



Clyde S. Jennings Elementary School
(07-1890-070)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Charles Warfield
Address	100 CEDAR AVENUE OAKLYN, NJ 08107
Phone Number	856-869-7720
Email Address	cwarfield@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/jennings_hsd



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	18	16	18
1	21	16	15
2	22	23	15
3	26	22	17
4	16	21	22
5	19	16	21
Total	122	114	108

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	54.1%	58.8%	59.3%
Male	45.9%	41.2%	40.7%
Economically Disadvantaged Students	27.9%	21.9%	16.7%
Students with Disabilities	15.6%	14.0%	14.8%
English Learners	1.6%	2.6%	2.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.8%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.6%	74.6%	77.8%
Hispanic	10.7%	9.6%	8.3%
Black or African American	4.1%	4.4%	5.6%
Asian	4.9%	4.4%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.7%	7.0%	7.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	18	16	18
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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	97.2%
Spanish	1.9%
Other Languages	0.9%



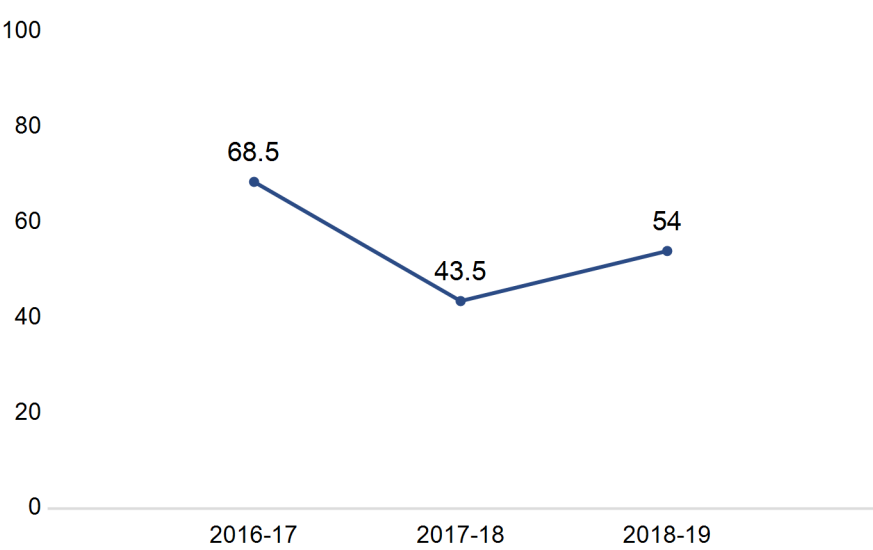
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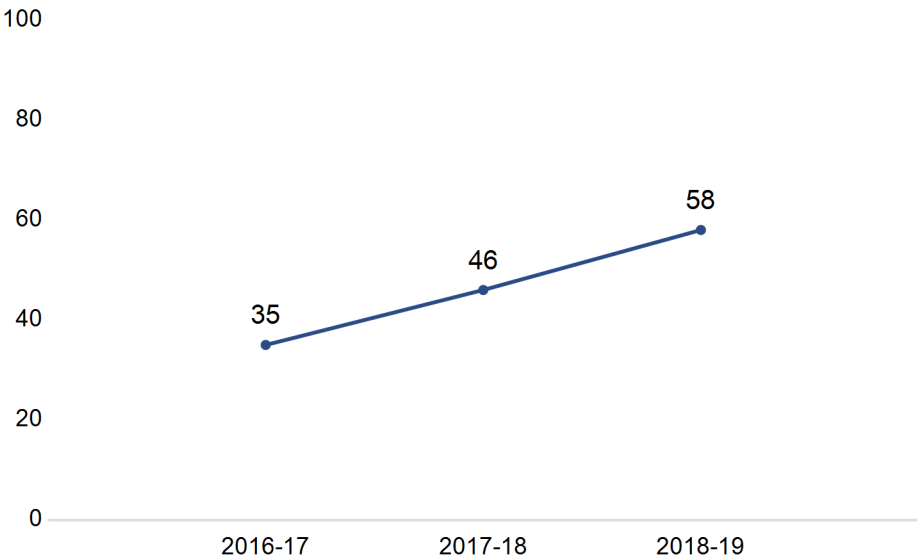
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68.5	43.5	54	35	46	58
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	51.5	50	Met Standard	58	56	50	Met Standard
White	53	52	50	Met Standard	58	56	52	Met Standard
Hispanic	*	61	49	**	*	55.5	47	**
Black or African American	*	31	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	45	59	**	*	46	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	41	49	**	*	54	52	**
Female	54	50.5	53	N	58	53.5	50	N
Male	54	52	47	N	60	58	51	N
Economically Disadvantaged Students	*	52	48	**	*	52	46	**
Students with Disabilities	*	46	43	**	*	50.5	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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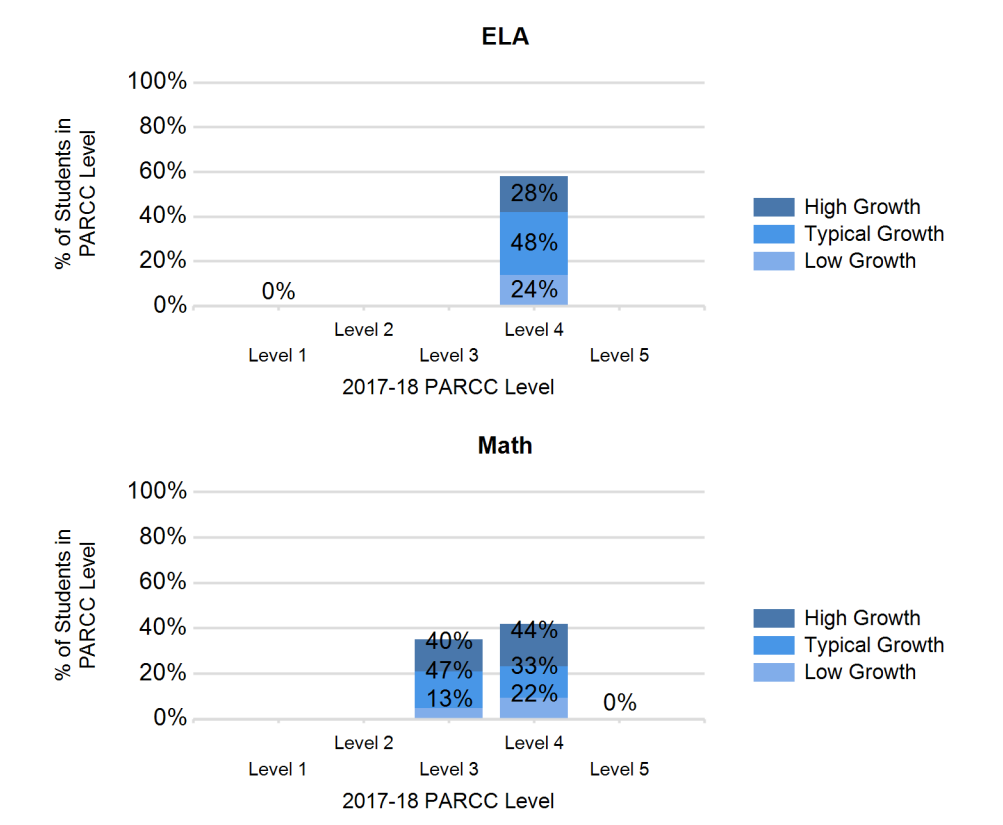
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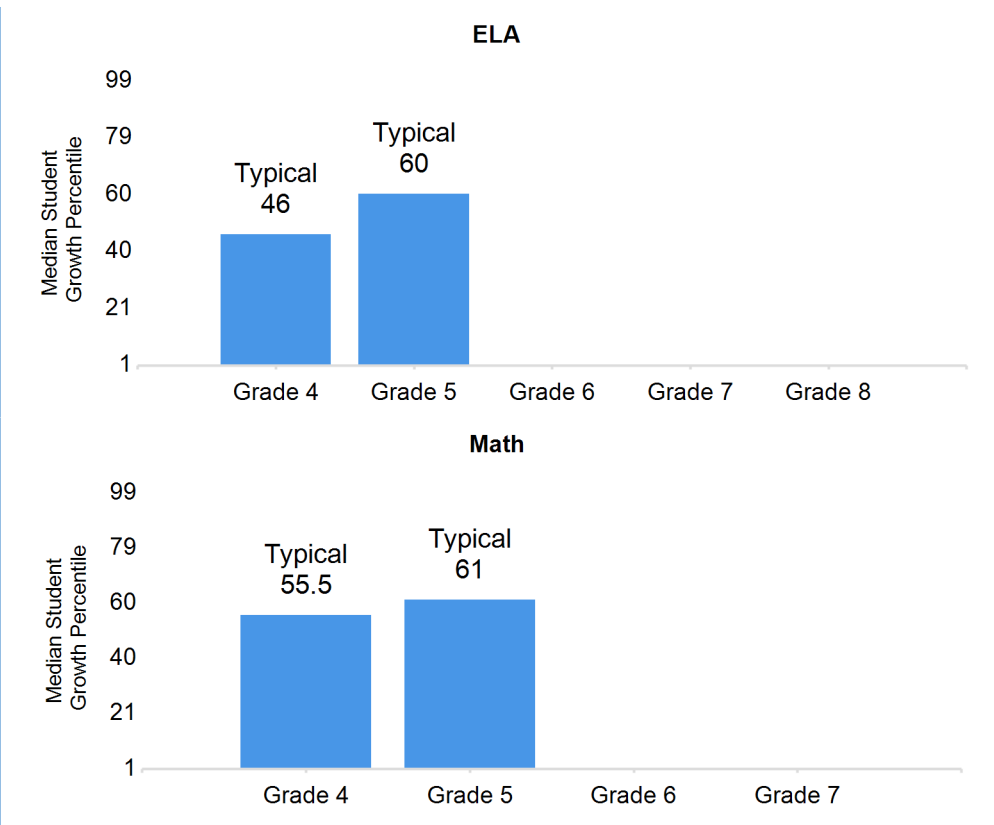
Student Growth by Performance Level

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



Student Growth by Grade

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



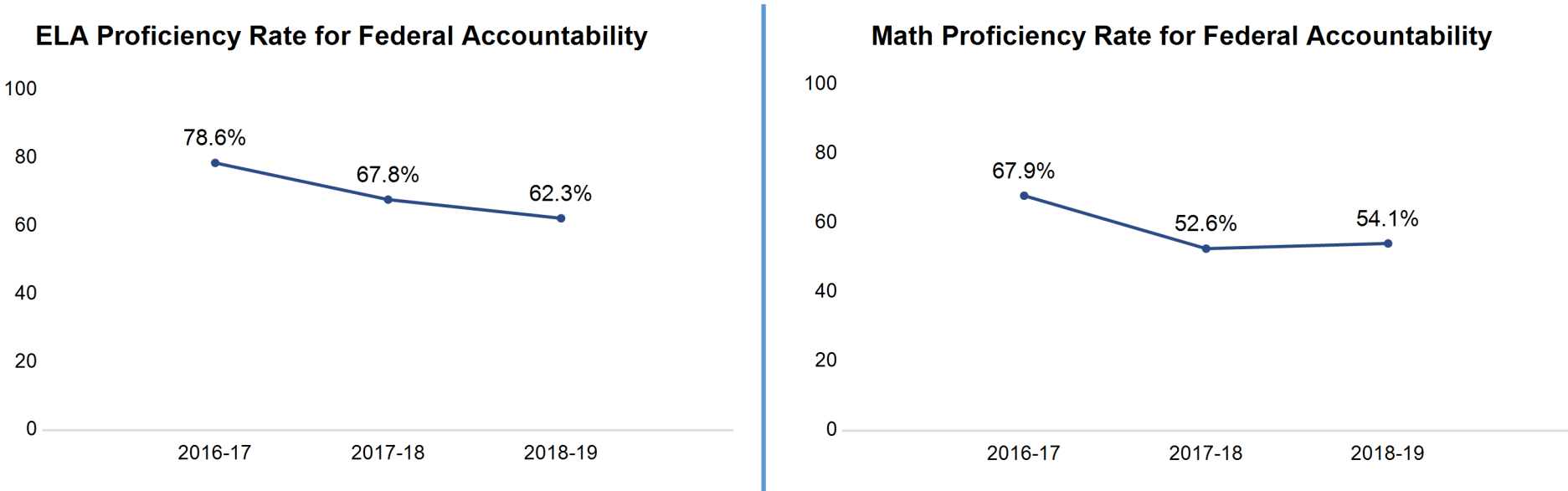


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	78.6%	67.8%	62.3%	67.9%	52.6%	54.1%
Annual Target	60.6%	61.6%	62.7%	63.8%	64.7%	65.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	61	100.0	62.3	62.2	57.9	62.3	62.7	Met Target†
White	45	100.0	68.9	66.0	66.9	68.9	69.5	Met Target†
Hispanic	*	*	*	45.7	43.9	*	**	**
Black or African American	*	*	*	32.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	36	100.0	69.4	70.1	64.8	69.4		
Male	25	100.0	52.0	54.3	51.3	52.0		
Economically Disadvantaged Students	12	100.0	25.0	37.8	40.0	25.0	**	**
Non-Economically Disadvantaged Students	49	100.0	71.4	66.2	67.9	71.4		
Students with Disabilities	13	100.0	38.5	*	22.7	38.5	**	**
Students without Disabilities	48	100.0	68.8	*	65.1	68.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

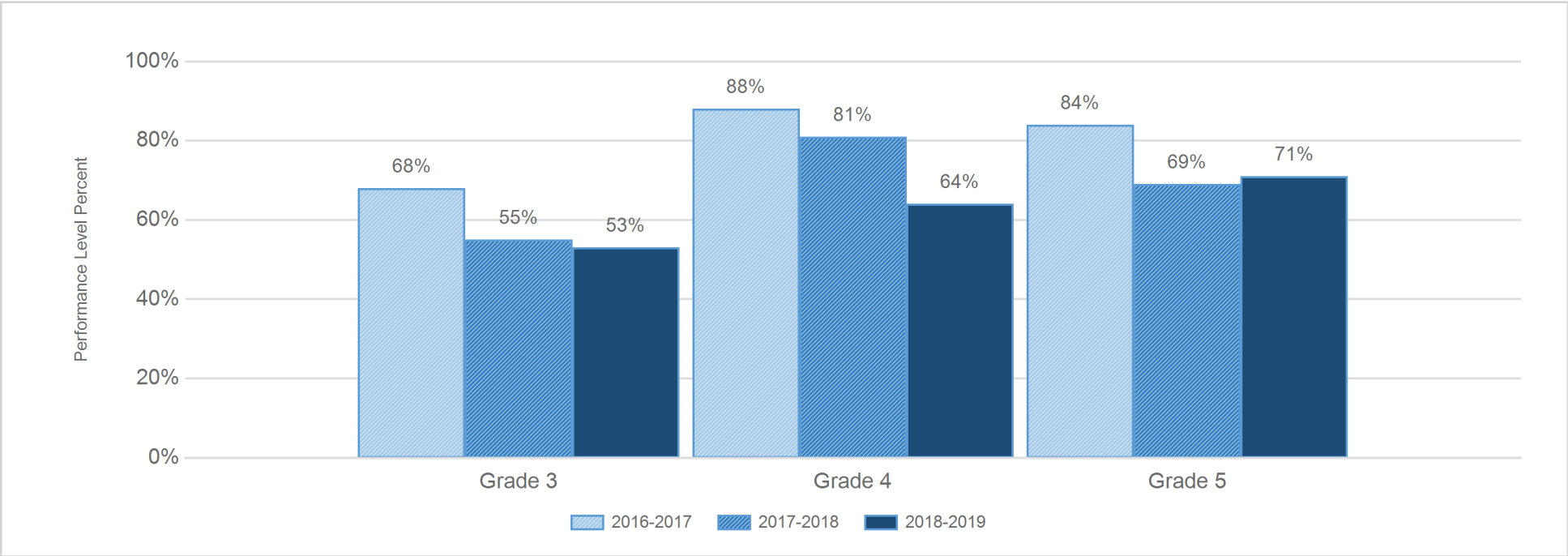


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	752	755	748	*	*	*	*	*	53%	50%
White	12	754	*	757	*	*	*	*	*	58%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	758	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	754	756	755	*	*	*	*	*	64%	57%
White	16	757	758	763	0%	*	*	69%	0%	69%	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	745	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	12	755	762	760	*	*	*	*	*	67%	62%
Male	10	754	750	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	760	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	22	754	*	758	*	*	*	*	*	64%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	769	763	756	*	*	*	*	*	71%	58%
White	17	772	765	764	0%	*	*	*	*	76%	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	*	*	765	761	*	*	*	*	*	*	64%
Male	*	*	761	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	61	100.0	54.1	47.1	44.5	54.1	65.5	Not Met
White	45	100.0	57.8	50.2	54.1	57.8	71.2	Not Met
Hispanic	*	*	*	25.6	28.8	*	**	**
Black or African American	*	*	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	36	100.0	52.8	48.6	44.9	52.8		
Male	25	100.0	56.0	45.6	44.2	56.0		
Economically Disadvantaged Students	12	100.0	33.3	26.3	26.3	33.3	**	**
Non-Economically Disadvantaged Students	49	100.0	59.2	50.5	54.9	59.2		
Students with Disabilities	13	100.0	23.1	14.5	17.4	23.1	**	**
Students without Disabilities	48	100.0	62.5	54.6	50.0	62.5		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	47.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

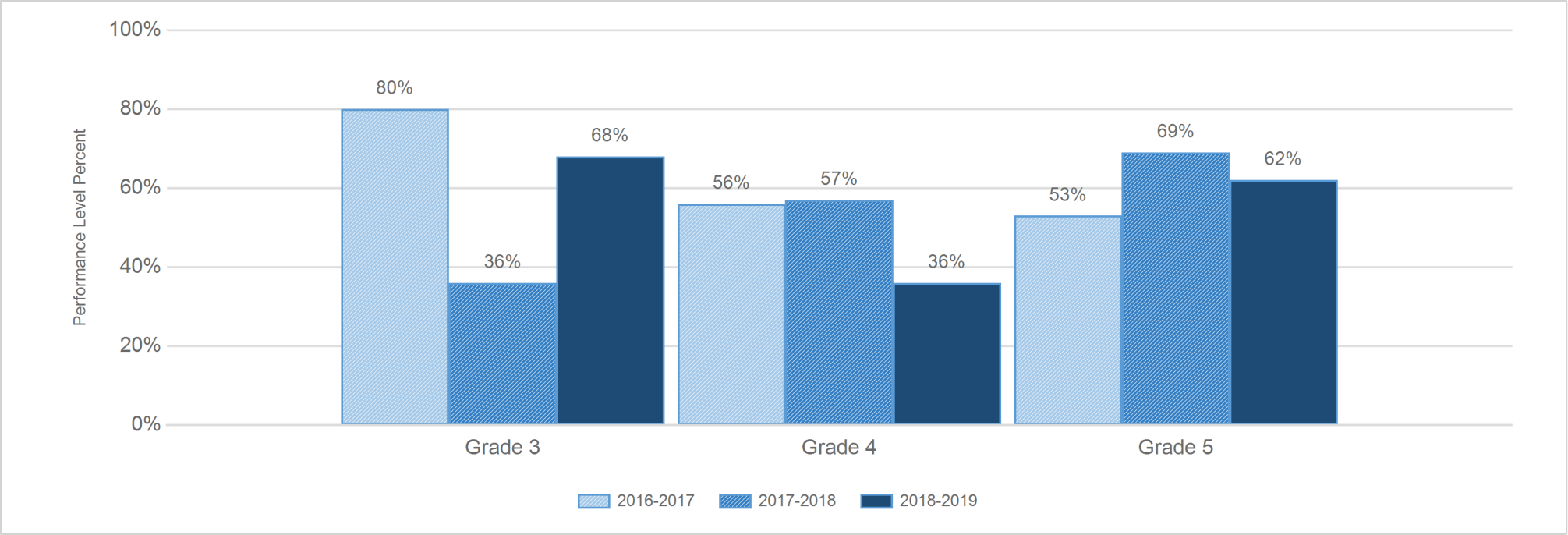


Clyde S. Jennings Elementary School
(07-1890-070)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Clyde S. Jennings Elementary School
(07-1890-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	750	755	752	*	*	*	68%	0%	68%	55%
White	12	751	758	760	*	*	*	*	*	67%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	733	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	758	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	731	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	761	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Clyde S. Jennings Elementary School

(07-1890-070)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	740	748	749	*	*	45%	*	*	36%	51%
White	16	746	751	757	0%	*	*	*	*	44%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	12	733	747	749	*	*	*	*	*	25%	50%
Male	10	748	749	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	752	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	22	740	*	751	*	*	45%	*	*	36%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Clyde S. Jennings Elementary School

(07-1890-070)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	758	751	747	*	*	*	*	*	62%	47%
White	17	759	753	755	*	*	*	*	*	65%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	*	*	748	747	*	*	*	*	*	*	47%
Male	*	*	755	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Clyde S. Jennings Elementary School

(07-1890-070)

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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Clyde S. Jennings Elementary School

(07-1890-070)

Grades Offered: KG-05

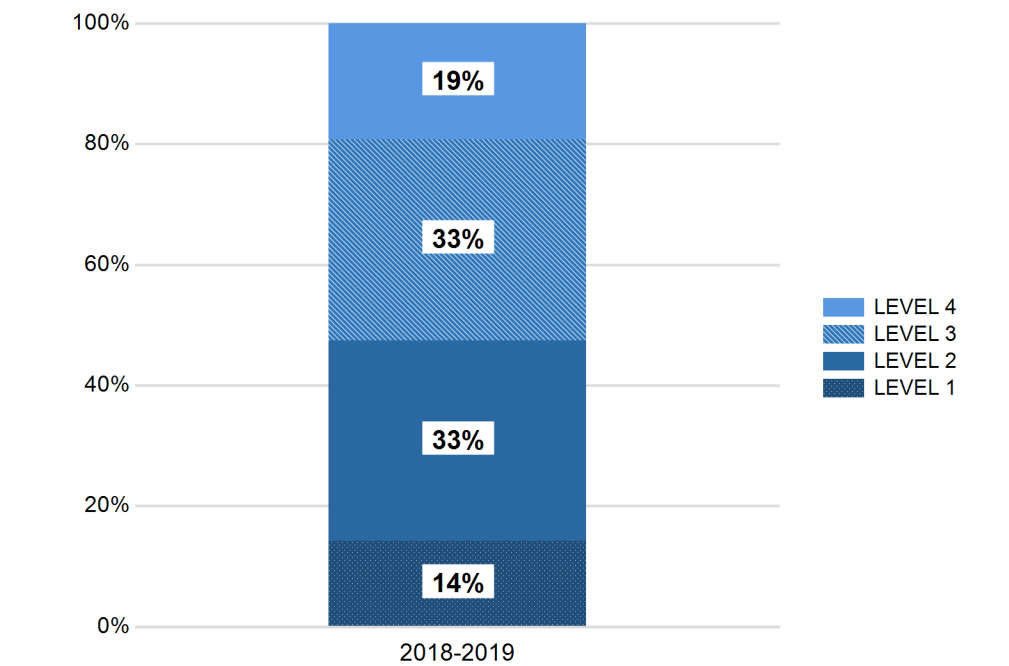
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	33	33	19
White	6	35	41	18
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Clyde S. Jennings Elementary School

(07-1890-070)

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

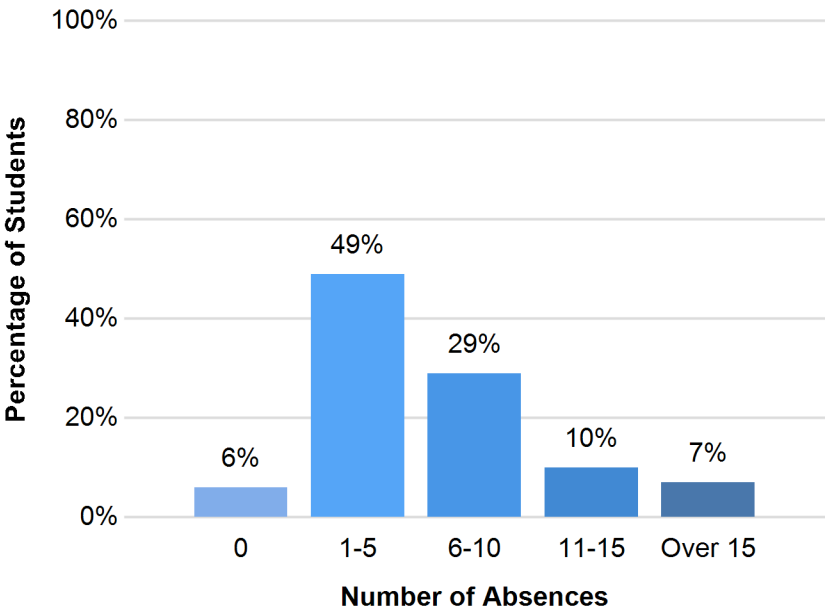
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	4	3.5	8.9	Met
White	4	4.5	8.9	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	3.0		
Male	2	4.1		
Economically Disadvantaged Students	0	0	8.9	Met
Students with Disabilities	2	8.7	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





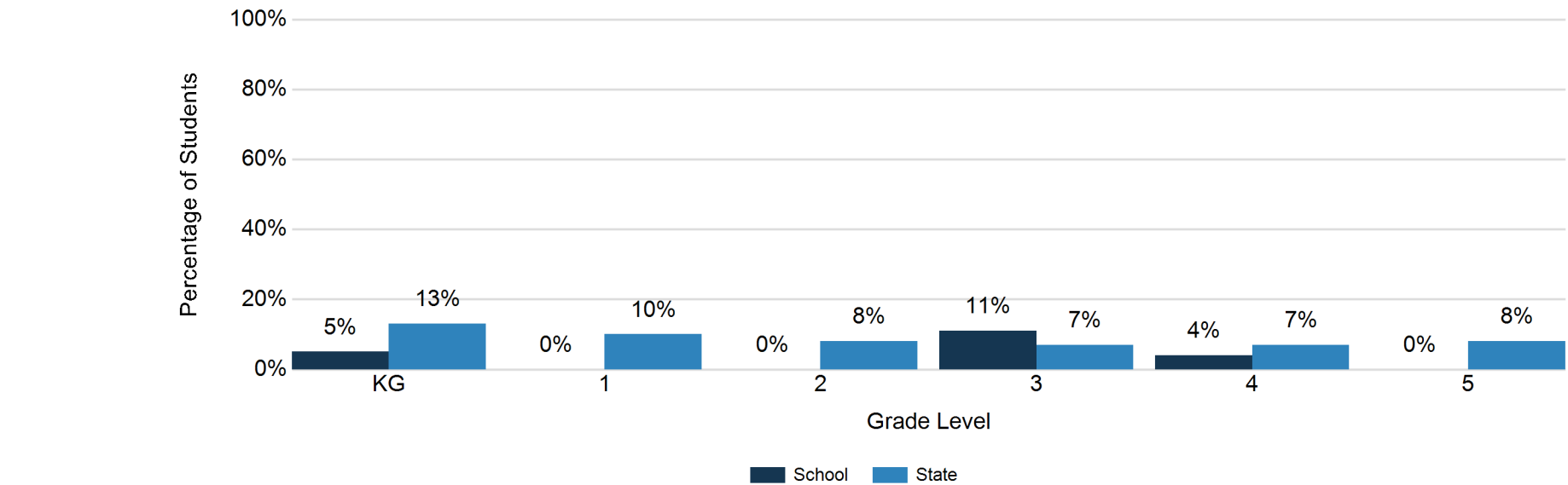
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Chronic Absenteeism by Grade

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





Clyde S. Jennings Elementary School

(07-1890-070)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



Clyde S. Jennings Elementary School

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	14	118,214
Average years experience in public schools	9.1	12.1
Average years experience in district	5.3	10.8
Percentage of Teachers with 4 or more years experience in the district	42.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	12:1
Students to Administrators	108:1	129:1
Teachers to Administrators	14:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	59.3%	85.7%	0.0%	48.4%	77.1%	54.9%
Male	40.7%	14.3%	100.0%	51.6%	22.9%	45.1%
White	77.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	7.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



Clyde S. Jennings Elementary School

(07-1890-070)

Grades Offered: KG-05

2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



Clyde S. Jennings Elementary School
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2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.6%	67.8%	62.3%
Math Proficiency	67.9%	52.6%	54.1%
ELA Growth	68	44	54
Math Growth	35	46	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	1.6%	3.5%	3.5%

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



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2018-2019

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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2018-2019

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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> • The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards. • Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5. • A character education program is an integral part of the daily learning experiences for every student.
 <div>Mission, Vision, Theme:</div>	<p>Jennings Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens. The mission of the Haddon Township School Community is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>





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 <div>Courses, Curriculum, Instruction:</div>	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
 <div>Clubs and Activities:</div>	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; after school fitness and garden clubs; and a rich, PTA-supported cultural arts program.



Clyde S. Jennings Elementary School
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<div> <div>Before and After School Programs:</div> </div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>
<div> <div>Staff and Professional Learning:</div> </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>






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 <div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services in the least restrictive environment is also provided to our students with special needs.</p>
 <div>Student Health and Wellness:</div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive 20 minutes of daily recess and monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school has a vibrant PTA, which supports the school library and organizes both school and book fairs. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>




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 <div>Facilities:</div>	<p>The building was recently updated to include a new small group instructional space, a new nurse's office and two new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
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<div>Other Information</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p>
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Haddon Township High School
 (07-1890-050)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Haddon Township High School

(07-1890-050)

Grades Offered: 09-12

2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Gary O'Brien
Address	406 MEMORIAL AVENUE WESTMONT, NJ 08108-3398
Phone Number	856-869-7750
Email Address	gobrien@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/hths_htsd



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	150	165	154
10	157	150	168
11	143	159	154
12	157	138	155
Total	607	612	631

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.5%	44.4%	44.1%
Male	53.5%	55.6%	55.9%
Economically Disadvantaged Students	16.1%	14.9%	16.8%
Students with Disabilities	18.0%	18.5%	20.6%
English Learners	0.5%	0.7%	0.8%
Homeless Students	0.0%	0.5%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.3%	83.7%	81.3%
Hispanic	7.6%	8.7%	10.1%
Black or African American	2.6%	2.8%	3.6%
Asian	3.1%	2.9%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two or More Races	2.0%	1.8%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	607	612	631
Shared Time Students	0	0	0
Full Time Equivalent	607	612	631

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	2.1%
Other Languages	1.9%



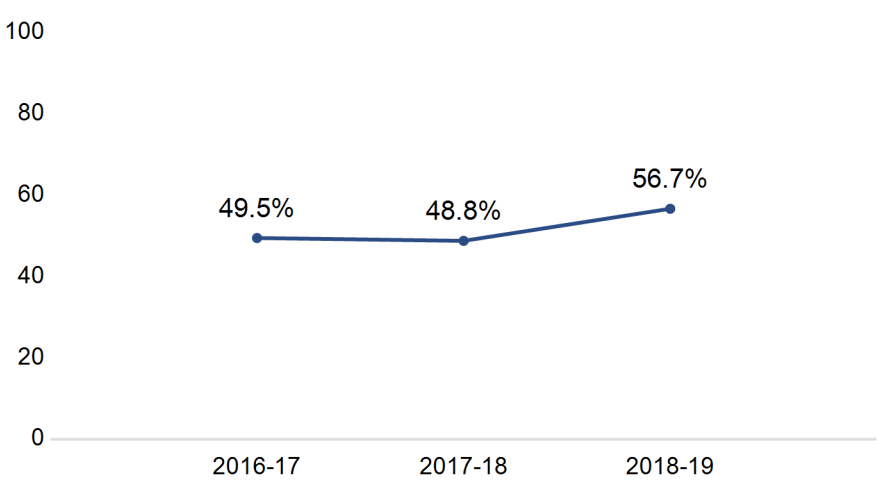
Haddon Township High School
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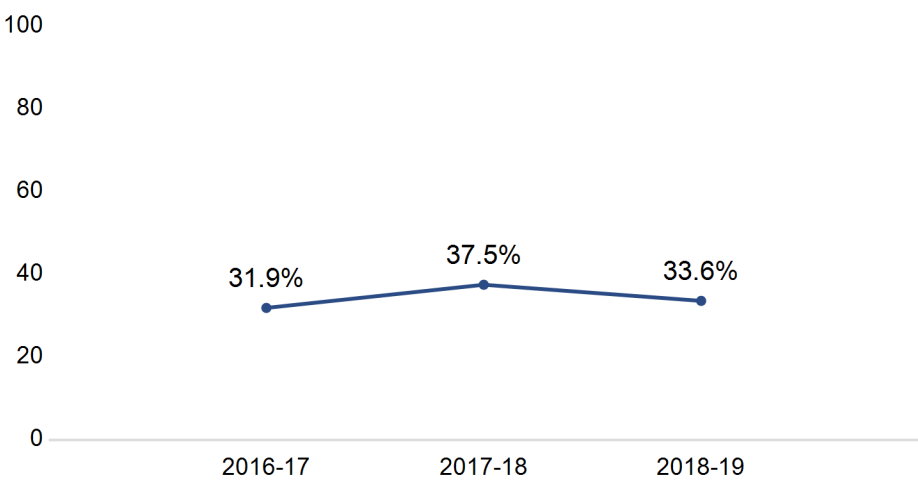
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.7%	97.8%	98.4%	86.0%	96.6%	98.7%
Proficiency Rate for Federal Accountability	49.5%	48.8%	56.7%	31.9%	37.5%	33.6%
Annual Target	42.5%	44.4%	46.4%	26.9%	29.7%	32.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	98.4	56.7	62.2	57.9	56.7	46.4	Met Target
White	248	98.8	60.9	66.0	66.9	60.9	47.1	Met Target
Hispanic	33	94.4	39.4	45.7	43.9	39.4	31.5	Met Target
Black or African American	*	*	*	32.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	139	99.3	69.1	70.1	64.8	69.1		
Male	166	97.7	46.4	54.3	51.3	46.4		
Economically Disadvantaged Students	43	95.7	41.9	37.8	40.0	41.9	30.6	Met Target
Non-Economically Disadvantaged Students	262	98.9	59.2	66.2	67.9	59.2		
Students with Disabilities	62	94.2	21.0	*	22.7	21.0	21.9	Met Target†
Students without Disabilities	243	99.6	65.8	*	65.1	65.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

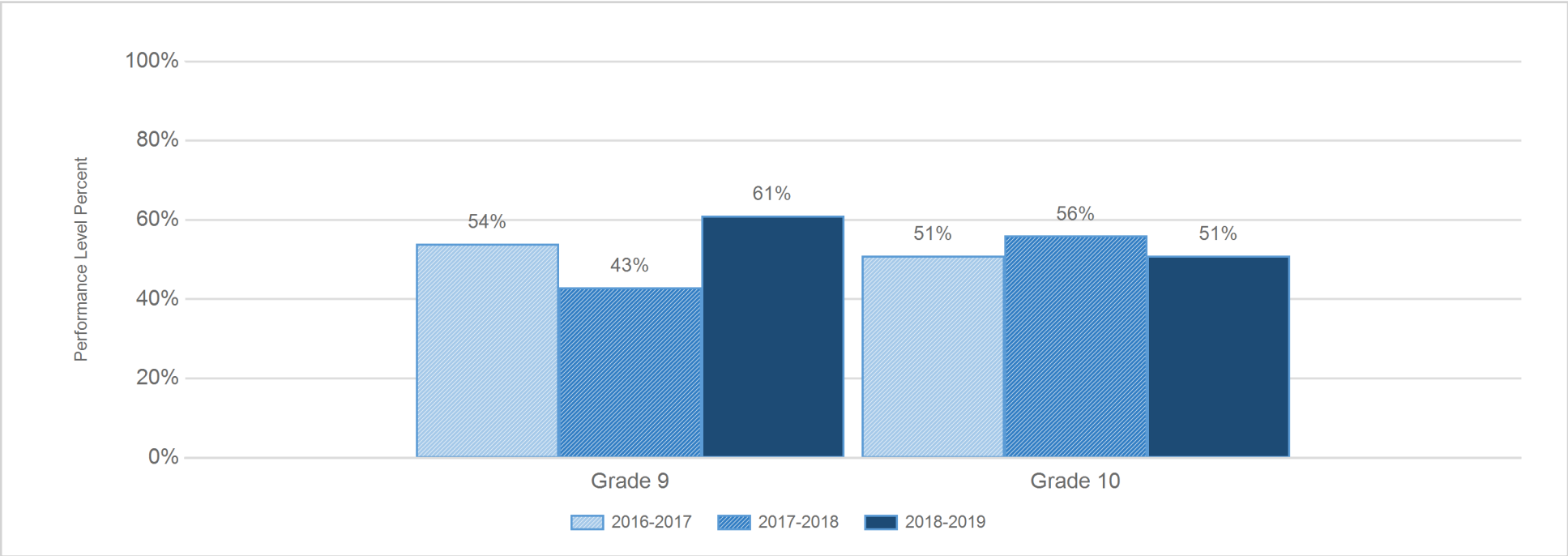


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	760	760	753	7%	8%	24%	40%	21%	61%	56%
White	117	764	764	762	*	*	23%	44%	23%	68%	65%
Hispanic	19	749	749	737	*	*	*	*	*	47%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	66	768	768	760	*	*	21%	47%	26%	73%	63%
Male	84	754	754	746	*	*	26%	35%	18%	52%	49%
Economically Disadvantaged Students	26	745	745	734	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	124	764	764	762	*	*	*	*	*	66%	65%
Students with Disabilities	33	727	727	717	*	*	33%	*	*	18%	17%
Students without Disabilities	117	770	770	760	*	*	21%	*	*	74%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Haddon Township High School
(07-1890-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	750	750	757	9%	17%	22%	38%	14%	51%	58%
White	135	752	752	767	8%	17%	20%	40%	15%	55%	67%
Hispanic	15	725	725	738	*	*	*	*	*	27%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	75	761	761	766	*	*	24%	*	*	65%	66%
Male	87	740	740	749	*	*	21%	*	*	39%	51%
Economically Disadvantaged Students	19	742	742	735	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	143	751	751	767	*	*	*	*	*	52%	67%
Students with Disabilities	32	723	723	711	*	*	*	*	*	25%	19%
Students without Disabilities	130	756	756	765	*	*	*	*	*	58%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	162	750	750	760	9%	17%	22%	38%	14%	51%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	98.7	33.6	47.1	44.5	33.6	32.5	Met Target
White	241	98.8	36.1	50.2	54.1	36.1	31	Met Target
Hispanic	30	96.8	20.0	25.6	28.8	20.0	23.1	Met Target†
Black or African American	*	*	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	137	99.3	37.2	48.6	44.9	37.2		
Male	155	98.1	30.3	45.6	44.2	30.3		
Economically Disadvantaged Students	39	97.6	20.5	26.3	26.3	20.5	26.2	Met Target†
Non-Economically Disadvantaged Students	253	98.8	35.6	50.5	54.9	35.6		
Students with Disabilities	56	95.2	*	14.5	17.4	*	13.7	Not Met
Students without Disabilities	236	99.6	*	54.6	50.0	*		
English Learners	N	N	N	20.0	25.0	N	**	**
Non-English Learners	292	98.7	33.6	47.5	46.5	33.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

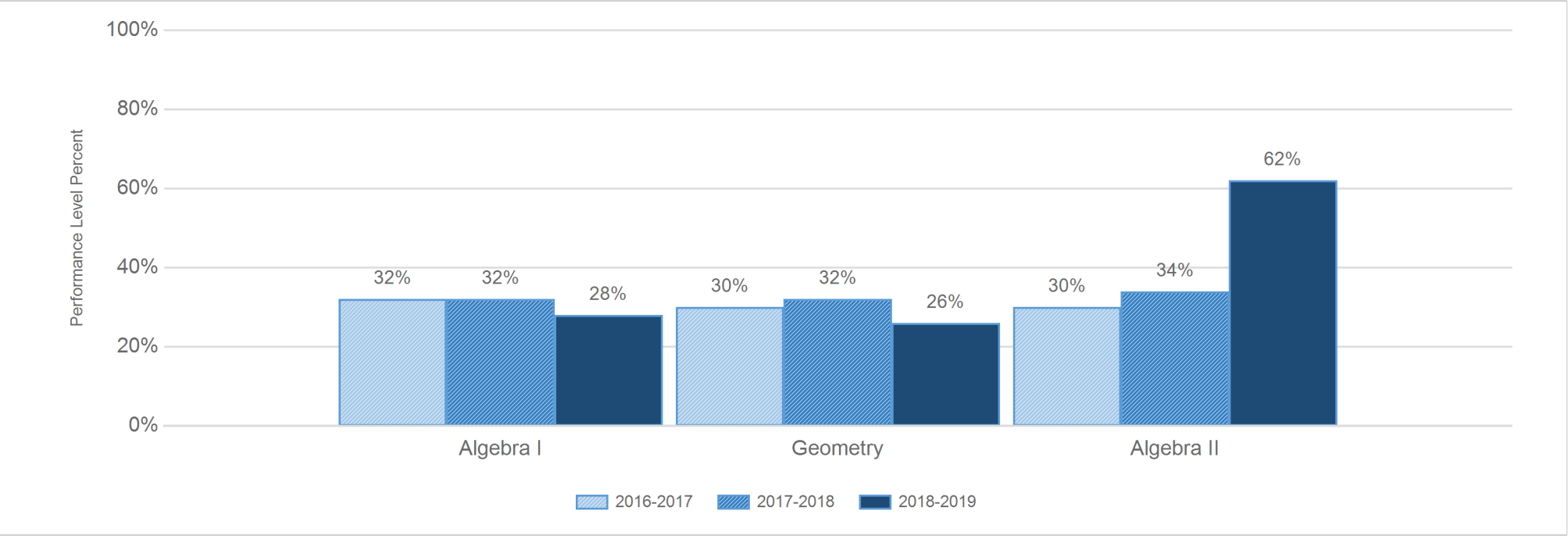


Haddon Township High School
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	734	746	744	9%	32%	31%	28%	0%	28%	42%
White	90	738	750	752	*	*	32%	33%	0%	33%	53%
Hispanic	15	722	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	51	738	749	745	*	*	37%	*	*	31%	44%
Male	64	730	743	743	*	*	27%	*	*	25%	41%
Economically Disadvantaged Students	26	732	*	727	*	*	*	*	*	27%	23%
Non-Economically Disadvantaged Students	89	735	*	752	*	*	*	*	*	28%	52%
Students with Disabilities	33	719	*	717	*	*	*	*	*	*	12%
Students without Disabilities	82	740	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	115	734	746	745	9%	32%	31%	28%	0%	28%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	734	736	737	*	31%	40%	*	*	26%	35%
White	109	735	*	743	*	31%	40%	*	*	27%	43%
Hispanic	12	727	727	724	*	*	*	*	*	25%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	55	734	*	738	*	*	35%	*	*	31%	36%
Male	74	733	*	736	*	*	43%	*	*	22%	34%
Economically Disadvantaged Students	13	722	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	116	735	*	743	*	*	*	*	*	*	43%
Students with Disabilities	24	718	718	712	*	*	*	*	*	*	*
Students without Disabilities	105	737	740	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	129	734	736	738	*	31%	40%	*	*	26%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	757	757	755	*	*	21%	*	*	62%	58%
White	45	758	758	758	0%	*	22%	*	*	62%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	32	751	751	752	*	*	*	*	*	56%	55%
Male	21	766	766	758	*	*	*	*	*	71%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	53	757	757	755	*	*	21%	*	*	62%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



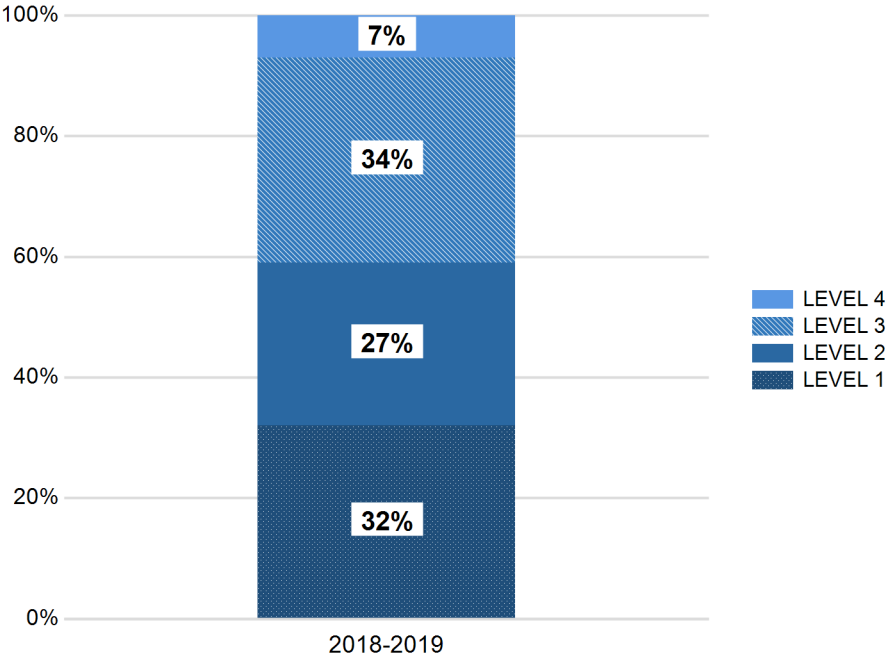
Haddon Township High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment.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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	27	34	7
White	26	30	35	9
Hispanic	50	14	36	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	29	40	3
Male	36	25	29	10
Economically Disadvantaged Students	63	17	21	0
Non-Economically Disadvantaged Students	26	29	36	9
Students with Disabilities	84	16	0	0
Students without Disabilities	19	30	42	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	493	476	Grade 10: 430 Grade 11: 460	71%	61%
PSAT 10/NMSQT - Math	490	477	Grade 10: 480 Grade 11: 510	48%	43%
SAT - Reading and Writing	554	539	480	86%	70%
SAT - Math	551	541	530	58%	53%
ACT - Reading	22	25	22	43%	66%
ACT - English	23	24	18	79%	81%
ACT - Math	22	24	22	57%	65%
ACT - Science	20	24	23	21%	57%



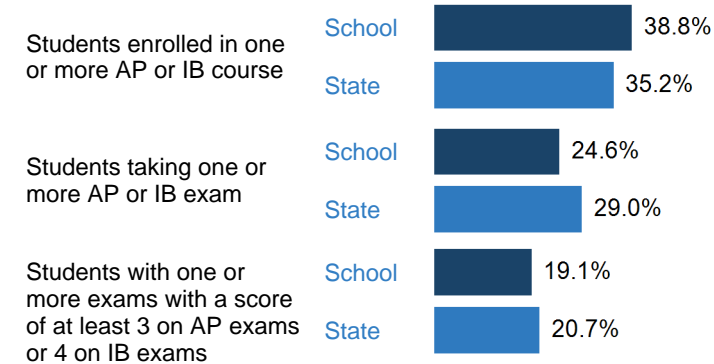
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

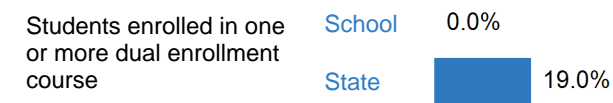
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	11
AP Calculus AB	27	16
AP Calculus BC	2	1
AP Chemistry	13	11
AP English Language and Composition	33	28
AP English Literature and Composition	10	9
AP French Language and Culture	1	1
AP German Language and Culture	6	5
AP Latin (Virgil, Catullus and Horace)	8	0
AP Physics 1	0	3
AP Spanish Language	9	2
AP Statistics	55	23
AP U.S. Government and Politics	34	26
AP U.S. History	16	7
Total Exams taken		143
Exams with scores of at least 3 on AP exams or 4 on IB exams		107



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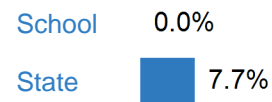
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

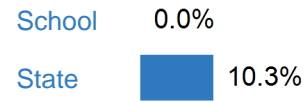
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



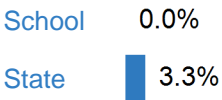
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Haddon Township High School
(07-1890-050)
Grades Offered: 09-12
2018-2019

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Haddon Township High School
(07-1890-050)
Grades Offered: 09-12
2018-2019

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



Haddon Township High School
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	107	49	1	0	0	0	0
10	26	104	54	1	0	0	0
11	2	18	47	75	1	29	14
12	0	1	11	47	55	26	38
Total	135	172	113	123	56	55	52
Enrolled in AP/IB Course					29	55	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	153	1	0	1	0	0
10	10	147	0	9	1	0
11	2	18	0	23	51	61
12	22	6	0	22	49	51
Total	187	172	0	55	101	112
Enrolled in AP/IB Course	22	13		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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2018-2019

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	156	0	0	0	16
10	0	162	0	0	0	39
11	0	8	0	0	5	147
12	143	19	0	0	17	23
Total	143	345	0	0	22	225
Enrolled in AP/IB Course	0	16	0	0		34
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	73	14	0	34	27	0	0
10	79	17	0	40	28	0	0
11	44	16	0	13	31	0	0
12	21	3	0	13	8	0	0
Total	217	50	0	100	94	0	0
Enrolled in AP/IB Course	9	1	0	8	6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	66	30	0	40	49	0	0



Haddon Township High School
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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	5	0	0	0	0	0
10	6	0	0	0	0	0
11	7	0	0	0	0	0
12	12	0	0	0	0	0
Total	30	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Haddon Township High School
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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Haddon Township High School
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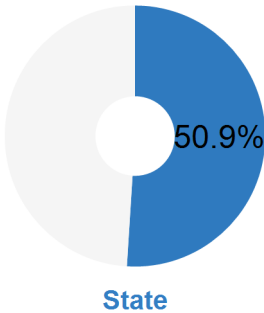
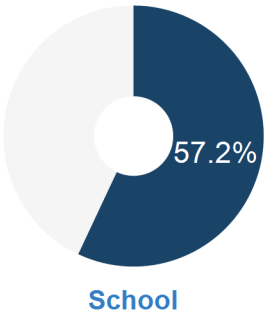
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	30.1%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	31.1%
	State	32.9%



Haddon Township High School

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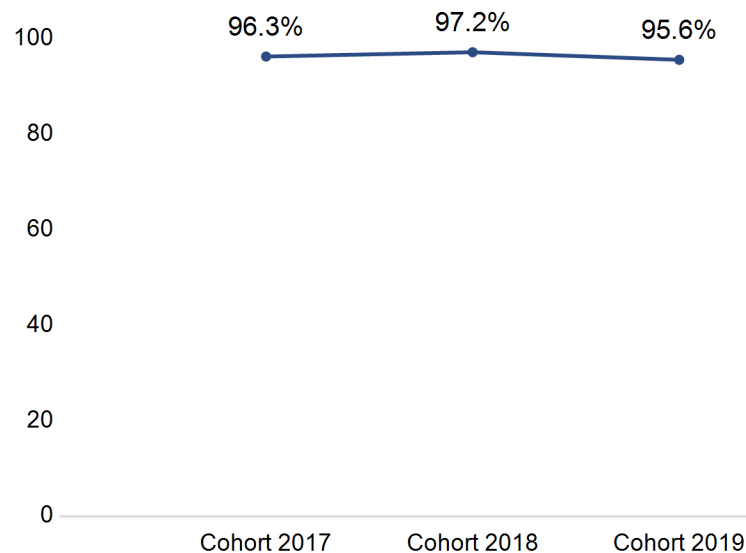
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

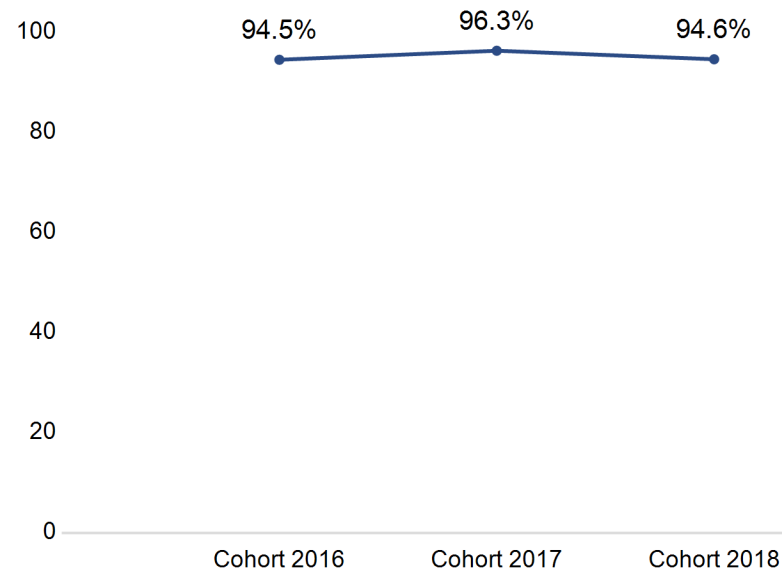
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.3%	97.2%	95.6%	94.5%	96.3%	94.6%
Annual Target	N	N		93.1%	N	
Met Annual Target?	Met Goal	Met Goal		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.6%	90.6%	94.6%	92.5%	97.2%	N	Met Goal	96.3%	N	Met Goal
White	95.3%	94.9%	96.1%	95.9%	98.4%	N	Met Goal	96.5%	N	Met Goal
Hispanic	92.9%	84.5%	80.0%	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.1%	92.8%	94.2%	94.4%	98.5%			97.5%		
Male	94.3%	88.5%	94.9%	90.8%	96.1%			95.2%		
Economically Disadvantaged Students	100.0%	84.0%	87.5%	87.3%	95.2%	N	Met Goal	100.0%	**	**
Students with Disabilities	90.6%	79.2%	84.0%	83.8%	90.9%	88.6%	Met Target	83.3%	88.1%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.9%	55.0%
Substitute Competency Test	37.1%	35.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	9.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.3%	1.1%



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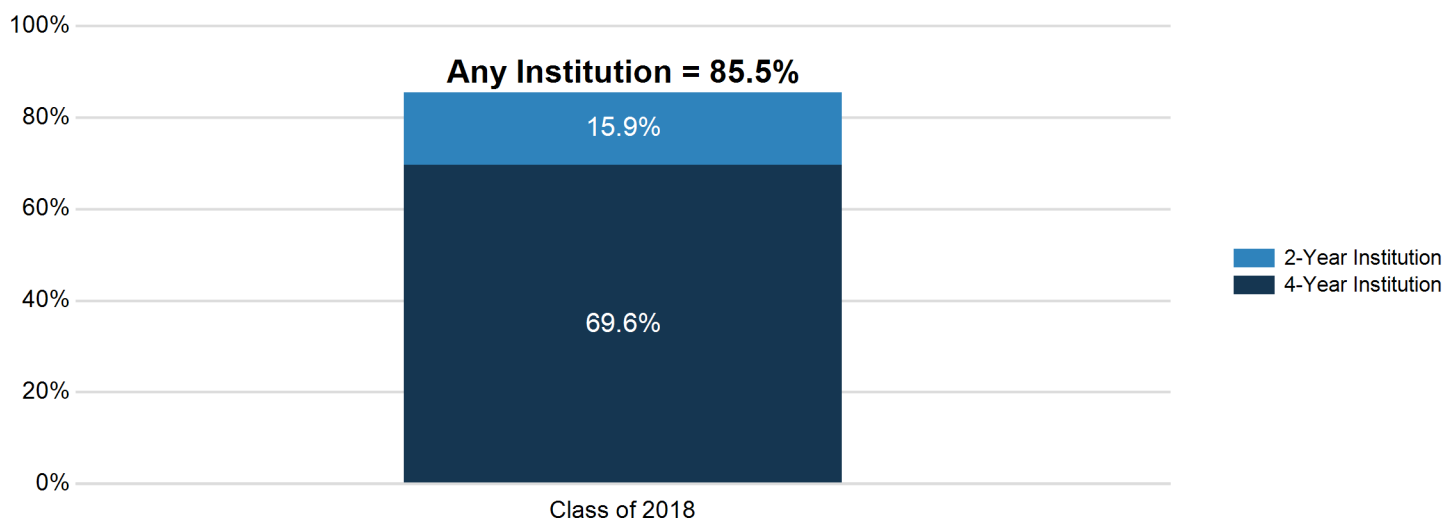
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.9%
% Enrolled in 4-Year Institution	69.6%
% Enrolled in Any Postsecondary Institution	85.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.4%	25.4%	74.6%
White	84.6%	22.1%	77.9%
Hispanic	69.2%	44.4%	55.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	79.2%	42.1%	57.9%
Students with Disabilities	71.4%	45%	55%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	85.5%	18.6%	81.4%	71.2%	28.8%	60.2%	39.8%
White	85.8%	19.4%	80.6%	72.8%	27.2%	61.2%	38.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.4%	30%	70%	90%	10%	80%	20%
Students with Disabilities	70.6%	33.3%	66.7%	66.7%	33.3%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



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

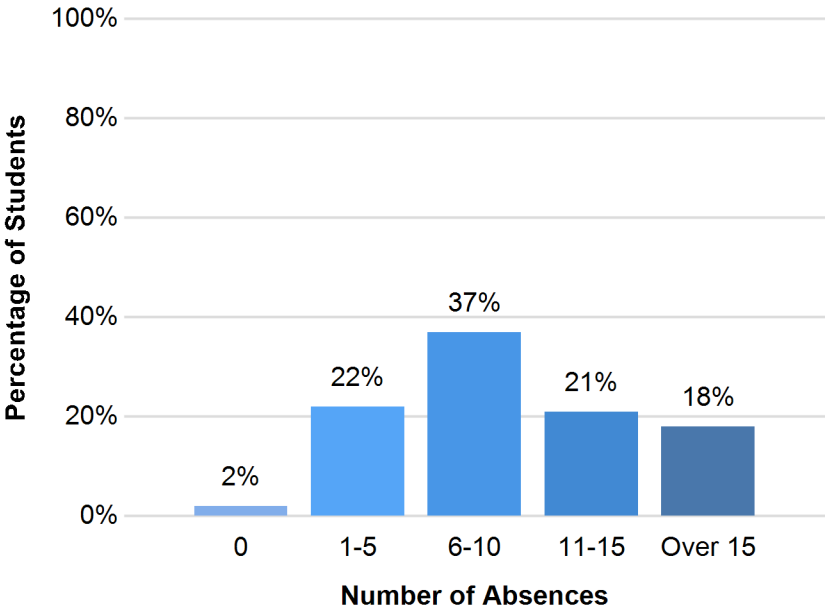
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	49	7.6	14.2	Met
White	36	6.9	14.2	Met
Hispanic	10	15.4	14.2	Not Met
Black or African American	2	8.7	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	9.1	**	**
Female	21	7.5		
Male	28	7.8		
Economically Disadvantaged Students	15	14.2	14.2	Met
Students with Disabilities	20	14.3	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





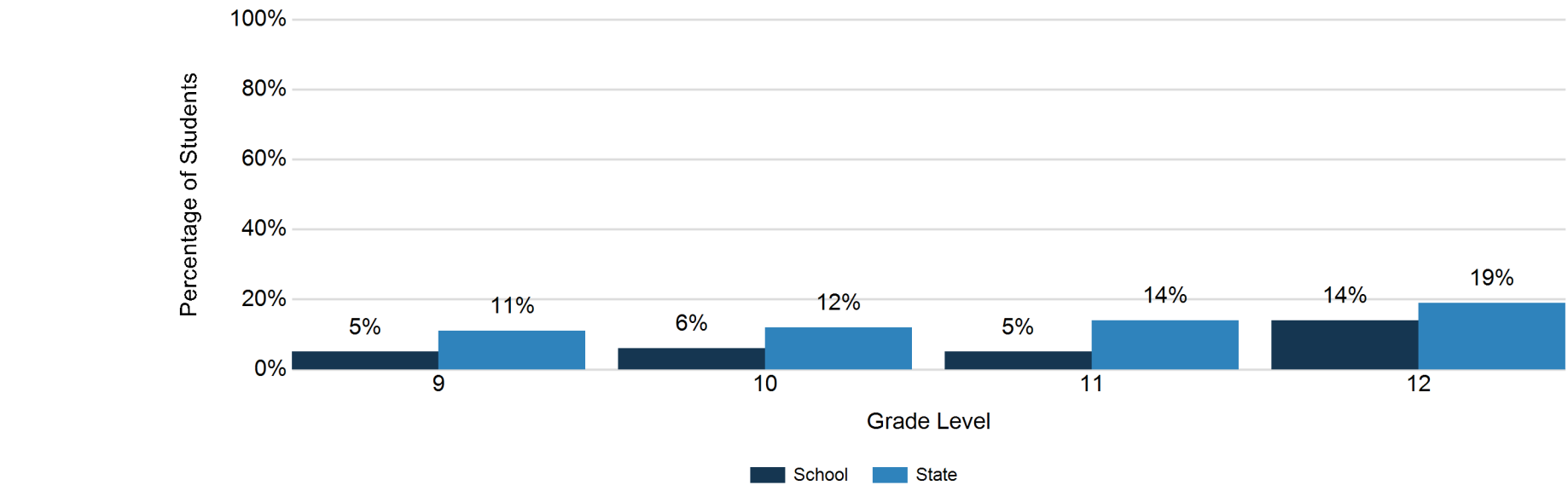
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.06

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	3	1	4
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	64	10.1%
Out-of-School Suspensions	*	*
Any Suspension	64	10.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
18



Haddon Township High School
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 2018-2019

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	60.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	105:1	129:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	51.7%	33.3%	48.4%	77.1%	54.9%
Male	55.9%	48.3%	66.7%	51.6%	22.9%	45.1%
White	81.3%	98.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.1%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.5%	48.8%	56.7%
Math Proficiency	31.9%	37.5%	33.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.3%	97.2%	95.6%
5-Year Graduation Rate†	94.5%	96.3%	94.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	19.7%	17.1%	7.6%

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	**	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> We have added the following courses in the past three years: AP Physics, AP Language and Composition, Engineering II, and Intro to Coding. HTHS is home to both the 2017-18 National Art Educator of the Year and the NJ Art State Educator of the Year. Technology is a part of each day, with a 1:1 iPad initiative for all students. Ongoing professional development for staff supports teachers efforts to enhance teaching and learning in the digital age.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Haddon Township School Community is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Haddon Township School District was one of 447 school districts in the US and Canada honored by the College Board with placement on the 8th Annual AP District Honor Roll. Ellen Hargrove: The 2017 New Jersey Art Educator of the Year, Karen Kiick: The 2017 National Art Educator of the Year.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>HTHS supports 13 AP classes. The English Department offers a seminar course, Parallels: A Study of Human Nature through American History and Literature. The Visual and Performing Arts Department has a technology in music and digital audio curriculum that utilizes a state of the art recording studio. Recent movement to embrace STEM programming includes Engineering I and II, and Introduction to Coding.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), 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)</p> <p>HTHS is represented in varsity sports by over thirty "3 sport" student athletes. Last year's highlights include NJSIAA Group I Boy's Cross Country State Champs, 4 NJSIAA Group I Sectional Champions, 10 Patriot Division Colonial Conference Championships, Field Hockey School Record 19-2-2, 2 Gold Medals in the Philadelphia City Rowing Championship, and Coach Ron Wister inducted into SJCA Hall of Fame.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>HTHS offers 30 extra-curricular activities, clubs, and sports. HTHS Honor Society continues to grow in its fifth year. Originally formed to recognize students with great character, leadership and academic ability who were inclined to serve the community, the club has moved beyond its original focus of peer tutoring to numerous, meaningful, and sustained service projects, both within and outside the school community.</p>





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 <div>Staff and Professional Learning:</div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology . In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
 <div>Postsecondary Information:</div>	<p>The majority of HTHS graduates attend college upon graduation, with 69% attending four-year colleges and 20% attending two-year colleges. The remaining 11% enter trade school or seek employment. PSATs are sponsored on-site each year for every sophomore and junior student. An SAT prep class is offered each semester. Our English dept. teachers and guidance counselors assist our college bound seniors by providing a college essay workshop.</p>






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 <p>Student Supports and Services:</p>	<p>Special education offerings include: in-class and replacement resource class options in English, math, science and social studies; opportunities for differentiated instruction, learning support within the general education curriculum; resource classes which offer smaller class size and more individualized instruction; and study skills support. Transition to college, career awareness, pre-vocational education and exposure to employment options and opportunities are emphasized.</p>
 <p>Student Health and Wellness:</p>	<p>We address mind and body wellness via the following activities: digital citizenship, opioid awareness, and mindfulness programs; a Mental Health Day in which students select topics of interest; a Week of Respect that provides exposure to a variety of meaningful resources/experiences; pre-prom and winter break teacher messages promoting students making responsible choices; an ambassador club which utilizes upper class students to transition and mentor incoming freshmen.</p>
 <p>Parent and Community Involvement:</p>	<p>A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. We benefit from an active PTA who sponsors events such as Holiday House Tours, Project Graduation, Student/Teacher Appreciation Days, and more. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. Our student information system provides parents a portal with which to view student attendance, grades, and behavior in real-time. Numerous scholarships are generously supported by many local businesses and organizations.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students A NJDOE approved school climate survey is administered annually to the student body during our Week of Respect. These results help administrators make decisions regarding student supports and human resources management. Additionally, Haddon Township High School is participating in "Monitoring the Future," a nationally recognized survey sponsored by the University of Michigan.</p>
 <p>Facilities:</p>	<p>A multi-million dollar bond referendum supported many recent improvements to our high school buildings (e.g. roofs, air conditioning, boiler system, security updates). These upgrades have not only made HTHS more efficient and safer but also more aesthetically pleasing. Also, a state of the art greenhouse was added to accommodate our students growing interest in the science of horticulture, and our cafeteria kitchen has been completely renovated to better serve the entire HTHS community.</p>
 <p>School Safety:</p>	<p>A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.</p>




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 <div>Technology and STEM:</div>	<p>We are proud that our students in grades 9-12 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities.</p>
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School Narrative

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

<div>  <div>Other Information</div> </div>	<p>As part of our Modern World History curriculum, seniors experience a powerful assembly that includes Holocaust survivors as guest speakers. The Goodwin Holocaust Museum & Education Center chose HTHS to participate in a Student/Survivor Project which culminated in student-produced video documentaries of survivor interviews. The Visual and Performing Arts Department blends academics, performance, and presentation to produce diverse and talented students who are ready for life after graduation. Theatrical performances take place in the fall and the spring, along with two special nights dedicated to the music of Jazz and Broadway. The HT Arts Extravaganza is an annual community arts celebration that shares performances and visual art from students in grades K-12. All science classes are 6 credit courses and follow a block schedule that provides 89-minute class periods three times a week. Students may participate in academic related competitions such as the USA Bio Olympiad, Delaware Valley Science Council Exam, and Merck State Science Day competition. TV production students develop scripts and digitally edit original stories and school events. The Family and Consumer Science Program includes a Parenthood Education class, which operates a real nursery school program. Along with Foods and Clothing classes this program initiates life-long learning by teaching hands-on, practical and educational skills that will be used throughout one's lifetime. In Technology Education, courses such as Graphic Design, CAD and Wood Technologies offer a variety of interesting and enriching activities. Also, Digital Photography I and II incorporate the latest technologies and keep the students on the cutting edge of the 21st century practices.</p>
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Haddon Township High School
 (07-1890-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Haddon Township High School

(07-1890-050)

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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Gary O'Brien
Address	406 MEMORIAL AVENUE WESTMONT, NJ 08108-3398
Phone Number	856-869-7750
Email Address	gobrien@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/hths_htsd



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	150	165	154
10	157	150	168
11	143	159	154
12	157	138	155
Total	607	612	631

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.5%	44.4%	44.1%
Male	53.5%	55.6%	55.9%
Economically Disadvantaged Students	16.1%	14.9%	16.8%
Students with Disabilities	18.0%	18.5%	20.6%
English Learners	0.5%	0.7%	0.8%
Homeless Students	0.0%	0.5%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	84.3%	83.7%	81.3%
Hispanic	7.6%	8.7%	10.1%
Black or African American	2.6%	2.8%	3.6%
Asian	3.1%	2.9%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two or More Races	2.0%	1.8%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	607	612	631
Shared Time Students	0	0	0
Full Time Equivalent	607	612	631

Enrollment by Home Language

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

Home Language	% of Students
English	96.0%
Spanish	2.1%
Other Languages	1.9%



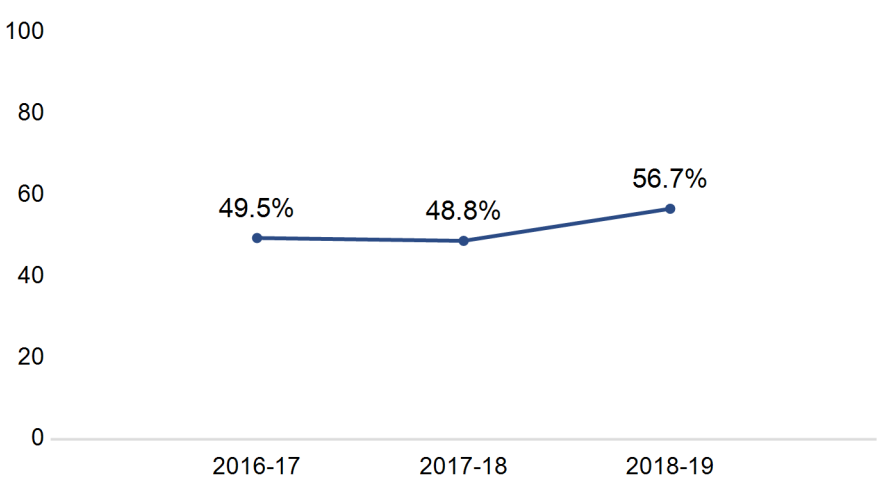
Haddon Township High School
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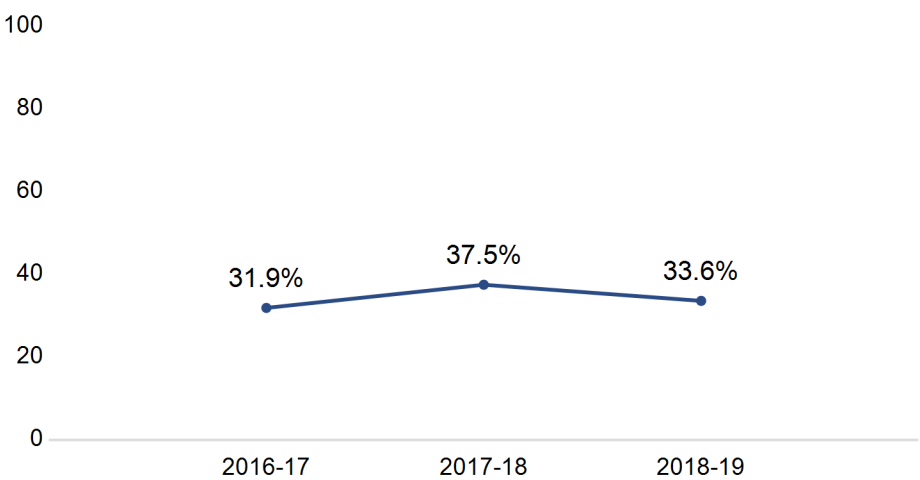
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	89.7%	97.8%	98.4%	86.0%	96.6%	98.7%
Proficiency Rate for Federal Accountability	49.5%	48.8%	56.7%	31.9%	37.5%	33.6%
Annual Target	42.5%	44.4%	46.4%	26.9%	29.7%	32.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	98.4	56.7	62.2	57.9	56.7	46.4	Met Target
White	248	98.8	60.9	66.0	66.9	60.9	47.1	Met Target
Hispanic	33	94.4	39.4	45.7	43.9	39.4	31.5	Met Target
Black or African American	*	*	*	32.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	139	99.3	69.1	70.1	64.8	69.1		
Male	166	97.7	46.4	54.3	51.3	46.4		
Economically Disadvantaged Students	43	95.7	41.9	37.8	40.0	41.9	30.6	Met Target
Non-Economically Disadvantaged Students	262	98.9	59.2	66.2	67.9	59.2		
Students with Disabilities	62	94.2	21.0	*	22.7	21.0	21.9	Met Target†
Students without Disabilities	243	99.6	65.8	*	65.1	65.8		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

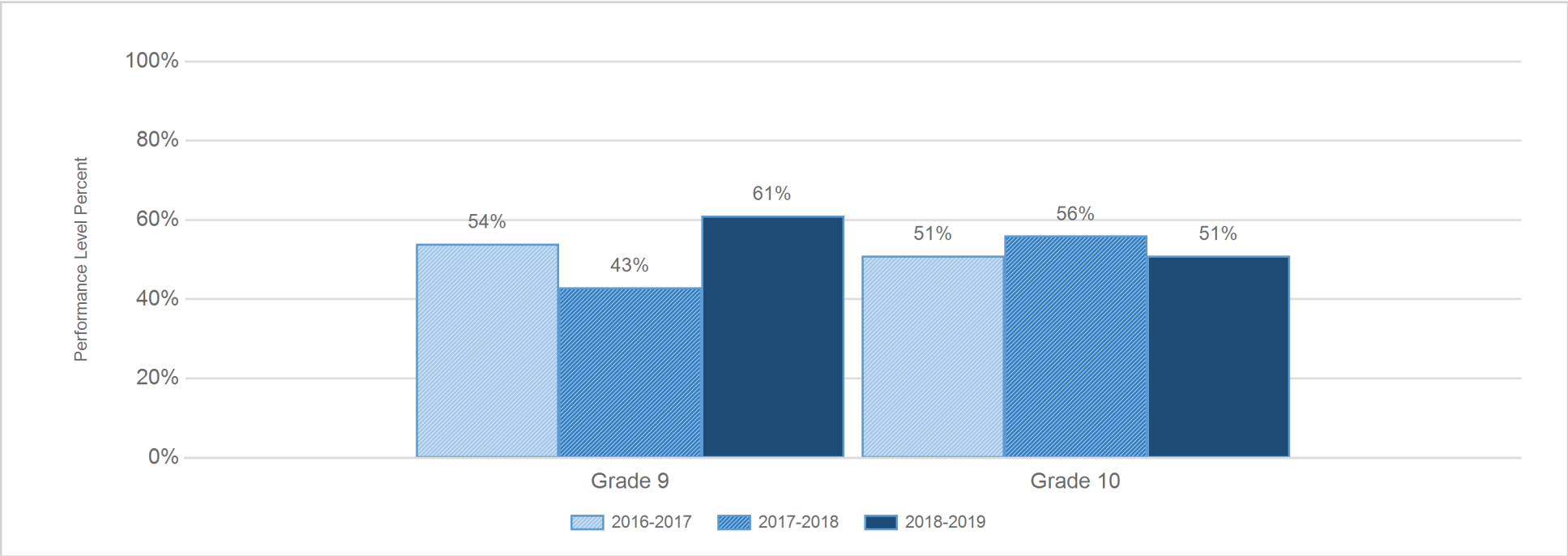


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	760	760	753	7%	8%	24%	40%	21%	61%	56%
White	117	764	764	762	*	*	23%	44%	23%	68%	65%
Hispanic	19	749	749	737	*	*	*	*	*	47%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	66	768	768	760	*	*	21%	47%	26%	73%	63%
Male	84	754	754	746	*	*	26%	35%	18%	52%	49%
Economically Disadvantaged Students	26	745	745	734	*	*	*	*	*	38%	36%
Non-Economically Disadvantaged Students	124	764	764	762	*	*	*	*	*	66%	65%
Students with Disabilities	33	727	727	717	*	*	33%	*	*	18%	17%
Students without Disabilities	117	770	770	760	*	*	21%	*	*	74%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	750	750	757	9%	17%	22%	38%	14%	51%	58%
White	135	752	752	767	8%	17%	20%	40%	15%	55%	67%
Hispanic	15	725	725	738	*	*	*	*	*	27%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	75	761	761	766	*	*	24%	*	*	65%	66%
Male	87	740	740	749	*	*	21%	*	*	39%	51%
Economically Disadvantaged Students	19	742	742	735	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	143	751	751	767	*	*	*	*	*	52%	67%
Students with Disabilities	32	723	723	711	*	*	*	*	*	25%	19%
Students without Disabilities	130	756	756	765	*	*	*	*	*	58%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	162	750	750	760	9%	17%	22%	38%	14%	51%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	98.7	33.6	47.1	44.5	33.6	32.5	Met Target
White	241	98.8	36.1	50.2	54.1	36.1	31	Met Target
Hispanic	30	96.8	20.0	25.6	28.8	20.0	23.1	Met Target†
Black or African American	*	*	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	137	99.3	37.2	48.6	44.9	37.2		
Male	155	98.1	30.3	45.6	44.2	30.3		
Economically Disadvantaged Students	39	97.6	20.5	26.3	26.3	20.5	26.2	Met Target†
Non-Economically Disadvantaged Students	253	98.8	35.6	50.5	54.9	35.6		
Students with Disabilities	56	95.2	*	14.5	17.4	*	13.7	Not Met
Students without Disabilities	236	99.6	*	54.6	50.0	*		
English Learners	N	N	N	20.0	25.0	N	**	**
Non-English Learners	292	98.7	33.6	47.5	46.5	33.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

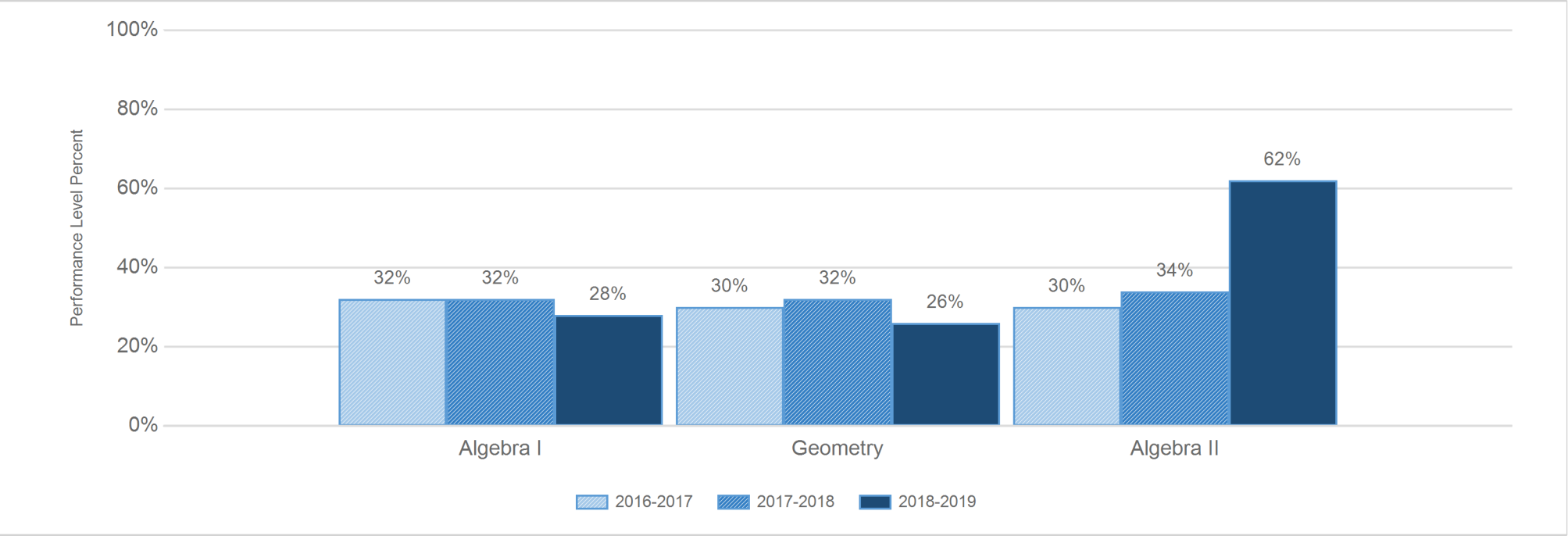


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	734	746	744	9%	32%	31%	28%	0%	28%	42%
White	90	738	750	752	*	*	32%	33%	0%	33%	53%
Hispanic	15	722	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	51	738	749	745	*	*	37%	*	*	31%	44%
Male	64	730	743	743	*	*	27%	*	*	25%	41%
Economically Disadvantaged Students	26	732	*	727	*	*	*	*	*	27%	23%
Non-Economically Disadvantaged Students	89	735	*	752	*	*	*	*	*	28%	52%
Students with Disabilities	33	719	*	717	*	*	*	*	*	*	12%
Students without Disabilities	82	740	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	115	734	746	745	9%	32%	31%	28%	0%	28%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	734	736	737	*	31%	40%	*	*	26%	35%
White	109	735	*	743	*	31%	40%	*	*	27%	43%
Hispanic	12	727	727	724	*	*	*	*	*	25%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	55	734	*	738	*	*	35%	*	*	31%	36%
Male	74	733	*	736	*	*	43%	*	*	22%	34%
Economically Disadvantaged Students	13	722	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	116	735	*	743	*	*	*	*	*	*	43%
Students with Disabilities	24	718	718	712	*	*	*	*	*	*	*
Students without Disabilities	105	737	740	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	129	734	736	738	*	31%	40%	*	*	26%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Haddon Township High School
(07-1890-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	757	757	755	*	*	21%	*	*	62%	58%
White	45	758	758	758	0%	*	22%	*	*	62%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	32	751	751	752	*	*	*	*	*	56%	55%
Male	21	766	766	758	*	*	*	*	*	71%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	53	757	757	755	*	*	21%	*	*	62%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



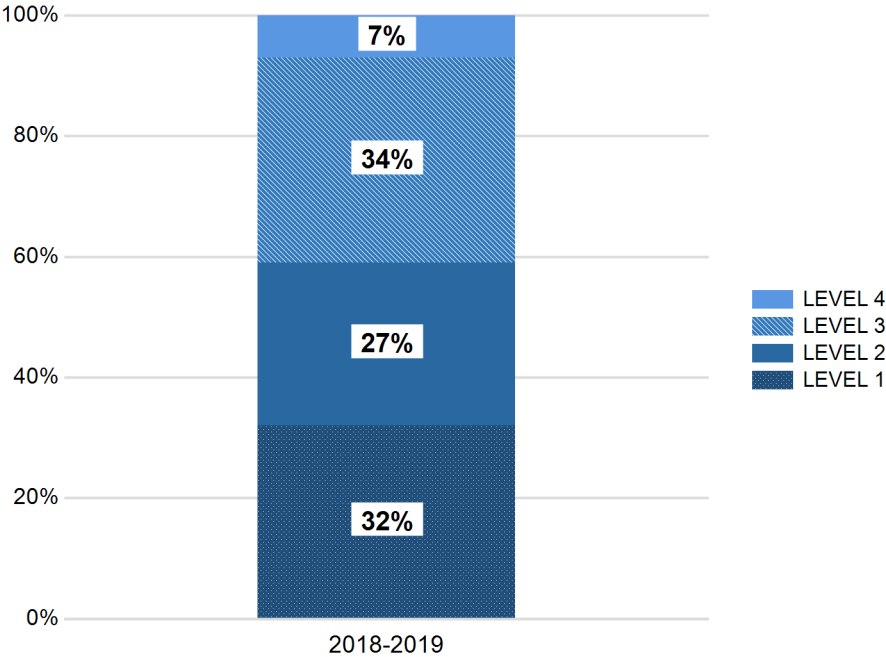
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	27	34	7
White	26	30	35	9
Hispanic	50	14	36	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	29	40	3
Male	36	25	29	10
Economically Disadvantaged Students	63	17	21	0
Non-Economically Disadvantaged Students	26	29	36	9
Students with Disabilities	84	16	0	0
Students without Disabilities	19	30	42	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	97.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	493	476	Grade 10: 430 Grade 11: 460	71%	61%
PSAT 10/NMSQT - Math	490	477	Grade 10: 480 Grade 11: 510	48%	43%
SAT - Reading and Writing	554	539	480	86%	70%
SAT - Math	551	541	530	58%	53%
ACT - Reading	22	25	22	43%	66%
ACT - English	23	24	18	79%	81%
ACT - Math	22	24	22	57%	65%
ACT - Science	20	24	23	21%	57%



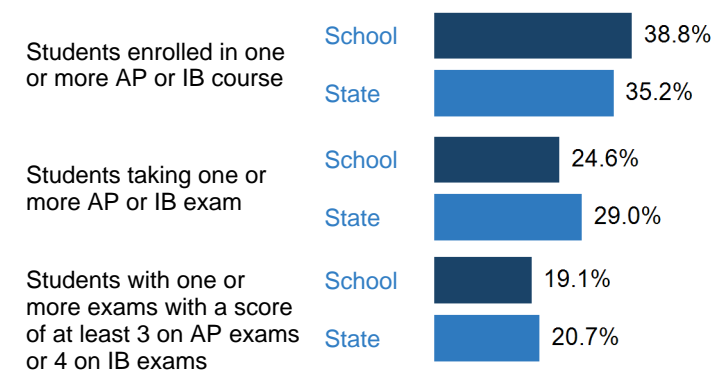
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

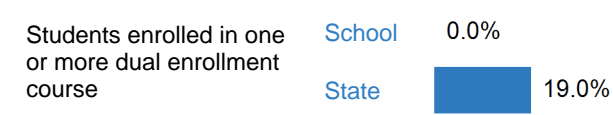
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	22	11
AP Calculus AB	27	16
AP Calculus BC	2	1
AP Chemistry	13	11
AP English Language and Composition	33	28
AP English Literature and Composition	10	9
AP French Language and Culture	1	1
AP German Language and Culture	6	5
AP Latin (Virgil, Catullus and Horace)	8	0
AP Physics 1	0	3
AP Spanish Language	9	2
AP Statistics	55	23
AP U.S. Government and Politics	34	26
AP U.S. History	16	7
Total Exams taken		143
Exams with scores of at least 3 on AP exams or 4 on IB exams		107



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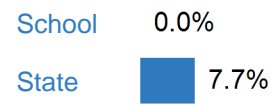
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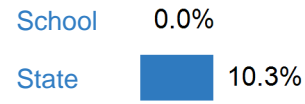
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



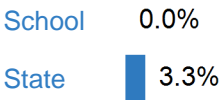
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	107	49	1	0	0	0	0
10	26	104	54	1	0	0	0
11	2	18	47	75	1	29	14
12	0	1	11	47	55	26	38
Total	135	172	113	123	56	55	52
Enrolled in AP/IB Course					29	55	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	153	1	0	1	0	0
10	10	147	0	9	1	0
11	2	18	0	23	51	61
12	22	6	0	22	49	51
Total	187	172	0	55	101	112
Enrolled in AP/IB Course	22	13		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	156	0	0	0	16
10	0	162	0	0	0	39
11	0	8	0	0	5	147
12	143	19	0	0	17	23
Total	143	345	0	0	22	225
Enrolled in AP/IB Course	0	16	0	0		34
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	73	14	0	34	27	0	0
10	79	17	0	40	28	0	0
11	44	16	0	13	31	0	0
12	21	3	0	13	8	0	0
Total	217	50	0	100	94	0	0
Enrolled in AP/IB Course	9	1	0	8	6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	66	30	0	40	49	0	0



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Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	5	0	0	0	0	0
10	6	0	0	0	0	0
11	7	0	0	0	0	0
12	12	0	0	0	0	0
Total	30	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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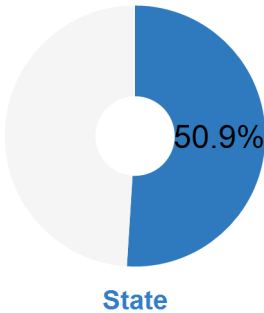
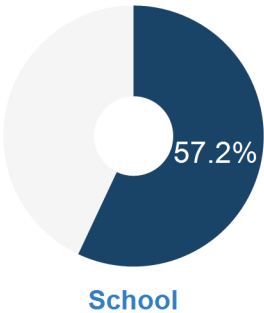
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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:

MUSIC	School	30.1%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	0.0%
	State	3.9%
VISUAL ARTS	School	31.1%
	State	32.9%



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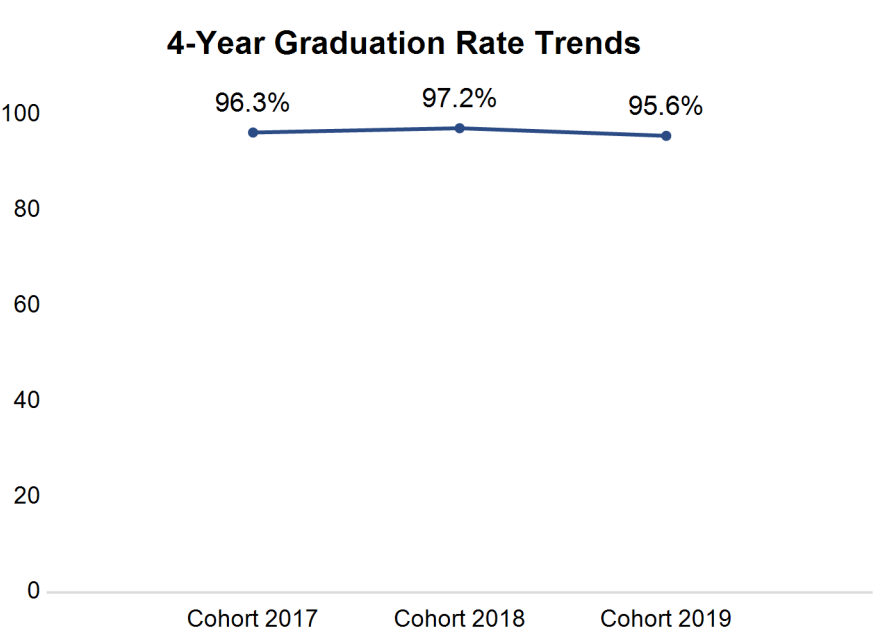
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

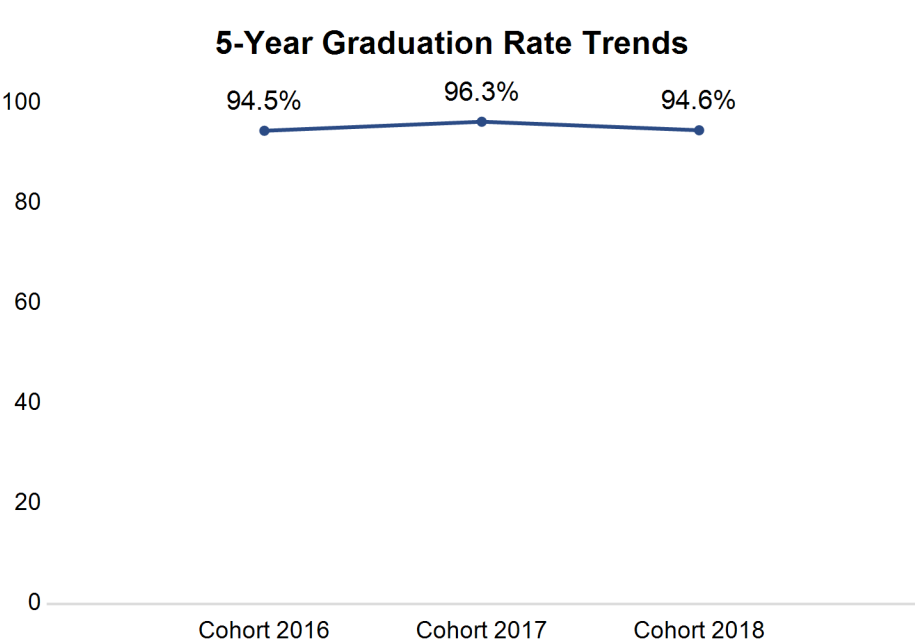
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.3%	97.2%	95.6%	94.5%	96.3%	94.6%
Annual Target	N	N		93.1%	N	
Met Annual Target?	Met Goal	Met Goal		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



Haddon Township High School
(07-1890-050)
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2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.6%	90.6%	94.6%	92.5%	97.2%	N	Met Goal	96.3%	N	Met Goal
White	95.3%	94.9%	96.1%	95.9%	98.4%	N	Met Goal	96.5%	N	Met Goal
Hispanic	92.9%	84.5%	80.0%	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.1%	92.8%	94.2%	94.4%	98.5%			97.5%		
Male	94.3%	88.5%	94.9%	90.8%	96.1%			95.2%		
Economically Disadvantaged Students	100.0%	84.0%	87.5%	87.3%	95.2%	N	Met Goal	100.0%	**	**
Students with Disabilities	90.6%	79.2%	84.0%	83.8%	90.9%	88.6%	Met Target	83.3%	88.1%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	62.9%	55.0%
Substitute Competency Test	37.1%	35.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	9.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.3%	1.1%



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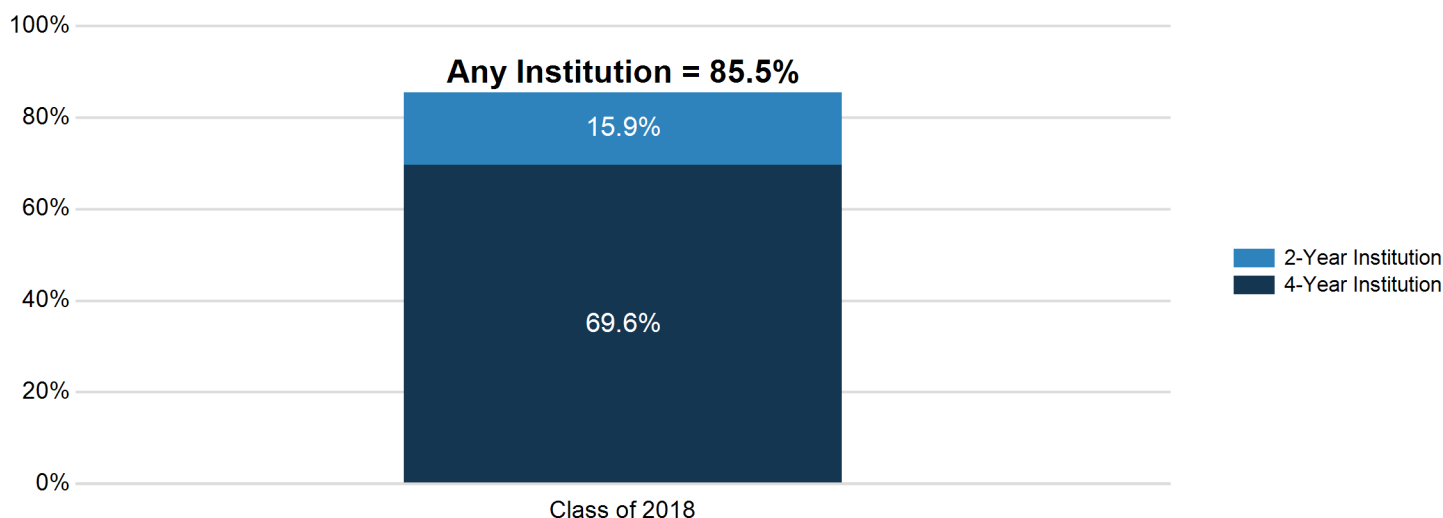
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.9%
% Enrolled in 4-Year Institution	69.6%
% Enrolled in Any Postsecondary Institution	85.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.4%	25.4%	74.6%
White	84.6%	22.1%	77.9%
Hispanic	69.2%	44.4%	55.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	79.2%	42.1%	57.9%
Students with Disabilities	71.4%	45%	55%
English Learners	N	N	N

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	85.5%	18.6%	81.4%	71.2%	28.8%	60.2%	39.8%
White	85.8%	19.4%	80.6%	72.8%	27.2%	61.2%	38.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	71.4%	30%	70%	90%	10%	80%	20%
Students with Disabilities	70.6%	33.3%	66.7%	66.7%	33.3%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



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

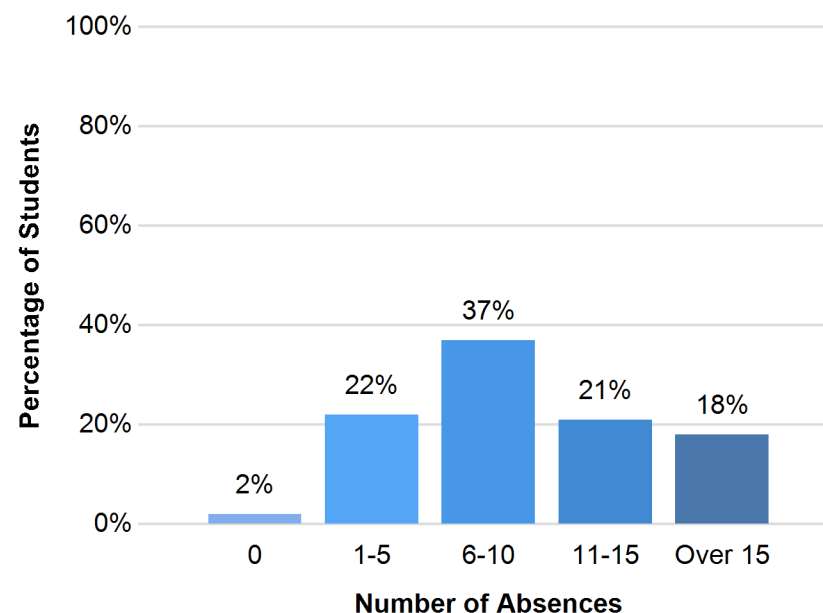
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	49	7.6	14.2	Met
White	36	6.9	14.2	Met
Hispanic	10	15.4	14.2	Not Met
Black or African American	2	8.7	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	9.1	**	**
Female	21	7.5		
Male	28	7.8		
Economically Disadvantaged Students	15	14.2	14.2	Met
Students with Disabilities	20	14.3	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





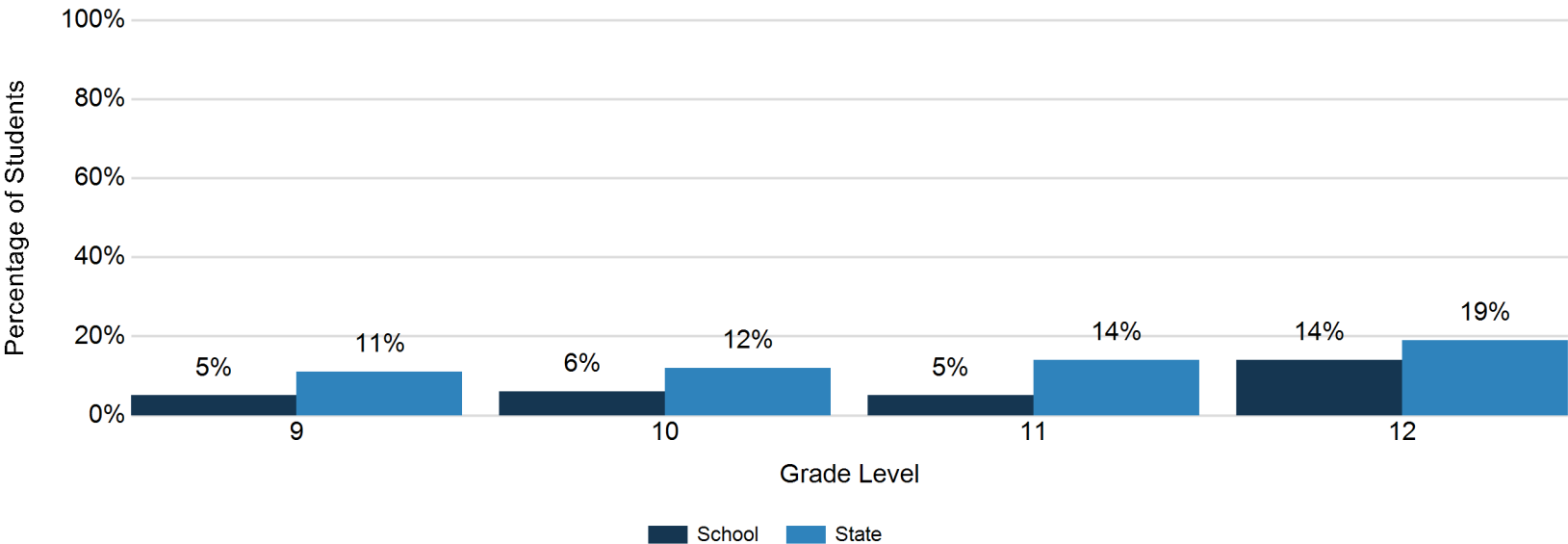
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.06

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	3	1	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	64	10.1%
Out-of-School Suspensions	*	*
Any Suspension	64	10.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

18



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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	60.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	105:1	129:1
Teachers to Administrators	10:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	51.7%	33.3%	48.4%	77.1%	54.9%
Male	55.9%	48.3%	66.7%	51.6%	22.9%	45.1%
White	81.3%	98.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.1%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.5%	48.8%	56.7%
Math Proficiency	31.9%	37.5%	33.6%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.3%	97.2%	95.6%
5-Year Graduation Rate†	94.5%	96.3%	94.6%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	19.7%	17.1%	7.6%

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



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

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

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

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

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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



Haddon Township High School
 (07-1890-050)
 Grades Offered: 09-12
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	**	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> We have added the following courses in the past three years: AP Physics, AP Language and Composition, Engineering II, and Intro to Coding. HTHS is home to both the 2017-18 National Art Educator of the Year and the NJ Art State Educator of the Year. Technology is a part of each day, with a 1:1 iPad initiative for all students. Ongoing professional development for staff supports teachers efforts to enhance teaching and learning in the digital age.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Haddon Township School Community is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Haddon Township School District was one of 447 school districts in the US and Canada honored by the College Board with placement on the 8th Annual AP District Honor Roll. Ellen Hargrove: The 2017 New Jersey Art Educator of the Year, Karen Kiick: The 2017 National Art Educator of the Year.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>HTHS supports 13 AP classes. The English Department offers a seminar course, Parallels: A Study of Human Nature through American History and Literature. The Visual and Performing Arts Department has a technology in music and digital audio curriculum that utilizes a state of the art recording studio. Recent movement to embrace STEM programming includes Engineering I and II, and Introduction to Coding.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), 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)</p> <p>HTHS is represented in varsity sports by over thirty "3 sport" student athletes. Last year's highlights include NJSIAA Group I Boy's Cross Country State Champs, 4 NJSIAA Group I Sectional Champions, 10 Patriot Division Colonial Conference Championships, Field Hockey School Record 19-2-2, 2 Gold Medals in the Philadelphia City Rowing Championship, and Coach Ron Wister inducted into SJCA Hall of Fame.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>HTHS offers 30 extra-curricular activities, clubs, and sports. HTHS Honor Society continues to grow in its fifth year. Originally formed to recognize students with great character, leadership and academic ability who were inclined to serve the community, the club has moved beyond its original focus of peer tutoring to numerous, meaningful, and sustained service projects, both within and outside the school community.</p>





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<div>  <div>Staff and Professional Learning:</div> </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology . In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>
<div>  <div>Postsecondary Information:</div> </div>	<p>The majority of HTHS graduates attend college upon graduation, with 69% attending four-year colleges and 20% attending two-year colleges. The remaining 11% enter trade school or seek employment. PSATs are sponsored on-site each year for every sophomore and junior student. An SAT prep class is offered each semester. Our English dept. teachers and guidance counselors assist our college bound seniors by providing a college essay workshop.</p>






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 <p>Student Supports and Services:</p>	<p>Special education offerings include: in-class and replacement resource class options in English, math, science and social studies; opportunities for differentiated instruction, learning support within the general education curriculum; resource classes which offer smaller class size and more individualized instruction; and study skills support. Transition to college, career awareness, pre-vocational education and exposure to employment options and opportunities are emphasized.</p>
 <p>Student Health and Wellness:</p>	<p>We address mind and body wellness via the following activities: digital citizenship, opioid awareness, and mindfulness programs; a Mental Health Day in which students select topics of interest; a Week of Respect that provides exposure to a variety of meaningful resources/experiences; pre-prom and winter break teacher messages promoting students making responsible choices; an ambassador club which utilizes upper class students to transition and mentor incoming freshmen.</p>
 <p>Parent and Community Involvement:</p>	<p>A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. We benefit from an active PTA who sponsors events such as Holiday House Tours, Project Graduation, Student/Teacher Appreciation Days, and more. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. Our student information system provides parents a portal with which to view student attendance, grades, and behavior in real-time. Numerous scholarships are generously supported by many local businesses and organizations.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students A NJDOE approved school climate survey is administered annually to the student body during our Week of Respect. These results help administrators make decisions regarding student supports and human resources management. Additionally, Haddon Township High School is participating in "Monitoring the Future," a nationally recognized survey sponsored by the University of Michigan.</p>
 <p>Facilities:</p>	<p>A multi-million dollar bond referendum supported many recent improvements to our high school buildings (e.g. roofs, air conditioning, boiler system, security updates). These upgrades have not only made HTHS more efficient and safer but also more aesthetically pleasing. Also, a state of the art greenhouse was added to accommodate our students growing interest in the science of horticulture, and our cafeteria kitchen has been completely renovated to better serve the entire HTHS community.</p>
 <p>School Safety:</p>	<p>A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.</p>



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 <div>Technology and STEM:</div>	<div>We are proud that our students in grades 9-12 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities.</div>
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<div>  <div>Other Information</div> </div>	<p>As part of our Modern World History curriculum, seniors experience a powerful assembly that includes Holocaust survivors as guest speakers. The Goodwin Holocaust Museum & Education Center chose HTHS to participate in a Student/Survivor Project which culminated in student-produced video documentaries of survivor interviews. The Visual and Performing Arts Department blends academics, performance, and presentation to produce diverse and talented students who are ready for life after graduation. Theatrical performances take place in the fall and the spring, along with two special nights dedicated to the music of Jazz and Broadway. The HT Arts Extravaganza is an annual community arts celebration that shares performances and visual art from students in grades K-12. All science classes are 6 credit courses and follow a block schedule that provides 89-minute class periods three times a week. Students may participate in academic related competitions such as the USA Bio Olympiad, Delaware Valley Science Council Exam, and Merck State Science Day competition. TV production students develop scripts and digitally edit original stories and school events. The Family and Consumer Science Program includes a Parenthood Education class, which operates a real nursery school program. Along with Foods and Clothing classes this program initiates life-long learning by teaching hands-on, practical and educational skills that will be used throughout one's lifetime. In Technology Education, courses such as Graphic Design, CAD and Wood Technologies offer a variety of interesting and enriching activities. Also, Digital Photography I and II incorporate the latest technologies and keep the students on the cutting edge of the 21st century practices.</p>
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Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Strawbridge Elementary School
(07-1890-090)
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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Anthony Fitzpatrick
Address	307 STRAWBRIDGE AVENUE WESTMONT, NJ 08108
Phone Number	856-869-7735
Email Address	afitzpatrick@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/strawbridge_htsd



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	31	36	15
1	31	32	42
2	44	29	31
3	36	45	29
4	34	36	43
5	24	36	36
Total	200	214	196

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	54.5%	52.3%	46.9%
Male	45.5%	47.7%	53.1%
Economically Disadvantaged Students	8.5%	7.5%	6.1%
Students with Disabilities	8.5%	10.3%	10.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.5%	0.5%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	89.5%	89.3%	89.3%
Hispanic	3.5%	4.7%	6.6%
Black or African American	1.0%	0.0%	0.0%
Asian	1.5%	1.4%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	4.7%	3.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	31	36	15
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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	99.5%
Other Languages	0.5%



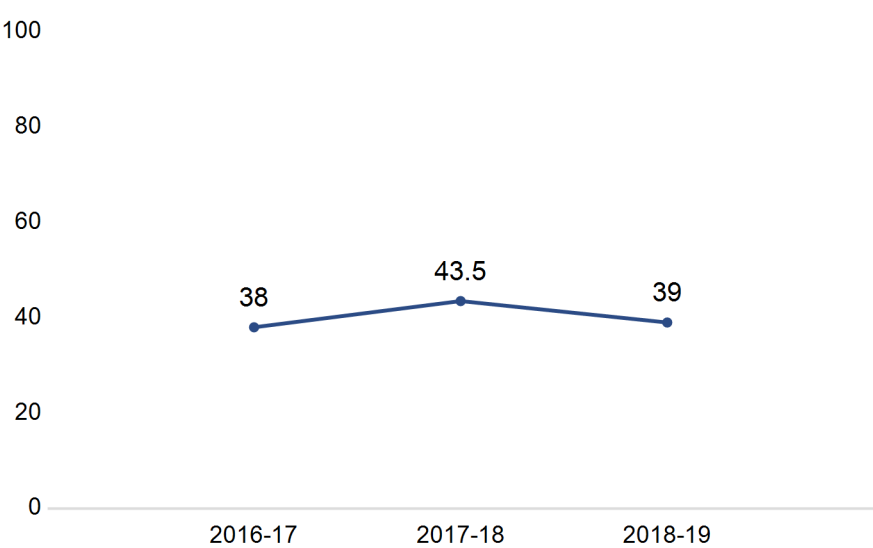
Strawbridge Elementary School
(07-1890-090)
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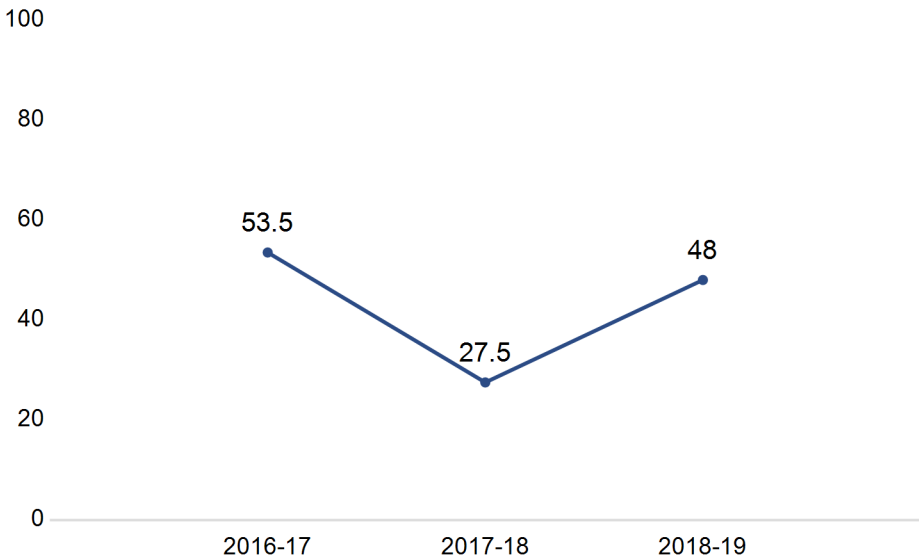
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	43.5	39	53.5	27.5	48
Met Standard (40-59.5)?	Not Met	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Strawbridge Elementary School

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	39	51.5	50	Not Met	48	56	50	Met Standard
White	39	52	50	Not Met	52	56	52	Met Standard
Hispanic	*	61	49	**	*	55.5	47	**
Black or African American	N	31	45	**	N	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	45	59	**	*	46	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	41	49	**	*	54	52	**
Female	38	50.5	53	N	49	53.5	50	N
Male	44.5	52	47	N	46.5	58	51	N
Economically Disadvantaged Students	*	52	48	**	*	52	46	**
Students with Disabilities	*	46	43	**	*	50.5	45	**
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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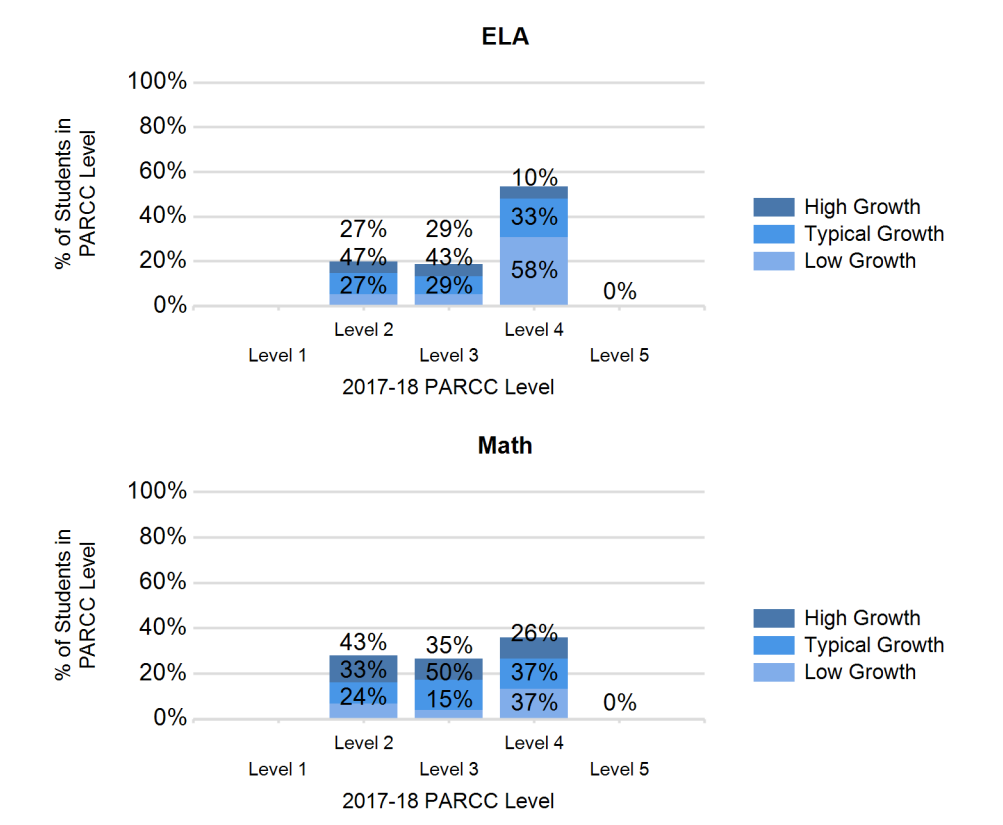
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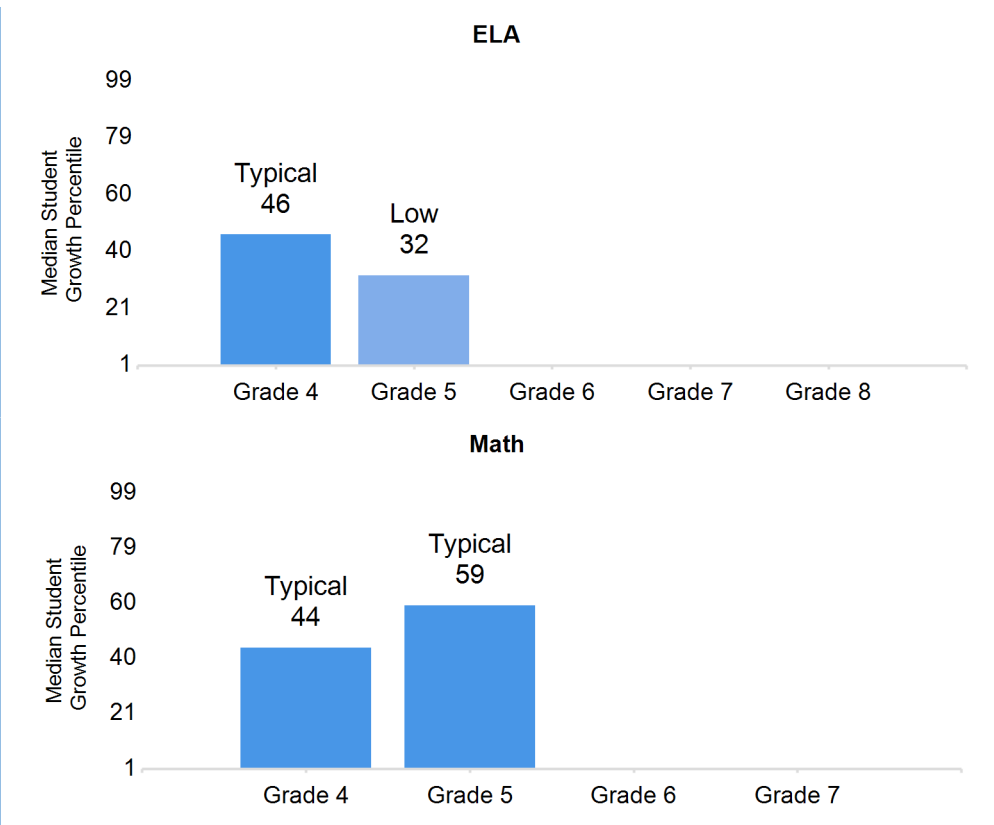
Student Growth by Performance Level

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



Student Growth by Grade

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



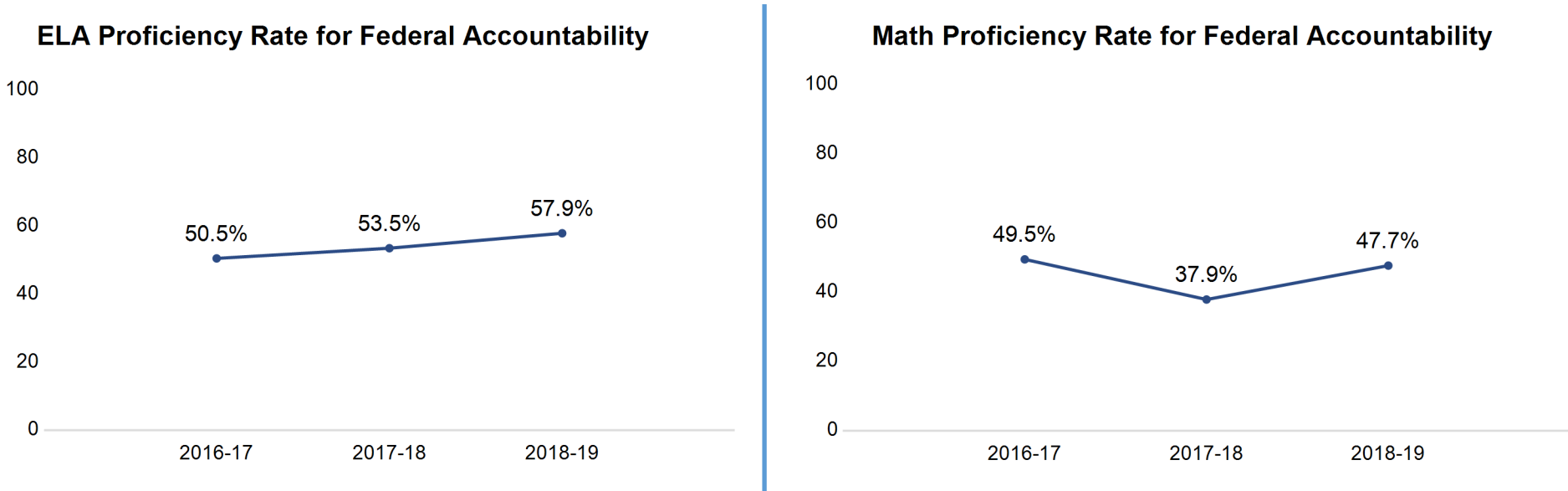


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	98.3%	98.2%	98.9%	98.3%	98.2%
Proficiency Rate for Federal Accountability	50.5%	53.5%	57.9%	49.5%	37.9%	47.7%
Annual Target	51.9%	53.4%	54.8%	43.6%	45.5%	47.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	107	98.2	57.9	62.2	57.9	57.9	54.8	Met Target
White	98	98.0	61.2	66.0	66.9	61.2	56.2	Met Target
Hispanic	*	*	*	45.7	43.9	*	**	**
Black or African American	N	N	N	32.4	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	55	100.0	67.3	70.1	64.8	67.3		
Male	52	96.3	48.1	54.3	51.3	48.1		
Economically Disadvantaged Students	*	*	*	37.8	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	66.2	67.9	*		
Students with Disabilities	13	92.9	23.1	*	22.7	22.6	**	**
Students without Disabilities	94	99.0	62.8	*	65.1	62.8		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	107	98.2	57.9	*	60.6	57.9		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



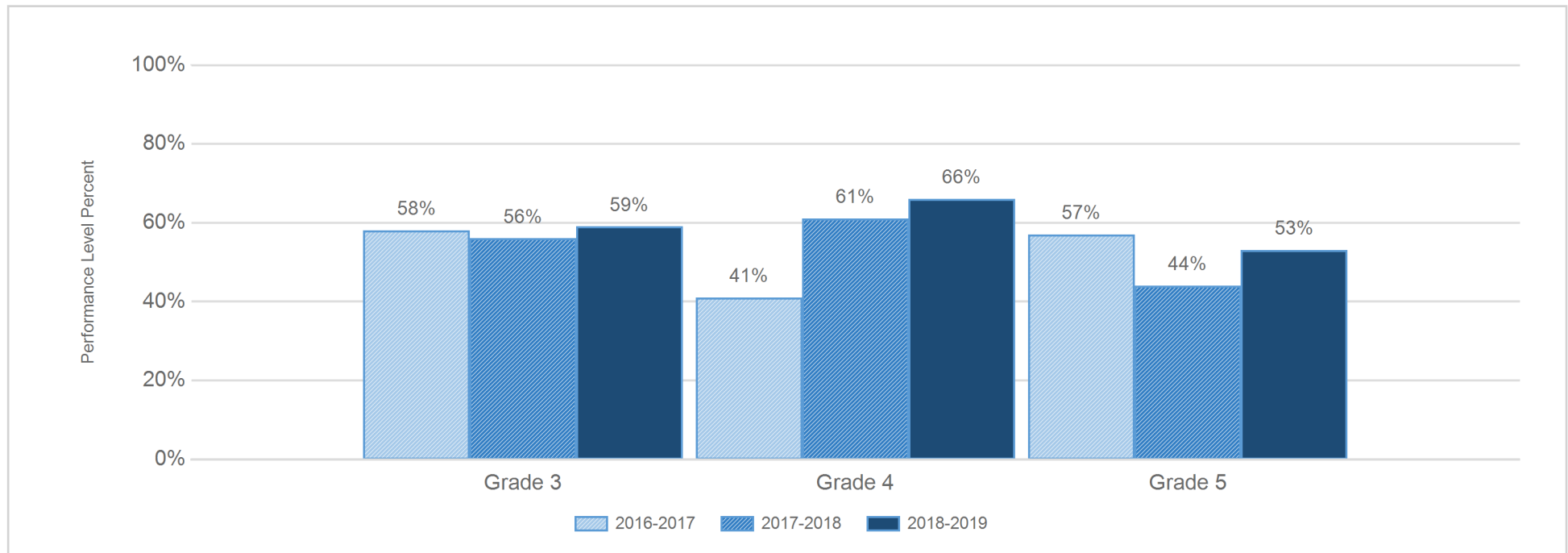
Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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English Language Arts Assessment - Performance Trends

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





Strawbridge Elementary School

(07-1890-090)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	756	755	748	0%	*	*	59%	0%	59%	50%
White	26	758	*	757	0%	*	*	65%	0%	65%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	16	757	*	753	0%	*	*	*	*	56%	55%
Male	13	755	*	743	0%	*	*	*	*	62%	46%
Economically Disadvantaged Students	N	N	734	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	29	756	758	759	0%	*	*	59%	0%	59%	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	29	756	*	751	0%	*	*	59%	0%	59%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	753	756	755	*	*	*	*	*	66%	57%
White	36	756	758	763	*	*	*	*	*	69%	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	23	759	762	760	*	*	*	*	*	70%	62%
Male	18	746	750	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	760	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	41	753	*	758	*	*	*	*	*	66%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Strawbridge Elementary School

(07-1890-090)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	747	763	756	0%	*	*	53%	0%	53%	58%
White	*	*	765	764	*	*	*	*	*	*	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	755	765	761	0%	*	*	*	*	76%	64%
Male	19	739	761	750	0%	*	*	*	*	32%	52%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	36	747	*	758	0%	*	*	53%	0%	53%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	107	98.2	47.7	47.1	44.5	47.7	47.4	Met Target
White	98	98.0	49.0	50.2	54.1	49.0	47.8	Met Target
Hispanic	*	*	*	25.6	28.8	*	**	**
Black or African American	N	N	N	12.1	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	55	100.0	47.3	48.6	44.9	47.3		
Male	52	96.3	48.1	45.6	44.2	48.1		
Economically Disadvantaged Students	*	*	*	26.3	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	50.5	54.9	*		
Students with Disabilities	13	92.9	*	14.5	17.4	*	**	**
Students without Disabilities	94	99.0	*	54.6	50.0	*		
English Learners	N	N	N	20.0	25.0	N	**	**
Non-English Learners	107	98.2	47.7	47.5	46.5	47.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

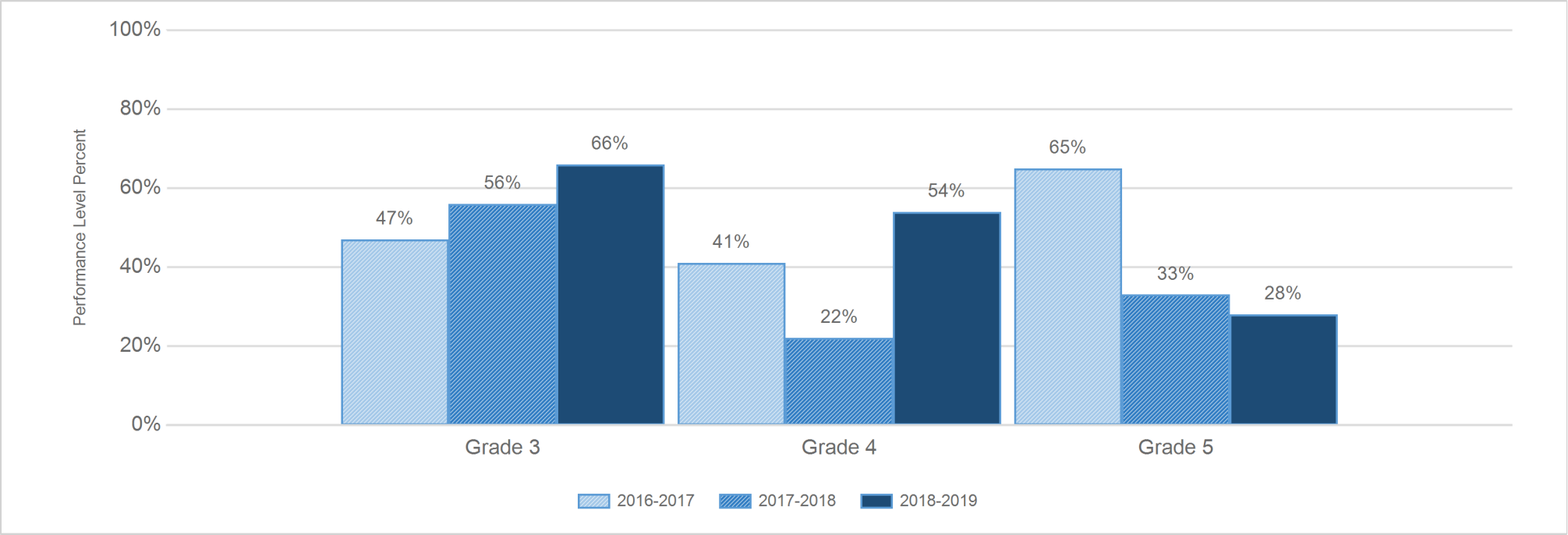


Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	761	755	752	*	*	*	*	*	66%	55%
White	26	762	758	760	*	*	*	*	*	65%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	16	755	*	751	*	*	*	*	*	63%	54%
Male	13	769	*	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	N	N	733	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	29	761	758	761	*	*	*	*	*	66%	67%
Students with Disabilities	*	*	731	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	761	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	29	761	*	754	*	*	*	*	*	66%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	748	748	749	*	*	24%	*	*	54%	51%
White	36	751	751	757	0%	*	*	58%	0%	58%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	746	747	749	*	*	*	*	*	48%	50%
Male	18	750	749	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	752	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	41	748	*	751	*	*	24%	*	*	54%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	736	751	747	*	*	47%	28%	0%	28%	47%
White	*	*	753	755	*	*	*	*	*	*	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	738	748	747	*	*	*	*	*	29%	47%
Male	19	734	755	747	*	*	*	*	*	26%	47%
Economically Disadvantaged Students	*	*	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	36	736	*	749	*	*	47%	28%	0%	28%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Strawbridge Elementary School
(07-1890-090)
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



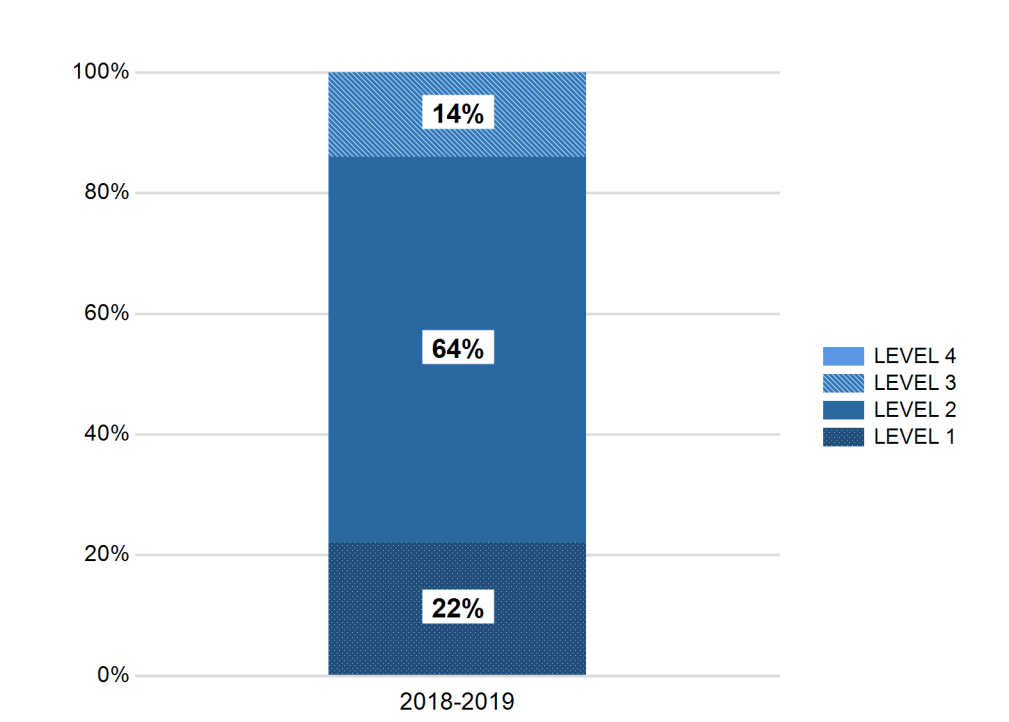
Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	22	64	14	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	12	71	18	0
Male	32	58	11	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	22	64	14	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Strawbridge Elementary School

(07-1890-090)

Grades Offered: KG-05

2018-2019

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

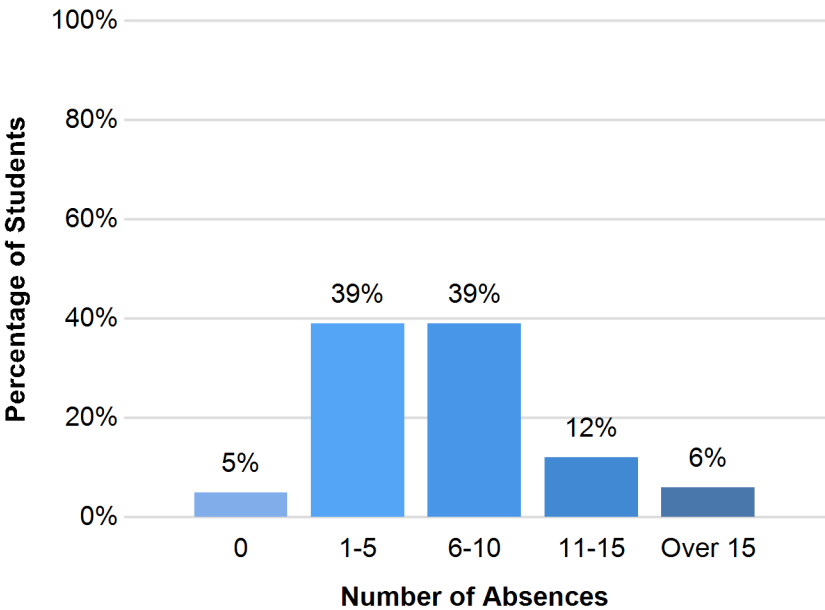
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	9	4.3	8.9	Met
White	6	3.3	8.9	Met
Hispanic	2	14.3	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	2.1		
Male	7	6.3		
Economically Disadvantaged Students	5	35.7	**	**
Students with Disabilities	5	15.6	8.9	Not Met
English Learners	N	N	N	N
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





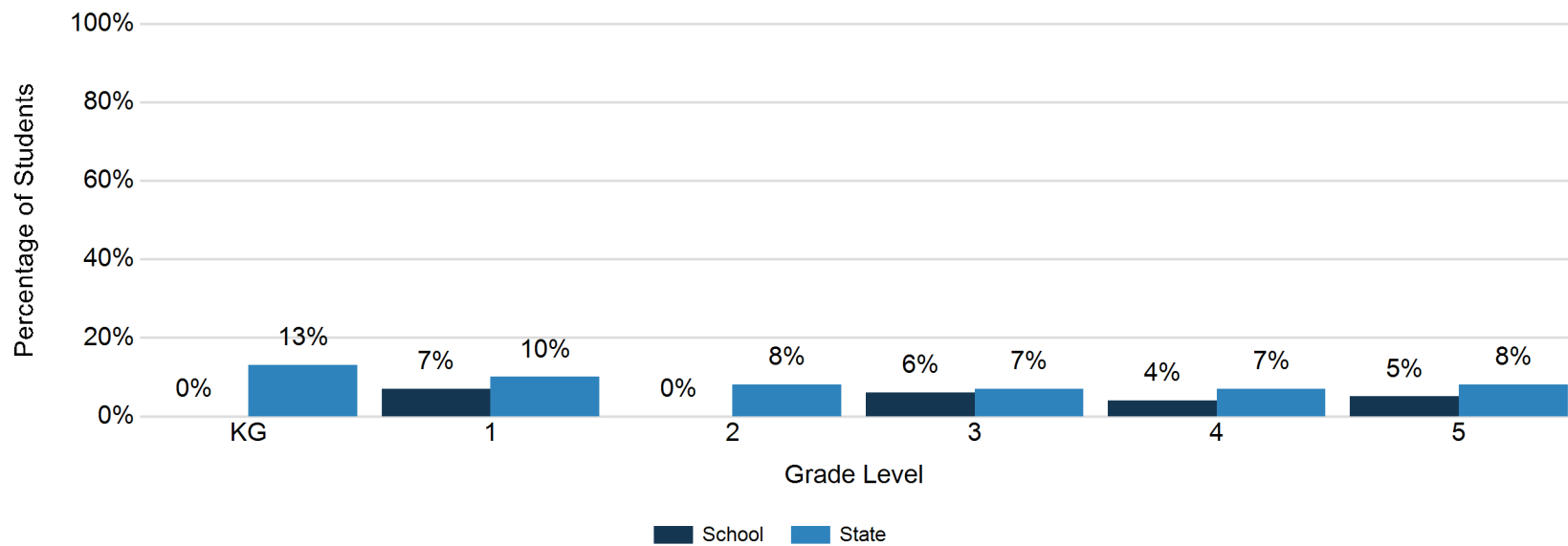
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	0	2
No Identified Nature	2		2

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	16	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	62.5%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	196:1	129:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	53.1%	6.3%	0.0%	51.6%	22.9%	45.1%
White	89.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.3%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.5%	53.5%	57.9%
Math Proficiency	49.5%	37.9%	47.7%
ELA Growth	38	44	39
Math Growth	54	28	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	2.0%	2.8%	4.3%

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



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> The curriculum includes Math in Focus, a balanced literacy approach, featuring access to rich literature, text, and information, and using the Next Generation Science Standards to realize scientific p Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5, classroom iPads for grades K-2 and a computer lab for all students. An inclusive character education program is an integral part of the daily learning experiences for every student as the school recognizes the positive contributions of every student multiple times thr
 <div>Mission, Vision, Theme:</div>	<p>Strawbridge Elementary School establishes excellence in teaching and learning, enabling our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens. The mission of the Haddon Township School community is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.</p>
 <div>Clubs and Activities:</div>	<p>In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.</p>





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 <div>Before and After School Programs:</div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>
 <div>Staff and Professional Learning:</div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>






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 <div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs including Occupational Therapy, Physical Therapy, and Speech Therapy.</p>
 <div>Student Health and Wellness:</div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school has a vibrant PTA, which supports the school library, provides an annual Living History experience for students, and organizes both school and book fairs. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>






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School Narrative

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

<div>  Climate Surveys: </div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>
<div>  Facilities: </div>	<p>A true neighborhood school in a walking district, the building was recently updated to include construction of a new state of the art all purpose room, classroom, office and nurse's suite and three new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
<div>  School Safety: </div>	<p>A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.</p>




Strawbridge Elementary School
(07-1890-090)
Grades Offered: KG-05
2018-2019

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School Narrative

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

<div>Other Information</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows for technology to be seamlessly integrated into daily learning activities. Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.</p>
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Thomas A. Edison Elementary School
(07-1890-060)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Thomas A. Edison Elementary School**

(07-1890-060)

Grades Offered: PK-05

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Anthony Fitzpatrick
Address	205 MELROSE AVENUE WESTMONT, NJ 08108
Phone Number	856-869-7715
Email Address	afitzpatrick@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/edison_htsd



Thomas A. Edison Elementary School

(07-1890-060)

Grades Offered: PK-05

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	28	31	32
KG	13	16	18
1	21	14	20
2	24	25	16
3	21	24	24
4	18	20	23
5	21	19	20
Total	146	149	153

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

Student Group	2016-17	2017-18	2018-19
Female	46.6%	47.7%	46.4%
Male	53.4%	52.3%	53.6%
Economically Disadvantaged Students	17.1%	13.4%	13.1%
Students with Disabilities	6.8%	14.8%	13.7%
English Learners	0.0%	0.7%	1.3%
Homeless Students	0.0%	0.7%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.0%	81.9%	81.7%
Hispanic	5.5%	8.7%	7.8%
Black or African American	1.4%	1.3%	2.6%
Asian	2.7%	2.0%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	6.0%	5.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	28	31	32
PK - Full Day	0	0	0
KG - Half Day	13	16	18
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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	98.7%
Korean	1.3%



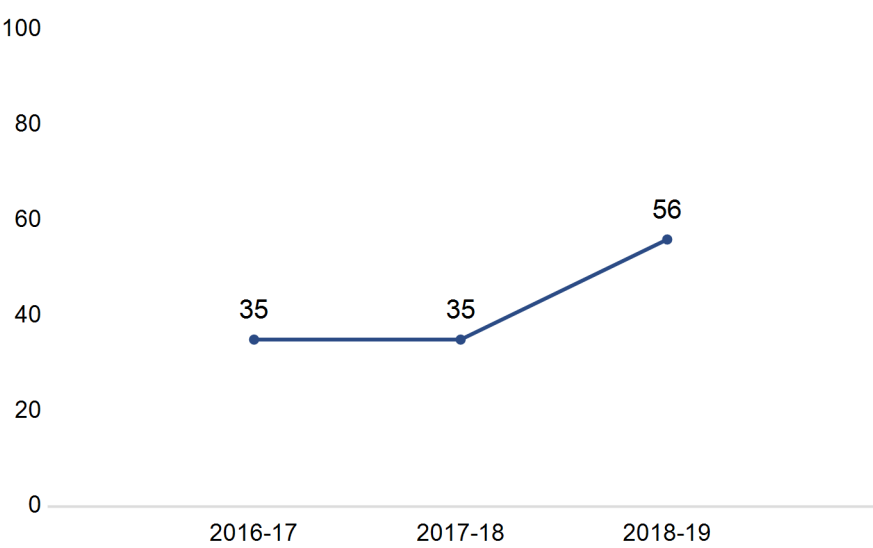
Thomas A. Edison Elementary School
(07-1890-060)
Grades Offered: PK-05
2018-2019

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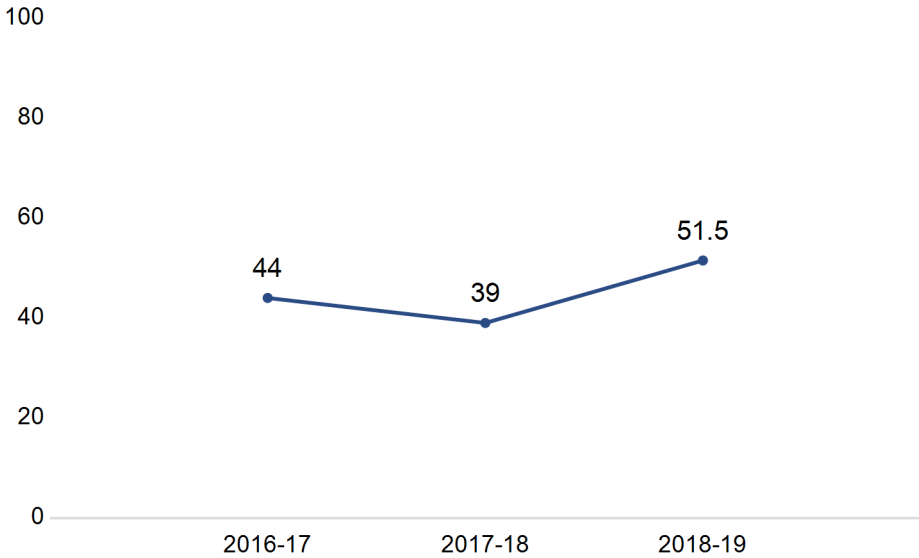
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	35	35	56	44	39	51.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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 2018-2019

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	51.5	50	Met Standard	51.5	56	50	Met Standard
White	55	52	50	Met Standard	51.5	56	52	Met Standard
Hispanic	*	61	49	**	*	55.5	47	**
Black or African American	N	31	45	**	N	52	43	**
Asian, Native Hawaiian, or Pacific Islander	N	45	59	**	N	46	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	41	49	**	*	54	52	**
Female	43	50.5	53	N	48	53.5	50	N
Male	68	52	47	N	58	58	51	N
Economically Disadvantaged Students	*	52	48	**	*	52	46	**
Students with Disabilities	*	46	43	**	*	50.5	45	**
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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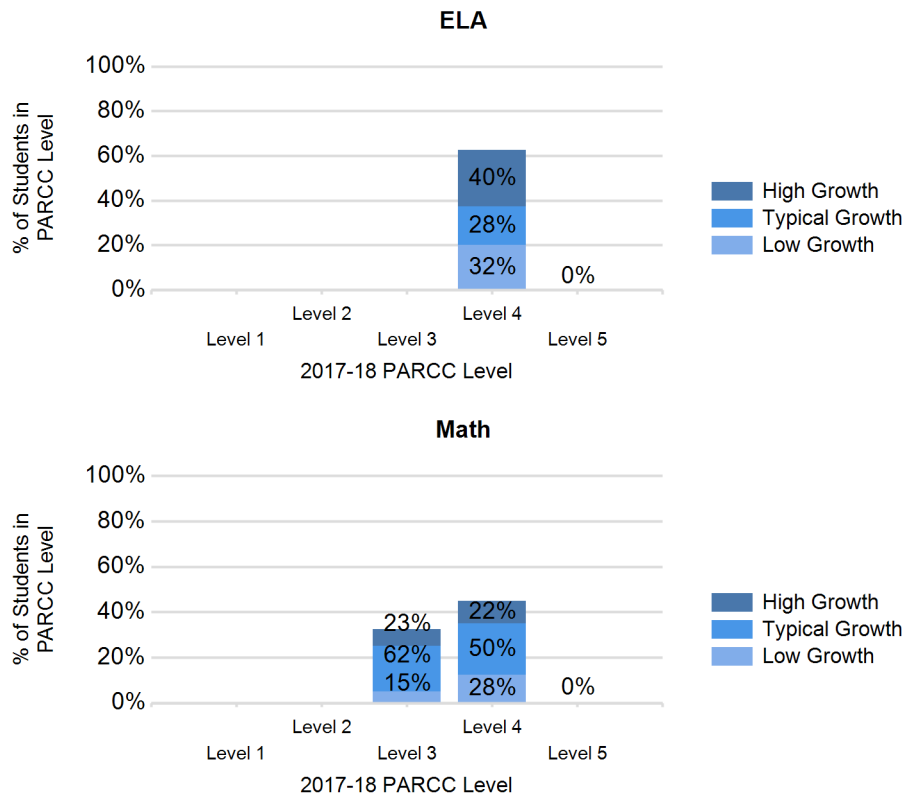
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

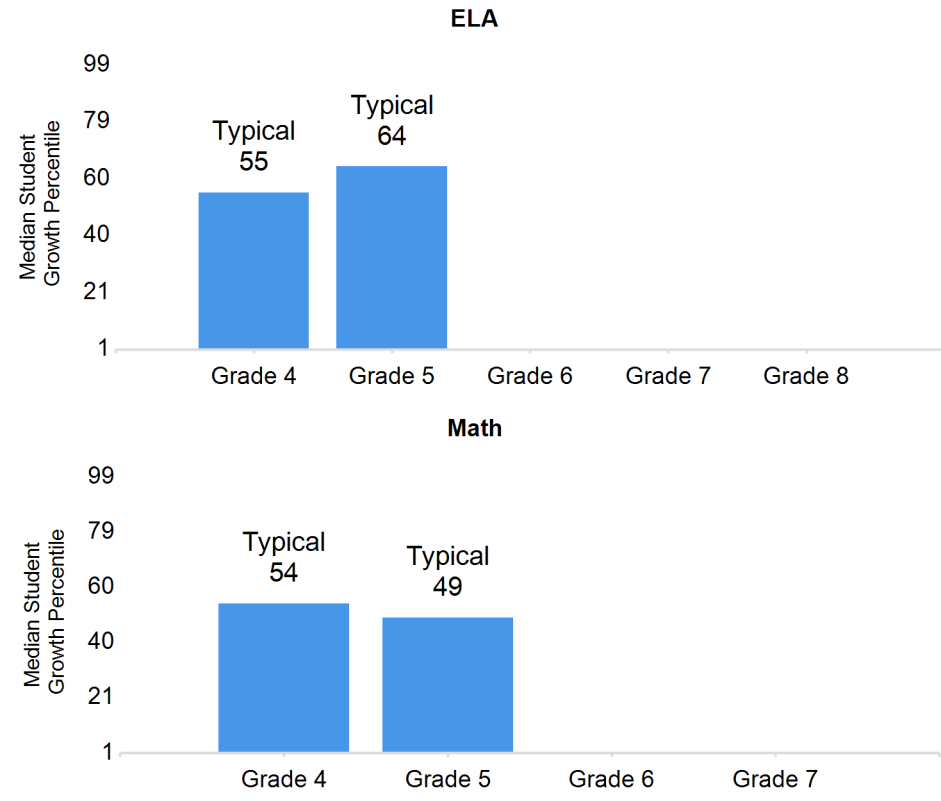
Student Growth by Performance Level

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



Student Growth by Grade

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



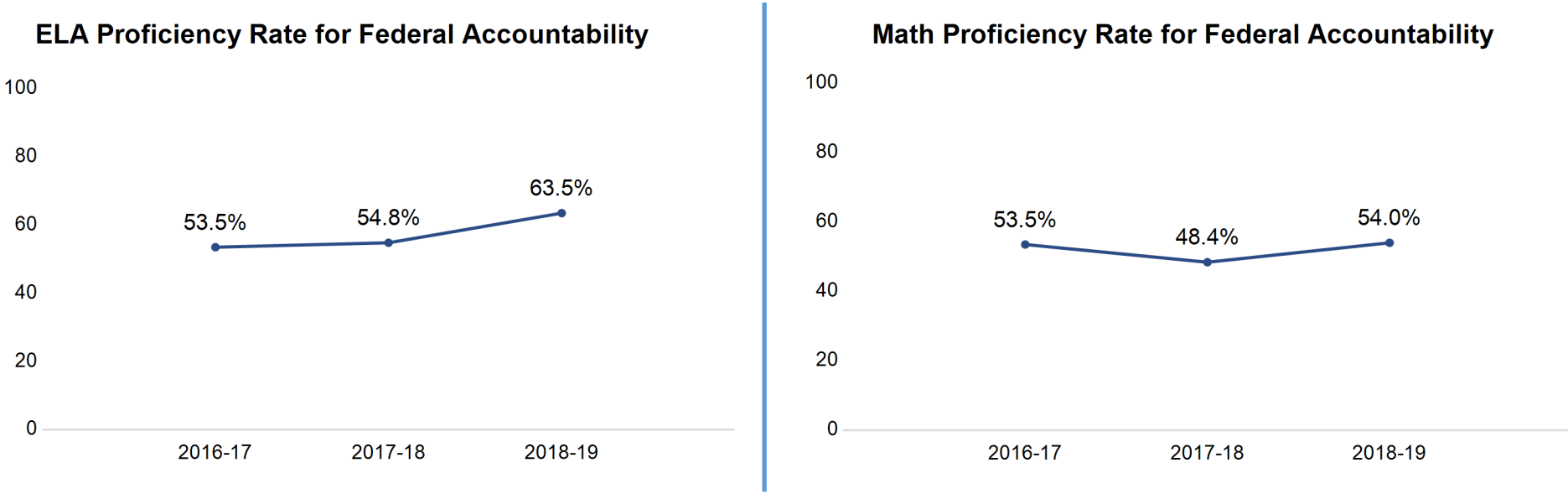


Thomas A. Edison Elementary School
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2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	96.9%	97.0%	94.9%	96.9%	97.0%
Proficiency Rate for Federal Accountability	53.5%	54.8%	63.5%	53.5%	48.4%	54.0%
Annual Target	28.6%	31.3%	34.0%	36.8%	39.1%	41.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	63	97.0	63.5	62.2	57.9	63.5	34	Met Target
White	55	98.2	65.5	66.0	66.9	65.5	34.8	Met Target
Hispanic	*	*	*	45.7	43.9	*	**	**
Black or African American	*	*	*	32.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	60.0	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	31	97.0	71.0	70.1	64.8	71.0		
Male	32	97.0	56.3	54.3	51.3	56.3		
Economically Disadvantaged Students	10	100.0	30.0	37.8	40.0	30.0	**	**
Non-Economically Disadvantaged Students	53	96.4	69.8	66.2	67.9	69.8		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	63	97.0	63.5	*	60.6	63.5		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

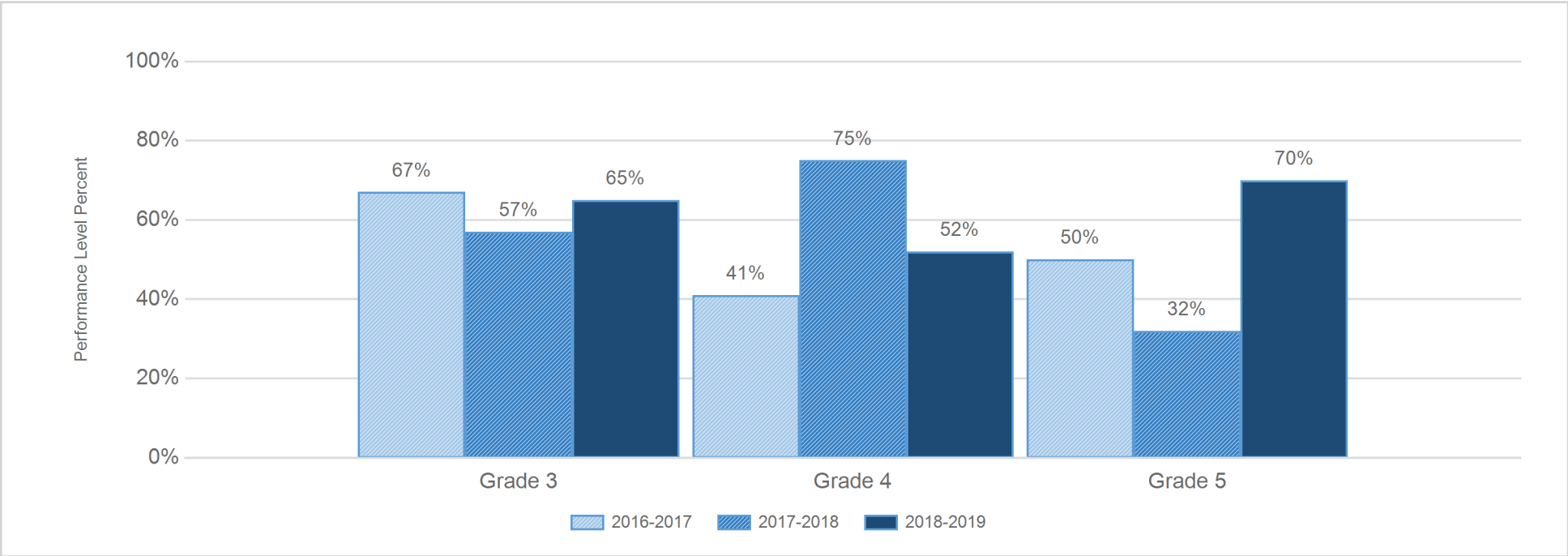


Thomas A. Edison Elementary School
(07-1890-060)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Thomas A. Edison Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	759	755	748	*	*	*	*	*	65%	50%
White	17	765	*	757	*	0%	*	*	*	76%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	10	771	*	753	*	*	*	*	*	80%	55%
Male	13	750	*	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	758	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	728	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	23	759	*	751	*	*	*	*	*	65%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Thomas A. Edison Elementary School

(07-1890-060)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	753	756	755	*	*	*	*	*	52%	57%
White	19	749	758	763	*	*	*	*	*	47%	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	745	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	10	756	762	760	*	*	*	*	*	60%	62%
Male	11	751	750	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	760	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	760	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	21	753	*	758	*	*	*	*	*	52%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Thomas A. Edison Elementary School
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 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	760	763	756	0%	*	*	70%	0%	70%	58%
White	*	*	765	764	*	*	*	*	*	*	68%
Hispanic	N	N	763	743	N	N	N	N	N	N	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	*	*	765	761	*	*	*	*	*	*	64%
Male	*	*	761	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	20	760	*	758	0%	*	*	70%	0%	70%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	63	97.0	54.0	47.1	44.5	54.0	41.3	Met Target
White	55	98.2	54.5	50.2	54.1	54.5	40.8	Met Target
Hispanic	*	*	*	25.6	28.8	*	**	**
Black or African American	*	*	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	64.1	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	31	97.0	51.6	48.6	44.9	51.6		
Male	32	97.0	56.3	45.6	44.2	56.3		
Economically Disadvantaged Students	10	100.0	40.0	26.3	26.3	40.0	**	**
Non-Economically Disadvantaged Students	53	96.4	56.6	50.5	54.9	56.6		
Students with Disabilities	*	*	*	14.5	17.4	*	**	**
Students without Disabilities	*	*	*	54.6	50.0	*		
English Learners	N	N	N	20.0	25.0	N	**	**
Non-English Learners	63	97.0	54.0	47.5	46.5	54.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

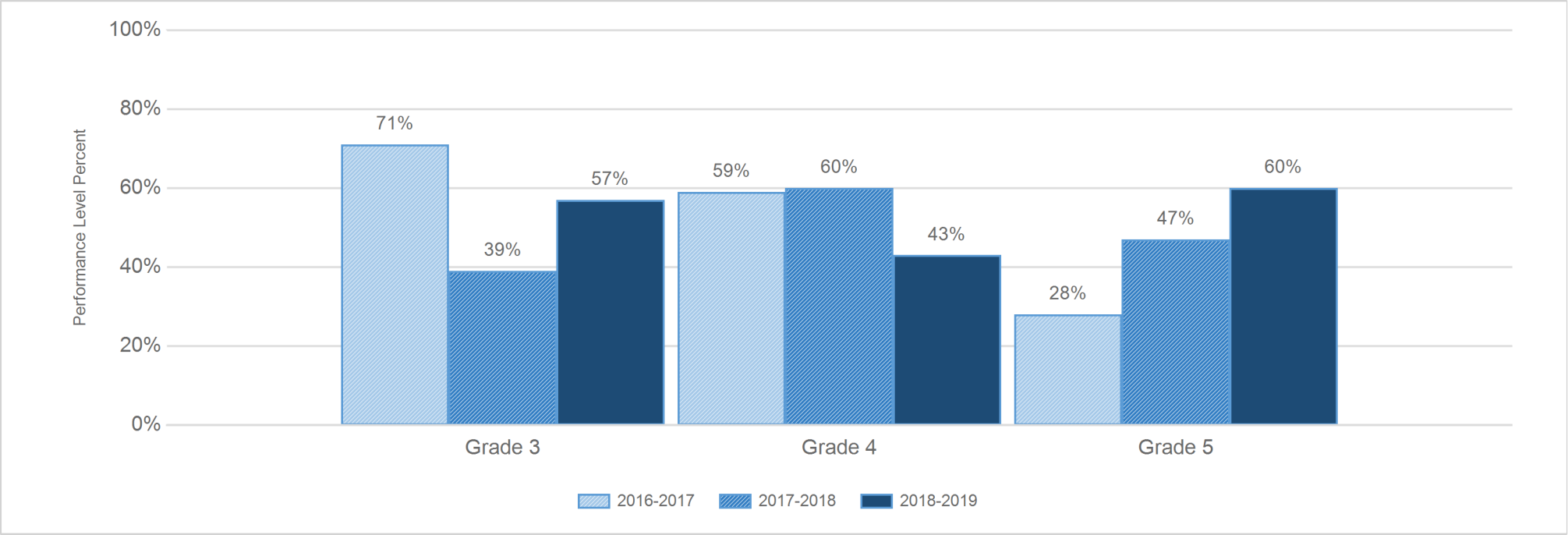


Thomas A. Edison Elementary School
(07-1890-060)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	746	755	752	*	*	*	57%	0%	57%	55%
White	17	751	758	760	*	*	*	59%	0%	59%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	10	749	*	751	*	*	*	*	*	50%	54%
Male	13	743	*	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	*	*	733	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	758	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	731	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	761	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	23	746	*	754	*	*	*	57%	0%	57%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	745	748	749	*	*	*	*	*	43%	51%
White	19	744	751	757	*	*	*	*	*	42%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	754	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	10	745	747	749	*	*	*	*	*	50%	50%
Male	11	746	749	749	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	*	*	733	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	752	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	754	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	21	745	*	751	*	*	*	*	*	43%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	20	746	751	747	*	*	*	*	*	60%	47%
White	*	*	753	755	*	*	*	*	*	*	58%
Hispanic	N	N	739	735	N	N	N	N	N	N	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	*	*	748	747	*	*	*	*	*	*	47%
Male	*	*	755	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	20	746	*	749	*	*	*	*	*	60%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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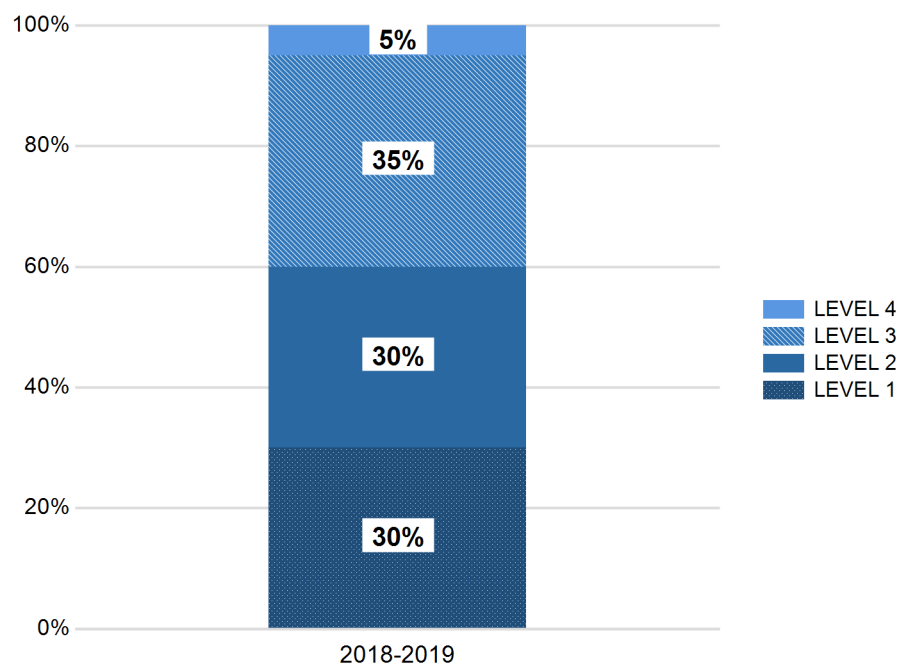
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	30	35	5
White	*	*	*	*
Hispanic	N	N	N	N
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	30	30	35	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

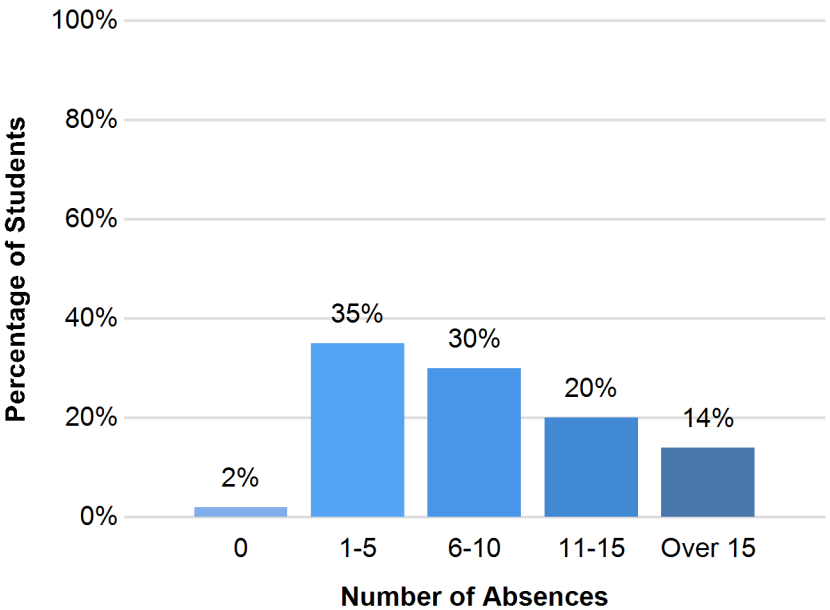
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	5	4.1	8.9	Met
White	4	4.0	8.9	Met
Hispanic	0	0	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	3	5.2		
Male	2	3.1		
Economically Disadvantaged Students	3	15.0	8.9	Not Met
Students with Disabilities	2	12.5	**	**
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





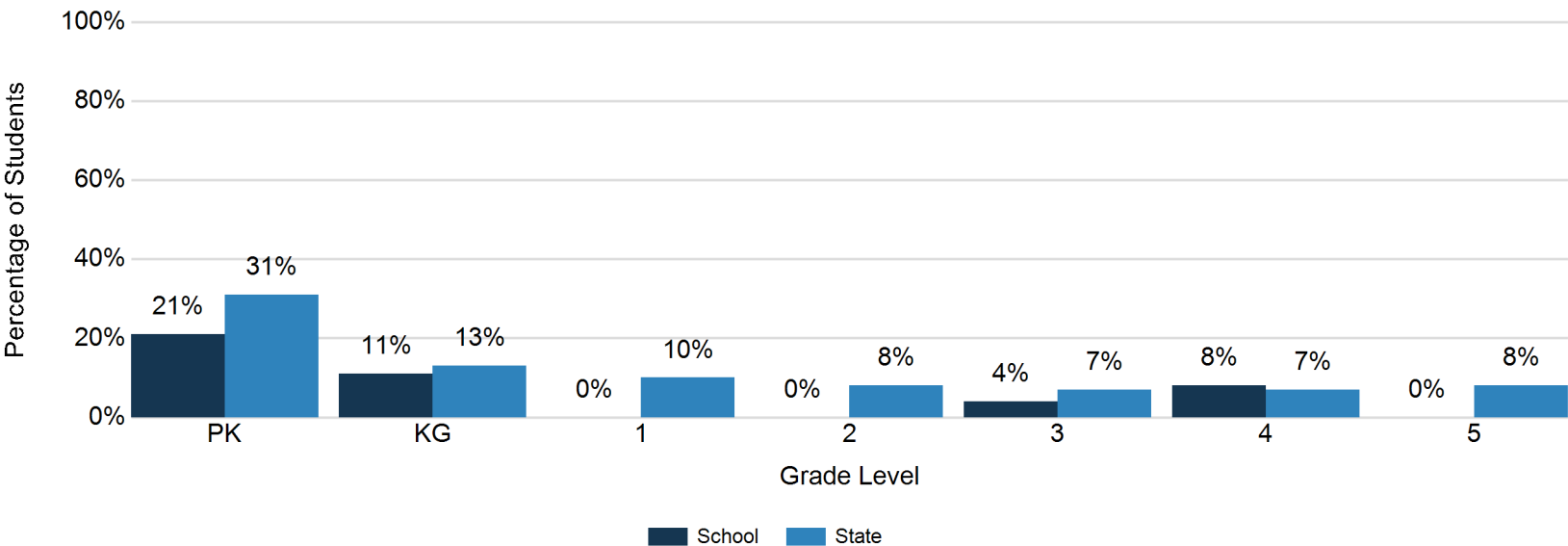
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Chronic Absenteeism by Grade

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





Thomas A. Edison Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

**Thomas A. Edison Elementary School**

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	16	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	6.4	10.8
Percentage of Teachers with 4 or more years experience in the district	50.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	153:1	129:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	6.3%	0.0%	51.6%	22.9%	45.1%
White	81.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

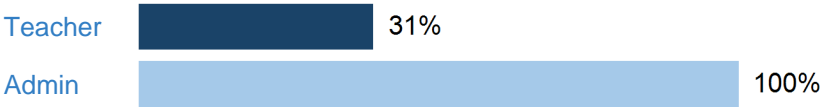
Teachers and Administrators - Level of Education

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

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%



Thomas A. Edison Elementary School
(07-1890-060)
Grades Offered: PK-05
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



Thomas A. Edison Elementary School

(07-1890-060)

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2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.5%	54.8%	63.5%
Math Proficiency	53.5%	48.4%	54.0%
ELA Growth	35	35	56
Math Growth	44	39	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	7.6%	5.1%	4.1%

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



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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none">• The curriculum includes Math in Focus, a balanced literacy approach featuring exposure to rich stories, text, and literature, and using the Next Generation Science Standards to apply scientific princi• Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5, classroom iPads for grades K-2 and a computer lab for all students.• An inclusive character education program is an integral part of the daily learning experiences for every student as the school recognizes the positive contributions of every student multiple times thr
 <div>Mission, Vision, Theme:</div>	<p>Edison Elementary School establishes excellence in teaching and learning, empowering our students to attain the knowledge, values, and skills identified in the New Jersey Student Learning Standards. Our students grow in their understanding of how, why, when, and where to use these skills, while also developing the ability to successfully collaborate and problem-solve with others as responsible 21st century citizens.</p>





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 <div>Courses, Curriculum, Instruction:</div>	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
 <div>Clubs and Activities:</div>	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.





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<div>  <div>Before and After School Programs:</div> </div>	<p>Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and teaches effective use of technology. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>






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 <div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided to our students with special needs including Occupational Therapy, Physical Therapy, and Speech Therapy.</p>
 <div>Student Health and Wellness:</div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students while Kindergarten students receive 20 minutes of daily recess and monthly health lessons from the school nurse.. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
 <div>Parent and Community Involvement:</div>	<p>Our school has a vibrant PTA, which supports the school library, provides an annual Living History experience for students, and organizes both school and book fairs. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>



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Facilities:	A true neighborhood school in a walking district, the building was recently updated to include construction of a new nurse's office and two new sets of bathroom facilities. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.
School Safety:	A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.





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 <div>Technology and STEM:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities.</p>
 <div>Early Childhood Education:</div>	<p>Edison houses a tuition-based preschool program for three and four year olds residing in the district. The program utilizes Creative Curriculum, which emphasizes learning through play and hands-on experiences.</p>




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<div>Other Information</div>	Edison Elementary School offers developmentally appropriate technological applications to allow students to collaborate with peers and share their work with parents and guardians.
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Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Mr. Don Pullano
Address	625 RHOADS AVENUE HADDONFIELD, NJ 08033
Phone Number	856-869-7730
Email Address	dpullano@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/vansciver_htsd



Van Sciver Elementary School

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	24	24	27
KG	47	30	39
1	54	50	43
2	52	52	48
3	56	48	55
4	58	59	59
5	63	60	61
Total	354	323	332

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	48.0%	46.7%
Male	50.8%	52.0%	53.3%
Economically Disadvantaged Students	20.9%	18.9%	18.7%
Students with Disabilities	22.6%	23.5%	25.0%
English Learners	4.8%	5.3%	4.2%
Homeless Students	0.3%	0.3%	0.3%
Students in Foster Care	0.6%	0.6%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.3%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.0%	76.5%	74.7%
Hispanic	12.1%	10.5%	12.7%
Black or African American	1.7%	2.8%	3.9%
Asian	6.5%	6.2%	6.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.4%	3.7%	2.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	24	24	27
PK - Full Day	0	0	0
KG - Half Day	47	30	39
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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	90.4%
Spanish	3.6%
Other Languages	6.0%



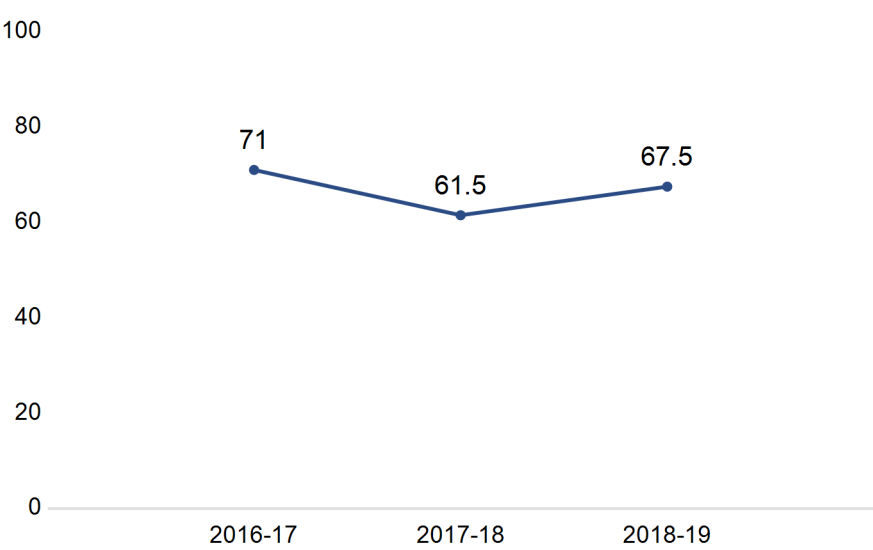
Van Sciver Elementary School
 (07-1890-100)
 Grades Offered: PK-05
 2018-2019

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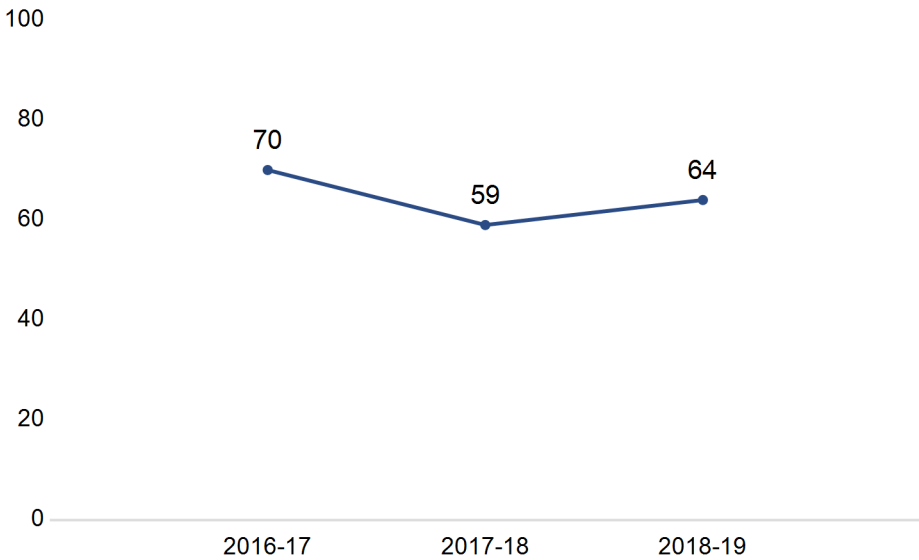
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	71	61.5	67.5	70	59	64
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Van Sciver Elementary School

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	67.5	51.5	50	Exceeds Standard	64	56	50	Exceeds Standard
White	69	52	50	Exceeds Standard	65.5	56	52	Exceeds Standard
Hispanic	77.5	61	49	**	56	55.5	47	**
Black or African American	*	31	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	45	59	**	*	46	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	41	49	**	*	54	52	**
Female	74	50.5	53	N	64	53.5	50	N
Male	63	52	47	N	64	58	51	N
Economically Disadvantaged Students	68.5	52	48	Exceeds Standard	55	52	46	Met Standard
Students with Disabilities	41.5	46	43	Met Standard	41	50.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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Grades Offered: PK-05
2018-2019

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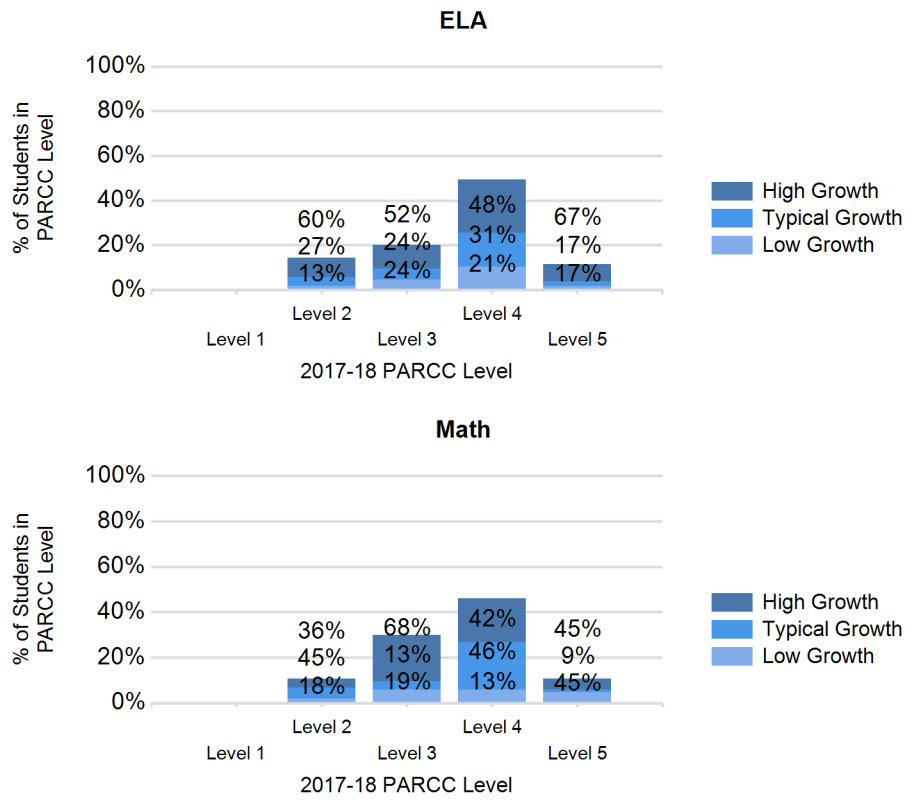
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

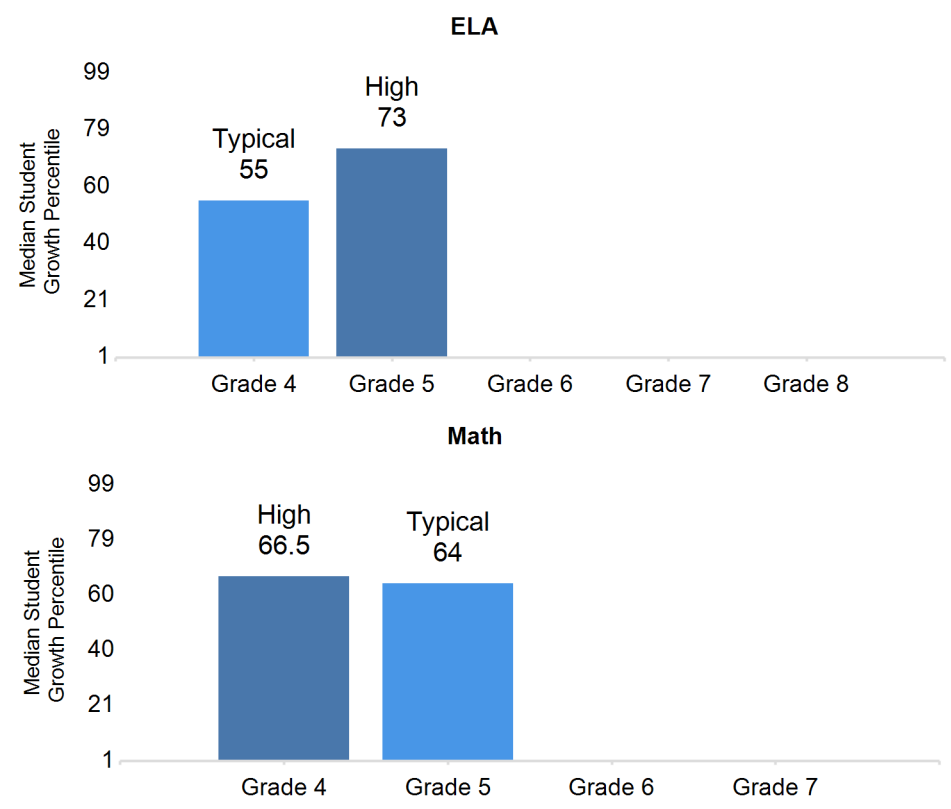
Student Growth by Performance Level

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



Student Growth by Grade

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



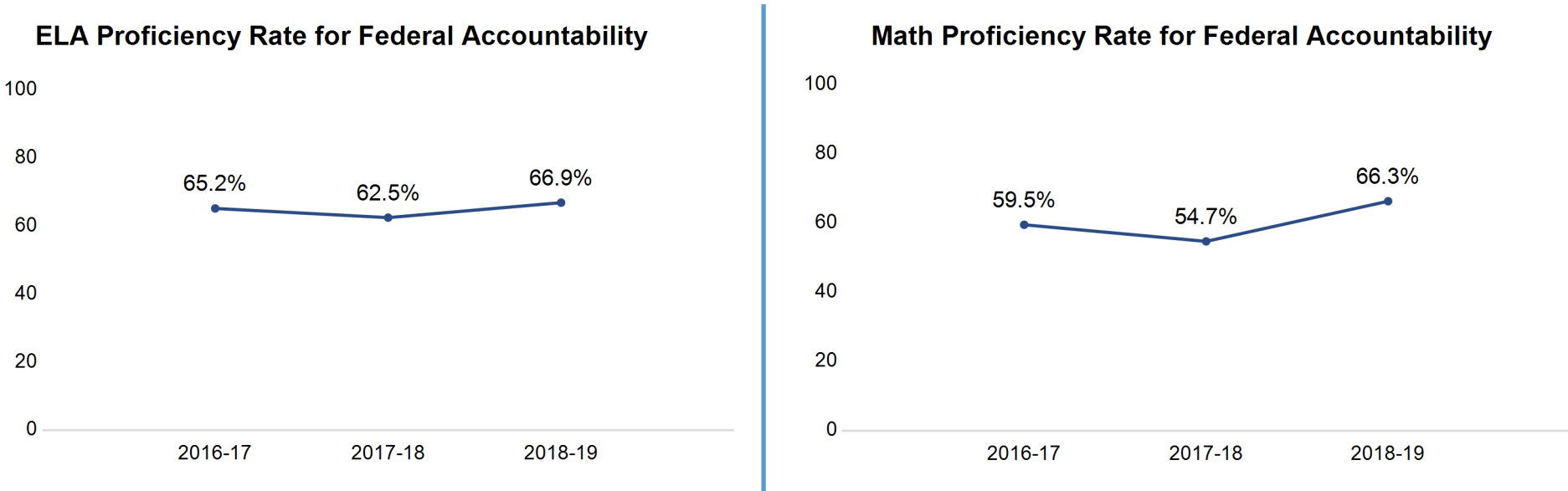


Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
2018-2019

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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	98.2%	97.1%	96.6%	98.2%	97.1%
Proficiency Rate for Federal Accountability	65.2%	62.5%	66.9%	59.5%	54.7%	66.3%
Annual Target	55.6%	56.9%	58.2%	50.3%	51.8%	53.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Van Sciver Elementary School

(07-1890-100)

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	163	97.1	66.9	62.2	57.9	66.9	58.2	Met Target
White	125	96.2	72.8	66.0	66.9	72.8	62.5	Met Target
Hispanic	16	100.0	50.0	45.7	43.9	50.0	**	**
Black or African American	*	*	*	32.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.0	60.0	82.9	60.0	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	42.9	64.4	*	**	**
Female	81	98.8	71.6	70.1	64.8	71.6		
Male	82	95.5	62.2	54.3	51.3	62.2		
Economically Disadvantaged Students	31	97.1	45.2	37.8	40.0	45.2	30.4	Met Target
Non-Economically Disadvantaged Students	132	97.1	72.0	66.2	67.9	72.0		
Students with Disabilities	36	92.5	25.0	*	22.7	24.3	34.4	Met Target†
Students without Disabilities	127	98.5	78.7	*	65.1	78.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

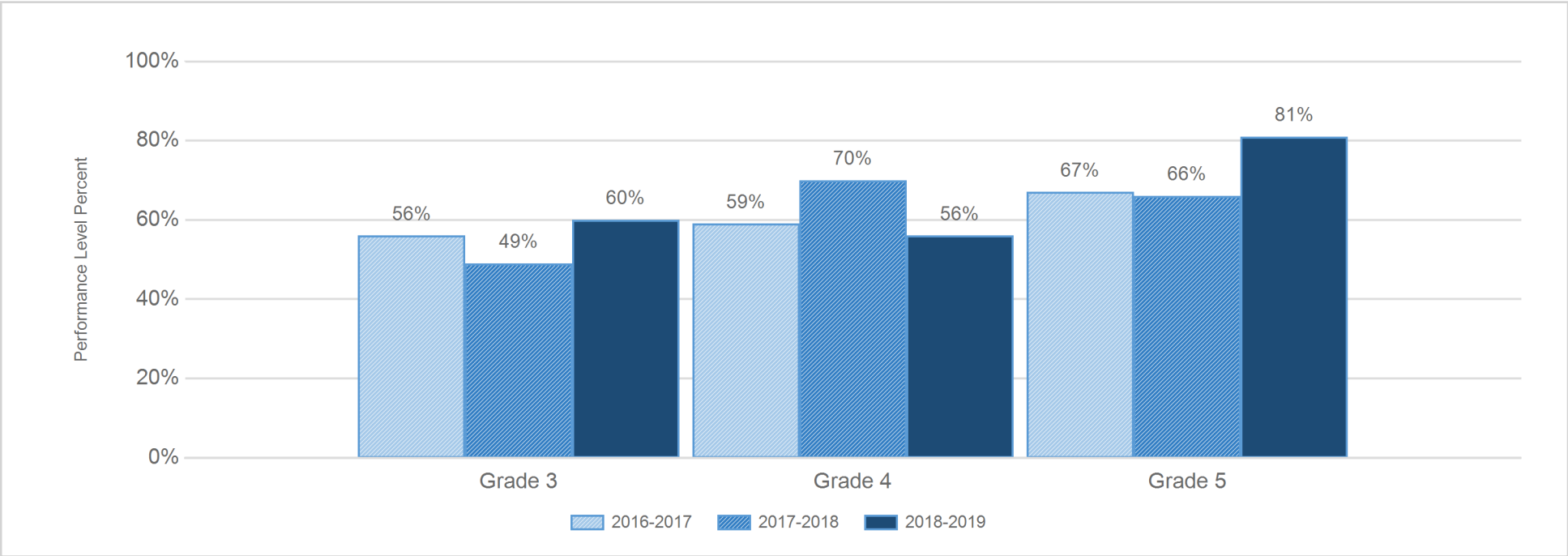


Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance Trends

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





Van Sciver Elementary School

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Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	754	755	748	*	*	21%	*	*	60%	50%
White	42	759	*	757	*	*	*	*	*	67%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	27	761	*	753	*	*	*	*	*	67%	55%
Male	25	746	*	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	*	*	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	758	759	*	*	*	*	*	*	61%
Students with Disabilities	12	716	728	719	*	*	*	*	*	17%	24%
Students without Disabilities	40	765	762	754	*	*	*	*	*	73%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	52	754	*	751	*	*	21%	*	*	60%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Van Sciver Elementary School

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	756	756	755	*	*	31%	*	*	56%	57%
White	35	763	758	763	*	*	29%	*	*	63%	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	745	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	21	763	762	760	*	*	*	*	*	67%	62%
Male	33	752	750	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	16	746	740	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	38	761	760	765	*	*	*	*	*	63%	69%
Students with Disabilities	14	737	736	725	*	*	*	*	*	29%	25%
Students without Disabilities	40	763	760	761	*	*	*	*	*	65%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	777	763	756	*	*	*	61%	20%	81%	58%
White	48	782	765	764	0%	*	*	60%	25%	85%	68%
Hispanic	*	*	763	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	33	777	765	761	*	*	*	*	*	79%	64%
Male	26	776	761	750	*	*	*	*	*	85%	52%
Economically Disadvantaged Students	*	*	743	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	766	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	737	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	163	97.1	66.3	47.1	44.5	66.3	53.4	Met Target
White	125	96.2	73.6	50.2	54.1	73.6	59.3	Met Target
Hispanic	16	100.0	25.0	25.6	28.8	25.0	**	**
Black or African American	*	*	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	64.1	76.5	90.0	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	47.6	53.3	*	**	**
Female	81	98.8	65.4	48.6	44.9	65.4		
Male	82	95.5	67.1	45.6	44.2	67.1		
Economically Disadvantaged Students	31	97.1	48.4	26.3	26.3	48.4	30.4	Met Target
Non-Economically Disadvantaged Students	132	97.1	70.5	50.5	54.9	70.5		
Students with Disabilities	36	92.5	22.2	14.5	17.4	21.6	32.3	Met Target†
Students without Disabilities	127	98.5	78.7	54.6	50.0	78.7		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	47.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

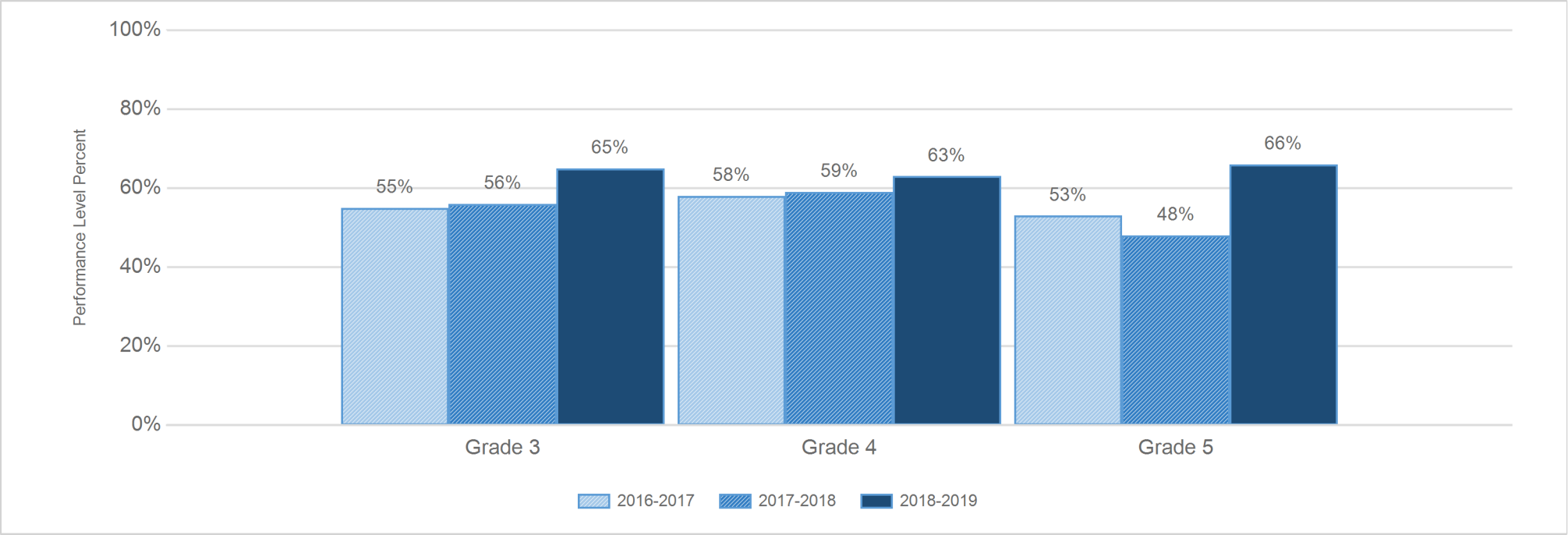


Van Sciver Elementary School
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 Grades Offered: PK-05
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	760	755	752	*	*	21%	*	*	65%	55%
White	42	765	758	760	0%	*	*	*	*	71%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	27	765	*	751	*	*	*	*	*	67%	54%
Male	25	755	*	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	*	*	733	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	758	761	*	*	*	*	*	*	67%
Students with Disabilities	12	736	731	731	*	*	*	*	*	25%	31%
Students without Disabilities	40	767	761	756	*	*	*	*	*	78%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	52	760	*	754	*	*	21%	*	*	65%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	752	748	749	*	*	19%	*	*	63%	51%
White	35	758	751	757	*	*	*	*	*	71%	62%
Hispanic	*	*	727	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	754	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	21	754	747	749	*	*	*	*	*	67%	50%
Male	33	750	749	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	16	744	733	734	*	*	*	*	*	56%	32%
Non-Economically Disadvantaged Students	38	755	752	759	*	*	*	*	*	66%	63%
Students with Disabilities	14	723	721	726	*	*	*	*	*	14%	25%
Students without Disabilities	40	762	754	754	*	*	*	*	*	80%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	758	751	747	*	*	22%	*	*	66%	47%
White	48	763	753	755	*	*	*	*	*	77%	58%
Hispanic	*	*	739	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	33	753	748	747	*	*	*	*	*	61%	47%
Male	26	765	755	747	*	*	*	*	*	73%	47%
Economically Disadvantaged Students	*	*	736	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	724	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Van Sciver Elementary School

(07-1890-100)

Grades Offered: PK-05

2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Van Sciver Elementary School

(07-1890-100)

Grades Offered: PK-05

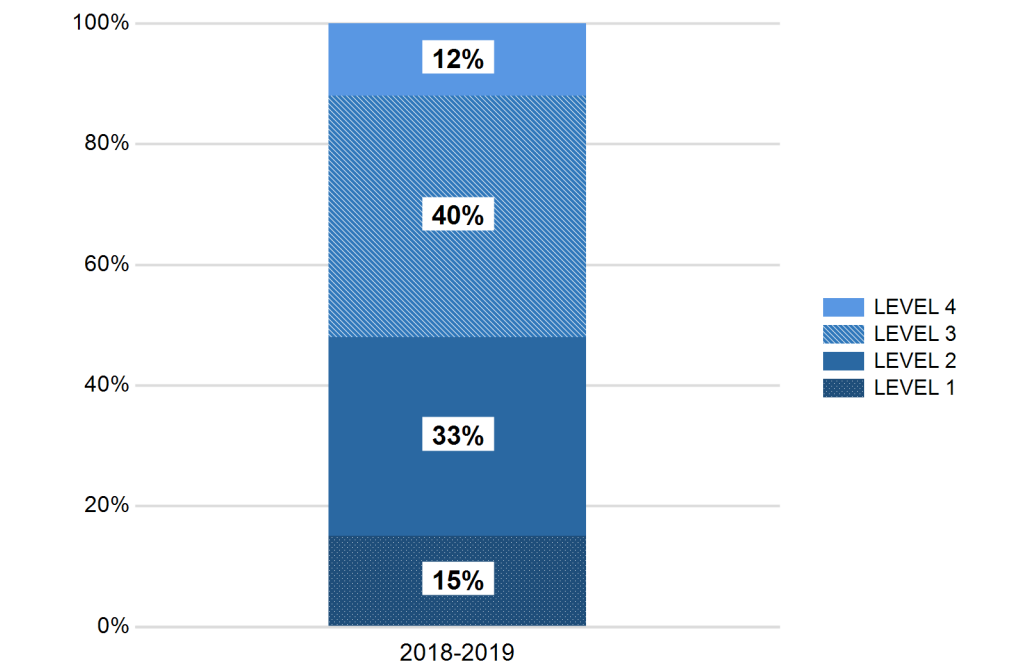
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	15	33	40	12
White	12	27	47	14
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	39	36	9
Male	15	26	44	15
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

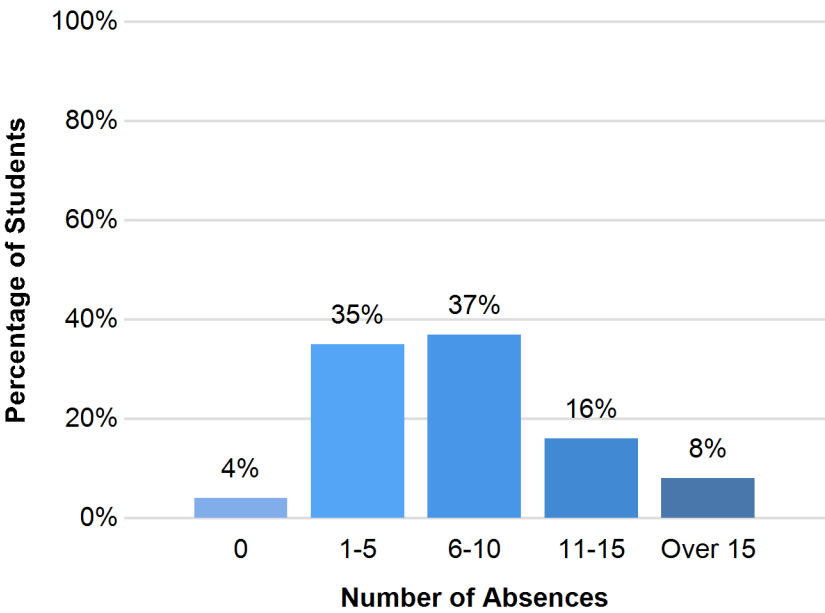
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average (“Not Met”) or less than or equal to the state average (“Met”).

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	5.6	8.9	Met
White	11	5.1	8.9	Met
Hispanic	3	9.7	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	5.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	6	4.3		
Male	10	6.8		
Economically Disadvantaged Students	4	7.7	8.9	Met
Students with Disabilities	7	13.7	8.9	Not Met
English Learners	2	15.4	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





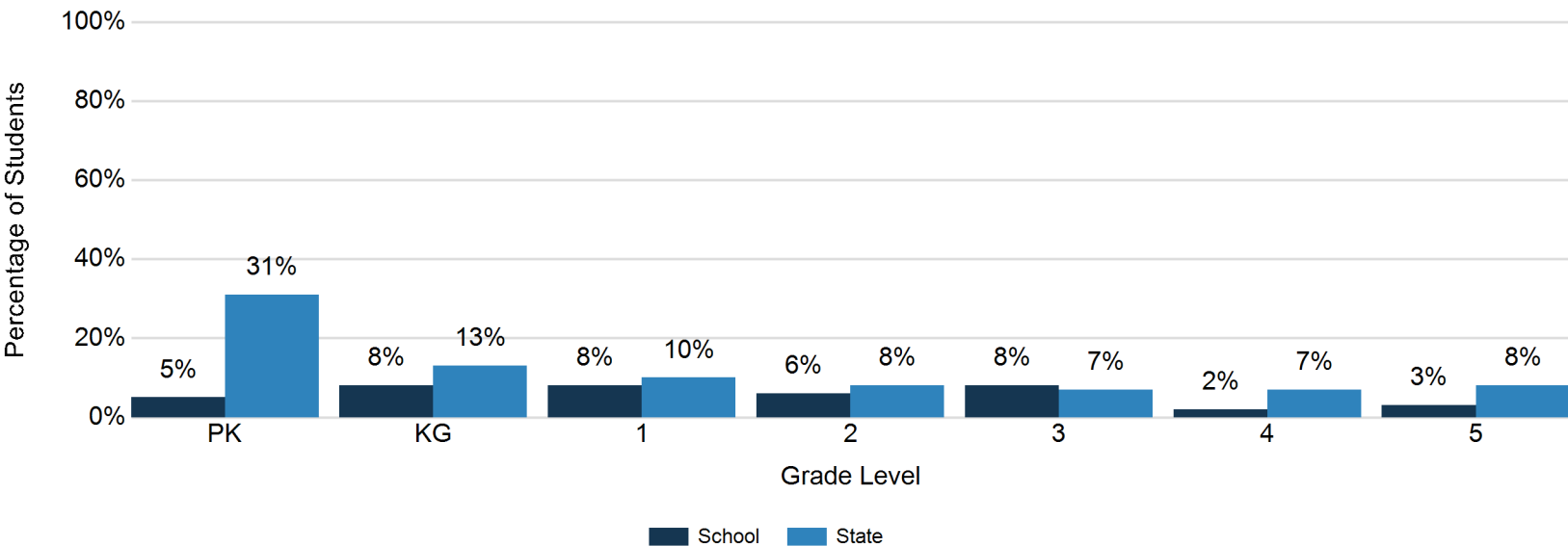
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	7.2	10.8
Percentage of Teachers with 4 or more years experience in the district	43.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	332:1	129:1
Teachers to Administrators	38:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	94.7%	0.0%	48.4%	77.1%	54.9%
Male	53.3%	5.3%	100.0%	51.6%	22.9%	45.1%
White	74.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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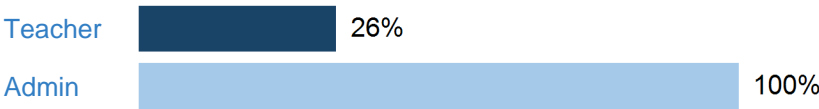
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.2%	62.5%	66.9%
Math Proficiency	59.5%	54.7%	66.3%
ELA Growth	71	62	68
Math Growth	70	59	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	60.0%
Chronic Absenteeism	11.8%	9.4%	5.6%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> • The curriculum includes Math in Focus, a balanced literacy approach, and using Next Generation Science Standards. • Technology is a part of each school day, with a 1:1 iPad initiative for students in grades 3-5. • A character education program is an integral part of the daily learning experiences for every student.
 <div>Mission, Vision, Theme:</div>	<p>The mission of the Haddon Township School Community is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>



Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	In order to meet the highest expectations, our comprehensive curriculum provides for rich, authentic, and inquiry-based learning experiences for all students. We create a nurturing, stimulating, and academically challenging environment that ensures we meet the individual needs of our students.
Clubs and Activities:	In order to fully engage our students, we provide opportunities to participate in Student Council in grades 4-5; instrumental music lessons in grades 4 and 5; chorus, band and orchestra in grades 4 and 5; a Student Ambassadors program in grade 5; and a rich, PTA-supported cultural arts program.





Van Sciver Elementary School
(07-1890-100)
Grades Offered: PK-05
2018-2019

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School Narrative

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 <div>Before and After School Programs:</div>	Before and after school care is available through our locally developed School Aged Child Care (SACC) program. In addition, wrap-around care is available for Kindergarten students. SACC also runs a highly successful summer recreation program for students in grades K-5.
 <div>Staff and Professional Learning:</div>	Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; meets the needs of 21st century learners; and focuses on research-based best practices for instruction and assessment. In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.



Van Sciver Elementary School
 (07-1890-100)
 Grades Offered: PK-05
 2018-2019

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School Narrative

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<div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Leveled Literacy Intervention is provided in grades K-5 for those struggling to acquire literacy skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services in the least restrictive environment is also provided to our students with special needs.</p>
<div>Student Health and Wellness:</div>	<p>Student health and wellness services are provided, and the school nurse completes annual screenings for each student. Students in grades 1-5 participate in weekly physical education and health lessons, while Kindergarten students receive 20 minutes of daily recess and monthly health lessons from the school nurse. In addition, a daily recess period is provided in grades 1-5 as part of the lunch program. Finally, the school offers a daily breakfast program.</p>
<div>Parent and Community Involvement:</div>	<p>Our school has a vibrant PTA, which supports the school library and organizes both school and book fairs. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning. A district-wide Parent Advisory Group meets throughout the year to gain input from parents of students with special needs. Teacher, school, and district websites are available for parent reference, providing information about events. Weekly e-blasts are sent to parents and guardians to keep them informed about school activities.</p>





Van Sciver Elementary School
 (07-1890-100)
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 <div>Facilities:</div>	<p>The building was recently updated to include a state of the art all-purpose room, two new classrooms, library, art room, bathroom facilities, and a main office suite including a nurse's office. Renovations also included new floors, interior doors, lighting, speaker system, and HVAC system. New exterior doors, as well as security cameras, provide for an updated, secure entrance.</p>
 <div>School Safety:</div>	<p>A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.</p>





Van Sciver Elementary School
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 <div>Technology and STEM:</div>	<p>We are proud that our students in grades 3-5 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities.</p>
 <div>Early Childhood Education:</div>	<p>Van Sciver houses a tuition-based preschool program for three and four year olds residing in the district. The program utilizes Creative Curriculum, which emphasizes learning through play and hands-on experiences.</p>




Van Sciver Elementary School
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 <div>Other Information</div>	Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community, with text and email alerts available.
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William G. Rohrer Middle School
(07-1890-110)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



William G. Rohrer Middle School
(07-1890-110)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Camden
District	Haddon Township School District
Principal Name	Dr. Patricia Schwab
Address	101 MACARTHUR BOULEVARD WESTMONT, NJ 08108
Phone Number	856-869-7770
Email Address	pschwab@htsd.us
Website	http://haddontwpschools.com
Twitter	http://twitter.com/rms_htsd



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	163	143	153
7	146	165	149
8	174	147	169
Total	483	455	471

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.2%	49.5%	52.0%
Male	53.8%	50.5%	48.0%
Economically Disadvantaged Students	16.4%	14.7%	16.3%
Students with Disabilities	20.7%	20.0%	17.4%
English Learners	0.6%	0.4%	1.5%
Homeless Students	0.4%	0.4%	0.4%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.4%	81.5%	77.9%
Hispanic	11.2%	11.2%	11.5%
Black or African American	1.2%	1.3%	3.6%
Asian	3.5%	3.7%	3.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.5%	2.0%	3.4%

Enrollment by Home Language

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

Home Language	% of Students
English	94.9%
Spanish	2.5%
Other Languages	2.5%



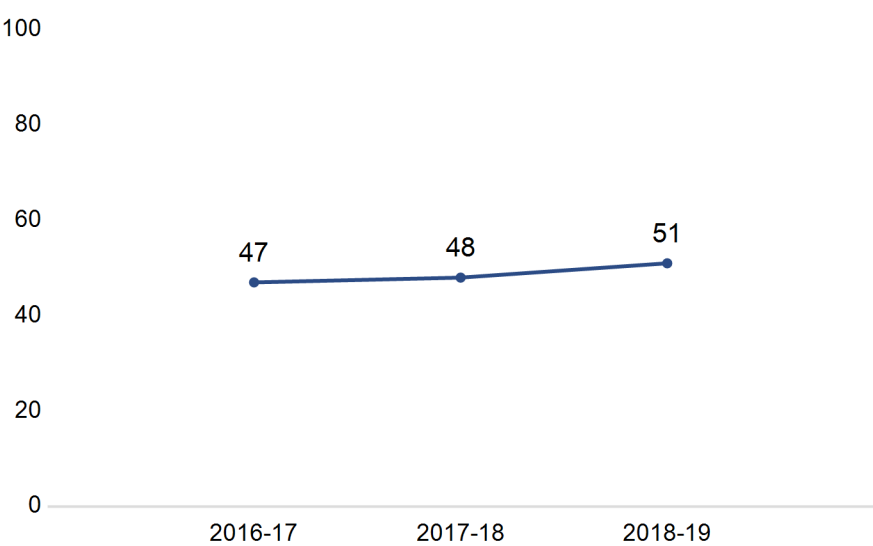
William G. Rohrer Middle School
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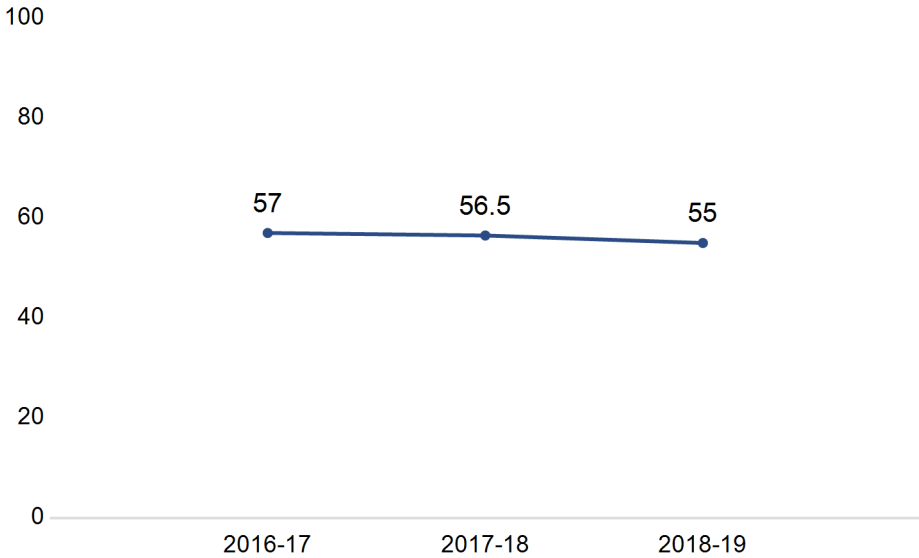
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	48	51	57	56.5	55
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	51	51.5	50	Met Standard	55	56	50	Met Standard
White	52	52	50	Met Standard	55.5	56	52	Met Standard
Hispanic	54	61	49	Met Standard	68	55.5	47	Exceeds Standard
Black or African American	28	31	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	47	45	59	**	74.5	46	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	41.5	41	49	**	43.5	54	52	**
Female	52.5	50.5	53	N	53	53.5	50	N
Male	49	52	47	N	56	58	51	N
Economically Disadvantaged Students	54	52	48	Met Standard	66.5	52	46	Exceeds Standard
Students with Disabilities	48.5	46	43	Met Standard	53	50.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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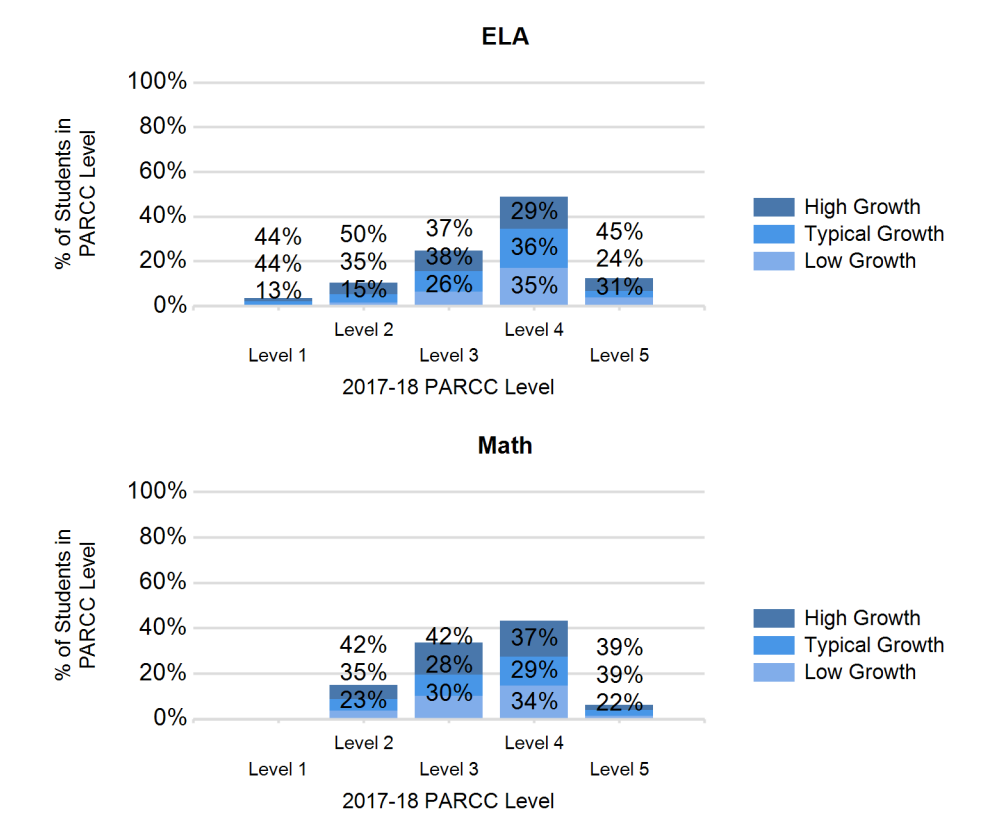
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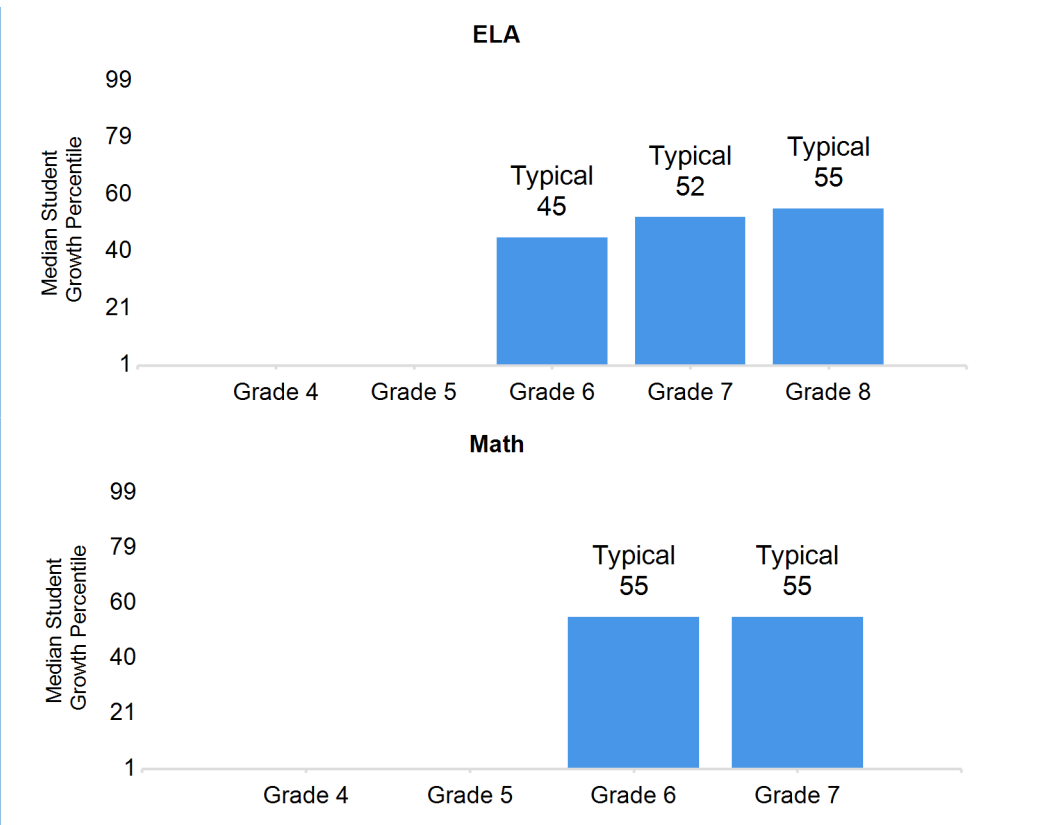
Student Growth by Performance Level

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



Student Growth by Grade

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



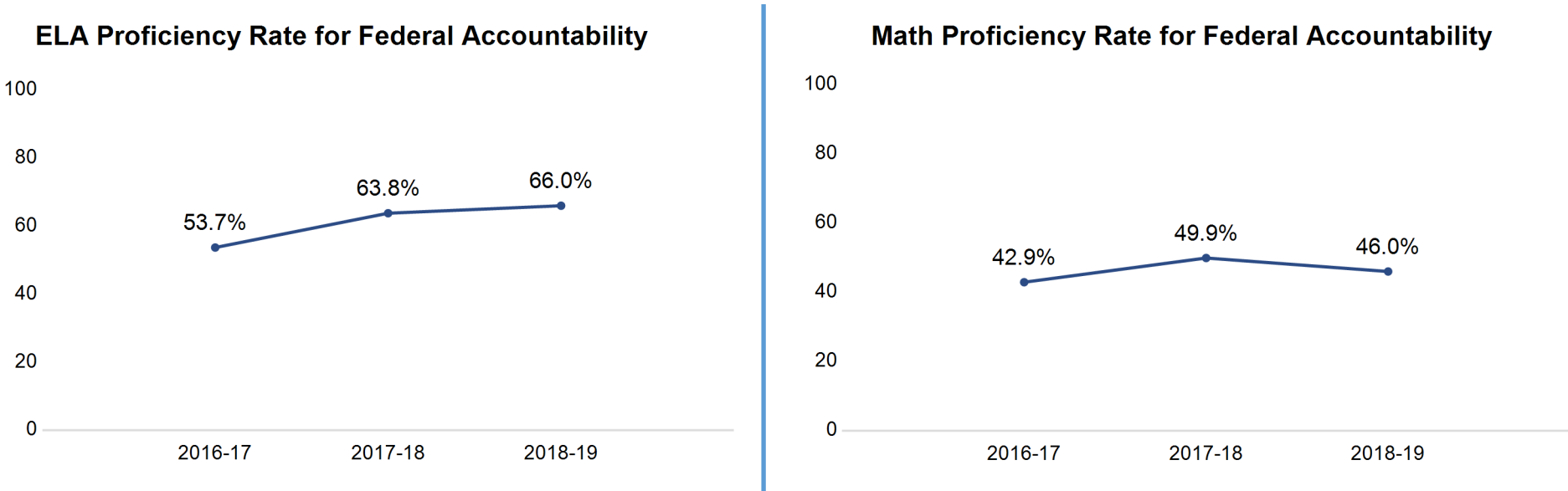


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.5%	95.0%	97.7%	92.7%	95.1%	97.7%
Proficiency Rate for Federal Accountability	53.7%	63.8%	66.0%	42.9%	49.9%	46.0%
Annual Target	39.9%	42.0%	44.1%	31.4%	33.9%	36.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	453	97.7	66.0	62.2	57.9	66.0	44.1	Met Target
White	358	97.0	70.7	66.0	66.9	70.7	45	Met Target
Hispanic	49	100.0	49.0	45.7	43.9	49.0	34.4	Met Target
Black or African American	13	100.0	38.5	32.4	38.5	38.5	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.7	60.0	82.9	64.7	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	16	100.0	37.5	42.9	64.4	37.5	**	**
Female	227	96.7	72.2	70.1	64.8	72.2		
Male	226	98.7	59.7	54.3	51.3	59.7		
Economically Disadvantaged Students	62	97.0	37.1	37.8	40.0	37.1	26.5	Met Target
Non-Economically Disadvantaged Students	391	97.8	70.6	66.2	67.9	70.6		
Students with Disabilities	88	95.8	27.3	*	22.7	27.3	21	Met Target
Students without Disabilities	365	98.1	75.3	*	65.1	75.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

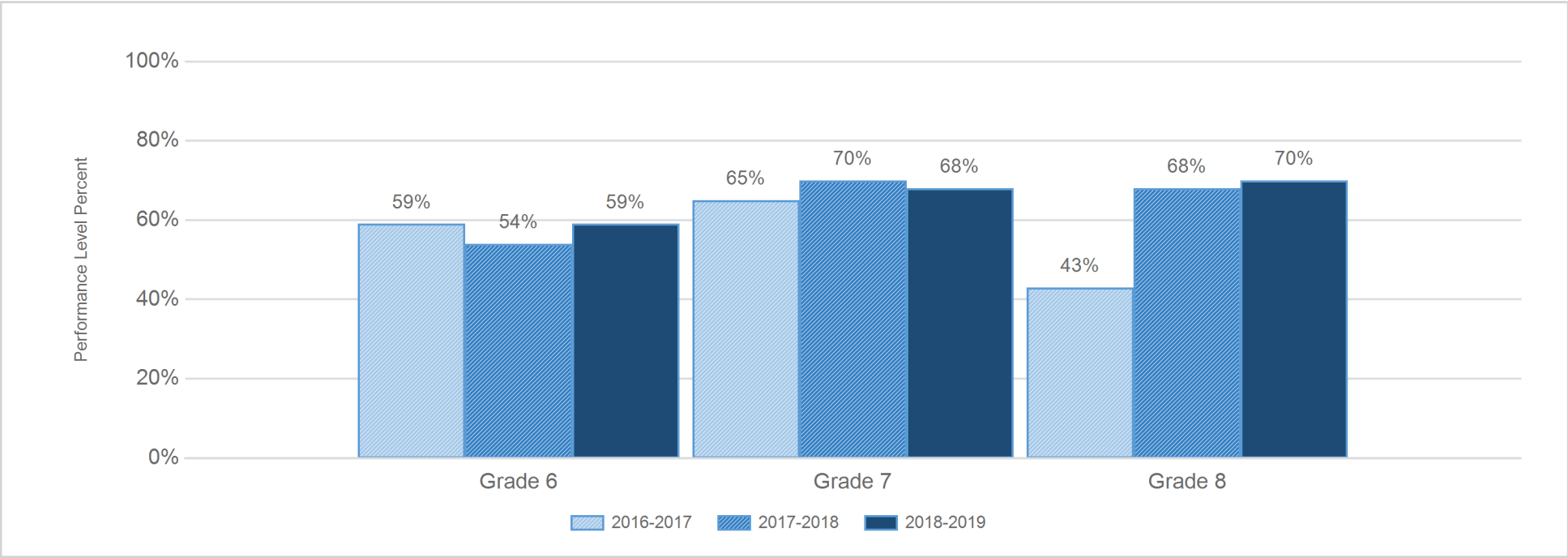


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	755	755	754	*	*	34%	*	*	59%	56%
White	113	759	759	762	0%	*	35%	*	*	62%	65%
Hispanic	20	746	746	743	*	*	*	*	*	45%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	78	761	761	762	*	*	31%	*	*	65%	64%
Male	73	750	750	748	*	*	37%	*	*	52%	48%
Economically Disadvantaged Students	23	741	741	740	*	*	43%	*	*	35%	39%
Non-Economically Disadvantaged Students	128	758	758	763	*	*	32%	*	*	63%	67%
Students with Disabilities	27	734	734	722	*	*	52%	*	*	22%	19%
Students without Disabilities	124	760	760	761	*	*	30%	*	*	67%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	759	759	761	*	*	24%	52%	15%	68%	63%
White	118	762	762	769	*	*	19%	57%	18%	75%	72%
Hispanic	12	749	749	747	*	*	*	*	*	50%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	80	765	765	769	*	*	21%	*	*	74%	71%
Male	65	751	751	753	*	*	28%	*	*	60%	55%
Economically Disadvantaged Students	19	733	733	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	126	762	762	771	*	*	*	*	*	73%	73%
Students with Disabilities	28	730	730	720	*	*	43%	*	*	29%	22%
Students without Disabilities	117	766	766	769	*	*	20%	*	*	77%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



William G. Rohrer Middle School
 (07-1890-110)
 Grades Offered: 06-08
 2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	768	768	762	*	*	17%	41%	29%	70%	63%
White	127	773	773	770	*	*	18%	43%	31%	75%	72%
Hispanic	18	753	753	747	0%	*	*	*	*	56%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	75	773	773	771	*	*	*	36%	37%	73%	71%
Male	87	764	764	753	*	*	*	45%	22%	67%	55%
Economically Disadvantaged Students	22	741	741	743	*	*	*	*	*	45%	45%
Non-Economically Disadvantaged Students	140	772	772	772	*	*	*	*	*	74%	72%
Students with Disabilities	34	732	732	721	*	*	*	*	*	29%	22%
Students without Disabilities	128	778	778	770	*	*	*	*	*	80%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



William G. Rohrer Middle School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	457	97.7	46.0	47.1	44.5	46.0	36.5	Met Target
White	358	97.0	49.4	50.2	54.1	49.4	36.7	Met Target
Hispanic	52	100.0	30.8	25.6	28.8	30.8	30.6	Met Target
Black or African American	14	100.0	*	12.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.7	64.1	76.5	64.7	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	16	100.0	*	47.6	53.3	*	**	**
Female	229	96.7	48.0	48.6	44.9	48.0		
Male	228	98.7	43.9	45.6	44.2	43.9		
Economically Disadvantaged Students	65	97.1	16.9	26.3	26.3	16.9	20.3	Met Target†
Non-Economically Disadvantaged Students	392	97.8	50.8	50.5	54.9	50.8		
Students with Disabilities	88	95.8	13.6	14.5	17.4	13.6	16.9	Met Target†
Students without Disabilities	369	98.2	53.7	54.6	50.0	53.7		
English Learners	*	*	*	20.0	25.0	*	**	**
Non-English Learners	*	*	*	47.5	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

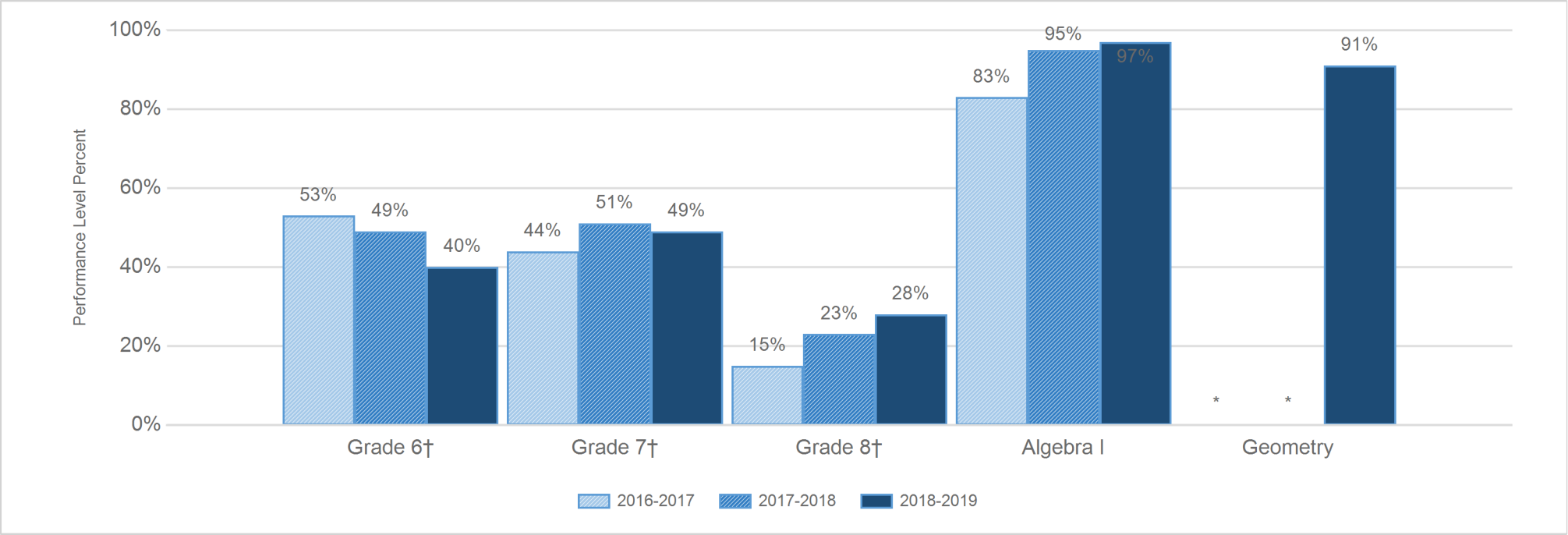


William G. Rohrer Middle School
(07-1890-110)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



William G. Rohrer Middle School
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	743	743	741	*	22%	33%	*	*	40%	41%
White	113	747	747	749	*	18%	37%	*	*	43%	51%
Hispanic	22	728	728	729	*	*	*	*	*	27%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	78	745	745	742	*	23%	27%	*	*	46%	42%
Male	75	740	740	740	*	21%	39%	*	*	33%	40%
Economically Disadvantaged Students	24	718	718	726	*	42%	*	*	*	13%	21%
Non-Economically Disadvantaged Students	129	748	748	750	*	19%	*	*	*	45%	53%
Students with Disabilities	27	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	126	749	749	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



William G. Rohrer Middle School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	750	750	744	*	10%	39%	*	*	49%	42%
White	118	753	753	751	*	*	37%	*	*	55%	53%
Hispanic	13	733	733	733	*	*	*	*	*	23%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	82	747	747	744	*	*	43%	*	*	44%	42%
Male	64	754	754	743	*	*	34%	*	*	56%	42%
Economically Disadvantaged Students	21	730	730	731	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	125	753	753	751	*	*	*	*	*	54%	53%
Students with Disabilities	28	730	730	718	*	*	*	*	*	21%	13%
Students without Disabilities	118	755	755	749	*	*	*	*	*	56%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



William G. Rohrer Middle School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	731	731	728	18%	20%	34%	28%	0%	28%	29%
White	87	734	734	737	13%	20%	39%	29%	0%	29%	38%
Hispanic	16	725	725	722	*	*	*	*	*	31%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	58	736	736	731	*	*	34%	36%	0%	36%	31%
Male	58	726	726	726	*	*	34%	19%	0%	19%	27%
Economically Disadvantaged Students	20	716	716	719	*	*	*	*	*	10%	20%
Non-Economically Disadvantaged Students	96	734	734	735	*	*	*	*	*	31%	36%
Students with Disabilities	32	709	709	707	*	*	*	*	*	13%	10%
Students without Disabilities	84	739	739	734	*	*	*	*	*	33%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



William G. Rohrer Middle School
(07-1890-110)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	784	746	744	0%	0%	*	*	*	97%	42%
White	32	784	750	752	0%	0%	*	*	*	97%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	15	787	749	745	0%	0%	*	*	*	100%	44%
Male	21	782	743	743	0%	0%	*	*	*	95%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	36	784	746	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	770	736	737	0%	0%	*	*	*	91%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	727	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	718	712	N	N	N	N	N	N	*
Students without Disabilities	11	770	740	741	0%	0%	*	*	*	91%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	11	770	736	738	0%	0%	*	*	*	91%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



William G. Rohrer Middle School
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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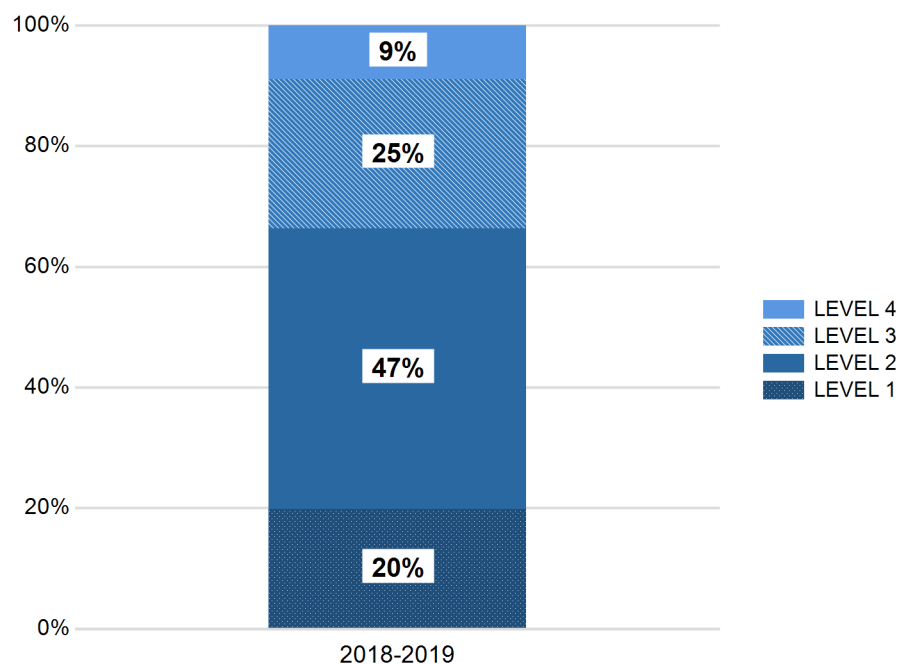
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	47	25	9
White	16	49	27	9
Hispanic	22	50	22	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	41	29	5
Male	16	52	21	11
Economically Disadvantaged Students	35	52	9	4
Non-Economically Disadvantaged Students	18	46	27	9
Students with Disabilities	44	32	15	9
Students without Disabilities	14	50	27	9
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	155
7	1	0	148
8	37	10	128
Total	38	10	431

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	153	0	0	0	0	0	0
7	148	0	0	0	0	0	0
8	66	0	0	28	46	0	0
Total	367	0	0	28	46	0	0



William G. Rohrer Middle School
(07-1890-110)
Grades Offered: 06-08
2018-2019

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Visual and Performing Arts – Course Participation

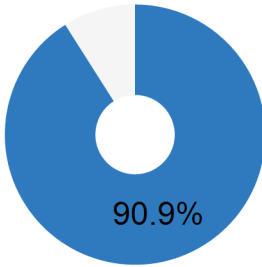
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

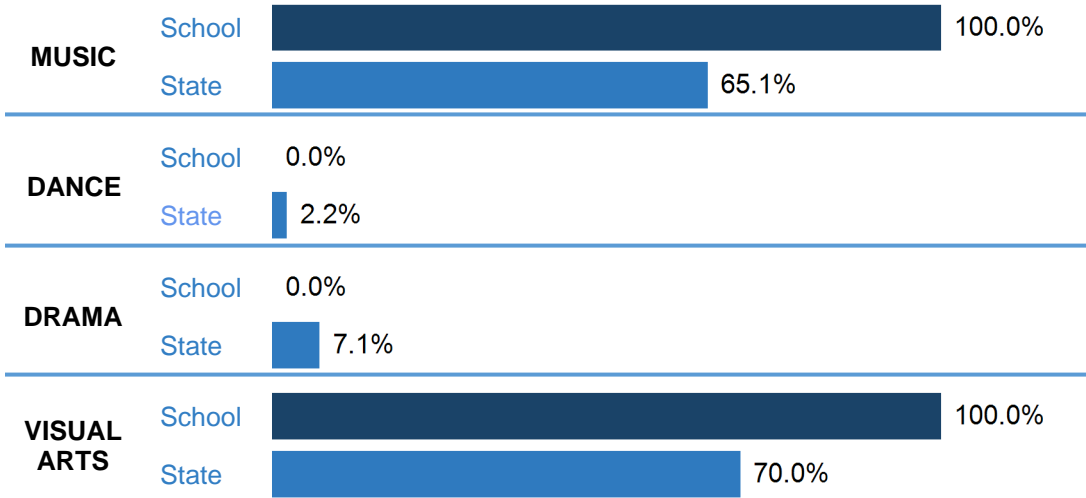


School



State

Students enrolled in one or more classes by discipline:





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

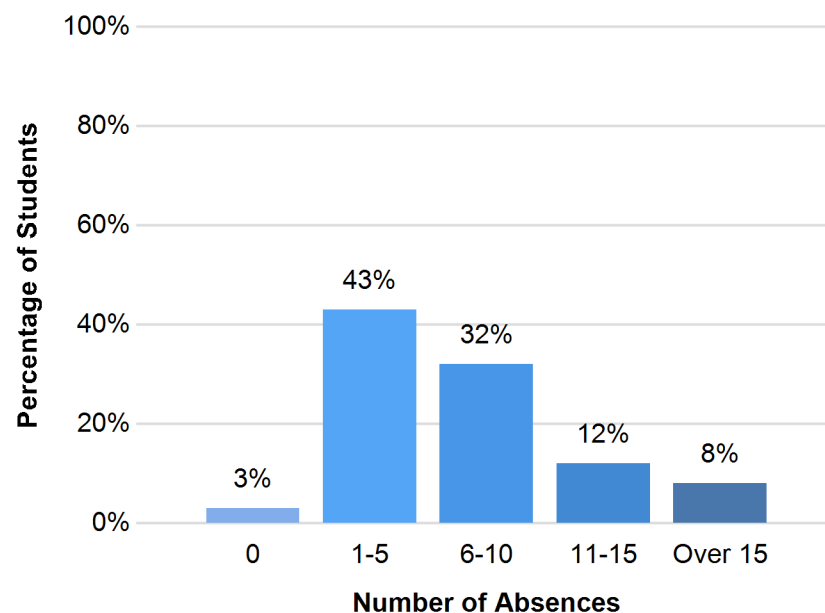
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	4.8	9.1	Met
White	14	3.7	9.1	Met
Hispanic	5	9.1	9.1	Met
Black or African American	3	15.8	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	6.3	**	**
Female	14	5.6		
Male	9	3.9		
Economically Disadvantaged Students	10	12.7	9.1	Not Met
Students with Disabilities	10	10.9	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





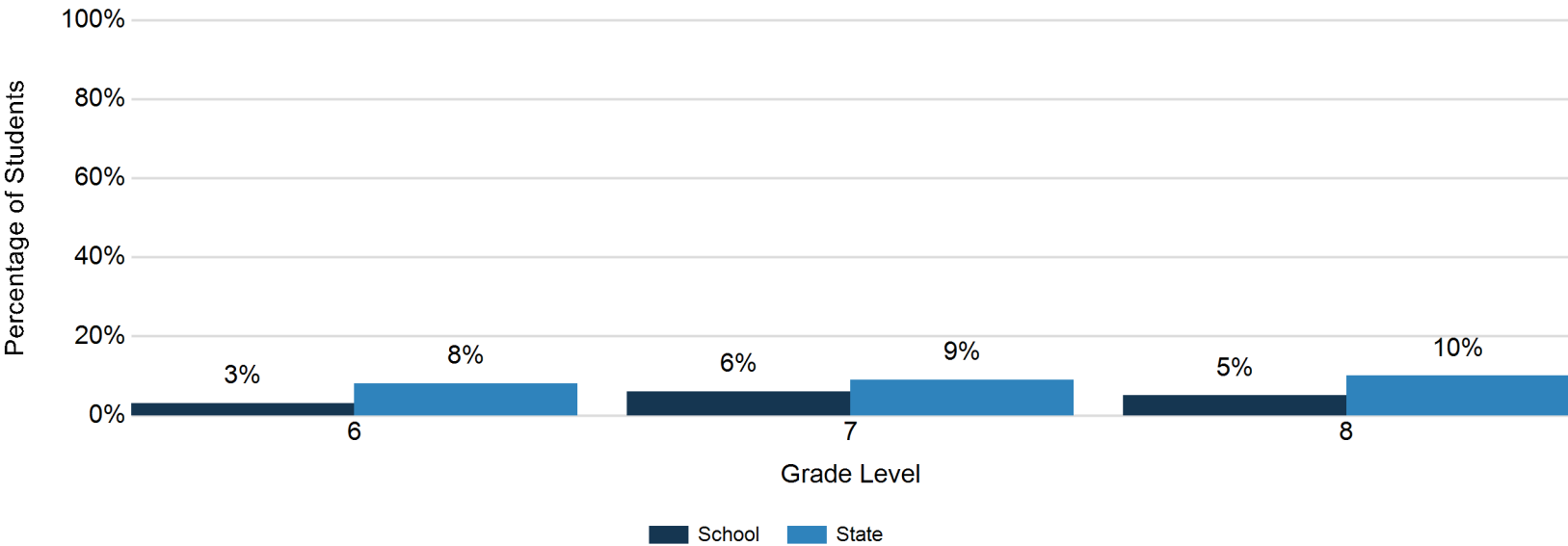
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	25	5.3%
Out-of-School Suspensions	0	0.0%
Any Suspension	25	5.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	63.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	8.4	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	236:1	129:1
Teachers to Administrators	23:1	10:1
Students to Librarians/Media Specialists		2062:1
Students to Nurses		412:1
Students to Counselors		295:1
Students to Child Study Team Members		258:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.0%	62.2%	50.0%	48.4%	77.1%	54.9%
Male	48.0%	37.8%	50.0%	51.6%	22.9%	45.1%
White	77.9%	95.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.5%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.2%	2.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.2%	90.5%
2017-18 Administrators: Same district 2018-19	93.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.7%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.7%	63.8%	66.0%
Math Proficiency	42.9%	49.9%	46.0%
ELA Growth	47	48	51
Math Growth	57	56	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.2%	6.9%	4.8%

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



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

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

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

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

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

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> • The curriculum includes Writer's Workshop and science aligned to the Next Generation Science Standards. • Technology is part of each school day, with all students utilizing 1:1 personal iPads. • An award-winning Advisory and community service program is interwoven throughout grades 6-8.
 <div>Mission, Vision, Theme:</div>	<p>The mission of the Haddon Township School Coomunity is to expand minds, cultivate problem-solvers, and inspire leaders who persevere in an evolving world.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p> The middle school provides students with a comprehensive, rigorous educational program. Our 8th grade students may select from four different world language classes. In addition, an accelerated math program is available that includes Algebra I and Geometry courses; a 6th and 7th grade exploratory program provides for a deeper exploration of each core content area; and an advisory program for all grades focuses on self-reflection and service learning. </p>
<div>  <div> Sports and Athletics: </div> </div>	<p> Sports Offered: Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys) </p> <p> We offer a broad array of sports activities. Our intramural sports include: bowling, broomball, tennis and volleyball. Our interscholastic sports include: field hockey, cross country, soccer, wrestling, basketball, and track. </p>
<div>  <div> Clubs and Activities: </div> </div>	<p> We offer a variety of activities and clubs including: Arts and Crafts Club, STEM Club, INKredible Literary Magazine, and Yearbook Club. In addition, students have the opportunity to volunteer as student abassadors to help aid the school community and overall misson. The school provides a wealth of opportunities in the performing arts which include: band, strings, chorus, jazz band, orchestra, a fall play, and spring musical. </p>





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<div>  <div>Before and After School Programs:</div> </div>	<p>Our School Aged Child Care (SACC) program runs a highly successful summer recreation experience for students in grades 6-8.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Each staff member participates in on-going, targeted professional development that supports growth in the knowledge of curriculum and instruction; effective and meaningful assessment; meets the needs of 21st century learners; and teaches effective use of technology . In addition, our paraprofessionals engage in inservice opportunities that support their growth as important members of our educational team.</p>






William G. Rohrer Middle School
 (07-1890-110)
 Grades Offered: 06-08
 2018-2019

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

School Narrative

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 <div>Student Supports and Services:</div>	<p>We provide a rich variety of supports to target the unique needs of our diverse learners. Intervention services are provided in grades 6 and 7 for those students who are struggling to acquire literacy and math skills. Non-English speaking students work daily with a specially certified teacher. A continuum of services is also provided for our students with special needs.</p>
 <div>Student Health and Wellness:</div>	<p>Health classes, physical education classes and an advisory program address the health and wellness of all students. In addition, student health services are provided through a school nurse, who also completes annual screenings and sports physicals. A breakfast program is open to all students.</p>
 <div>Parent and Community Involvement:</div>	<p>The Rohrer Middle School is actively engaged with parents and the community through a variety of avenues. Our PTA directly supports students, programs, and activities. The Haddon Township Education Foundation provides teacher grants to support specialized project-based learning.Our One Book One School program encourages conversations regarding literature among families and the community. An annual outreach program selected by students provides service and support for local causes. A parent portal is available through our website for parental access to grades and announcements.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The Rohrer Middle School uses school climate survey data to gauge stakeholder satisfaction with its academic programs, extra-curricular activities, and communication pathways.</p>
 <div>Facilities:</div>	<p>A true neighborhood school in a walking district, the middle school-high school complex was recently renovated which extended the HVAC system to include the 8th grade hallway. The entire middle school is now air-conditioned for a comfortable learning environment.</p>
 <div>School Safety:</div>	<p>A recent comprehensive referendum project provided safety and security upgrades. Parent school safety meetings are held each year to provide input from our community regarding safety issues. Our district safety team works closely with local law enforcement to ensure consistent updates to our safety practices and procedures.</p>




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 <div>Technology and STEM:</div>	We are proud that our students in grades 6-8 are part of a 1:1 iPad initiative that allows technology to be seamlessly integrated into daily learning activities.
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<div><div>Other Information</div></div>	Developmentally appropriate applications allow students to collaborate with peers and share their work with parents and guardians. Technology also helps to support our communications with parents and the community with text and email alerts available.
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