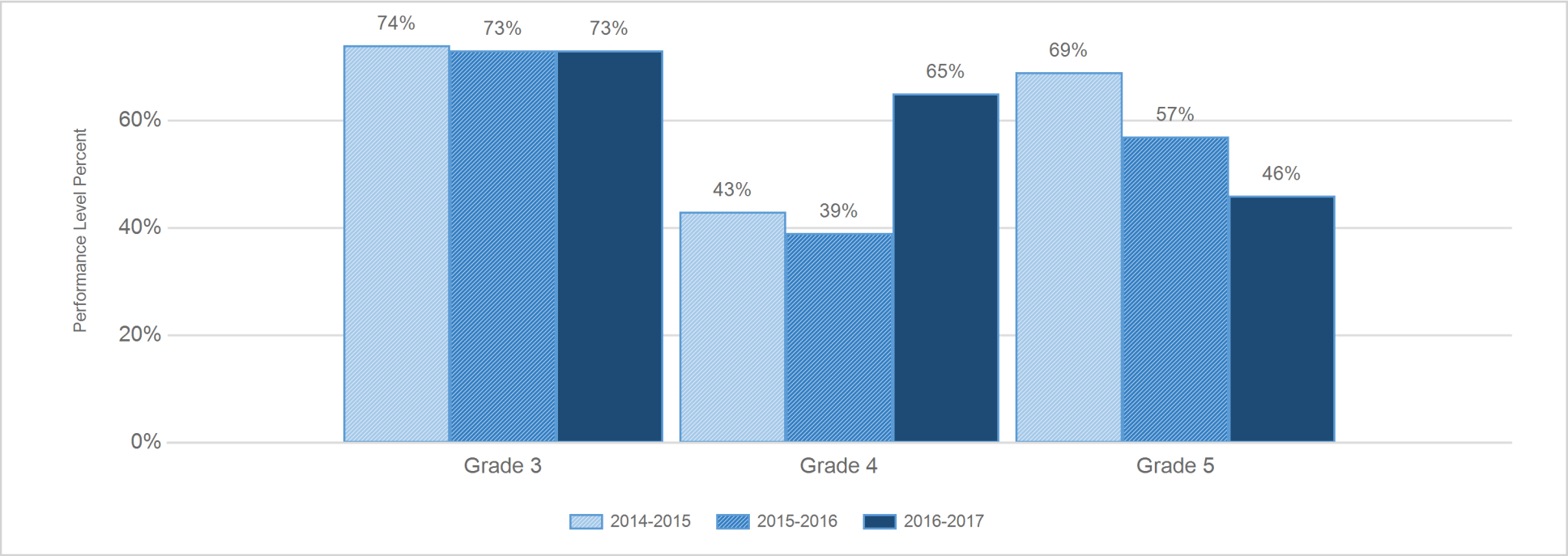
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	745	753	747	*	18%	32%	39%	*	46%	46%
White	53	747	755	754	*	*	30%	43%	*	49%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	10	755	766	774	0%	*	*	*	*	60%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	744	755	747	*	*	34%	38%	*	44%	47%
Male	42	747	752	746	*	*	31%	41%	*	48%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	12	728	735	725	*	*	*	*	*	33%	19%
Students without Disabilities	62	749	758	751	*	*	*	*	*	48%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Bret Harte Elementary School
2016-2017

Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

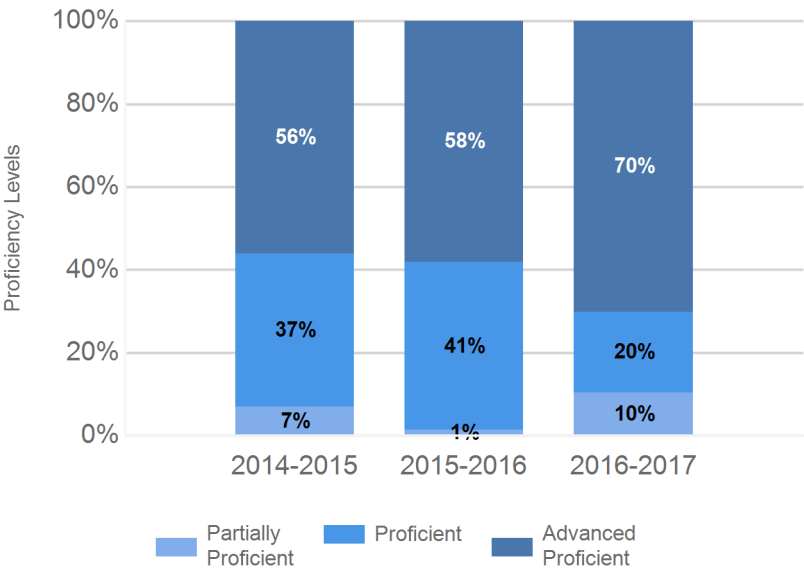
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	70%	20%	10%
White	74%	*	5%
Hispanic	N	N	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	43%	43%	14%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Bret Harte Elementary School
2016-2017

Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59	55	50	Met Target	38.5	48	50	Not Met
White	59.5	55	50	Met Target	43	49	52	Met Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	64.5	*	60	**	23.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	*	49	47	**	*	45	46	**
Students with Disabilities	36	46	41	Not Met	25.5	42.5	43	Not Met
English Learners	*	58	53	**	*	55	51	**

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



Bret Harte Elementary School
2016-2017

Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

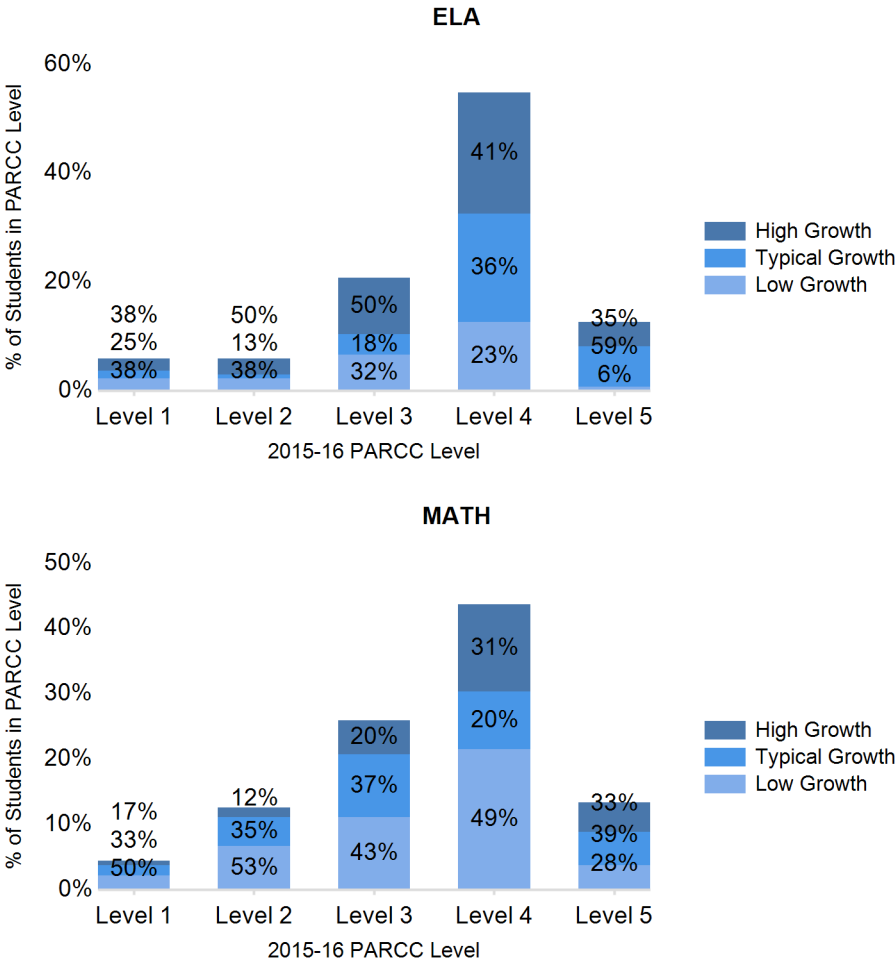
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

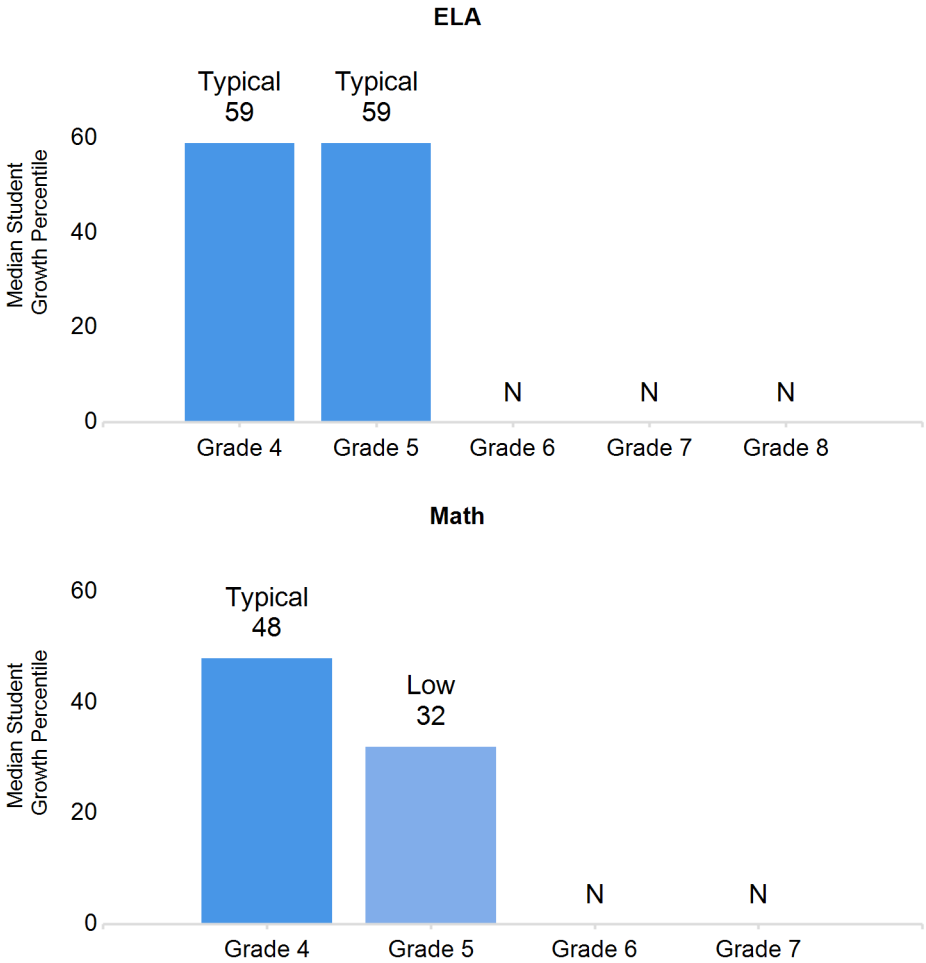
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

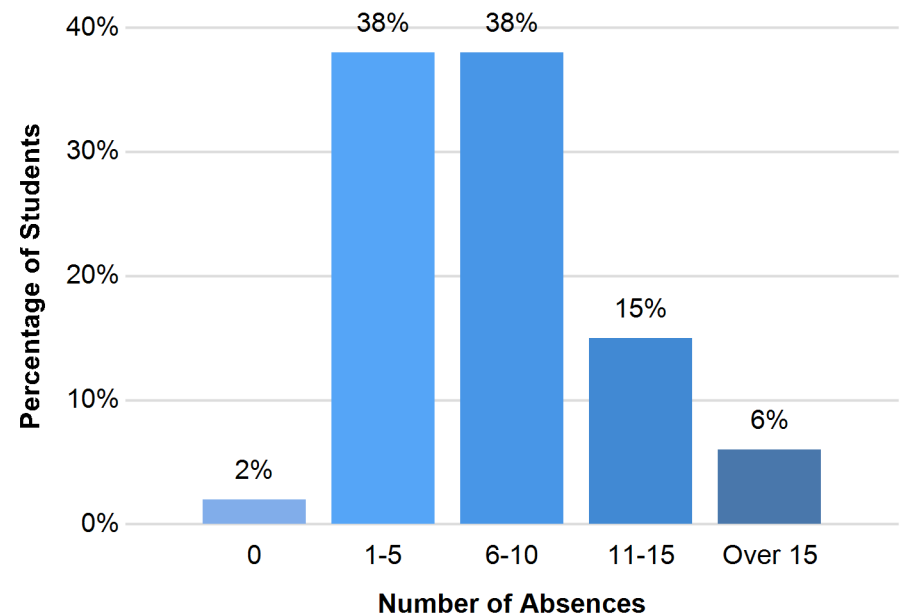
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.40	Met Target
White	1.70	8.40	Met Target
Hispanic	4.50	8.40	Met Target
Black or African American	10.30	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	5.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.40	Not Met
Students with Disabilities	6.30	8.40	Met Target
English Learners	N	**	**

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

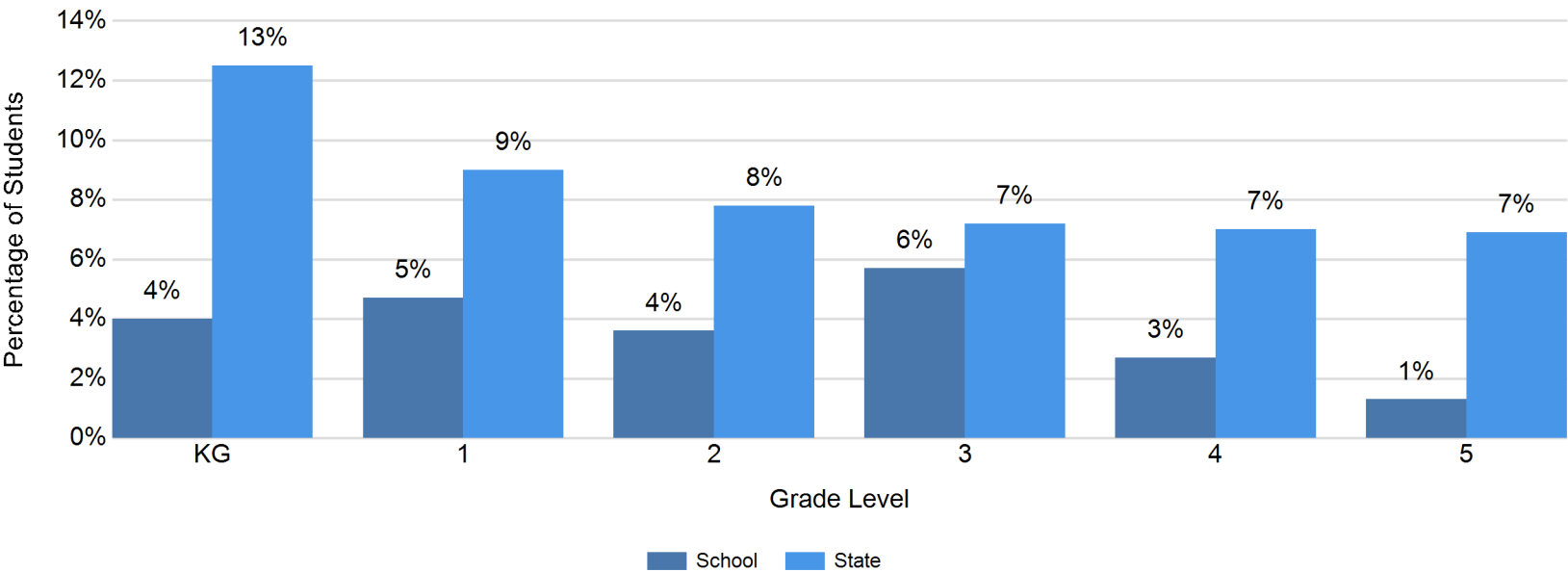
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Bret Harte Elementary School
2016-2017

Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	2.63

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.2%
Out-of-School Suspensions	2.4%
Any Suspension	2.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	9.6	11.8
Average years experience in district	9.5	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	17:1	13:1
Administrators	419:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	77.5	17.5%
Mathematics Proficiency	70.7	17.5%
English Language Arts Growth	67.7	25.0%
Mathematics Growth	11.7	25.0%
Chronic Absenteeism	70.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		56.3
Summative Rating: Percentile rank of Summative Score		60.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
 CAMDEN
 CHERRY HILL TWP
 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	56.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	64.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target†	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	52.8	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
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 1909 QUEEN ANNE DR
 CHERRY HILL, NJ 08003-2843

School General Info

Principal:	Dr. Burti	Email Address:	nburti@chclc.org
Address:	1909 QUEEN ANNE DR CHERRY HILL, NJ 08003-2843	Website:	https://harte.chclc.org/
Phone:	(856)795-0515		

School Narrative

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

 Highlights:	• 2017 New Jersey State School of Character • Our Harte SMART Framework guides all of our academic and social learning • Robust and challenging curricula supported by evidence-based instructional practices
 Mission, Vision, Theme:	At Bret Harte Elementary school, we pride ourselves on the extensive and cohesive social and emotional learning that exists in our school. We use our Harte SMART framework to guide our work and allow us to have a collective, comprehensive vision for the attributes we want all students to possess. We ask that students, parents, and staff: Strive for Excellence, be Mindful, demonstrate Acceptance, act Responsibly, and exhibit Teamwork.
 Awards, Recognition, Accomplishments:	2017 State school of Character



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

School Narrative

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

 Courses, Curriculum, Instruction:	Bret Harte Elementary School's personnel analyze data and implement student centric instructional practices to strengthen student performance, enhance performance outcomes, and target advanced proficiency in all students in all subject areas. Our school, grade level, and classroom goals focus on achievement outcomes for all learners. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
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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 your school directly.

 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	We have a wide variety of student support services that are available at Bret Harte Elementary School. These services include but are not limited to: school-based counseling, Intervention and Referral Services (I&RS), Child Study / Special Education Services, 504 Services, and Health and Wellness Services.
 Parent and Community Involvement:	At Bret Harte Elementary School, we have an extremely active and involved parent body. Our supportive PTA is involved in all facets of school life. They work closely with administration, faculty, and staff to provide a conducive, supportive learning environment.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Harte Elementary School was built in 1967. Renovations and additions took place in 1968 and 2000. Each day, the school personnel welcome approximately 400 students in kindergarten through fifth grade.



Bret Harte Elementary School
2016-2017
Grade Span KG-05

07-0800-068
CAMDEN
CHERRY HILL TWP
1909 QUEEN ANNE DR
CHERRY HILL, NJ 08003-2843

School Narrative

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

Other Information:	Bret Harte Elementary School has received grants directly aligned with research-based practices that support teaching and learning. The community is committed to applying for grants that provide exciting programs and instructional technology that inspire inquiry-based opportunities and support the achievement of all students.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	544	540	566
10	553	536	547
11	546	553	529
12	515	546	541
Ungraded	1	2	0
Total	2159	2177	2183

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	49%	50%
Male	49%	51%	50%
Economically Disadvantaged Students	13%	11%	12%
Students with Disabilities	13%	11%	10%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	62.2%
Asian	22.4%
Black or African American	6.2%
Hispanic	5.9%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	2183
Shared Time Students	0
Full Time Equivalent	2183

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	79.4%
Chinese	3.9%
Korean	2.6%
Vietnamese	1.9%
Spanish	1.8%
Other	9.7%



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
 CAMDEN
 CHERRY HILL TWP
 1750 KRESSON RD
 CHERRY HILL, NJ 08003-2598

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	958	90.7	71.30	67.80	54.90	68	51.3	Met Target
White	597	89.5	70.60	*	63.90	66.3	47.6	Met Target
Hispanic	54	93.7	59.20	47.40	39.80	58.1	44	Met Target
Black or African American	48	93.2	47.90	48.50	35.20	47.9	34.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	229	92.1	83.00	*	80.70	80	69.8	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	30	94.3	56.70	66.30	54.90	55.9	43	Met Target
Female	456	90.0	80.70	*	62.20	76.4		
Male	502	91.4	62.70	*	48.10	60.1		
Economically Disadvantaged Students	131	93.4	59.50	44.50	36.20	*	45.6	Met Target
Non-Economically Disadvantaged Students	827	90.3	73.10	73.90	65.80	*		
Students with Disabilities	114	93.0	29.80	*	20.50	29.1	20.9	Met Target
Students without Disabilities	844	90.4	76.90	*	61.90	73.1		
English Learners	49	98.2	75.50	50.80	25.20	75.5	N	N
Non-English Learners	909	90.3	71.10	69.10	57.40	67.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	564	770	761	749	4%	6%	15%	49%	27%	75%	52%
White	353	769	762	757	5%	6%	14%	52%	24%	75%	62%
Hispanic	39	763	745	733	*	*	26%	49%	*	64%	35%
Black or African American	25	749	*	730	*	*	*	44%	*	52%	30%
Asian, Native Hawaiian, or Pacific Islander	130	781	776	777	*	*	11%	42%	43%	85%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	17	758	*	746	*	*	*	*	*	59%	48%
Female	277	776	767	756	*	*	11%	50%	33%	82%	60%
Male	287	764	*	741	*	*	19%	48%	21%	69%	43%
Economically Disadvantaged Students	80	761	*	731	*	*	20%	53%	14%	66%	32%
Non-Economically Disadvantaged Students	484	771	*	758	*	*	14%	48%	29%	77%	62%
Students with Disabilities	72	736	*	714	*	26%	22%	35%	*	36%	13%
Students without Disabilities	492	775	767	754	*	3%	14%	51%	*	81%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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CHERRY HILL, NJ 08003-2598

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	459	763	750	743	9%	9%	17%	38%	27%	65%	46%
White	280	761	751	749	10%	9%	16%	40%	25%	64%	52%
Hispanic	20	745	724	728	*	*	*	*	*	45%	34%
Black or African American	30	733	*	725	*	*	*	*	*	37%	31%
Asian, Native Hawaiian, or Pacific Islander	113	780	769	774	*	*	12%	38%	41%	79%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	217	773	760	752	5%	9%	11%	42%	33%	75%	54%
Male	242	755	*	734	12%	10%	22%	35%	21%	56%	39%
Economically Disadvantaged Students	60	743	*	726	22%	*	*	30%	*	48%	32%
Non-Economically Disadvantaged Students	399	766	755	751	7%	*	*	39%	*	67%	54%
Students with Disabilities	46	718	*	704	26%	28%	24%	22%	0%	22%	12%
Students without Disabilities	413	768	756	749	7%	7%	16%	40%	30%	70%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

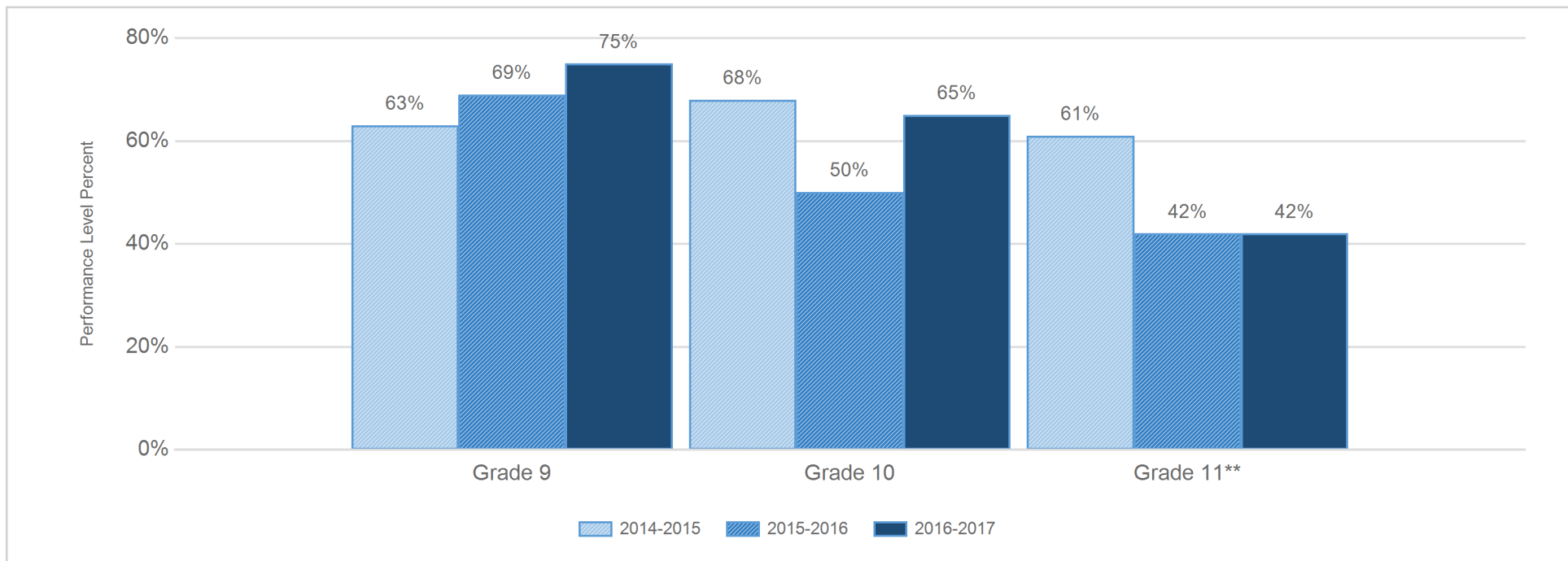
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	739	730	736	24%	19%	16%	27%	15%	42%	38%
White	130	730	726	738	28%	21%	18%	25%	9%	34%	40%
Hispanic	23	727	715	731	*	*	*	*	*	26%	34%
Black or African American	19	730	718	728	*	*	*	*	*	32%	30%
Asian, Native Hawaiian, or Pacific Islander	73	761	754	756	*	*	*	33%	29%	62%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	114	740	735	744	19%	20%	17%	32%	12%	44%	46%
Male	140	738	726	729	27%	18%	15%	23%	17%	40%	31%
Economically Disadvantaged Students	52	744	725	729	25%	*	*	27%	19%	46%	32%
Non-Economically Disadvantaged Students	202	737	732	740	23%	*	*	27%	14%	41%	42%
Students with Disabilities	50	718	713	709	38%	22%	*	22%	*	24%	12%
Students without Disabilities	204	744	735	741	20%	18%	*	28%	*	46%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCCELS exam and their performance may not be reflected in the results.



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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CHERRY HILL TWP
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CHERRY HILL, NJ 08003-2598

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	892	90.0	50.20	53.20	43.50	47.4	46.8	Met Target
White	564	88.9	49.40	55.30	52.40	46.1	41	Met Target
Hispanic	54	93.7	31.50	31.70	27.60	30.9	26.4	Met Target
Black or African American	45	88.1	33.30	26.60	21.70	31.6	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	199	92.2	62.90	70.30	75.60	60.6	74.3	Not Met
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	30	94.3	40.00	57.40	44.90	39.5	44	Met Target†
Female	431	89.7	48.70	52.90	44.10	45.8		
Male	461	90.4	51.70	53.50	42.90	49.1		
Economically Disadvantaged Students	117	89.6	40.20	30.40	25.10	*	46.6	Not Met
Non-Economically Disadvanatged Students	775	90.1	51.80	59.10	54.30	*		
Students with Disabilities	95	82.5	14.70	*	16.50	12.8	14.6	Met Target†
Students without Disabilities	797	91.0	54.40	*	48.80	52		
English Learners	44	98.0	56.80	48.20	23.30	56.8	N	N
Non-English Learners	848	89.6	49.90	53.50	45.20	46.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	729	752	743	13%	30%	39%	18%	0%	18%	42%
White	155	728	*	751	14%	31%	36%	19%	0%	19%	52%
Hispanic	27	734	729	728	*	*	52%	*	0%	19%	24%
Black or African American	22	718	731	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	37	737	771	774	*	*	54%	*	0%	22%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	122	729	752	744	11%	31%	41%	17%	0%	17%	43%
Male	128	729	*	741	15%	29%	38%	19%	0%	19%	40%
Economically Disadvantaged Students	51	728	*	727	*	29%	33%	20%	*	20%	23%
Non-Economically Disadvantaged Students	199	729	756	751	*	30%	41%	18%	*	18%	52%
Students with Disabilities	57	716	722	714	*	*	*	*	*	*	10%
Students without Disabilities	193	733	757	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	483	745	743	734	4%	13%	36%	44%	3%	46%	30%
White	316	745	743	740	*	12%	36%	46%	*	48%	38%
Hispanic	27	737	726	722	*	*	44%	*	0%	26%	14%
Black or African American	24	728	722	719	*	*	*	*	0%	21%	*
Asian, Native Hawaiian, or Pacific Islander	99	754	756	758	*	*	33%	49%	*	58%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	17	740	744	733	0%	*	*	*	0%	29%	32%
Female	236	745	743	735	*	12%	39%	43%	*	46%	31%
Male	247	745	743	733	*	14%	34%	44%	*	47%	30%
Economically Disadvantaged Students	66	738	730	721	*	17%	36%	38%	*	38%	13%
Non-Economically Disadvantaged Students	417	747	746	740	*	13%	37%	45%	*	48%	39%
Students with Disabilities	55	716	717	711	*	42%	24%	*	*	13%	*
Students without Disabilities	428	749	747	738	*	9%	38%	*	*	51%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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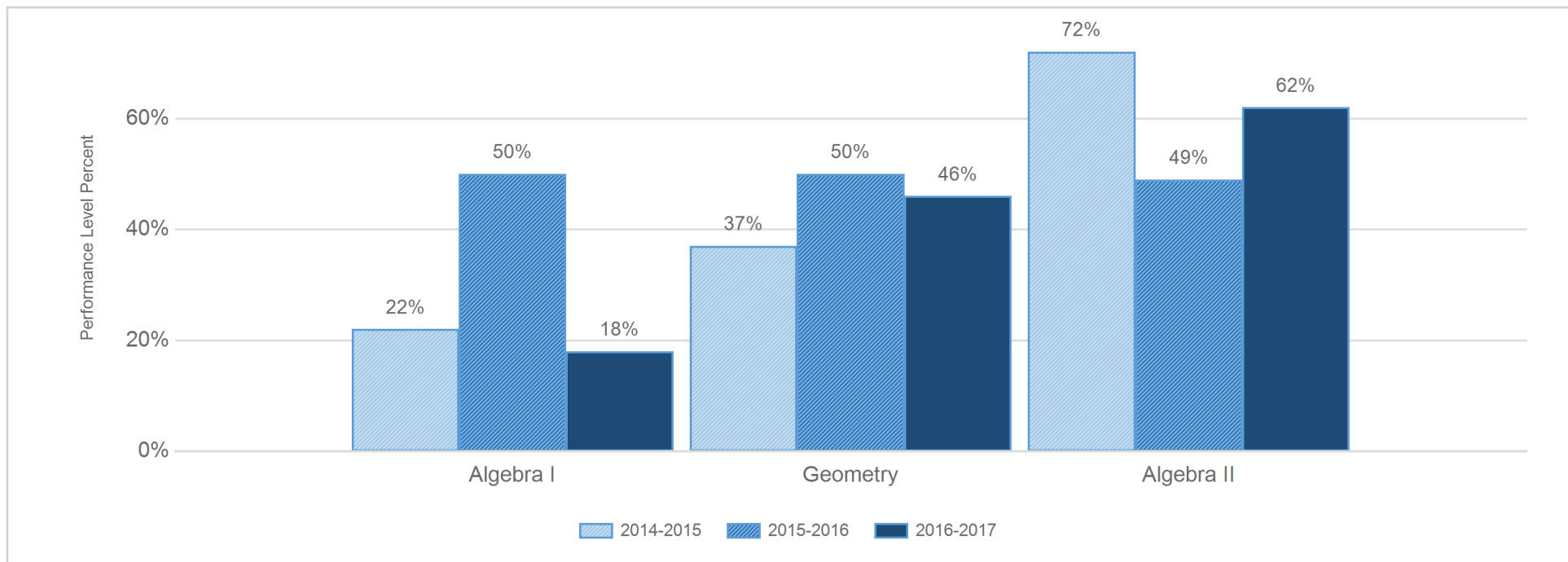
Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	354	755	742	725	12%	12%	14%	53%	9%	62%	28%
White	207	752	742	731	12%	13%	16%	52%	7%	59%	33%
Hispanic	18	726	714	710	*	*	*	*	0%	33%	14%
Black or African American	19	731	715	703	*	*	*	*	0%	47%	*
Asian, Native Hawaiian, or Pacific Islander	98	773	*	761	*	*	12%	58%	17%	76%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	169	748	*	725	*	*	*	53%	*	57%	27%
Male	185	761	747	725	*	*	*	52%	*	65%	29%
Economically Disadvantaged Students	42	736	717	708	31%	*	*	41%	*	43%	13%
Non-Economically Disadvantaged Students	312	757	*	733	10%	*	*	55%	*	64%	35%
Students with Disabilities	29	704	697	692	*	*	*	*	*	*	*
Students without Disabilities	325	759	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Cherry Hill High School East
2016-2017

Grade Span 09-12

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

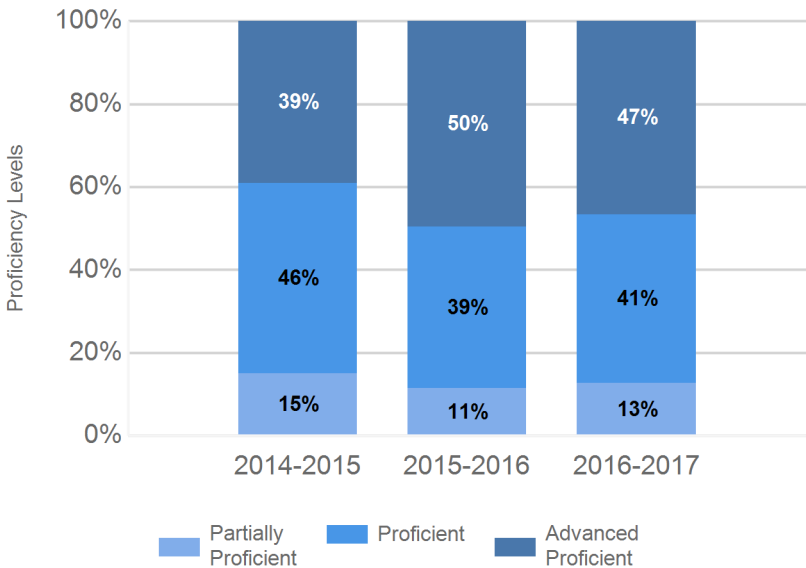
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	47%	41%	13%
White	47%	41%	13%
Hispanic	21%	59%	21%
Black or African American	10%	51%	39%
Asian, Native Hawaiian, or Pacific Islander	58%	35%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	55%	39%	6%
Economically Disadvantaged Students	33%	46%	21%
Students with Disabilities	15%	38%	47%
English Learners	N	20%	80%

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.5%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	30.1%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	536	481	Varies By Grade	87%	67%
PSAT - Math	543	483	Varies By Grade	71%	49%
SAT - Reading and Writing	601	551	480	91%	77%
SAT - Math	610	552	530	83%	58%
ACT - Reading	26	24	22	74%	65%
ACT - English	25	24	18	88%	79%
ACT - Math	25	24	22	75%	65%
ACT - Science	25	23	23	68%	54%



Cherry Hill High School East
2016-2017

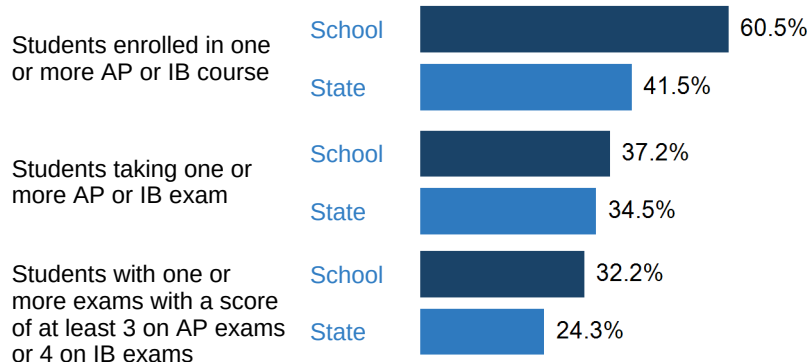
Grade Span 09-12

07-0800-030
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

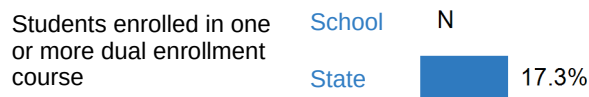
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	41	33
AP Calculus BC	92	87
AP Chemistry	87	80
AP Computer Science A	28	20
AP English Language and Composition	94	90
AP English Literature and Composition	85	40
AP European History	13	8
AP French Language and Culture	50	17
AP German Language and Culture	8	3
AP Latin (Virgil Catullus and Horace)	19	0
AP Macroeconomics	91	35
AP Microeconomics	90	59
AP Music Theory	11	5
AP Physics 1	70	59
AP Physics C	30	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	24
AP Psychology	107	84
AP Spanish Language	69	31
AP Statistics	64	51



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	22	3
AP U.S. Government and Politics	54	37
AP U.S. History	191	47
AP World History	71	21
Total Exams Taken		845
Exams with scores of at least 3 on AP exams or 4 on IB exams		722



Cherry Hill High School East
2016-2017

Grade Span 09-12

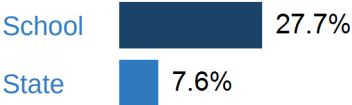
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



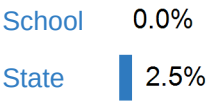
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	256	284	43	0	0	0	0
10	13	250	265	56	0	0	13
11	8	21	231	232	40	2	34
12	3	11	13	94	225	62	171
Schoolwide	280	566	553	382	265	64	218
Enrolled in AP/IB Course					92	64	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	564	0	0	0	0	41
10	303	382	0	2	2	25
11	166	274	0	70	58	89
12	80	21	0	53	189	134
Schoolwide	1113	677	0	125	249	289
Enrolled in AP/IB Course	41	87		0	100	0



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	575	0	0	0	0	11
10	6	497	0	0	0	22
11	10	450	9	44	4	50
12	63	51	82	185	25	107
Schoolwide	654	998	91	229	29	190
Enrolled in AP/IB Course	71	191	91	107	0	63

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	372	115	0	48	20	0	0
10	344	107	0	52	34	0	0
11	266	81	0	47	27	0	0
12	123	39	0	29	15	0	0
Schoolwide	1105	342	0	176	96	0	0
Enrolled in AP/IB Course	69	50	0	19	8	0	0
Enrolled in Level 3 or Higher	516	145	0	39	21	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Cherry Hill High School East
2016-2017
Grade Span 09-12

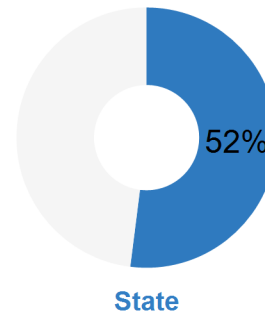
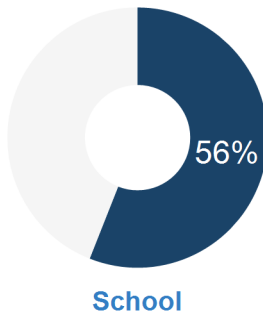
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Visual and Performing Arts – Course Participation

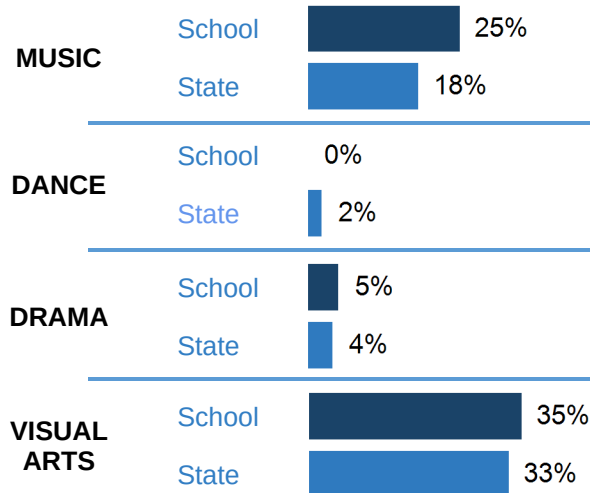
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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CHERRY HILL, NJ 08003-2598

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.9%	90.5%	98.9%	91.8%	98.0%	N	Met Goal	96.6%	N	Met Goal
White	94.5%	94.5%	*	95.1%	98.1%	N	Met Goal	98.1%	N	Met Goal
Hispanic	96.7%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	*	93.1%	Not Met
Black or African American	95.7%	83.4%	100.0%	85.3%	*	N	Met Goal	91.9%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	95.1%	96.6%	100.0%	97.5%	99.0%	N	Met Goal	97.2%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100.0%	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	93.9%	83.9%	100.0%	85.6%	98.3%	N	Met Goal	96.8%	N	Met Goal
Students with Disabilities	83.6%	78.8%	97.1%	82.1%	94.2%	88.4%	Met Target	92.5%	92.8%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	94.9%	-
2016	98.0%	98.9%
2015	95.7%	96.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.3%	1.1%
2015-2016	0%	1.1%
2014-2015	0.2%	1.1%



Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	85.2%	14.4%	85.7%
White	86%	12.6%	87.4%
Hispanic	*	*	*
Black or African American	74.4%	28.1%	71.9%
Asian, Native Hawaiian, or Pacific Islander	89.6%	11.7%	88.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	78.7%	27%	73%
Students with Disabilities	69.4%	50%	50%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	89.8%	17.7%	82.3%	71.1%	28.9%	48.7%	51.3%
White	90.7%	17.1%	82.9%	72.4%	27.6%	46.3%	53.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	84.6%	21.2%	78.8%	72.7%	27.3%	54.6%	45.5%
Asian, Native Hawaiian, or Pacific Islander	90.2%	16.3%	83.7%	66.3%	33.7%	51.1%	48.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	84.6%	29.6%	70.5%	70.5%	29.6%	63.6%	36.4%
Students with Disabilities	81%	40.4%	59.6%	76.6%	23.4%	61.7%	38.3%
English Learners	N	N	N	N	N	N	N



Cherry Hill High School East

2016-2017

Grade Span 09-12

07-0800-030

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1750 KRESSON RD

CHERRY HILL, NJ 08003-2598

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

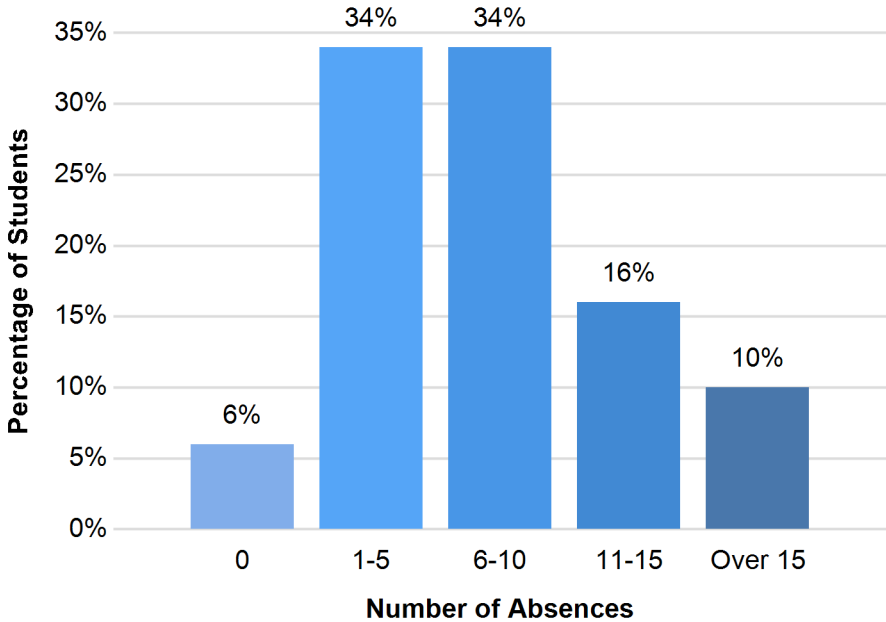
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	14.30	Met Target
White	6.90	14.30	Met Target
Hispanic	4.50	14.30	Met Target
Black or African American	12.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.00	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.20	14.30	Met Target
Economically Disadvantaged Students	8.20	14.30	Met Target
Students with Disabilities	15.40	14.30	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



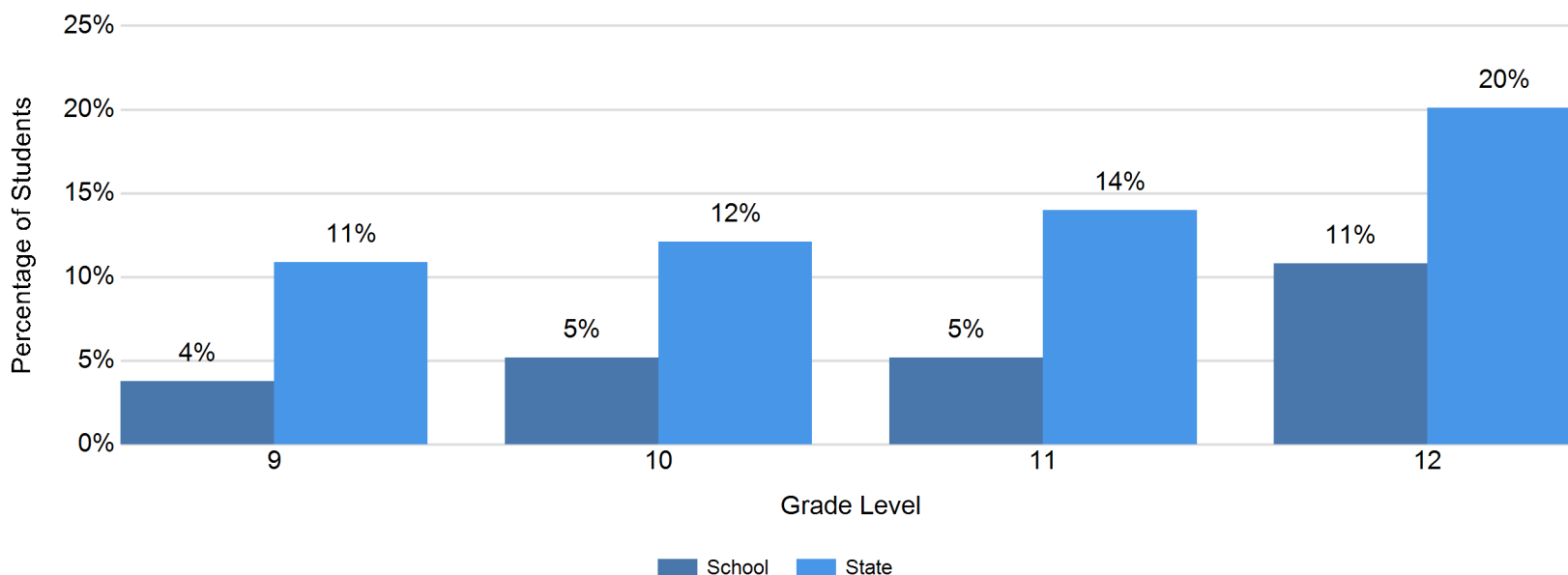


Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
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CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Cherry Hill High School East
2016-2017

Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	4
Weapons	0
Substances	29
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	2.11

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.1%
Any Suspension	3.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	135	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	13:1
Administrators	364:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Cherry Hill High School East

2016-2017

Grade Span 09-12

07-0800-030

CAMDEN

CHERRY HILL TWP

1750 KRESSON RD

CHERRY HILL, NJ 08003-2598

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

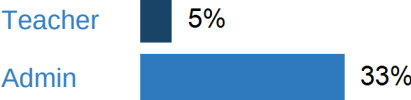
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.4	17.5%
Mathematics Proficiency	84.5	17.5%
Graduation - 4-Year	87.9	25.0%
Graduation - 5-Year	65.0	25.0%
Chronic Absenteeism	78.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		80.3
Summative Rating: Percentile rank of Summative Score		89.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Cherry Hill High School East

2016-2017

Grade Span 09-12

07-0800-030

CAMDEN

CHERRY HILL TWP

1750 KRESSON RD

CHERRY HILL, NJ 08003-2598

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	80.3	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	78.4	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	76.1	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Black or African American	76.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	54.7	6.2	No	Met Goal	Not Met	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Economically Disadvantaged Students	93.6	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Students with Disabilities	83.6	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
 CAMDEN
 CHERRY HILL TWP
 1750 KRESSON RD
 CHERRY HILL, NJ 08003-2598

School General Info

Principal:	Dr. Perry	Email Address:	dperry@chclc.org
Address:	1750 KRESSON RD CHERRY HILL, NJ 08003-2598	Website:	https://east.chclc.org
Phone:	(856)424-2222	Twitter:	https://twitter.com/cheactivities

School Narrative

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

 Highlights:	• 94% of graduates go to 1, 2, and 4-year colleges and other institutions. • The Robotics Team is nationally recognized. • Many clubs, activities, and athletics are available for students after the academic day.
 Mission, Vision, Theme:	Cherry Hill East is guided by the commitments the community makes to academic excellence, personal integrity, and positive citizenship. The East community has articulated the following five commitments to promote and recognize in all students and staff members: A Welcoming Environment, Academic Excellence, Full Engagement, Grit/Resilience, and Community Partnerships.
 Awards, Recognition, Accomplishments:	Many students, groups and staff have been recently recognized. The following are highlights: 21 National Merit Scholarship Finalists in two years, State Championship Swim Team, the Acapella group placed first in the Mid-Atlantic Region, the Robotics team won 7 of 9 state championships, Robotics' Advisor named REC Teacher of the Year, Theater Company awarded the prestigious Courage in Theater Award and the newspaper was named Most Outstanding Newspaper in the Nation.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
 CAMDEN
 CHERRY HILL TWP
 1750 KRESSON RD
 CHERRY HILL, NJ 08003-2598

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 Courses, Curriculum, Instruction:	There are more than 22 AP, and 190 honors, accelerated, and standard courses spanning a broad spectrum of academic, aesthetic and elective disciplines. East offers many performance arts courses including a class to study miming. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) East has a rich history of success in several programs including Tennis and swimming, winning several state titles in each sport while featuring 26 varsity sports. Most recently track, girl's cross country, and girl's volleyball have excelled. East pride is demonstrated via active student fan sections for football and basketball. Upgraded facilities include a new artificial turf field, and a state of the art sound system in the main gym.
 Clubs and Activities:	More than 1500 students participate in 110 programs in drama, student government, publications, music, and academic, community service, and ethnic culture clubs. Many clubs earn awards at various competitions. Clubs support various causes. East partners with the FOP to offer a holiday party for less fortunate children. 44 DECA students competed nationally. SGA blood drive was a huge success. East is a Habitat for Humanity charter school.
 Before and After School Programs:	The Cum Laude Society and various Honor Societies provide tutoring to students after school. Students who need to make up course work have access to an online provider and in-building support to help them.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
 CAMDEN
 CHERRY HILL TWP
 1750 KRESSON RD
 CHERRY HILL, NJ 08003-2598

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 Staff and Professional Learning:	Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Working in PLC's teachers examine achievement data to inform instructional decisions.
 Postsecondary Information:	94% of seniors are college bound each year; Guidance Dept. hosts an annual college night to discuss the process of applying and financial aid; Summer SAT/ACT workshops are offered; PSAT's are offered during the school day in October each year. 2017 matriculation sampling: Boston U., Drexel, Fordham, Harvard, Johns Hopkins, NJIT, Rutgers, TCNJ, and Univ. of Pennsylvania.
 Student Supports and Services:	A full time ELL teacher supports our English language learners. Inclusion teachers are present in courses to provide assistance to students. Concepts courses offer small class sizes and focused instruction to the students needing the most support. Teachers provide extra help before, during and after school. There are various student honor societies that offer peer tutoring as well.
 Student Health and Wellness:	Students receive a semester of Health education each year – topics/curriculum include suicide prevention and bullying prevention, healthy living, cyber bullying, driver education, and making good choices. In PE learn lifetime fitness technique. Breakfast program offered for all students on Free and Reduced Lunch. The school recognizes Respect Week, Red Ribbon/Violence Prevention Week. The nurse's office provides yearly screenings and referrals and athletic participation.
 Parent and Community Involvement:	There is an active PTA, and a district SEPTA (Special Education PTA) - these groups meet with the school administration and hold meetings to inform parents about school event and to engage in dialog. Parents have access to a parent portal containing information about grades and assignments for their children. Teachers provide updates on a frequent basis. Community partnerships with the Cherry Hill African American and Hispanic Civic Associations.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

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A blue icon of a school building with a flag on top. Facilities:	Cherry Hill East opened in 1967 and houses approximately 2200 students in grades nine through twelve. There is an active library with a computer lab and several other computer labs throughout the building. The main gymnasium has a new sound system and the field recently received turf and a new track surface. New water bottle filling stations have been recently installed throughout the building to reduce plastic bottle waste.



Cherry Hill High School East
2016-2017
Grade Span 09-12

07-0800-030
CAMDEN
CHERRY HILL TWP
1750 KRESSON RD
CHERRY HILL, NJ 08003-2598

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Other Information:	The school day is structured in a morning and afternoon rotation where classes will meet 4 days out of a 6-day cycle. There are six 57 minute periods during Days 1 through 4, and four 87 minute periods on Days 5 and 6. Many Chromebooks have been purchased by the school for use within various academic departments in many classes. Students are able to utilize computer labs, as well as their own devices in classes as appropriate. Teachers use Google Classroom as a resource for their classes with students. The online grading program allows teachers to include messages to parents about student progress. School information is communicated to the community through a variety of mechanisms to provide notice of what is happening in the school. Cherry Hill High School East thrives in an atmosphere of collegiality, acceptance, and harmony amongst students, educators, parents, and the community. We successfully coexist to create a dynamic and diverse educational community who learn with and from each other. We are excited about the many initiatives that contribute to the development of the whole child.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	329	307	298
10	376	328	314
11	370	373	339
12	318	343	352
Ungraded	10	29	41
Total	1403	1380	1344

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	30%	28%	26%
Students with Disabilities	19%	19%	19%
English Learners	1%	0%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	58.1%
Hispanic	16.4%
Black or African American	12.6%
Asian	10.3%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	2.2%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	1344
Shared Time Students	0
Full Time Equivalent	1344

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	81.3%
Spanish	6.7%
Vietnamese	2.4%
Arabic	1.3%
Tagalog	1.1%
Other	7.1%



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	511	85.6	39.30	67.80	54.90	35.5	32.6	Met Target
White	293	83.0	42.30	*	63.90	37.1	33	Met Target
Hispanic	90	89.0	31.10	47.40	39.80	29.2	30.1	Met Target†
Black or African American	63	89.4	25.40	48.50	35.20	24.3	26	Met Target†
Asian, Native Hawaiian, or Pacific Islander	55	91.0	50.90	*	80.70	48.3	40	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	10	78.6	50.00	66.30	54.90	40.4	**	**
Female	249	85.9	49.00	*	62.20	44.6		
Male	262	85.3	30.20	*	48.10	27		
Economically Disadvantaged Students	167	90.8	30.50	44.50	36.20	*	22.7	Met Target
Non-Economically Disadvantaged Students	344	83.2	43.60	73.90	65.80	*		
Students with Disabilities	116	86.5	11.20	*	20.50	10.2	15	Not Met
Students without Disabilities	395	85.4	47.60	*	61.90	42.9		
English Learners	41	94.6	31.70	50.80	25.20	31.1	N	N
Non-English Learners	470	84.8	40.00	69.10	57.40	35.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	302	745	761	749	12%	12%	31%	38%	8%	46%	52%
White	167	749	762	757	7%	12%	29%	42%	10%	52%	62%
Hispanic	59	734	745	733	25%	*	29%	32%	*	37%	35%
Black or African American	41	736	*	730	*	*	42%	24%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	29	753	776	777	*	*	*	48%	*	59%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	149	752	767	756	*	*	28%	44%	*	54%	60%
Male	153	737	*	741	*	*	33%	32%	*	38%	43%
Economically Disadvantaged Students	100	732	*	731	19%	*	33%	32%	*	33%	32%
Non-Economically Disadvantaged Students	202	751	*	758	8%	*	29%	41%	*	53%	62%
Students with Disabilities	58	714	*	714	*	*	*	*	*	*	13%
Students without Disabilities	244	752	767	754	*	*	*	*	*	*	58%
English Learners	10	669	*	690	*	*	*	*	*	*	*
Non-English Learners	292	747	762	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
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CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	726	750	743	26%	23%	24%	24%	4%	28%	46%
White	140	730	751	749	*	22%	27%	25%	*	30%	52%
Hispanic	46	715	724	728	39%	*	26%	*	*	17%	34%
Black or African American	33	720	*	725	33%	33%	*	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	29	729	769	774	*	*	*	38%	0%	38%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	121	736	760	752	*	22%	23%	*	*	37%	54%
Male	132	717	*	734	*	23%	25%	*	*	19%	39%
Economically Disadvantaged Students	78	716	*	726	*	22%	22%	*	*	22%	32%
Non-Economically Disadvantaged Students	175	731	755	751	*	23%	25%	*	*	30%	54%
Students with Disabilities	54	708	*	704	*	*	*	*	*	*	12%
Students without Disabilities	199	731	756	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	716	730	736	31%	28%	26%	*	*	15%	38%
White	82	721	726	738	24%	33%	27%	*	*	16%	40%
Hispanic	34	707	715	731	47%	*	*	*	0%	12%	34%
Black or African American	24	708	718	728	42%	*	*	*	0%	13%	30%
Asian, Native Hawaiian, or Pacific Islander	17	722	754	756	*	*	*	*	0%	24%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	63	727	735	744	19%	27%	35%	*	*	19%	46%
Male	98	709	726	729	39%	29%	20%	*	*	12%	31%
Economically Disadvantaged Students	56	707	725	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	105	721	732	740	*	*	*	*	*	*	42%
Students with Disabilities	52	708	713	709	*	*	*	*	*	*	12%
Students without Disabilities	109	720	735	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

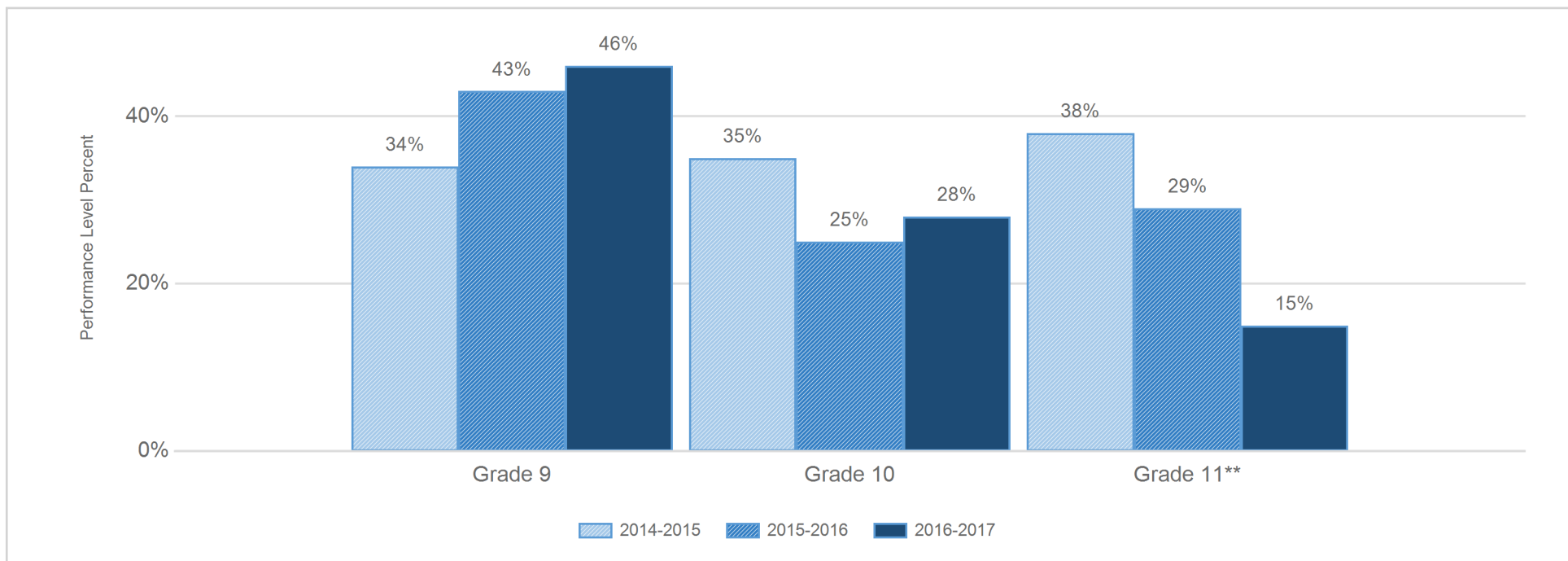


Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
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CHERRY HILL TWP
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CHERRY HILL, NJ 08034-2099

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELSA exam and their performance may not be reflected in the results.



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	475	85.9	14.70	53.20	43.50	13.3	20.1	Not Met
White	271	82.8	17.30	55.30	52.40	15.1	19.8	Not Met
Hispanic	86	89.4	*	31.70	27.60	*	17.7	Not Met
Black or African American	56	89.7	*	26.60	21.70	*	15.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	90.9	22.20	70.30	75.60	21.1	28.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	232	85.7	12.90	52.90	44.10	11.7		
Male	243	86.0	16.50	53.50	42.90	14.7		
Economically Disadvantaged Students	155	91.2	*	30.40	25.10	*	17.4	Not Met
Non-Economically Disadvantaged Students	320	83.4	*	59.10	54.30	*		
Students with Disabilities	97	85.5	*	*	16.50	*	9.1	Met Target†
Students without Disabilities	378	85.9	*	*	48.80	*		
English Learners	41	94.6	12.20	48.20	23.30	12	N	N
Non-English Learners	434	85.0	15.00	53.50	45.20	13.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	719	752	743	22%	37%	30%	11%	0%	11%	42%
White	102	724	*	751	18%	31%	37%	14%	0%	14%	52%
Hispanic	56	710	729	728	*	*	*	*	*	*	24%
Black or African American	37	716	731	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	19	727	771	774	*	*	*	*	0%	21%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	91	718	752	744	*	*	*	*	*	*	43%
Male	125	720	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	84	713	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	132	723	756	751	*	*	*	*	*	*	52%
Students with Disabilities	57	708	722	714	*	*	*	*	*	*	10%
Students without Disabilities	159	723	757	747	*	*	*	*	*	*	47%
English Learners	16	690	717	708	*	*	*	*	*	*	*
Non-English Learners	200	722	753	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	725	743	734	12%	34%	45%	10%	0%	10%	30%
White	126	729	743	740	8%	31%	48%	14%	0%	14%	38%
Hispanic	44	718	726	722	*	*	*	*	*	*	14%
Black or African American	24	716	722	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	22	727	756	758	0%	55%	*	*	0%	18%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	110	727	743	735	*	*	*	*	*	*	31%
Male	111	723	743	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	74	720	730	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	147	727	746	740	*	*	*	*	*	*	39%
Students with Disabilities	45	713	717	711	*	*	*	*	*	*	*
Students without Disabilities	176	728	747	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
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CHERRY HILL, NJ 08034-2099

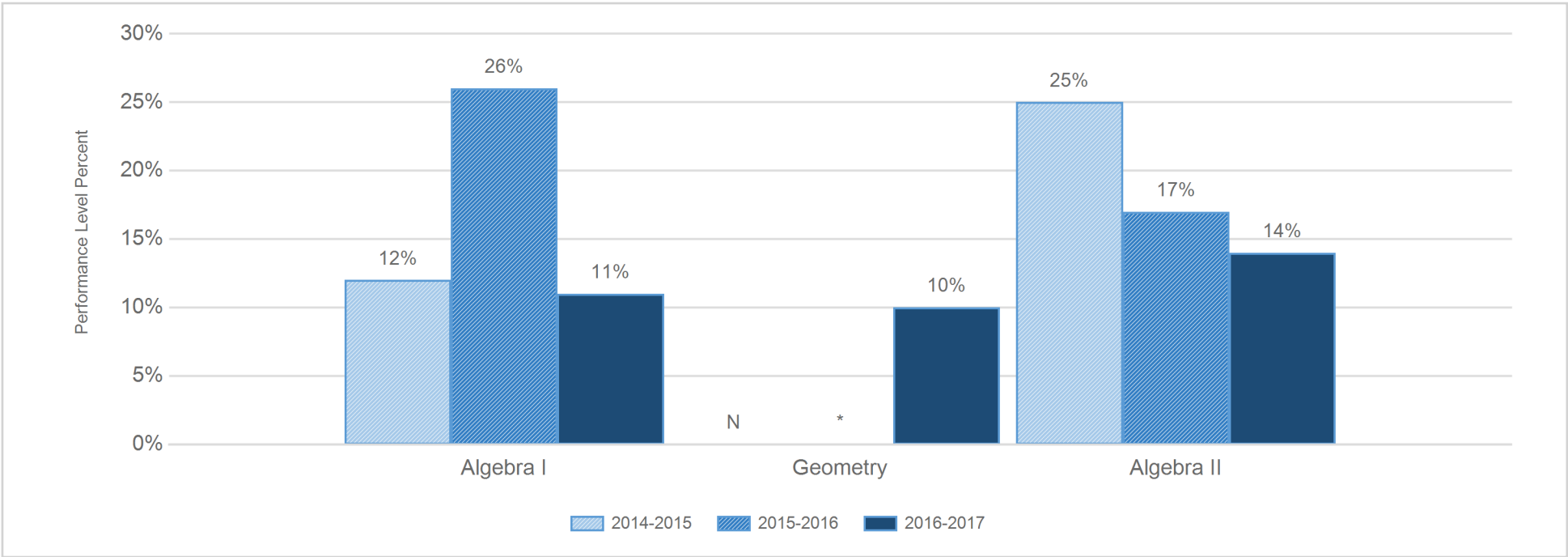
Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	716	742	725	34%	27%	25%	14%	0%	14%	28%
White	99	721	742	731	27%	27%	28%	17%	0%	17%	33%
Hispanic	29	707	714	710	48%	*	*	*	0%	10%	14%
Black or African American	29	705	715	703	48%	*	*	*	0%	10%	*
Asian, Native Hawaiian, or Pacific Islander	26	719	*	761	*	*	*	*	0%	12%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	95	714	*	725	33%	28%	27%	12%	0%	12%	27%
Male	92	718	747	725	35%	26%	23%	16%	0%	16%	29%
Economically Disadvantaged Students	53	702	717	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	134	722	*	733	*	*	*	*	*	*	35%
Students with Disabilities	33	691	697	692	*	*	*	*	*	*	*
Students without Disabilities	154	721	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	10	11

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

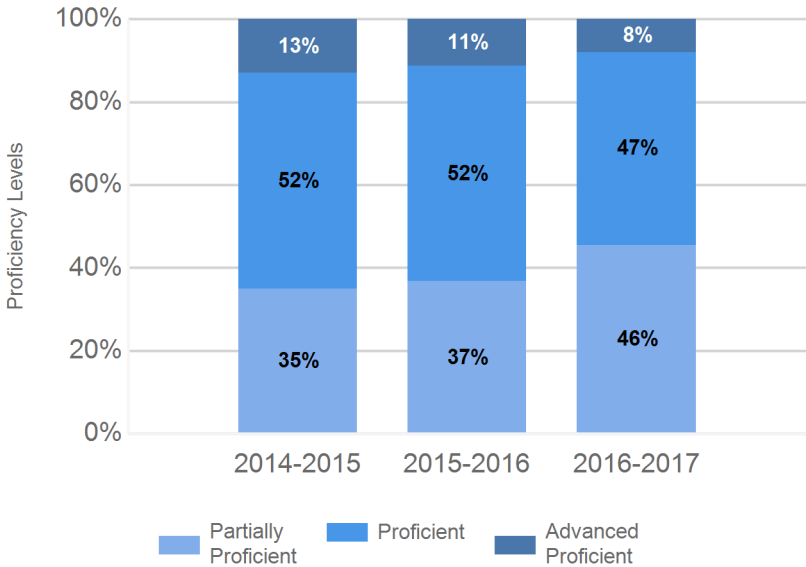
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	47%	46%
White	11%	51%	38%
Hispanic	4%	33%	64%
Black or African American	1%	41%	58%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	3%	37%	59%
Students with Disabilities	1%	20%	79%
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.2%	89.4%
Percentage of students taking the SAT	92.6%	70.0%
Percentage of students taking the ACT	15.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	472	481	Varies By Grade	69%	67%
PSAT - Math	474	483	Varies By Grade	45%	49%
SAT - Reading and Writing	553	551	480	81%	77%
SAT - Math	556	552	530	65%	58%
ACT - Reading	25	24	22	67%	65%
ACT - English	23	24	18	76%	79%
ACT - Math	23	24	22	55%	65%
ACT - Science	23	23	23	47%	54%



Cherry Hill High School West

2016-2017

Grade Span 09-12

07-0800-040

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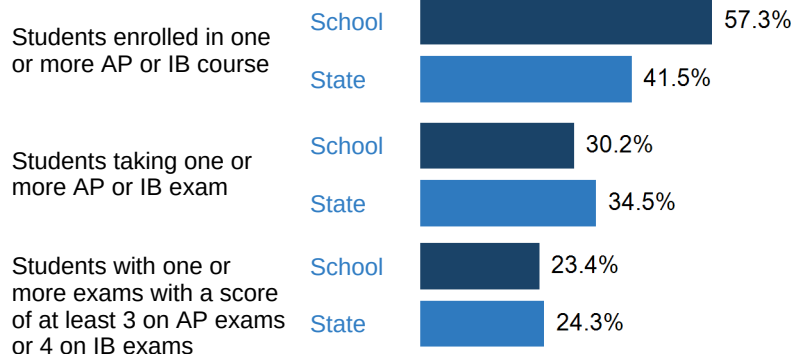
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

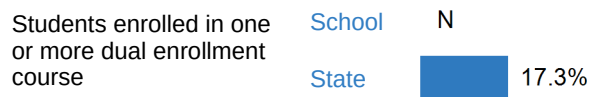
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	25
AP Calculus AB	0	10
AP Calculus BC	36	31
AP Chemistry	11	8
AP Computer Science A	60	10
AP English Language and Composition	85	62
AP English Literature and Composition	65	50
AP French Language and Culture	21	5
AP Italian Language and Culture	6	4
AP Latin (Virgil Catullus and Horace)	3	0
AP Macroeconomics	17	14
AP Microeconomics	17	0
AP Music Theory	8	5
AP Physics 1	36	29
AP Physics C	9	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	8
AP Psychology	150	68
AP Spanish Language	27	27
AP Spanish Literature	5	1



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

AP/IB Course	Students Enrolled	Students Tested
AP Statistics	58	36
AP Studio Art—Two-Dimensional	5	0
AP U.S. Government and Politics	17	13
AP U.S. History	112	52
Total Exams Taken		459
Exams with scores of at least 3 on AP exams or 4 on IB exams		326



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-2099

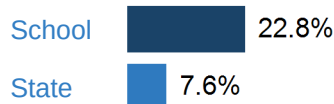
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

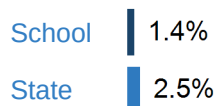
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	202	85	15	0	0	0	4
10	33	177	130	19	0	0	12
11	11	31	186	114	20	6	40
12	4	7	26	68	84	52	140
Schoolwide	250	300	357	201	104	58	196
Enrolled in AP/IB Course					36	58	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	291	1	0	1	0	33
10	214	135	0	5	6	41
11	73	132	0	81	60	57
12	30	8	0	42	98	70
Schoolwide	608	276	0	129	164	201
Enrolled in AP/IB Course	27	11		0	45	0



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	310	2	0	0	0	14
10	15	315	0	3	0	17
11	11	347	1	35	0	9
12	1	50	16	167	8	42
Schoolwide	337	714	17	205	8	82
Enrolled in AP/IB Course	0	112	17	150	0	17

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	177	49	17	33	0	0	0
10	205	44	17	18	0	0	0
11	147	40	18	17	0	0	0
12	60	34	7	11	0	0	0
Schoolwide	589	167	59	79	0	0	0
Enrolled in AP/IB Course	31	21	6	3	0	0	0
Enrolled in Level 3 or Higher	180	57	10	17	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Cherry Hill High School West
2016-2017
Grade Span 09-12

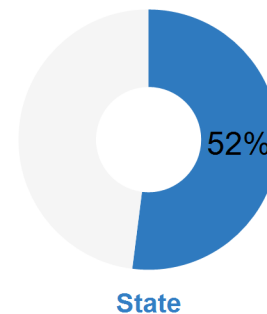
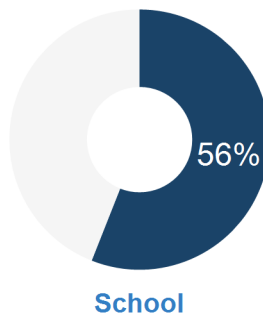
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Visual and Performing Arts – Course Participation

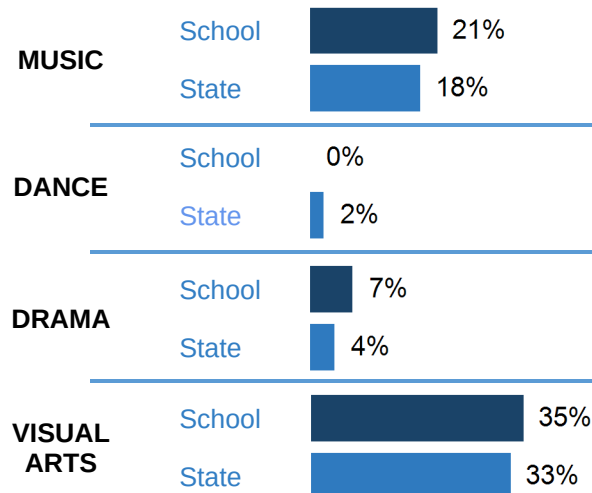
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	91.0%	90.5%	89.3%	91.8%	88.4%	92.2%	Not Met	92.9%	93.2%	Not Met
White	92.5%	94.5%	89.4%	95.1%	88.7%	94.3%	Not Met	94.8%	95.0%	Not Met
Hispanic	88.5%	84.3%	*	86.3%	*	83.9%	Not Met	*	90.5%	Not Met
Black or African American	*	83.4%	90.5%	85.3%	90.5%	89.8%	Met Target	92.1%	88.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	94.7%	96.6%	92.5%	97.5%	92.5%	90.6%	Met Target	92.3%	92.8%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	89.8%	83.9%	83.7%	85.6%	82.1%	84.7%	Not Met	85.3%	90.0%	Not Met
Students with Disabilities	78.1%	78.8%	82.9%	82.1%	79.8%	79.5%	Met Target	82.7%	91.6%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

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

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	91.0%	-
2016	88.4%	89.3%
2015	92.0%	92.9%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.5%	1.1%
2015-2016	1%	1.1%
2014-2015	0.7%	1.1%



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	76.1%	39.6%	60.5%
White	78.3%	34.1%	65.9%
Hispanic	65.2%	66.7%	33.3%
Black or African American	69.8%	43.3%	56.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	69.5%	56.1%	43.9%
Students with Disabilities	58.6%	76.5%	23.5%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	77.5%	41.8%	58.2%	84.3%	15.7%	67.9%	32.1%
White	77.8%	38.9%	61.1%	82.9%	17.1%	63.4%	36.6%
Hispanic	65.9%	58.6%	41.4%	89.7%	10.3%	79.3%	20.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.2%	35.3%	64.7%	82.4%	14.7%	73.5%	26.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	72.8%	47.8%	52.2%	83.6%	16.4%	80.6%	19.4%
Students with Disabilities	53.5%	80.7%	19.4%	96.8%	3.2%	93.6%	6.5%
English Learners	*	*	*	*	*	*	*



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

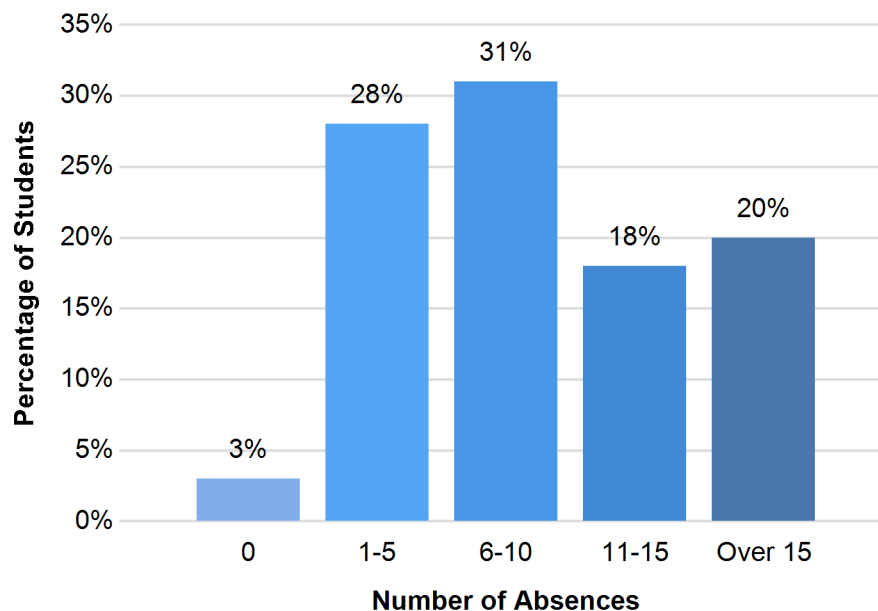
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.30	14.30	Not Met
White	16.80	14.30	Not Met
Hispanic	13.80	14.30	Met Target
Black or African American	12.90	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	12.10	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	18.80	14.30	Not Met
Economically Disadvantaged Students	19.90	14.30	Not Met
Students with Disabilities	13.70	14.30	Met Target
English Learners	18.50	14.30	Not Met

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



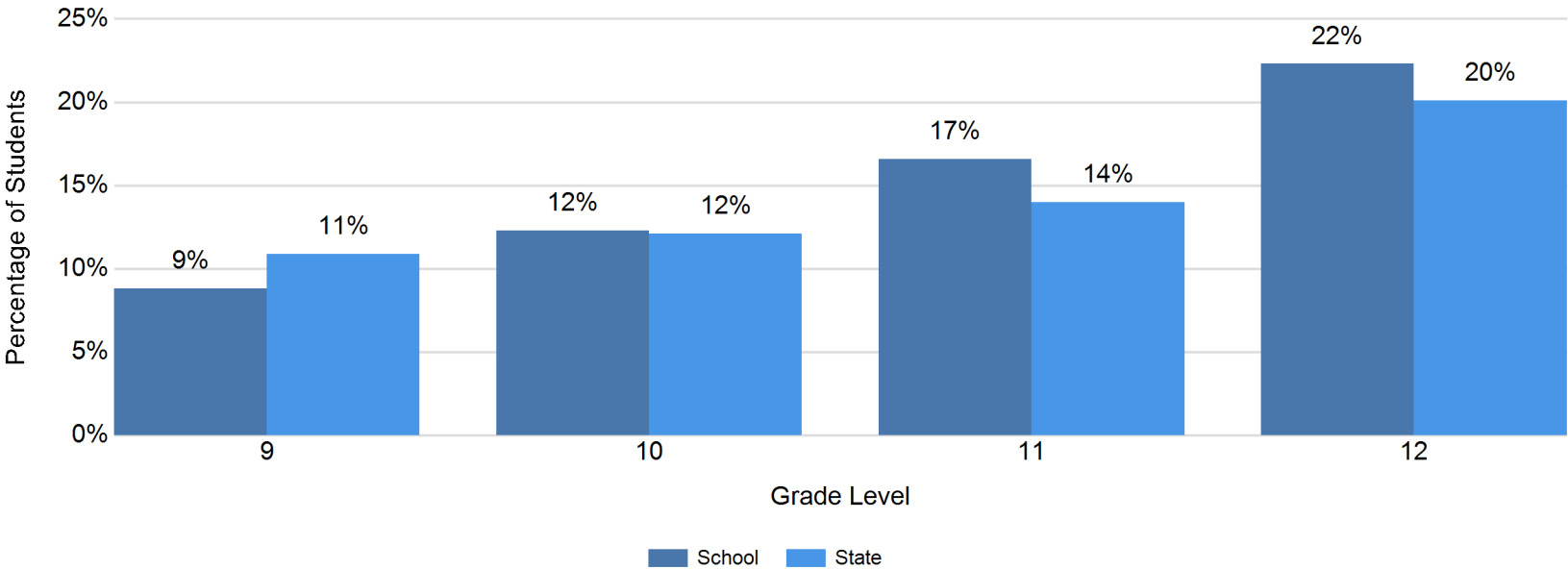


Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	28
Vandalism	4
Weapons	1
Substances	19
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	4.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.4%
Any Suspension	5.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	108	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	224:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

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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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

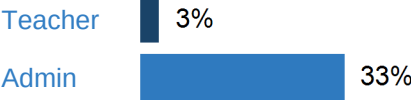
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	29.2	17.5%
Mathematics Proficiency	21.4	17.5%
Graduation - 4-Year	24.5	25.0%
Graduation - 5-Year	29.7	25.0%
Chronic Absenteeism	34.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.6
Summative Rating: Percentile rank of Summative Score		20.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	27.6	6.2	Targeted	Met Target	Not Met	Not Met	Not Met	Not Met	No
White	19.9	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Hispanic	29.9	6.2	No	Met Target†	Not Met	Met Target	Not Met	Not Met	No
Black or African American	53.6	6.2	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	6.1	6.2	Targeted	Met Target	Met Target†	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	33.1	6.2	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	49.1	6.2	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
 CAMDEN
 CHERRY HILL TWP
 2101 CHAPEL AVE
 CHERRY HILL, NJ 08034-2099

School General Info

Principal:	Dr. Morton	Email Address:	kmorton@chclc.org
Address:	2101 CHAPEL AVE CHERRY HILL, NJ 08034-2099	Website:	https://west.chclc.org
Phone:	(856)663-8006	Twitter:	https://twitter.com/CherryHillWest

School Narrative

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

	Highlights: • 91% of graduates go to 1, 2, and 4-year colleges and other institutions. • 208 West students took 457 AP exams in 2016-17. • Many clubs, activities, and athletics are available for students after the academic day
	Mission, Vision, Theme: The vision for Cherry Hill West is to create a community of resilient learners who accept responsibility for their actions while participating in a rigorous, standards-based academic environment correlated with state standards. Students will be immersed in a 21st Century learning environment to foster their work ethic, self-advocacy, and adaptability. Students will model the virtues of respect, social and environmental responsibility, and American citizenship while committing to excellence.
	Awards, Recognition, Accomplishments: Cherry Hill West is a designated No Place For Hate school the last four years, (No Place For Hate Plus Pilot school in 2016-17). Was accepted as a First Amendment School by ASCD and First Amendment Center. Students recognized for success at the national, state, and local level in science, math, music, world language, DECA, Mock Trial, AFJROTC, school newspaper and literary magazine competitions, and community service efforts. 2016-17 NJ Visionary Leader Assistant Principal of the Year.



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

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Courses, Curriculum, Instruction:

There are more than 22 AP, and 190 honors, accelerated, and standard courses spanning a broad spectrum of academic, aesthetic and elective disciplines. There is an active AFJROTC program. Unique to West is a Community Service and Awareness Program. West offers Dynamics of Healthcare and Scientific Principals of Nutrition. We have an exclusive internship program through a partnership with the Virtua Healthcare System. Our curriculum can be viewed at: <https://www.chclc.org/academics/curriculum>.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)

West has a rich history of success in several programs including baseball and swimming, winning several state titles in each sport while featuring 26 varsity sports. Most recently boys soccer, wrestling, and bowling have excelled. West pride is demonstrated via active student fan sections for football and basketball. Upgraded facilities include a new artificial turf field, and a state of the art sound system in the main gym.



Clubs and Activities:

More than 1,100 students participate in 67 programs in drama, student government, publications, vocal and instrumental music, and academic, business, community service, and ethnic culture clubs. Many clubs earn awards at various competitions. Clubs are passionate about various causes, and engage in fundraisers to provide support. West partners with the FOP to offer a holiday party for less fortunate children. Music and drama productions involve other district schools and engage the community.



Before and After School Programs:

National Honor Society and various World Language Honor Societies provide tutoring to students after school. Students who need to make up course work have access to an online provider and in-building support to help them. Supplemental support teachers are funded through Title I to provide support for students.



Cherry Hill High School West
2016-2017

Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

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 Staff and Professional Learning:	Using a unique staff development model, what used to be faculty and department meeting time is now devoted to professional development in PLC groups led by teacher leaders. The major themes we are working on involve student voice, and improving student achievement. Teachers examine student data and use it to inform future instruction and to aid achievement. Teachers must do a "Flex Option" workshop led by a district colleague each year as professional development.
 Postsecondary Information:	91% of seniors are college bound each year; Guidance Dept. hosts an annual college night to discuss the process of applying and financial aid; SAT semester course is offered during the school day; Summer SAT/ACT workshops are offered; PSAT's are offered during the school day in October each year; Several students go into the military each year. 2017 matriculation sampling: Boston U., Drexel, Fordham, Johns Hopkins, NJIT, Rutgers, TCNJ, and Univ. of Pennsylvania.
 Student Supports and Services:	Full time ELL teacher pushes into courses for students and provides them additional academic support Inclusion teachers are present in courses to provide assistance to students. Concepts courses offer small class sizes and focused instruction to the students needing the most support. Teachers provide extra help before, during and after school. There are various student honor societies that offer peer tutoring as well.
 Student Health and Wellness:	Students receive a semester of Health education each year - topics touch on healthy living, driver education, and making good choices. Students receive a semester of Physical Education, and learn lifetime fitness techniques and game play; Breakfast program offered for all students on Free and Reduced Lunch.
 Parent and Community Involvement:	There is an active PTA, and a district SEPTA (Special Education PTA) - these groups meet with the school administration and hold meetings to inform parents on things going on in the school, as well as to provide feedback; Parents have access to a parent portal containing information about grades and assignments for their children. Teachers provide updates on a frequent basis. Community partnerships with the Cherry Hill African American and Hispanic Civic Associations.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

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A blue icon of a school building with a flag on top. Facilities:	Cherry Hill West was built in 1956 and underwent several additions including a major science wing addition. There is an active library with a computer lab and several other computer labs throughout the building. Some central air conditioning is present along with window units. The main gymnasium has a new sound system, and the field recently received turf and a new track surface. We also installed new bottle filling water stations throughout the building to reduce plastic bottle waste.



Cherry Hill High School West
2016-2017
Grade Span 09-12

07-0800-040
CAMDEN
CHERRY HILL TWP
2101 CHAPEL AVE
CHERRY HILL, NJ 08034-2099

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Other Information:	The school day is structured in a morning and afternoon rotation where classes will meet 4 days out of a 6-day cycle. There are six 57 minute periods during Days 1 through 4, and four 87 minute periods on Days 5 and 6. Many Chromebooks have been purchased by the school for use within various academic departments in many classes. Students are able to utilize computer labs, as well as their own devices in classes as appropriate. Teachers use Google Classroom as a resource for their classes with students. The online grading program allows teachers to include messages to parents about student progress. School information is communicated to the community through a variety of mechanisms to provide notice of what is happening in the school. Cherry Hill High School West thrives in an atmosphere of collegiality, acceptance, and harmony amongst students, educators, parents, and the community. We successfully coexist to create a dynamic and diverse educational community who learn with and from each other. We are excited about the many initiatives that contribute to the development of the whole child.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	76	70	70
1	82	80	83
2	82	84	79
3	84	80	86
4	74	84	85
5	74	76	85
Ungraded	8	1	11
Total	480	475	499

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	73	70	70
KG - Full Day	0	0	0

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	51%
Male	50%	51%	50%
Economically Disadvantaged Students	35%	29%	31%
Students with Disabilities	10%	14%	16%
English Learners	6%	0%	9%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	50.7%
Hispanic	19.2%
Asian	15.4%
Black or African American	10.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	75.2%
Spanish	8.8%
Vietnamese	2.2%
Bengali	2.0%
Arabic	2.0%
Other	9.8%



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	251	98.6	60.10	67.80	54.90	60.1	59.2	Met Target
White	128	98.6	60.90	*	63.90	60.9	67.1	Met Target†
Hispanic	48	98.1	56.30	47.40	39.80	56.3	43.8	Met Target
Black or African American	24	97.0	50.00	48.50	35.20	50	N	N
Asian, Native Hawaiian, or Pacific Islander	42	100.0	66.60	*	80.70	66.6	57.1	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	126	98.6	73.00	*	62.20	73		
Male	125	98.6	47.20	*	48.10	47.2		
Economically Disadvantaged Students	71	97.6	35.20	44.50	36.20	35.2	38.9	Met Target†
Non-Economically Disadvantaged Students	180	99.0	70.00	73.90	65.80	70		
Students with Disabilities	54	100.0	29.70	*	20.50	29.7	32.3	Met Target†
Students without Disabilities	197	98.2	68.50	*	61.90	68.5		
English Learners	27	100.0	44.40	50.80	25.20	44.4	N	N
Non-English Learners	224	98.4	62.10	69.10	57.40	62.1		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
 CHERRY HILL TWP
 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	757	764	749	*	*	26%	44%	*	55%	50%
White	42	761	768	759	*	*	36%	38%	*	52%	61%
Hispanic	18	749	747	734	*	*	*	61%	0%	61%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	771	774	775	0%	*	*	*	*	63%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	53	764	771	754	*	*	25%	51%	*	62%	55%
Male	40	748	757	745	*	*	28%	35%	*	45%	46%
Economically Disadvantaged Students	33	736	740	731	*	*	30%	*	*	30%	31%
Non-Economically Disadvantaged Students	60	769	771	762	*	*	23%	*	*	68%	63%
Students with Disabilities	18	734	734	720	*	*	*	*	*	28%	24%
Students without Disabilities	75	763	772	755	*	*	*	*	*	61%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Clara Barton Elementary School
2016-2017

Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	749	764	753	*	*	26%	35%	*	49%	56%
White	51	755	768	762	*	*	29%	39%	*	55%	67%
Hispanic	16	741	745	740	*	*	*	*	*	38%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	738	772	777	*	*	0%	*	*	55%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	765	769	758	*	*	*	41%	*	68%	61%
Male	52	737	760	749	*	*	*	31%	*	37%	51%
Economically Disadvantaged Students	23	718	743	737	*	*	*	*	0%	13%	36%
Non-Economically Disadvantaged Students	66	760	769	764	*	*	*	*	20%	62%	69%
Students with Disabilities	22	722	739	725	*	*	*	*	0%	27%	25%
Students without Disabilities	67	758	771	759	*	*	*	*	19%	57%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	763	765	756	*	*	13%	62%	12%	74%	59%
White	44	765	767	763	*	*	*	61%	*	75%	69%
Hispanic	17	754	746	743	*	0%	*	65%	*	71%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	774	772	779	*	0%	*	63%	*	81%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	49	773	773	761	*	*	*	71%	*	86%	66%
Male	43	752	758	750	*	*	*	51%	*	61%	53%
Economically Disadvantaged Students	23	756	745	740	*	*	*	70%	0%	70%	40%
Non-Economically Disadvantaged Students	69	766	769	765	*	*	*	59%	16%	75%	71%
Students with Disabilities	15	737	736	725	*	*	*	*	*	40%	22%
Students without Disabilities	77	768	772	762	*	*	*	*	*	81%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

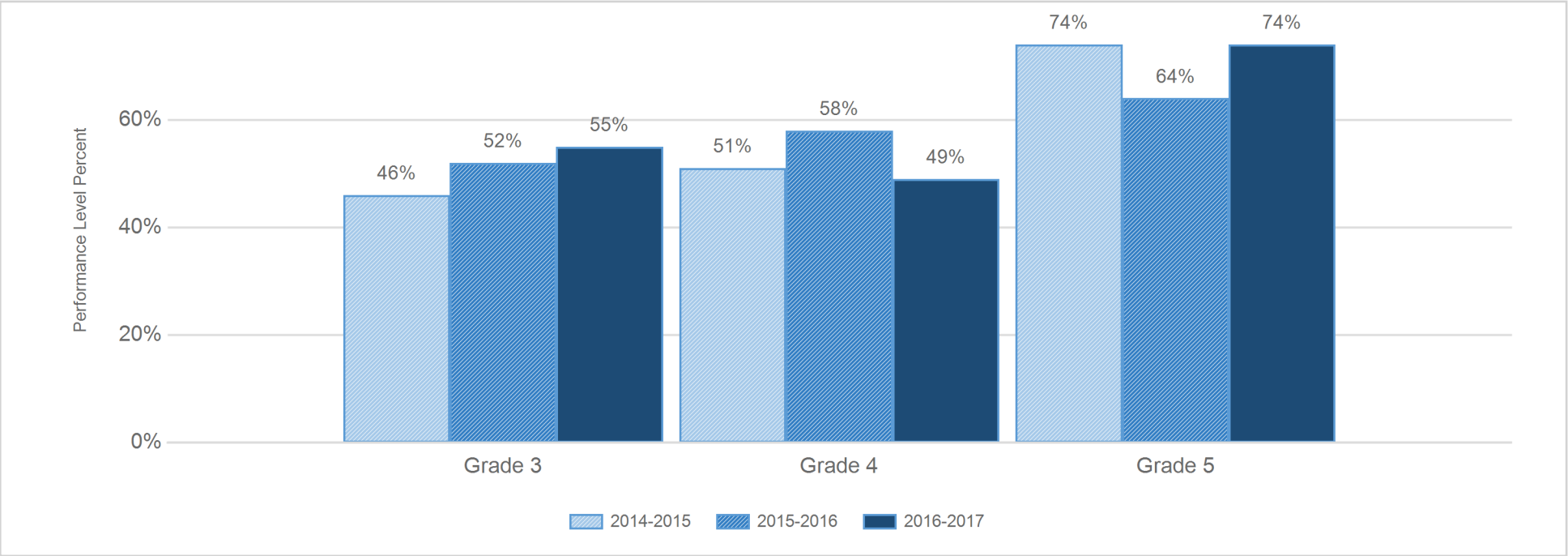


Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
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CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-3121

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	250	97.9	56.40	53.20	43.50	56.4	58.3	Met Target†
White	128	97.9	60.90	55.30	52.40	60.9	67.1	Met Target†
Hispanic	47	96.2	44.70	31.70	27.60	44.7	35	Met Target
Black or African American	24	97.0	20.80	26.60	21.70	20.8	N	N
Asian, Native Hawaiian, or Pacific Islander	42	100.0	69.00	70.30	75.60	69	68.2	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	126	98.6	61.10	52.90	44.10	61.1		
Male	124	97.1	51.60	53.50	42.90	51.6		
Economically Disadvantaged Students	71	96.5	35.20	30.40	25.10	35.2	29.4	Met Target
Non-Economically Disadvantaged Students	179	98.5	64.80	59.10	54.30	64.8		
Students with Disabilities	54	100.0	31.50	*	16.50	31.5	30.7	Met Target
Students without Disabilities	196	97.3	63.30	*	48.80	63.3		
English Learners	27	100.0	51.80	48.20	23.30	51.8	N	N
Non-English Learners	223	97.6	57.00	53.50	45.20	57		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
 CHERRY HILL TWP
 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	760	761	751	*	*	20%	47%	21%	67%	53%
White	42	761	763	759	*	0%	24%	48%	*	67%	63%
Hispanic	17	751	748	738	*	*	*	*	*	59%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	776	775	779	0%	0%	*	*	*	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	54	762	761	751	*	*	*	43%	*	70%	52%
Male	38	756	761	751	*	*	*	53%	*	63%	53%
Economically Disadvantaged Students	33	742	743	736	*	*	*	42%	*	55%	34%
Non-Economically Disadvantaged Students	59	769	766	761	*	*	*	49%	*	75%	65%
Students with Disabilities	18	738	742	729	*	*	*	*	*	33%	29%
Students without Disabilities	74	765	766	755	*	*	*	*	*	76%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
 CHERRY HILL TWP
 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	742	755	747	*	23%	18%	46%	*	47%	47%
White	51	748	758	755	*	*	24%	51%	*	53%	59%
Hispanic	16	733	734	734	*	*	*	*	0%	31%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	741	768	774	*	*	0%	*	0%	55%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	746	753	747	*	*	*	51%	*	51%	47%
Male	52	739	756	747	*	*	*	42%	*	44%	48%
Economically Disadvantaged Students	23	718	733	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	66	750	760	757	*	*	*	*	*	56%	61%
Students with Disabilities	22	720	734	724	*	*	*	*	*	18%	22%
Students without Disabilities	67	749	760	751	*	*	*	*	*	57%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
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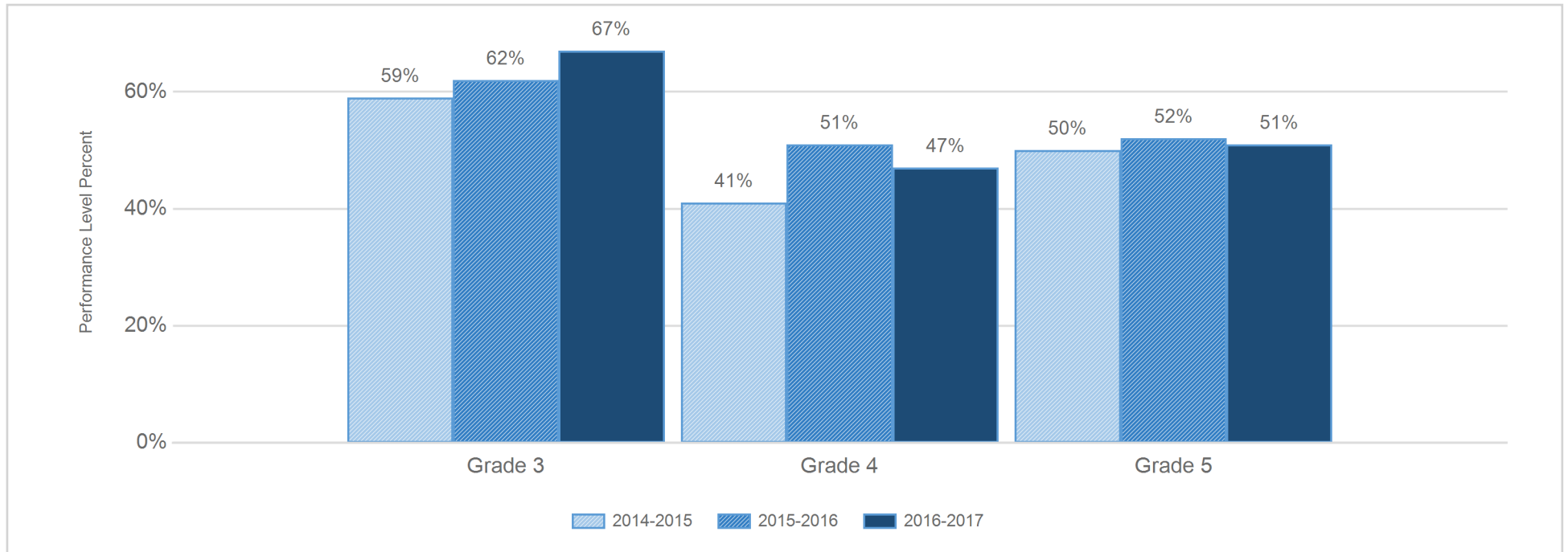
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	747	753	747	*	*	32%	46%	*	51%	46%
White	45	749	755	754	*	*	31%	56%	*	58%	57%
Hispanic	17	742	736	735	*	*	*	*	0%	41%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	16	752	766	774	*	0%	*	*	*	63%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	49	750	755	747	*	*	37%	51%	*	53%	47%
Male	44	743	752	746	*	*	27%	41%	*	48%	46%
Economically Disadvantaged Students	24	738	736	732	*	*	50%	*	*	29%	27%
Non-Economically Disadvantaged Students	69	750	757	756	*	*	26%	*	*	58%	59%
Students with Disabilities	15	740	735	725	*	*	*	*	*	47%	19%
Students without Disabilities	78	748	758	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	22	72.7%	27.3%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
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 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

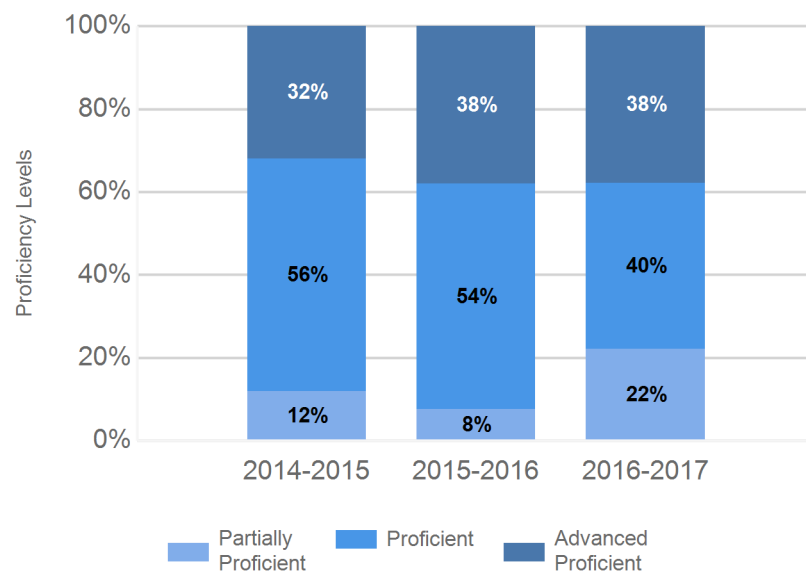
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	38%	40%	22%
White	44%	48%	8%
Hispanic	18%	53%	29%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	9%	36%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	25%	25%	50%
Students with Disabilities	19%	33%	48%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Clara Barton Elementary School
2016-2017

Grade Span KG-05

07-0800-069
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CHERRY HILL, NJ 08034-3121

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	55	50	Met Target	32	48	50	Not Met
White	57	55	50	Met Target	32	49	52	Not Met
Hispanic	44	49	49	Met Target	32	41.5	47	Not Met
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	67.5	*	60	Exceeds Target	42	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	49.5	49	47	Met Target	44	45	46	Met Target
Students with Disabilities	39	46	41	Not Met	34	42.5	43	Not Met
English Learners	79	58	53	**	42	55	51	**

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



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

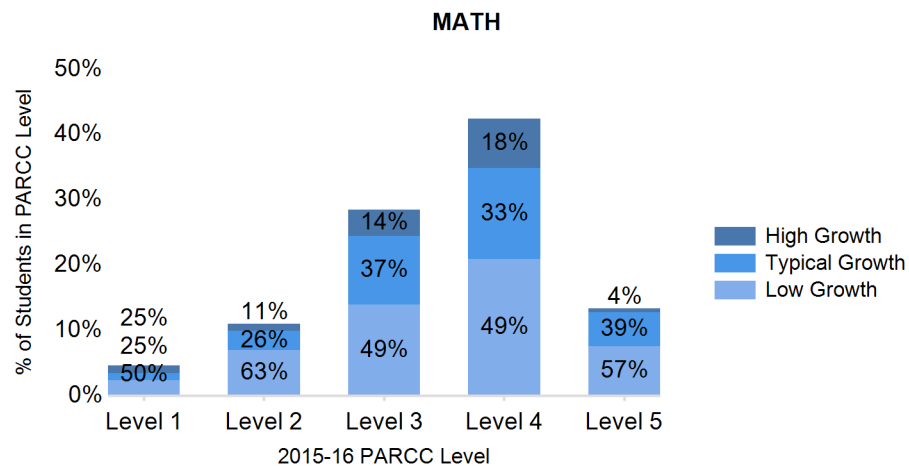
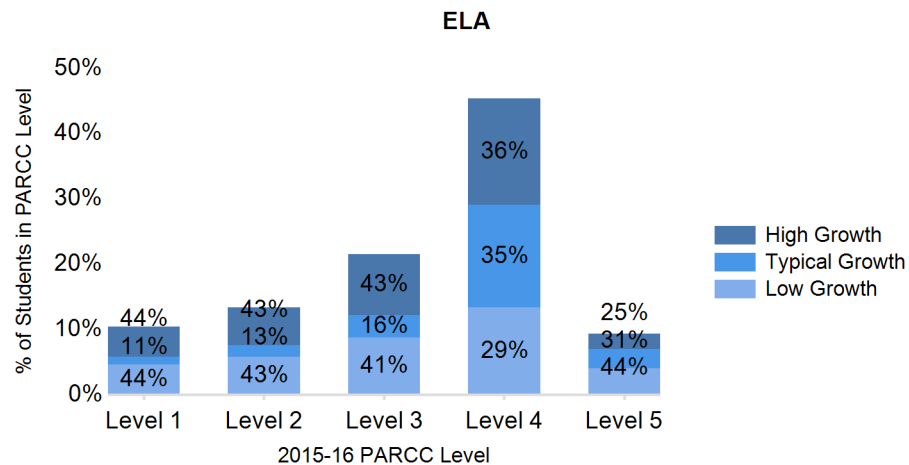
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

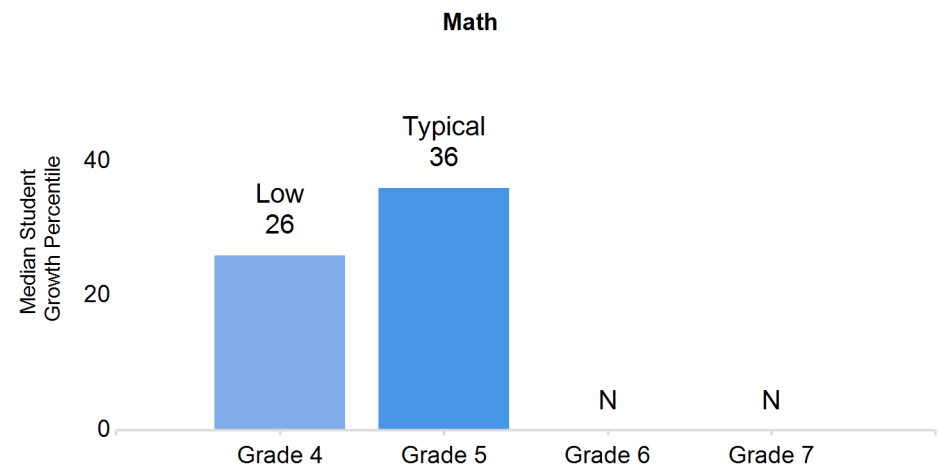
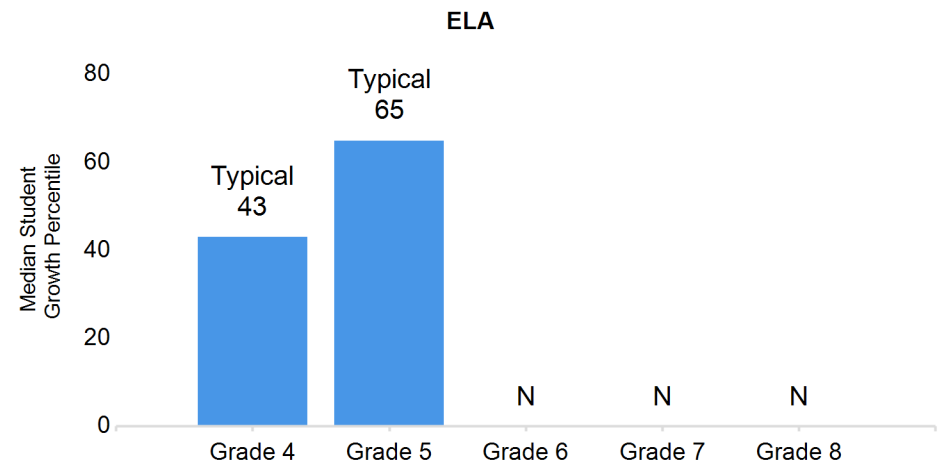
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

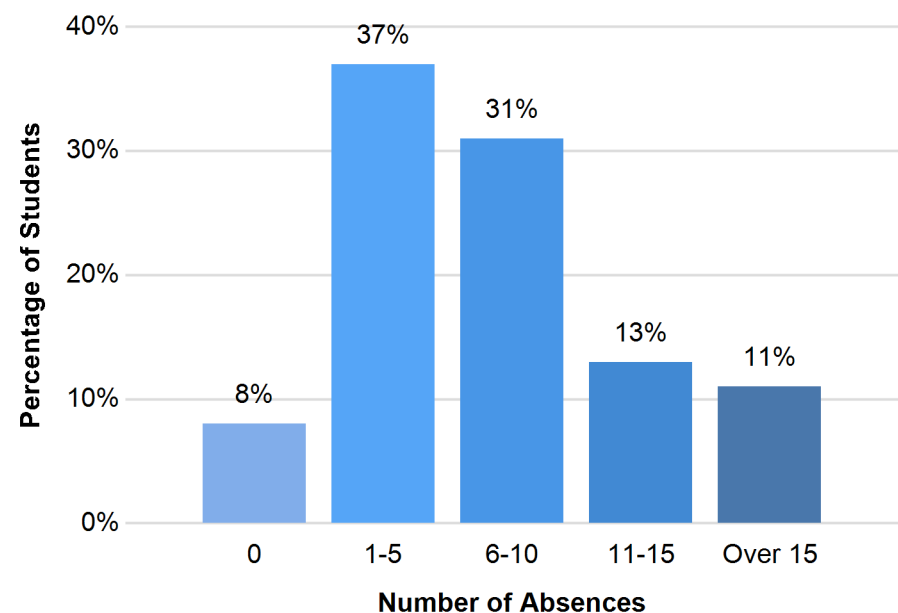
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.40	Met Target
White	5.50	8.40	Met Target
Hispanic	12.50	8.40	Not Met
Black or African American	6.00	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	20.00	8.40	Not Met
Economically Disadvantaged Students	14.90	8.40	Not Met
Students with Disabilities	18.50	8.40	Not Met
English Learners	18.60	8.40	Not Met

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

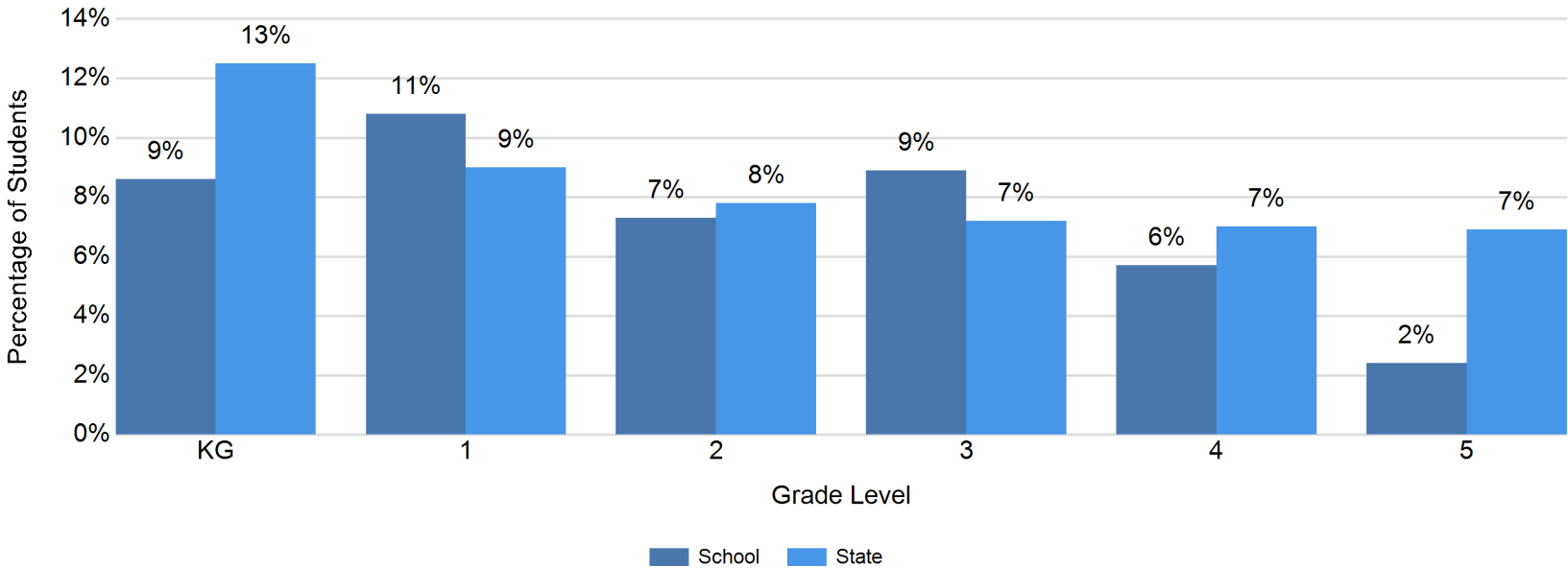
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.0%
Out-of-School Suspensions	1.8%
Any Suspension	2.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	120,724
Average years experience in public schools	14.1	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	17:1	13:1
Administrators	499:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52.7	17.5%
Mathematics Proficiency	61.8	17.5%
English Language Arts Growth	59.1	25.0%
Mathematics Growth	7.0	25.0%
Chronic Absenteeism	30.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.1
Summative Rating: Percentile rank of Summative Score		35.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
 CHERRY HILL TWP
 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	43.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	41.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	32.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	49.4	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	46.0	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
 CAMDEN
 CHERRY HILL TWP
 223 RHODE ISLAND AVE
 CHERRY HILL, NJ 08034-3121

School General Info

Principal:	Mr. Sweeney	Email Address:	ssweeney@chclc.org
Address:	223 RHODE ISLAND AVE CHERRY HILL, NJ 08034-3121	Website:	https://barton.chclc.org
Phone:	(856)667-3303	Twitter:	https://twitter.com/ClaraBartonElem

School Narrative

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

 Highlights:	• 2016 National School of Character • University of Notre Dame STEM Fellowship school • Character.org Promising Practice recognition - 5th Grade WATCH program
 Mission, Vision, Theme:	Clara Barton Elementary School is the home of the Eagles. The 2017-2018 enrollment of this kindergarten through fifth grade school is approximately 50
 Awards, Recognition, Accomplishments:	Clara Barton Elementary School is a nationally recognized School of Character. This distinction was awarded to our school in 2016 for our outstanding character education program and initiatives. Additionally, our school is home to a unique program known as WATCH that also has gained national recognition as a character.org Promising Practice. The WATCH program includes all 5th grade boys and helps them develop leadership skills and fosters personal growth.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

School Narrative

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 Courses, Curriculum, Instruction:	To meet the challenge of preparing our students to be 21st centur learners, are adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. Our curriculum can be viewed at https://www.chclc.org/academics/curriculum .



Clara Barton Elementary School

2016-2017

Grade Span KG-05

07-0800-069

CAMDEN

CHERRY HILL TWP

223 RHODE ISLAND AVE

CHERRY HILL, NJ 08034-3121

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Clara Barton Elementary School operates a multi-disciplinary team in order to assist students who appear to be experiencing academic, behavioral, social, or emotional difficulty. Any staff member or parent may request that a child's needs be considered by the team.
 Parent and Community Involvement:	The PTA is a strong and energetic voice in our school. This group of parent volunteers has been instrumental in supporting building-wide technology advancements, contributing time in assisting with school beautification projects, organizing student assemblies and providing many playground resources for all to use.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

School Narrative

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Facilities:

The Barton Elementary School was built in 1965. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 500 students in kindergarten through fifth grade.



Clara Barton Elementary School
2016-2017
Grade Span KG-05

07-0800-069
CAMDEN
CHERRY HILL TWP
223 RHODE ISLAND AVE
CHERRY HILL, NJ 08034-3121

School Narrative

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

Other Information:	Our school is about learning and liking to learn. We view the social curriculum to be equally as important as the academic curriculum. Our goals and initiatives align with the school district's focus on improving student achievement, creating a cost-effective budget, enhancing communication with all stakeholders and promoting sustainability related to environmental awareness. At Clara Barton Elementary School, the quest for continued success will remain as we work to ensure that every child is prepared to face the challenges of tomorrow. WE ARE...CLARA BARTON!



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	273	307	295
7	309	289	305
8	337	320	280
Ungraded	49	0	49
Total	968	916	929

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	47%	49%
Male	54%	53%	51%
Economically Disadvantaged Students	15%	12%	13%
Students with Disabilities	20%	17%	17%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	70.3%
Asian	11.9%
Black or African American	7.2%
Hispanic	6.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	86.9%
Chinese	2.6%
Spanish	1.4%
Hebrew	1.4%
Korean	1.0%
Other	6.4%



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	843	97.2	78.10	67.80	54.90	78.1	66	Met Target
White	626	97.0	80.30	*	63.90	80.3	67.7	Met Goal
Hispanic	42	96.6	61.90	47.40	39.80	61.9	52.3	Met Target
Black or African American	55	98.4	54.50	48.50	35.20	54.5	41.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	89	99.0	88.80	*	80.70	88.8	79	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	31	94.6	64.50	66.30	54.90	64.5	60.6	Met Target
Female	405	97.8	84.20	*	62.20	84.2		
Male	438	96.7	72.40	*	48.10	72.4		
Economically Disadvantaged Students	103	95.7	50.50	44.50	36.20	50.5	45.9	Met Target
Non-Economically Disadvantaged Students	740	97.4	81.90	73.90	65.80	81.9		
Students with Disabilities	155	95.8	38.10	*	20.50	38.1	32.7	Met Target
Students without Disabilities	688	97.5	87.10	*	61.90	87.1		
English Learners	21	100.0	71.50	50.80	25.20	71.5	N	N
Non-English Learners	822	97.1	78.20	69.10	57.40	78.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	299	775	766	752	*	*	15%	43%	36%	79%	54%
White	220	776	768	758	*	*	14%	46%	36%	81%	63%
Hispanic	10	759	748	740	0%	*	*	*	*	60%	38%
Black or African American	16	743	746	736	*	*	*	*	0%	50%	32%
Asian, Native Hawaiian, or Pacific Islander	39	790	779	776	*	*	*	33%	54%	87%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	14	762	763	753	0%	*	*	*	*	57%	56%
Female	151	781	773	758	*	*	11%	40%	44%	84%	61%
Male	148	769	759	746	*	*	19%	47%	26%	73%	46%
Economically Disadvantaged Students	34	756	747	737	*	*	*	29%	*	56%	34%
Non-Economically Disadvantaged Students	265	778	771	761	*	*	*	45%	*	82%	65%
Students with Disabilities	54	741	735	722	*	*	41%	30%	*	32%	17%
Students without Disabilities	245	783	773	758	*	*	9%	46%	*	89%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

CAMDEN

CHERRY HILL TWP

950 CROPWELL RD

CHERRY HILL, NJ 08003-1499

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	774	768	756	*	*	16%	33%	42%	75%	59%
White	215	777	771	764	*	*	14%	36%	45%	81%	69%
Hispanic	27	748	*	742	*	*	*	*	*	52%	44%
Black or African American	21	742	745	737	*	*	*	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	38	793	784	784	*	*	*	*	66%	90%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	11	759	761	757	0%	*	*	*	*	55%	59%
Female	146	782	775	764	*	*	14%	32%	50%	82%	68%
Male	166	767	761	749	*	*	19%	34%	35%	69%	51%
Economically Disadvantaged Students	35	744	744	739	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	277	777	774	766	*	*	*	*	*	78%	70%
Students with Disabilities	50	744	735	719	*	*	42%	26%	*	38%	19%
Students without Disabilities	262	779	774	763	*	*	12%	34%	*	82%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

CAMDEN

CHERRY HILL TWP

950 CROPWELL RD

CHERRY HILL, NJ 08003-1499

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	776	769	757	*	*	11%	48%	33%	80%	59%
White	207	778	772	764	*	*	12%	47%	34%	81%	68%
Hispanic	17	748	*	742	*	*	0%	*	*	59%	44%
Black or African American	23	764	753	738	*	*	*	57%	*	78%	39%
Asian, Native Hawaiian, or Pacific Islander	27	785	778	786	*	0%	*	41%	44%	85%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	780	774	758	0%	0%	*	*	*	90%	60%
Female	142	783	776	766	*	*	9%	47%	39%	87%	68%
Male	142	768	763	749	*	*	13%	48%	26%	74%	50%
Economically Disadvantaged Students	29	753	752	739	*	*	*	52%	*	62%	40%
Non-Economically Disadvantaged Students	255	778	774	766	*	*	*	47%	*	82%	69%
Students with Disabilities	45	745	733	718	*	*	22%	40%	*	49%	18%
Students without Disabilities	239	781	776	764	*	*	9%	49%	*	86%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

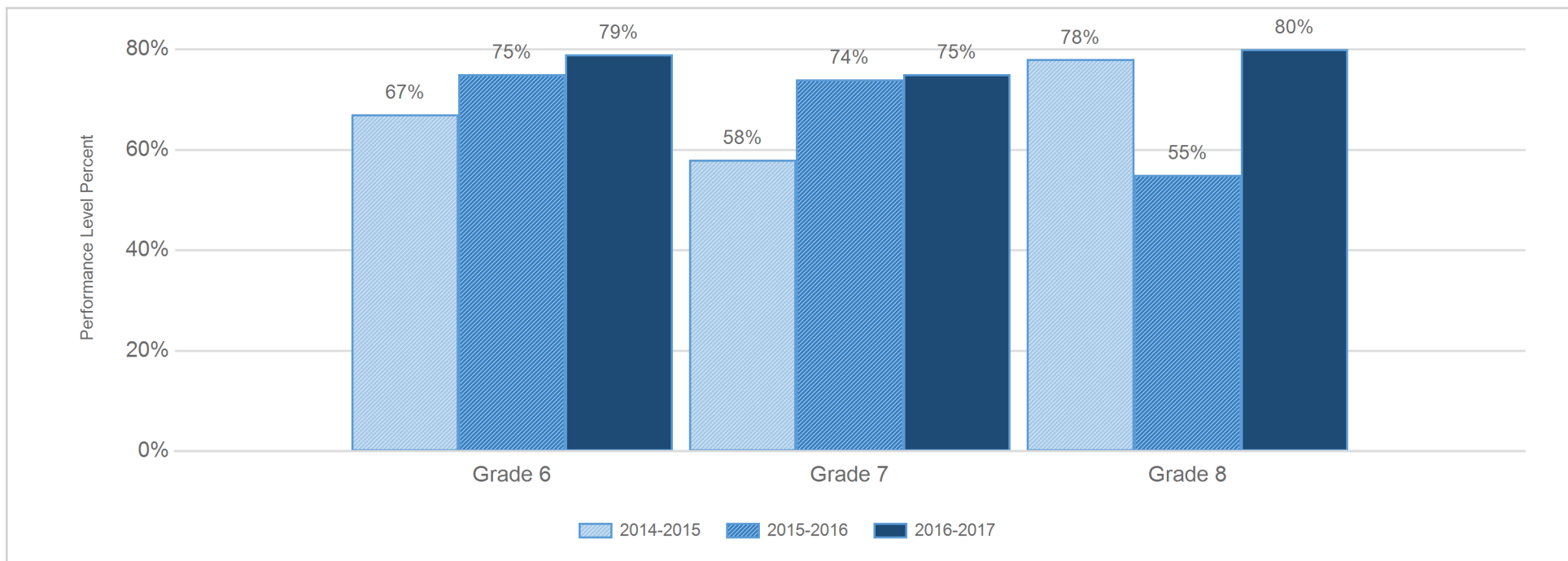


Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
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CHERRY HILL, NJ 08003-1499

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
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950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	844	97.7	59.70	53.20	43.50	59.7	52.6	Met Target
White	627	97.6	61.90	55.30	52.40	61.9	53.5	Met Target
Hispanic	42	96.6	35.70	31.70	27.60	35.7	36.8	Met Target†
Black or African American	55	98.4	23.60	26.60	21.70	23.6	29.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	89	99.1	82.00	70.30	75.60	82	71.5	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	31	94.6	48.40	57.40	44.90	48.4	47.3	Met Target
Female	403	98.0	59.60	52.90	44.10	59.6		
Male	441	97.3	59.90	53.50	42.90	59.9		
Economically Disadvantaged Students	101	95.6	31.60	30.40	25.10	31.6	32.9	Met Target†
Non-Economically Disadvantaged Students	743	97.9	63.50	59.10	54.30	63.5		
Students with Disabilities	153	95.8	22.20	*	16.50	22.2	26	Met Target†
Students without Disabilities	691	98.1	68.00	*	48.80	68		
English Learners	21	100.0	66.70	48.20	23.30	66.7	N	N
Non-English Learners	823	97.6	59.50	53.50	45.20	59.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	755	750	743	5%	10%	26%	45%	14%	59%	44%
White	222	755	751	751	*	*	27%	51%	11%	61%	54%
Hispanic	10	734	733	731	*	*	*	*	0%	20%	27%
Black or African American	16	721	727	724	*	*	*	*	0%	19%	20%
Asian, Native Hawaiian, or Pacific Islander	41	772	769	771	*	*	*	39%	39%	78%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	754	751	745	*	*	*	*	*	43%	46%
Female	151	757	753	745	*	*	27%	49%	13%	62%	45%
Male	152	753	748	742	*	*	24%	41%	15%	56%	43%
Economically Disadvantaged Students	34	737	733	728	*	*	*	29%	*	38%	24%
Non-Economically Disadvantaged Students	269	757	755	752	*	*	*	47%	*	62%	56%
Students with Disabilities	54	730	728	717	*	*	32%	24%	*	24%	13%
Students without Disabilities	249	760	755	748	*	*	25%	49%	*	67%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	278	749	746	741	5%	12%	30%	47%	7%	54%	40%
White	200	754	750	748	*	10%	27%	52%	*	61%	49%
Hispanic	27	731	733	730	*	*	*	*	0%	30%	23%
Black or African American	21	731	729	726	*	*	*	*	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	20	752	756	764	*	*	*	65%	0%	65%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	10	742	*	740	*	*	*	*	0%	30%	39%
Female	131	748	746	743	*	11%	34%	47%	*	50%	41%
Male	147	750	747	740	*	14%	26%	47%	*	57%	38%
Economically Disadvantaged Students	32	732	732	729	*	*	38%	*	*	22%	22%
Non-Economically Disadvantaged Students	246	752	751	749	*	*	29%	*	*	58%	50%
Students with Disabilities	47	723	724	716	*	*	34%	*	0%	13%	11%
Students without Disabilities	231	755	751	746	*	*	29%	*	8%	62%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Henry C. Beck Middle School
2016-2017**

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	724	725	728	18%	23%	42%	17%	0%	17%	28%
White	74	727	*	736	16%	23%	42%	19%	0%	19%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	55	720	727	730	*	20%	46%	*	*	11%	30%
Male	54	729	723	725	*	26%	39%	*	*	22%	26%
Economically Disadvantaged Students	18	712	718	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	91	727	728	734	*	*	*	*	*	*	34%
Students with Disabilities	35	715	711	705	*	*	*	*	*	*	*
Students without Disabilities	74	729	732	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
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CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	778	752	743	*	*	11%	73%	14%	86%	42%
White	137	776	*	751	*	*	11%	76%	10%	86%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	789	771	774	0%	0%	*	67%	*	97%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	92	778	752	744	*	*	11%	75%	13%	88%	43%
Male	98	777	*	741	*	*	11%	70%	14%	85%	40%
Economically Disadvantaged Students	14	770	*	727	*	*	*	71%	*	79%	23%
Non-Economically Disadvantaged Students	176	778	756	751	*	*	*	73%	*	87%	52%
Students with Disabilities	11	784	722	714	*	*	*	*	*	91%	10%
Students without Disabilities	179	777	757	747	*	*	*	*	*	86%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	783	743	734	0%	0%	0%	50%	50%	100%	30%
White	16	784	743	740	*	*	*	*	63%	100%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	12	784	743	735	0%	0%	0%	*	*	100%	31%
Male	12	781	743	733	0%	0%	0%	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	24	783	746	740	0%	0%	0%	50%	50%	100%	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	24	783	743	735	0%	0%	0%	50%	50%	100%	*
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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
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950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	N	N	N	725	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

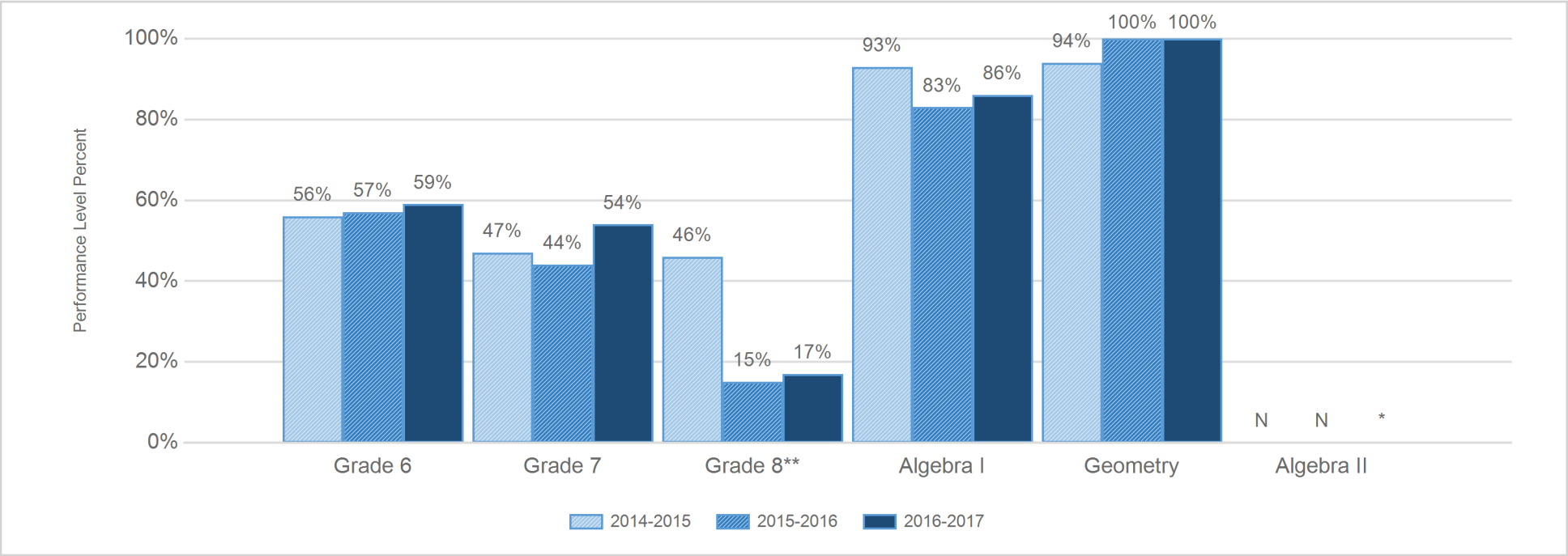


Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

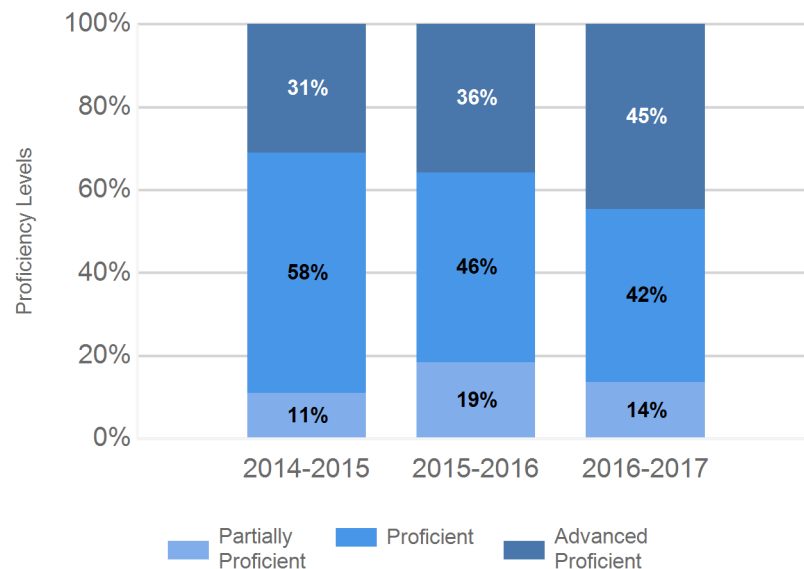
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	45%	42%	14%
White	46%	43%	11%
Hispanic	31%	31%	38%
Black or African American	30%	35%	35%
Asian, Native Hawaiian, or Pacific Islander	50%	43%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	55%	46%	N
Economically Disadvantaged Students	20%	50%	30%
Students with Disabilities	22%	44%	33%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	55	50	Exceeds Target	57	48	50	Met Target
White	64	55	50	Exceeds Target	57	49	52	Met Target
Hispanic	64	49	49	Exceeds Target	54.5	41.5	47	Met Target
Black or African American	54	44	45	Met Target	56.5	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	72	*	60	Exceeds Target	59	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	55	54	51	Met Target	54	51	52	Met Target
Economically Disadvantaged	61	49	47	Exceeds Target	51.5	45	46	Met Target
Students with Disabilities	57	46	41	Met Target	38	42.5	43	Not Met
English Learners	63	58	53	**	69	55	51	**

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



Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

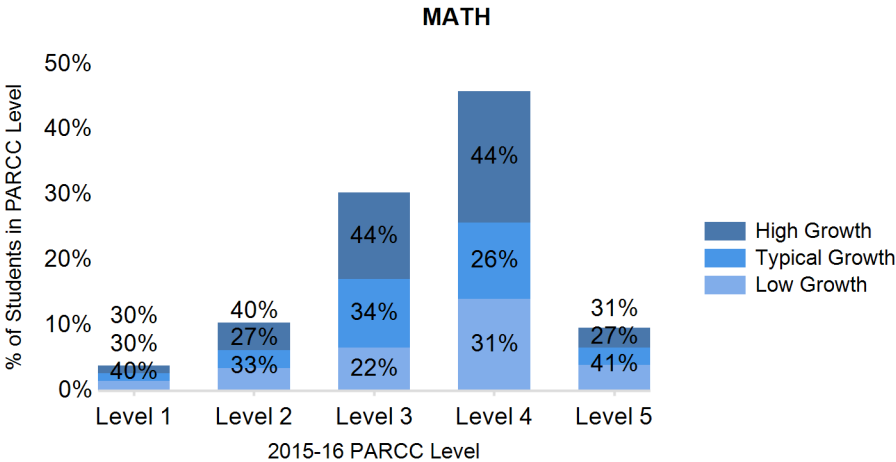
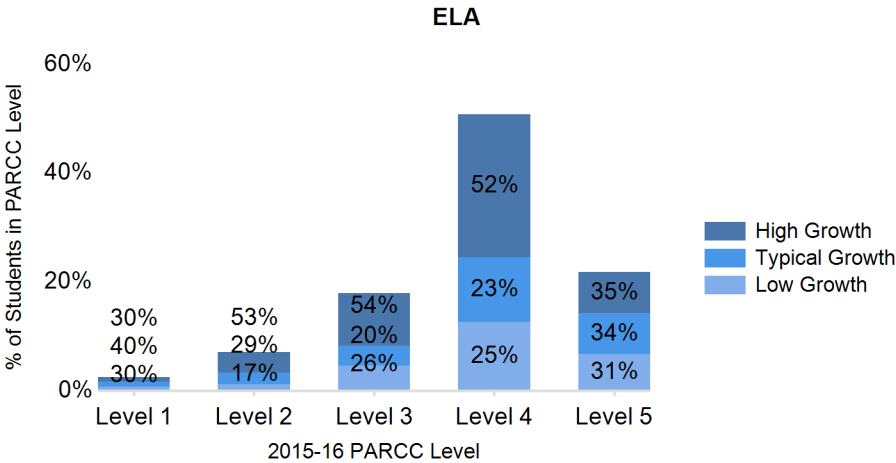
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

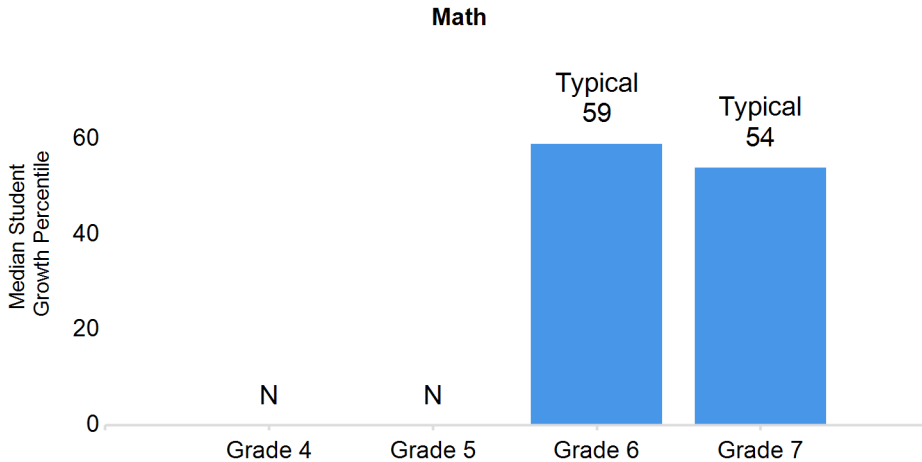
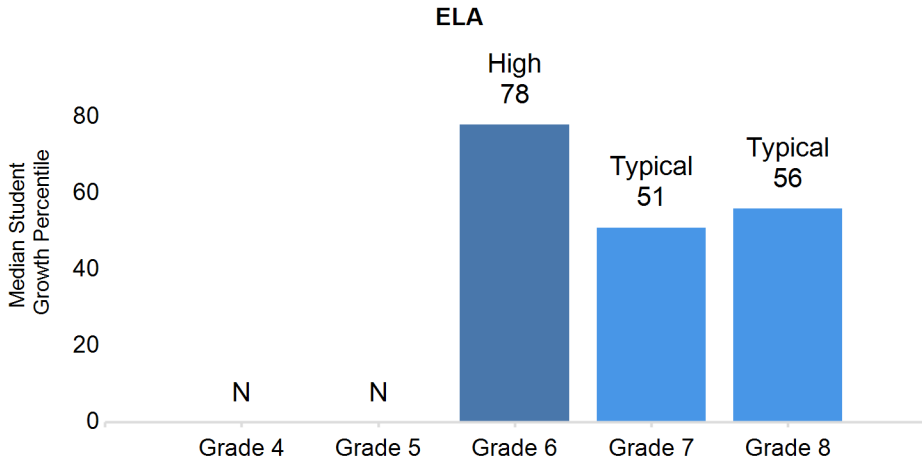
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

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CHERRY HILL, NJ 08003-1499

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	310
7	34	0	300
8	279	24	0
Schoolwide	313	24	610

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	304	0	0	0	0	0	0
7	205	90	0	0	0	0	0
8	186	76	0	0	0	0	0
Schoolwide	695	166	0	0	0	0	0
Enrolled in Level 3 or Higher	186	76	0	0	0	0	0



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

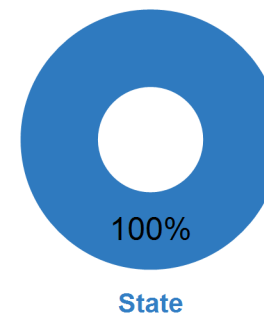
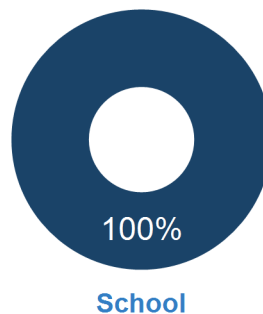
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950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Visual and Performing Arts – Course Participation

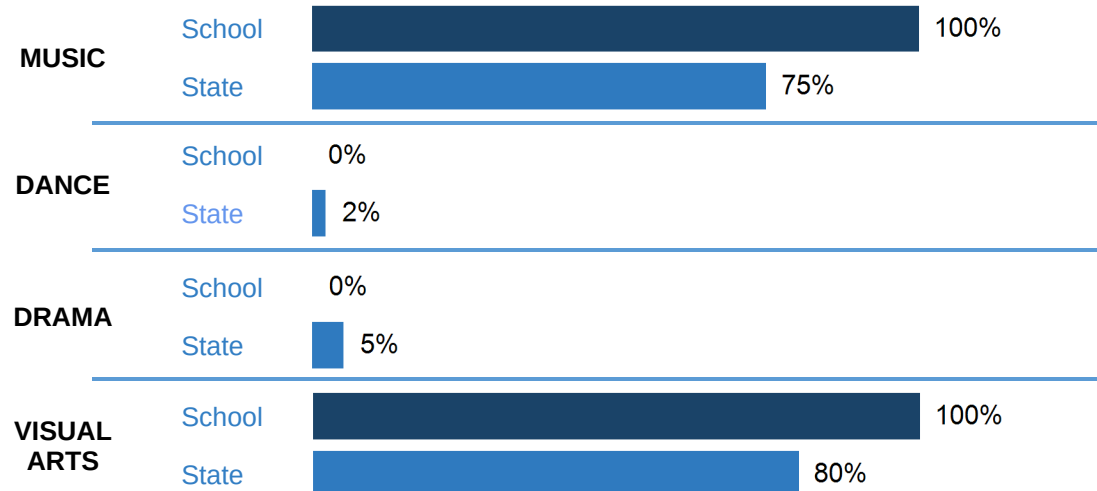
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

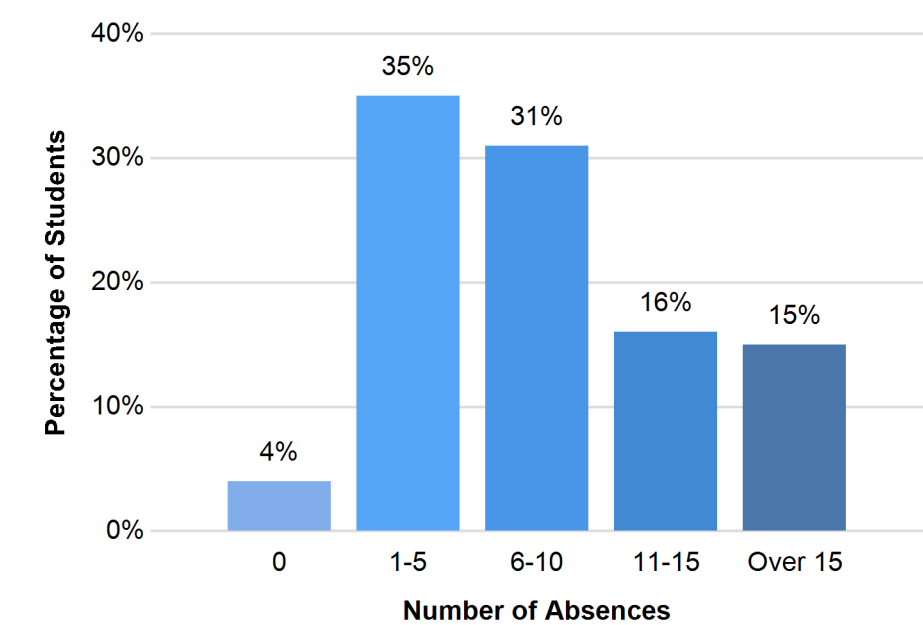
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	8.70	Not Met
White	11.10	8.70	Not Met
Hispanic	11.10	8.70	Not Met
Black or African American	10.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.60	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	21.60	8.70	Not Met
Economically Disadvantaged Students	16.20	8.70	Not Met
Students with Disabilities	20.30	8.70	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



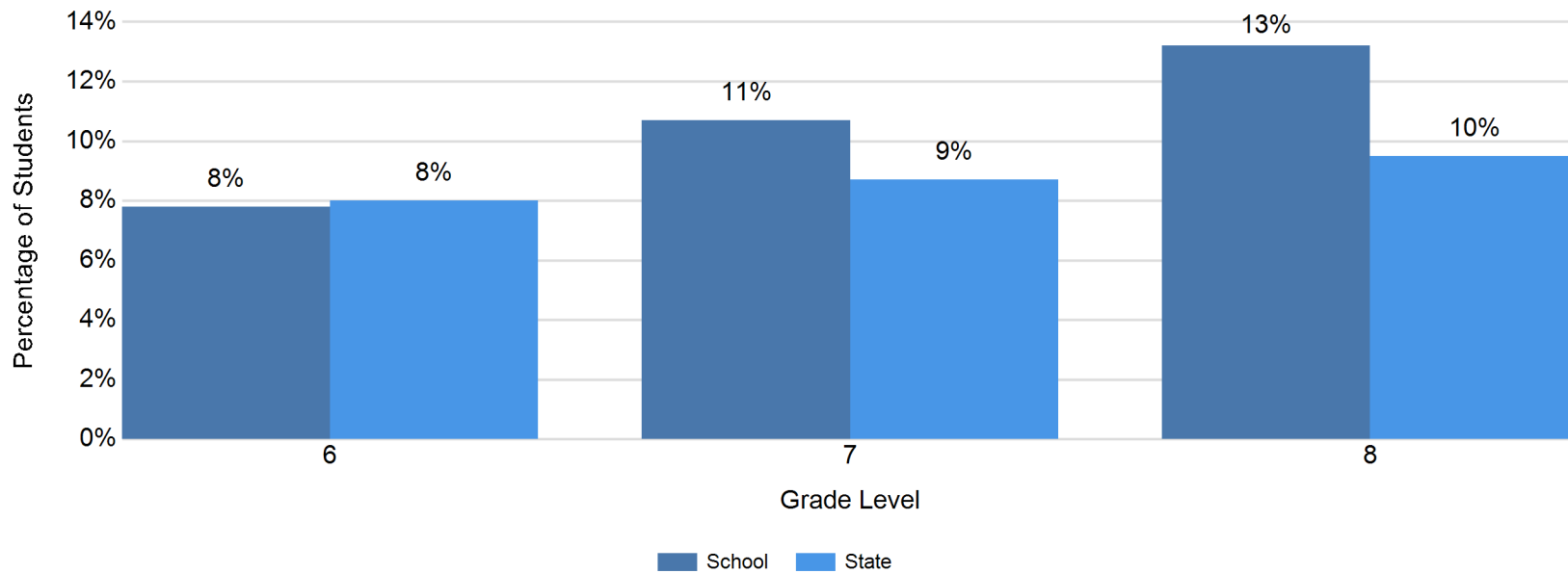


Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
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950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Henry C. Beck Middle School
2016-2017

Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.40

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.0%
Out-of-School Suspensions	3.1%
Any Suspension	6.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

CAMDEN

CHERRY HILL TWP

950 CROPWELL RD

CHERRY HILL, NJ 08003-1499

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	73	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	310:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

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Teachers and Administrators - Level of Education

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

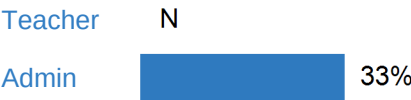
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	85.7	17.5%
Mathematics Proficiency	65.7	17.5%
English Language Arts Growth	89.7	25.0%
Mathematics Growth	68.3	25.0%
Chronic Absenteeism	20.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		69.0
Summative Rating: Percentile rank of Summative Score		78.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Henry C. Beck Middle School

2016-2017

Grade Span 06-08

07-0800-073

CAMDEN

CHERRY HILL TWP

950 CROPWELL RD

CHERRY HILL, NJ 08003-1499

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	69.0	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	66.9	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	71.7	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	74.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	61.3	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	52.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Economically Disadvantaged Students	68.1	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	59.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
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 950 CROPWELL RD
 CHERRY HILL, NJ 08003-1499

School General Info

Principal:	Mr. O'Connor	Email Address:	boconnor@chclc.org
Address:	950 CROPWELL RD CHERRY HILL, NJ 08003-1499	Website:	https://beck.chclc.org
Phone:	(856)424-4505	Twitter:	https://twitter.com/HCBeck40

School Narrative

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

 Highlights:	• Increasing focus on Character Education through whole-school initiatives • Additional opportunities for 6th grade students in Language Arts • Comprehensive Music, Drama and Visual Arts programs
 Mission, Vision, Theme:	All students and staff at Beck Middle School are expected to demonstrate our Core Values. Those values are: Perseverance, Integrity, Respect, Responsibility and Compassion. Beck's Pawsitive expectations are exemplified in all aspects of the school setting.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
 CAMDEN
 CHERRY HILL TWP
 950 CROPWELL RD
 CHERRY HILL, NJ 08003-1499

School Narrative

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

 Courses, Curriculum, Instruction:	At Beck Middle School we provide Algebra, Advanced Algebra, and Geometry classes for 8th grade students in an attempt to allow those students who wish to access the highest levels of math as they move on to high school. We also provide 6th grade students with 90 minutes of Language Arts in order to provide students with the opportunity to interact more deeply with the Language Arts curriculum. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Track and Field - Winter (Co-ed), Wrestling (Boys) Beck Middle School offers a wide range of sports in the fall, winter and spring seasons. Our student-athletes are consistently top performers in contests and are also leaders in the area of sportsmanship.
 Clubs and Activities:	Beck Middle School has a wide variety of clubs, including, but not limited to: Animal Lovers Club, Beck Ambassadors Club, Art Club, Broadway Appreciation Club, Environmental Club, Math Counts, Robotics Club, Science Club, Student Government and Yearbook
 Before and After School Programs:	Beck Middle School offers the Bridge Program, which affords our students the opportunity to meet with students from Cherry Hill High School East in order to get some extra help in a variety of subjects. It also allows students the opportunity to interact with high school students who can give information on what life in high school is like. There is also an intramural sports program that provides students with opportunities to play sports and socialize with classmates.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

School Narrative

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 Staff and Professional Learning:	Beck Middle School staff members are involved in a variety of professional development activities. The Beck staff have collaborative opportunities built into the schedule that help teachers prepare instructional activities that are focused on the individual students in their classes. The staff also have opportunities to meet in content specific groups in order to share effective instructional strategies.
 Student Supports and Services:	Supports are provided to students in morning Advisory. During this time students are able to meet with teachers and receive help in an area in which they feel they need support. Advisory also allows teachers to call for students who need support that might not normally seek out a teacher for extra help. In addition to Morning Advisory there is after school tutoring and the Bridge Program that are available to support students.
 Student Health and Wellness:	The Beck Middle School Health and Physical Education program engages students in physical and learning activities that are designed to promote a healthy lifestyle. Students are taught about taking care of their bodies and provided with examples of physical activities that can be used throughout their lives.
 Parent and Community Involvement:	We have a very active and supportive PTSA at Beck Middle School. The parents provide resources and assistance that help make the students' time in Middle School more enriching and rewarding. The PTSA has supported educational field trips, technology initiatives, and social events that provide students with a rewarding experience.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Beck Middle School built in 1970. Renovations and an addition took place in 2000. Each day, the school personnel welcome approximately 900 students in sixth through eighth grade.



Henry C. Beck Middle School
2016-2017
Grade Span 06-08

07-0800-073
CAMDEN
CHERRY HILL TWP
950 CROPWELL RD
CHERRY HILL, NJ 08003-1499

School Narrative

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

 Other Information:	At Henry C. Beck Middle School, we have established initiatives that are unique to our learning community. We work to improve student achievement through Professional Learning Communities. A whole-school approach to interactive note-taking to equip our students with the skills to be successful students has been implemented. A focus on literacy instruction in all content areas, including Science, Social Studies and Elective Exploratory courses has been developed. We are consistently identifying ways to differentiate our teaching to make learning accessible to all students



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
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CHERRY HILL, NJ 08003-3747

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	39	32	40
1	48	44	31
2	52	57	49
3	43	55	59
4	44	43	52
5	38	43	42
Ungraded	27	28	31
Total	291	302	304

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	47%
Male	53%	53%	53%
Economically Disadvantaged Students	16%	19%	16%
Students with Disabilities	20%	24%	22%
English Learners	1%	1%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.8%
Hispanic	11.5%
Asian	10.2%
Black or African American	5.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	47	32	40
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	86.5%
Chinese	2.6%
Korean	1.6%
Russian	1.6%
Spanish	1.6%
Other	5.8%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	163	95.5	65.00	67.80	54.90	65	63.8	Met Target
White	105	93.0	63.80	*	63.90	62.9	61.7	Met Target
Hispanic	19	100.0	52.60	47.40	39.80	52.6	**	**
Black or African American	11	100.0	63.70	48.50	35.20	63.7	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.00	*	80.70	75	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	12	100.0	83.40	66.30	54.90	83.4	**	**
Female	75	97.4	69.30	*	62.20	69.3		
Male	88	93.9	61.40	*	48.10	61		
Economically Disadvantaged Students	36	97.4	44.40	44.50	36.20	*	51.5	Met Target†
Non-Economically Disadvantaged Students	127	94.9	70.90	73.90	65.80	*		
Students with Disabilities	48	98.1	37.50	*	20.50	37.5	34.2	Met Target
Students without Disabilities	115	94.4	76.50	*	61.90	76.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
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 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	765	764	749	*	*	*	50%	*	65%	50%
White	37	769	768	759	*	*	*	57%	*	68%	61%
Hispanic	10	749	747	734	0%	*	*	*	*	40%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	26	770	771	754	*	*	*	50%	*	73%	55%
Male	36	761	757	745	*	*	*	50%	*	58%	46%
Economically Disadvantaged Students	12	733	740	731	*	*	*	*	*	42%	31%
Non-Economically Disadvantaged Students	50	772	771	762	*	*	*	*	*	70%	63%
Students with Disabilities	16	728	734	720	*	*	*	*	*	25%	24%
Students without Disabilities	46	777	772	755	*	*	*	*	*	78%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	767	764	753	*	*	*	49%	22%	71%	56%
White	33	763	768	762	*	*	*	49%	*	67%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	764	769	758	*	*	*	*	*	64%	61%
Male	24	770	760	749	*	*	*	*	*	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	11	748	739	725	*	*	*	*	0%	55%	25%
Students without Disabilities	38	772	771	759	*	*	*	*	29%	76%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	767	764	755	*	*	*	49%	22%	71%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	759	765	756	*	*	25%	56%	*	63%	59%
White	30	756	767	763	0%	*	33%	53%	*	57%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	24	768	773	761	*	*	*	67%	*	75%	66%
Male	24	750	758	750	*	*	*	46%	*	50%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	737	736	725	*	*	*	*	*	29%	22%
Students without Disabilities	34	768	772	762	*	*	*	*	*	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

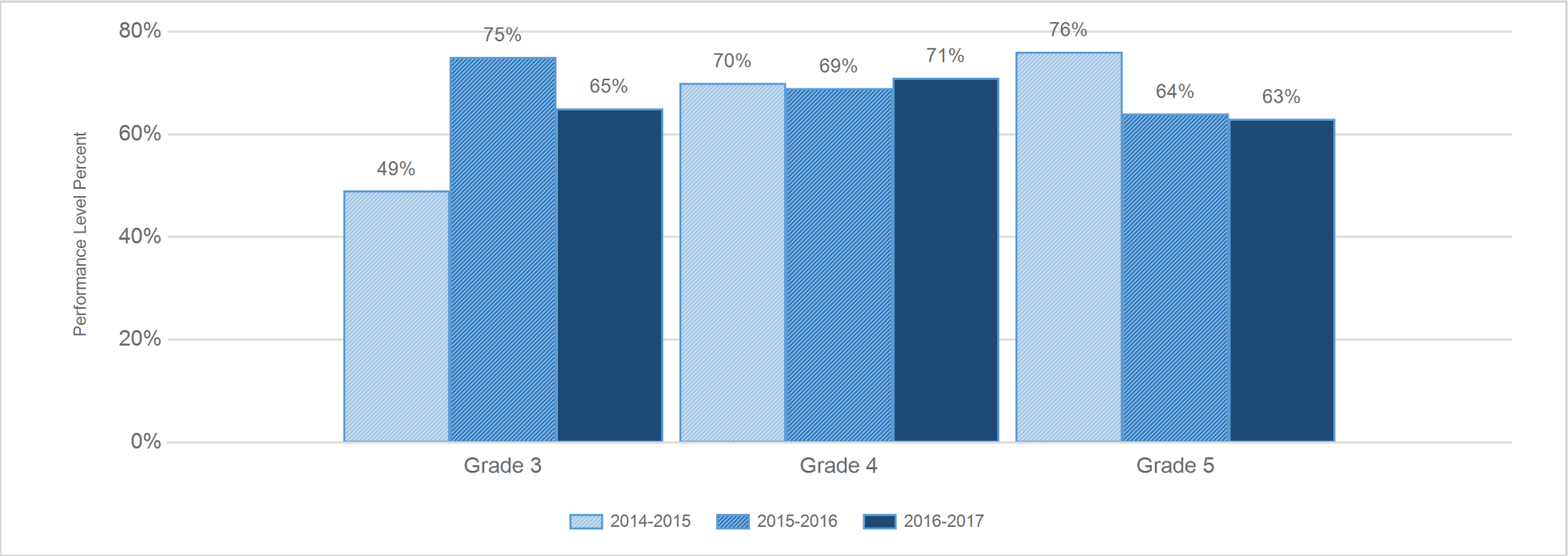


Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
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CHERRY HILL TWP
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CHERRY HILL, NJ 08003-3747

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	163	95.5	63.80	53.20	43.50	63.8	66.7	Met Target†
White	105	93.0	63.80	55.30	52.40	63	64.2	Met Target†
Hispanic	19	100.0	47.40	31.70	27.60	47.4	**	**
Black or African American	11	100.0	63.60	26.60	21.70	63.6	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.10	70.30	75.60	75.1	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	12	100.0	75.00	57.40	44.90	75	**	**
Female	75	97.4	62.60	52.90	44.10	62.6		
Male	88	93.9	64.80	53.50	42.90	64.4		
Economically Disadvantaged Students	36	97.4	44.40	30.40	25.10	*	43.1	Met Target
Non-Economically Disadvantaged Students	127	94.9	69.30	59.10	54.30	*		
Students with Disabilities	48	98.1	35.40	*	16.50	35.4	36.6	Met Target†
Students without Disabilities	115	94.4	75.60	*	48.80	75.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	762	761	751	*	*	26%	39%	24%	63%	53%
White	37	772	763	759	*	0%	*	38%	35%	73%	63%
Hispanic	10	738	748	738	*	*	*	*	*	40%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	26	764	761	751	*	*	*	42%	*	65%	52%
Male	36	762	761	751	*	*	*	36%	*	61%	53%
Economically Disadvantaged Students	12	742	743	736	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	50	767	766	761	*	*	*	*	*	70%	65%
Students with Disabilities	16	745	742	729	*	*	*	*	*	31%	29%
Students without Disabilities	46	769	766	755	*	*	*	*	*	74%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	756	755	747	0%	*	25%	55%	*	61%	47%
White	33	755	758	755	0%	*	30%	49%	*	55%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	754	753	747	0%	*	*	44%	*	52%	47%
Male	24	759	756	747	0%	*	*	67%	*	71%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	11	737	734	724	0%	*	*	*	*	27%	22%
Students without Disabilities	38	762	760	751	0%	*	*	*	*	71%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	49	756	755	749	0%	*	25%	55%	*	61%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
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 CHERRY HILL, NJ 08003-3747

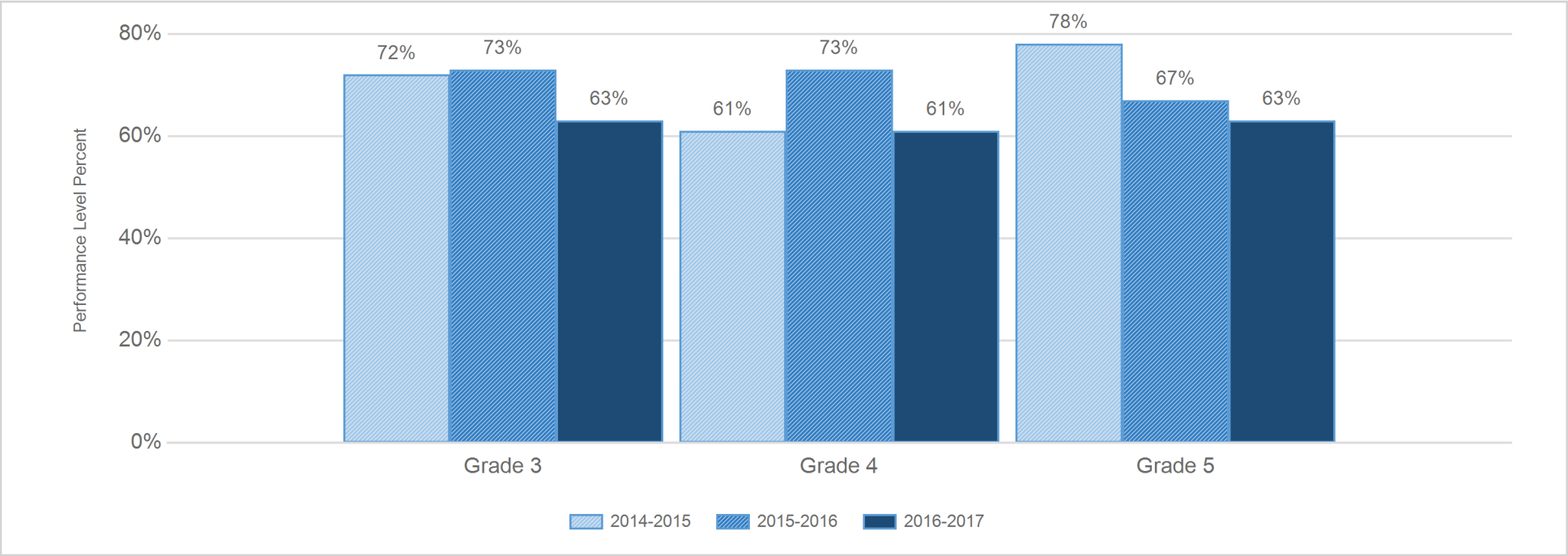
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	759	753	747	0%	*	23%	54%	*	63%	46%
White	30	758	755	754	0%	*	*	53%	*	60%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	24	763	755	747	0%	*	*	63%	*	71%	47%
Male	24	755	752	746	0%	*	*	46%	*	54%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	736	735	725	0%	*	*	*	*	29%	19%
Students without Disabilities	34	768	758	751	0%	*	*	*	*	77%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

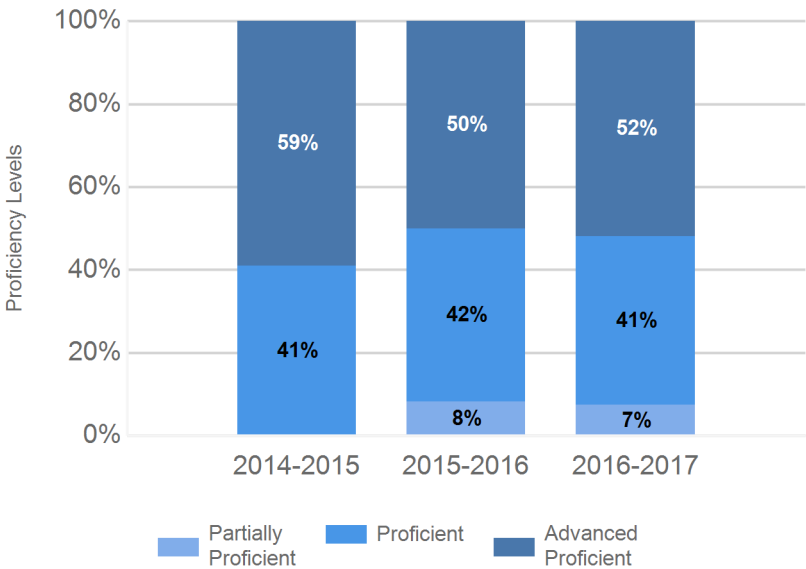
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	52%	41%	7%
White	53%	40%	*
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	33%	50%	17%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
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CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	55	50	Met Target	55	48	50	Met Target
White	38	55	50	Not Met	49	49	52	Met Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	65	*	60	**	61	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	38	49	47	**	64	45	46	**
Students with Disabilities	34	46	41	Not Met	39	42.5	43	Not Met
English Learners	*	58	53	**	*	55	51	**

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



Horace Mann Elementary School
2016-2017

Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

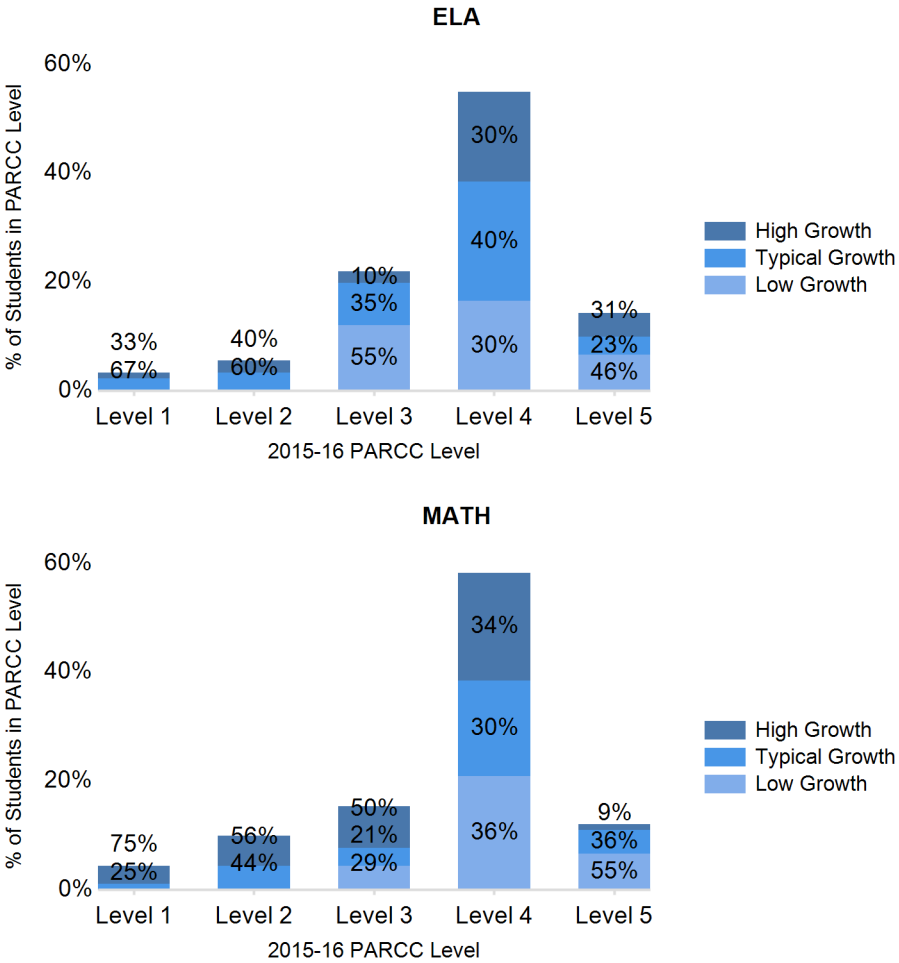
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

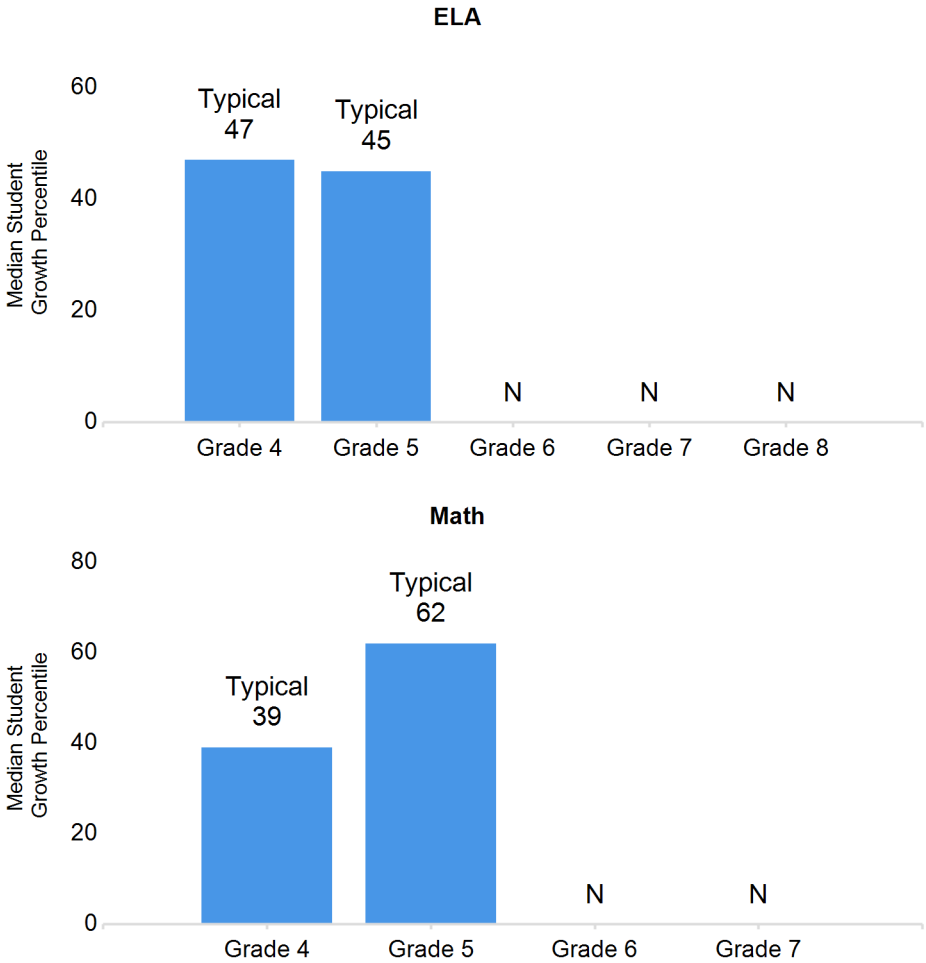
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

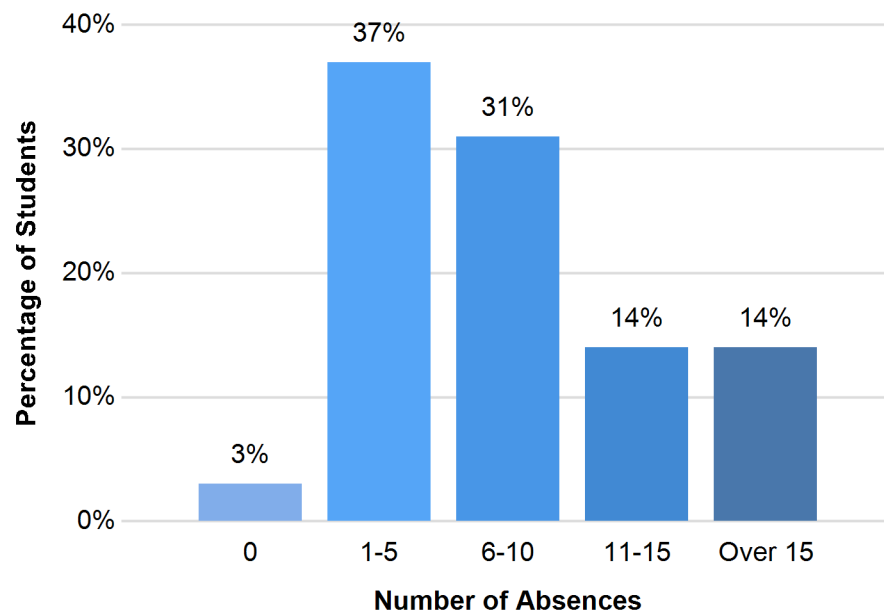
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.40	8.40	Not Met
White	11.10	8.40	Not Met
Hispanic	11.40	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	6.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.00	8.40	Met Target
Economically Disadvantaged Students	26.50	8.40	Not Met
Students with Disabilities	19.20	8.40	Not Met
English Learners	N	**	**

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

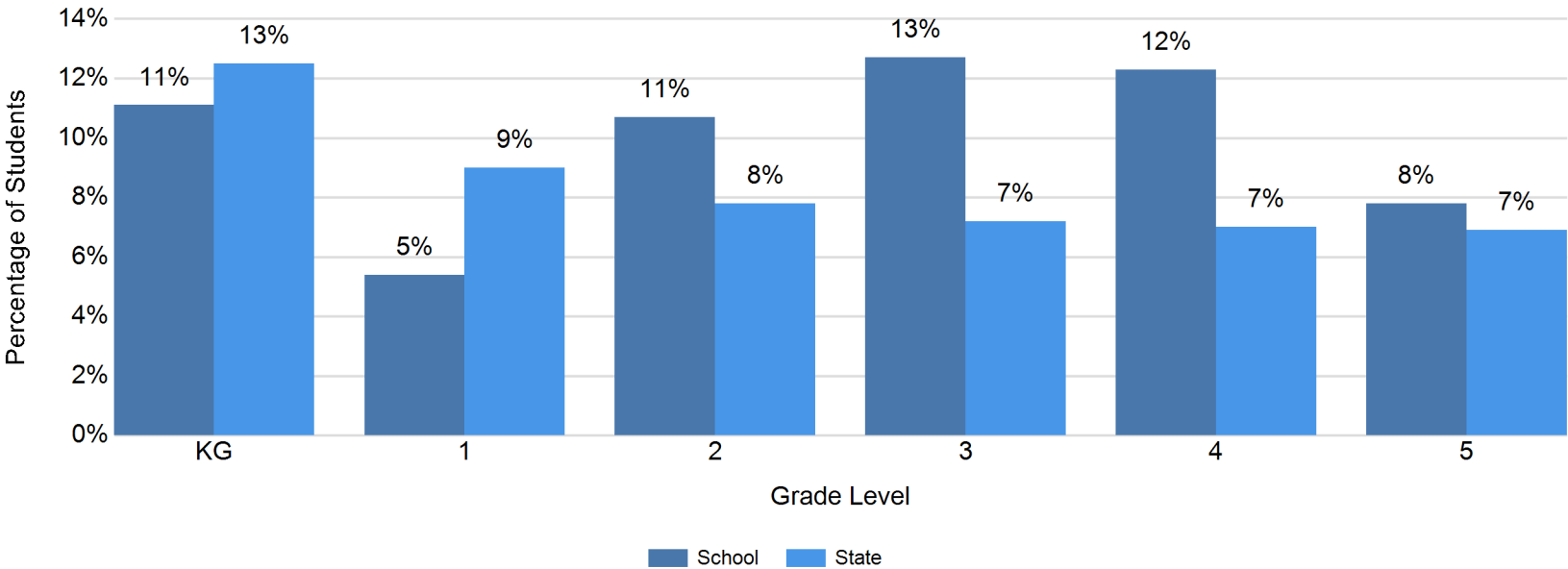
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	22	120,724
Average years experience in public schools	9.4	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	304:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

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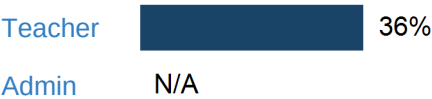
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	63.2	17.5%
Mathematics Proficiency	78.3	17.5%
English Language Arts Growth	20.7	25.0%
Mathematics Growth	50.4	25.0%
Chronic Absenteeism	18.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.4
Summative Rating: Percentile rank of Summative Score		42.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	33.1	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Students with Disabilities	48.1	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
 CAMDEN
 CHERRY HILL TWP
 150 WALT WHITMAN BLVD
 CHERRY HILL, NJ 08003-3747

School General Info

Principal:	Ms. Dave	Email Address:	sdave@chclc.org
Address:	150 WALT WHITMAN BLVD CHERRY HILL, NJ 08003-3747	Website:	https://mann.chclc.org/
Phone:	(856)428-1144	Twitter:	https://twitter.com/HoraceMannES

School Narrative

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

 Highlights:	• Ongoing professional development for teachers and educational assistants to promote lifelong learning. • The Student Pledge was established, with a clear focus on respect, responsibility, & citizenship. • The Eagle Eye Program uses a positive behavior support framework to focus on celebrating positive student choices.
 Mission, Vision, Theme:	The Horace Mann School is a nurturing learning community which offers a challenging academic program, instills character, foster lifelong learning in order to develop the whole child. STUDENT PLEDGE: As an Eagle of Horace Mann, I pledge to be all that I can. Each day I'll do my best, and won't do any less. RESPECT, RESPONSIBILITY, CITIZENSHIP. Our Eagle spirit soars above the rest!



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

School Narrative

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 Courses, Curriculum, Instruction:	We use results from both formative and summative assessments to identify areas for growth and improvement. Student achievement cannot be defined solely by performance on standardized tests at the elementary level. Of equal importance are participation in classroom discussions and activities, a variety of performance assessments and participation in the arts, community service, and more. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Horace Mann staff work diligently to differentiate learning for our students by using differentiated learning, conferring, reciprocal teaching, and other critical instructional practices. In addition, Horace Mann School uses Intervention & Referral Services to provide tiered support for students in need of additional support. Horace Mann is also the home for 6 autism support classrooms, with effective support services built into their daily schedules.
 Parent and Community Involvement:	The Horace Mann PTA is dedicated to supporting the needs of the students by working with faculty to achieve common goals. The PTA has supported the school with character education, technology, and school improvement initiatives to the benefit of all students.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Mann School was built in 1964. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 300 students in kindergarten through fifth grade.



Horace Mann Elementary School
2016-2017
Grade Span KG-05

07-0800-075
CAMDEN
CHERRY HILL TWP
150 WALT WHITMAN BLVD
CHERRY HILL, NJ 08003-3747

School Narrative

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

 Other Information:	We continue to encourage and educate our students on the importance of sustainability to help them develop a deeper understanding of the character traits through action. Students participate in Earth hours, Trashless Tuesdays, and maintenance of the Mann Teaching Farm to understand that each of them can make a difference.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
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CHERRY HILL, NJ 08003-1121

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	27	32	27
1	34	36	36
2	45	35	38
3	44	51	33
4	44	46	52
5	56	52	46
Ungraded	24	8	20
Total	274	260	252

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	45%	44%
Male	54%	55%	56%
Economically Disadvantaged Students	18%	15%	15%
Students with Disabilities	26%	27%	25%
English Learners	2%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	56.3%
Asian	23.8%
Hispanic	8.3%
Black or African American	7.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	33	32	27
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	79.0%
Chinese	3.2%
Spanish	2.8%
Hindi	2.4%
Vietnamese	1.6%
Other	11.2%



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
 CAMDEN
 CHERRY HILL TWP
 1960 GREENTREE RD
 CHERRY HILL, NJ 08003-1121

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	121	97.0	78.50	67.80	54.90	78.5	62.7	Met Target
White	66	95.8	80.30	*	63.90	80.3	62.6	Met Goal
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	11	100.0	81.80	48.50	35.20	81.8	**	**
Asian, Native Hawaiian, or Pacific Islander	33	97.4	87.80	*	80.70	87.8	73.1	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	57	95.2	78.90	*	62.20	78.9		
Male	64	98.6	78.10	*	48.10	78.1		
Economically Disadvantaged Students	17	95.0	76.50	44.50	36.20	76.5	N	N
Non-Economically Disadvantaged Students	104	97.4	78.90	73.90	65.80	78.9		
Students with Disabilities	27	96.4	29.60	*	20.50	29.6	19.3	Met Target
Students without Disabilities	94	97.2	92.50	*	61.90	92.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
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 CHERRY HILL TWP
 1960 GREENTREE RD
 CHERRY HILL, NJ 08003-1121

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	769	764	749	*	*	*	53%	*	74%	50%
White	14	777	768	759	0%	*	0%	*	*	86%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	782	774	775	*	0%	*	*	*	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	15	778	771	754	*	*	*	*	*	80%	55%
Male	19	763	757	745	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	775	764	753	*	*	*	54%	31%	85%	56%
White	33	779	768	762	0%	*	*	52%	36%	88%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	781	772	777	0%	*	0%	*	*	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	24	777	769	758	*	*	*	58%	*	88%	61%
Male	28	774	760	749	*	*	*	50%	*	82%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	52	775	764	755	*	*	*	54%	31%	85%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

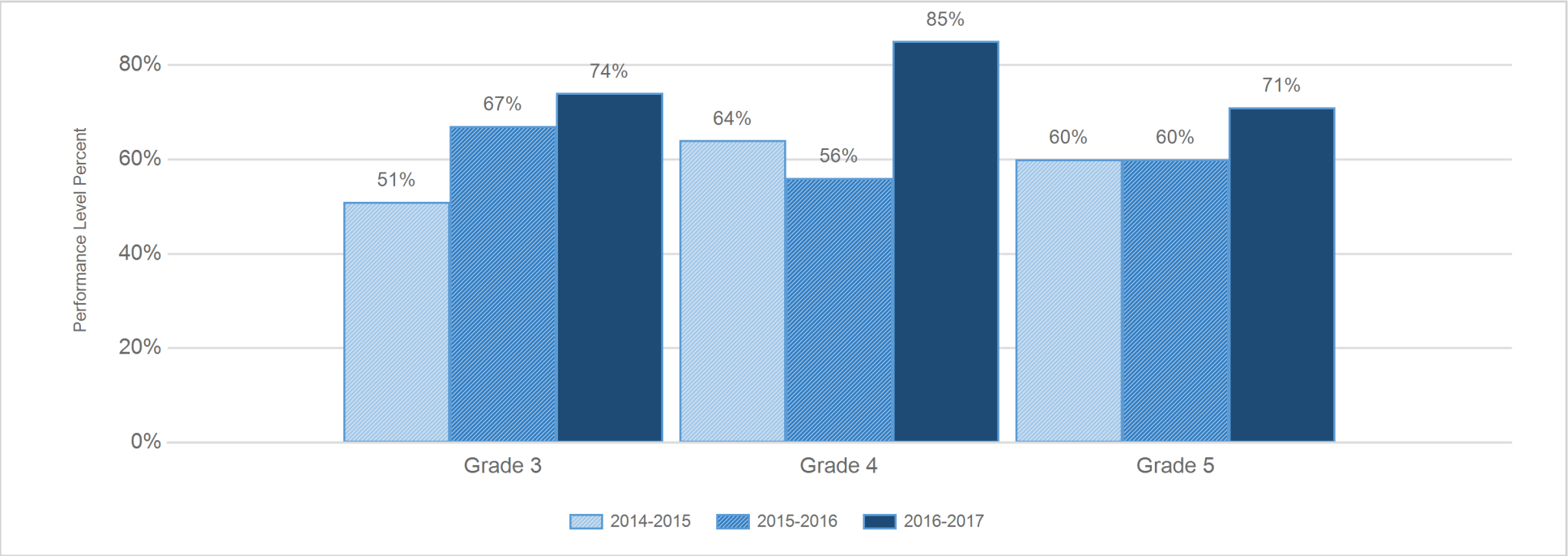
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	764	765	756	*	*	*	55%	*	71%	59%
White	21	765	767	763	0%	*	*	*	*	62%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	760	772	779	*	0%	*	*	*	77%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	19	762	773	761	*	*	*	53%	*	68%	66%
Male	25	766	758	750	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	121	97.0	62.80	53.20	43.50	62.8	61.3	Met Target
White	66	95.8	65.20	55.30	52.40	65.2	59.1	Met Target
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	11	100.0	36.40	26.60	21.70	36.4	**	**
Asian, Native Hawaiian, or Pacific Islander	33	97.4	72.70	70.30	75.60	72.7	78.9	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	57	95.2	64.90	52.90	44.10	64.9		
Male	64	98.6	61.00	53.50	42.90	61		
Economically Disadvantaged Students	17	95.0	41.20	30.40	25.10	41.2	N	N
Non-Economically Disadvantaged Students	104	97.4	66.40	59.10	54.30	66.4		
Students with Disabilities	27	96.4	25.90	*	16.50	25.9	22.4	Met Target
Students without Disabilities	94	97.2	73.40	*	48.80	73.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	766	761	751	*	*	*	44%	*	71%	53%
White	14	772	763	759	0%	*	*	*	*	79%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	13	784	775	779	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	15	764	761	751	*	*	*	*	*	80%	52%
Male	19	768	761	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	763	755	747	*	*	*	54%	*	69%	47%
White	33	764	758	755	0%	*	*	61%	*	70%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	11	779	768	774	0%	0%	*	*	*	91%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	24	757	753	747	*	*	*	58%	*	67%	47%
Male	28	767	756	747	*	*	*	50%	*	71%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	52	763	755	749	*	*	*	54%	*	69%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

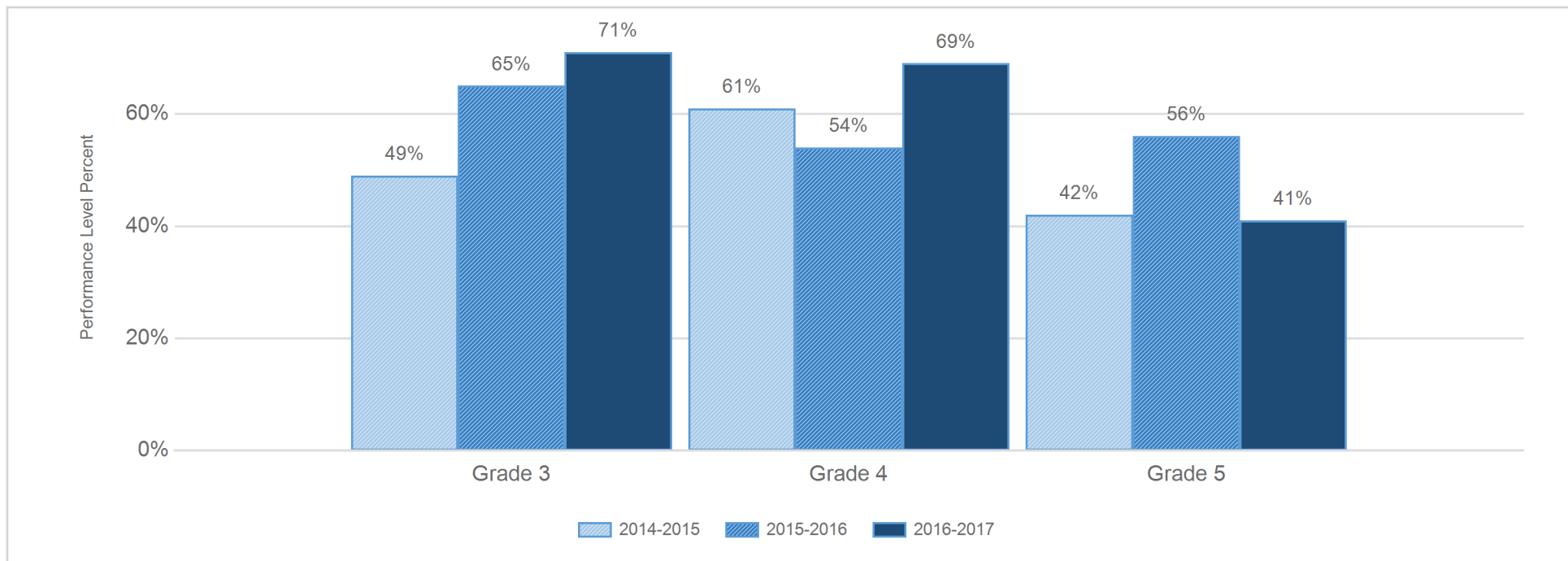
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	753	753	747	0%	*	46%	25%	*	41%	46%
White	21	755	755	754	0%	*	52%	*	*	38%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	13	756	766	774	0%	*	*	*	*	46%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	19	749	755	747	0%	*	*	*	*	42%	47%
Male	25	756	752	746	0%	*	*	*	*	40%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
 CAMDEN
 CHERRY HILL TWP
 1960 GREENTREE RD
 CHERRY HILL, NJ 08003-1121

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

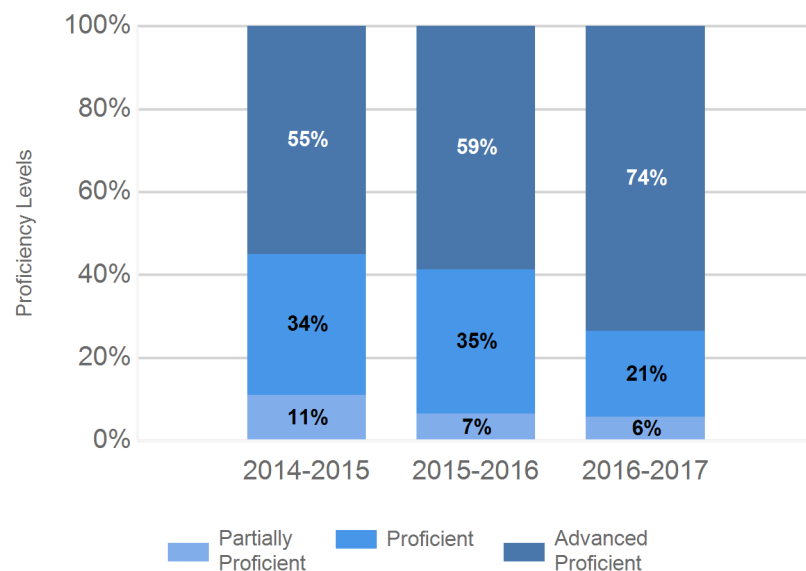
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	74%	21%	6%
White	74%	24%	3%
Hispanic	*	N	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91%	9%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	67	55	50	Exceeds Target	55	48	50	Met Target
White	68.5	55	50	Exceeds Target	58	49	52	Met Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	56	*	60	Met Target	44.5	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	52	49	47	**	65	45	46	**
Students with Disabilities	51	46	41	**	45	42.5	43	**
English Learners	*	58	53	**	*	55	51	**

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



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

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

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

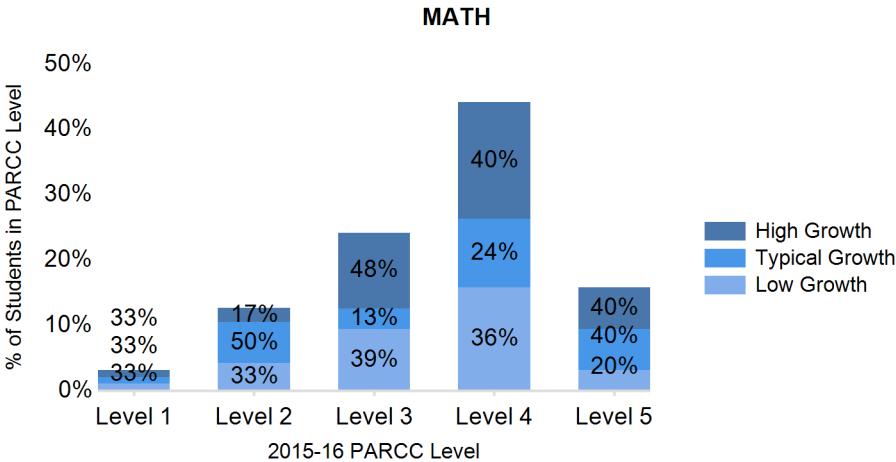
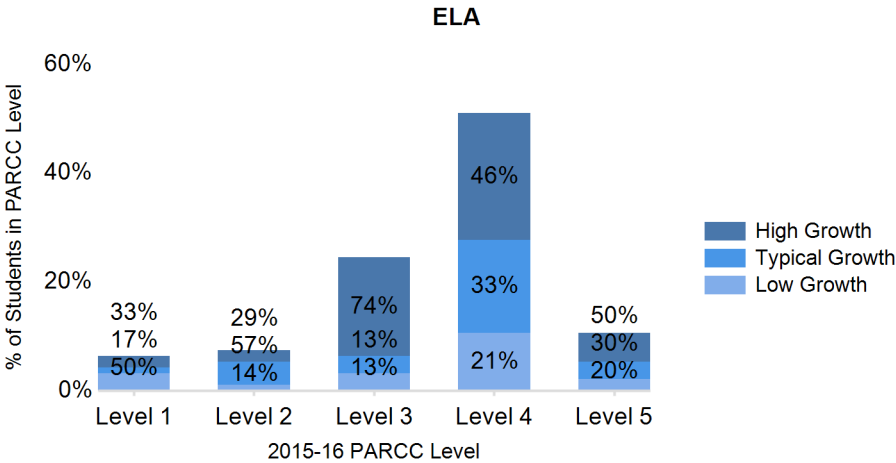
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

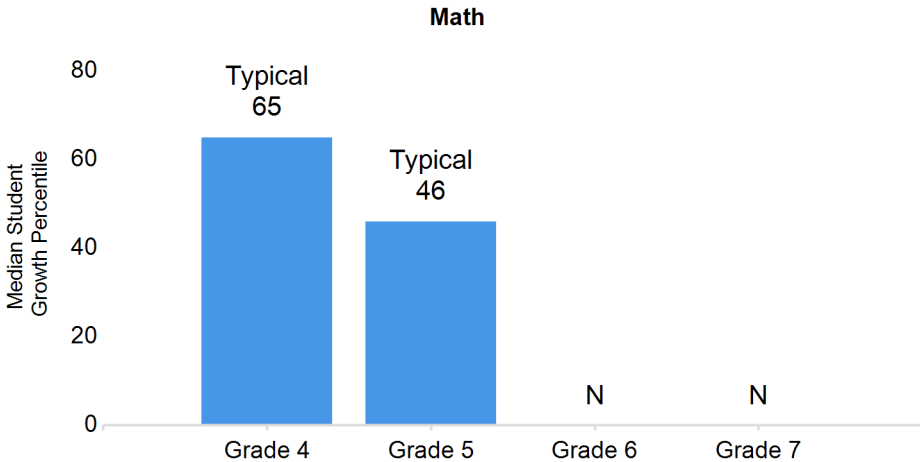
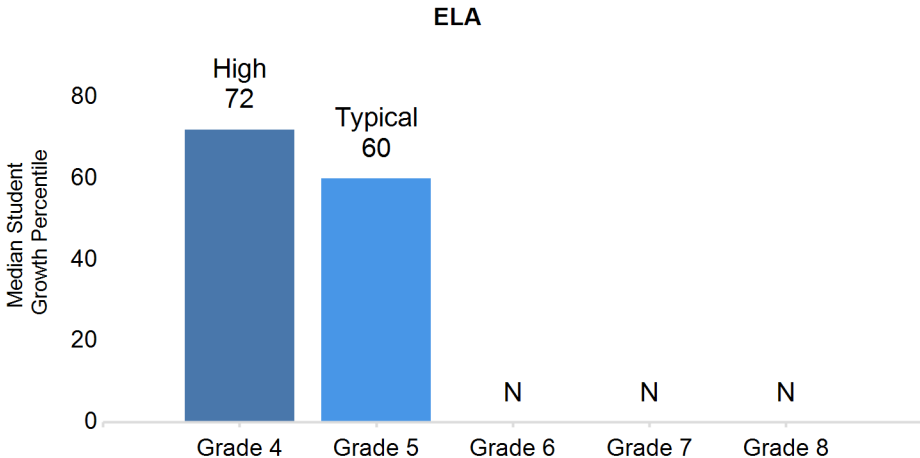
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

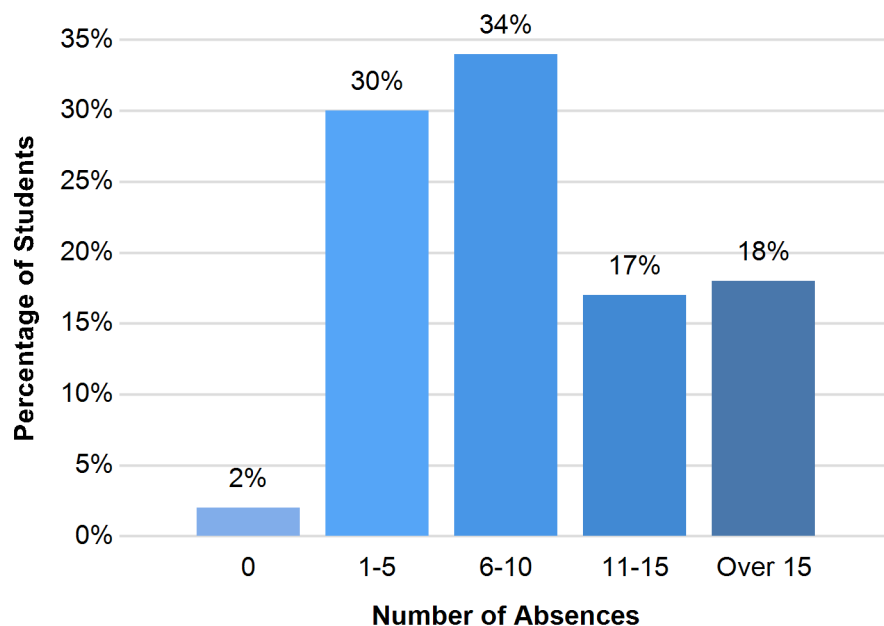
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.50	8.40	Not Met
White	9.90	8.40	Not Met
Hispanic	14.30	8.40	Not Met
Black or African American	15.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	10.00	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.90	8.40	Not Met
Students with Disabilities	22.20	8.40	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



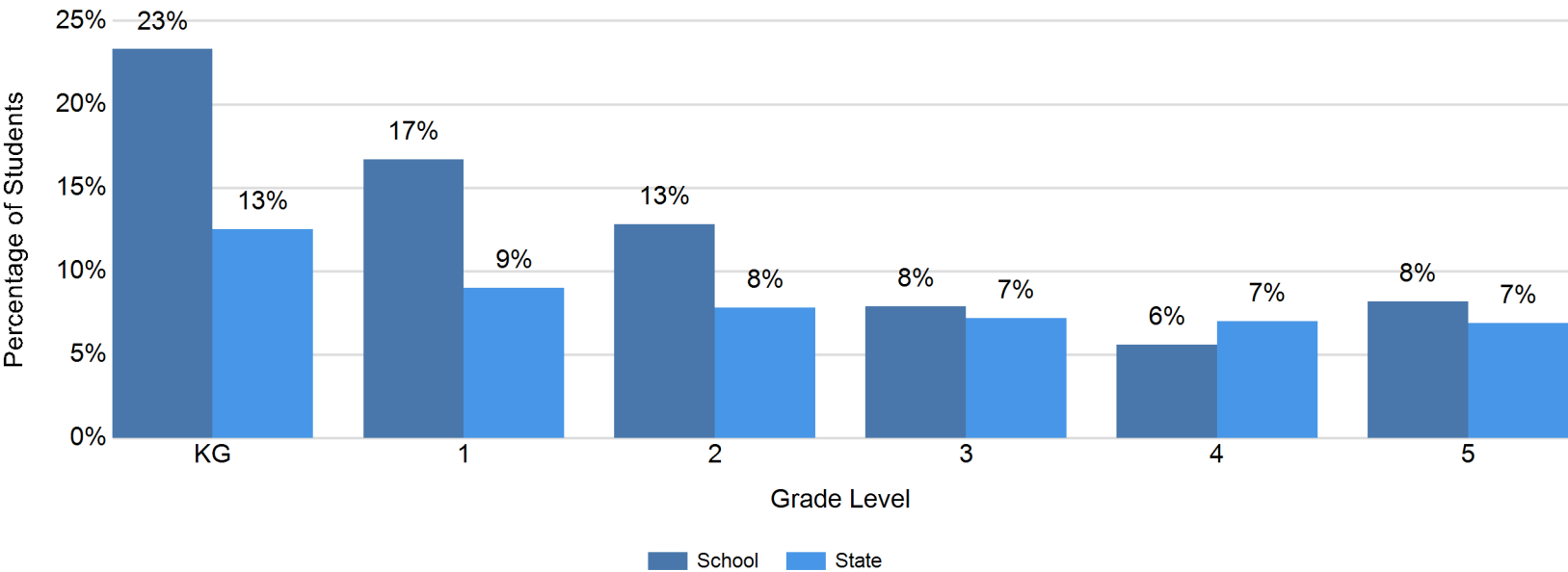


James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.19

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.2%
Any Suspension	1.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	21	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	252:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

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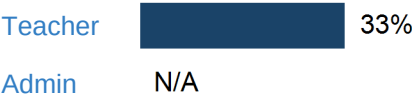
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.2	17.5%
Mathematics Proficiency	68.9	17.5%
English Language Arts Growth	88.1	25.0%
Mathematics Growth	49.7	25.0%
Chronic Absenteeism	15.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.2
Summative Rating: Percentile rank of Summative Score		72.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



James F. Cooper Elementary School
2016-2017

Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	64.2	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No
White	71.2	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	28.9	11.9	No	Met Goal	Met Target†	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
 CAMDEN
 CHERRY HILL TWP
 1960 GREENTREE RD
 CHERRY HILL, NJ 08003-1121

School General Info

Principal:	Mrs. Tiernan	Email Address:	rtiernan@chclc.org
Address:	1960 GREENTREE RD CHERRY HILL, NJ 08003-1121	Website:	https://cooper.chclc.org
Phone:	(856)424-4554	Facebook:	https://www.facebook.com/JFCooperES/
		Twitter:	https://twitter.com/JFCooperES

School Narrative

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

Highlights:	• Our character education program at Cooper aims to develop and support the whole child. • We seek to prepare our students for their future in a digital world with increased access to and use of Google Suite. • Cooper students benefit from Project SUCCESS high school mentors who visit weekly to support students.
Mission, Vision, Theme:	At Cooper School we strive to teach all children to love learning, exceed expectations and contribute to the human community. Each morning we recite our Cooper Code, "Cooper kids are kind to themselves, others, and the world around them. We show respect, responsibility and good citizenship." These actions and goals are consistent with our district's mission statement.
Awards, Recognition, Accomplishments:	Cooper School has received bronze certification through Sustainable Jersey for Schools.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

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 Courses, Curriculum, Instruction:	To meet the challenge of preparing our students to be 21st Century Learners, our adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and student performance. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .
 Clubs and Activities:	Clubs, activities and volunteer opportunities available to students at Cooper include Cooper Council Student Leaders, Green Team, Safety Patrol, and International Club.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	At Cooper the school counselor leads our character education initiatives and offers classroom, small group and individual support for students. Our basic skills instructor provides small group academic support for students in need of intervention. In addition, students with disabilities receive support through inclusion, resource room replacement and self-contained programs. Each student receives the educational support they need to access the curriculum and experience achievement.
 Parent and Community Involvement:	We are fortunate to have strong parental and community support. Our Parent-Teacher Association hosts a variety school events and provides funding for supplemental projects. Our local Boy Scouts are actively involved in the school community and frequently support the school through scouting projects. Recent Eagle Scout Projects have included Buddy Benches to promote student friendships, grounds clean-up, and landscaping.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Cooper School was built in 1960. Renovations and additions took place in 2000. Each day, the school personnel welcome approximately 250 students in kindergarten through fifth grade.



James F. Cooper Elementary School
2016-2017
Grade Span KG-05

07-0800-083
CAMDEN
CHERRY HILL TWP
1960 GREENTREE RD
CHERRY HILL, NJ 08003-1121

School Narrative

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

Other Information:	Students enrolled at Cooper School are provided with a variety of learning experiences related to mathematics, language arts, science, humanities, and the arts. Beginning in grade four students are offered instrumental instruction in addition to the general music program. An Intervention and Enrichment period is built into the daily schedule which enables teachers to provide specialized instruction without impacting a student's academic prgoram. The James F. Cooper Elementary School Community embraces each student and accepts the responsibility to provide them with the skills and knowledge to become fully productive citizens. To that end, we strive to remain progressive and proactive in our educational approach to teaching and learning, and we are committed to academic excellence.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	46	58	55
1	75	65	64
2	63	75	67
3	59	75	81
4	69	64	64
5	85	72	63
Ungraded	31	2	23
Total	428	411	417

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	48%
Male	53%	54%	52%
Economically Disadvantaged Students	32%	32%	29%
Students with Disabilities	17%	21%	21%
English Learners	12%	0%	11%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	46.0%
Asian	19.7%
Hispanic	19.2%
Black or African American	12.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	2.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	53	58	55
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	68.3%
Spanish	12.0%
Chinese	3.6%
Bengali	2.2%
Gujarati	1.9%
Other	11.9%



James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	199	98.6	54.30	67.80	54.90	54.3	54.3	Met Target
White	93	98.0	68.80	*	63.90	68.8	68.1	Met Target
Hispanic	45	100.0	13.30	47.40	39.80	13.3	11.5	Met Target
Black or African American	19	96.3	36.90	48.50	35.20	36.9	N	N
Asian, Native Hawaiian, or Pacific Islander	35	100.0	74.30	*	80.70	74.3	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	87	99.0	52.90	*	62.20	52.9		
Male	112	98.4	55.40	*	48.10	55.4		
Economically Disadvantaged Students	81	100.0	29.70	44.50	36.20	29.7	23.7	Met Target
Non-Economically Disadvantaged Students	118	97.8	71.10	73.90	65.80	71.1		
Students with Disabilities	58	100.0	25.90	*	20.50	25.9	29	Met Target†
Students without Disabilities	141	98.2	65.90	*	61.90	65.9		
English Learners	34	100.0	20.60	50.80	25.20	20.6	N	N
Non-English Learners	165	98.4	61.20	69.10	57.40	61.2		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



James Johnson Elementary School
2016-2017

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	749	764	749	15%	*	24%	37%	*	47%	50%
White	37	756	768	759	*	*	27%	46%	*	54%	61%
Hispanic	19	736	747	734	*	*	*	*	*	26%	35%
Black or African American	14	720	748	731	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	13	768	774	775	*	0%	*	*	*	77%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	754	771	754	*	*	31%	31%	*	46%	55%
Male	51	745	757	745	*	*	20%	41%	*	47%	46%
Economically Disadvantaged Students	33	726	740	731	*	*	30%	*	*	21%	31%
Non-Economically Disadvantaged Students	53	763	771	762	*	*	21%	*	*	62%	63%
Students with Disabilities	25	718	734	720	*	*	*	*	*	24%	24%
Students without Disabilities	61	761	772	755	*	*	*	*	*	56%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



James Johnson Elementary School
2016-2017

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	755	764	753	*	*	24%	39%	18%	58%	56%
White	28	765	768	762	0%	*	*	43%	*	71%	67%
Hispanic	19	736	745	740	*	*	*	*	*	21%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	753	772	777	*	*	*	*	*	73%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	37	749	769	758	*	*	*	38%	*	46%	61%
Male	29	763	760	749	*	*	*	41%	*	72%	51%
Economically Disadvantaged Students	28	736	743	737	*	*	*	36%	0%	36%	36%
Non-Economically Disadvantaged Students	38	769	769	764	*	*	*	42%	32%	74%	69%
Students with Disabilities	19	734	739	725	*	*	*	*	*	32%	25%
Students without Disabilities	47	764	771	759	*	*	*	*	*	68%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
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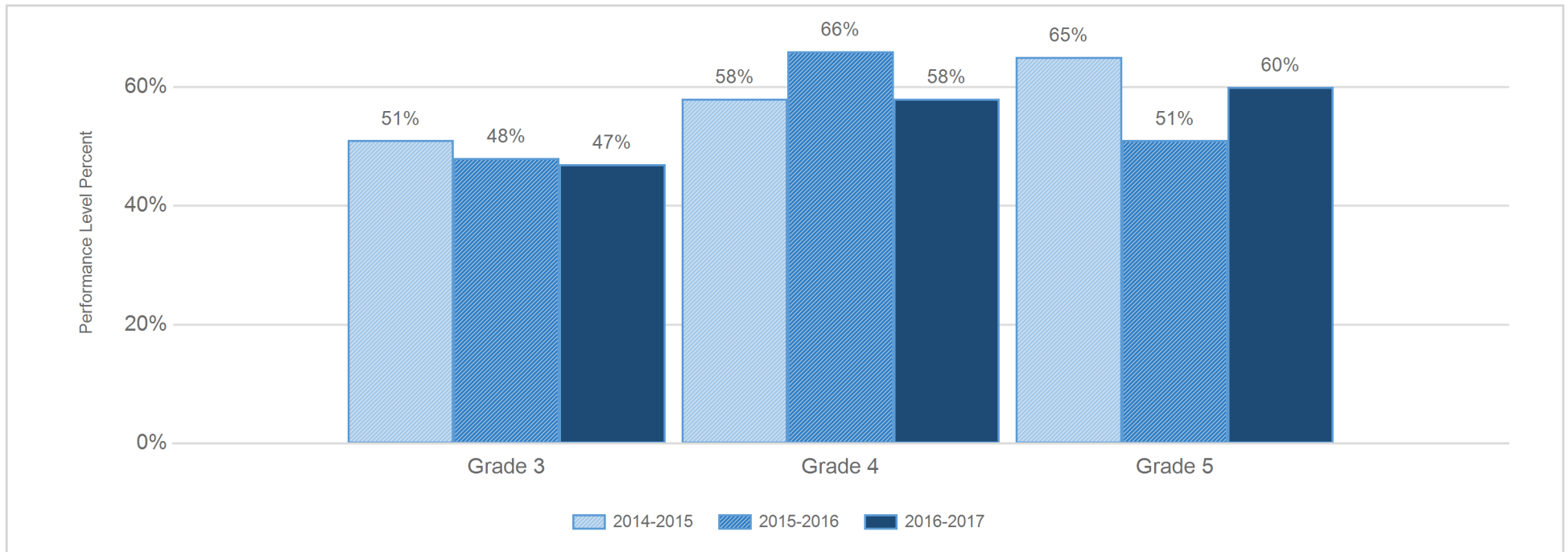
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	758	765	756	*	*	19%	48%	*	60%	59%
White	32	771	767	763	*	*	*	66%	*	81%	69%
Hispanic	13	721	746	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	775	772	779	*	0%	*	*	*	79%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	25	765	773	761	*	*	*	48%	*	68%	66%
Male	42	753	758	750	*	*	*	48%	*	55%	53%
Economically Disadvantaged Students	24	736	745	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	43	770	769	765	*	*	*	*	*	74%	71%
Students with Disabilities	15	724	736	725	*	*	*	*	*	27%	22%
Students without Disabilities	52	767	772	762	*	*	*	*	*	69%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	758	766	757	*	*	19%	48%	*	60%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





James Johnson Elementary School
2016-2017
Grade Span KG-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	199	98.7	47.70	53.20	43.50	47.7	48.9	Met Target†
White	93	98.0	58.00	55.30	52.40	58	57.3	Met Target
Hispanic	45	100.0	13.30	31.70	27.60	13.3	14	Met Target†
Black or African American	19	96.3	26.30	26.60	21.70	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	35	100.0	71.40	70.30	75.60	71.4	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	87	99.0	50.60	52.90	44.10	50.6		
Male	112	98.4	45.50	53.50	42.90	45.5		
Economically Disadvantaged Students	81	100.0	17.20	30.40	25.10	17.2	19.1	Met Target†
Non-Economically Disadvantaged Students	118	97.8	68.70	59.10	54.30	68.7		
Students with Disabilities	58	100.0	27.60	*	16.50	27.6	24.4	Met Target
Students without Disabilities	141	98.2	56.00	*	48.80	56		
English Learners	34	100.0	20.50	48.20	23.30	20.5	N	N
Non-English Learners	165	98.4	53.30	53.50	45.20	53.3		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



James Johnson Elementary School
2016-2017
Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	744	761	751	16%	*	22%	43%	*	50%	53%
White	37	753	763	759	*	*	27%	54%	*	57%	63%
Hispanic	19	731	748	738	*	*	*	*	0%	37%	37%
Black or African American	14	708	740	733	*	*	*	*	0%	14%	32%
Asian, Native Hawaiian, or Pacific Islander	13	767	775	779	*	0%	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	35	743	761	751	*	*	*	57%	*	57%	52%
Male	51	744	761	751	*	*	*	33%	*	45%	53%
Economically Disadvantaged Students	33	722	743	736	*	*	*	*	*	21%	34%
Non-Economically Disadvantaged Students	53	757	766	761	*	*	*	*	*	68%	65%
Students with Disabilities	25	725	742	729	*	*	*	*	*	28%	29%
Students without Disabilities	61	751	766	755	*	*	*	*	*	59%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	747	755	747	*	19%	28%	40%	*	46%	47%
White	28	753	758	755	*	*	*	50%	*	57%	59%
Hispanic	19	726	734	734	*	*	*	*	0%	11%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	13	763	768	774	0%	*	*	*	*	69%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	739	753	747	*	*	*	34%	*	37%	47%
Male	30	757	756	747	*	*	*	47%	*	57%	48%
Economically Disadvantaged Students	28	727	733	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	40	761	760	757	*	*	*	*	*	65%	61%
Students with Disabilities	19	732	734	724	*	*	*	*	*	37%	22%
Students without Disabilities	49	753	760	751	*	*	*	*	*	49%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
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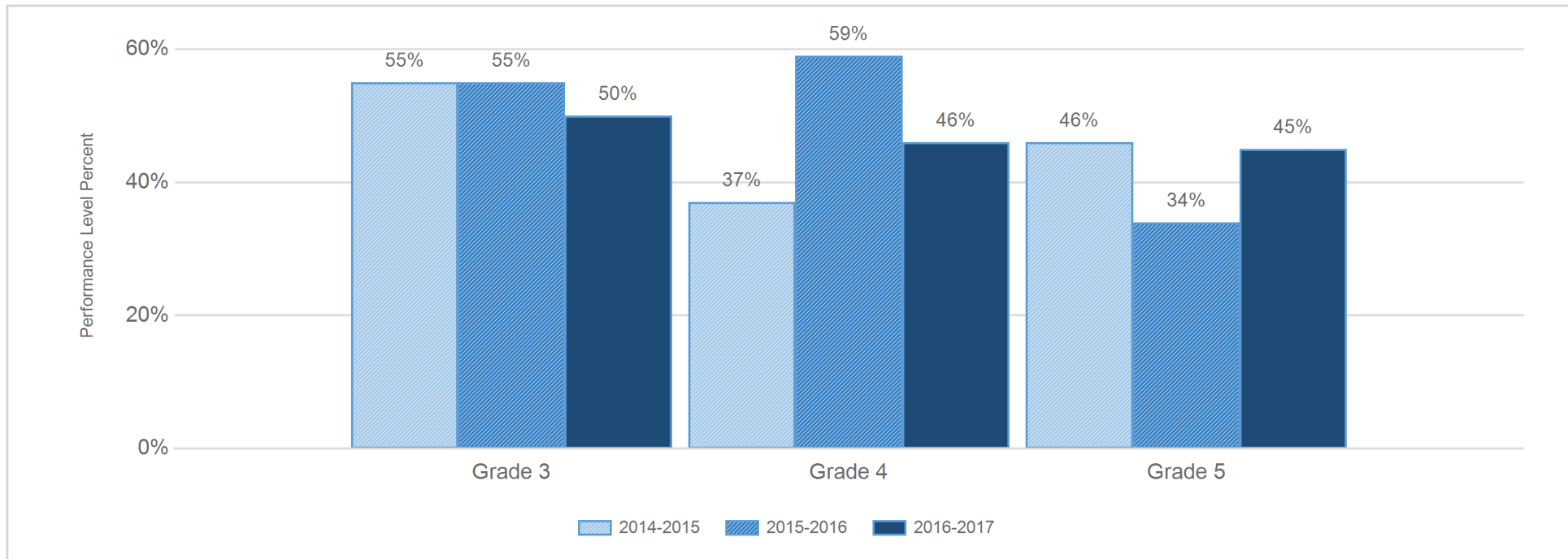
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	749	753	747	*	22%	31%	33%	*	45%	46%
White	32	759	755	754	0%	*	*	47%	*	63%	57%
Hispanic	13	721	736	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	14	766	766	774	0%	*	*	*	*	64%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	25	754	755	747	*	*	*	*	*	52%	47%
Male	42	746	752	746	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	24	726	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	43	762	757	756	*	*	*	*	*	*	59%
Students with Disabilities	15	735	735	725	*	*	*	*	*	20%	19%
Students without Disabilities	52	753	758	751	*	*	*	*	*	52%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	67	749	754	748	*	22%	31%	33%	*	45%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





James Johnson Elementary School
2016-2017

Grade Span KG-05

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	61.5%	38.5%
2	12	75%	25%
3	12	75%	25%
4	*	*	*
5+	N	N	N



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

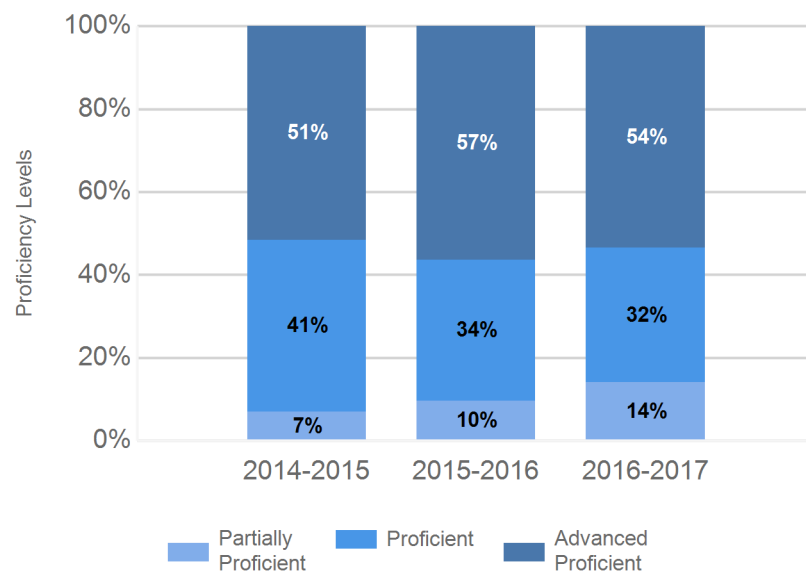
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	32%	14%
White	63%	31%	6%
Hispanic	21%	53%	26%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	75%	8%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	28%	45%	28%
Students with Disabilities	45%	30%	25%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	55	50	Met Target	40	48	50	Met Target
White	51.5	55	50	Met Target	36.5	49	52	Not Met
Hispanic	47	49	49	Met Target	43.5	41.5	47	Met Target
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	53	*	60	Met Target	48	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	46	49	47	Met Target	40	45	46	Met Target
Students with Disabilities	39	46	41	Not Met	38	42.5	43	Not Met
English Learners	59.5	58	53	Met Target	62	55	51	Exceeds Target

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



James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
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CHERRY HILL, NJ 08034-3121

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

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

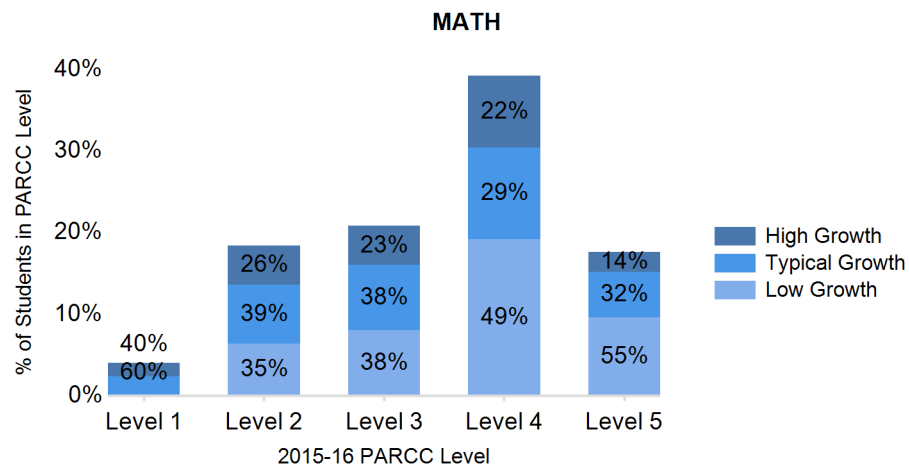
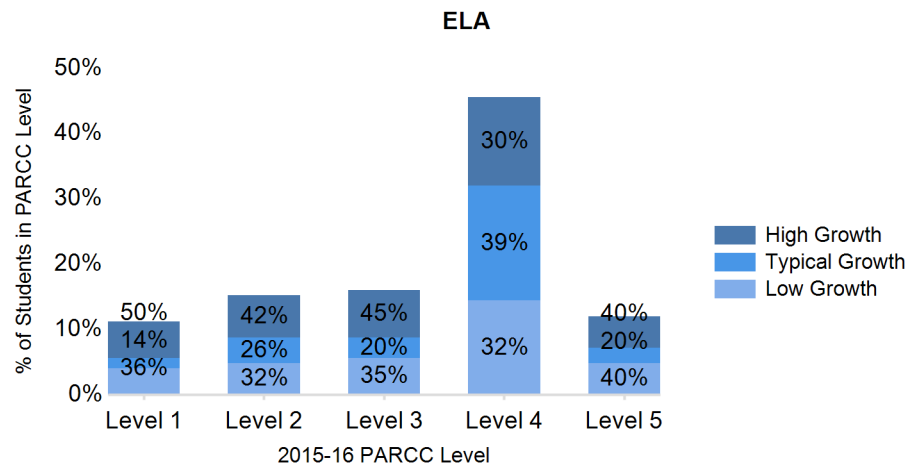
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

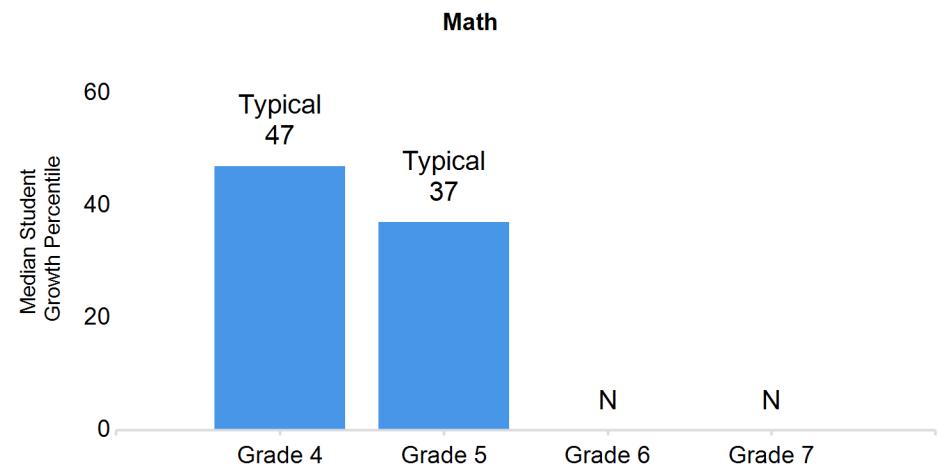
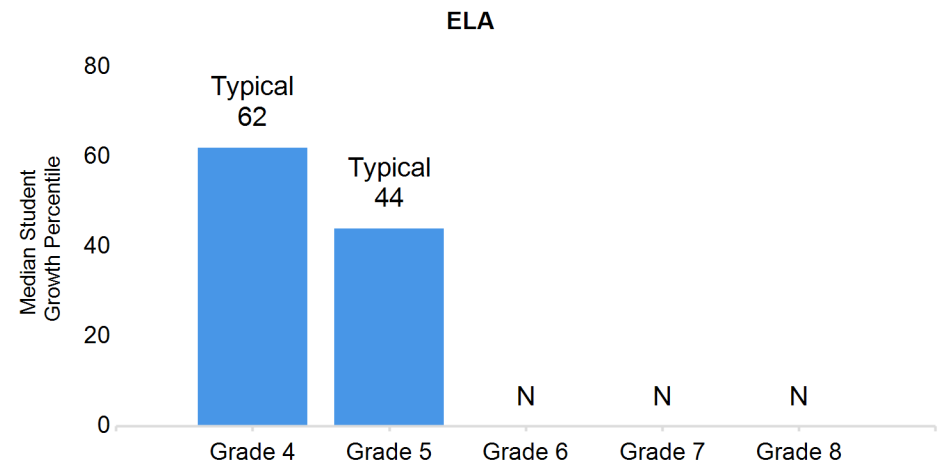
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

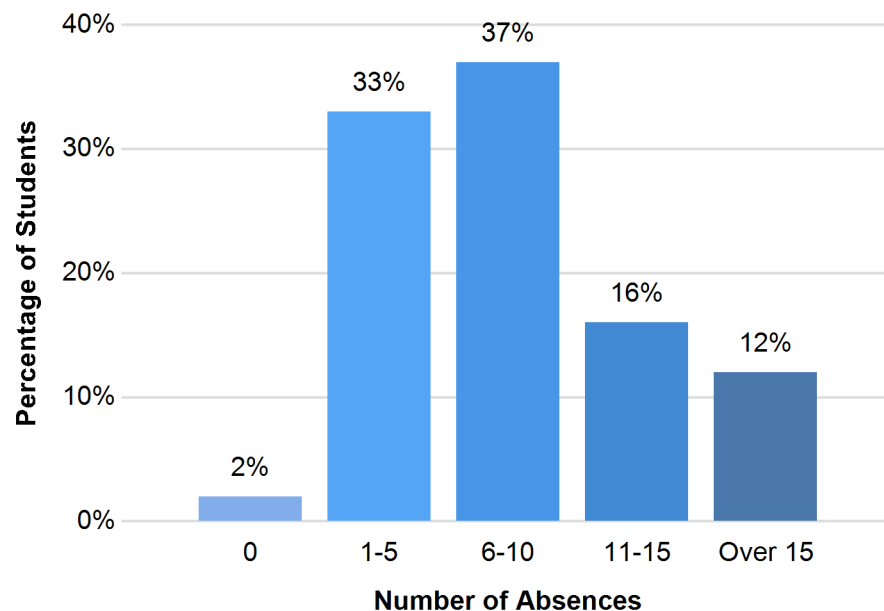
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	8.40	Met Target
White	5.20	8.40	Met Target
Hispanic	3.80	8.40	Met Target
Black or African American	16.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	13.30	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.20	8.40	Not Met
Students with Disabilities	4.70	8.40	Met Target
English Learners	2.30	8.40	Met Target

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



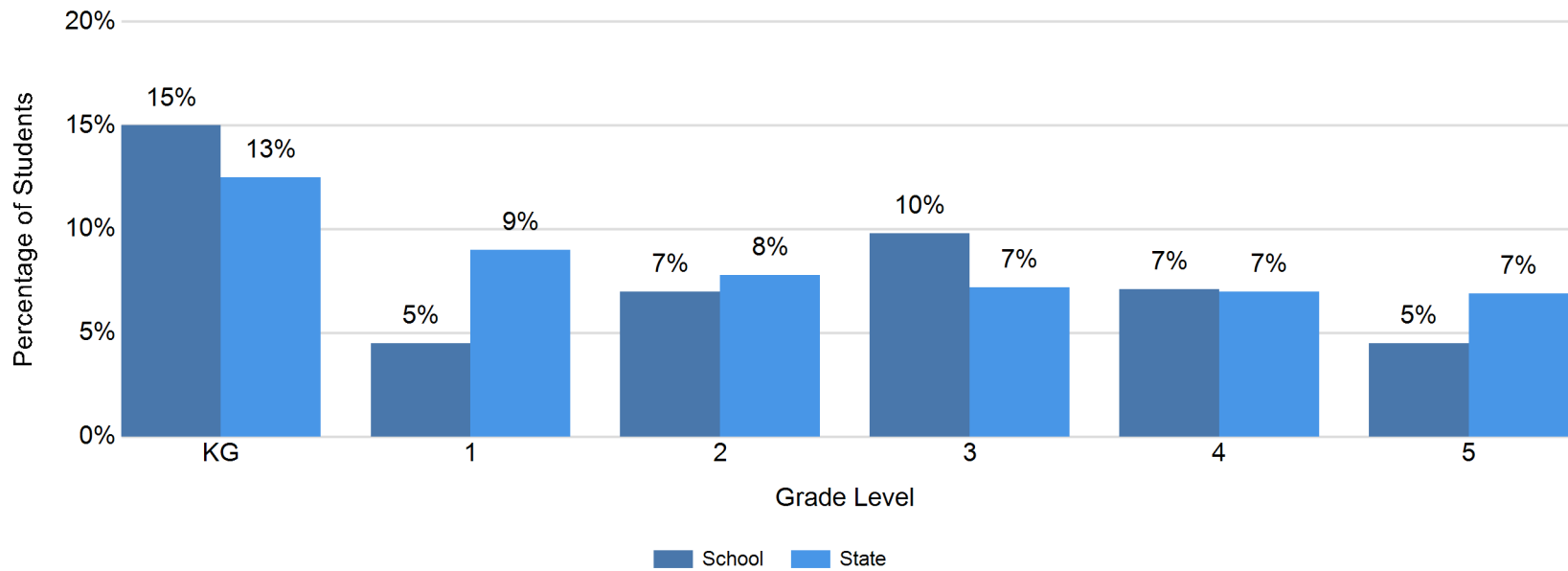


James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





James Johnson Elementary School
2016-2017

Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
 CAMDEN
 CHERRY HILL TWP
 500 KRESSON RD
 CHERRY HILL, NJ 08034-3121

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



James Johnson Elementary School

2016-2017

Grade Span KG-05

07-0800-085

CAMDEN

CHERRY HILL TWP

500 KRESSON RD

CHERRY HILL, NJ 08034-3121

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	417:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



James Johnson Elementary School

2016-2017

Grade Span KG-05

07-0800-085

CAMDEN

CHERRY HILL TWP

500 KRESSON RD

CHERRY HILL, NJ 08034-3121

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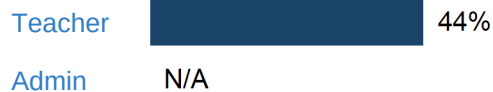
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.6	17.5%
Mathematics Proficiency	42.2	17.5%
English Language Arts Growth	51.9	25.0%
Mathematics Growth	21.4	25.0%
Chronic Absenteeism	40.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.2
Summative Rating: Percentile rank of Summative Score		30.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	43.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	34.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	19.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	56.1	11.9	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
English Learners	66.3	11.9	No	N	N	Met Target	Met Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
 CAMDEN
 CHERRY HILL TWP
 500 KRESSON RD
 CHERRY HILL, NJ 08034-3121

School General Info

Principal:	Mr. Peltzman	Email Address:	jpeltzman@chclc.org
Address:	500 KRESSON RD CHERRY HILL, NJ 08034-3121	Website:	https://johnson.chclc.org
Phone:	(856)428-8848	Twitter:	https://twitter.com/JJESOWls

School Narrative

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

Highlights:	• Clip charts and the Chip Hall of Fame instituted as a school wide positive behavioral program. • Various clubs for students to develop their leadership skills including Green Team, School Projects and Student Council. • Bronze certified by Sustainable New Jersey with a comprehensive sustainability plan.
Mission, Vision, Theme:	The mission of James H. Johnson elementary is to inspire and empower our students to make a difference in their world. This mission drives our day as does our school motto, "Every student matters, every moment counts!" When your child enters our front doors they enter a school dedicated to their success not only academically but socially and emotionally as well. The development of the whole child is the foundation of our instruction as we strive to create good students and good citizens.
Awards, Recognition, Accomplishments:	Johnson School has earned awards including State School of Character, Bronze Certification by Sustainable New Jersey, and the Membership and Outreach Award from the New Jersey PTA.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

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 Courses, Curriculum, Instruction:	The school spans grades Kindergarten through Fifth and provides student services to meet the needs of our diverse learner population. Reading, writing, mathematics, social studies and science are the core components of our outstanding curriculum. With SMART Boards, document cameras and mobile laptops, technology integration is prevalent throughout our school on a daily basis. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .
 Clubs and Activities:	Students are able to join clubs including the Environmental Club, Safety Patrol, and Student Council.



James Johnson Elementary School

2016-2017

Grade Span KG-05

07-0800-085

CAMDEN

CHERRY HILL TWP

500 KRESSON RD

CHERRY HILL, NJ 08034-3121

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Johnson Elementary offers a number of support services including English as a Second Language, Basic Skills Instruction for students requiring academic support, and special education. In addition, we follow the Intervention and Referral Service Model for monitoring students for both academic needs as well as behavioral needs.
 Parent and Community Involvement:	Our school PTA is critical to our success. Composed of dozen of dedicated parents and guardians, our PTA does an outstanding job in fundrasiing, creating activity for our students, and working with school staff for the sole purpose of enriching the experiences of our students.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Johnson Elementary School was built in 1966. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 450 students in kindergarten through fifth grade.



James Johnson Elementary School
2016-2017
Grade Span KG-05

07-0800-085
CAMDEN
CHERRY HILL TWP
500 KRESSON RD
CHERRY HILL, NJ 08034-3121

School Narrative

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 Other Information:	One of the unique highlights of Johnson Elementary is the PBIS program. PBIS (Positive Behavior Intervention and Supports) enables us to reward and reinforce the positive we see every day. Our school-wide behavior management system is present in every class and provides consistency year to year for our students. Positive character is reinforced through our four "W.I.S.E." traits (Work Responsibly, Be Independent, Show Respect and Embrace Diversity). We teach these four traits in classroom lessons and monthly meetings, and during our Family Days when students from all grades are brought together to learn and model positive character.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	294	286	306
7	291	313	299
8	294	312	330
Ungraded	16	2	6
Total	895	913	941

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	53%	50%
Male	49%	47%	50%
Economically Disadvantaged Students	34%	34%	33%
Students with Disabilities	20%	18%	20%
English Learners	2%	0%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.6%
Hispanic	18.8%
Asian	13.3%
Black or African American	11.4%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	3.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	78.3%
Spanish	8.0%
Vietnamese	3.3%
Arabic	1.5%
Chinese	1.2%
Other	7.4%



John A. Carusi Middle School

2016-2017

Grade Span 06-08

07-0800-067

CAMDEN

CHERRY HILL TWP

315 ROOSEVELT DR

CHERRY HILL, NJ 08034-1599

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	884	97.4	60.20	67.80	54.90	60.2	52.8	Met Target
White	481	96.2	64.90	*	63.90	64.9	55.1	Met Target
Hispanic	159	98.4	47.80	47.40	39.80	47.8	43	Met Target
Black or African American	93	100.0	48.40	48.50	35.20	48.4	38.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	119	99.2	66.30	*	80.70	66.3	64	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	32	94.3	62.50	66.30	54.90	61.9	61.2	Met Target
Female	424	96.9	70.80	*	62.20	70.8		
Male	460	97.9	50.40	*	48.10	50.4		
Economically Disadvantaged Students	310	97.7	40.00	44.50	36.20	40	39.6	Met Target
Non-Economically Disadvantaged Students	574	97.2	71.10	73.90	65.80	71.1		
Students with Disabilities	228	96.0	21.10	*	20.50	21.1	20.1	Met Target
Students without Disabilities	656	97.9	73.80	*	61.90	73.8		
English Learners	80	98.9	38.80	50.80	25.20	38.8	26.9	Met Target
Non-English Learners	804	97.3	62.30	69.10	57.40	62.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	312	753	766	752	4%	14%	26%	43%	13%	56%	54%
White	176	757	768	758	*	*	23%	43%	19%	62%	63%
Hispanic	62	745	748	740	*	19%	39%	37%	*	39%	38%
Black or African American	33	742	746	736	*	*	*	49%	0%	49%	32%
Asian, Native Hawaiian, or Pacific Islander	35	758	779	776	*	*	*	49%	*	63%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	146	761	773	758	*	*	19%	49%	19%	68%	61%
Male	166	746	759	746	*	*	33%	38%	8%	46%	46%
Economically Disadvantaged Students	105	741	747	737	*	*	37%	31%	*	35%	34%
Non-Economically Disadvantaged Students	207	759	771	761	*	*	21%	49%	*	67%	65%
Students with Disabilities	82	729	735	722	*	*	35%	22%	*	22%	17%
Students without Disabilities	230	762	773	758	*	*	23%	51%	*	68%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	756	768	756	10%	9%	19%	39%	23%	62%	59%
White	149	763	771	764	8%	8%	14%	40%	30%	70%	69%
Hispanic	55	747	*	742	*	*	26%	38%	*	51%	44%
Black or African American	43	737	745	737	*	*	33%	30%	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	45	764	784	784	*	*	*	42%	29%	71%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	159	766	775	764	*	*	17%	42%	31%	73%	68%
Male	146	745	761	749	*	*	22%	36%	14%	50%	51%
Economically Disadvantaged Students	114	739	744	739	18%	11%	30%	31%	11%	41%	40%
Non-Economically Disadvantaged Students	191	767	774	766	5%	7%	13%	44%	30%	74%	70%
Students with Disabilities	62	722	735	719	27%	26%	29%	*	*	18%	19%
Students without Disabilities	243	765	774	763	5%	5%	17%	*	*	73%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



John A. Carusi Middle School

2016-2017

Grade Span 06-08

07-0800-067

CAMDEN

CHERRY HILL TWP

315 ROOSEVELT DR

CHERRY HILL, NJ 08034-1599

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	343	758	769	757	8%	10%	23%	42%	17%	59%	59%
White	181	763	772	764	7%	9%	22%	41%	21%	62%	68%
Hispanic	64	751	*	742	*	*	27%	42%	*	53%	44%
Black or African American	36	744	753	738	*	*	31%	42%	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	48	763	778	786	*	*	*	46%	21%	67%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	14	756	774	758	*	*	*	*	*	57%	60%
Female	163	766	776	766	*	*	22%	47%	21%	68%	68%
Male	180	752	763	749	*	*	24%	38%	14%	52%	50%
Economically Disadvantaged Students	112	746	752	739	*	13%	30%	37%	*	45%	40%
Non-Economically Disadvantaged Students	231	764	774	766	*	8%	20%	45%	*	66%	69%
Students with Disabilities	82	726	733	718	21%	24%	35%	*	*	20%	18%
Students without Disabilities	261	769	776	764	4%	5%	19%	*	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

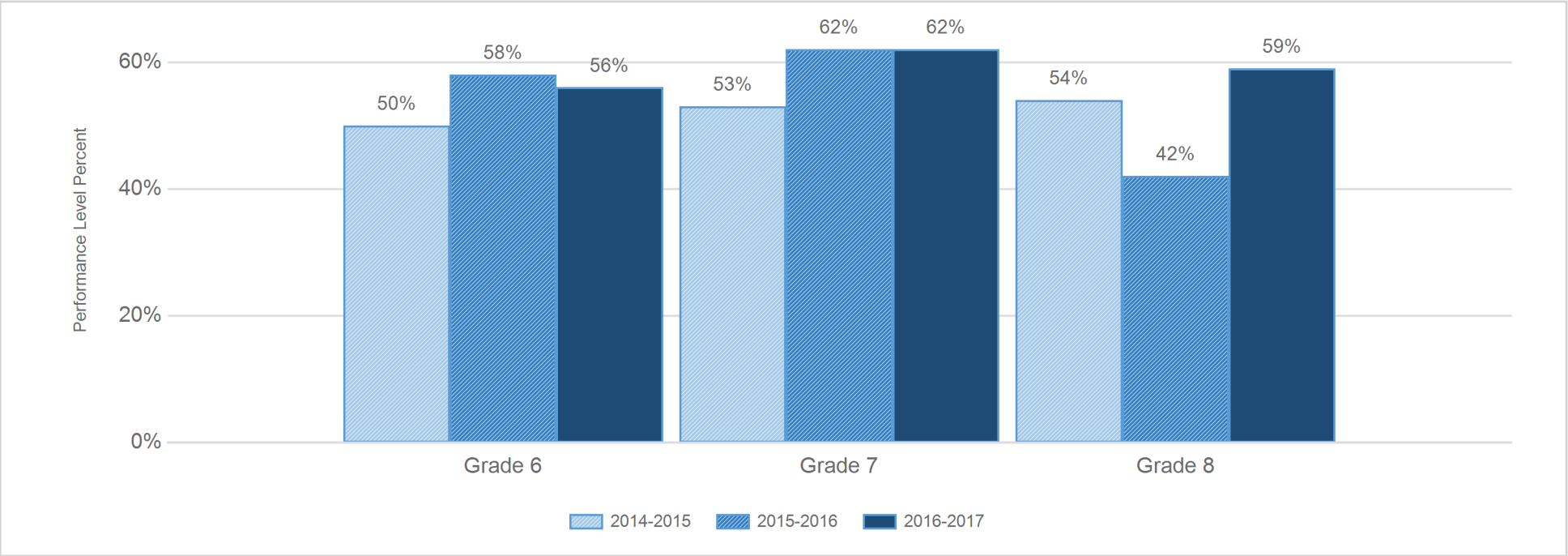


John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	881	97.5	38.80	53.20	43.50	38.8	37.4	Met Target
White	479	96.3	42.80	55.30	52.40	42.8	39.1	Met Target
Hispanic	159	98.9	29.60	31.70	27.60	29.6	28.7	Met Target
Black or African American	93	100.0	16.10	26.60	21.70	16.1	20.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	118	99.2	51.70	70.30	75.60	51.7	53.5	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	32	94.3	43.80	57.40	44.90	43.3	43.3	Met Target
Female	425	97.1	41.00	52.90	44.10	41		
Male	456	97.9	36.90	53.50	42.90	36.9		
Economically Disadvantaged Students	309	98.0	23.30	30.40	25.10	23.3	27	Met Target†
Non-Economically Disadvantaged Students	572	97.2	47.20	59.10	54.30	47.2		
Students with Disabilities	227	96.0	12.40	*	16.50	12.4	12.9	Met Target†
Students without Disabilities	654	98.0	48.10	*	48.80	48.1		
English Learners	80	98.9	33.80	48.20	23.30	33.8	26.9	Met Target
Non-English Learners	801	97.4	39.40	53.50	45.20	39.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



John A. Carusi Middle School

2016-2017

Grade Span 06-08

07-0800-067

CAMDEN

CHERRY HILL TWP

315 ROOSEVELT DR

CHERRY HILL, NJ 08034-1599

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	313	737	750	743	*	23%	39%	29%	*	31%	44%
White	176	740	751	751	*	18%	44%	32%	*	34%	54%
Hispanic	63	729	733	731	*	33%	35%	18%	*	19%	27%
Black or African American	33	725	727	724	*	36%	30%	*	0%	18%	20%
Asian, Native Hawaiian, or Pacific Islander	35	749	769	771	*	*	*	51%	*	54%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	146	740	753	745	*	22%	38%	32%	*	35%	45%
Male	167	735	748	742	*	23%	39%	27%	*	28%	43%
Economically Disadvantaged Students	107	728	733	728	*	31%	37%	17%	*	18%	24%
Non-Economically Disadvantaged Students	206	742	755	752	*	18%	39%	36%	*	38%	56%
Students with Disabilities	82	725	728	717	*	39%	37%	*	*	11%	13%
Students without Disabilities	231	742	755	748	*	17%	39%	*	*	39%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	737	746	741	*	20%	33%	36%	*	37%	40%
White	145	744	750	748	*	11%	37%	44%	*	46%	49%
Hispanic	55	730	733	730	*	26%	33%	29%	*	29%	23%
Black or African American	42	721	729	726	*	41%	29%	*	0%	14%	19%
Asian, Native Hawaiian, or Pacific Islander	39	743	756	764	*	26%	28%	41%	*	44%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	13	736	*	740	*	*	*	*	0%	39%	39%
Female	160	741	746	743	*	20%	33%	40%	*	41%	41%
Male	134	733	747	740	*	21%	34%	32%	*	33%	38%
Economically Disadvantaged Students	114	728	732	729	*	29%	33%	20%	*	22%	22%
Non-Economically Disadvantaged Students	180	743	751	749	*	15%	34%	47%	*	47%	50%
Students with Disabilities	61	720	724	716	*	33%	30%	16%	*	16%	11%
Students without Disabilities	233	742	751	746	*	17%	34%	42%	*	43%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	718	725	728	26%	30%	31%	13%	0%	13%	28%
White	96	718	*	736	24%	32%	32%	12%	0%	12%	35%
Hispanic	52	720	718	721	25%	25%	35%	*	*	15%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	98	723	727	730	20%	27%	41%	12%	0%	12%	30%
Male	110	713	723	725	31%	34%	23%	13%	0%	13%	26%
Economically Disadvantaged Students	87	715	718	719	29%	31%	28%	13%	0%	13%	19%
Non-Economically Disadvantaged Students	121	719	728	734	24%	30%	34%	12%	0%	12%	34%
Students with Disabilities	80	705	711	705	*	*	*	*	*	*	*
Students without Disabilities	128	726	732	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	766	752	743	*	*	13%	76%	*	83%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	25	770	771	774	0%	*	*	68%	*	80%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	59	761	752	744	*	*	*	73%	*	78%	43%
Male	76	770	*	741	*	*	*	79%	*	87%	40%
Economically Disadvantaged Students	28	760	*	727	*	*	*	82%	*	82%	23%
Non-Economically Disadvantaged Students	107	767	756	751	*	*	*	75%	*	83%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	135	766	753	745	*	*	13%	76%	*	83%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
 CAMDEN
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 315 ROOSEVELT DR
 CHERRY HILL, NJ 08034-1599

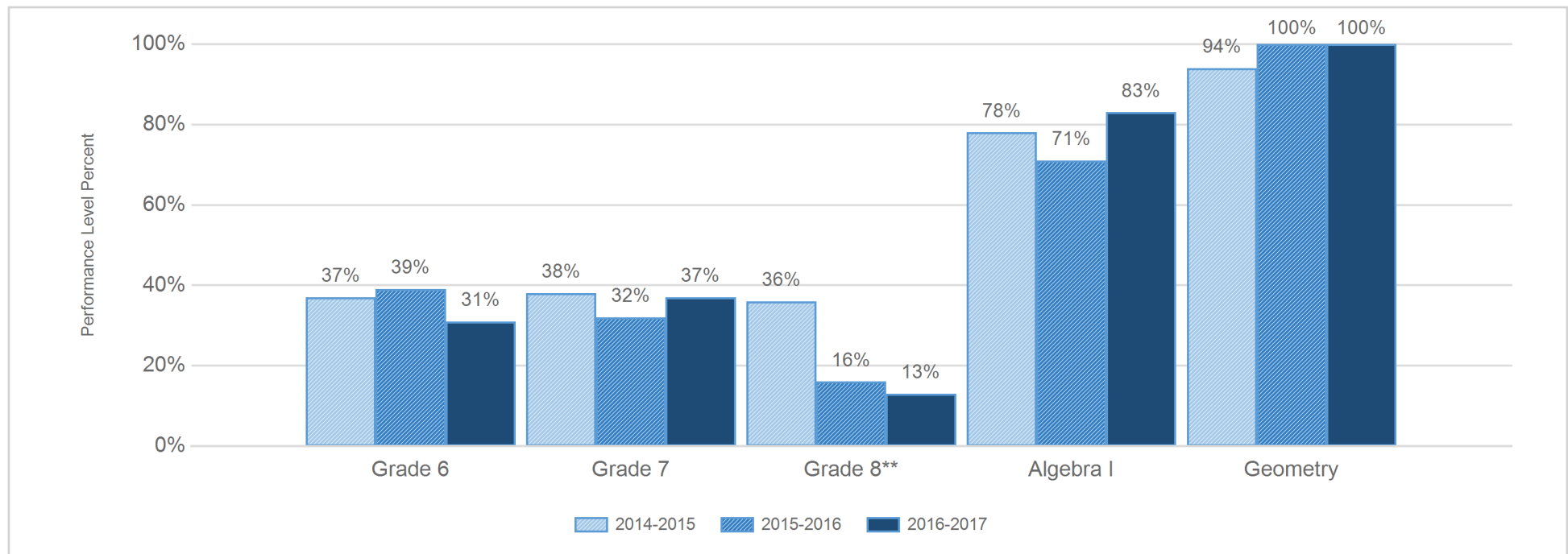
Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	780	743	734	*	*	*	75%	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	16	780	743	735	*	*	*	75%	*	100%	*
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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

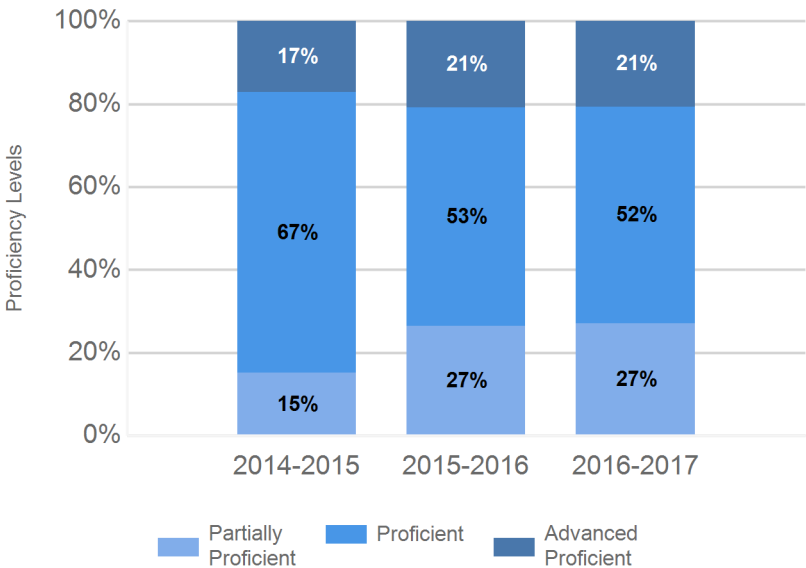
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	21%	52%	27%
White	24%	55%	21%
Hispanic	14%	47%	39%
Black or African American	8%	50%	42%
Asian, Native Hawaiian, or Pacific Islander	25%	53%	22%
American Indian or Alaska Native	N	N	N
Two or More Races	39%	39%	23%
Economically Disadvantaged Students	13%	45%	42%
Students with Disabilities	5%	34%	61%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	55	50	Met Target	41	48	50	Met Target
White	50.5	55	50	Met Target	41.5	49	52	Met Target
Hispanic	49	49	49	Met Target	43	41.5	47	Met Target
Black or African American	38	44	45	Not Met	31	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	52	*	60	Met Target	42	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	51.5	54	51	Met Target	52.5	51	52	**
Economically Disadvantaged	44.5	49	47	Met Target	41	45	46	Met Target
Students with Disabilities	46	46	41	Met Target	51	42.5	43	Met Target
English Learners	50	58	53	Met Target	51	55	51	Met Target

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



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

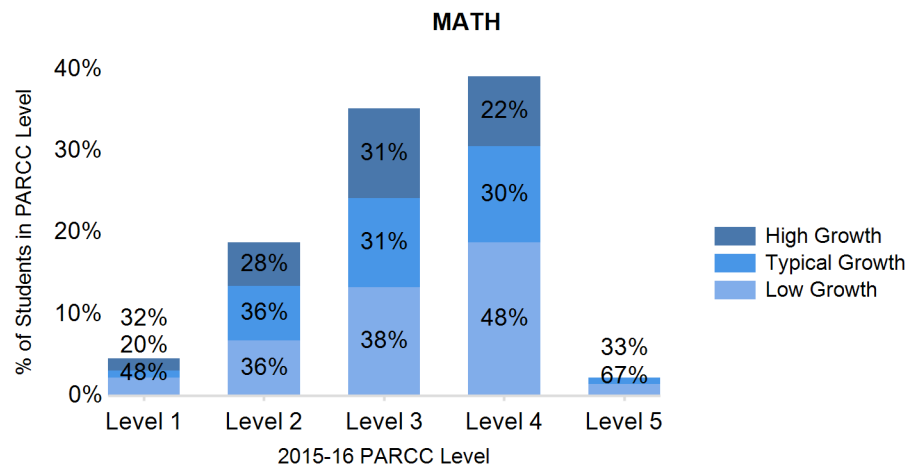
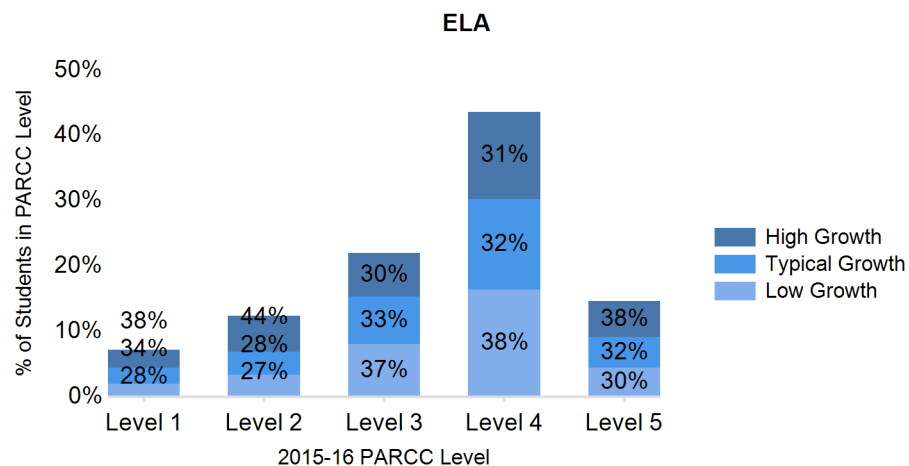
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

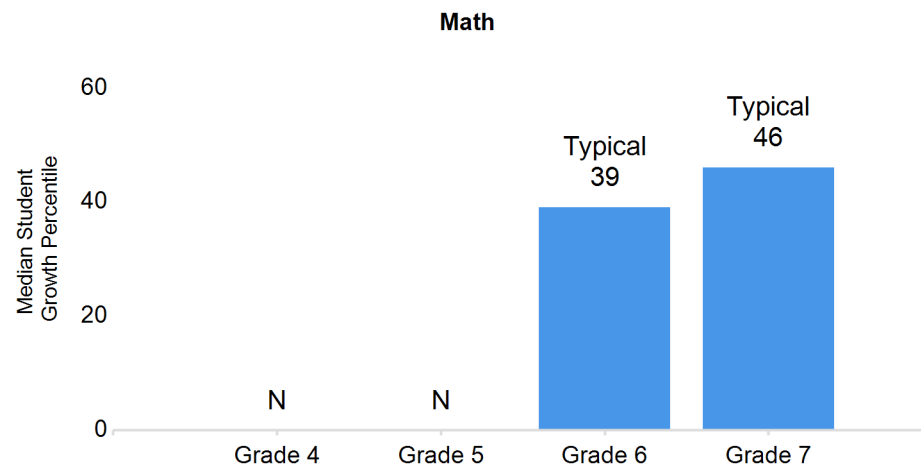
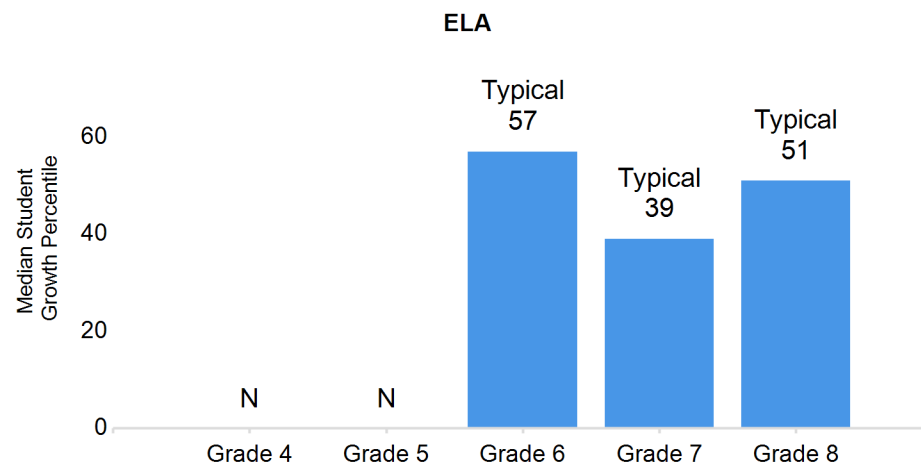
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	315
7	14	0	297
8	324	15	2
Schoolwide	338	15	614

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	198	75	0	0	0	0	0
7	198	84	0	0	0	0	0
8	213	90	0	0	0	0	0
Schoolwide	609	249	0	0	0	0	0
Enrolled in Level 3 or Higher	213	90	0	0	0	0	0



John A. Carusi Middle School
2016-2017
Grade Span 06-08

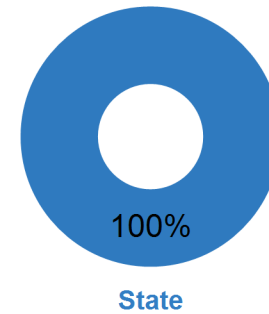
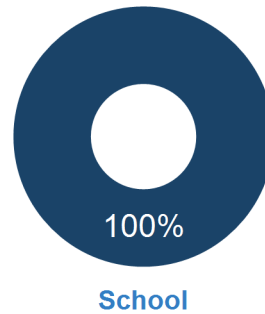
07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Visual and Performing Arts – Course Participation

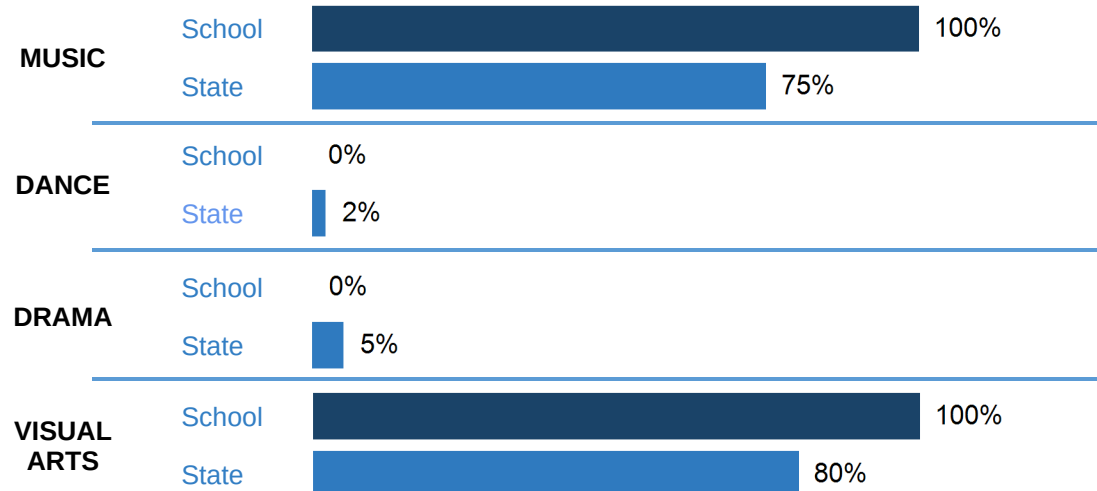
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

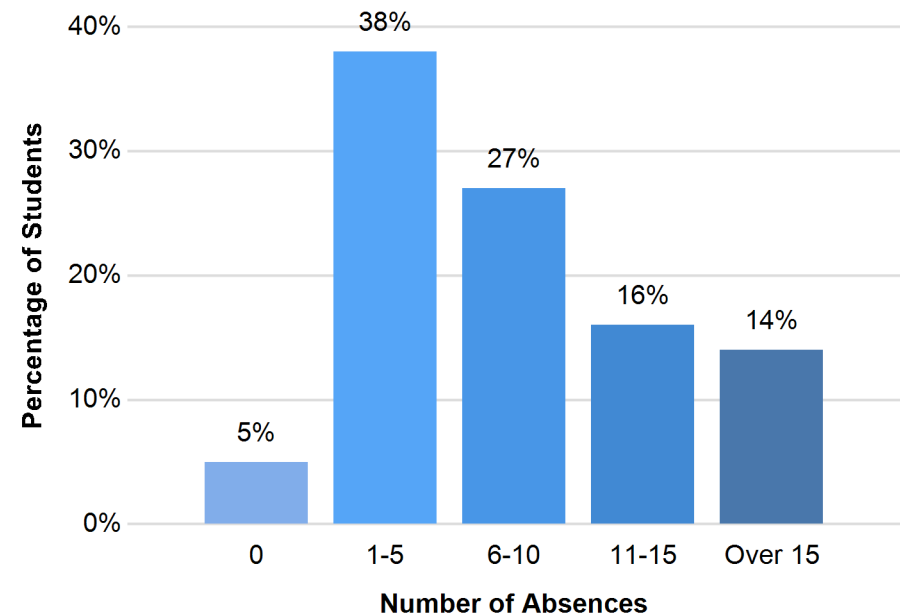
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.70	Not Met
White	9.80	8.70	Not Met
Hispanic	10.70	8.70	Not Met
Black or African American	13.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.00	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	17.10	8.70	Not Met
Economically Disadvantaged Students	14.50	8.70	Not Met
Students with Disabilities	12.90	8.70	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



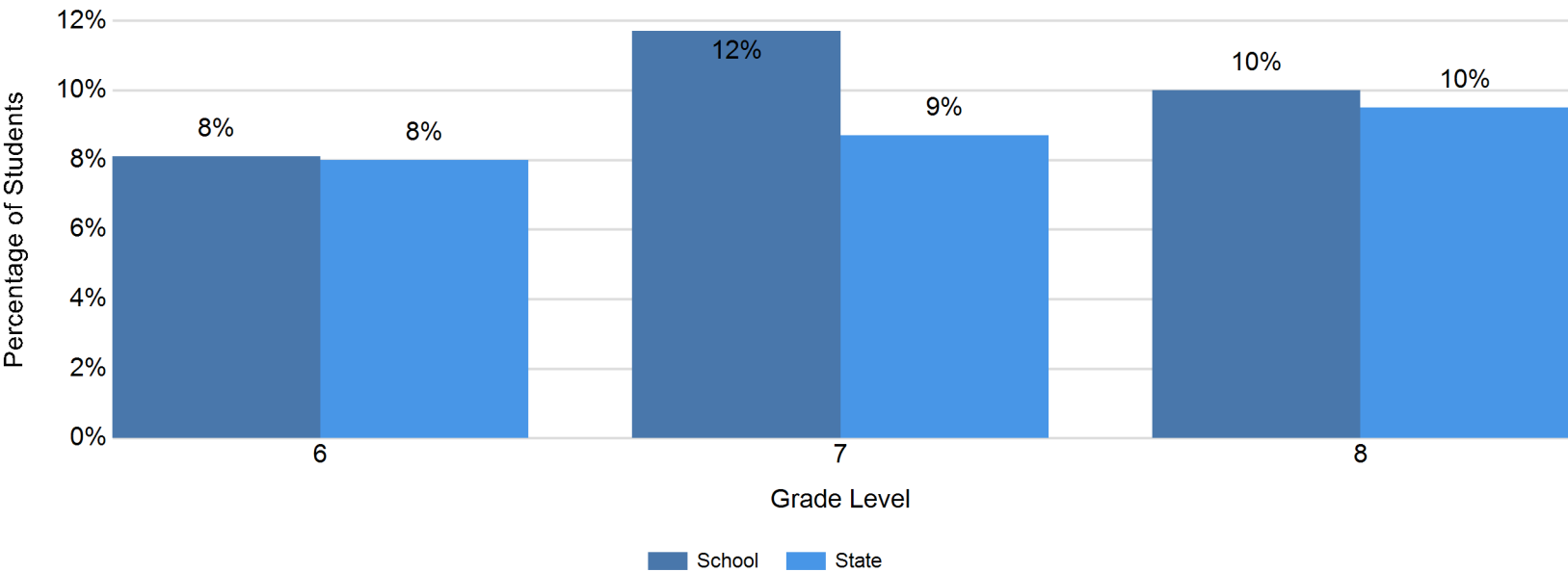


John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.13

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.3%
Out-of-School Suspensions	4.1%
Any Suspension	7.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	76	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	314:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	50.8	17.5%
Mathematics Proficiency	29.9	17.5%
English Language Arts Growth	42.8	25.0%
Mathematics Growth	22.0	25.0%
Chronic Absenteeism	24.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.0
Summative Rating: Percentile rank of Summative Score		24.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	31.2	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	45.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	35.5	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	15.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	45.9	11.9	No	Met Target	Met Target	Not Met	Met Target	**	No
Economically Disadvantaged Students	38.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	57.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	58.1	11.9	No	Met Target	Met Target	**	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
 CAMDEN
 CHERRY HILL TWP
 315 ROOSEVELT DR
 CHERRY HILL, NJ 08034-1599

School General Info

Principal:	Dr. Cafagna	Email Address:	jcafagna@chclc.org
Address:	315 ROOSEVELT DR CHERRY HILL, NJ 08034-1599	Website:	http://carusi.chclc.org
Phone:	(856)667-1220	Facebook:	https://facebook.com/CarusiMS
		Twitter:	https://twitter.com/CarusiMS

School Narrative

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

	Highlights: • STAR breakfast celebrations for Caring, Academic, Respectful, Unparalleled Students with Integrity. • The use and maintenance of a Community Garden to inspire healthy choices and providing for those in need. • Homework Club provides students opportunities to work after school to master concepts learned.
	Mission, Vision, Theme: We inspire our students to meet the challenges of a globally competitive twenty-first century society; through an innovative curriculum, we equitably address the academic, social, physical, and emotional well-being of our diverse community. Students must have the opportunity to demonstrate proper respect, responsibility, and positive citizenship in their schools and community. We “Enter to Learn, Go Forth to Serve”.
	Awards, Recognition, Accomplishments: Carusi is truly a community of caring and has been honored as a New Jersey and National School of Character in 2016, honorable mention for the 2016-2017 8th Grade Camden County School of Character Award, recipient of the NJEA sustainable grant, and recognized as a Bronze School by Sustainable Jersey for Schools.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
 CAMDEN
 CHERRY HILL TWP
 315 ROOSEVELT DR
 CHERRY HILL, NJ 08034-1599

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 Courses, Curriculum, Instruction:	Our students have access to the challenging curriculum approved by our school district and aligned with NJSLs. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys) We are home to championship winning baseball, softball, basketball, bowling, and wrestling programs.
 Clubs and Activities:	We have a variety of clubs organized to encourage student participation in afterschool activities. Clubs range from intramural sports to activities focused on students' interests and needs.



John A. Carusi Middle School
2016-2017

Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

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 Student Supports and Services:	We host a program to support the needs of English Language Learners in our school. We also have a programs to support the continuum of learning aligned with Individual Education Plans and 504 plans written for students of need. Intervention and Referral Services are offered in our school and the team meets regularly to discuss student and classroom needs as well as monitor progress.
 Student Health and Wellness:	Our school offers a healthy breakfast program and encourages healthy choices for lunches during the school day.
 Parent and Community Involvement:	Our active PTA supports the needs of our community and offers grants to classrooms and opportunities for parents to become more involved in our school. The district Special Education PTA is present at school events and collaborates with our local school PTA.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
CAMDEN
CHERRY HILL TWP
315 ROOSEVELT DR
CHERRY HILL, NJ 08034-1599

School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Carusi Middle School built in 1961. Renovations and additions took place in 1964, 1994, and 2000. Each day, the school personnel welcome approximately 950 students in sixth through eighth grade.



John A. Carusi Middle School
2016-2017
Grade Span 06-08

07-0800-067
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CHERRY HILL, NJ 08034-1599

School Narrative

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

 Other Information:	At Carusi, we use results from the state assessments to identify areas for growth and improvement. Of course, student achievement cannot be defined solely by performance on standardized tests. Of equal importance are classroom work and assessments, projects, oral presentations, participation in classroom discussions, participation in the arts, community service and more. We have rededicated our learning community around our Mission Statement and established our key focus areas as, respect, responsibility, and citizenship.



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	36	41	54
1	52	44	64
2	44	64	41
3	53	48	61
4	52	68	48
5	50	63	67
Ungraded	35	5	32
Total	322	333	367

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	51%
Male	54%	52%	49%
Economically Disadvantaged Students	15%	16%	14%
Students with Disabilities	23%	24%	24%
English Learners	7%	0%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.4%
Asian	30.8%
Hispanic	6.5%
Black or African American	4.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	43	41	54
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	64.9%
Chinese	7.9%
Vietnamese	4.1%
Korean	4.1%
Spanish	2.7%
Other	16.5%



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	155	98.8	78.00	67.80	54.90	78	80	Met Target†
White	88	97.9	75.00	*	63.90	75	80	Met Target†
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	10	100.0	70.00	48.50	35.20	70	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	87.50	*	80.70	87.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	10	100.0	80.00	66.30	54.90	80	**	**
Female	84	97.8	84.50	*	62.20	84.5		
Male	71	100.0	70.50	*	48.10	70.5		
Economically Disadvantaged Students	18	100.0	61.10	44.50	36.20	61.1	N	N
Non-Economically Disadvantaged Students	137	98.6	80.20	73.90	65.80	80.2		
Students with Disabilities	32	97.1	56.30	*	20.50	56.3	57.9	Met Target†
Students without Disabilities	123	99.3	83.80	*	61.90	83.8		
English Learners	19	100.0	84.20	50.80	25.20	84.2	**	**
Non-English Learners	136	98.7	77.20	69.10	57.40	77.2		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	773	764	749	*	*	19%	60%	*	74%	50%
White	36	766	768	759	0%	*	*	64%	*	69%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	801	774	775	*	0%	0%	*	*	91%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	777	771	754	*	*	*	69%	*	81%	55%
Male	22	767	757	745	*	*	*	46%	*	64%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	58	773	766	752	*	*	19%	60%	*	74%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL TWP
300 OLD ORCHARD RD
CHERRY HILL, NJ 08003-1299

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	780	764	753	0%	*	*	33%	46%	78%	56%
White	24	782	768	762	0%	*	*	*	50%	79%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	14	779	772	777	0%	0%	*	*	*	79%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	25	788	769	758	0%	*	*	*	*	88%	61%
Male	21	771	760	749	0%	*	*	*	*	67%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	46	780	764	755	0%	*	*	33%	46%	78%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	783	765	756	0%	*	*	49%	34%	84%	59%
White	31	781	767	763	0%	*	*	45%	36%	81%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	789	772	779	0%	*	0%	57%	*	95%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	30	787	773	761	0%	*	*	47%	37%	83%	66%
Male	31	779	758	750	0%	*	*	52%	32%	84%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	13	760	736	725	0%	*	*	*	*	69%	22%
Students without Disabilities	48	789	772	762	0%	*	*	*	*	88%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



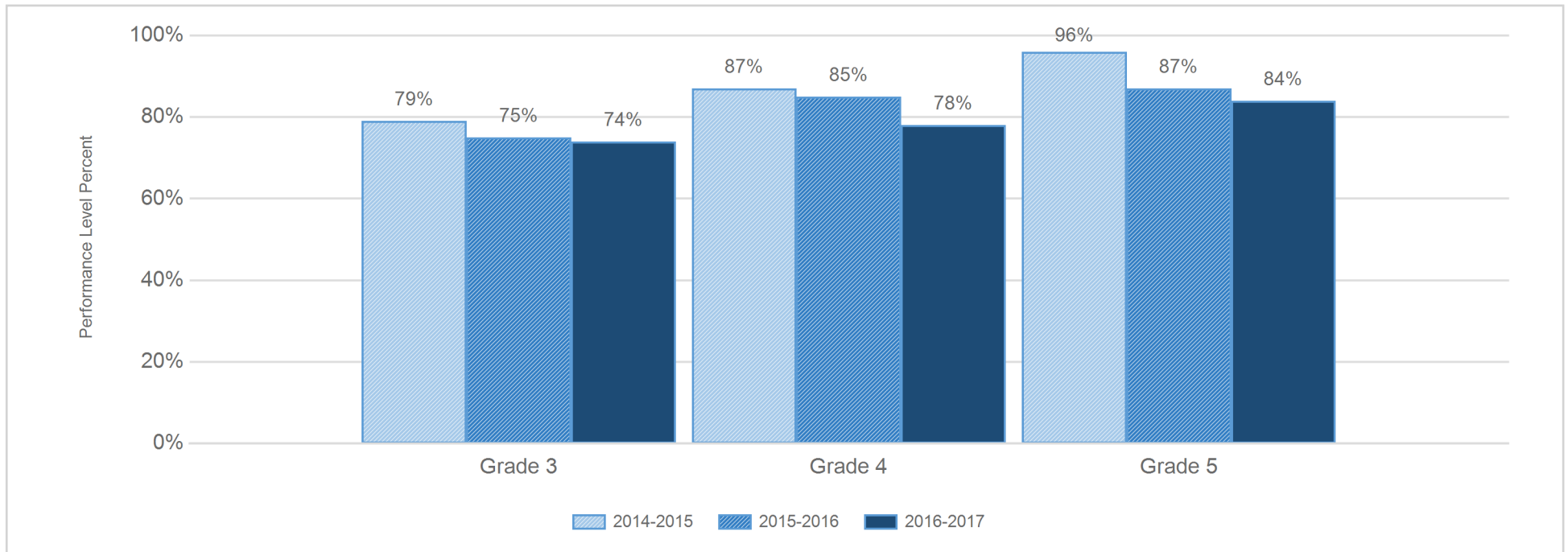
Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	155	98.8	81.90	53.20	43.50	81.9	80	Met Goal
White	88	97.9	77.30	55.30	52.40	77.3	80	Met Target†
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	10	100.0	90.00	26.60	21.70	90	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	97.50	70.30	75.60	97.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	10	100.0	60.00	57.40	44.90	60	**	**
Female	84	97.8	80.90	52.90	44.10	80.9		
Male	71	100.0	83.10	53.50	42.90	83.1		
Economically Disadvantaged Students	18	100.0	66.70	30.40	25.10	66.7	N	N
Non-Economically Disadvantaged Students	137	98.6	84.00	59.10	54.30	84		
Students with Disabilities	32	97.1	65.60	*	16.50	65.6	61.7	Met Target
Students without Disabilities	123	99.3	86.20	*	48.80	86.2		
English Learners	19	100.0	94.70	48.20	23.30	94.7	**	**
Non-English Learners	136	98.7	80.20	53.50	45.20	80.2		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	770	761	751	0%	*	*	59%	21%	79%	53%
White	36	765	763	759	0%	*	*	64%	*	75%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	796	775	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	768	761	751	0%	*	*	64%	*	81%	52%
Male	22	774	761	751	0%	*	*	50%	*	77%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	58	770	762	753	0%	*	*	59%	21%	79%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
CAMDEN
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300 OLD ORCHARD RD
CHERRY HILL, NJ 08003-1299

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	776	755	747	0%	0%	*	65%	*	83%	47%
White	24	772	758	755	0%	0%	*	67%	*	79%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	14	785	768	774	0%	0%	*	*	*	93%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	779	753	747	0%	0%	*	56%	*	80%	47%
Male	21	772	756	747	0%	0%	*	76%	*	86%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	46	776	755	749	0%	0%	*	65%	*	83%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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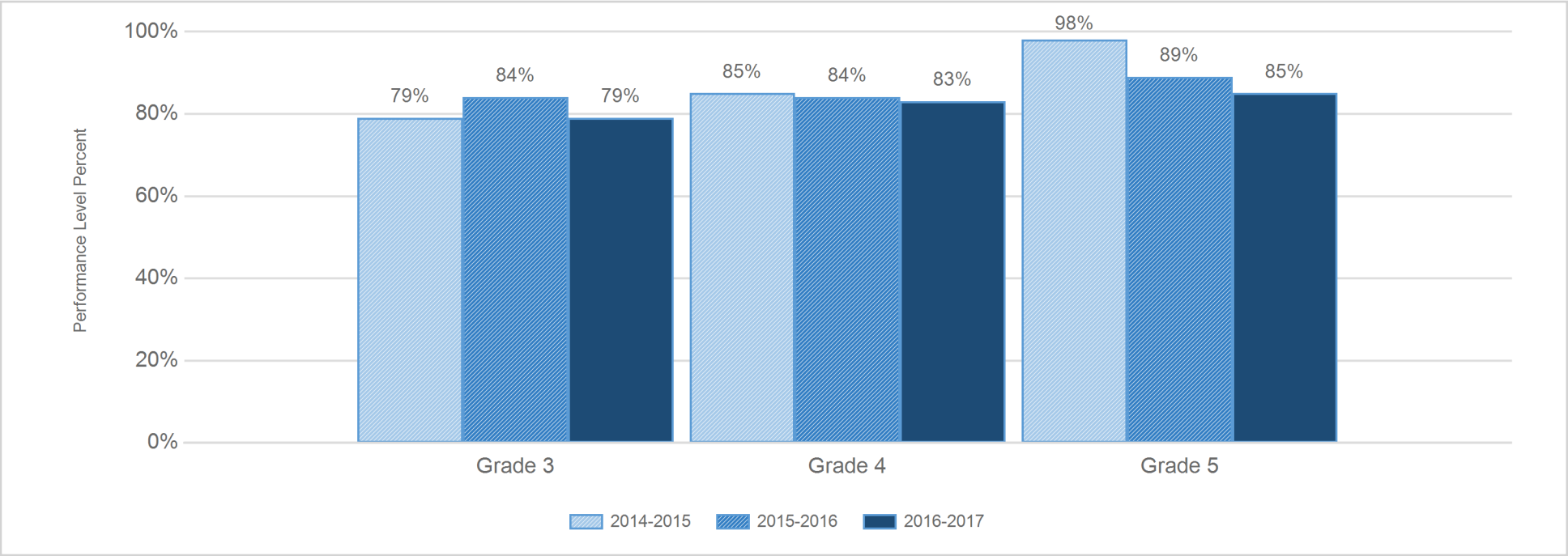
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	776	753	747	*	*	*	54%	31%	85%	46%
White	31	775	755	754	0%	*	*	55%	*	84%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	21	789	766	774	*	*	*	57%	*	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	30	778	755	747	*	*	*	50%	*	83%	47%
Male	31	774	752	746	*	*	*	58%	*	87%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	13	753	735	725	*	*	*	*	*	62%	19%
Students without Disabilities	48	782	758	751	*	*	*	*	*	92%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	18	83.3%	16.7%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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 CHERRY HILL, NJ 08003-1299

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

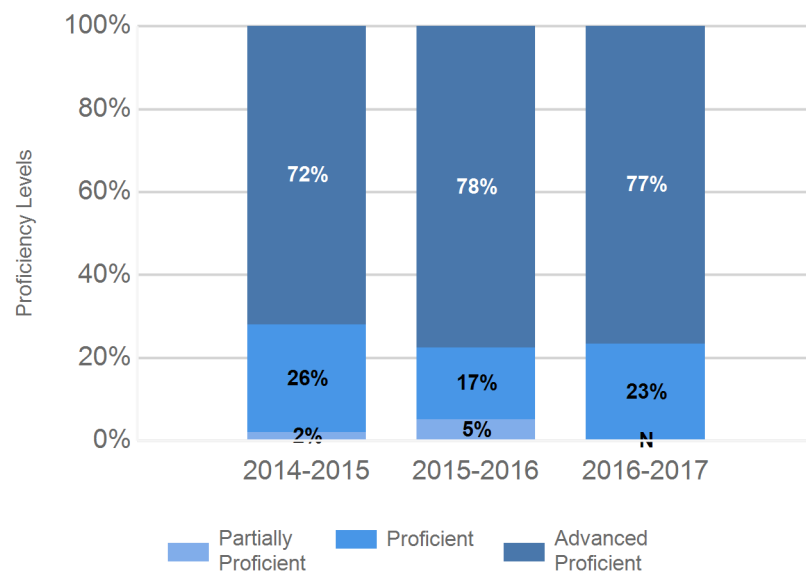
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	77%	23%	N
White	76%	24%	N
Hispanic	N	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	93%	7%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	68	55	50	Exceeds Target	63	48	50	Exceeds Target
White	71	55	50	Exceeds Target	64	49	52	Exceeds Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	64	*	60	Exceeds Target	60.5	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	55	49	47	**	44	45	46	**
Students with Disabilities	51	46	41	Met Target	63.5	42.5	43	Exceeds Target
English Learners	74	58	53	**	75	55	51	**

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



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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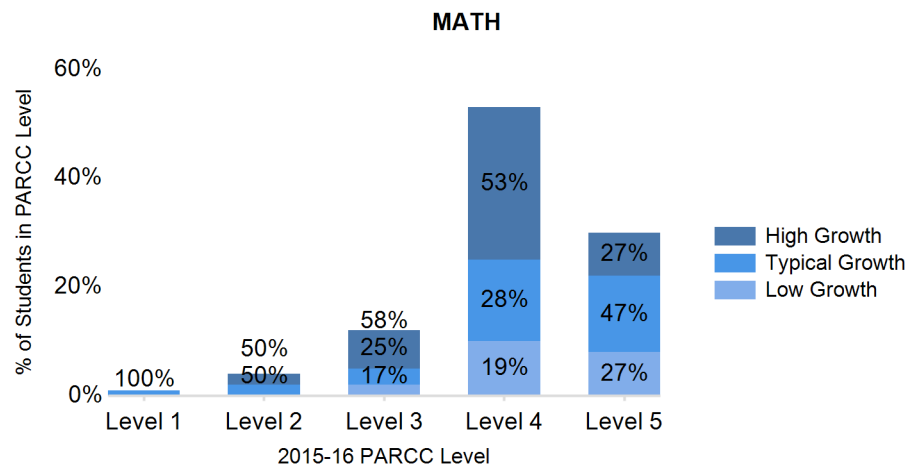
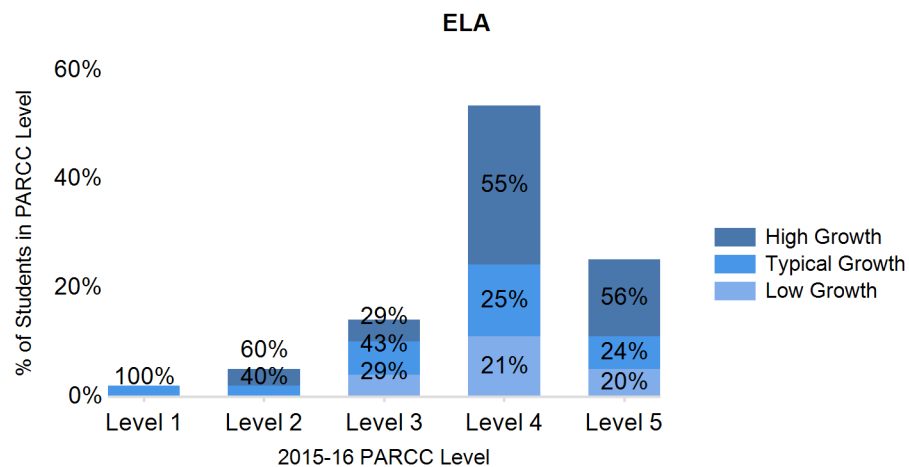
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

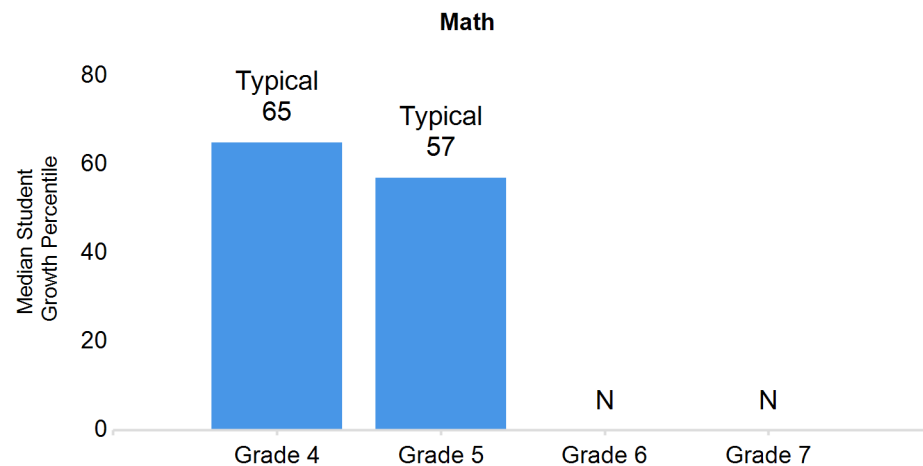
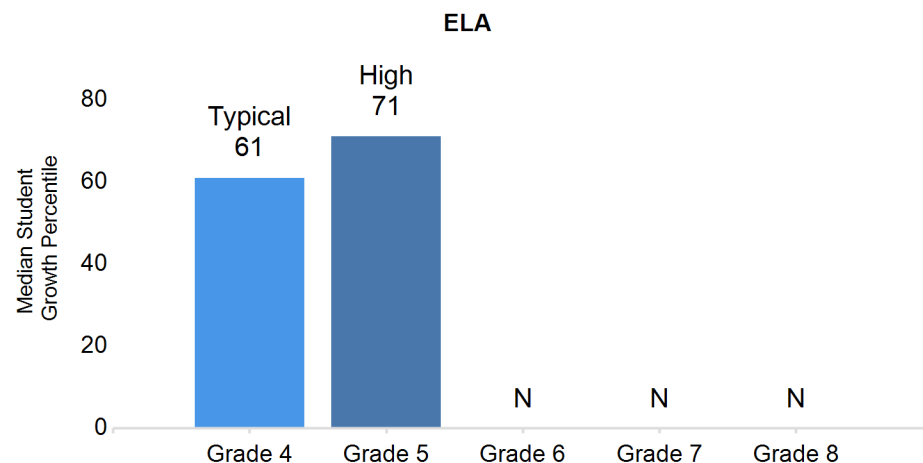
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

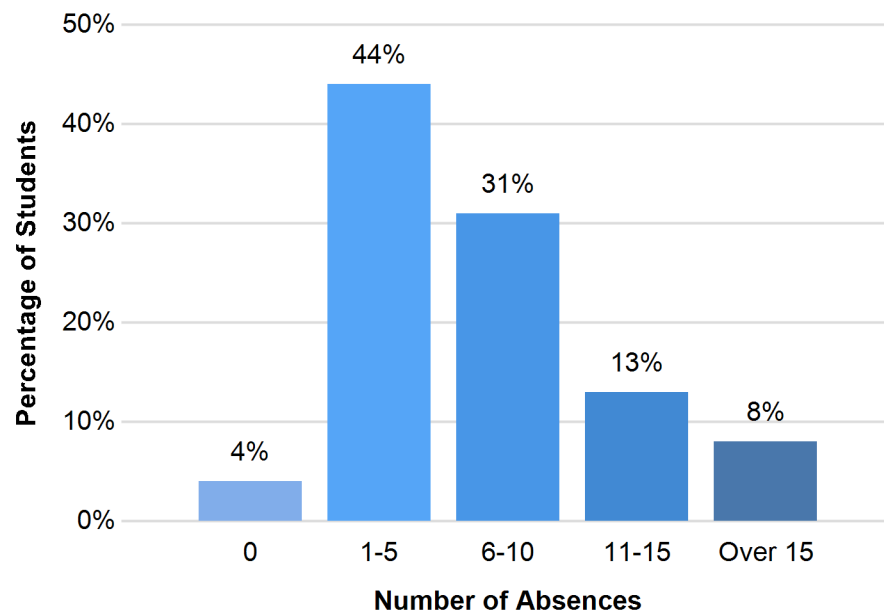
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.10	8.40	Met Target
White	4.10	8.40	Met Target
Hispanic	8.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.60	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.00	8.40	Met Target
Students with Disabilities	9.10	8.40	Not Met
English Learners	5.90	8.40	Met Target

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



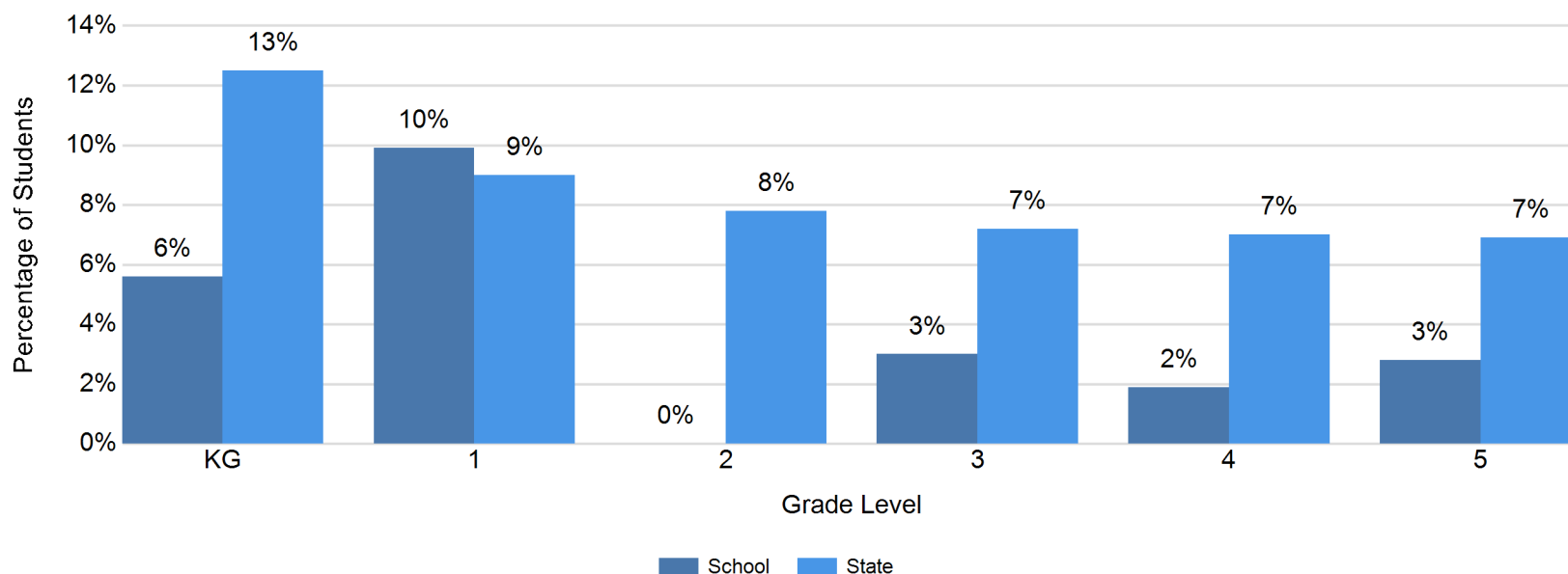


Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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CHERRY HILL TWP
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CHERRY HILL, NJ 08003-1299

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	20	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	95%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	18:1	13:1
Administrators	367:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Joseph D. Sharp Elementary School

2016-2017

Grade Span KG-05

07-0800-100

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
CAMDEN
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CHERRY HILL, NJ 08003-1299

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.9	17.5%
Mathematics Proficiency	98.7	17.5%
English Language Arts Growth	91.7	25.0%
Mathematics Growth	84.8	25.0%
Chronic Absenteeism	71.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.7
Summative Rating: Percentile rank of Summative Score		97.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	87.7	11.9	No	Met Target†	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
White	85.4	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	63.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	87.2	11.9	No	Met Target†	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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School General Info

Principal:	Mr. Miscioscia	Email Address:	rmiscioscia@chclc.org
Address:	300 OLD ORCHARD RD CHERRY HILL, NJ 08003-1299	Website:	https://sharp.chclc.org
Phone:	(856)424-1550	Twitter:	https://twitter.com/SharpBulldogs

School Narrative

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

 Highlights:	• New Jersey State School of Character -- Honorable Mention • Established School Character Pledge • Monthly Attitude Assemblies
 Mission, Vision, Theme:	The future of our students depends on our success! We must work collaboratively to achieve that purpose, because it is impossible to accomplish if we work in isolation. We must continually assess our effectiveness in achieving our purpose on the basis of results—tangible evidence that our students are acquiring the knowledge, skills, and dispositions that are essential to their future success as contributing members and lifelong learners.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
CAMDEN
CHERRY HILL TWP
300 OLD ORCHARD RD
CHERRY HILL, NJ 08003-1299

School Narrative

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Courses, Curriculum,
Instruction:

Our collective framework takes into account many of our institutionalized practices, components of the district-wide Professional Learning Community (PLC) initiative, and research-based school-level factors including the implementation of a guaranteed and viable curriculum, challenging student learning goals along with frequent effective feedback, high levels of parent and community involvement. Our curriculum can be viewed at:
<https://www.chclc.org/academics/curriculum>.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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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 your school directly.

 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Sharp has ELL supports for our students, as well as support for students with special needs. The Sharp I&RS team helps work with parents and teachers to suggest strategies for providing a just right level of support for students who are in need of academic or social emotional help.
 Parent and Community Involvement:	Our school thrives in an atmosphere of collaboration among students, educators, parents, and the community. Positive relationships are the foundation at Sharp and are recognized by both those within the school community and those who come to visit. All of our intentional efforts to build connections would not be possible without the strong partnership with and full suport of our caring families. We are grateful for all of them!



Joseph D. Sharp Elementary School
2016-2017
Grade Span KG-05

07-0800-100
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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 your school directly.

A blue icon of a school building with a flag on top. Facilities:	The Sharp School was built in 1964. Renovations and additions took place in 1968 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.



Joseph D. Sharp Elementary School
2016-2017

Grade Span KG-05

07-0800-100
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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 your school directly.

Other Information:	Joseph D. Sharp Elementary School implements initiatives that provide a great focus for our learning community. Our C & Believe framework provides focus on our Children, Curriculum and teaching, Community, Culture, Collaboration, Character, and Common language. This framework takes into account many of our institutionalized practices, components of the district-wide Professional Learning Community (PLC) initiative, and research-based school-level factors including the implementation of a guaranteed and viable curriculum, challenging student learning goals along with frequent effective feedback, high levels of parent and community involvement, the maintenance of a safe and orderly environment, and teacher professionalism and collegiality.



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

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CHERRY HILL, NJ 08002-1661

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	58	59	58
1	74	72	61
2	85	79	74
3	85	87	85
4	90	78	95
5	77	83	82
Ungraded	0	0	0
Total	469	458	455

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	53%	52%	49%
Male	47%	48%	51%
Economically Disadvantaged Students	35%	32%	31%
Students with Disabilities	14%	18%	19%
English Learners	7%	0%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	47.0%
Asian	21.1%
Hispanic	15.2%
Black or African American	11.4%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.2%
Two or More Races	4.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	60	59	58
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	68.8%
Vietnamese	7.5%
Spanish	6.6%
Chinese	2.9%
Arabic	2.2%
Other	11.8%



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	229	96.8	62.00	67.80	54.90	62	56.2	Met Target
White	106	94.3	63.20	*	63.90	62.4	65	Met Target†
Hispanic	35	97.9	51.50	47.40	39.80	51.5	27.8	Met Target
Black or African American	31	100.0	48.40	48.50	35.20	48.4	47.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	75.00	*	80.70	75	54.8	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	106	97.6	67.90	*	62.20	67.9		
Male	123	96.1	56.90	*	48.10	56.9		
Economically Disadvantaged Students	75	96.7	50.70	44.50	36.20	50.7	43.7	Met Target
Non-Economically Disadvantaged Students	154	96.8	67.50	73.90	65.80	67.5		
Students with Disabilities	60	97.1	31.70	*	20.50	31.7	35.6	Met Target†
Students without Disabilities	169	96.6	72.80	*	61.90	72.8		
English Learners	37	100.0	56.80	50.80	25.20	56.8	38.6	Met Target
Non-English Learners	192	96.2	63.00	69.10	57.40	63		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
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CHERRY HILL TWP
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CHERRY HILL, NJ 08002-1661

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	760	764	749	*	*	21%	55%	*	64%	50%
White	29	755	768	759	*	*	*	41%	*	52%	61%
Hispanic	20	745	747	734	*	*	*	55%	*	60%	35%
Black or African American	10	767	748	731	0%	0%	*	*	*	80%	32%
Asian, Native Hawaiian, or Pacific Islander	24	773	774	775	*	*	*	67%	*	79%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	41	775	771	754	*	*	*	63%	*	78%	55%
Male	48	746	757	745	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	22	753	740	731	*	*	*	50%	*	59%	31%
Non-Economically Disadvantaged Students	67	762	771	762	*	*	*	57%	*	66%	63%
Students with Disabilities	19	724	734	720	*	*	*	*	*	26%	24%
Students without Disabilities	70	769	772	755	*	*	*	*	*	74%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	754	764	753	*	*	28%	44%	14%	59%	56%
White	42	761	768	762	*	*	*	50%	*	69%	67%
Hispanic	12	736	745	740	*	*	*	*	0%	25%	40%
Black or African American	15	733	744	737	*	*	*	*	0%	27%	36%
Asian, Native Hawaiian, or Pacific Islander	16	767	772	777	0%	*	*	63%	*	88%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	38	756	769	758	*	*	*	40%	*	61%	61%
Male	52	752	760	749	*	*	*	48%	*	58%	51%
Economically Disadvantaged Students	35	750	743	737	*	*	43%	40%	*	46%	36%
Non-Economically Disadvantaged Students	55	756	769	764	*	*	18%	47%	*	67%	69%
Students with Disabilities	23	738	739	725	*	*	*	*	*	35%	25%
Students without Disabilities	67	759	771	759	*	*	*	*	*	67%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

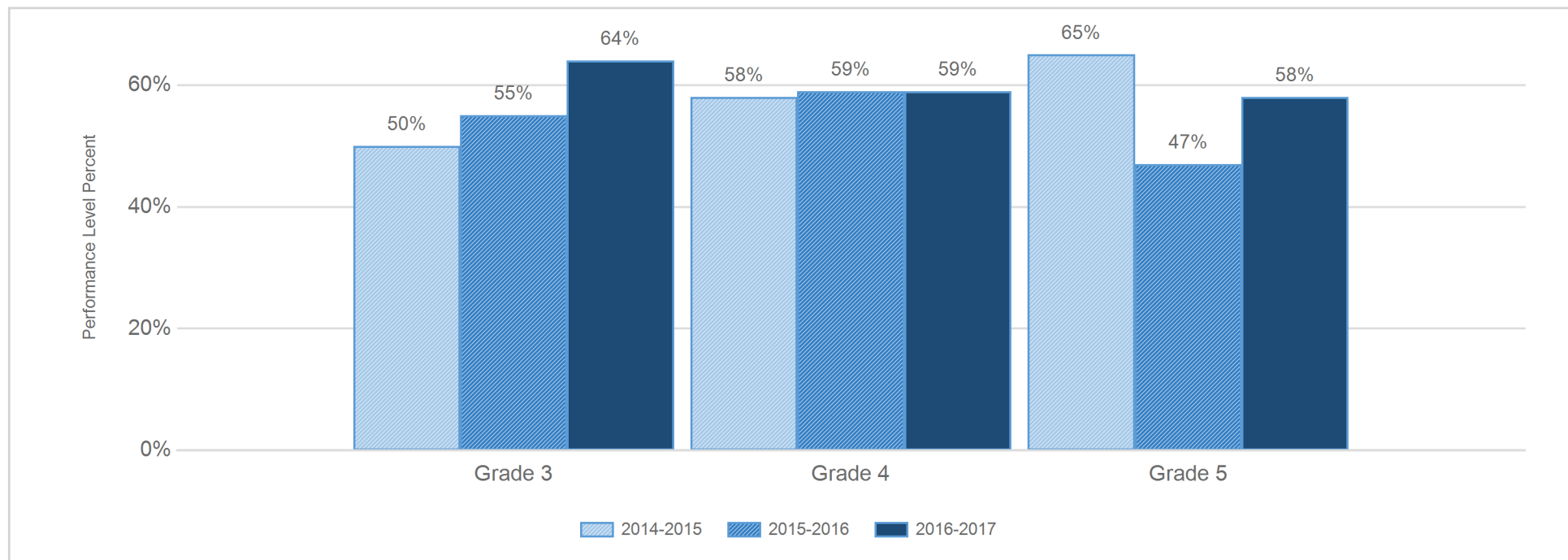
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	756	765	756	*	*	28%	51%	*	58%	59%
White	44	763	767	763	*	*	30%	52%	*	64%	69%
Hispanic	14	748	746	743	0%	*	*	*	0%	50%	44%
Black or African American	11	742	752	740	*	*	*	*	0%	55%	39%
Asian, Native Hawaiian, or Pacific Islander	12	755	772	779	*	*	*	*	*	50%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	41	762	773	761	*	*	27%	59%	*	63%	66%
Male	46	751	758	750	*	*	28%	44%	*	52%	53%
Economically Disadvantaged Students	29	747	745	740	*	*	35%	38%	*	45%	40%
Non-Economically Disadvantaged Students	58	760	769	765	*	*	24%	57%	*	64%	71%
Students with Disabilities	23	731	736	725	*	*	*	*	*	30%	22%
Students without Disabilities	64	765	772	762	*	*	*	*	*	67%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
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CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	229	96.8	47.60	53.20	43.50	47.6	53.2	Not Met
White	106	94.4	45.30	55.30	52.40	44.7	59.7	Not Met
Hispanic	35	97.9	34.30	31.70	27.60	34.3	27.8	Met Target
Black or African American	31	100.0	32.20	26.60	21.70	32.2	31.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	100.0	68.80	70.30	75.60	68.8	68	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	106	97.6	44.30	52.90	44.10	44.3		
Male	123	96.2	50.40	53.50	42.90	50.4		
Economically Disadvantaged Students	75	96.7	30.70	30.40	25.10	30.7	42.7	Not Met
Non-Economically Disadvantaged Students	154	96.8	55.80	59.10	54.30	55.8		
Students with Disabilities	60	97.1	28.30	*	16.50	28.3	34.1	Met Target†
Students without Disabilities	169	96.7	54.50	*	48.80	54.5		
English Learners	37	100.0	59.50	48.20	23.30	59.5	60.1	Met Target†
Non-English Learners	192	96.2	45.40	53.50	45.20	45.4		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	753	761	751	*	15%	25%	43%	*	55%	53%
White	30	743	763	759	*	*	*	*	*	40%	63%
Hispanic	20	745	748	738	*	*	*	*	*	40%	37%
Black or African American	10	757	740	733	0%	*	*	*	*	70%	32%
Asian, Native Hawaiian, or Pacific Islander	25	767	775	779	0%	*	*	56%	*	76%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	761	761	751	*	*	*	50%	*	67%	52%
Male	49	746	761	751	*	*	*	37%	*	45%	53%
Economically Disadvantaged Students	22	747	743	736	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	69	755	766	761	*	*	*	*	*	59%	65%
Students with Disabilities	19	736	742	729	*	*	*	*	*	32%	29%
Students without Disabilities	72	758	766	755	*	*	*	*	*	61%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	742	755	747	*	25%	28%	35%	*	40%	47%
White	42	750	758	755	0%	*	36%	43%	*	48%	59%
Hispanic	12	725	734	734	*	*	*	*	*	*	30%
Black or African American	15	719	730	729	*	*	0%	*	0%	20%	25%
Asian, Native Hawaiian, or Pacific Islander	17	755	768	774	0%	*	*	*	*	59%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	38	734	753	747	*	32%	37%	*	*	24%	47%
Male	53	747	756	747	*	21%	21%	*	*	51%	48%
Economically Disadvantaged Students	35	733	733	732	*	31%	31%	*	*	23%	27%
Non-Economically Disadvantaged Students	56	747	760	757	*	21%	25%	*	*	50%	61%
Students with Disabilities	23	730	734	724	*	*	*	*	*	30%	22%
Students without Disabilities	68	746	760	751	*	*	*	*	*	43%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
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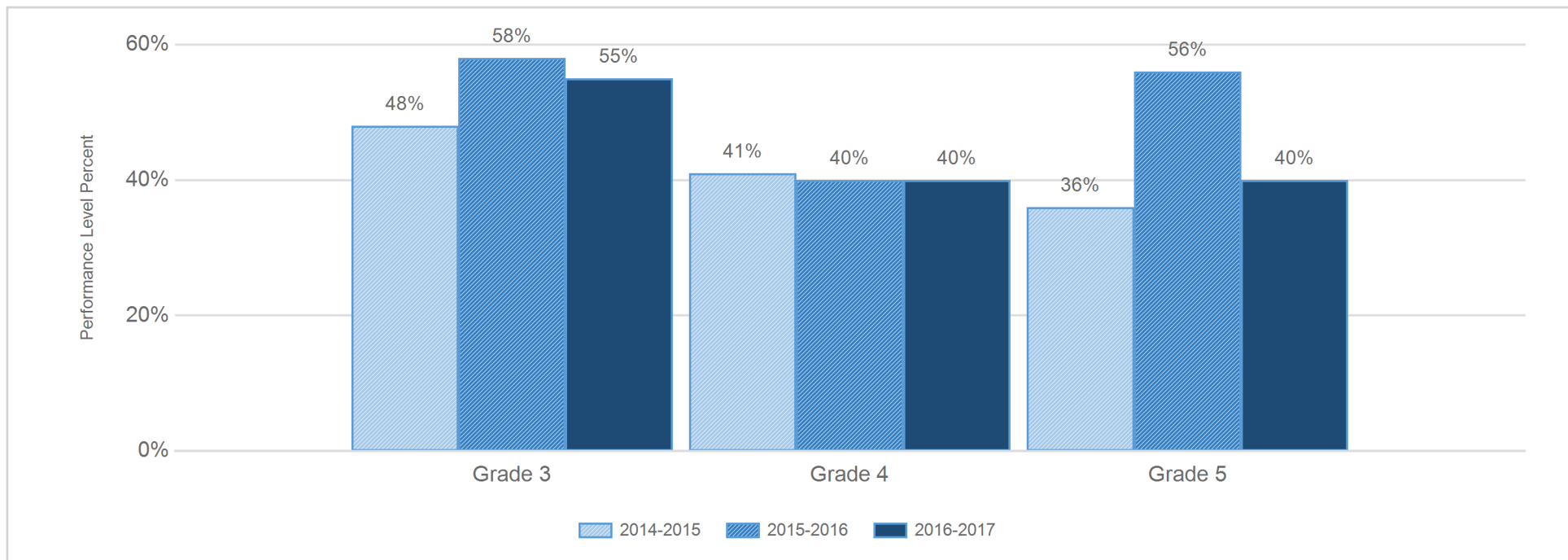
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	743	753	747	*	15%	40%	36%	*	40%	46%
White	45	749	755	754	*	*	38%	38%	*	44%	57%
Hispanic	14	736	736	735	0%	*	*	*	0%	29%	30%
Black or African American	11	730	734	729	*	*	*	*	0%	18%	22%
Asian, Native Hawaiian, or Pacific Islander	12	747	766	774	*	0%	*	*	0%	58%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	41	743	755	747	*	*	44%	39%	*	39%	47%
Male	47	743	752	746	*	*	36%	34%	*	40%	46%
Economically Disadvantaged Students	29	735	736	732	*	*	45%	*	*	28%	27%
Non-Economically Disadvantaged Students	59	747	757	756	*	*	37%	*	*	46%	59%
Students with Disabilities	23	729	735	725	*	*	*	*	*	26%	19%
Students without Disabilities	65	748	758	751	*	*	*	*	*	45%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
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CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	84.6%	15.4%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
 CAMDEN
 CHERRY HILL TWP
 2900 CHAPEL AVE
 CHERRY HILL, NJ 08002-1661

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

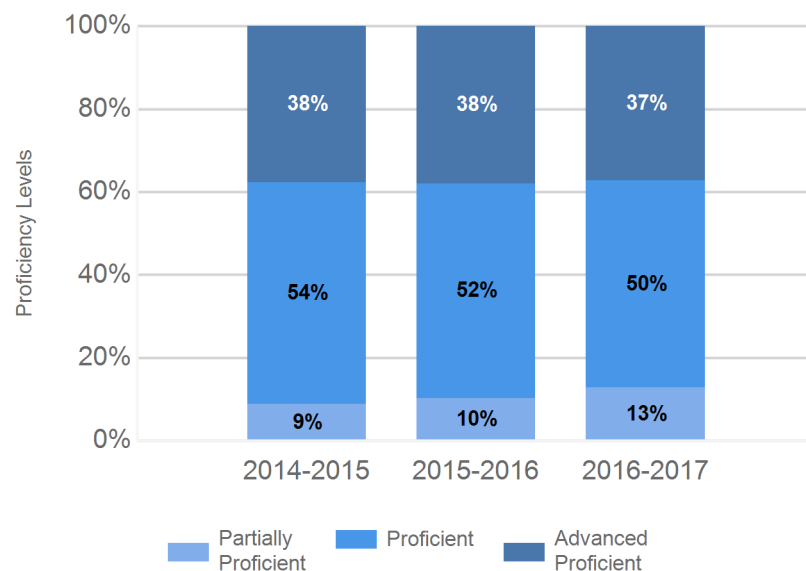
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	37%	50%	13%
White	49%	44%	7%
Hispanic	*	*	25%
Black or African American	13%	53%	33%
Asian, Native Hawaiian, or Pacific Islander	44%	50%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	30%	57%	14%
Students with Disabilities	30%	57%	13%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	55	50	Met Target	39	48	50	Not Met
White	50	55	50	Met Target	48	49	52	Met Target
Hispanic	*	49	49	Met Target	*	41.5	47	Not Met
Black or African American	31.5	44	45	Not Met	35.5	38.5	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	55.5	*	60	Met Target	30.5	*	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	48.5	49	47	Met Target	38.5	45	46	Not Met
Students with Disabilities	46	46	41	Met Target	37.5	42.5	43	Not Met
English Learners	59	58	53	Met Target	40	55	51	Met Target

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



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

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A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

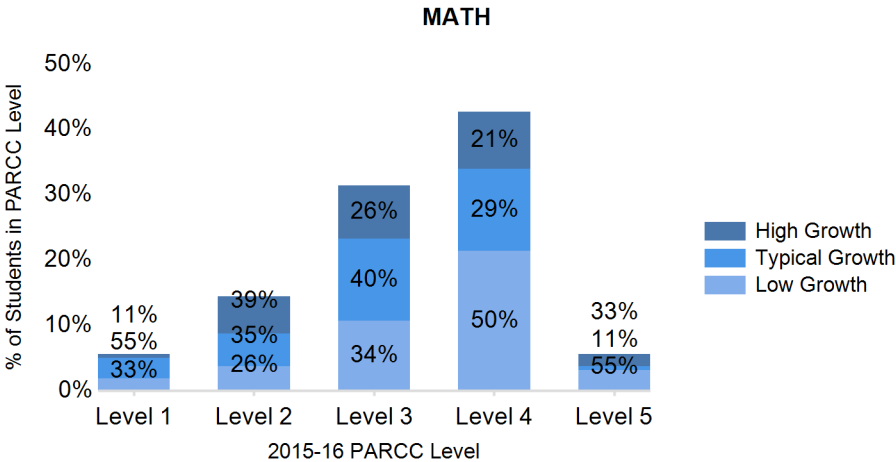
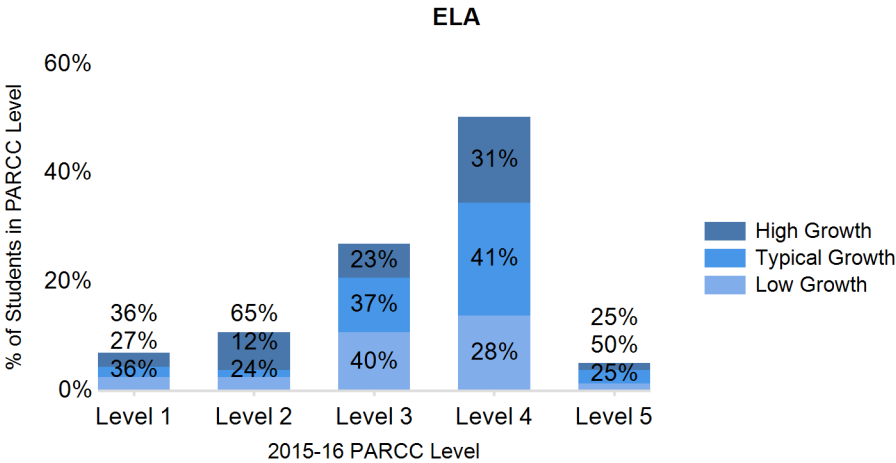
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

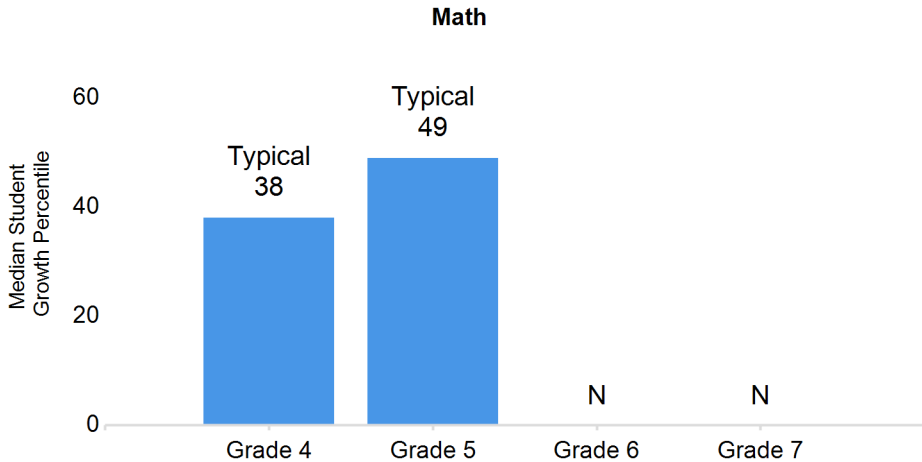
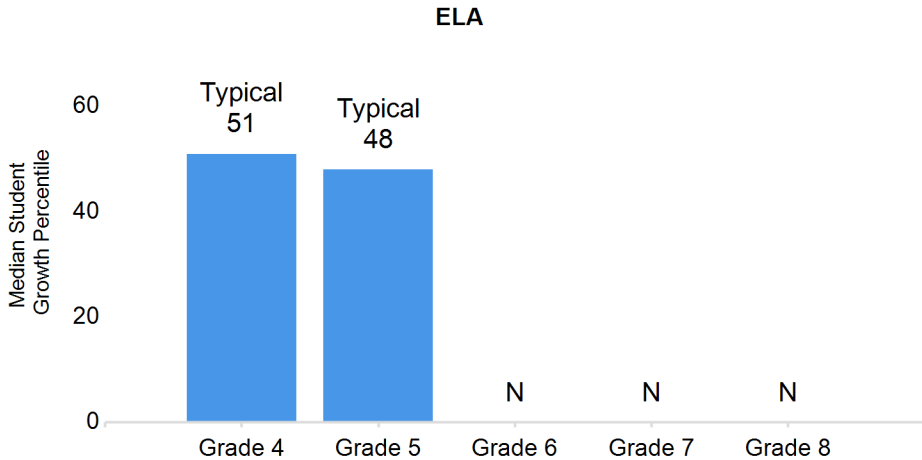
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
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2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

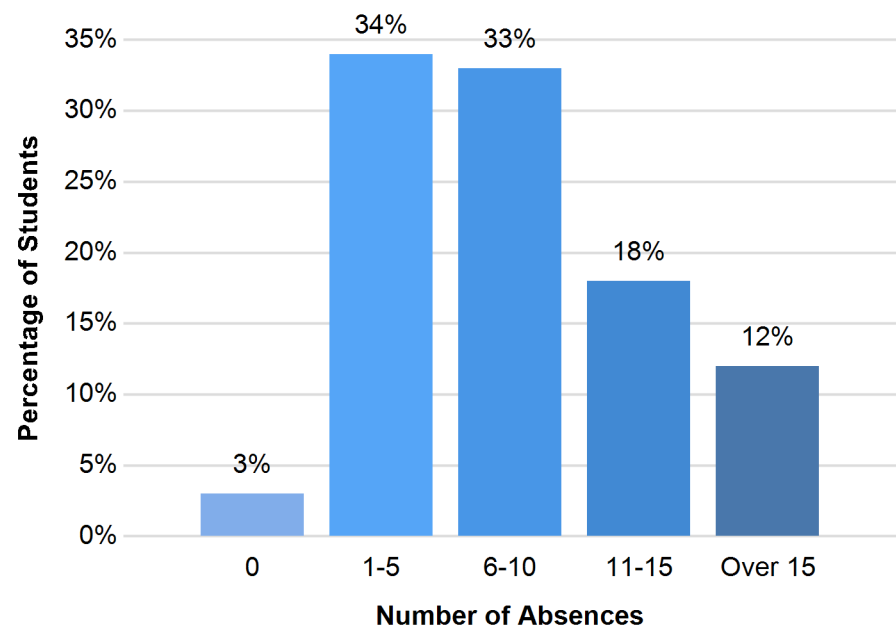
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.40	Met Target
White	8.40	8.40	Met Target
Hispanic	13.00	8.40	Not Met
Black or African American	11.30	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.10	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	8.40	Met Target
Economically Disadvantaged Students	14.90	8.40	Not Met
Students with Disabilities	10.30	8.40	Not Met
English Learners	23.30	8.40	Not Met

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



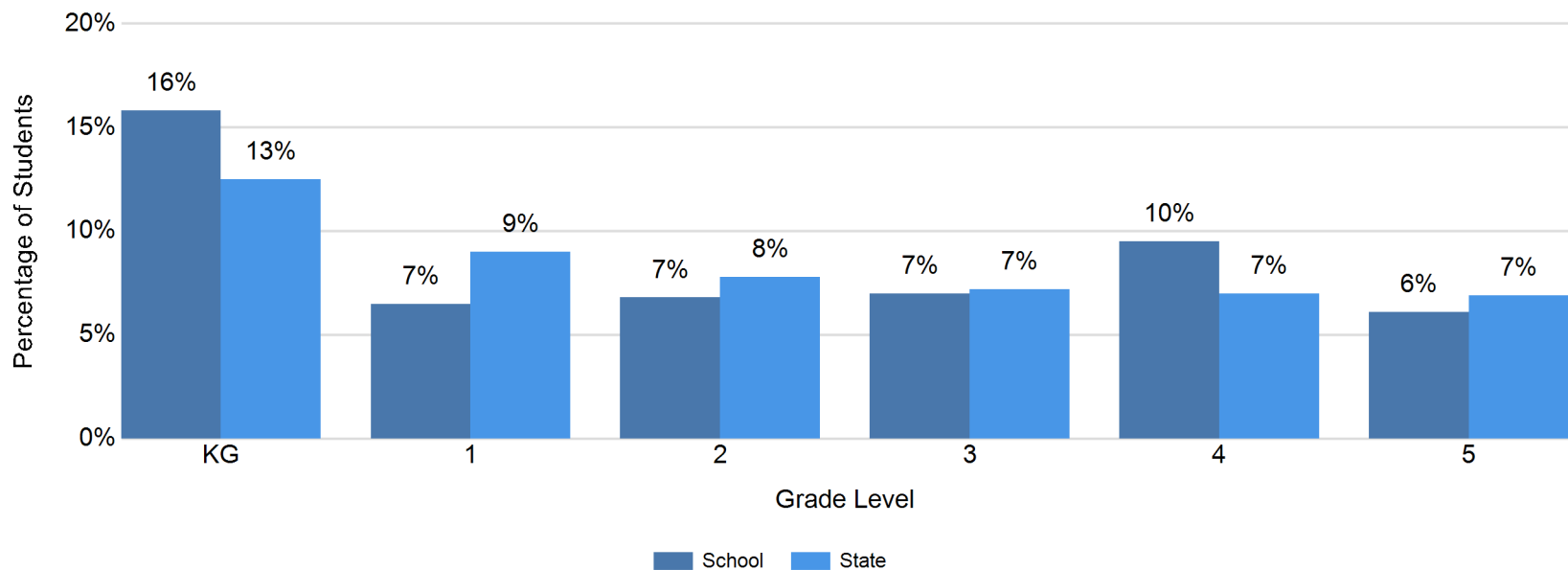


Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
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CHERRY HILL, NJ 08002-1661

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	1.3%
Any Suspension	2.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	13:1
Administrators	455:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

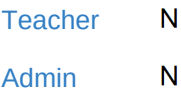
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Joyce Kilmer Elementary School

2016-2017

Grade Span KG-05

07-0800-105

CAMDEN

CHERRY HILL TWP

2900 CHAPEL AVE

CHERRY HILL, NJ 08002-1661

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.3	17.5%
Mathematics Proficiency	51.7	17.5%
English Language Arts Growth	43.7	25.0%
Mathematics Growth	14.9	25.0%
Chronic Absenteeism	28.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.7
Summative Rating: Percentile rank of Summative Score		32.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.7	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	35.9	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	40.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Black or African American	44.3	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	22.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	49.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	59.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
English Learners	56.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
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School General Info

Principal:	Mrs. DeJesus-Woodruff	Email Address:	edejesuswoodruff@chclc.org
Address:	2900 CHAPEL AVE CHERRY HILL, NJ 08002-1661	Website:	https://kilmer.chclc.org/
Phone:	(856)667-3903	Twitter:	https://twitter.com/JoyceKilmerES

School Narrative

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

 Highlights:	• Recognized as a Promising Practice School • B.R.A.V.E. Initiative • 1:1 Technology Initiative in Grades 4 and 5
 Mission, Vision, Theme:	It is the vision of the Joyce Kilmer Elementary School to create a community of academic excellence that will produce lifelong learners who will contribute to the global society by being respectful, responsible, safe and caring.
 Awards, Recognition, Accomplishments:	2017 New Jersey Honorable Mention State School of Character and Recognized as a No Place for Hate School



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08002-1661

School Narrative

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 Courses, Curriculum, Instruction:	The students benefit from a technologically rich environment, including interactive smart boards in 4th and 5th grade classrooms, mini computer lab in our Library, Netbook Laptops, and document camera/projector carts in rooms with no smart boards. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Clubs and Activities:	Family Friendly Homework Club, Student Ambassadors for Character Education



Joyce Kilmer Elementary School
2016-2017

Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
2900 CHAPEL AVE
CHERRY HILL, NJ 08002-1661

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Supports are in place for ELL students, Title I students, as well as In-Class Support and Resource Room for Special Education.
 Parent and Community Involvement:	The Parent-Teacher Association at Joyce Kilmer School is actively involved in fundraising efforts to provide classrooms with supplemental materials and technology. In addition, the PTA organizes and funds a variety of assemblies related to character education, science, and the arts.



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
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CHERRY HILL, NJ 08002-1661

School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The KilmerSchool was built in 1968. Renovations and additions took place in 2000. Each day, the school personnel welcome approximately 450 students in kindergarten through fifth grade.



Joyce Kilmer Elementary School
2016-2017
Grade Span KG-05

07-0800-105
CAMDEN
CHERRY HILL TWP
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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 your school directly.

Our Character Education and Cultural Proficiency Committee organizes and implements the Positive Behavior Supports in Schools (PBSIS) program. This is a systematic process of using data to create a school-wide culture that encourages pro-social behaviors through the implementation of effective school-wide and classroom incentives and behavioral interventions. In addition, this committee develops school-wide programs which qualify for No Place for Hate designation through the Anti-Defamation League. These programs enable us to provide a safe, nurturing learning environment where children are valued and their diversity is celebrated. Our students demonstrate respect, responsibility and citizenship by being B.R.A.V.E. Be kind and caring Respect yourself, others, and the school environment Accept and celebrate classmates' differences Value your education by making smart choices Expect and nurture a safe environment that allows all students to do their best.



Other Information:



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
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CHERRY HILL, NJ 08034-1600

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	51	49	54
1	83	61	59
2	72	79	65
3	82	78	76
4	88	79	67
5	69	90	78
Ungraded	10	7	11
Total	455	443	410

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	46%
Male	53%	52%	54%
Economically Disadvantaged Students	26%	28%	24%
Students with Disabilities	17%	20%	23%
English Learners	8%	0%	8%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	54.6%
Asian	18.5%
Hispanic	13.7%
Black or African American	7.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.6%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	54	49	54
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	74.9%
Spanish	4.4%
Chinese	2.9%
Vietnamese	2.4%
Hindi	2.2%
Other	12.9%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	208	96.9	58.20	67.80	54.90	58.2	54.3	Met Target
White	120	95.3	59.20	*	63.90	59.2	51.6	Met Target
Hispanic	32	100.0	59.40	47.40	39.80	59.4	52.4	Met Target
Black or African American	15	100.0	40.00	48.50	35.20	40	N	N
Asian, Native Hawaiian, or Pacific Islander	32	100.0	62.50	*	80.70	62.5	72.3	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	97	99.0	63.90	*	62.20	63.9		
Male	111	95.0	53.10	*	48.10	53.1		
Economically Disadvantaged Students	53	96.6	51.00	44.50	36.20	51	48.8	Met Target
Non-Economically Disadvantaged Students	155	97.0	60.70	73.90	65.80	60.7		
Students with Disabilities	40	95.2	27.50	*	20.50	27.5	25.3	Met Target
Students without Disabilities	168	97.3	65.50	*	61.90	65.5		
English Learners	23	100.0	47.80	50.80	25.20	47.8	N	N
Non-English Learners	185	96.6	59.50	69.10	57.40	59.5		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
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320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	755	764	749	*	16%	24%	53%	*	55%	50%
White	34	760	768	759	*	*	*	65%	*	68%	61%
Hispanic	13	746	747	734	*	*	*	*	0%	46%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	757	774	775	*	*	*	*	*	50%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	41	758	771	754	*	*	*	51%	*	56%	55%
Male	33	752	757	745	*	*	*	55%	*	55%	46%
Economically Disadvantaged Students	23	749	740	731	*	*	*	48%	*	48%	31%
Non-Economically Disadvantaged Students	51	758	771	762	*	*	*	55%	*	59%	63%
Students with Disabilities	11	739	734	720	*	*	*	*	*	27%	24%
Students without Disabilities	63	758	772	755	*	*	*	*	*	60%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	753	764	753	*	*	32%	43%	*	54%	56%
White	45	757	768	762	*	*	40%	40%	*	56%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	28	762	769	758	*	*	*	46%	*	64%	61%
Male	40	747	760	749	*	*	*	40%	*	48%	51%
Economically Disadvantaged Students	15	742	743	737	*	*	*	*	*	53%	36%
Non-Economically Disadvantaged Students	53	756	769	764	*	*	*	*	*	55%	69%
Students with Disabilities	15	718	739	725	*	*	*	*	*	13%	25%
Students without Disabilities	53	763	771	759	*	*	*	*	*	66%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
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320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	759	765	756	*	*	20%	49%	15%	64%	59%
White	43	758	767	763	*	*	26%	42%	*	58%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	35	769	773	761	*	*	*	57%	*	74%	66%
Male	40	751	758	750	*	*	*	43%	*	55%	53%
Economically Disadvantaged Students	16	749	745	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	59	762	769	765	*	*	*	*	*	68%	71%
Students with Disabilities	12	731	736	725	*	*	*	*	*	42%	22%
Students without Disabilities	63	765	772	762	*	*	*	*	*	68%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	75	759	766	757	*	*	20%	49%	15%	64%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

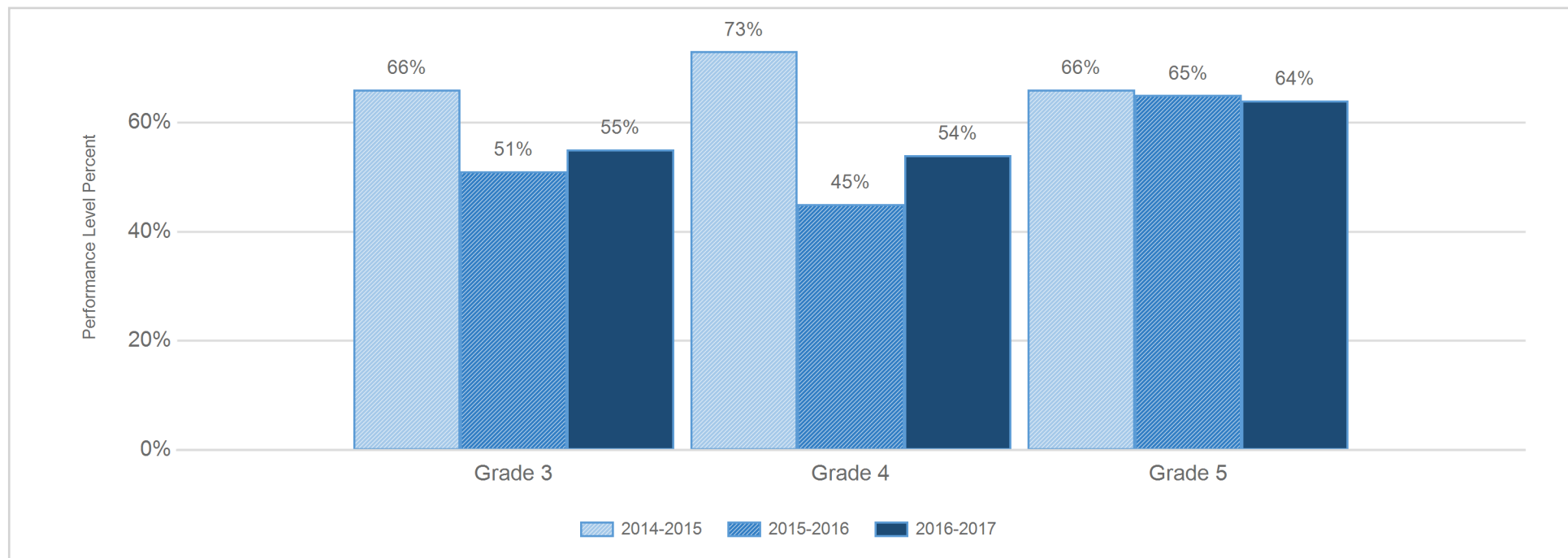


Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
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CHERRY HILL, NJ 08034-1600

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	209	96.9	53.10	53.20	43.50	53.1	54.8	Met Target†
White	120	95.3	52.50	55.30	52.40	52.5	55	Met Target†
Hispanic	33	100.0	42.40	31.70	27.60	42.4	33.1	Met Target
Black or African American	15	100.0	26.70	26.60	21.70	26.7	N	N
Asian, Native Hawaiian, or Pacific Islander	32	100.0	78.20	70.30	75.60	78.2	76	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	97	99.0	55.60	52.90	44.10	55.6		
Male	112	95.1	50.90	53.50	42.90	50.9		
Economically Disadvantaged Students	54	96.6	42.60	30.40	25.10	42.6	40.2	Met Target
Non-Economically Disadvantaged Students	155	97.0	56.80	59.10	54.30	56.8		
Students with Disabilities	41	95.3	26.80	*	16.50	26.8	35.9	Met Target†
Students without Disabilities	168	97.3	59.50	*	48.80	59.5		
English Learners	23	100.0	69.50	48.20	23.30	69.5	N	N
Non-English Learners	186	96.6	51.00	53.50	45.20	51		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	760	761	751	*	*	20%	57%	*	68%	53%
White	34	759	763	759	0%	*	29%	50%	*	62%	63%
Hispanic	13	746	748	738	*	*	*	*	0%	62%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	18	774	775	779	0%	*	*	61%	*	83%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	41	755	761	751	*	*	*	54%	*	63%	52%
Male	33	766	761	751	*	*	*	61%	*	73%	53%
Economically Disadvantaged Students	23	752	743	736	*	*	*	65%	*	70%	34%
Non-Economically Disadvantaged Students	51	764	766	761	*	*	*	53%	*	67%	65%
Students with Disabilities	11	742	742	729	*	*	*	*	*	46%	29%
Students without Disabilities	63	763	766	755	*	*	*	*	*	71%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
 CAMDEN
 CHERRY HILL TWP
 320 KINGSTON RD
 CHERRY HILL, NJ 08034-1600

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	748	755	747	*	18%	32%	40%	*	46%	47%
White	45	751	758	755	0%	*	33%	40%	*	49%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	28	747	753	747	*	*	36%	50%	*	50%	47%
Male	40	749	756	747	*	*	30%	33%	*	43%	48%
Economically Disadvantaged Students	15	737	733	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	53	751	760	757	*	*	*	*	*	49%	61%
Students with Disabilities	15	718	734	724	*	*	*	*	*	*	22%
Students without Disabilities	53	756	760	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
 CAMDEN
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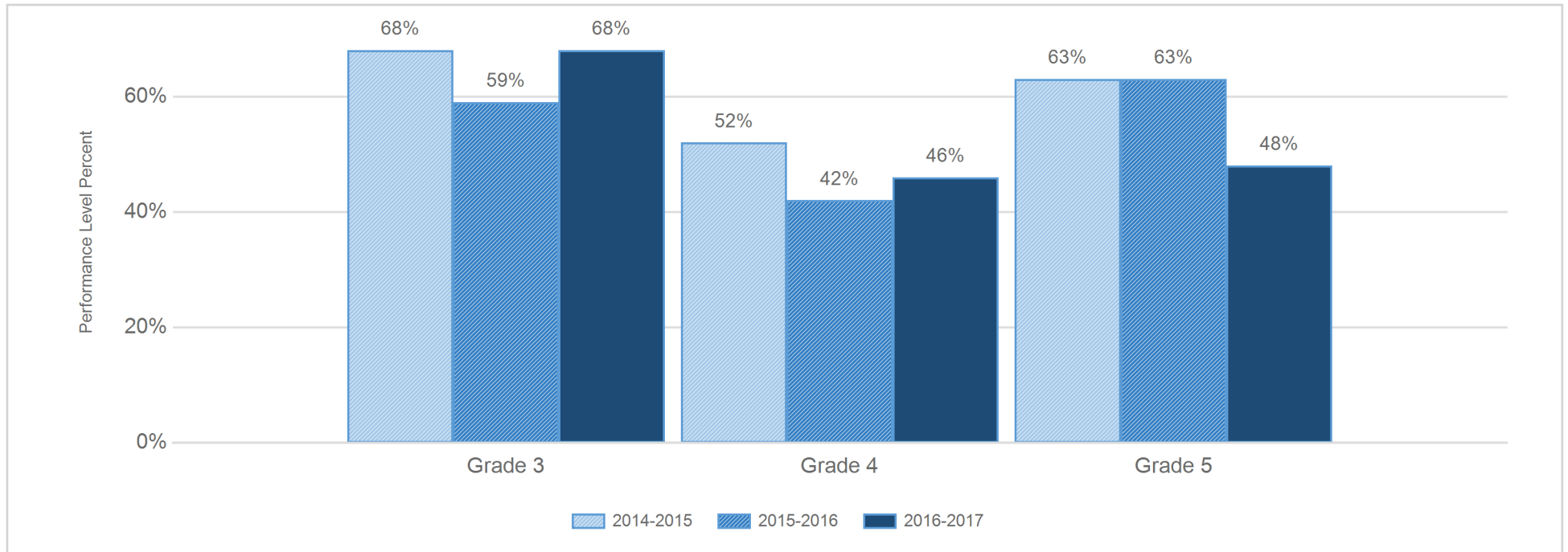
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	749	753	747	*	*	40%	44%	*	48%	46%
White	43	748	755	754	*	*	35%	51%	0%	51%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	35	753	755	747	*	*	31%	57%	*	57%	47%
Male	40	746	752	746	*	*	48%	33%	*	40%	46%
Economically Disadvantaged Students	16	741	736	732	*	*	69%	*	*	19%	27%
Non-Economically Disadvantaged Students	59	752	757	756	*	*	32%	*	*	56%	59%
Students with Disabilities	12	735	735	725	*	*	*	*	*	33%	19%
Students without Disabilities	63	752	758	751	*	*	*	*	*	51%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	75	749	754	748	*	*	40%	44%	*	48%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	15	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
 CAMDEN
 CHERRY HILL TWP
 320 KINGSTON RD
 CHERRY HILL, NJ 08034-1600

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

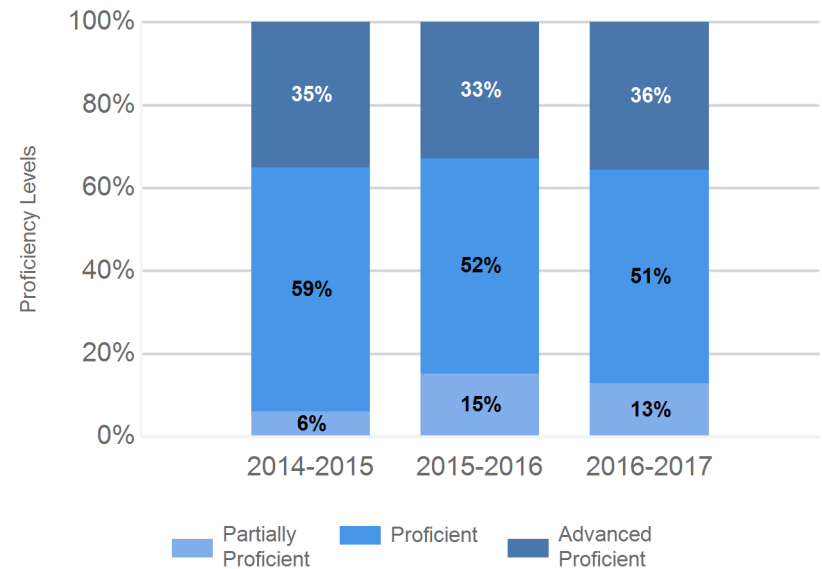
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	36%	51%	13%
White	45%	45%	11%
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	27%	47%	27%
Students with Disabilities	6%	50%	44%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	55	50	Met Target	46	48	50	Met Target
White	55	55	50	Met Target	48	49	52	Met Target
Hispanic	47	49	49	**	33	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	61.5	*	60	**	58	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	47	49	47	Met Target	57	45	46	Met Target
Students with Disabilities	37.5	46	41	Not Met	41.5	42.5	43	Met Target
English Learners	63.5	58	53	**	56	55	51	**

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



Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

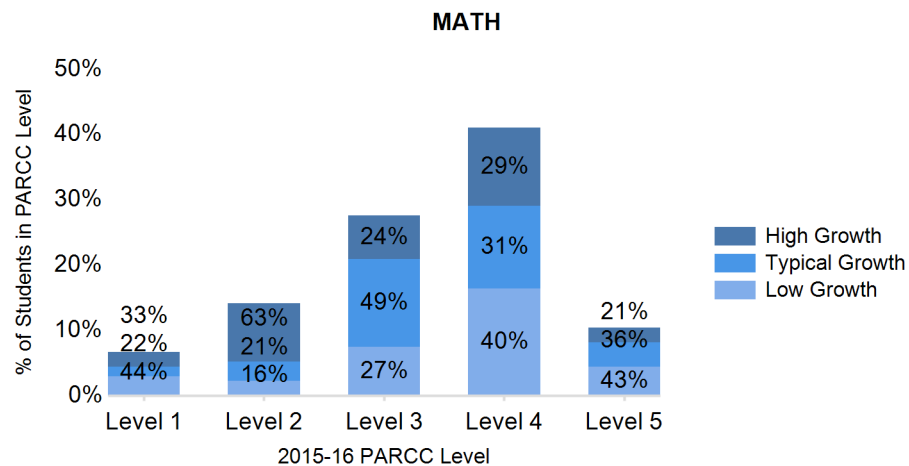
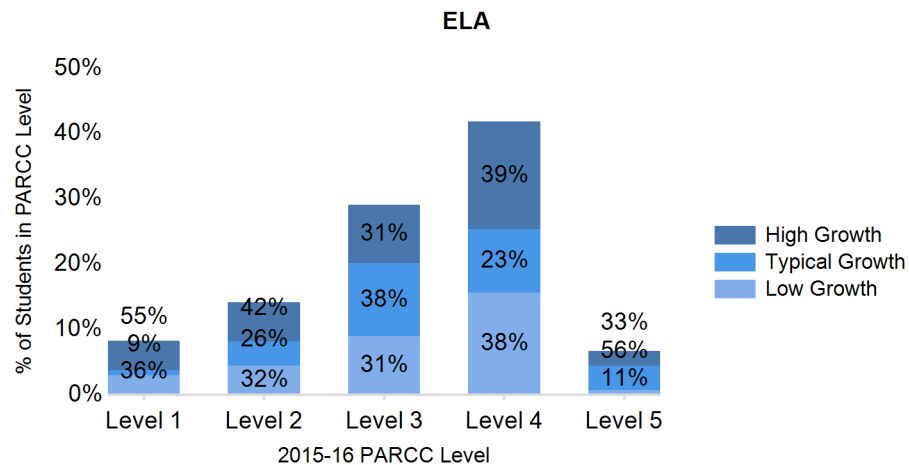
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

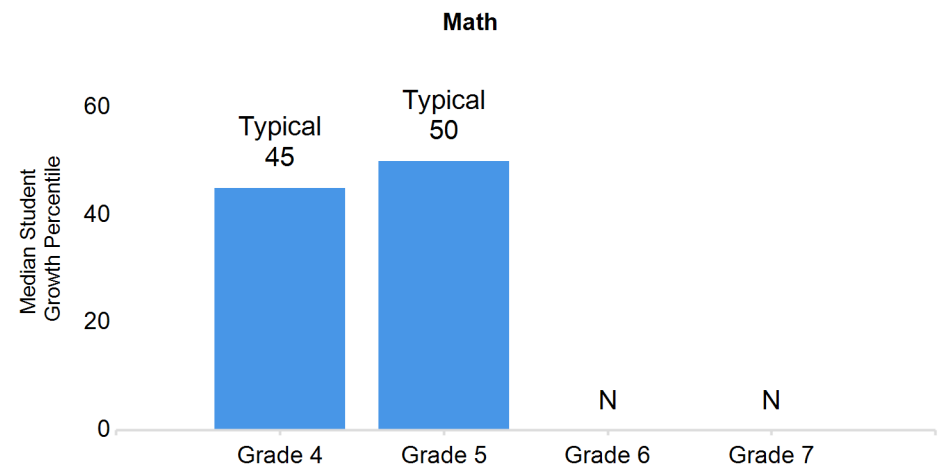
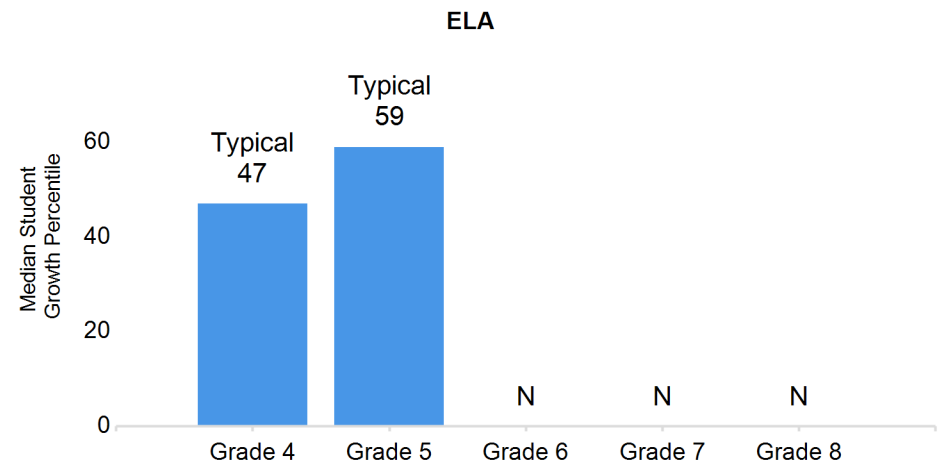
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-1600

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

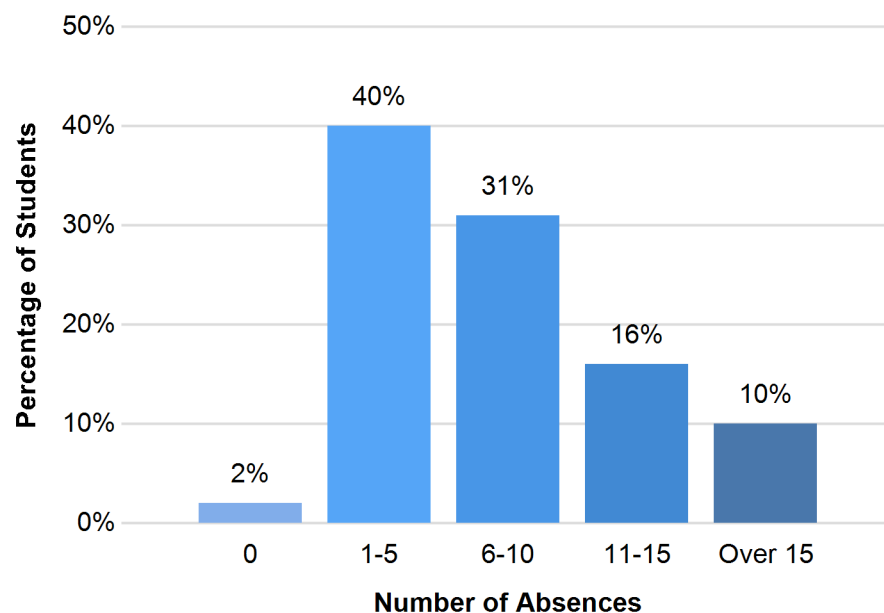
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	5.50	8.40	Met Target
Black or African American	10.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.20	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	11.50	8.40	Not Met
Students with Disabilities	3.20	8.40	Met Target
English Learners	6.10	8.40	Met Target

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

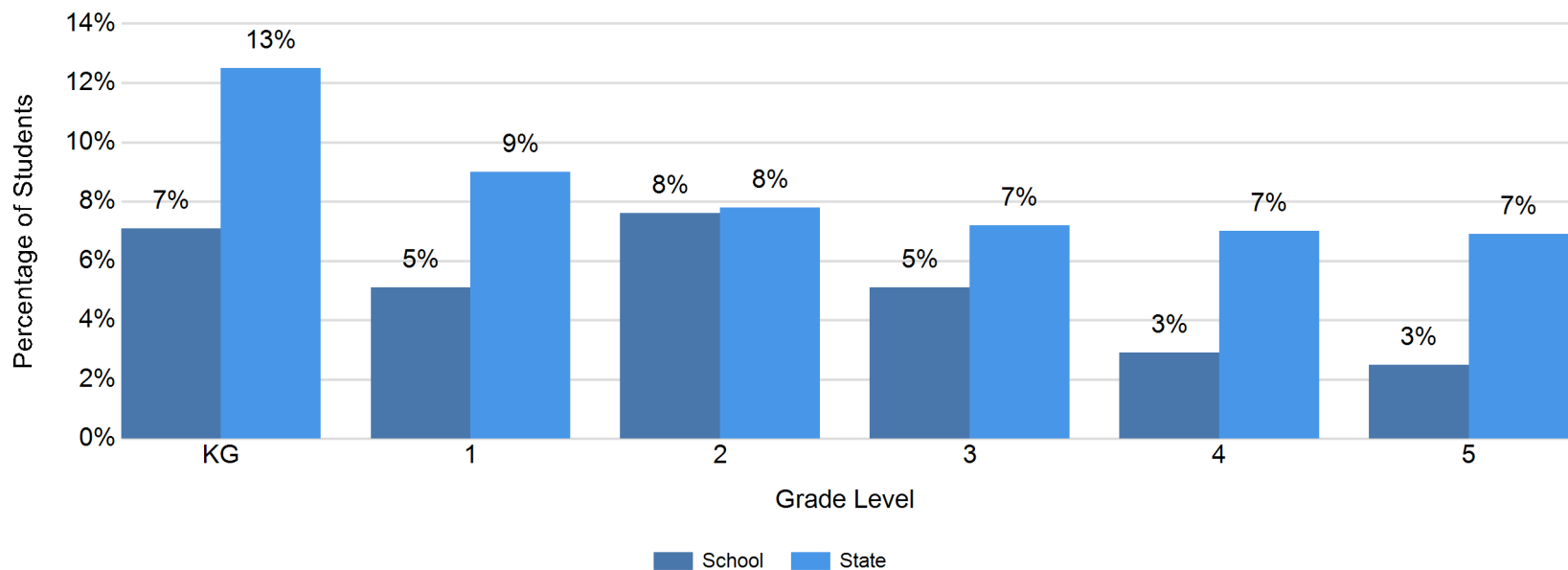
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
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320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.7%
Any Suspension	1.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Kingston Elementary School

2016-2017

Grade Span KG-05

07-0800-110

CAMDEN

CHERRY HILL TWP

320 KINGSTON RD

CHERRY HILL, NJ 08034-1600

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	410:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Kingston Elementary School

2016-2017

Grade Span KG-05

07-0800-110

CAMDEN

CHERRY HILL TWP

320 KINGSTON RD

CHERRY HILL, NJ 08034-1600

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.5	17.5%
Mathematics Proficiency	63.0	17.5%
English Language Arts Growth	51.3	25.0%
Mathematics Growth	44.5	25.0%
Chronic Absenteeism	65.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		53.8
Summative Rating: Percentile rank of Summative Score		55.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-1600

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	53.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	50.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	69.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	58.5	11.9	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
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School General Info

Principal:	Dr. Marble	Email Address:	wmarble@chclc.org
Address:	320 KINGSTON RD CHERRY HILL, NJ 08034-1600	Website:	https://kingston.chclc.org/
Phone:	(856)667-0986	Twitter:	https://twitter.com/kingstones1955

School Narrative

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

 Highlights:	• A school wide PBIS program derived from our character pledge and reinforced by lessons taught by 5th grade peer leaders. • Our students speak 27 different languages and home, the diversity of our student body is something that we celebrate. • We differentiate instruction to challenge all students, offering both support & enrichment to meet all their needs.
 Mission, Vision, Theme:	The mission of the Cherry Hill Public Schools is to provide all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.
 Awards, Recognition, Accomplishments:	The Kingston Elementary School is a Bronze Level NJ Sustainable School. We are currently preparing a NJ School of Character application for the 17-18 school year.



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

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 Courses, Curriculum, Instruction:	Kingston uses the same rigorous curriculum found across the Cherry Hill Public Schools. We have access to targeted Title 1 support which has been used to provide small group instructional support and technology assisted enrichment for students with a demonstrated academic need. We offer a Talented and Gifted program for students who are identified through a screening. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .
 Clubs and Activities:	Students are able to participate in instrumental music lessons beginning in grade 4, and all students in grade 5 participate in chorus. Fifth grade students have the opportunity to apply to be a member of the school safety patrol and to be a peer leader. Our PTA and teachers host a number of evening and weekend events including roller skating, bowling, dances, literacy programs and parties.



Kingston Elementary School
2016-2017

Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Kingston has ELL supports for our students, as well as three models of support for students with special needs including inclusion, a resource room, and self-contained autism support. Additionally we offer title 1 targeted support to students are have a demonstrated need. Our I&RS team helps work with parents and teachers to suggest strategies for providing a just right level of support for students who are struggling.
 Parent and Community Involvement:	The Kingston Elementary School PTA partners parents with teachers and school administration to provide fun, engaging and meaningful programs for students during and after the school day. The PTA has funded a number of assemblies, author visits, a music symposium and field trips. This year alone they have refinished our APR stage, purchased new stage curtains and signage in the APR, as well as purchased standing desks for each class. All the while providing great events for families each month.



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
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School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Kingston Elementary School was built in 1955. Renovations and additions took place in 1958 and 1962. Each day, the school personnel welcome approximately 400 students in kindergarten through fifth grade.



Kingston Elementary School
2016-2017
Grade Span KG-05

07-0800-110
CAMDEN
CHERRY HILL TWP
320 KINGSTON RD
CHERRY HILL, NJ 08034-1600

School Narrative

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

Other Information:	Our caring and supportive teachers and staff work closely with enthusiastic and involved parents to provide the best educational experience for the students at Kingston Elementary School. Kingston Elementary School works to teach empathy, caring and citizenship. We run monthly Kingston Cares initiatives that have resulted in donations to many charitable organizations including Veterans Hospital, MS foundation, Juvenile Diabetes Research Foundation which has honored us with a Silver Star School for five years.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	44	46	37
1	43	54	57
2	93	45	54
3	79	89	43
4	60	85	85
5	71	60	81
Ungraded	18	0	17
Total	408	379	374

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	51%
Male	51%	50%	50%
Economically Disadvantaged Students	9%	9%	7%
Students with Disabilities	22%	22%	20%
English Learners	1%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.3%
Asian	15.2%
Hispanic	7.0%
Black or African American	4.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	7.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	47	46	37
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	89.3%
Chinese	1.6%
Spanish	1.1%
Russian	1.1%
Korean	1.1%
Other	6.1%



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	199	97.2	80.90	67.80	54.90	80.9	77.2	Met Goal
White	136	96.5	80.90	*	63.90	80.9	74.8	Met Goal
Hispanic	10	100.0	50.00	47.40	39.80	50	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	97.00	*	80.70	97	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	14	93.7	71.50	66.30	54.90	70	**	**
Female	104	99.1	87.50	*	62.20	87.5		
Male	95	95.1	73.60	*	48.10	73.6		
Economically Disadvantaged Students	14	100.0	35.70	44.50	36.20	35.7	**	**
Non-Economically Disadvantaged Students	185	97.0	84.40	73.90	65.80	84.4		
Students with Disabilities	40	97.6	52.50	*	20.50	52.5	43.4	Met Target
Students without Disabilities	159	97.1	88.10	*	61.90	88.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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CHERRY HILL, NJ 08003-1827

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	774	764	749	*	*	*	71%	*	84%	50%
White	36	772	768	759	*	*	*	72%	*	83%	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	781	771	754	*	*	*	68%	*	86%	55%
Male	16	764	757	745	*	*	*	75%	*	81%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	44	774	766	752	*	*	*	71%	*	84%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	772	764	753	*	*	14%	51%	26%	77%	56%
White	48	769	768	762	*	*	*	58%	23%	81%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	17	791	772	777	*	*	*	59%	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	775	769	758	*	*	*	52%	*	82%	61%
Male	40	768	760	749	*	*	*	50%	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	20	753	739	725	*	*	*	55%	*	60%	25%
Students without Disabilities	64	778	771	759	*	*	*	50%	*	83%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	84	772	764	755	*	*	14%	51%	26%	77%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08003-1827

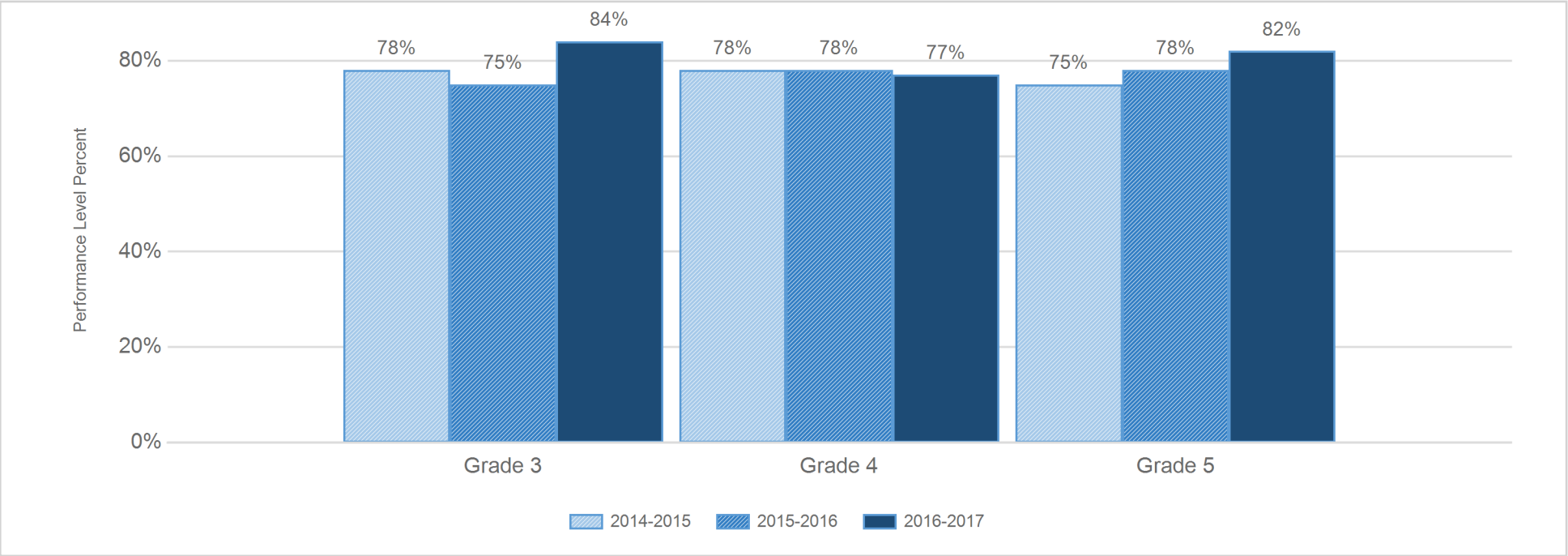
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	775	765	756	*	*	*	57%	25%	82%	59%
White	53	772	767	763	*	*	*	55%	25%	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	784	773	761	*	*	*	62%	*	95%	66%
Male	42	766	758	750	*	*	*	52%	*	71%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	11	739	736	725	*	*	*	*	*	36%	22%
Students without Disabilities	68	781	772	762	*	*	*	*	*	90%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	79	775	766	757	*	*	*	57%	25%	82%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Richard Stockton Elementary School
2016-2017

Grade Span KG-05

07-0800-113
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	96.7	75.70	53.20	43.50	75.7	69.6	Met Target
White	135	95.8	75.60	55.30	52.40	75.6	67.3	Met Target
Hispanic	10	100.0	40.00	31.70	27.60	40	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	94.00	70.30	75.60	94	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	14	93.7	78.60	57.40	44.90	76.9	**	**
Female	103	98.2	76.70	52.90	44.10	76.7		
Male	95	95.1	74.80	53.50	42.90	74.8		
Economically Disadvantaged Students	14	100.0	28.60	30.40	25.10	28.6	**	**
Non-Economically Disadvantaged Students	184	96.5	79.30	59.10	54.30	79.3		
Students with Disabilities	40	97.6	57.50	*	16.50	57.5	45.7	Met Target
Students without Disabilities	158	96.5	80.40	*	48.80	80.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

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Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	765	761	751	*	*	*	60%	*	76%	53%
White	37	764	763	759	*	*	*	62%	*	76%	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	763	761	751	*	*	*	*	*	72%	52%
Male	16	769	761	751	*	*	*	*	*	81%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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 CHERRY HILL TWP
 200 WEXFORD DR
 CHERRY HILL, NJ 08003-1827

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	768	755	747	*	*	17%	57%	18%	75%	47%
White	47	766	758	755	*	*	*	66%	*	79%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	790	768	774	0%	0%	*	*	*	94%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	767	753	747	*	*	*	61%	*	74%	47%
Male	40	770	756	747	*	*	*	53%	*	75%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	20	748	734	724	*	*	*	55%	*	60%	22%
Students without Disabilities	63	774	760	751	*	*	*	57%	*	79%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	83	768	755	749	*	*	17%	57%	18%	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Richard Stockton Elementary School
2016-2017

Grade Span KG-05

07-0800-113
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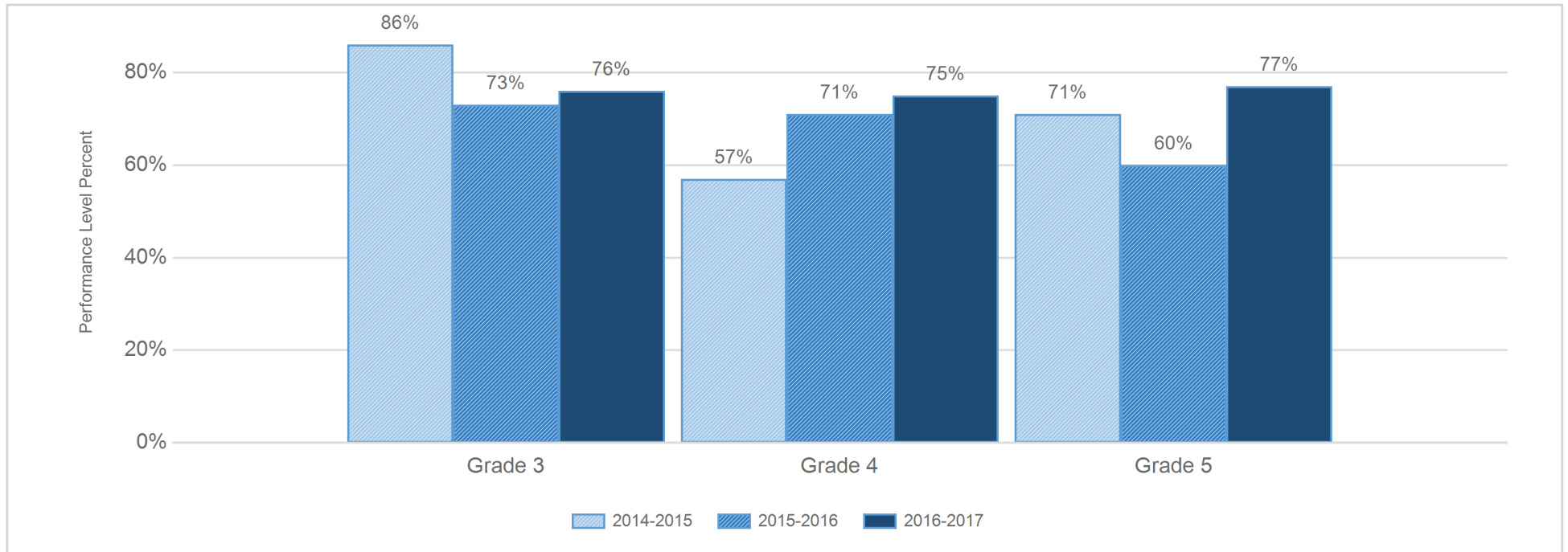
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	773	753	747	*	*	19%	42%	35%	77%	46%
White	53	770	755	754	*	*	23%	43%	30%	74%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	37	775	755	747	*	*	*	46%	35%	81%	47%
Male	42	771	752	746	*	*	*	38%	36%	74%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	11	745	735	725	*	*	*	*	*	46%	19%
Students without Disabilities	68	777	758	751	*	*	*	*	*	82%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	79	773	754	748	*	*	19%	42%	35%	77%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Richard Stockton Elementary School
2016-2017

Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08003-1827

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

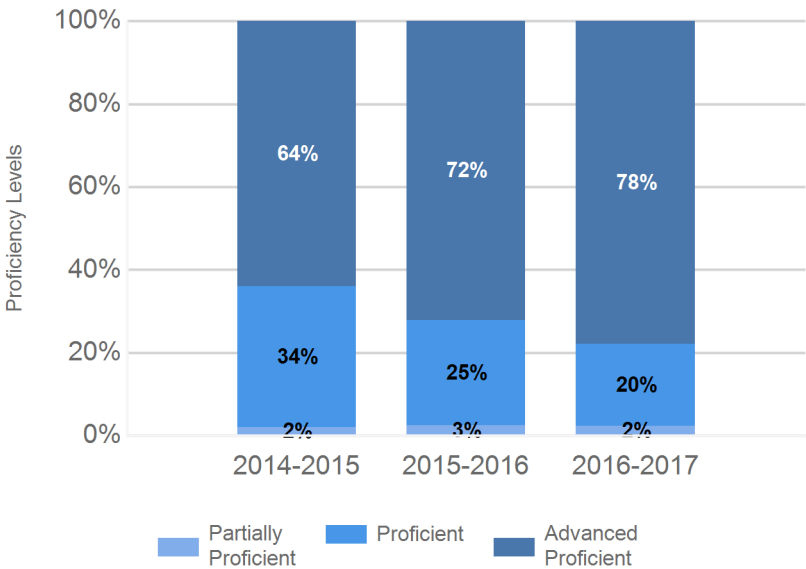
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	78%	20%	2%
White	78%	20%	*
Hispanic	*	*	N
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	94%	6%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	79%	16%	5%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Richard Stockton Elementary School
2016-2017

Grade Span KG-05

07-0800-113
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200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51.5	55	50	Met Target	60	48	50	Exceeds Target
White	43	55	50	Met Target	62	49	52	Exceeds Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	55	*	60	Met Target	61	*	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	75	54	51	**	40	51	52	**
Economically Disadvantaged	44	49	47	**	50	45	46	**
Students with Disabilities	53	46	41	Met Target	56	42.5	43	Met Target
English Learners	*	58	53	**	*	55	51	**

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



Richard Stockton Elementary School
2016-2017

Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

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

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

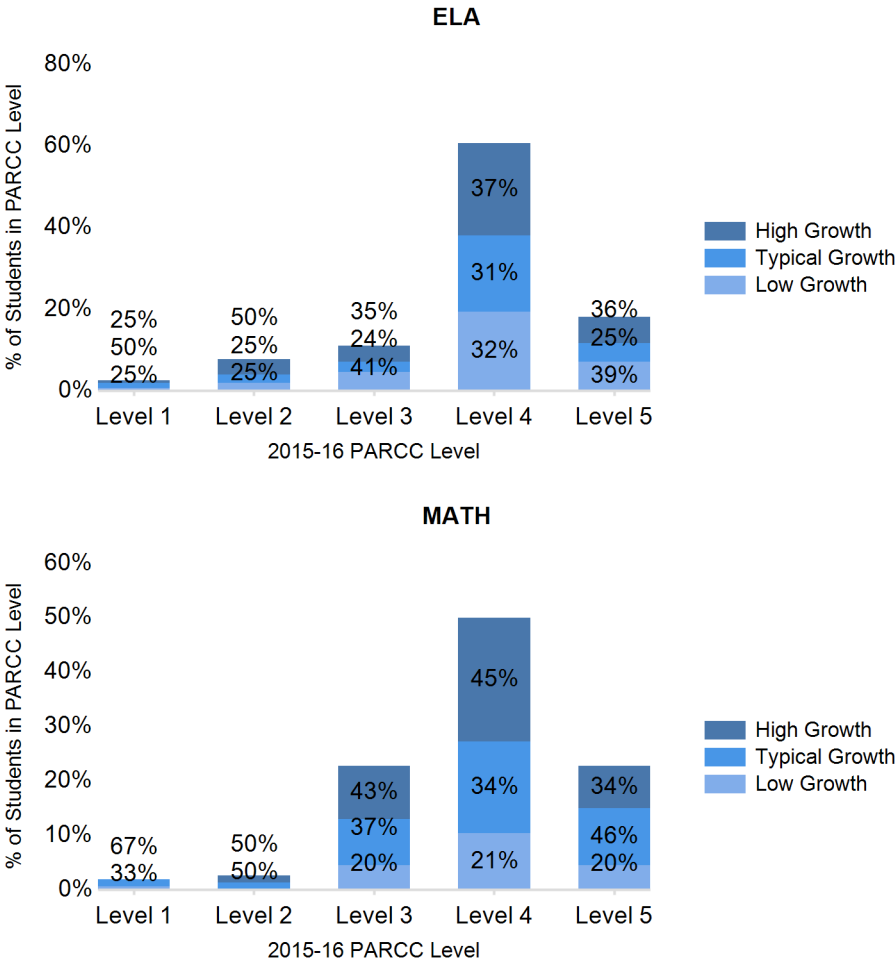
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

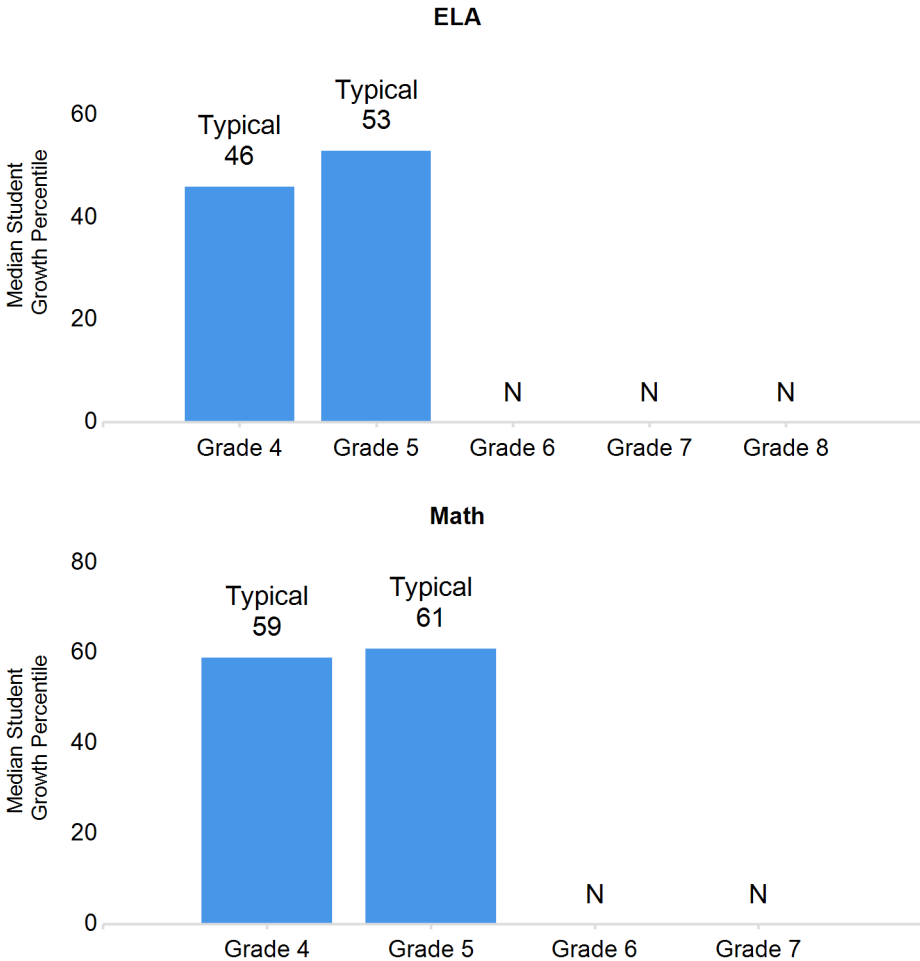
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

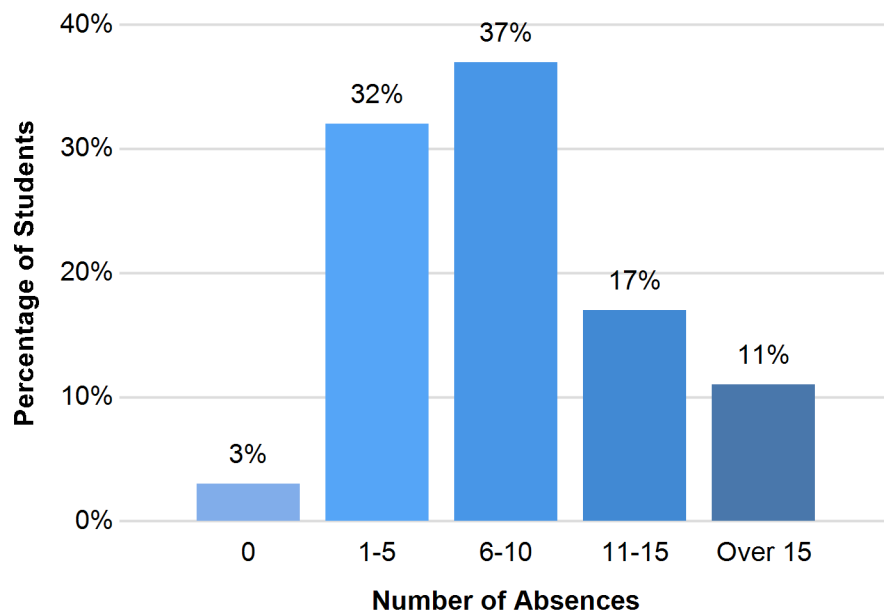
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.60	8.40	Met Target
White	6.00	8.40	Met Target
Hispanic	12.00	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	3.80	8.40	Met Target
Economically Disadvantaged Students	11.50	8.40	Not Met
Students with Disabilities	10.30	8.40	Not Met
English Learners	N	**	**

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

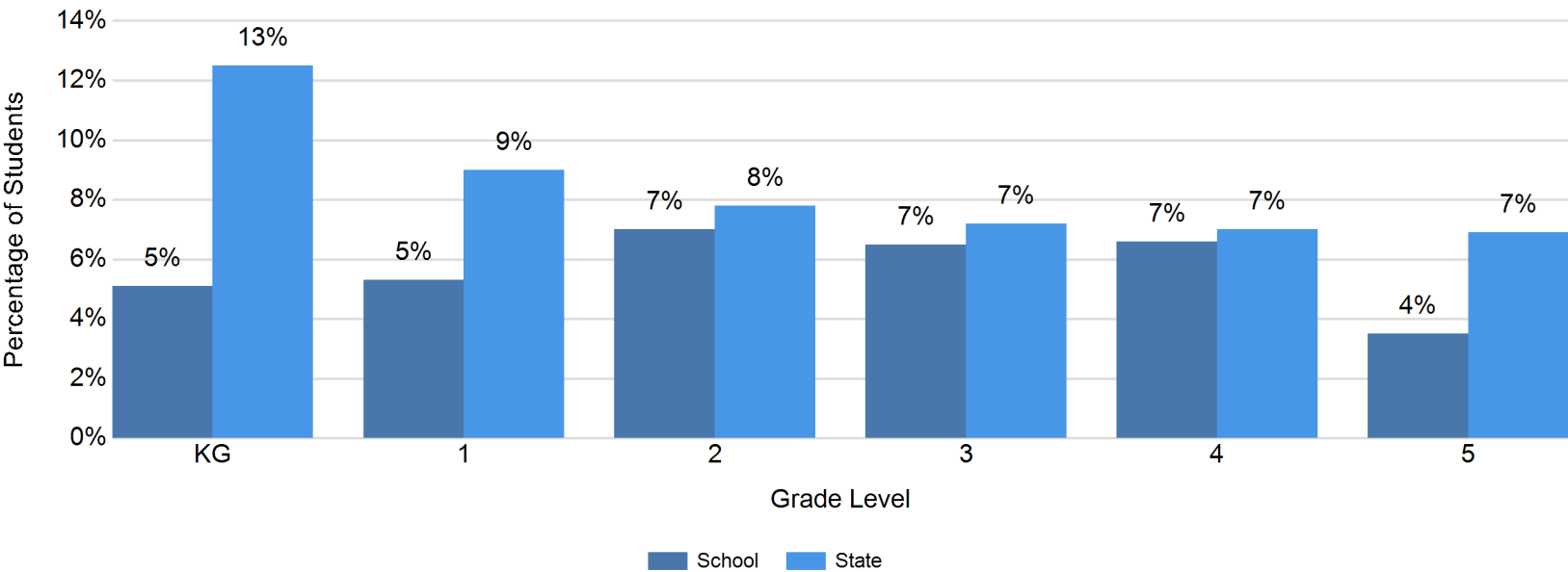
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
 CAMDEN
 CHERRY HILL TWP
 200 WEXFORD DR
 CHERRY HILL, NJ 08003-1827

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	2
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.60

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	1.9%
Any Suspension	2.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
 CAMDEN
 CHERRY HILL TWP
 200 WEXFORD DR
 CHERRY HILL, NJ 08003-1827

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	8.5	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	374:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	93.2	17.5%
Mathematics Proficiency	95.1	17.5%
English Language Arts Growth	50.1	25.0%
Mathematics Growth	78.4	25.0%
Chronic Absenteeism	55.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.4
Summative Rating: Percentile rank of Summative Score		83.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
 CAMDEN
 CHERRY HILL TWP
 200 WEXFORD DR
 CHERRY HILL, NJ 08003-1827

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	73.4	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
White	64.2	11.9	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Not Met	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	61.7	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	84.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
 CAMDEN
 CHERRY HILL TWP
 200 WEXFORD DR
 CHERRY HILL, NJ 08003-1827

School General Info

Principal:	Mr. Riordan	Email Address:	jriordan@chclc.org
Address:	200 WEXFORD DR CHERRY HILL, NJ 08003-1827	Website:	https://stockton.chclc.org/
Phone:	(856)424-1505		

School Narrative

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

 Highlights:	• 2017 National School of Character • The schools PARCC test scores exceeded the state averages for both Language Arts and Math for grades 3, 4 and 5. • The curriculum focuses on the individual needs of students through the use of strategy groups and conferring.
 Mission, Vision, Theme:	The mission of the staff at Richard Stockton Elementary School is to ensure that all students learn at high levels according to the New Jersey Student Learning Standards. Students are provided a safe and nurturing environment, enriched by diversity and a curriculum that will meet the students' needs both now and in the future.
 Awards, Recognition, Accomplishments:	Richard Stockton is a 2017 National School of Character



Richard Stockton Elementary School

2016-2017

Grade Span KG-05

07-0800-113

CAMDEN

CHERRY HILL TWP

200 WEXFORD DR

CHERRY HILL, NJ 08003-1827

School Narrative

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

 Courses, Curriculum, Instruction:	In Langauge Arts, we follow the New Jersey Model Curriculum and utilize the iReady program to support instruction. Richard Stockton uses Strategies for Writers which focuses on the 6 traits of writing. In addition, the school utilizes Investigations and Envisions as our Math Curriculum. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Clubs and Activities:	Richard Stockton introduced a running club, Jaguars Jog, for the 2017-2018 school year during recess. In addition , we offer the International Club through our Spanish instructor, which is structured as a service model to the community and a fifth grade school Safety Patrol Program.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Richard Stockton offers co-teaching classrooms as well as pull out replacement and self contained programs to meet the diverse needs of our special education students. In addition, we offer Guidance, Speech, OT and PT services to students. Our Literacy Teacher Coach offers curricular support to staff across all grade levels.
 Parent and Community Involvement:	An active and supportive PTA has flourished over the years to provide an excellent vehicle for parent contributions and involvement in the educational program. The PTA sponsors the Welcome Back Springdale Farms Festival, staff and bus driver appreciation luncheons, Author's Day, the schools Scholastic Book Fair, Read Across America Week, ice cream socials and the School-Wide Field Day. In addition, the PTA has purchased Chrome Books, recess equipment and classroom materials for the school



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Stockton School was built in 1970. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.



Richard Stockton Elementary School
2016-2017
Grade Span KG-05

07-0800-113
CAMDEN
CHERRY HILL TWP
200 WEXFORD DR
CHERRY HILL, NJ 08003-1827

School Narrative

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

Other Information:	At Richard Stockton, we utilize frequent assessments with improved and timely feedback. Staff provide experiences and opportunities to apply and develop creative problem skills and higher order thinking skills that enable students to master the content. Richard Stockton is meeting the 21st century skills and core competencies for students to be successful in today's world. Our core beliefs enabled the creation of our School Leadership Council (SLC). Our SLC continues to encourage open communications to achieve mutual understandings in decision-making practices by allowing all stakeholders to actively participate in school improvement within our Professional Learning Community model.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	298	256	244
7	247	303	241
8	238	247	285
Ungraded	30	4	29
Total	813	810	799

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	14%	13%	13%
Students with Disabilities	16%	16%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	57.9%
Asian	26.3%
Black or African American	6.1%
Hispanic	6.1%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	3.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	77.3%
Chinese	3.6%
Vietnamese	3.1%
Chuang	2.3%
Korean	2.0%
Other	11.7%



Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	715	96.5	80.40	67.80	54.90	80.4	67.7	Met Goal
White	393	94.5	78.90	*	63.90	78.5	62	Met Target
Hispanic	42	93.3	59.50	47.40	39.80	58.4	56.8	Met Target
Black or African American	49	100.0	67.30	48.50	35.20	67.3	44.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	209	100.0	90.90	*	80.70	90.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	22	100.0	77.30	66.30	54.90	77.3	65.6	N
Female	367	95.6	81.70	*	62.20	81.7		
Male	348	97.5	79.00	*	48.10	79		
Economically Disadvantaged Students	95	99.0	69.50	44.50	36.20	69.5	58.1	Met Target
Non-Economically Disadvantaged Students	620	96.2	82.10	73.90	65.80	82.1		
Students with Disabilities	67	94.4	44.80	*	20.50	44.5	38.2	Met Target
Students without Disabilities	648	96.7	84.10	*	61.90	84.1		
English Learners	41	100.0	73.10	50.80	25.20	73.1	N	N
Non-English Learners	674	96.3	80.80	69.10	57.40	80.8		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
 CAMDEN
 CHERRY HILL TWP
 485 BROWNING LANE
 CHERRY HILL, NJ 08003-3160

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	237	771	766	752	*	*	13%	59%	24%	83%	54%
White	132	770	768	758	*	*	16%	61%	21%	81%	63%
Hispanic	25	753	748	740	0%	*	*	60%	0%	60%	38%
Black or African American	12	761	746	736	0%	*	*	*	*	83%	32%
Asian, Native Hawaiian, or Pacific Islander	63	784	779	776	0%	*	*	54%	41%	95%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	126	775	773	758	*	*	11%	58%	27%	85%	61%
Male	111	767	759	746	*	*	15%	60%	20%	80%	46%
Economically Disadvantaged Students	35	757	747	737	*	*	*	49%	*	63%	34%
Non-Economically Disadvantaged Students	202	774	771	761	*	*	*	61%	*	86%	65%
Students with Disabilities	22	745	735	722	*	*	*	*	*	41%	17%
Students without Disabilities	215	774	773	758	*	*	*	*	*	87%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	237	771	766	753	*	*	13%	59%	24%	83%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	776	768	756	*	*	15%	41%	41%	82%	59%
White	106	770	771	764	*	*	16%	50%	28%	78%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	19	766	745	737	0%	*	*	*	*	68%	38%
Asian, Native Hawaiian, or Pacific Islander	70	791	784	784	*	*	*	29%	64%	93%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	110	778	775	764	*	*	15%	36%	46%	82%	68%
Male	103	775	761	749	*	*	16%	46%	36%	82%	51%
Economically Disadvantaged Students	23	773	744	739	*	*	*	*	*	74%	40%
Non-Economically Disadvantaged Students	190	777	774	766	*	*	*	*	*	83%	70%
Students with Disabilities	23	749	735	719	*	*	*	*	*	52%	19%
Students without Disabilities	190	780	774	763	*	*	*	*	*	85%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
 CAMDEN
 CHERRY HILL TWP
 485 BROWNING LANE
 CHERRY HILL, NJ 08003-3160

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	776	769	757	*	*	16%	46%	32%	78%	59%
White	160	774	772	764	*	*	16%	50%	28%	78%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	18	758	753	738	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	76	786	778	786	*	*	*	45%	41%	86%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	792	774	758	0%	*	*	*	*	70%	60%
Female	134	781	776	766	*	*	15%	42%	37%	79%	68%
Male	136	772	763	749	*	*	16%	49%	27%	77%	50%
Economically Disadvantaged Students	37	768	752	739	*	*	*	49%	*	73%	40%
Non-Economically Disadvantaged Students	233	777	774	766	*	*	*	45%	*	79%	69%
Students with Disabilities	22	738	733	718	*	*	*	*	*	41%	18%
Students without Disabilities	248	779	776	764	*	*	*	*	*	81%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	270	776	770	759	*	*	16%	46%	32%	78%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

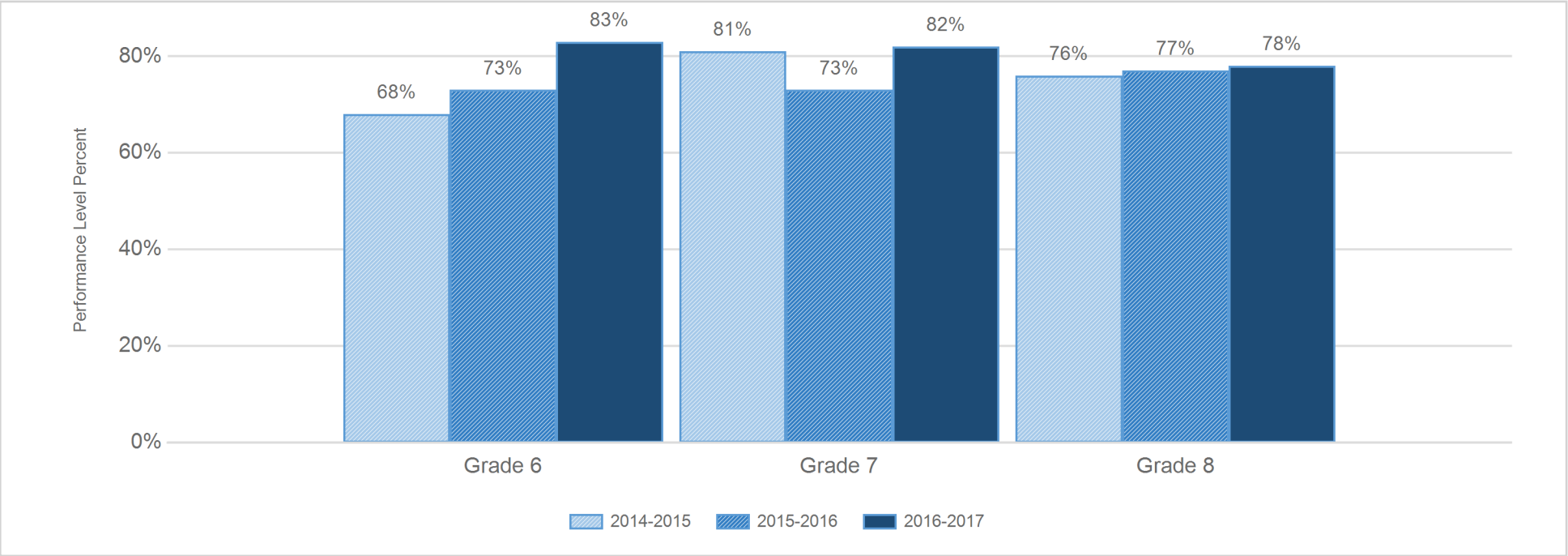


Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	713	96.4	70.10	53.20	43.50	70.1	61.4	Met Target
White	393	94.8	67.40	55.30	52.40	67.2	55.1	Met Target
Hispanic	41	91.1	51.20	31.70	27.60	49.1	48.5	Met Target
Black or African American	49	100.0	42.90	26.60	21.70	42.9	35.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	208	99.5	85.10	70.30	75.60	85.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	22	100.0	72.70	57.40	44.90	72.7	54	N
Female	366	95.6	67.50	52.90	44.10	67.5		
Male	347	97.2	72.90	53.50	42.90	72.9		
Economically Disadvantaged Students	94	98.9	59.60	30.40	25.10	59.6	53	Met Target
Non-Economically Disadvantaged Students	619	96.0	71.80	59.10	54.30	71.8		
Students with Disabilities	66	94.3	28.80	*	16.50	28.6	27.1	Met Target
Students without Disabilities	647	96.6	74.30	*	48.80	74.3		
English Learners	41	100.0	73.20	48.20	23.30	73.2	N	N
Non-English Learners	672	96.2	70.00	53.50	45.20	70		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	233	762	750	743	*	*	24%	50%	18%	67%	44%
White	130	760	751	751	*	*	23%	51%	16%	67%	54%
Hispanic	24	741	733	731	*	*	42%	42%	*	42%	27%
Black or African American	12	743	727	724	0%	*	*	*	0%	33%	20%
Asian, Native Hawaiian, or Pacific Islander	62	779	769	771	*	*	*	53%	32%	86%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	124	762	753	745	*	*	25%	48%	18%	66%	45%
Male	109	762	748	742	*	*	22%	51%	17%	69%	43%
Economically Disadvantaged Students	34	744	733	728	*	*	32%	41%	*	47%	24%
Non-Economically Disadvantaged Students	199	765	755	752	*	*	22%	51%	*	71%	56%
Students with Disabilities	21	735	728	717	*	*	52%	*	0%	24%	13%
Students without Disabilities	212	765	755	748	*	*	21%	*	19%	72%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	233	762	751	745	*	*	24%	50%	18%	67%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



Rosa International Middle School
2016-2017

Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	756	746	741	*	*	25%	55%	*	65%	40%
White	99	753	750	748	*	12%	28%	51%	*	59%	49%
Hispanic	11	750	733	730	*	*	*	*	*	73%	23%
Black or African American	19	746	729	726	0%	*	*	*	0%	42%	19%
Asian, Native Hawaiian, or Pacific Islander	53	767	756	764	0%	*	*	68%	*	83%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	101	751	746	743	*	*	25%	54%	*	59%	41%
Male	88	762	747	740	*	*	25%	57%	*	71%	38%
Economically Disadvantaged Students	19	757	732	729	*	*	*	63%	*	68%	22%
Non-Economically Disadvantaged Students	170	756	751	749	*	*	*	54%	*	64%	50%
Students with Disabilities	22	735	724	716	*	*	46%	*	0%	27%	11%
Students without Disabilities	167	759	751	746	*	*	22%	*	11%	70%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	740	725	728	*	18%	42%	34%	*	35%	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	16	733	727	747	*	*	*	*	0%	25%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	57	742	727	730	*	*	40%	39%	*	39%	30%
Male	46	737	723	725	*	*	44%	28%	*	30%	26%
Economically Disadvantaged Students	20	735	718	719	*	*	*	*	*	30%	19%
Non-Economically Disadvantaged Students	83	741	728	734	*	*	*	*	*	36%	34%
Students with Disabilities	18	728	711	705	*	*	*	*	*	17%	*
Students without Disabilities	85	743	732	734	*	*	*	*	*	39%	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	103	740	725	729	*	18%	42%	34%	*	35%	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	788	752	743	*	*	*	82%	16%	98%	42%
White	95	783	*	751	*	*	*	86%	11%	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	62	796	771	774	*	*	*	74%	24%	98%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	80	786	752	744	*	*	*	84%	14%	98%	43%
Male	91	789	*	741	*	*	*	80%	18%	98%	40%
Economically Disadvantaged Students	19	788	*	727	*	*	*	90%	*	100%	23%
Non-Economically Disadvantaged Students	152	788	756	751	*	*	*	81%	*	97%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	790	743	734	*	*	*	*	77%	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	15	791	756	758	*	*	*	*	87%	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	22	790	747	738	*	*	*	*	77%	100%	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	22	790	743	735	*	*	*	*	77%	100%	*
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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

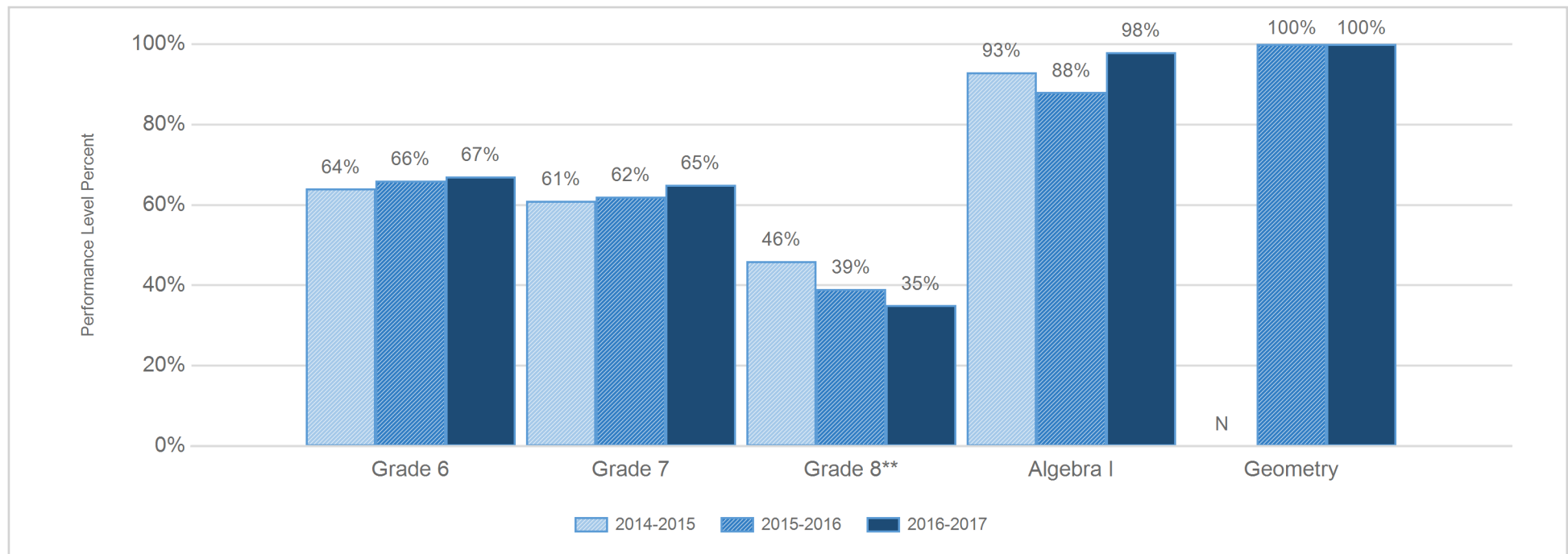


Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	*	*	*



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

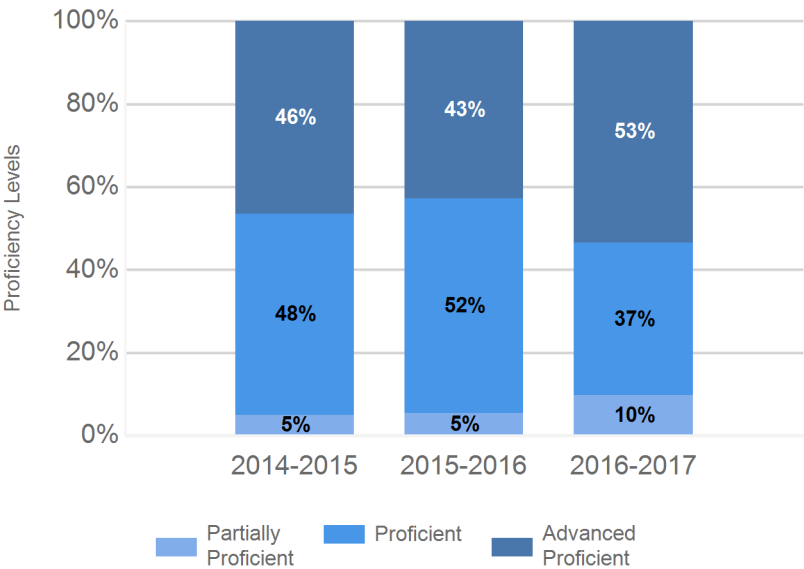
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	53%	37%	10%
White	53%	39%	8%
Hispanic	*	*	*
Black or African American	22%	50%	28%
Asian, Native Hawaiian, or Pacific Islander	63%	30%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	40%	50%	11%
Students with Disabilities	21%	67%	13%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	55	50	Met Target	56	48	50	Met Target
White	53	55	50	Met Target	55.5	49	52	Met Target
Hispanic	48	49	49	Met Target	48	41.5	47	Met Target
Black or African American	60	44	45	Exceeds Target	55	38.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	*	60	Exceeds Target	59	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	37	54	51	**	57	51	52	**
Economically Disadvantaged	59	49	47	Met Target	51	45	46	Met Target
Students with Disabilities	48	46	41	Met Target	50.5	42.5	43	Met Target
English Learners	56	58	53	Met Target	47.5	55	51	**

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



Rosa International Middle School
2016-2017

Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

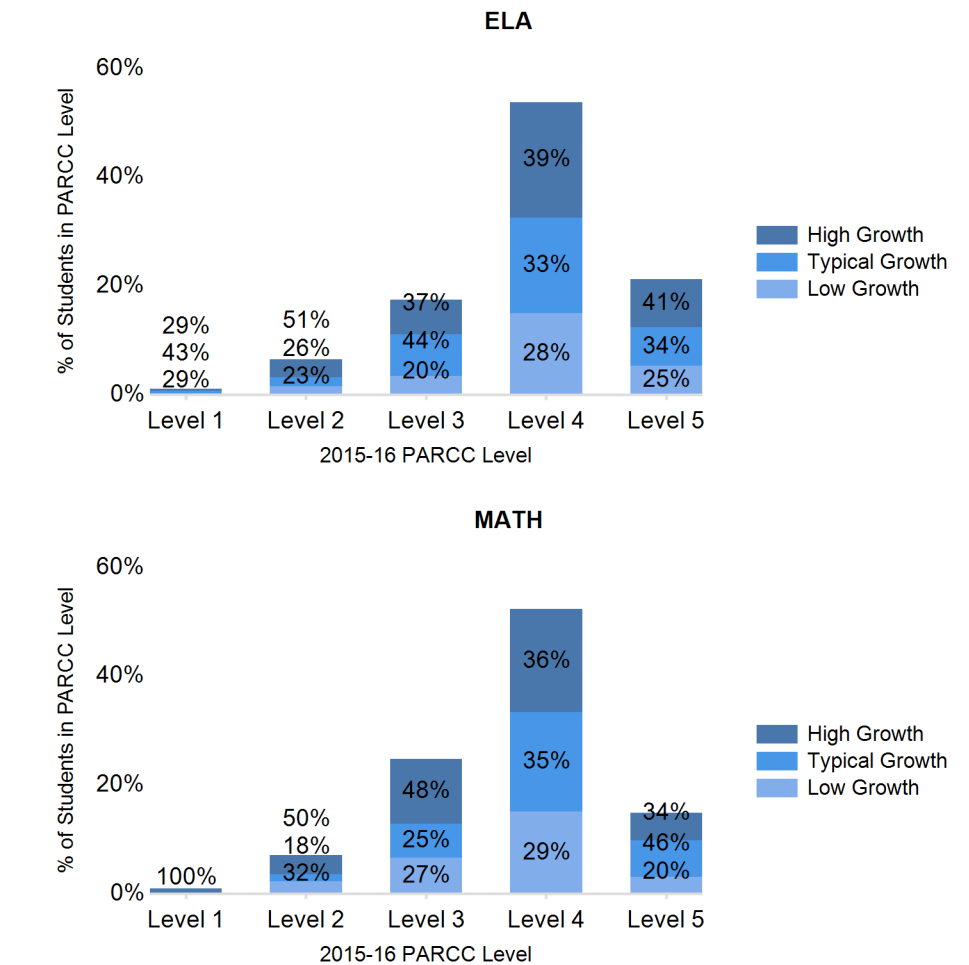
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

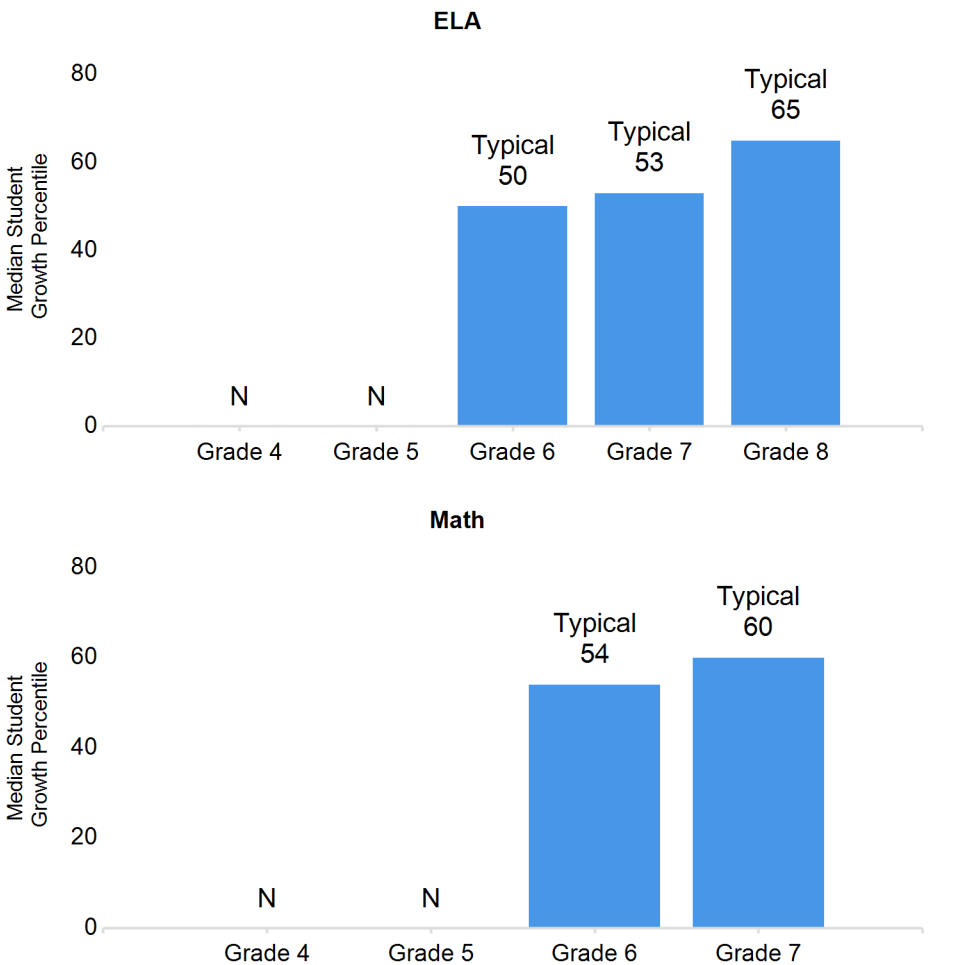
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	258
7	27	0	226
8	275	24	0
Schoolwide	302	24	484

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	137	102	0	0	0	0	0
7	147	86	0	0	0	0	0
8	178	104	0	0	0	0	0
Schoolwide	462	292	0	0	0	0	0
Enrolled in Level 3 or Higher	137	104	0	0	0	0	0



Rosa International Middle School
2016-2017
Grade Span 06-08

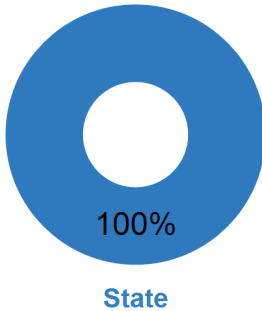
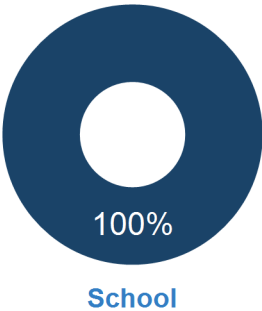
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Visual and Performing Arts – Course Participation

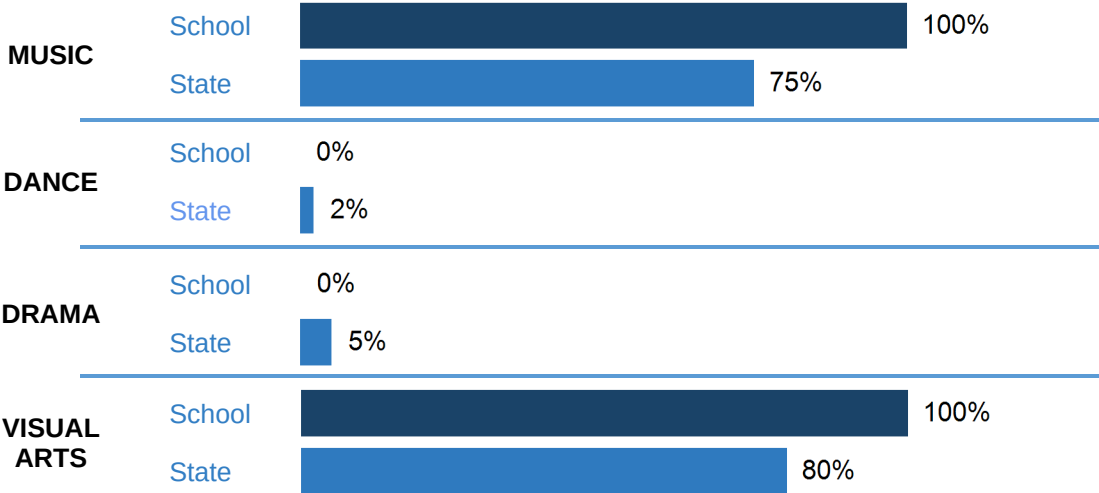
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

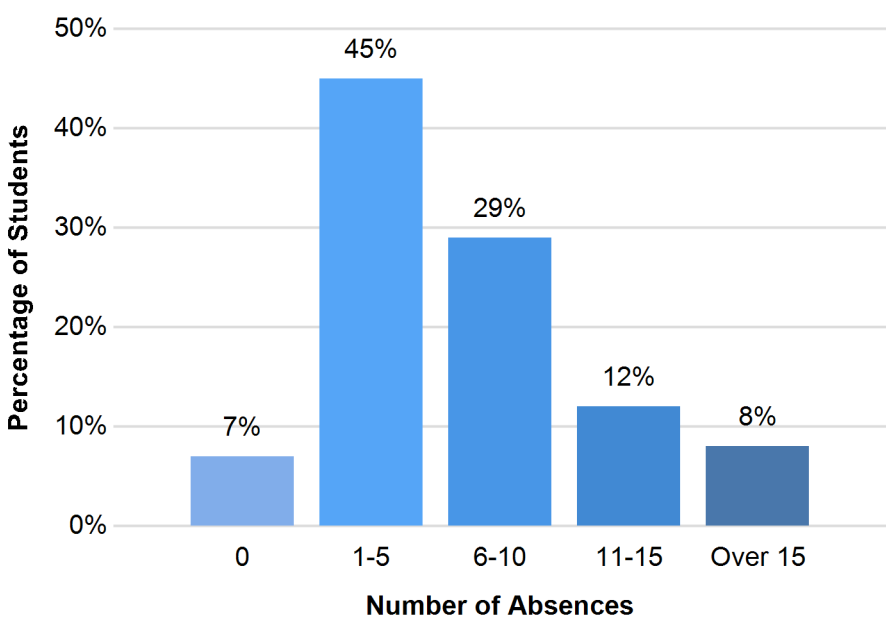
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.40	8.70	Met Target
White	6.70	8.70	Met Target
Hispanic	6.10	8.70	Met Target
Black or African American	4.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	16.70	8.70	Not Met
Economically Disadvantaged Students	11.90	8.70	Not Met
Students with Disabilities	6.90	8.70	Met Target
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



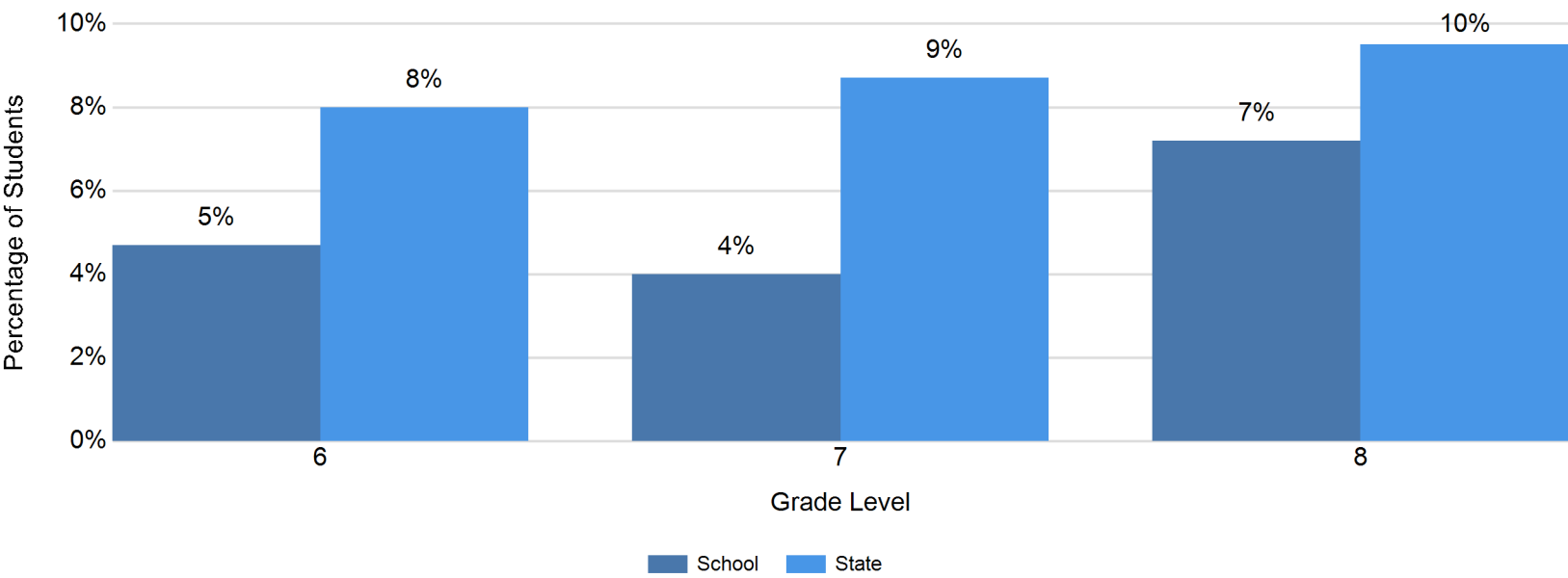


Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
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CHERRY HILL, NJ 08003-3160

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.6%
Out-of-School Suspensions	0.1%
Any Suspension	0.6%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.38

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	62	120,724
Average years experience in public schools	13.1	11.8
Average years experience in district	13.1	10.5
Teachers in district for 4 or more years	94%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	266:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

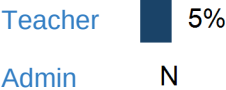
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.2	17.5%
Mathematics Proficiency	88.4	17.5%
English Language Arts Growth	68.5	25.0%
Mathematics Growth	67.6	25.0%
Chronic Absenteeism	58.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		74.3
Summative Rating: Percentile rank of Summative Score		84.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Rosa International Middle School

2016-2017

Grade Span 06-08

07-0800-074

CAMDEN

CHERRY HILL TWP

485 BROWNING LANE

CHERRY HILL, NJ 08003-3160

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	74.3	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
White	63.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	64.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	90.1	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	61.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	79.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	76.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
English Learners	57.8	11.9	No	N	N	**	Met Target	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
 CAMDEN
 CHERRY HILL TWP
 485 BROWNING LANE
 CHERRY HILL, NJ 08003-3160

School General Info

Principal:	Mr. Guy	Email Address:	gguy@chclc.org
Address:	485 BROWNING LANE CHERRY HILL, NJ 08003-3160	Website:	https://rosa.chclc.org
Phone:	(856)616-8787	Twitter:	http://twitter.com/rimstweets

School Narrative

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

 Highlights:	• National School of Character 2017 and a No Place for Hate School 2017 • NAMM Foundation Best School for Music Award Winner four years straight • Vex Robotics club for students in grade 6-8
 Mission, Vision, Theme:	We, the Rosa International Middle School, believe that a successful learning environment embraces collaboration, promotes individual responsibility, and fosters acceptance and respect for all members of the school and global community., the Rosa International Middle School, believe that a successful learning environment embraces collaboration, promotes individual responsibility, and fosters acceptance and respect for all members of the school and global community.
 Awards, Recognition, Accomplishments:	2017 National School of Character, 2017 No Place for Hate School, NAMM Music Foundation Award winner since 2014, the only International Baccalaureate Middle Years Program in Southern New Jersey, 2009 NCLB Blue Ribbon School, Awegeys School Global Partnership, participated in Makerspace and Hour of Code opportunities for all students



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
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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 your school directly.

 Courses, Curriculum, Instruction:	All students engage within courses supported by the New Jersey Student Learning Standards. All students take a minimum of 50 hours of world language in Spanish or French for three years. All students are required to engage in an 8th grade Community Project that calls for them to direct or indirect service in support of a global need. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Co-ed), Wrestling (Boys) Rosa offers robust sports programs for fall winter and spring. Both our cross country and spring track teams have well over 100 participants each year. In the 2017 season our boys basketball team went undefeated for the very first time. In the 2016 season our spring track team 4x100 relay team had a record time at the Penn Relays.
 Clubs and Activities:	Rosa has well over 30 clubs for students to choose from. We have a drama club that has enlisted well over 100 participants in the last few years. Our 2nd year Robotics club is an extension of our growing STEM emphasis. Our after school music offerings include recorder and Orff ensembles. Our service learning continues with clubs like Animal Welfare. Two of our most popular clubs are the 8th grade National History Day club and our Video Game club.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

School Narrative

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 Staff and Professional Learning:	Staff have professional learning through AM PLC's twice a month; collaborative team time every day; department meetings once a month. During these times staff professional learning comes from the ScIP team and/or administration. Staff is also involved with International Baccalaureate Middle Years Program training in the form of online training modules.
 Student Supports and Services:	We have a robust Intervention and Referral Service (I&RS) that meets twice a month. Our I&RS team also doubles as our 504 team. The team focuses on typically developing students who struggle with academic and/or behavior needs.
 Student Health and Wellness:	We do offer a breakfast program at Rosa. Students are engaged in Physical Education for 165 minutes each week and go through units that support fine and gross motor development as well as physical fitness.
 Parent and Community Involvement:	We have an active PTA which meets every other month. They support the school with monetary supports for assemblies, author visits, sponsoring fundraisers, sponsoring activities for the family such as the 2017 Color Run. The PTA also has worked hard to broaden local community sponsorship for Rosa which supports our staff breakfast and lunch as well as our 8th grade dance.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
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School Narrative

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A blue icon of a school building with a flag on top. Facilities:	The Rosa International Middle School built in 1961. Renovations took place in 1999. Each day, the school personnel welcome approximately 800 students in sixth through eighth grade.



Rosa International Middle School
2016-2017
Grade Span 06-08

07-0800-074
CAMDEN
CHERRY HILL TWP
485 BROWNING LANE
CHERRY HILL, NJ 08003-3160

School Narrative

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

Other Information:	At Rosa International Middle School, we use results from the state assessments to identify areas for growth and improvement. Of course, student achievement cannot be defined solely by performance on standardized tests. Of equal importance are classroom work and assessments, projects, oral presentations, participation in classroom discussions, participation in the arts, community service and more. We have implemented a variety of initiatives that are unique to our learning community. Rosa operates as an International Baccalaureate School using the Middle Years Programme. Our students view the NJCCCS & Common Core State Standards through global contexts, diverse approaches to learning, and mandatory service learning projects.



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	44	54	46
1	68	49	61
2	49	61	55
3	58	58	58
4	61	58	57
5	63	72	65
Ungraded	16	4	21
Total	359	356	363

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	28%	28%	29%
Students with Disabilities	13%	18%	20%
English Learners	6%	0%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	52.6%
Hispanic	19.8%
Asian	16.0%
Black or African American	6.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	5.2%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	48	54	46
KG - Full Day	0	0	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. All other students are included in Other Languages.

Home Language	% of Students
English	76.9%
Spanish	9.1%
Urdu	2.8%
Arabic	2.5%
Vietnamese	1.4%
Other	7.7%



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
 CAMDEN
 CHERRY HILL TWP
 4001 CHURCH RD
 CHERRY HILL, NJ 08034-1199

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	173	99.0	67.10	67.80	54.90	67.1	62.1	Met Target
White	97	99.1	79.40	*	63.90	79.4	65.6	Met Target
Hispanic	27	100.0	37.00	47.40	39.80	37	34.4	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	97.0	72.40	*	80.70	72.4	75.2	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	11	100.0	54.60	66.30	54.90	54.6	**	**
Female	88	100.0	70.50	*	62.20	70.5		
Male	85	97.9	63.60	*	48.10	63.6		
Economically Disadvantaged Students	55	98.5	34.50	44.50	36.20	34.5	38.6	Met Target†
Non-Economically Disadvantaged Students	118	99.2	82.20	73.90	65.80	82.2		
Students with Disabilities	43	97.9	27.90	*	20.50	27.9	21.4	Met Target
Students without Disabilities	130	99.3	80.00	*	61.90	80		
English Learners	19	100.0	42.10	50.80	25.20	42.1	N	N
Non-English Learners	154	98.9	70.10	69.10	57.40	70.1		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	770	764	749	*	*	22%	52%	*	67%	50%
White	27	783	768	759	0%	0%	*	70%	*	89%	61%
Hispanic	13	750	747	734	*	*	*	*	0%	31%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	33	778	771	754	*	*	*	55%	*	79%	55%
Male	25	760	757	745	*	*	*	48%	*	52%	46%
Economically Disadvantaged Students	17	738	740	731	*	*	*	*	*	29%	31%
Non-Economically Disadvantaged Students	41	783	771	762	*	*	*	*	*	83%	63%
Students with Disabilities	12	743	734	720	*	*	*	*	*	42%	24%
Students without Disabilities	46	777	772	755	*	*	*	*	*	74%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	771	764	753	*	*	19%	39%	34%	73%	56%
White	37	780	768	762	0%	*	*	38%	43%	81%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	24	775	769	758	*	*	*	42%	*	79%	61%
Male	35	769	760	749	*	*	*	37%	*	69%	51%
Economically Disadvantaged Students	23	753	743	737	*	*	*	*	*	48%	36%
Non-Economically Disadvantaged Students	36	783	769	764	*	*	*	*	*	89%	69%
Students with Disabilities	10	737	739	725	*	*	*	*	0%	30%	25%
Students without Disabilities	49	778	771	759	*	*	*	*	41%	82%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	758	765	756	*	*	22%	48%	*	61%	59%
White	37	763	767	763	*	*	*	60%	*	70%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	37	763	773	761	*	*	*	38%	*	60%	66%
Male	30	753	758	750	*	*	*	60%	*	63%	53%
Economically Disadvantaged Students	17	731	745	740	*	*	*	*	*	29%	40%
Non-Economically Disadvantaged Students	50	767	769	765	*	*	*	*	*	72%	71%
Students with Disabilities	17	730	736	725	*	*	*	*	*	18%	22%
Students without Disabilities	50	768	772	762	*	*	*	*	*	76%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	67	758	766	757	*	*	22%	48%	*	61%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

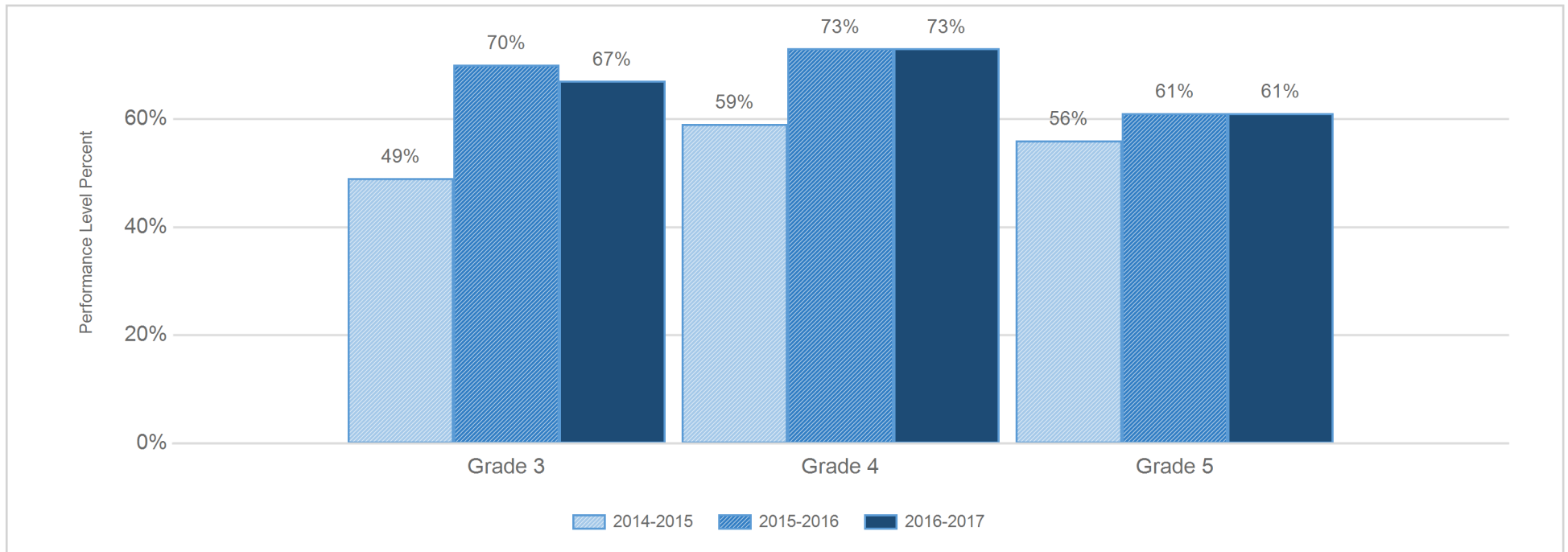


Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	173	99.0	61.90	53.20	43.50	61.9	55.1	Met Target
White	97	99.1	68.00	55.30	52.40	68	55.3	Met Target
Hispanic	27	100.0	44.40	31.70	27.60	44.4	44.2	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	97.1	72.40	70.30	75.60	72.4	71.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	100.0	63.70	57.40	44.90	63.7	**	**
Female	88	100.0	60.30	52.90	44.10	60.3		
Male	85	98.0	63.60	53.50	42.90	63.6		
Economically Disadvantaged Students	55	98.5	38.20	30.40	25.10	38.2	34.8	Met Target
Non-Economically Disadvantaged Students	118	99.2	72.90	59.10	54.30	72.9		
Students with Disabilities	43	97.9	34.90	*	16.50	34.9	25.8	Met Target
Students without Disabilities	130	99.3	70.70	*	48.80	70.7		
English Learners	19	100.0	57.90	48.20	23.30	57.9	N	N
Non-English Learners	154	98.9	62.30	53.50	45.20	62.3		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	767	761	751	*	*	17%	57%	17%	74%	53%
White	27	772	763	759	0%	*	*	67%	*	82%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	770	775	779	*	0%	0%	*	*	82%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	33	769	761	751	*	*	*	58%	*	76%	52%
Male	25	763	761	751	*	*	*	56%	*	72%	53%
Economically Disadvantaged Students	17	747	743	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	41	774	766	761	*	*	*	*	*	83%	65%
Students with Disabilities	12	753	742	729	*	*	*	*	*	58%	29%
Students without Disabilities	46	770	766	755	*	*	*	*	*	78%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
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CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	756	755	747	*	*	30%	52%	*	60%	47%
White	37	764	758	755	0%	*	*	65%	*	73%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	10	744	768	774	*	*	*	*	*	40%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	24	752	753	747	*	*	*	46%	*	54%	47%
Male	36	759	756	747	*	*	*	56%	*	64%	48%
Economically Disadvantaged Students	23	745	733	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	37	764	760	757	*	*	*	*	*	76%	61%
Students with Disabilities	10	740	734	724	*	*	*	*	*	40%	22%
Students without Disabilities	50	760	760	751	*	*	*	*	*	64%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-1199

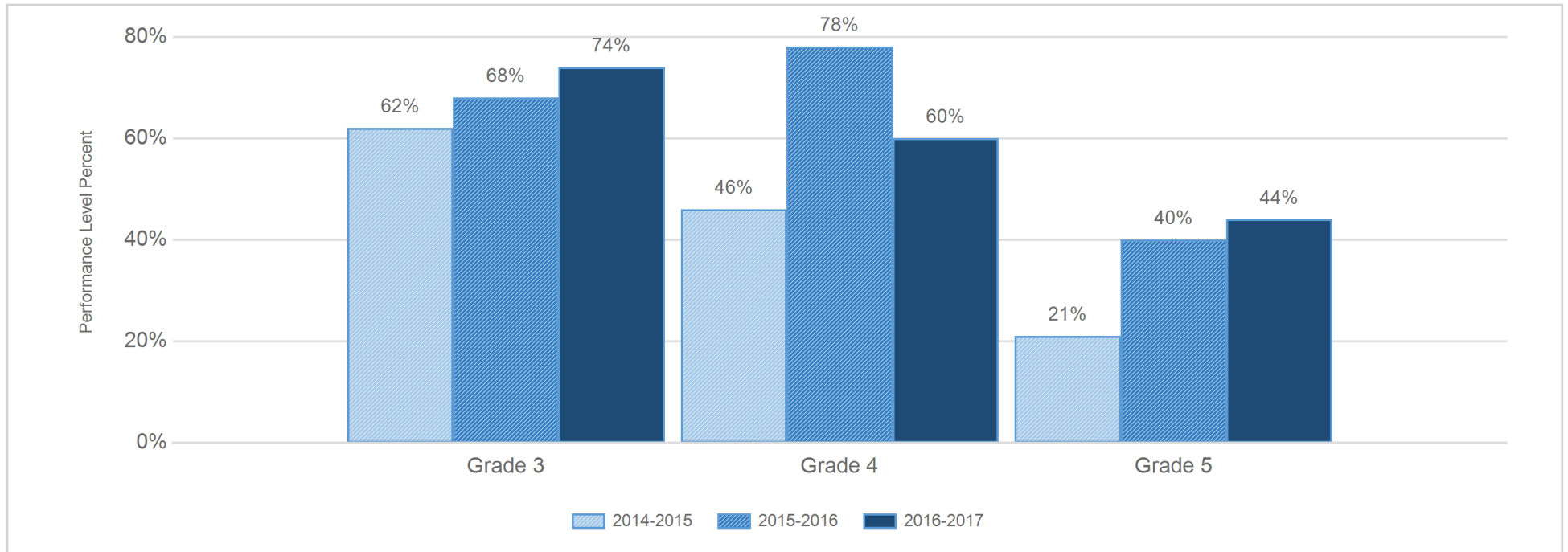
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	747	753	747	*	18%	31%	38%	*	44%	46%
White	37	749	755	754	*	*	32%	41%	*	46%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	11	766	766	774	0%	0%	*	*	*	73%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	37	747	755	747	*	*	*	43%	*	49%	47%
Male	31	747	752	746	*	*	*	32%	*	39%	46%
Economically Disadvantaged Students	17	731	736	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	51	752	757	756	*	*	*	*	*	49%	59%
Students with Disabilities	17	735	735	725	*	*	*	*	*	18%	19%
Students without Disabilities	51	751	758	751	*	*	*	*	*	53%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	68	747	754	748	*	18%	31%	38%	*	44%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Thomas Paine Elementary School

2016-2017

Grade Span KG-05

07-0800-115

CAMDEN

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CHERRY HILL, NJ 08034-1199

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
 CAMDEN
 CHERRY HILL TWP
 4001 CHURCH RD
 CHERRY HILL, NJ 08034-1199

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

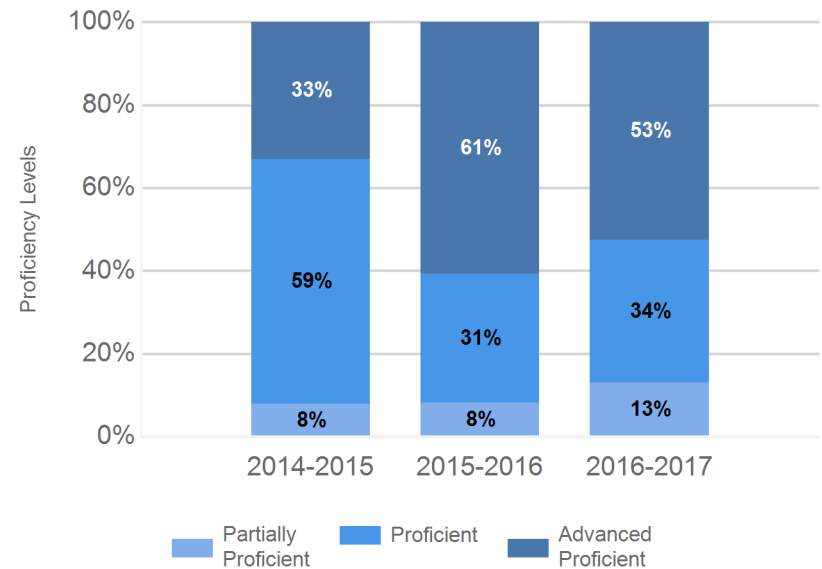
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	53%	34%	13%
White	63%	32%	5%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	30%	40%	30%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	30%	48%	22%
Students with Disabilities	42%	25%	33%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	55	50	Met Target	38	48	50	Not Met
White	56	55	50	Met Target	38	49	52	Not Met
Hispanic	31	49	49	**	24	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	71	*	60	**	53.5	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	38	49	47	Not Met	41	45	46	Met Target
Students with Disabilities	35	46	41	**	40	42.5	43	**
English Learners	73	58	53	**	41	55	51	**

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



Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

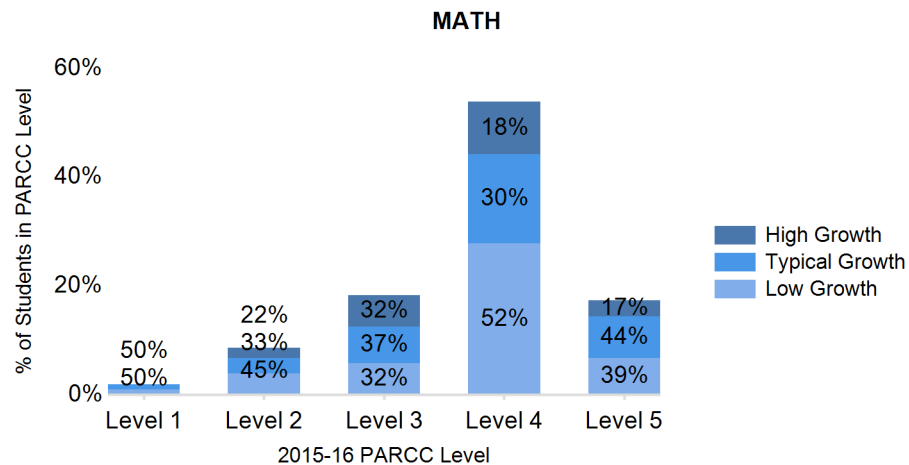
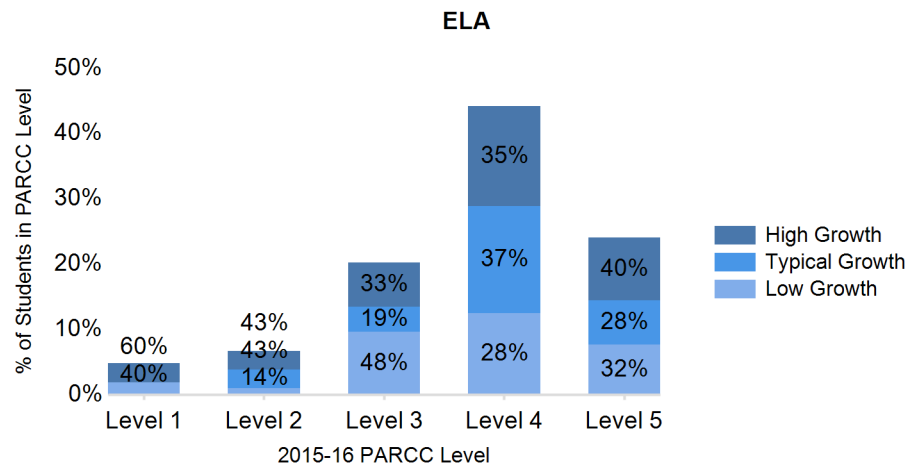
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

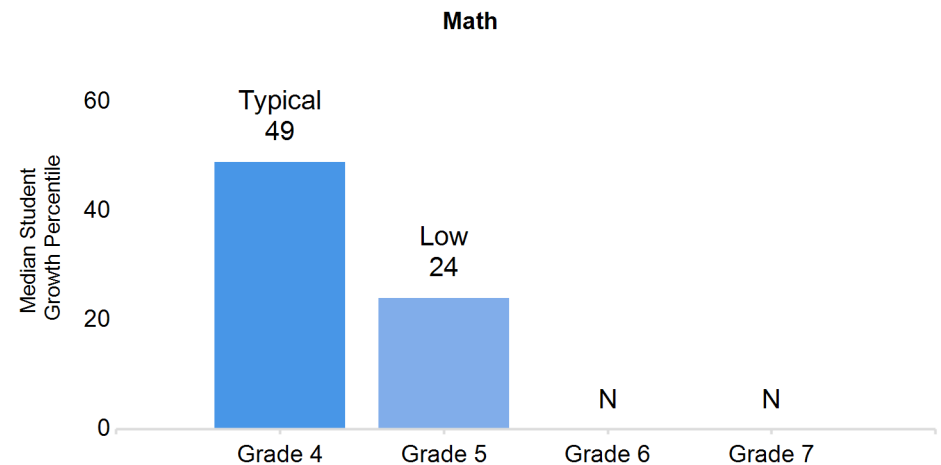
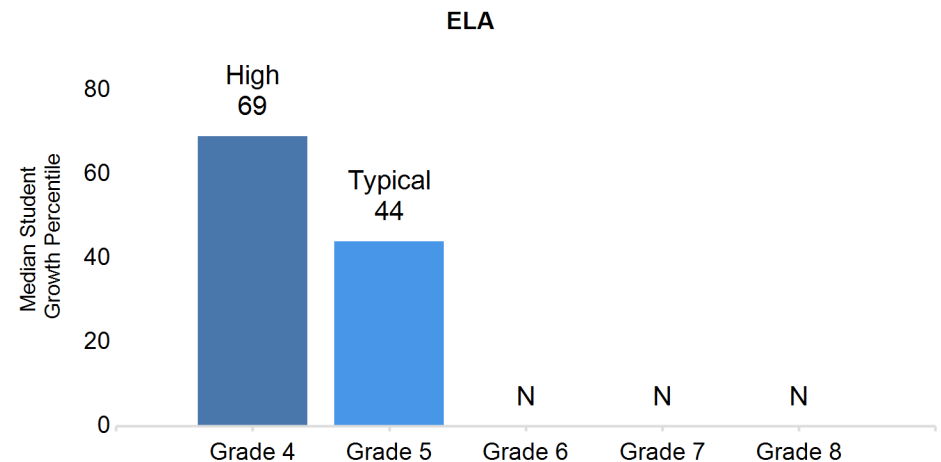
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

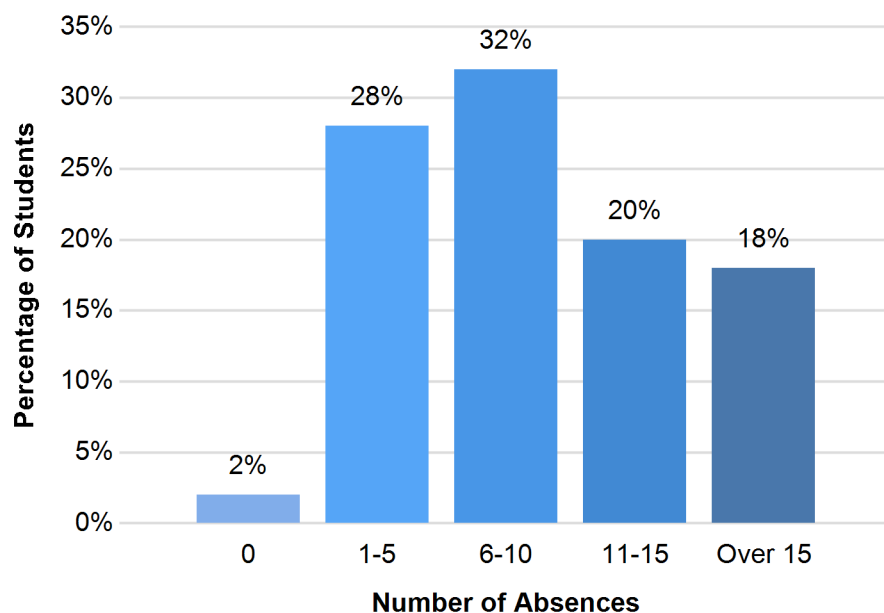
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	8.40	Not Met
White	11.50	8.40	Not Met
Hispanic	15.50	8.40	Not Met
Black or African American	26.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	11.90	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.80	8.40	Not Met
Students with Disabilities	20.30	8.40	Not Met
English Learners	N	**	**

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

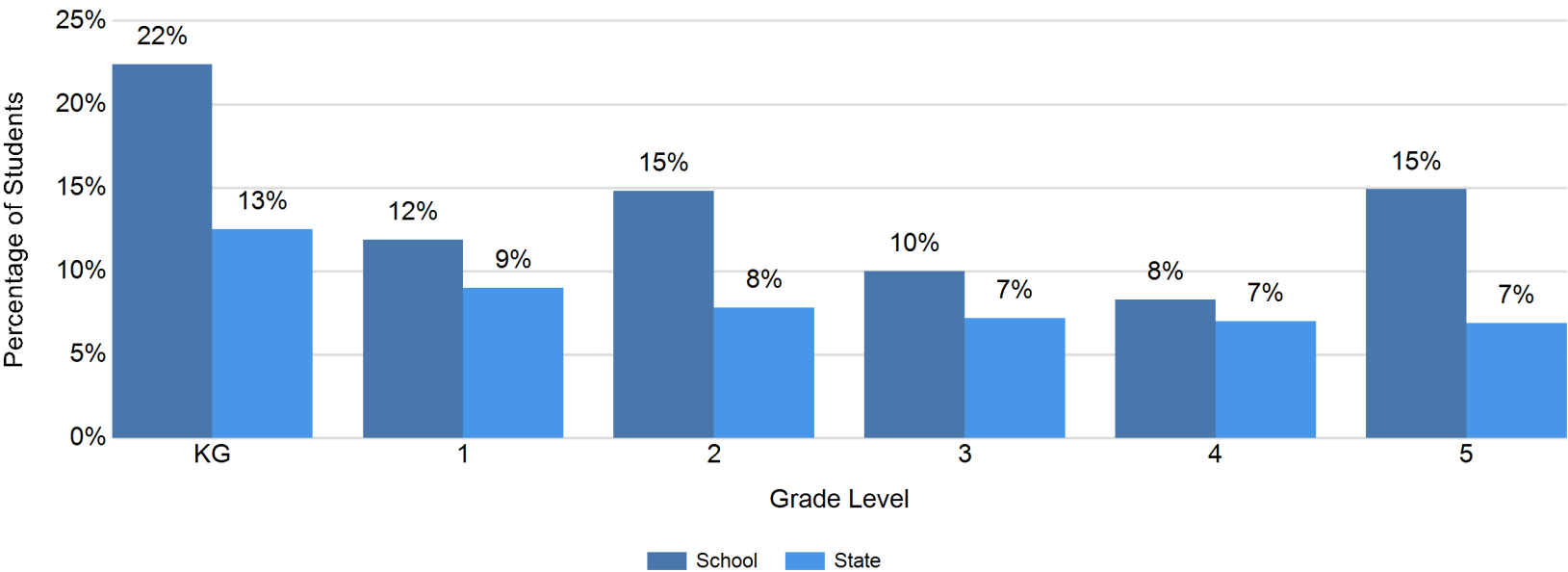
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Thomas Paine Elementary School
2016-2017

Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.1%
Out-of-School Suspensions	1.4%
Any Suspension	1.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	27	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	363:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	58.8	17.5%
Mathematics Proficiency	73.2	17.5%
English Language Arts Growth	45.9	25.0%
Mathematics Growth	14.0	25.0%
Chronic Absenteeism	10.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.6
Summative Rating: Percentile rank of Summative Score		33.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.
† Indicator weights for this school were adjusted due to data availability.



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
4001 CHURCH RD
CHERRY HILL, NJ 08034-1199

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	39.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	49.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.3	11.9	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
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 CHERRY HILL, NJ 08034-1199

School General Info

Principal:	Dr. Rickansrud	Email Address:	krickansrud@chclc.org
Address:	4001 CHURCH RD CHERRY HILL, NJ 08034-1199	Website:	https://paine.chclc.org/
Phone:	(856)667-1350	Twitter:	https://twitter.com/TPaineIES

School Narrative

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

 Highlights:	• National and State School of Character • ELA Curriculum included the following best practices Reciprocal Teaching-Close Reading-6 Traits • Provides Intervention and Enrichment support to all students, daily.
 Mission, Vision, Theme:	The educational community at Thomas Paine will provide and build a quality educational environment focused on the positive values of Respect, Responsibility, Resilience, and Active Citizenship to instill a sense of honor within our students allowing them to reach high academic standards while preparing them to succeed in a diverse and constantly changing world.
 Awards, Recognition, Accomplishments:	National School of Character Award, Promising Practice Award, Governor School of Excellence Award, State School of Character, NJ Sustainable Schools Bronze Award



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
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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 your school directly.

 Courses, Curriculum, Instruction:	Language Arts, Mathematics, Science, Social Studies, Music, Art, Technology, Physical Education, Spanish. Our curriculum can be viewed at: https://www.chclc.org/academics/curriculum .
 Clubs and Activities:	All South Jersey Chorus, All South Jersey Band



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
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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 your school directly.

 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	We provide an ESL Kindergarten and a Multiple Disabled educational program.
 Parent and Community Involvement:	We have an active PTA group that provides academic support, hosts community events, and sponsors service projects throughout the year.



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
CHERRY HILL TWP
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CHERRY HILL, NJ 08034-1199

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Paine School was built in 1968. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 300 students in kindergarten through fifth grade.



Thomas Paine Elementary School
2016-2017
Grade Span KG-05

07-0800-115
CAMDEN
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CHERRY HILL, NJ 08034-1199

School Narrative

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

 Other Information:	The educational community at Thomas Paine Elementary School will provide and build a quality educational environment focused on the positive values of Respect, Responsibility, Resilience, and Active Citizenship to instill a sense of honor within our students allowing them to reach high academic standards while preparing them to succeed in a diverse and constantly changing world.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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CHERRY HILL, NJ 08003-3499

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	52	45	48
1	55	66	57
2	60	59	65
3	64	65	63
4	70	63	64
5	87	71	63
Ungraded	0	0	0
Total	388	369	360

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	54	45	48
KG - Full Day	0	0	0

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	54%	53%	51%
Male	46%	47%	49%
Economically Disadvantaged Students	9%	7%	8%
Students with Disabilities	18%	15%	12%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.2%
Asian	16.1%
Hispanic	8.1%
Black or African American	7.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.9%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	82.8%
Chinese	3.9%
Hebrew	3.1%
Vietnamese	1.9%
Korean	1.4%
Other	7.3%



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
 CAMDEN
 CHERRY HILL TWP
 400 CRANFORD DR.
 CHERRY HILL, NJ 08003-3499

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	172	95.3	68.00	67.80	54.90	68	67.2	Met Target
White	106	94.1	70.70	*	63.90	69.9	68.1	Met Target
Hispanic	15	88.9	46.70	47.40	39.80	43.2	**	**
Black or African American	12	100.0	41.60	48.50	35.20	41.6	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	75.90	*	80.70	75.9	78.7	Met Target†
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	10	100.0	80.00	66.30	54.90	80	**	**
Female	84	94.7	72.60	*	62.20	72.1		
Male	88	96.0	63.60	*	48.10	63.6		
Economically Disadvantaged Students	19	100.0	36.80	44.50	36.20	*	N	N
Non-Economically Disadvantaged Students	153	94.8	71.90	73.90	65.80	*		
Students with Disabilities	25	93.1	24.00	*	20.50	23.3	40.4	Not Met
Students without Disabilities	147	95.7	75.50	*	61.90	75.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	42.90	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
 CAMDEN
 CHERRY HILL TWP
 400 CRANFORD DR.
 CHERRY HILL, NJ 08003-3499

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	770	764	749	*	*	18%	45%	22%	67%	50%
White	34	770	768	759	*	*	*	56%	*	71%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	766	771	754	*	*	*	44%	*	64%	55%
Male	24	774	757	745	*	*	*	46%	*	71%	46%
Economically Disadvantaged Students	11	747	740	731	*	*	*	*	*	36%	31%
Non-Economically Disadvantaged Students	49	775	771	762	*	*	*	*	*	74%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	761	764	753	*	*	27%	54%	*	66%	56%
White	39	763	768	762	*	0%	*	56%	*	72%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	769	769	758	*	*	*	52%	*	72%	61%
Male	30	753	760	749	*	*	*	57%	*	60%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	763	765	756	*	*	17%	58%	*	70%	59%
White	39	763	767	763	*	*	*	67%	*	72%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	773	772	779	*	*	*	*	*	73%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	24	779	773	761	*	*	*	58%	*	83%	66%
Male	40	754	758	750	*	*	*	58%	*	63%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

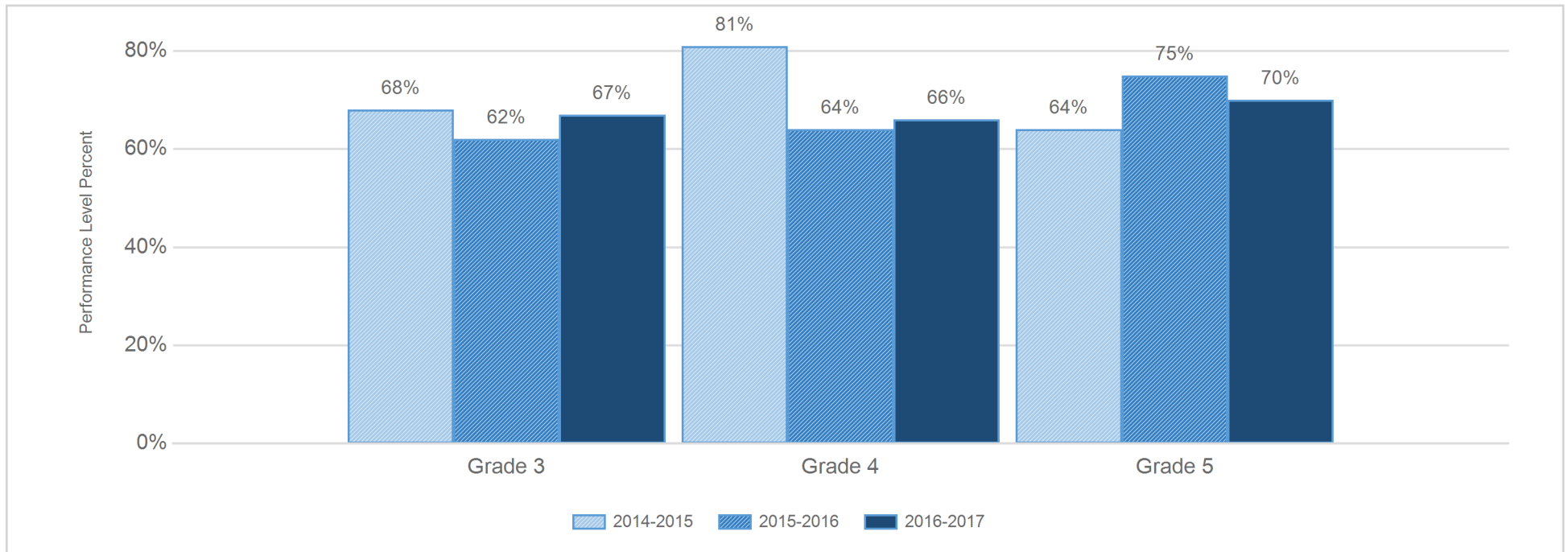


Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
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CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	171	94.8	54.40	53.20	43.50	54.1	54.5	Met Target†
White	105	93.3	58.10	55.30	52.40	56.8	54.3	Met Target
Hispanic	15	88.9	33.40	31.70	27.60	30.9	**	**
Black or African American	12	100.0	16.60	26.60	21.70	16.6	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	62.10	70.30	75.60	62.1	71.8	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	10	100.0	70.00	57.40	44.90	70	**	**
Female	84	94.7	48.80	52.90	44.10	48.5		
Male	87	94.9	59.80	53.50	42.90	59.5		
Economically Disadvantaged Students	19	100.0	36.80	30.40	25.10	*	N	N
Non-Economically Disadvantaged Students	152	94.2	56.60	59.10	54.30	*		
Students with Disabilities	25	93.1	28.00	*	16.50	27.2	46.5	Not Met
Students without Disabilities	146	95.1	59.00	*	48.80	59		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	11.10	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	765	761	751	*	*	19%	42%	24%	66%	53%
White	33	765	763	759	0%	*	*	49%	*	70%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	751	761	751	*	*	*	36%	*	50%	52%
Male	23	786	761	751	*	*	*	52%	*	91%	53%
Economically Disadvantaged Students	11	751	743	736	*	*	*	*	*	46%	34%
Non-Economically Disadvantaged Students	48	768	766	761	*	*	*	*	*	71%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	751	755	747	*	*	31%	49%	*	53%	47%
White	39	755	758	755	*	*	31%	56%	*	59%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	29	750	753	747	*	*	*	48%	*	48%	47%
Male	30	752	756	747	*	*	*	50%	*	57%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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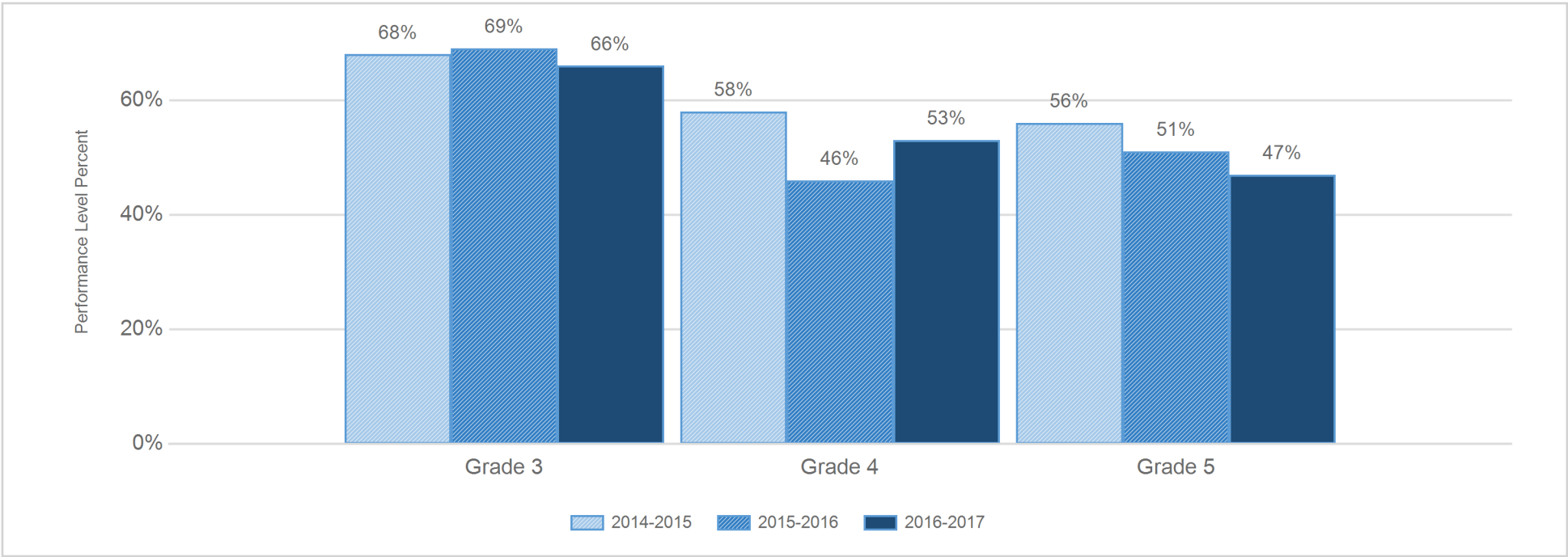
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	752	753	747	*	17%	31%	33%	*	47%	46%
White	39	753	755	754	*	*	28%	41%	*	51%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	15	764	766	774	0%	*	*	*	*	53%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	24	753	755	747	*	*	*	*	*	50%	47%
Male	40	751	752	746	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
 CAMDEN
 CHERRY HILL TWP
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 CHERRY HILL, NJ 08003-3499

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

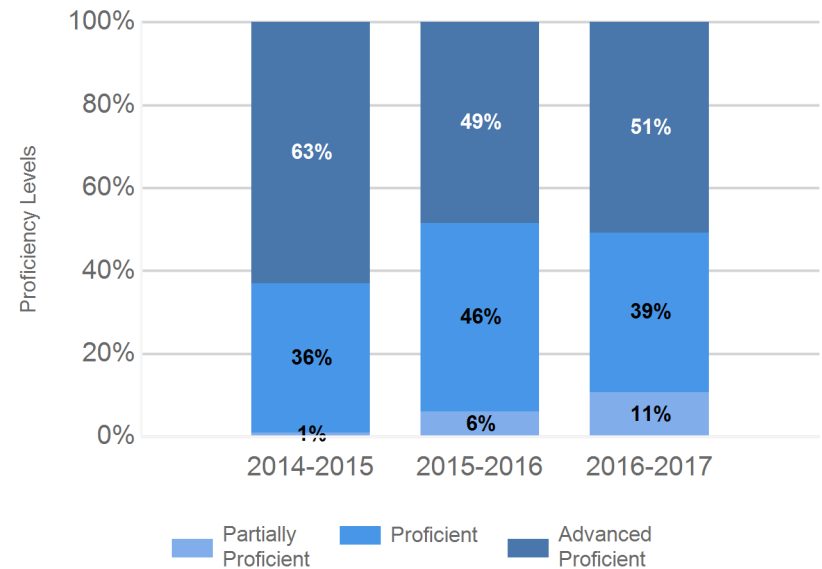
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	51%	39%	11%
White	64%	30%	7%
Hispanic	*	*	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	N	*	N
Students with Disabilities	46%	36%	18%
English Learners	*	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
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CHERRY HILL, NJ 08003-3499

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	55	50	Met Target	42	48	50	Met Target
White	49	55	50	Met Target	43	49	52	Met Target
Hispanic	*	49	49	**	*	41.5	47	**
Black or African American	*	44	45	**	*	38.5	43	**
Asian, Native Hawaiian, or Pacific Islander	69	*	60	Exceeds Target	50.5	*	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	54	51	**	*	51	52	**
Economically Disadvantaged	72	49	47	**	27.5	45	46	**
Students with Disabilities	23	46	41	**	44	42.5	43	**
English Learners	*	58	53	**	*	55	51	**

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



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

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

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels:

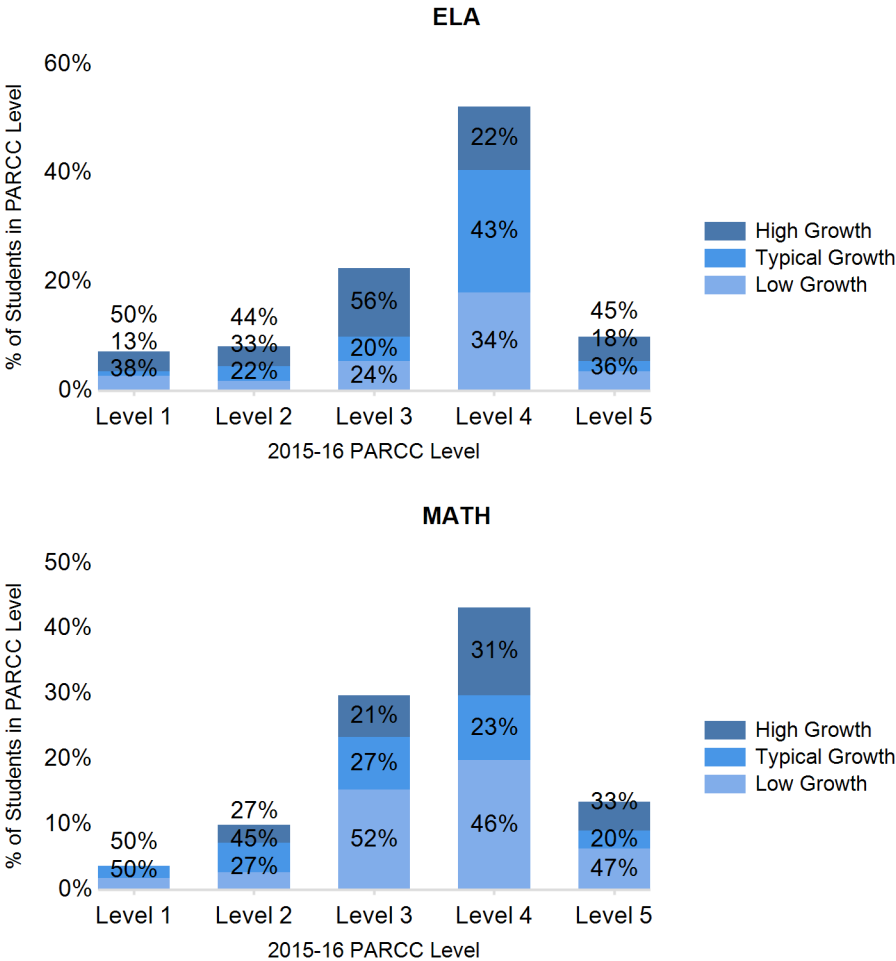
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

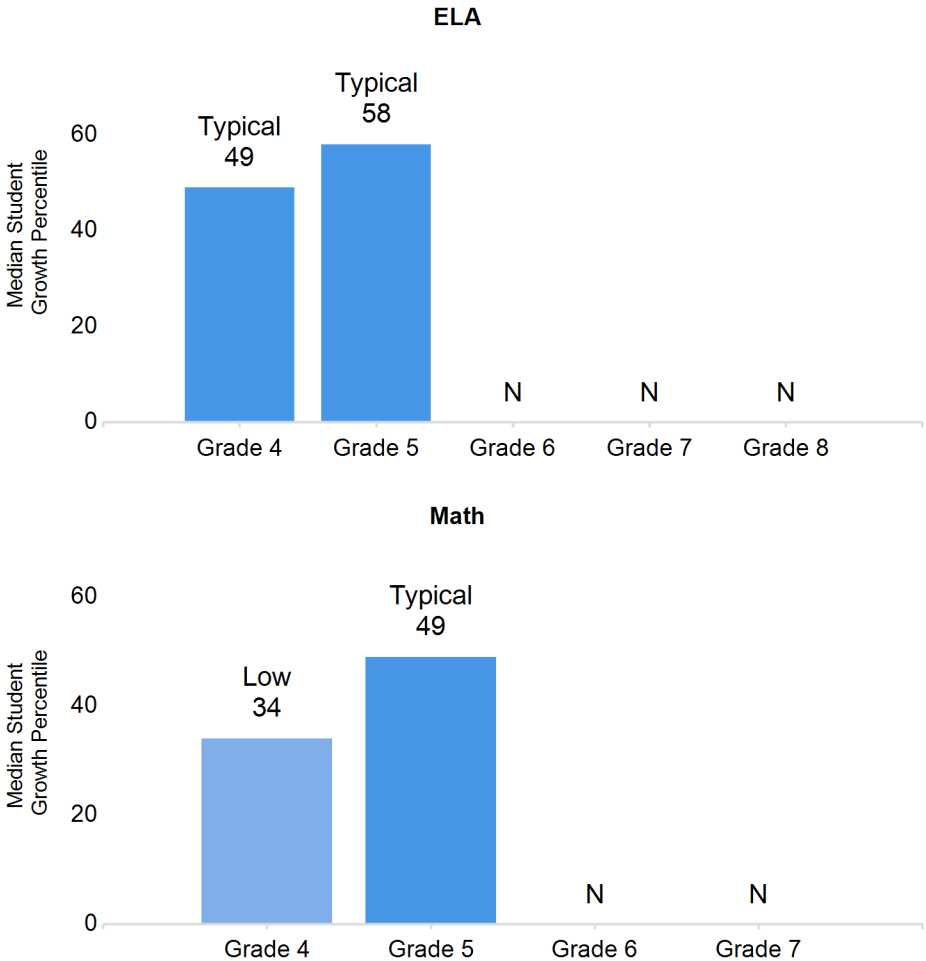
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
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CHERRY HILL, NJ 08003-3499

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

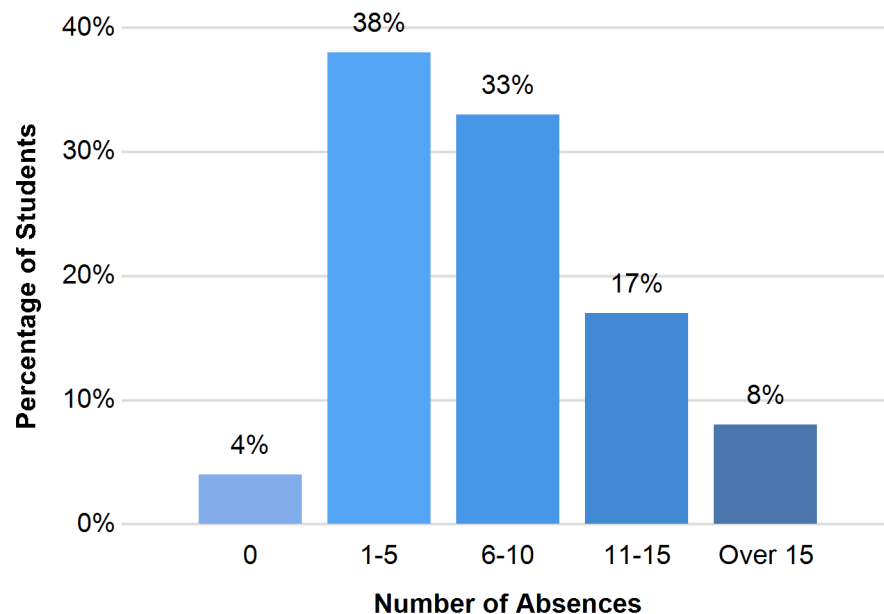
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.40	Met Target
White	7.30	8.40	Met Target
Hispanic	0	8.40	Met Target
Black or African American	6.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	8.40	Met Target
Students with Disabilities	10.90	8.40	Not Met
English Learners	N	**	**

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

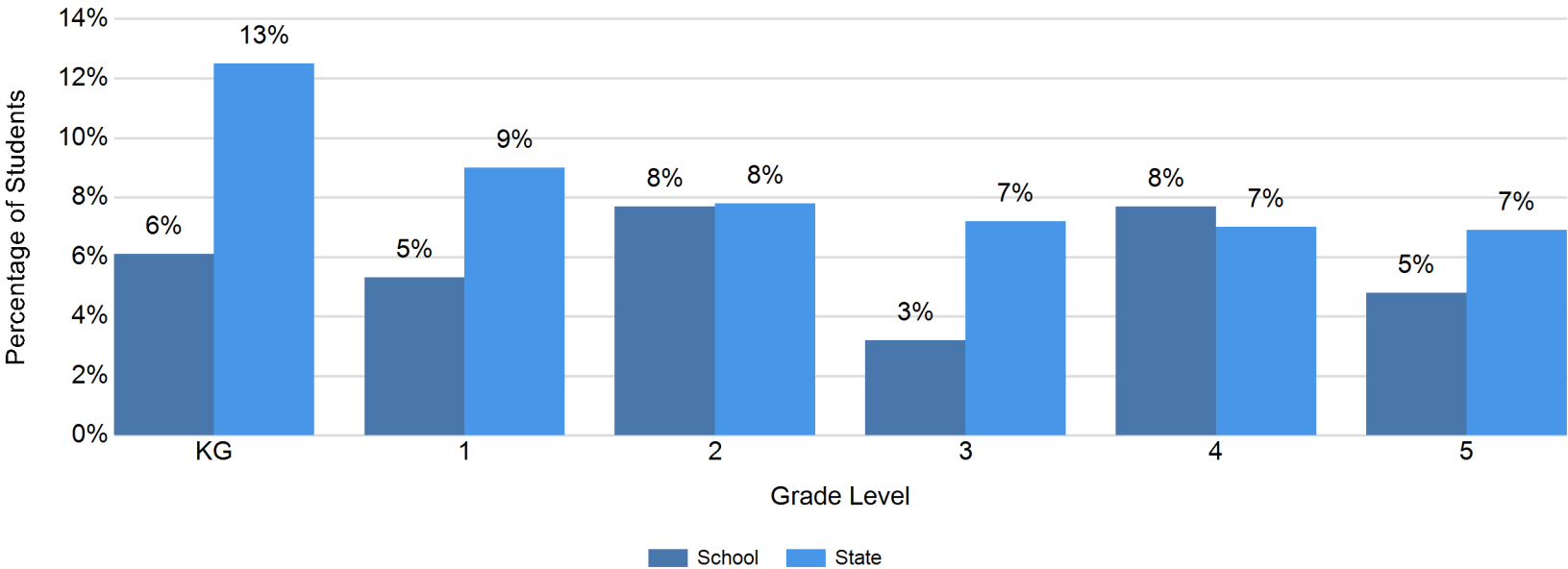
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Woodcrest Elementary School
2016-2017

Grade Span KG-05

07-0800-130
CAMDEN
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400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	9:00AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.56

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.5%
Out-of-School Suspensions	1.1%
Any Suspension	3.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	89.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$402	\$13,424	\$13,826



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
 CAMDEN
 CHERRY HILL TWP
 400 CRANFORD DR.
 CHERRY HILL, NJ 08003-3499

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	46	9,506
Average years experience in public schools	6.6	15.9
Average years experience in district	6.6	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	13:1
Administrators	360:1	242:1
Librarian/Media Specialists		619:1
Nurses		586:1
Counselors		293:1
Child Study Team		359:1



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	56.7	17.5%
Mathematics Proficiency	54.0	17.5%
English Language Arts Growth	60.5	25.0%
Mathematics Growth	19.7	25.0%
Chronic Absenteeism	65.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.2
Summative Rating: Percentile rank of Summative Score		48.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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 CHERRY HILL, NJ 08003-3499

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	40.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	39.3	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	**	**	No	Not Met	Not Met	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
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School General Info

Principal:	Mr. Cohen	Email Address:	joncohen@chclc.org
Address:	400 CRANFORD DR. CHERRY HILL, NJ 08003-3499	Website:	https://woodcrest.chclc.org
Phone:	(856)429-2058	Twitter:	https://twitter.com/WoodcrestES

School Narrative

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

 Highlights:	• The elementary curriculum emphasizes total child development—cognitive, affective, social and physical. • Woodcrest is committed to the infusion of technology into all aspects of the educational program. • To build a lifelong love of learning, character education and citizenship skills are infused across the core curriculum.
 Mission, Vision, Theme:	We shall provide all children with an education that develops openminded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

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Courses, Curriculum,
Instruction:

The Woodcrest Schools provides a quality educational program that ensures that all students are proficient in the New Jersey Learning Standards. Toward that end, differentiated instruction is integral to the way the Woodcrest “does business.” This is an instructional approach to ensure that each student is challenged by a variety of instructional strategies suited to his/her achievement and ability levels, learning styles and interests.
<https://www.chclc.org/academics/curriculum>.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

School Narrative

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 Staff and Professional Learning:	Staff have PLC meetings every morning from 8:15 - 8:45 am.
 Student Supports and Services:	Woodcrest Elementary School operates a multidisciplinary Intervention and Referral Services Committee (I&RS). I&RS offers teachers and parents with a means of drawing on the resources of both the individual school and the larger district in an effort to assist students experiencing academic, behavioral, social, emotional and/or health difficulty. This process is the mechanism by which district educational support services can be accessed to assist in providing success for all students.
 Parent and Community Involvement:	Parents are invited to be active participants at Woodcrest. Recognizing the importance of parents, students and teachers all working together, we enjoy an active and supportive Parent Teacher Association that facilitates a comprehensive community volunteer program.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

School Narrative

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

A blue icon of a school building with a flag on top. Facilities:	The Woodcrest School was built in 1958. Renovations and additions took place in 1982 and 2000. Each day, the school personnel welcome approximately 375 students in kindergarten through fifth grade.



Woodcrest Elementary School
2016-2017
Grade Span KG-05

07-0800-130
CAMDEN
CHERRY HILL TWP
400 CRANFORD DR.
CHERRY HILL, NJ 08003-3499

School Narrative

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

 Other Information:	School safety and security has become a necessary preoccupation, and emergency drills have become a fact of life in schools today. At Woodcrest, we have built a small repertoire of emergency procedures that are practiced routinely, including fire drills, evacuation drills and lock-down drills. Our goal for all drills is to ensure a calm, confident, orderly response to any emergency.