

**Woodcrest Elementary School**

(07-0800-130)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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(07-0800-130)

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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	Cherry Hill School District
Principal Name	Mr. Jonathan Cohen
Address	400 Cranford Dr. CHERRY HILL, NJ 08003-3499
Phone Number	856-429-2058
Email Address	<a href="mailto:JonCohen@chclc.org">JonCohen@chclc.org</a>
Website	<a href="https://woodcrest.chclc.org">https://woodcrest.chclc.org</a>



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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	48	52	32
1	57	62	67
2	65	56	58
3	63	65	61
4	64	65	65
5	63	68	63
Total	360	368	346

### 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	50.8%	50.5%	50.3%
Male	49.2%	49.5%	49.7%
Economically Disadvantaged Students	8.3%	9.2%	9.0%
Students with Disabilities	12.2%	16.0%	21.1%
English Learners	0.0%	1.6%	1.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	1.9%	1.7%
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	64.2%	62.0%	62.7%
Hispanic	8.1%	8.2%	8.4%
Black or African American	7.8%	7.6%	6.4%
Asian	16.1%	16.6%	17.3%
Native Hawaiian or Pacific Islander	0.0%	0.5%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	5.2%	4.6%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	48	52	32
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	82.1%
Chinese	4.6%
Hebrew	3.8%
Vietnamese	1.4%
Telugu	1.2%
Other Languages	6.9%



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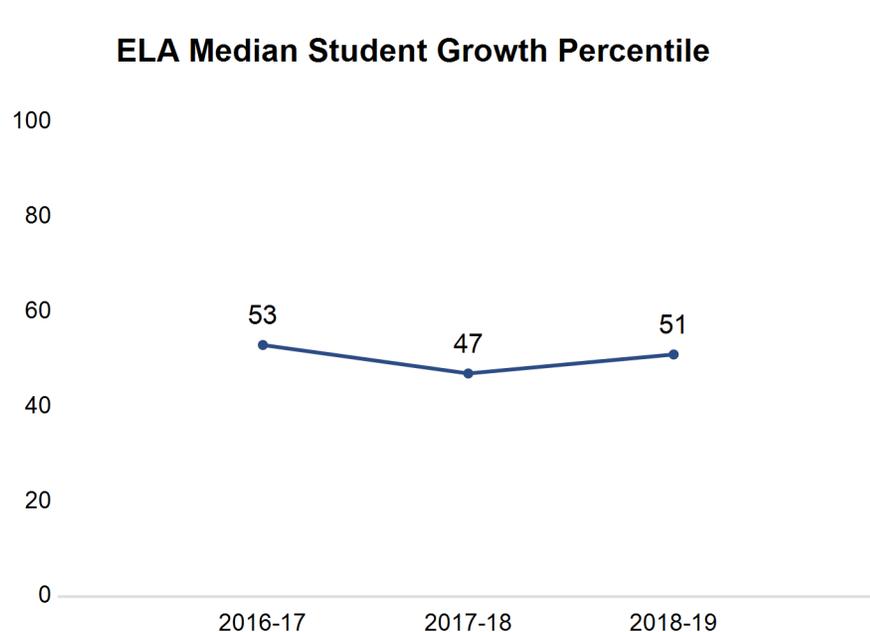
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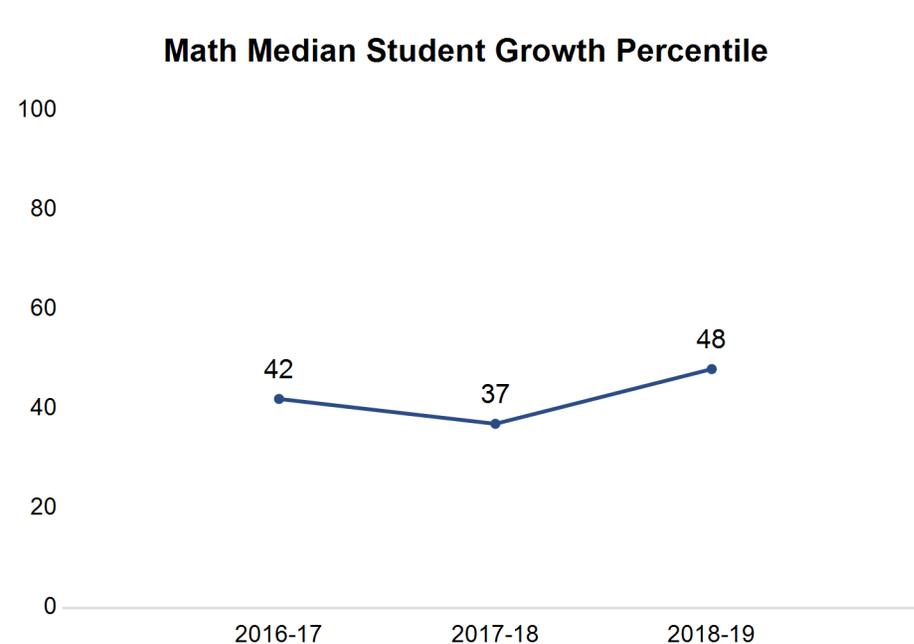
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	47	51	42	37	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	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	49	50	Met Standard	48	50	50	Met Standard
White	46.5	49	50	Met Standard	47.5	50	52	Met Standard
Hispanic	52	41	49	**	32	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	54	53	59	Met Standard	46.5	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	54	51	53	N	48	50	50	N
Male	50	46	47	N	51.5	51	51	N
Economically Disadvantaged Students	44.5	44	48	**	36.5	45	46	**
Students with Disabilities	38.5	45	43	Not Met	39.5	46	45	Not Met
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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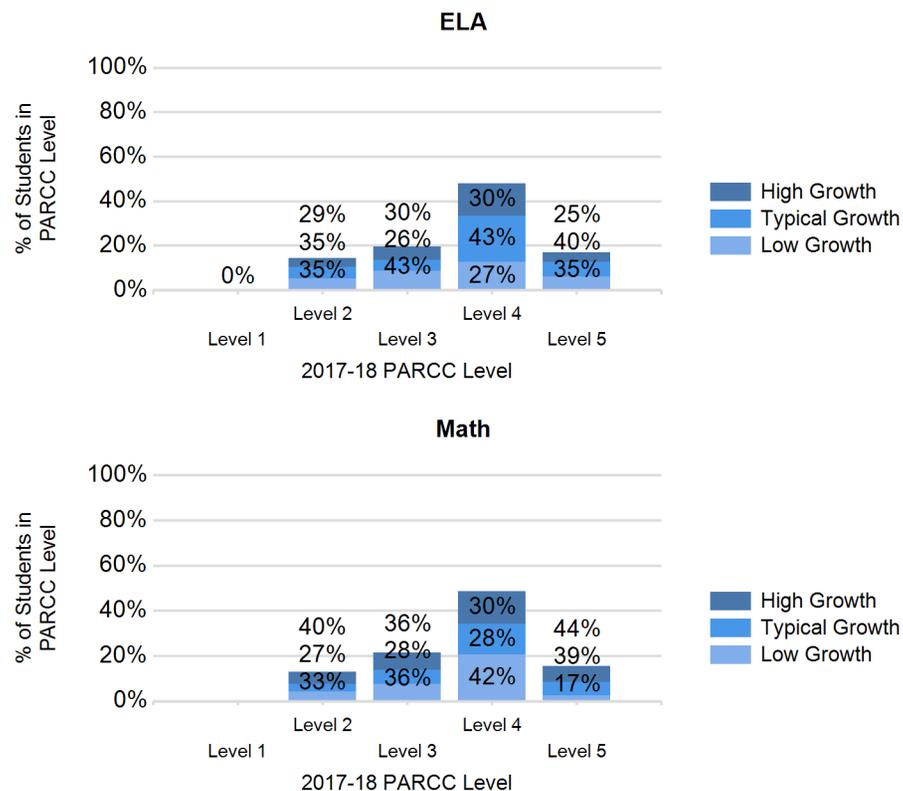
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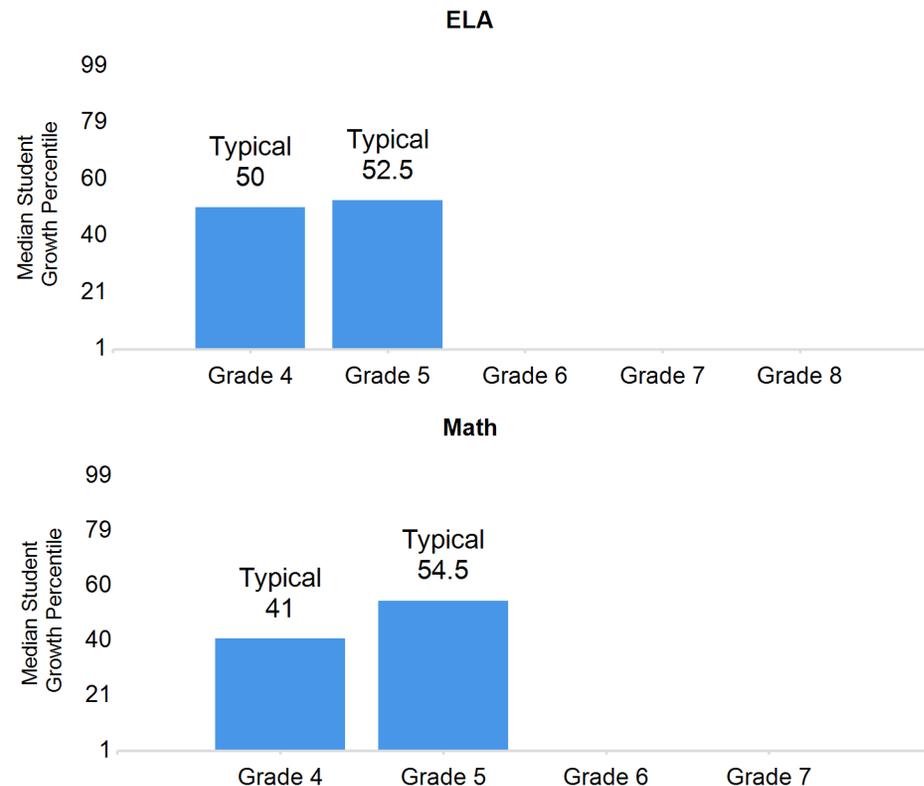
**Student Growth by Performance Level**

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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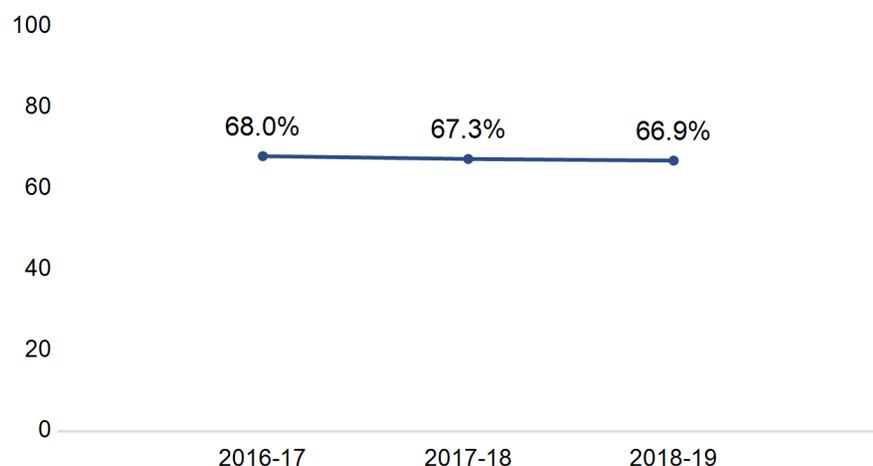
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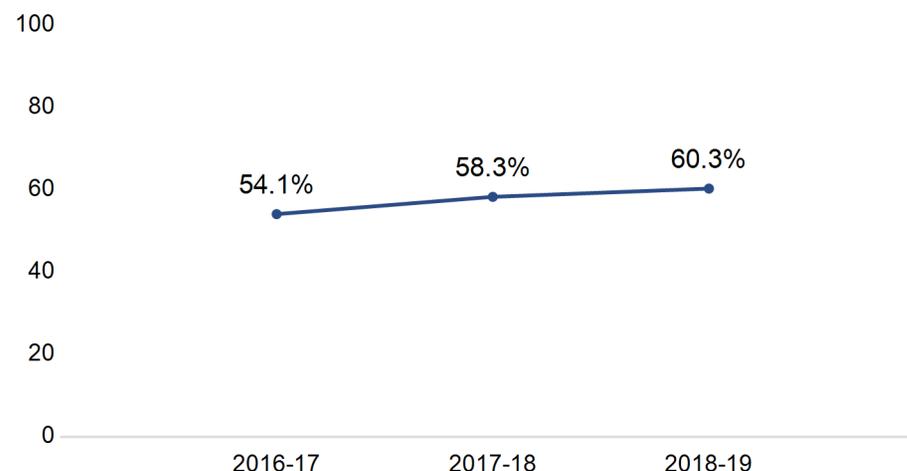
## English Language Arts and Mathematics Performance Trends

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	95.3%	96.0%	96.3%	94.8%	96.0%	96.3%
Proficiency Rate for Federal Accountability	68.0%	67.3%	66.9%	54.1%	58.3%	60.3%
Annual Target	67.2%	67.8%	68.5%	54.5%	55.9%	57.2%
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	178	96.3	66.9	69.5	57.9	66.9	68.5	Met Target†
White	109	96.5	67.0	73.8	66.9	67.0	69.4	Met Target†
Hispanic	15	93.7	53.3	*	43.9	52.6	**	**
Black or African American	11	84.6	45.5	46.6	38.5	40.3	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.8	*	82.9	75.8	78.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	80.0	*	64.4	80.0	**	**
Female	89	94.8	73.0	76.2	64.8	72.8		
Male	89	97.8	60.7	63.2	51.3	60.7		
Economically Disadvantaged Students	19	95.2	42.1	*	40.0	42.1	N	N
Non-Economically Disadvantaged Students	159	96.4	69.8	*	67.9	69.8		
Students with Disabilities	36	97.4	19.4	34.0	22.7	19.4	44.6	Not Met
Students without Disabilities	142	96.0	78.9	78.1	65.1	78.9		
English Learners	*	*	*	41.4	29.3	*	**	**
Non-English Learners	*	*	*	71.0	60.6	*		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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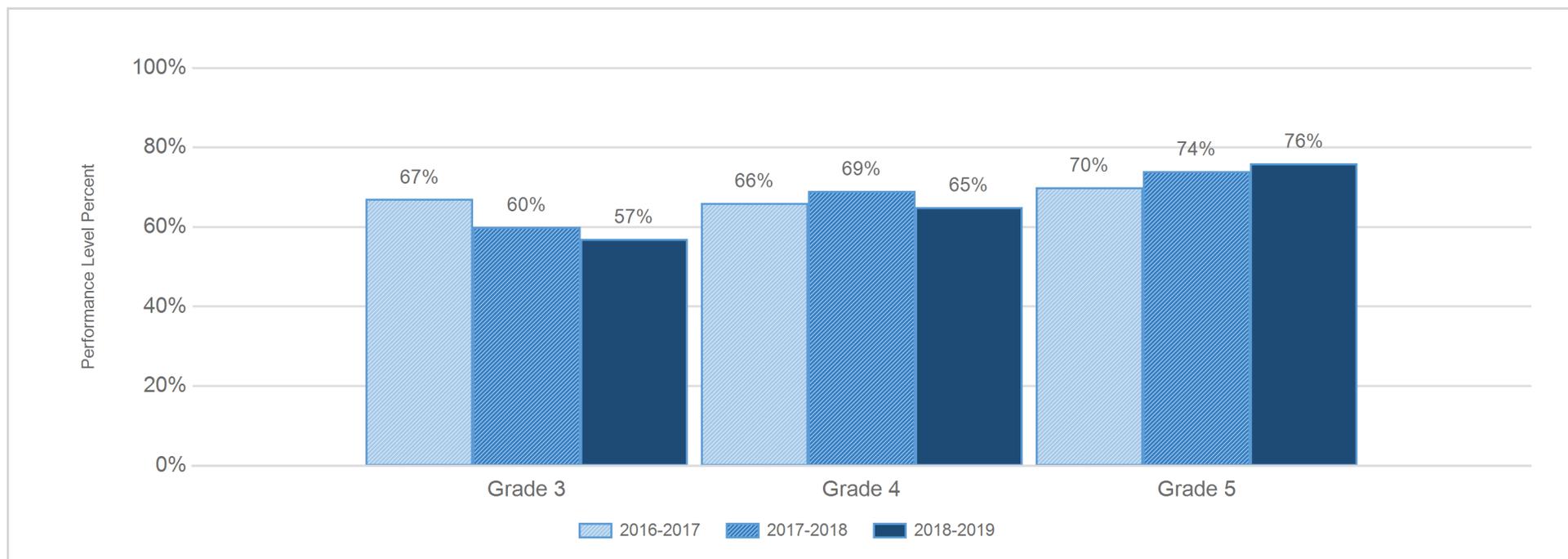
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## English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	61	761	764	748	*	*	30%	*	*	57%	50%
White	40	760	769	757	*	*	30%	*	*	58%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	768	776	773	*	*	*	*	*	60%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	32	767	768	753	*	*	*	*	*	66%	55%
Male	29	754	760	743	*	*	*	*	*	48%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	14	719	738	719	*	*	*	*	*	*	24%
Students without Disabilities	47	773	771	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	759	765	755	*	*	21%	*	*	65%	57%
White	40	760	770	763	0%	*	*	*	*	68%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	771	774	779	0%	*	*	*	*	83%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	770	768	760	*	*	*	*	*	81%	62%
Male	35	750	762	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	13	736	739	725	*	*	*	*	*	31%	25%
Students without Disabilities	49	765	773	761	*	*	*	*	*	73%	64%
English Learners	N	N	718	720	N	N	N	N	N	N	17%
Non-English Learners	62	759	767	758	*	*	21%	*	*	65%	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	59	768	766	756	*	*	*	*	*	76%	58%
White	31	765	770	764	0%	*	*	*	*	74%	68%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	780	774	781	0%	*	*	*	*	77%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	33	765	772	761	*	*	*	*	*	70%	64%
Male	26	773	759	750	*	*	*	*	*	85%	52%
Economically Disadvantaged Students	12	752	750	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	47	772	770	766	*	*	*	*	*	83%	69%
Students with Disabilities	10	731	738	724	*	*	*	*	*	20%	23%
Students without Disabilities	49	776	774	762	*	*	*	*	*	88%	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	59	768	767	758	*	*	*	*	*	76%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	179	96.3	60.3	53.7	44.5	60.3	57.2	Met Target
White	109	96.5	58.7	57.3	54.1	58.7	57	Met Target
Hispanic	16	94.1	25.0	*	28.8	24.7	**	**
Black or African American	11	84.6	54.5	28.8	23.0	48.4	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	78.8	70.4	76.5	78.8	72.7	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	80.0	*	53.3	80.0	**	**
Female	90	94.9	56.7	53.5	44.9	56.5		
Male	89	97.8	64.0	53.9	44.2	64.0		
Economically Disadvantaged Students	19	95.2	42.1	*	26.3	42.1	N	N
Non-Economically Disadvantaged Students	160	96.4	62.5	*	54.9	62.5		
Students with Disabilities	36	97.4	25.0	27.7	17.4	25.0	50	Not Met
Students without Disabilities	143	96.1	69.2	59.9	50.0	69.2		
English Learners	*	*	*	40.0	25.0	*	**	**
Non-English Learners	*	*	*	54.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Woodcrest Elementary School

(07-0800-130)

Grades Offered: KG-05

2018-2019

#### Report Key:

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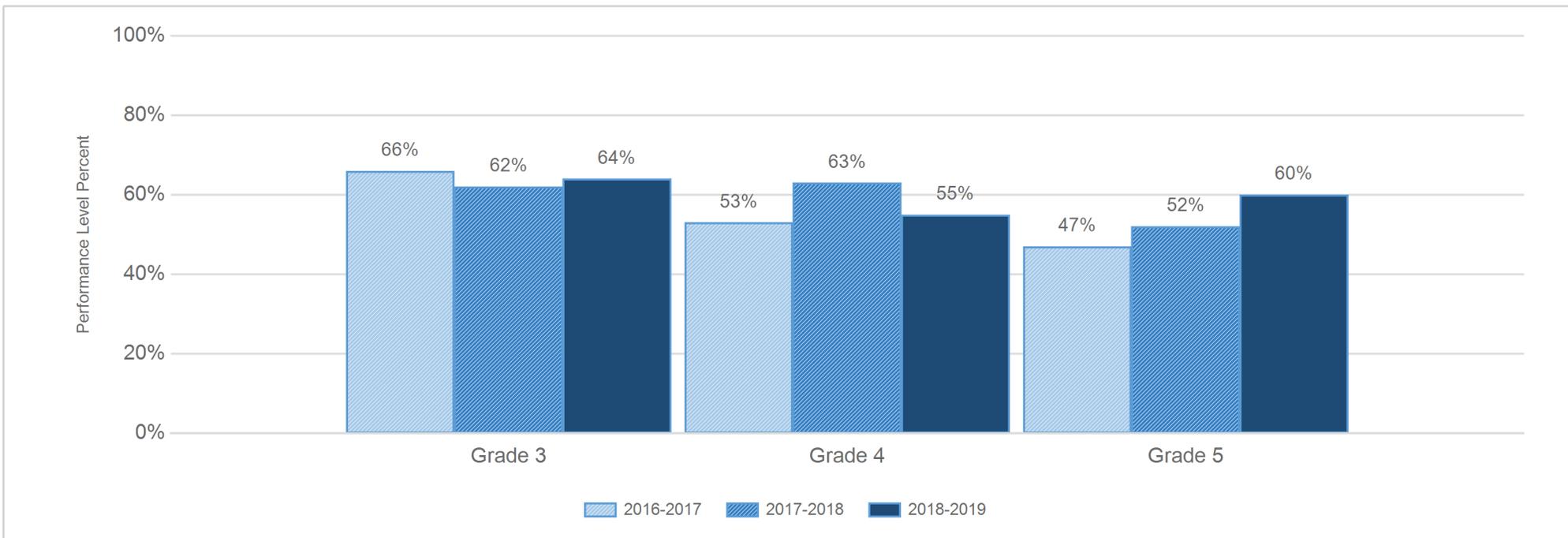
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## 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.



**Woodcrest Elementary School**  
(07-0800-130)  
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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
<b>Schoolwide</b>	61	756	759	752	*	*	20%	*	*	64%	55%
White	40	756	762	760	0%	*	25%	*	*	60%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	767	773	778	0%	*	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	32	754	758	751	*	*	*	*	*	63%	54%
Male	29	759	760	752	*	*	*	*	*	66%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	14	731	742	731	*	*	*	*	*	36%	31%
Students without Disabilities	47	764	764	756	*	*	*	*	*	72%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	62	754	755	749	*	*	29%	*	*	55%	51%
White	40	756	759	757	*	*	33%	*	*	55%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	12	766	770	776	0%	*	*	83%	0%	83%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	756	754	749	*	*	*	*	*	59%	50%
Male	35	753	757	749	*	*	*	*	*	51%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	13	726	734	726	*	*	*	*	*	15%	25%
Students without Disabilities	49	762	762	754	*	*	*	*	*	65%	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	62	754	756	751	*	*	29%	*	*	55%	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	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	60	760	754	747	0%	17%	23%	*	*	60%	47%
White	31	757	757	755	0%	*	*	*	*	58%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	769	766	775	0%	0%	*	*	*	69%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	34	751	753	747	0%	*	*	*	*	47%	47%
Male	26	773	754	747	0%	*	*	*	*	77%	47%
Economically Disadvantaged Students	12	750	739	732	0%	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	48	763	757	757	0%	*	*	*	*	67%	59%
Students with Disabilities	10	731	736	725	0%	*	*	*	*	20%	19%
Students without Disabilities	50	766	759	752	0%	*	*	*	*	68%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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#### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	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



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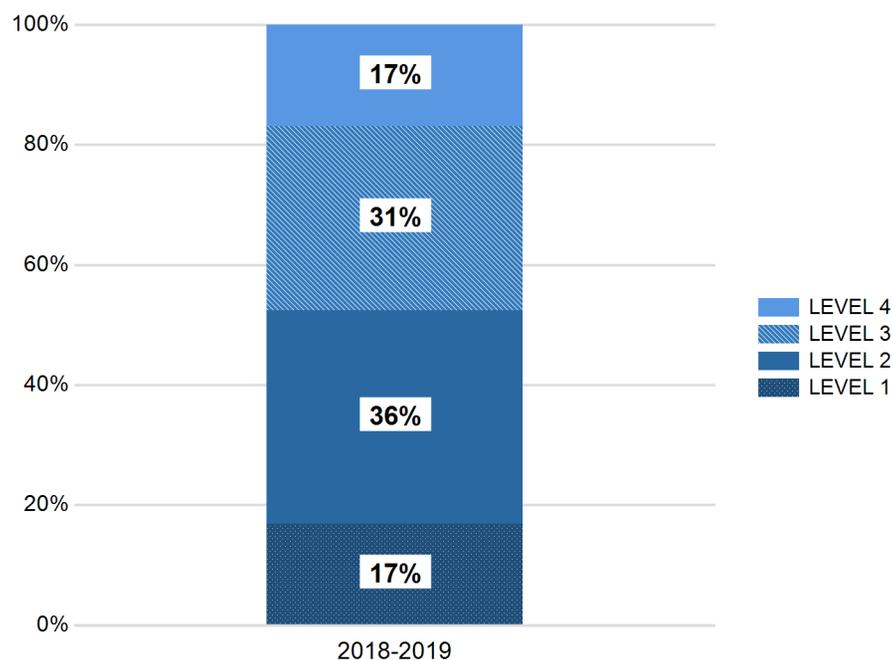
**N** No Data is available to display

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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
<b>Schoolwide</b>	17	36	31	17
White	13	42	26	19
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	25	42	17
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	42	27	6
Male	8	27	35	31
Economically Disadvantaged Students	42	25	25	8
Non-Economically Disadvantaged Students	11	38	32	19
Students with Disabilities	70	30	0	0
Students without Disabilities	6	37	37	20
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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.

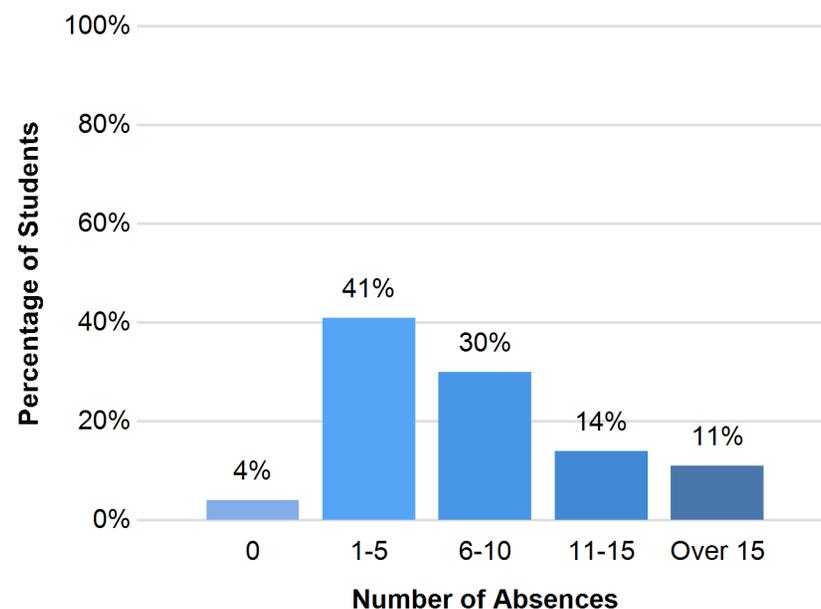
#### Chronic Absenteeism

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	24	7.0	8.9	Met
White	15	7.1	8.9	Met
Hispanic	3	11.1	8.9	Not Met
Black or African American	3	13.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	4.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	11	6.2		
Male	13	7.8		
Economically Disadvantaged Students	4	12.5	8.9	Not Met
Students with Disabilities	11	16.7	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





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2018-2019

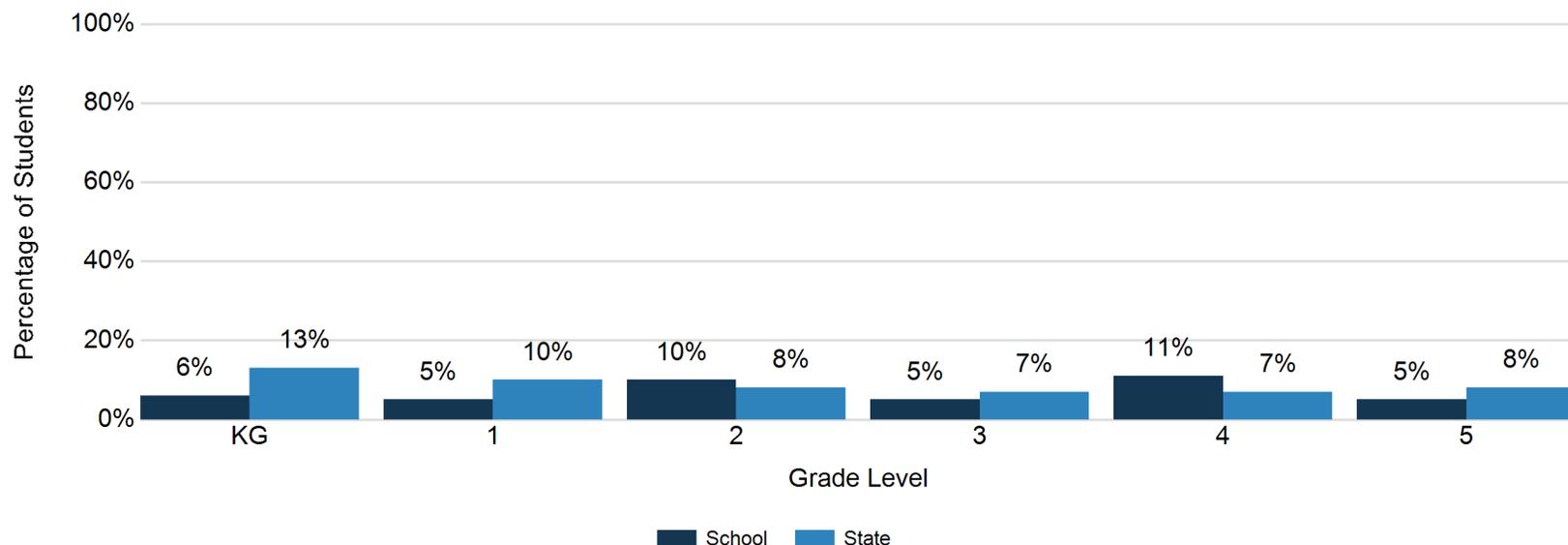
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### Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.60

### 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	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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	1
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

\*



### Woodcrest 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	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.5	10.8
Percentage of Teachers with 4 or more years experience in the district	91.7%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	14:1	13:1
Students to Administrators	346:1	231:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	50.3%	91.7%	0.0%	48.4%	77.1%	54.9%
Male	49.7%	8.3%	100.0%	51.6%	22.9%	45.1%
White	62.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.4%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.3%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.6%	0.0%	0.0%	2.1%	0.2%	0.2%



**Woodcrest Elementary School**  
(07-0800-130)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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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

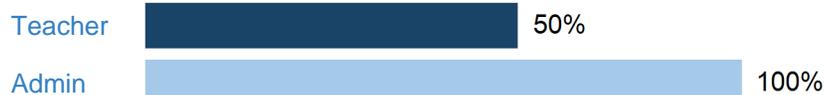
### Teachers and Administrators - Level of Education

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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



### Woodcrest Elementary School

(07-0800-130)

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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.



**Woodcrest Elementary School**  
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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	68.0%	67.3%	66.9%
Math Proficiency	54.1%	58.3%	60.3%
ELA Growth	53	47	51
Math Growth	42	37	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.8%	7.0%	7.0%

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



## Woodcrest Elementary School

(07-0800-130)

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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	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	**	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	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.



### Highlights:

- The elementary curriculum emphasizes total child development—cognitive, affective, social and physical.
- Woodcrest is committed to the infusion of technology into all aspects of the educational program.
- To build a lifelong love of learning, character education and citizenship skills are infused across the core curriculum.



### Mission, Vision, Theme:

Through a shared partnership with the school community, the mission of Woodcrest Elementary School is to provide the optimal educational experience designed to foster lifelong learners by promoting academic, social and emotional development in a secure, positive, inclusive and rigorous environment, thus preparing all Woodcrest students for success in an increasingly diverse and complex world.



### Awards, Recognition, Accomplishments:

Woodcrest Elementary School attained the status of State and National School of Character based on our ongoing emphasis on Character Education. Through this journey, we focused on the creation of symbols to represent outward signs of our inward core values, thus communicating the fundamentals our kids live by. Collectively, the students and staff engaged in a thoughtful process, selecting our top 3 values - integrity, kindness, and accountability to complement the district's 3 core values of citizenship, respect, and responsibility. These 6 core values were memorialized as classroom banners and embedded into a new school pledge. Additionally, our Core Values and school pledge serve as a framework by which we have begun to implement restorative discipline practices. Our incredibly committed staff intuitively knew that success in these endeavors would be built upon our strongest foundation – relationships.



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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

Building a lifelong love of learning, through a climate of support and encouragement, is an on-going goal at Woodcrest. Activities are planned to support the core curriculum, character education and citizenship skills. Woodcrest offers an array of clubs and activities to its intermediate population, including Safety Patrol, Chess Club, and Knitting Club.



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 <p><b>Before and After School Programs:</b></p>	<p>District School Age Child Care Program, District Extended Day Child Care Program</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>Curriculum aligned to the New Jersey Student Learning Standards, which includes the Cherry Hill School District Family Life Curriculum. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents are invited to be active participants at Woodcrest. Recognizing the importance of parents, students and teachers all working together, Woodcrest enjoys an active and supportive Parent Teacher Association that facilitates a comprehensive community volunteer program.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>Facilities:</p>	<p>The Woodcrest School was built in 1958. Renovations and additions took place in 1982 and 2000. Each day, the school personnel welcome approximately 375 students in kindergarten through fifth grade. This school is currently receiving security upgrades that will enhance the safety of the students and staff in the building.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



### Thomas Paine Elementary School

(07-0800-115)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:

**Thomas Paine Elementary School**

(07-0800-115)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Dr. Melissa Gleason
Address	4001 Church Rd. CHERRY HILL, NJ 08034-1199
Phone Number	856-667-1350
Email Address	<a href="mailto:MGleason@chclc.org">MGleason@chclc.org</a>
Website	<a href="https://paine.chclc.org/">https://paine.chclc.org/</a>



**Thomas Paine Elementary School**  
(07-0800-115)  
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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	49	58	51
1	67	63	62
2	59	62	65
3	60	56	67
4	60	59	57
5	68	63	61
Total	363	361	363

### 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	50.4%	49.9%	49.9%
Male	49.6%	50.1%	50.1%
Economically Disadvantaged Students	29.2%	29.9%	29.5%
Students with Disabilities	19.8%	17.2%	17.4%
English Learners	5.2%	9.1%	9.4%
Homeless Students	0.6%	0.0%	0.3%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.8%
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	52.6%	52.9%	54.3%
Hispanic	19.8%	19.1%	20.4%
Black or African American	6.3%	5.8%	7.2%
Asian	16.0%	15.5%	12.4%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.2%	6.4%	5.5%

### 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	49	58	51
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	76.9%
Spanish	11.3%
Chinese	1.9%
Tagalog	1.1%
Korean	1.1%
Other Languages	7.7%



**Thomas Paine Elementary School**  
 (07-0800-115)  
 Grades Offered: KG-05  
 2018-2019

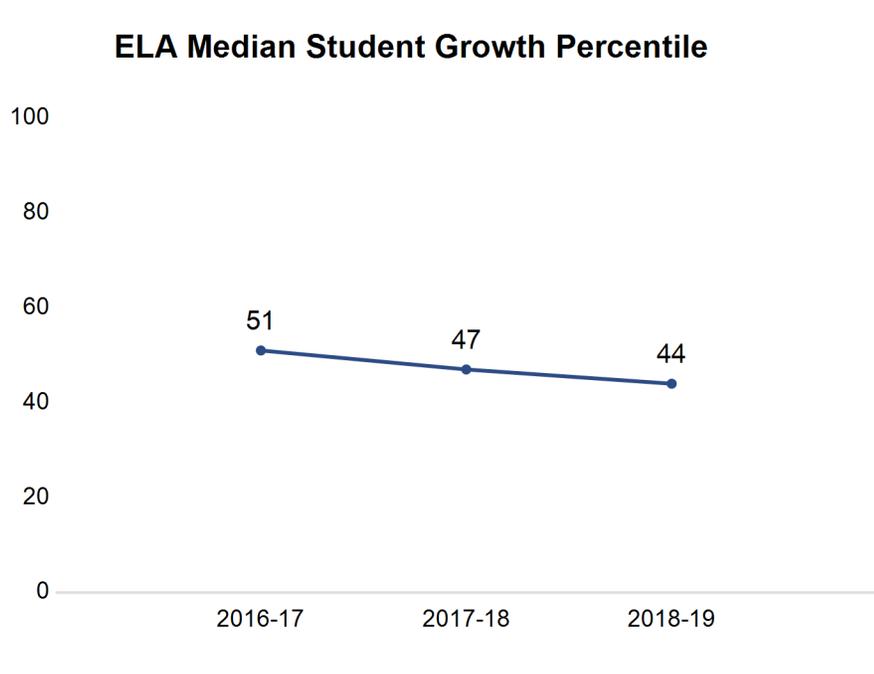
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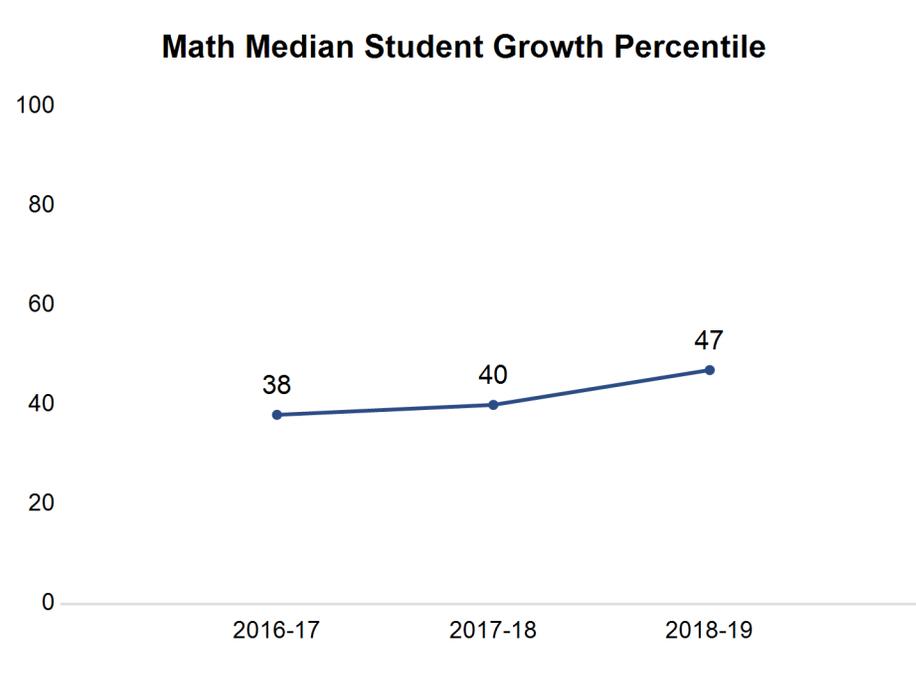
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	51	47	44	38	40	47
Met Standard (40-59.5)?	Met 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	44	49	50	Met Standard	47	50	50	Met Standard
White	47	49	50	Met Standard	48	50	52	Met Standard
Hispanic	37	41	49	Not Met	41.5	47	47	Met Standard
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	46	53	59	**	50	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	47	51	53	N	42	50	50	N
Male	44	46	47	N	48.5	51	51	N
Economically Disadvantaged Students	38.5	44	48	Not Met	47	45	46	Met Standard
Students with Disabilities	38	45	43	Not Met	48	46	45	Met Standard
English Learners	47	51	52	**	48	57	50	**
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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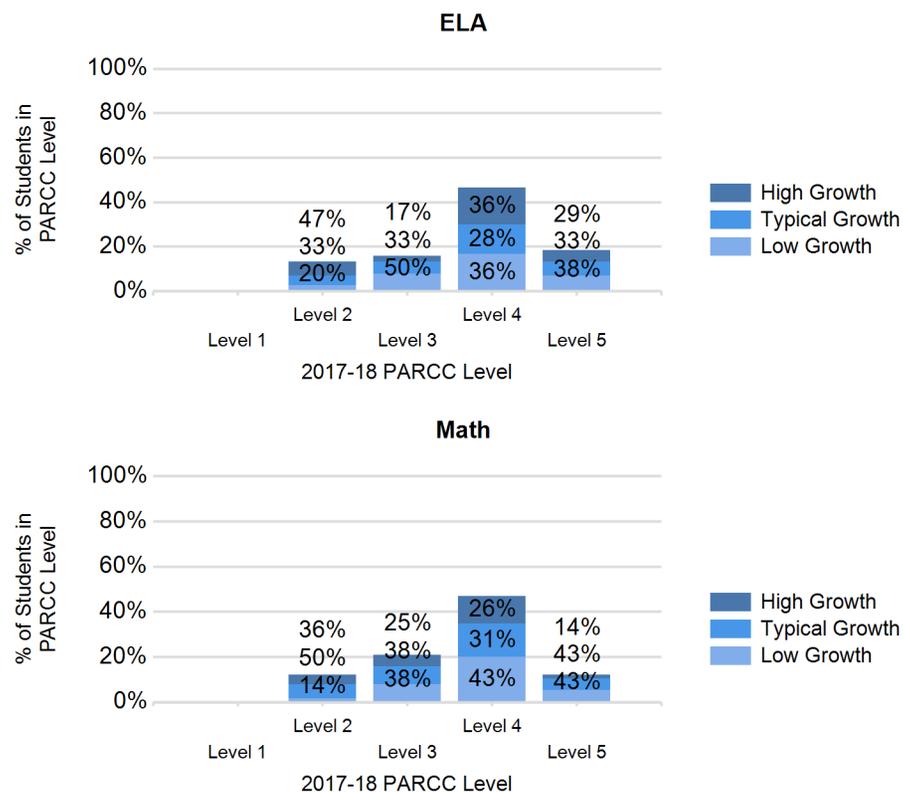
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

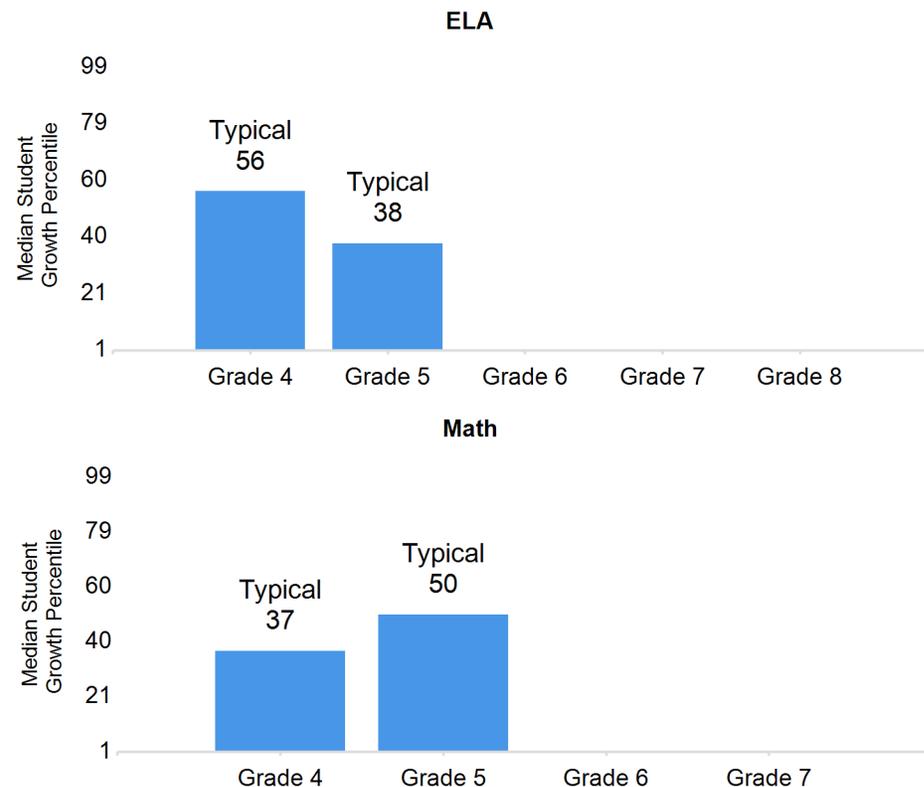
**Student Growth by Performance Level**

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.





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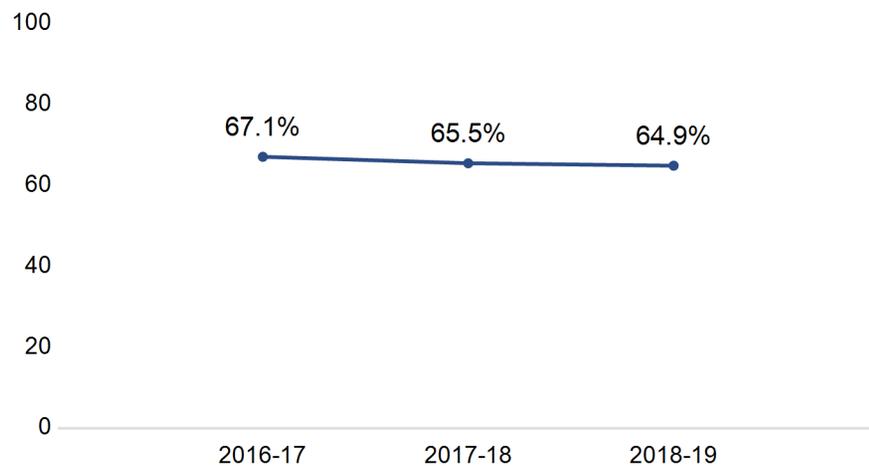
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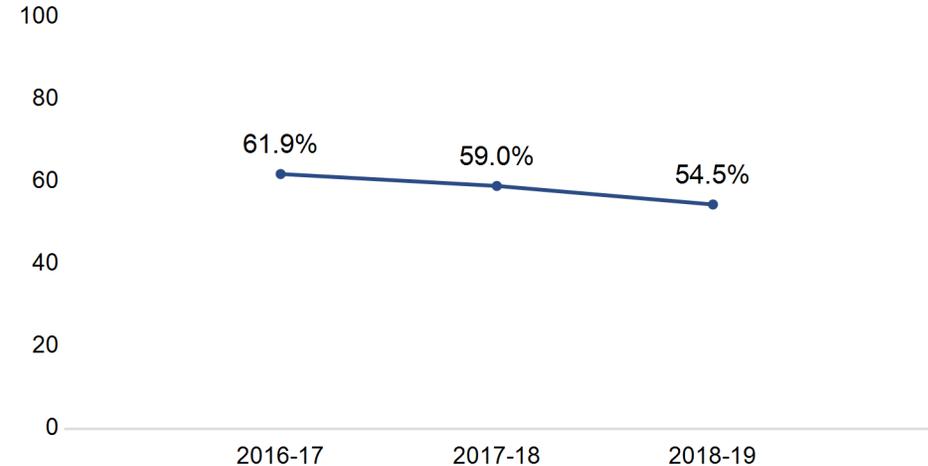
### English Language Arts and Mathematics Performance Trends

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	99.0%	99.5%	100.0%	99.0%	99.5%	100.0%
Proficiency Rate for Federal Accountability	67.1%	65.5%	64.9%	61.9%	59.0%	54.5%
Annual Target	62.1%	63.1%	64.0%	55.1%	56.4%	57.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	191	100.0	64.9	69.5	57.9	64.9	64	Met Target
White	98	100.0	78.6	73.8	66.9	78.6	67.1	Met Target
Hispanic	44	100.0	43.2	*	43.9	43.2	39.2	Met Target
Black or African American	14	100.0	42.9	46.6	38.5	42.9	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	68.0	*	82.9	68.0	75.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	50.0	*	64.4	50.0	**	**
Female	91	100.0	68.1	76.2	64.8	68.1		
Male	100	100.0	62.0	63.2	51.3	62.0		
Economically Disadvantaged Students	63	100.0	38.1	*	40.0	38.1	42.9	Met Target†
Non-Economically Disadvantaged Students	128	100.0	78.1	*	67.9	78.1		
Students with Disabilities	47	100.0	23.4	34.0	22.7	23.4	27.6	Met Target†
Students without Disabilities	144	100.0	78.5	78.1	65.1	78.5		
English Learners	28	100.0	32.1	41.4	29.3	32.1	32.5	Met Target†
Non-English Learners	163	100.0	70.6	71.0	60.6	70.6		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



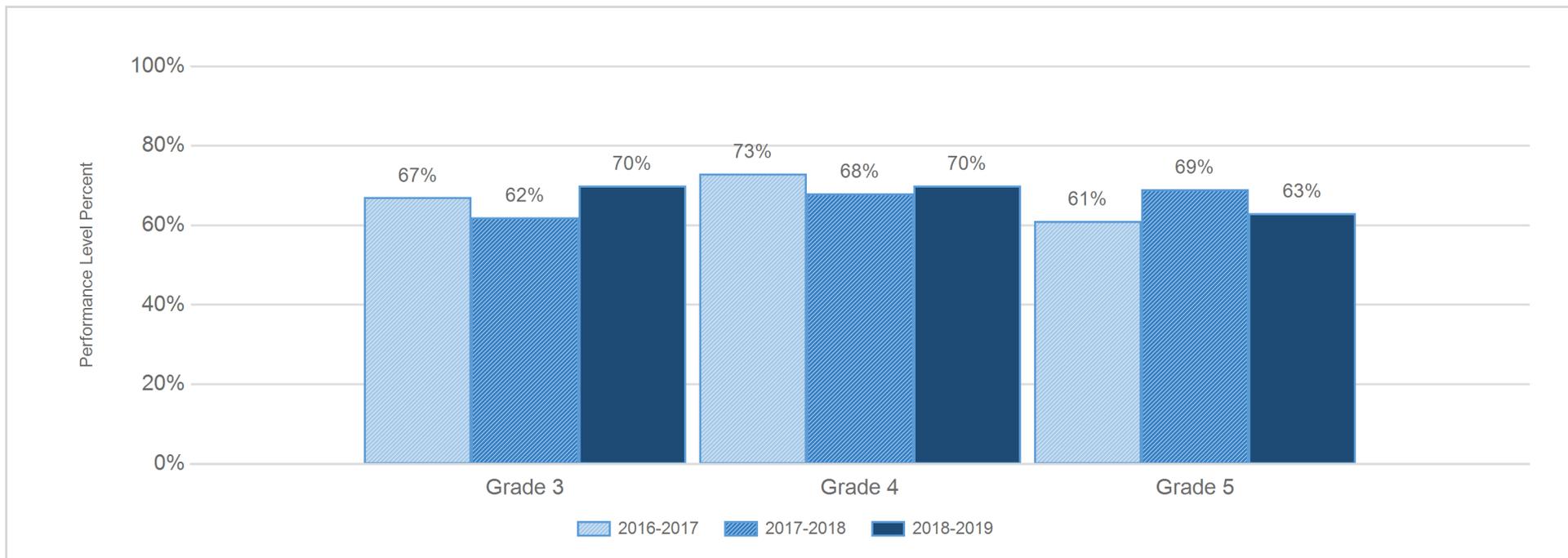
**Thomas Paine Elementary School**  
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**English Language Arts Assessment - Performance Trends**

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





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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
<b>Schoolwide</b>	67	766	764	748	*	*	18%	*	*	70%	50%
White	35	774	769	757	*	0%	*	*	*	77%	60%
Hispanic	14	735	737	734	*	0%	*	*	*	43%	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	790	776	773	*	0%	*	*	*	83%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	36	765	768	753	*	*	*	*	*	69%	55%
Male	31	768	760	743	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	26	740	739	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	41	783	770	759	*	*	*	*	*	88%	61%
Students with Disabilities	12	720	738	719	*	*	*	*	*	33%	24%
Students without Disabilities	55	777	771	754	*	*	*	*	*	78%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	56	767	765	755	0%	*	*	46%	23%	70%	57%
White	29	776	770	763	0%	*	*	*	*	86%	67%
Hispanic	13	761	750	743	0%	*	*	*	*	54%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	20	768	768	760	0%	*	*	*	*	60%	62%
Male	36	767	762	750	0%	*	*	*	*	75%	53%
Economically Disadvantaged Students	14	751	744	740	0%	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	42	773	770	765	0%	*	*	*	*	76%	69%
Students with Disabilities	*	*	739	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	761	*	*	*	*	*	*	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	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
<b>Schoolwide</b>	67	758	766	756	*	*	16%	*	*	63%	58%
White	31	772	770	764	*	*	*	*	*	84%	68%
Hispanic	16	734	753	743	*	*	*	*	*	44%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	35	770	772	761	*	*	*	*	*	80%	64%
Male	32	745	759	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	23	735	750	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	44	770	770	766	*	*	*	*	*	77%	69%
Students with Disabilities	19	720	738	724	*	*	*	*	*	21%	23%
Students without Disabilities	48	773	774	762	*	*	*	*	*	79%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	191	100.0	54.5	53.7	44.5	54.5	57.7	Met Target†
White	98	100.0	66.3	57.3	54.1	66.3	57.9	Met Target
Hispanic	44	100.0	34.1	*	28.8	34.1	48	Not Met
Black or African American	14	100.0	50.0	28.8	23.0	50.0	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	56.0	70.4	76.5	56.0	72.7	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	30.0	*	53.3	30.0	**	**
Female	91	100.0	52.7	53.5	44.9	52.7		
Male	100	100.0	56.0	53.9	44.2	56.0		
Economically Disadvantaged Students	63	100.0	33.3	*	26.3	33.3	39.5	Met Target†
Non-Economically Disadvantaged Students	128	100.0	64.8	*	54.9	64.8		
Students with Disabilities	47	100.0	19.1	27.7	17.4	19.1	31.5	Not Met
Students without Disabilities	144	100.0	66.0	59.9	50.0	66.0		
English Learners	28	100.0	28.6	40.0	25.0	28.6	32.5	Met Target†
Non-English Learners	163	100.0	58.9	54.5	46.5	58.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



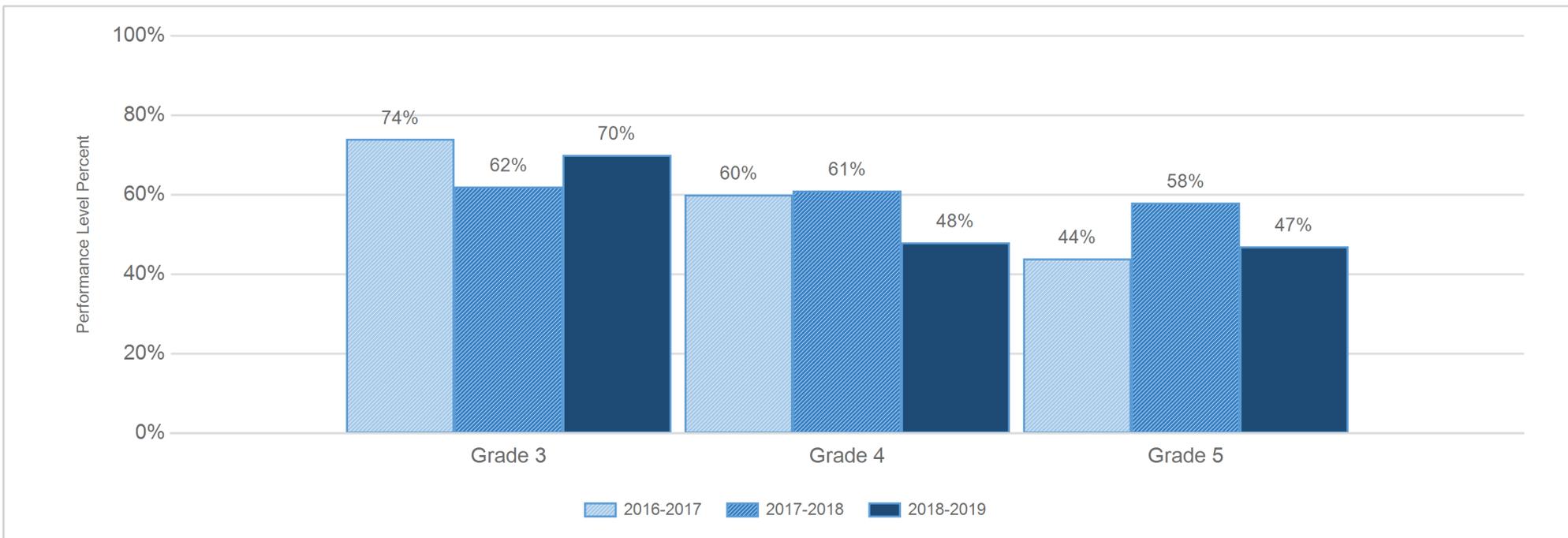
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	67	761	759	752	*	*	18%	54%	16%	70%	55%
White	35	770	762	760	0%	0%	*	*	*	80%	66%
Hispanic	14	737	735	739	*	*	*	*	*	50%	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	773	773	778	*	0%	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	36	758	758	751	*	*	*	*	*	67%	54%
Male	31	766	760	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	26	739	741	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	41	775	763	761	*	*	*	*	*	83%	67%
Students with Disabilities	12	728	742	731	*	*	*	*	*	33%	31%
Students without Disabilities	55	768	764	756	*	*	*	*	*	78%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Thomas Paine Elementary School**  
(07-0800-115)  
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
<b>Schoolwide</b>	56	752	755	749	*	*	38%	*	*	48%	51%
White	29	760	759	757	*	0%	34%	*	*	62%	62%
Hispanic	13	739	738	737	*	*	*	*	*	31%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	20	750	754	749	*	*	50%	*	*	40%	50%
Male	36	753	757	749	*	*	31%	*	*	53%	52%
Economically Disadvantaged Students	14	737	735	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	42	757	760	759	*	*	*	*	*	52%	63%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	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
<b>Schoolwide</b>	68	749	754	747	*	*	32%	*	*	47%	47%
White	31	760	757	755	*	*	*	*	*	61%	58%
Hispanic	17	737	740	735	*	*	*	*	*	29%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	36	752	753	747	*	*	*	*	*	50%	47%
Male	32	746	754	747	*	*	*	*	*	44%	47%
Economically Disadvantaged Students	24	730	739	732	*	*	42%	*	*	21%	27%
Non-Economically Disadvantaged Students	44	759	757	757	*	*	27%	*	*	61%	59%
Students with Disabilities	19	729	736	725	*	*	*	*	*	16%	19%
Students without Disabilities	49	757	759	752	*	*	*	*	*	59%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.0%	56.6%	Met Target†

† 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	18	83.3%	16.7%
3-4	12	83.3%	16.7%
5 or more	*	*	*



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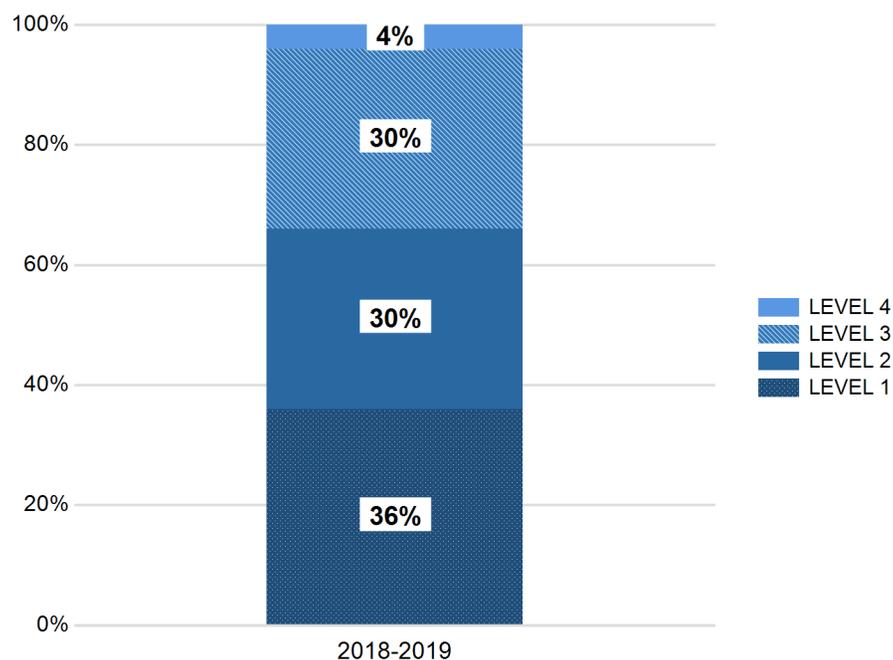
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	36	30	30	4
White	16	32	48	3
Hispanic	59	29	12	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	29	34	31	6
Male	44	25	28	3
Economically Disadvantaged Students	65	17	13	4
Non-Economically Disadvantaged Students	20	36	39	5
Students with Disabilities	60	30	10	0
Students without Disabilities	26	30	38	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

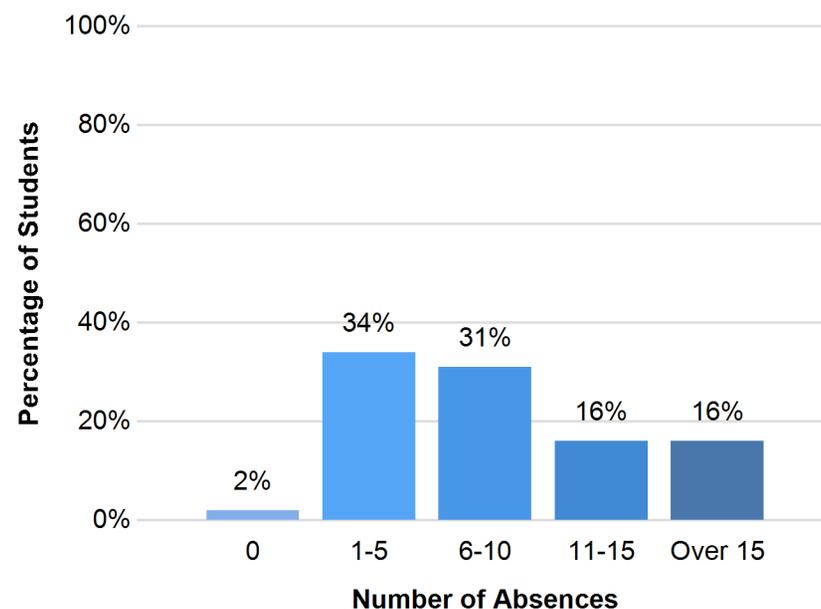
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	37	9.8	8.9	Not Met
White	17	8.6	8.9	Met
Hispanic	9	11.4	8.9	Not Met
Black or African American	5	17.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific	6	12.2	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	15	8.2		
Male	22	11.4		
Economically Disadvantaged Students	12	10.3	8.9	Not Met
Students with Disabilities	13	16.7	8.9	Not Met
English Learners	8	21.1	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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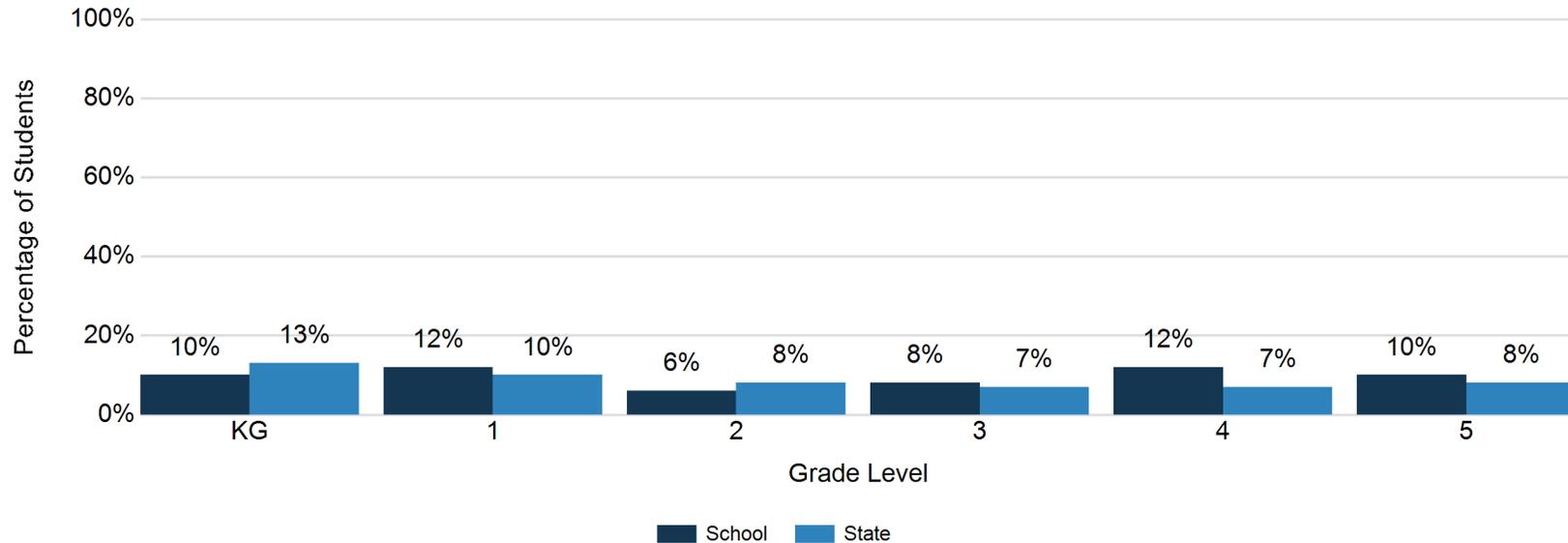
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.55

### 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	1	2	3
No Identified Nature	1		1

### 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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	13:1	13:1
Students to Administrators	363:1	231:1
Teachers to Administrators	27:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	49.9%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	50.1%	0.0%	100.0%	51.6%	22.9%	45.1%
White	54.3%	88.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.4%	3.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	3.7%	0.0%	15.0%	6.6%	13.9%
Asian	12.4%	3.7%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.7%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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 Paine Elementary School**  
(07-0800-115)  
Grades Offered: KG-05  
2018-2019

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

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

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

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

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

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

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

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

### ESSA Accountability 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	67.1%	65.5%	64.9%
Math Proficiency	61.9%	59.0%	54.5%
ELA Growth	51	47	44
Math Growth	38	40	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	44.0%
Chronic Absenteeism	13.5%	9.6%	9.8%

† 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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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 Target†	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Not Met	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	Not Met	No

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



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## School Narrative

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



### Highlights:

- National and State School of Character
- Students at Thomas Paine are supported daily through our Intervention and Enrichment period.
- 3rd and 4th grade scored above state and district NJSLA averages in all writing categories: written expression and knowledge, literary analysis, research simulation, and narrative writing.



### Mission, Vision, Theme:

The educational community at Thomas Paine provides and builds a quality educational environment focused on the positive values of Respect, Responsibility, Resilience, and Active Citizenship to instill a sense of honor within its students, allowing them to reach high academic standards while preparing them to succeed in a diverse and constantly changing world.



### Awards, Recognition, Accomplishments:

National School of Character Award, Promising Practice Award, NJ Sustainable Bronze Award



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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

Chorus, Band, Tiger Leadership Club, Student Goodwill Ambassador



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 <p><b>Before and After School Programs:</b></p>	<p>Staff have PLC meetings every morning from 8:15 - 8:45 am, which includes a variety of committee work. In the afternoon, Thomas Paine also offers a Family Friendly Program for our students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Thomas Paine provides nurse and wellness updates to the community via our weekly newsletter to parents. Additionally, we host a PE Family Night and a Wellness Week. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. The district's breakfast program is advertised weekly. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

Thomas Paine has an active PTA. The group supports our school academically and socially by hosting a myriad of community events, including service learning initiatives. Thomas Paine publishes a weekly newsletter to keep our parents and guardians up-to-date with all school information.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Thomas Paine students and parents completed the Quaglia Voice Surveys.</p>
 <p>Facilities:</p>	<p>The Paine School was built in 1968. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 300 students in kindergarten through fifth grade. This school is currently receiving security upgrades to enhance the safety of the students and staff in the building.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



### Rosa International Middle School

(07-0800-074)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:



### Rosa International Middle School

(07-0800-074)

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	Cherry Hill School District
Principal Name	Mr. George Guy
Address	485 Browning Lane CHERRY HILL, NJ 08003-3160
Phone Number	856-616-8787
Email Address	<a href="mailto:GGuy@chclc.org">GGuy@chclc.org</a>
Website	<a href="https://rosa.chclc.org">https://rosa.chclc.org</a>



**Rosa International Middle 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
6	256	301	247
7	250	244	291
8	293	249	242
Total	799	794	780

**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	49.4%	48.0%	46.2%
Male	50.6%	52.0%	53.8%
Economically Disadvantaged Students	12.6%	12.7%	13.6%
Students with Disabilities	14.5%	14.5%	15.5%
English Learners	0.4%	0.3%	0.3%
Homeless Students	0.0%	0.4%	0.1%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	1.0%	1.9%
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	57.9%	55.2%	56.5%
Hispanic	6.1%	7.1%	7.3%
Black or African American	6.1%	6.3%	5.8%
Asian	26.3%	27.1%	25.9%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	3.0%	3.9%	4.1%

**Enrollment by Home Language**

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

Home Language	% of Students
English	76.5%
Chinese	4.5%
Vietnamese	2.6%
Spanish	1.8%
Korean	1.8%
Other Languages	12.8%



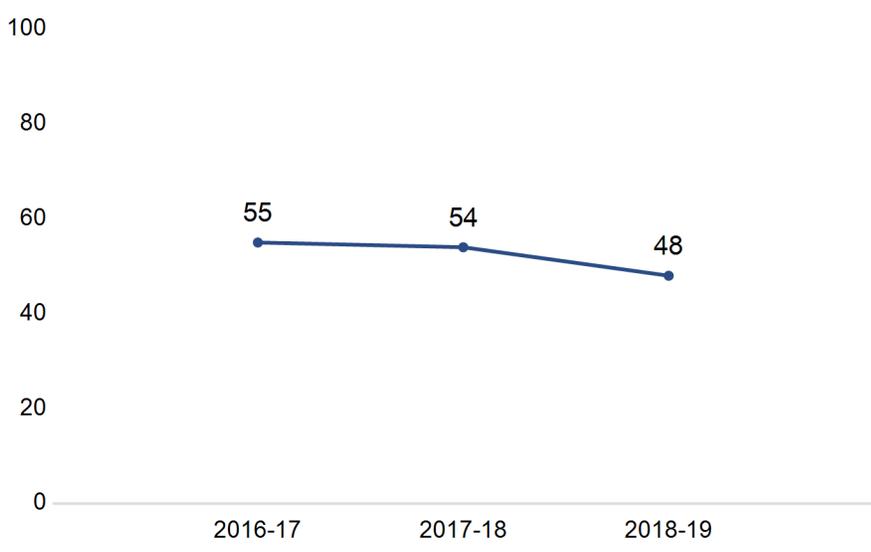
**Rosa International Middle School**  
 (07-0800-074)  
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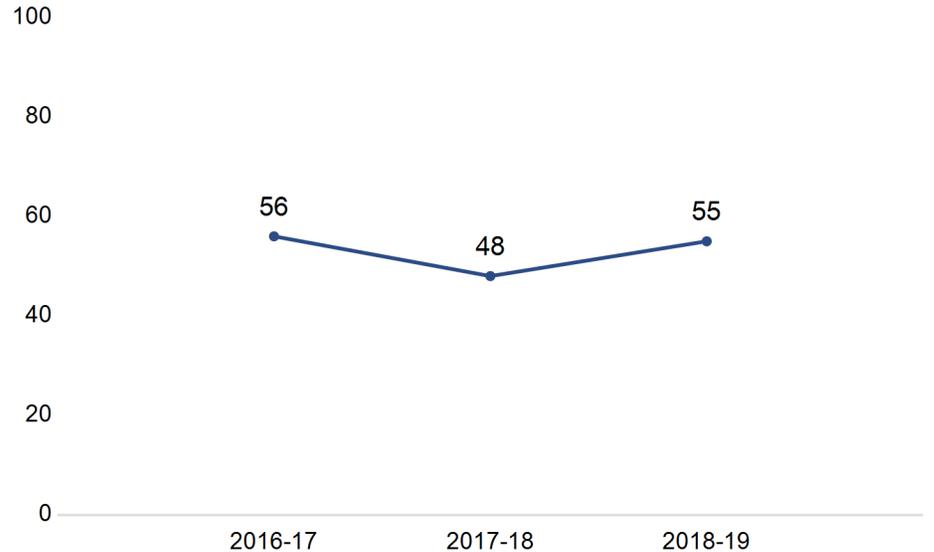
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	55	54	48	56	48	55
Met Standard (40-59.5)?	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	48	49	50	Met Standard	55	50	50	Met Standard
White	46	49	50	Met Standard	54	50	52	Met Standard
Hispanic	43	41	49	Met Standard	51.5	47	47	Met Standard
Black or African American	65	46	45	Exceeds Standard	51	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51	53	59	Met Standard	58.5	55	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	51	50	49	Met Standard	62	54.5	52	Exceeds Standard
Female	52	51	53	N	56	50	50	N
Male	43	46	47	N	54	51	51	N
Economically Disadvantaged Students	41	44	48	Met Standard	48	45	46	Met Standard
Students with Disabilities	41.5	45	43	Met Standard	50	46	45	Met Standard
English Learners	58	51	52	**	68	57	50	**
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	34.5	30	49	N	58	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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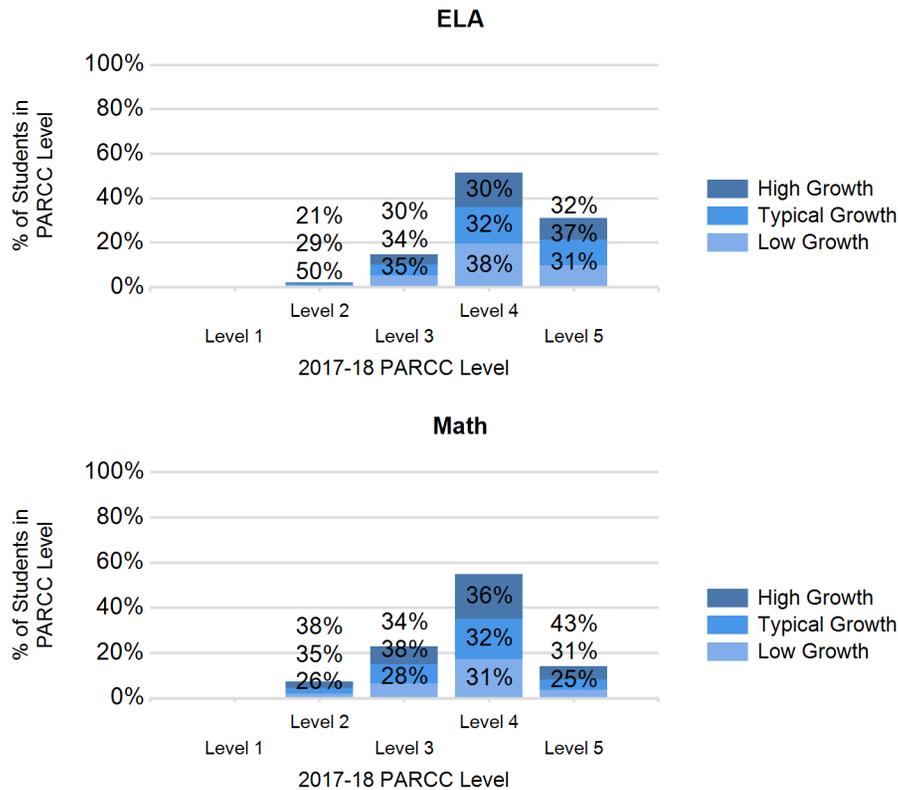
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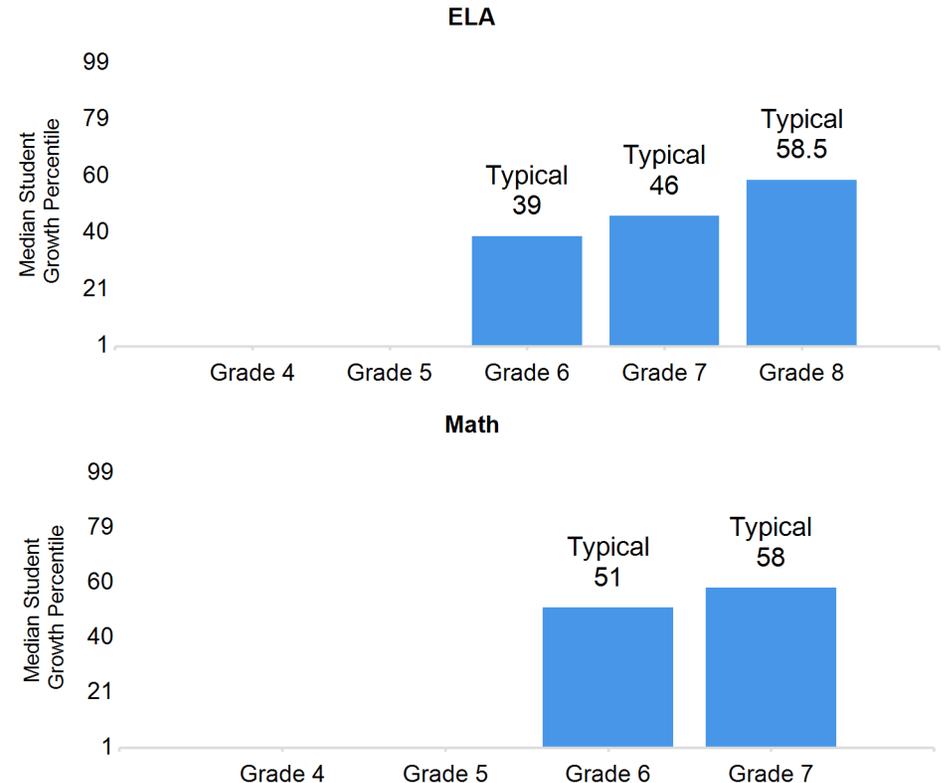
**Student Growth by Performance Level**

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.





**Rosa International Middle School**  
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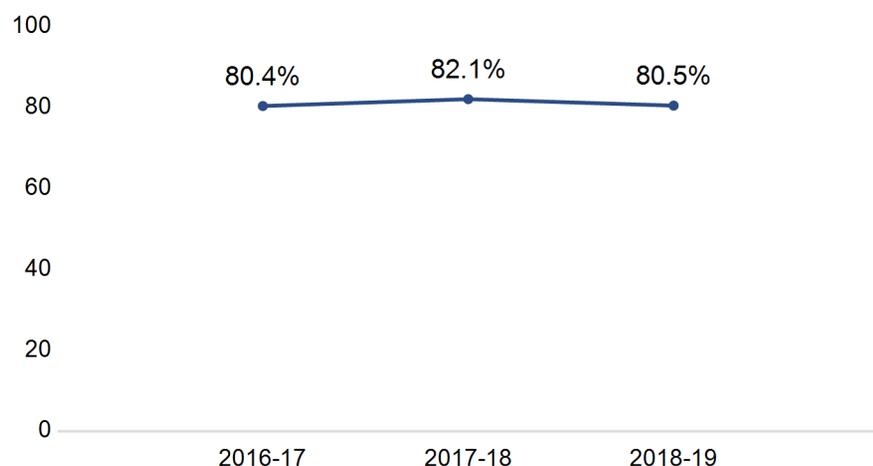
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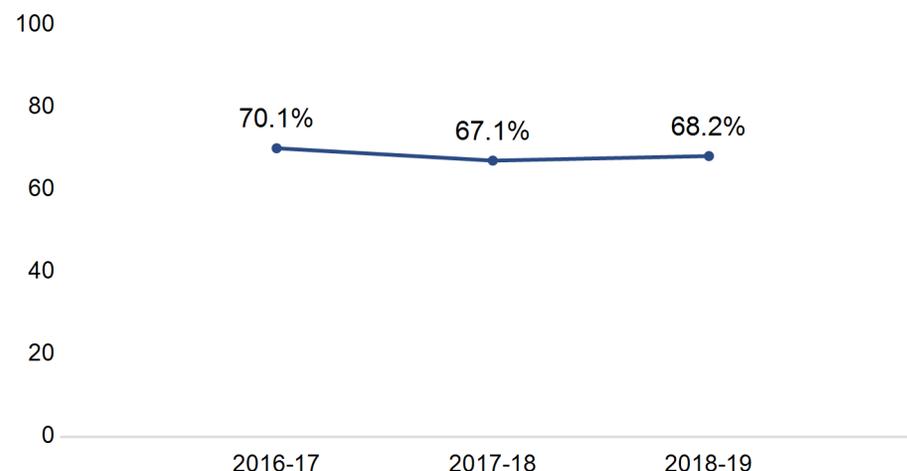
## English Language Arts and Mathematics Performance Trends

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	96.5%	97.1%	96.5%	96.4%	97.1%	96.5%
Proficiency Rate for Federal Accountability	80.4%	82.1%	80.5%	70.1%	67.1%	68.2%
Annual Target	67.7%	68.4%	69.0%	61.4%	62.4%	63.3%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Rosa International Middle School**  
(07-0800-074)  
Grades Offered: 06-08  
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	713	96.5	80.5	69.5	57.9	80.5	69	Met Goal
White	393	94.7	80.7	73.8	66.9	80.4	63.9	Met Goal
Hispanic	53	96.4	54.7	*	43.9	54.7	59.3	Met Target†
Black or African American	38	97.4	84.2	46.6	38.5	84.2	48.2	Met Goal
Asian, Native Hawaiian, or Pacific Islander	198	99.5	86.9	*	82.9	86.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	67.1	Met Goal
Female	347	97.7	87.9	76.2	64.8	87.9		
Male	366	95.3	73.5	63.2	51.3	73.5		
Economically Disadvantaged Students	86	95.6	59.3	*	40.0	59.3	60.4	Met Target†
Non-Economically Disadvantaged Students	627	96.6	83.4	*	67.9	83.4		
Students with Disabilities	81	93.1	55.6	34.0	22.7	54.4	42.6	Met Target
Students without Disabilities	632	96.9	83.7	78.1	65.1	83.7		
English Learners	20	100.0	60.0	41.4	29.3	60.0	73.8	Met Target†
Non-English Learners	693	96.4	81.1	71.0	60.6	81.1		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	14	100.0	64.3	64.0	57.8	64.3		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Rosa International Middle School

(07-0800-074)

Grades Offered: 06-08

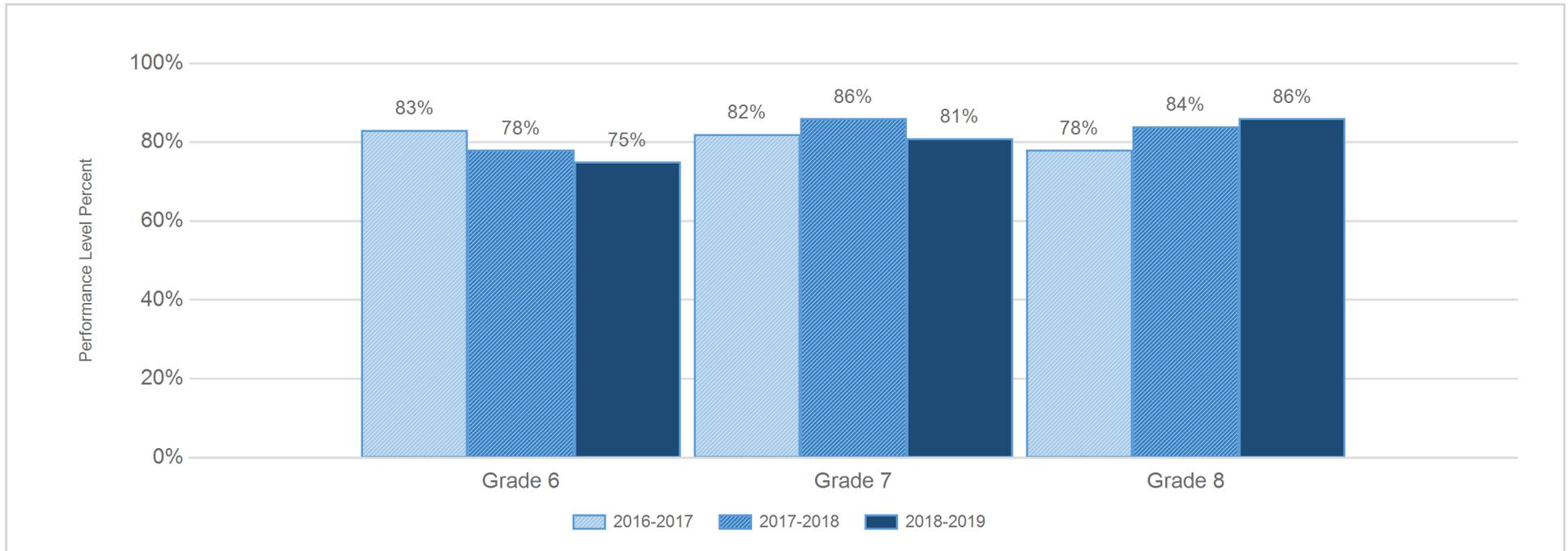
2018-2019

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## English Language Arts Assessment - Performance Trends

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





**Rosa International Middle School**  
(07-0800-074)  
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2018-2019

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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
<b>Schoolwide</b>	213	767	763	754	*	*	19%	57%	18%	75%	56%
White	116	769	767	762	0%	*	*	62%	17%	79%	65%
Hispanic	17	742	746	743	0%	*	*	*	*	29%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	59	771	772	780	*	*	17%	49%	29%	78%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	102	774	771	762	*	*	16%	61%	24%	84%	64%
Male	111	761	756	748	*	*	23%	53%	14%	67%	48%
Economically Disadvantaged Students	33	756	745	740	*	*	33%	*	*	61%	39%
Non-Economically Disadvantaged Students	180	769	768	763	*	*	17%	*	*	78%	67%
Students with Disabilities	29	751	740	722	*	*	*	*	*	62%	19%
Students without Disabilities	184	769	768	761	*	*	*	*	*	77%	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	764	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	747	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	271	781	771	761	*	*	16%	35%	46%	81%	63%
White	146	777	775	769	0%	*	*	40%	38%	78%	72%
Hispanic	15	769	753	747	0%	*	*	*	*	67%	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	81	789	782	790	*	*	*	26%	60%	86%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	15	781	*	768	0%	0%	*	*	*	87%	68%
Female	126	792	780	769	*	*	*	29%	59%	88%	71%
Male	145	771	764	753	*	*	*	40%	34%	74%	55%
Economically Disadvantaged Students	28	759	748	743	*	*	*	*	*	57%	45%
Non-Economically Disadvantaged Students	243	783	777	771	*	*	*	*	*	84%	73%
Students with Disabilities	27	755	735	720	*	*	*	*	*	56%	22%
Students without Disabilities	244	784	779	769	*	*	*	*	*	84%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	271	781	*	763	*	*	16%	35%	46%	81%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	759	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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### 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
<b>Schoolwide</b>	224	789	775	762	*	*	10%	38%	48%	86%	63%
White	127	788	779	770	*	*	10%	40%	46%	86%	72%
Hispanic	21	762	746	747	*	*	*	*	*	67%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	58	806	793	794	0%	0%	*	*	*	97%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	119	796	787	771	*	*	*	34%	56%	91%	71%
Male	105	782	762	753	*	*	*	42%	39%	81%	55%
Economically Disadvantaged Students	22	763	748	743	*	*	*	*	*	64%	45%
Non-Economically Disadvantaged Students	202	792	781	772	*	*	*	*	*	89%	72%
Students with Disabilities	20	738	732	721	*	*	*	50%	0%	50%	22%
Students without Disabilities	204	795	784	770	*	*	*	37%	53%	90%	71%
English Learners	N	N	692	708	N	N	N	N	N	N	12%
Non-English Learners	224	789	776	764	*	*	10%	38%	48%	86%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	784	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	713	96.5	68.2	53.7	44.5	68.2	63.3	Met Target
White	393	94.7	66.7	57.3	54.1	66.4	57.7	Met Target
Hispanic	53	96.4	37.7	*	28.8	37.7	51.8	Not Met
Black or African American	38	97.4	42.1	28.8	23.0	42.1	40.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	198	99.5	83.3	70.4	76.5	83.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	56.7	Met Target
Female	347	97.7	68.0	53.5	44.9	68.0		
Male	366	95.3	68.3	53.9	44.2	68.3		
Economically Disadvantaged Students	86	95.6	41.9	*	26.3	41.9	55.9	Not Met
Non-Economically Disadvantaged Students	627	96.6	71.8	*	54.9	71.8		
Students with Disabilities	81	93.1	40.7	27.7	17.4	39.9	32.7	Met Target
Students without Disabilities	632	96.9	71.7	59.9	50.0	71.7		
English Learners	20	100.0	50.0	40.0	25.0	50.0	73.9	Not Met
Non-English Learners	693	96.4	68.7	54.5	46.5	68.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	14	100.0	71.4	55.7	46.4	71.4		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Rosa International Middle School

(07-0800-074)

Grades Offered: 06-08

2018-2019

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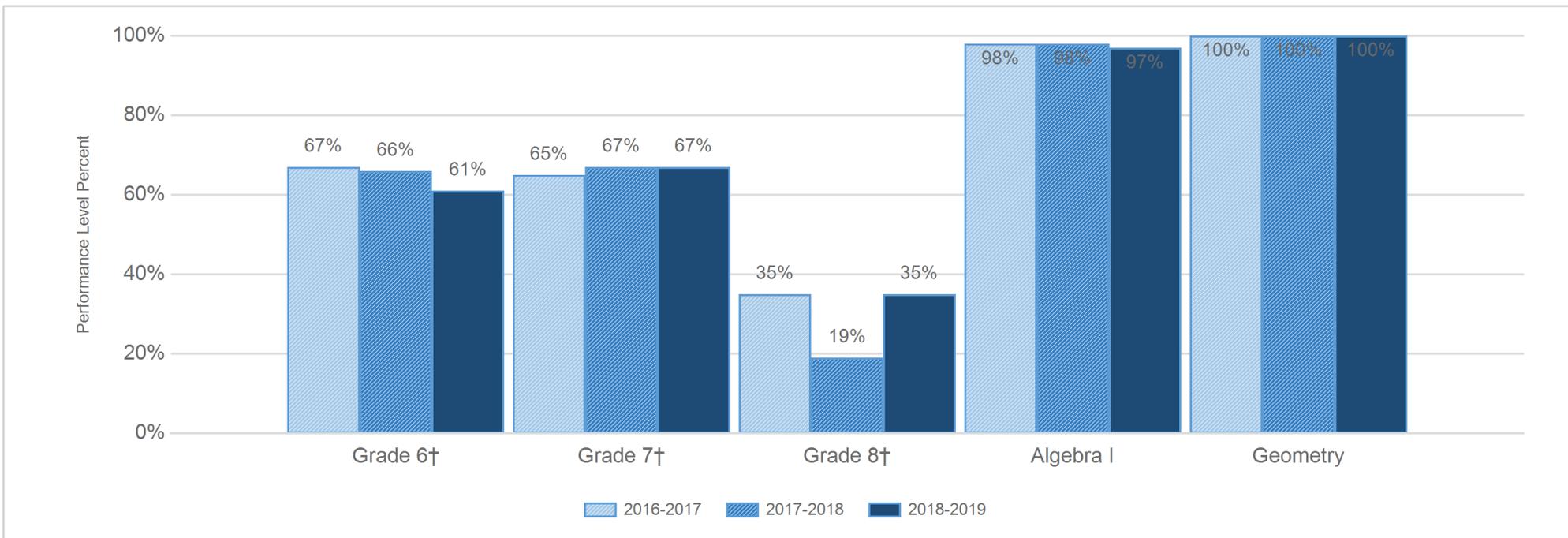
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## Mathematics Assessment – Performance Trends

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.



**Rosa International Middle School**  
(07-0800-074)  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	213	758	750	741	*	*	25%	44%	17%	61%	41%
White	116	758	753	749	0%	*	30%	*	*	62%	51%
Hispanic	17	730	733	729	*	*	*	*	*	24%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	59	767	766	769	*	*	*	47%	29%	76%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	102	757	751	742	*	*	26%	45%	15%	60%	42%
Male	111	758	749	740	*	*	24%	42%	19%	61%	40%
Economically Disadvantaged Students	33	742	732	726	*	*	*	*	*	39%	21%
Non-Economically Disadvantaged Students	180	760	755	750	*	*	*	*	*	64%	53%
Students with Disabilities	29	747	730	716	*	*	*	*	*	48%	12%
Students without Disabilities	184	759	755	746	*	*	*	*	*	63%	46%
English Learners	*	*	717	709	*	*	*	*	*	*	*
Non-English Learners	*	*	751	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	735	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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
<b>Schoolwide</b>	243	760	750	744	*	*	23%	55%	13%	67%	42%
White	133	757	753	751	*	*	26%	53%	11%	63%	53%
Hispanic	15	746	738	733	*	*	*	*	*	53%	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	66	769	760	768	0%	*	*	56%	21%	77%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	15	766	*	749	0%	0%	*	*	*	87%	51%
Female	112	760	751	744	*	*	22%	56%	12%	68%	42%
Male	131	760	749	743	*	*	24%	53%	14%	67%	42%
Economically Disadvantaged Students	26	738	734	731	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	217	763	754	751	*	*	*	*	*	72%	53%
Students with Disabilities	26	745	730	718	*	*	38%	*	*	38%	13%
Students without Disabilities	217	762	755	749	*	*	21%	*	*	71%	48%
English Learners	N	N	730	716	N	N	N	N	N	N	10%
Non-English Learners	243	760	750	745	*	*	23%	55%	13%	67%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	751	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	84	736	725	728	14%	18%	33%	35%	0%	35%	29%
White	54	737	730	737	*	*	30%	37%	0%	37%	38%
Hispanic	15	726	717	722	*	*	*	*	*	20%	22%
Black or African American	*	*	715	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	717	730	*	*	*	*	*	*	31%
Female	44	734	727	731	*	*	32%	32%	0%	32%	31%
Male	40	738	723	726	*	*	35%	38%	0%	38%	27%
Economically Disadvantaged Students	10	709	713	719	*	*	*	*	*	10%	20%
Non-Economically Disadvantaged Students	74	739	730	735	*	*	*	*	*	38%	36%
Students with Disabilities	19	729	718	707	*	*	*	*	*	32%	10%
Students without Disabilities	65	738	729	734	*	*	*	*	*	35%	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	84	736	*	730	14%	18%	33%	35%	0%	35%	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Rosa International Middle School**  
(07-0800-074)  
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
<b>Schoolwide</b>	148	787	749	744	0%	0%	*	*	*	97%	42%
White	78	785	753	752	0%	0%	*	*	*	99%	53%
Hispanic	*	*	732	728	*	*	*	*	*	*	24%
Black or African American	*	*	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	56	795	767	775	0%	0%	*	*	*	98%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	749	752	*	*	*	*	*	*	51%
Female	79	787	751	745	0%	0%	*	*	*	95%	44%
Male	69	787	748	743	0%	0%	*	*	*	99%	41%
Economically Disadvantaged Students	13	786	733	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	135	787	754	752	0%	0%	*	*	*	96%	52%
Students with Disabilities	*	*	727	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	754	748	*	*	*	*	*	*	47%
English Learners	N	N	724	710	N	N	N	N	N	N	*
Non-English Learners	148	787	750	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	753	744	*	*	*	*	*	*	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
<b>Schoolwide</b>	20	795	751	737	0%	0%	0%	*	*	100%	35%
White	*	*	751	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	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	11	797	*	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	751	745	*	*	*	*	*	*	46%
Female	10	790	750	738	0%	0%	0%	*	*	100%	36%
Male	10	799	752	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	742	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	752	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	724	712	N	N	N	N	N	N	*
Students without Disabilities	20	795	753	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	20	795	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



## Rosa International Middle School

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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
6	*	*
7	*	*
8	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	N	N	N
3-4	*	*	*
5 or more	N	N	N



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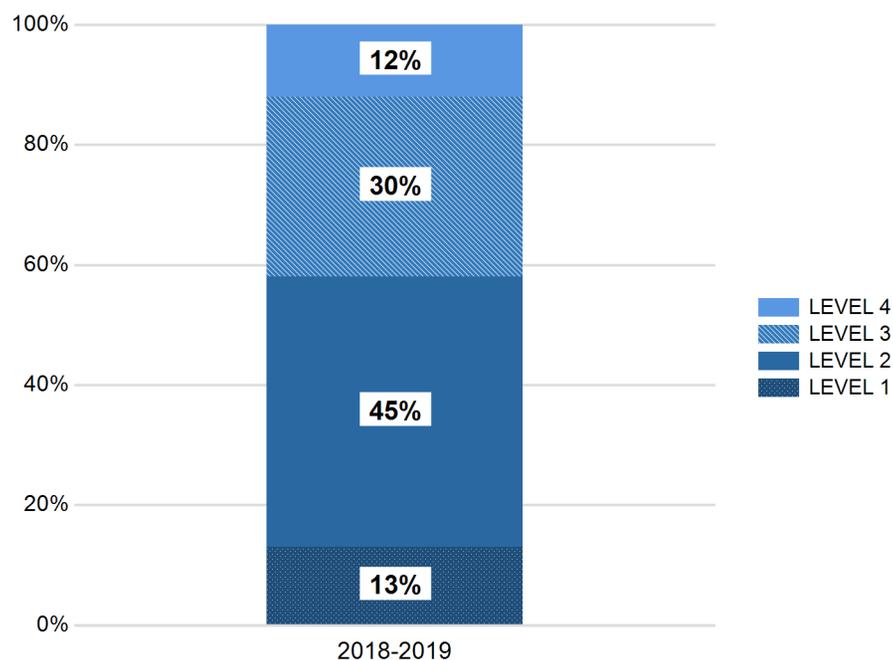
**N** No Data is available to display

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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
<b>Schoolwide</b>	13	45	30	12
White	11	47	31	11
Hispanic	33	52	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	3	38	38	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	9	49	29	13
Male	17	41	31	11
Economically Disadvantaged Students	39	43	9	9
Non-Economically Disadvantaged Students	10	45	32	13
Students with Disabilities	43	48	10	0
Students without Disabilities	10	45	32	14
English Learners	N	N	N	N
Non-English Learners	13	45	30	12
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	248
7	29	0	265
8	133	20	100
Total	162	20	613

### 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	152	85	0	0	0	0	0
7	159	117	0	0	0	0	0
8	125	94	0	0	0	0	0
Total	436	296	0	0	0	0	0



### Rosa International Middle School

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2018-2019

#### Report Key:

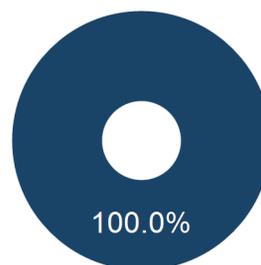
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## Visual and Performing Arts – Course Participation

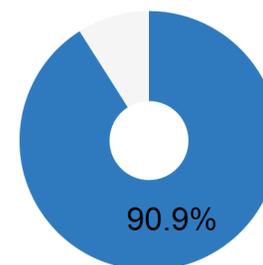
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

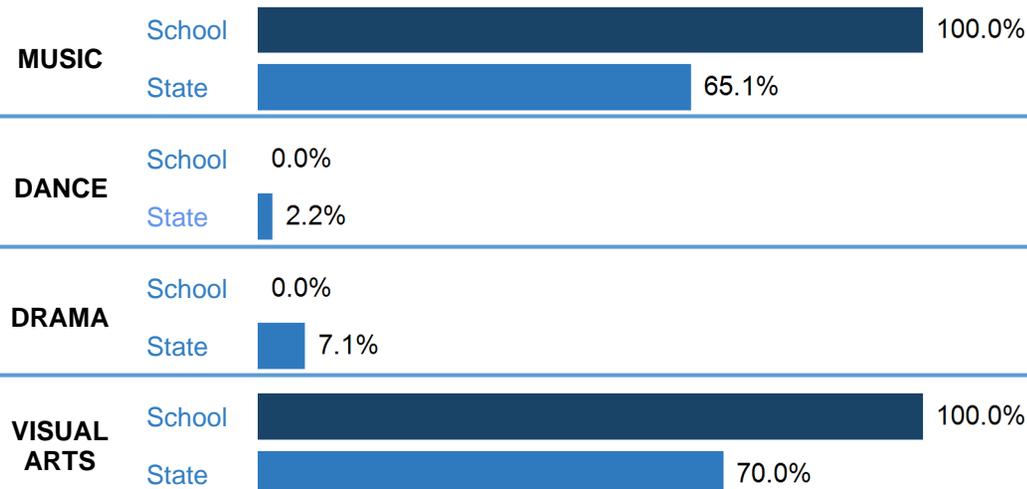


School



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.

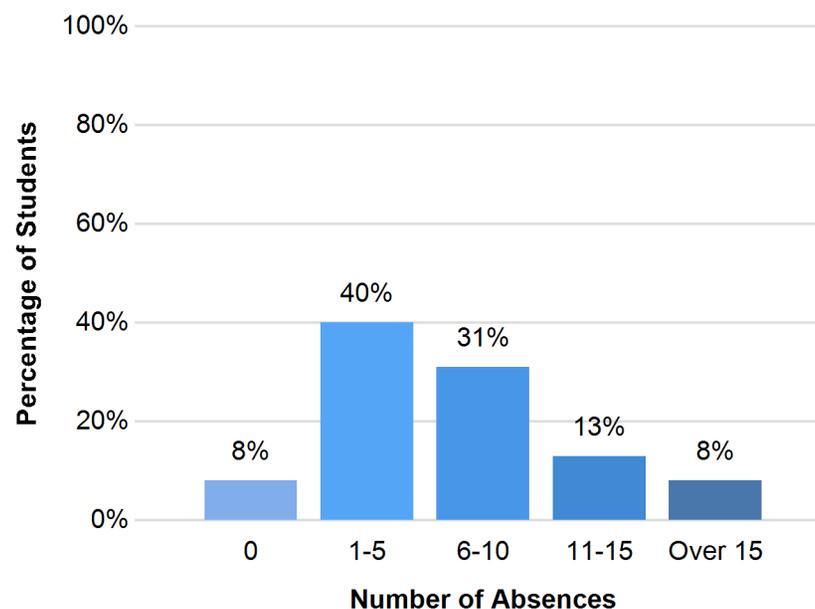
#### Chronic Absenteeism

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	36	4.9	9.1	Met
White	26	6.3	9.1	Met
Hispanic	5	9.1	9.1	Met
Black or African American	3	7.7	9.1	Met
Asian, Native Hawaiian, or Pacific	2	1.0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	9.1	Met
Female	17	4.8		
Male	19	4.9		
Economically Disadvantaged Students	11	11.6	9.1	Not Met
Students with Disabilities	11	13.1	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	2	14.3		
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.





### Rosa International Middle School

(07-0800-074)

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2018-2019

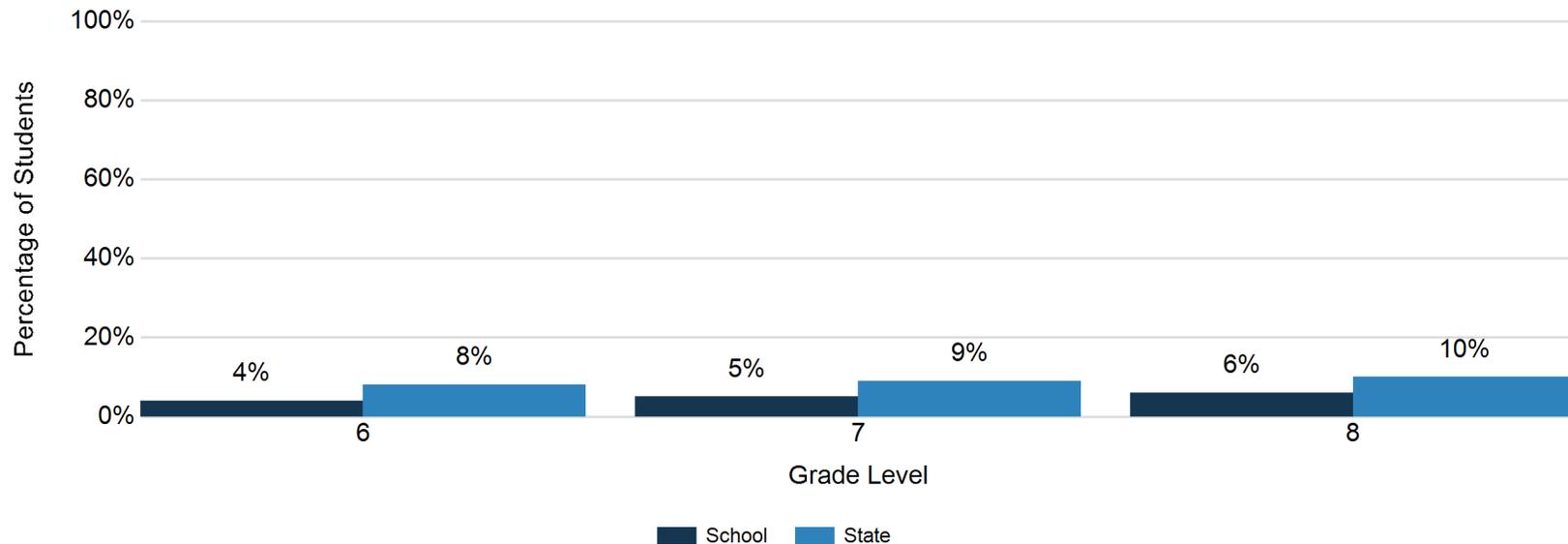
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### Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	4
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.67

### 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	4
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	3	3
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	2	0	2
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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
25



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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	13:1	13:1
Students to Administrators	260:1	231:1
Teachers to Administrators	20:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	46.2%	73.3%	33.3%	48.4%	77.1%	54.9%
Male	53.8%	26.7%	66.7%	51.6%	22.9%	45.1%
White	56.5%	86.7%	66.7%	42.4%	83.6%	77.4%
Hispanic	7.3%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.8%	3.3%	33.3%	15.0%	6.6%	13.9%
Asian	25.9%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	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

Teacher 47%

Admin N/A

#### Master's Degree

Teacher 48%

Admin 100%

#### Doctoral Degree

Teacher 5%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.8%



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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.



### Rosa International Middle School

(07-0800-074)

Grades Offered: 06-08

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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



## Rosa International Middle School

(07-0800-074)

Grades Offered: 06-08

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	80.4%	82.1%	80.5%
Math Proficiency	70.1%	67.1%	68.2%
ELA Growth	55	54	48
Math Growth	56	48	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.4%	5.6%	4.9%

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



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(07-0800-074)

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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.



**Rosa International Middle School**  
(07-0800-074)  
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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- National School of Character 2017 and a No Place for Hate School 2017, 2018, 2019
- NAMM Foundation Best School for Music Award Winner six years straight
- First Vex Robotics competition for students in K-8 January 2019



### Mission, Vision, Theme:

Rosa International Middle School believes that a successful learning environment embraces collaboration, promotes individual responsibility, and fosters acceptance and respect for all members of the school and global community.



### Awards, Recognition, Accomplishments:

Rosa is a 2017 National School of Character, a 2017 No Place for Hate School, a NAMM Music Foundation Award winner since 2014, the only International Baccalaureate Middle Years Program in Southern New Jersey, and a 2009 NCLB Blue Ribbon School.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <a href="https://www.chclc.org/academics/curriculum">https://www.chclc.org/academics/curriculum</a>.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Rosa Middle School offers a wide range of athletic teams in the fall, winter and spring seasons. Many teams have A and B levels to promote student participation and development. Rosa student-athletes are consistently top performers in the classroom and on the courts and fields.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Rosa has well over 30 clubs from which students may choose. Rosa's drama club has enlisted well over 100 participants in the last few years, and its Robotics club, now in its third year, is an extension of Rosa's growing STEM emphasis. Rosa after-school music offerings include recorder and Orff ensembles.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Rosa offers over 33 extracurricular clubs and activities that support diverse learners. That includes fall, winter and spring sports, music, arts, National History Day, Debate Club, Lego, Harry Potter, Video Game, Builders and the Key Club just to name a few.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Students are engaged in Physical Education for 165 minutes each week and go through units that support fine and gross motor development as well as physical fitness. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

Rosa has welcomed state legislators to support school awards from sports, to Mini Model UN participants, South Jersey Math Counts winners, to a Scripps National Spelling Bee winner.



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### Facilities:

The Rosa International Middle School was built in 1961. Renovations took place in 1999. Each day, the school personnel welcome approximately 800 students in sixth through eighth grade.



### School Safety:

The District plans to continue security facilities upgrades at the middle schools this year. Campus police staff have been assigned to the middle schools. Security and fire drills are conducted as per DOE regulations.



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.

**Richard Stockton Elementary School**

(07-0800-113)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### Richard Stockton Elementary School

(07-0800-113)

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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	Cherry Hill School District
Principal Name	Mr. James Riordan
Address	200 Wexford Dr. CHERRY HILL, NJ 08003-1827
Phone Number	856-424-1505
Email Address	<a href="mailto:JRiordan@chclc.org">JRiordan@chclc.org</a>
Website	<a href="https://stockton.chclc.org/">https://stockton.chclc.org/</a>



## Richard Stockton Elementary School

(07-0800-113)

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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	39	57	49
1	57	47	66
2	57	65	52
3	46	56	66
4	90	47	59
5	85	89	50
Total	374	361	342

### 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	50.5%	50.7%	47.4%
Male	49.5%	49.3%	52.6%
Economically Disadvantaged Students	7.0%	8.3%	8.5%
Students with Disabilities	20.3%	23.3%	22.8%
English Learners	0.0%	1.4%	0.9%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.3%	0.3%	0.6%
Military-Connected Students	0.0%	0.0%	0.3%
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	66.3%	64.5%	64.0%
Hispanic	7.0%	7.5%	7.6%
Black or African American	4.3%	5.0%	5.6%
Asian	15.2%	16.3%	17.0%
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	7.0%	6.4%	5.8%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	39	57	49
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	88.6%
Chinese	2.0%
Spanish	1.5%
Urdu	1.2%
Other Languages	6.7%



**Richard Stockton Elementary School**  
(07-0800-113)  
Grades Offered: KG-05  
2018-2019

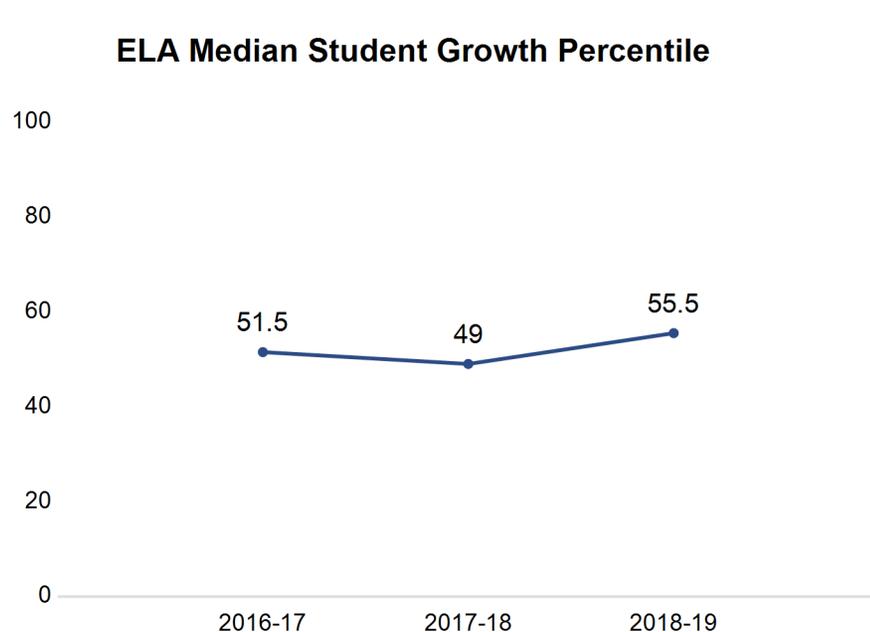
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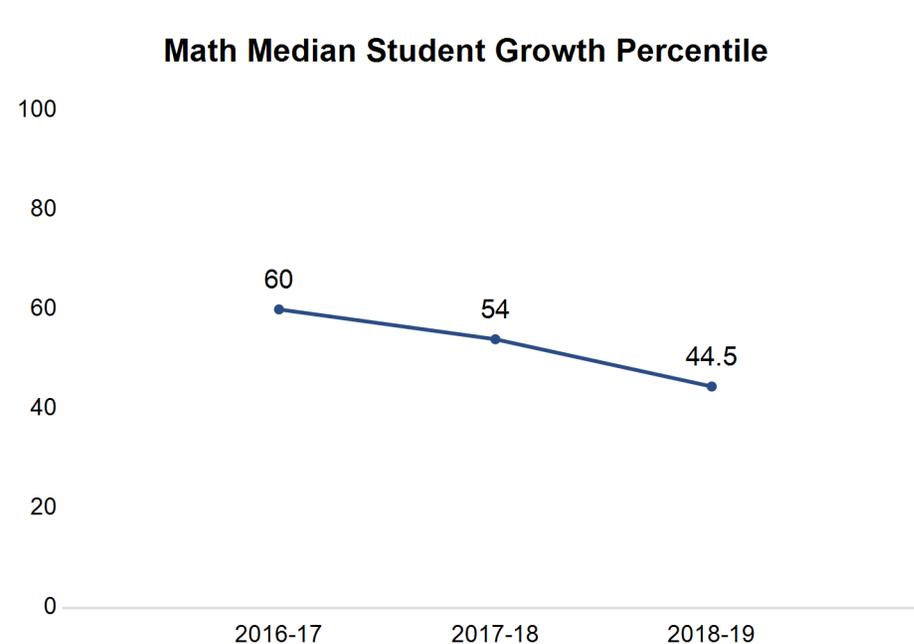
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	51.5	49	55.5	60	54	44.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	55.5	49	50	Met Standard	44.5	50	50	Met Standard
White	55	49	50	Met Standard	41	50	52	Met Standard
Hispanic	*	41	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	68	53	59	**	52	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	52	51	53	N	45.5	50	50	N
Male	62	46	47	N	44	51	51	N
Economically Disadvantaged Students	*	44	48	**	*	45	46	**
Students with Disabilities	53	45	43	Met Standard	41.5	46	45	Met Standard
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	30	49	N	N	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Richard Stockton 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.

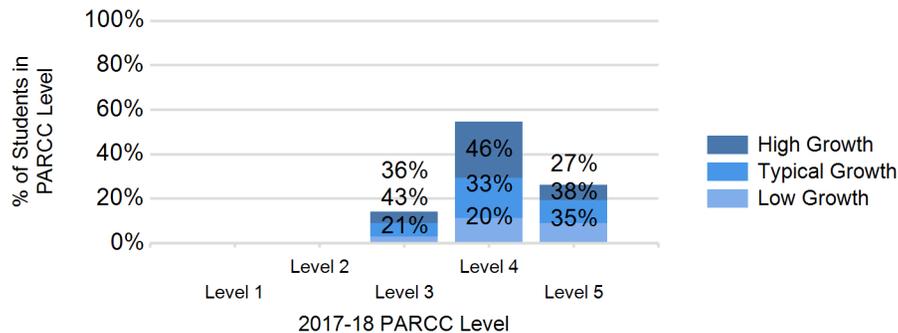
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

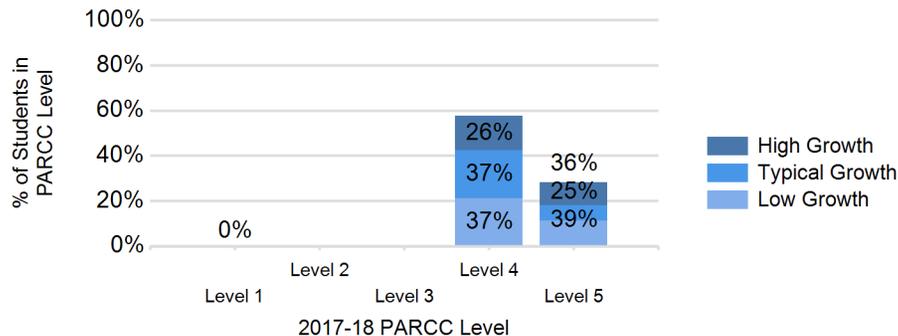
**Student Growth by Performance Level**

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

**ELA**



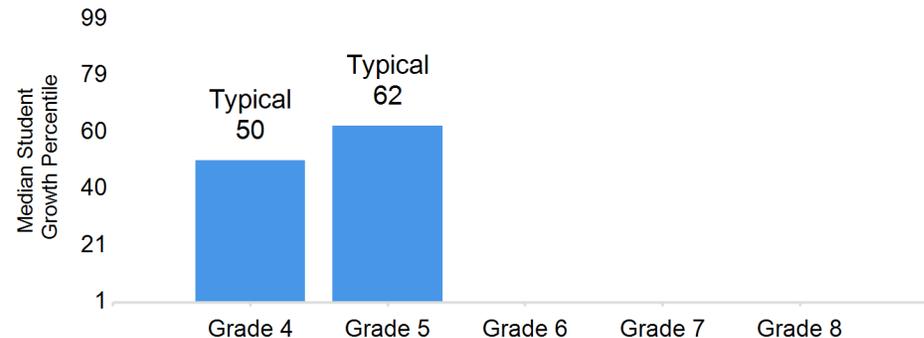
**Math**



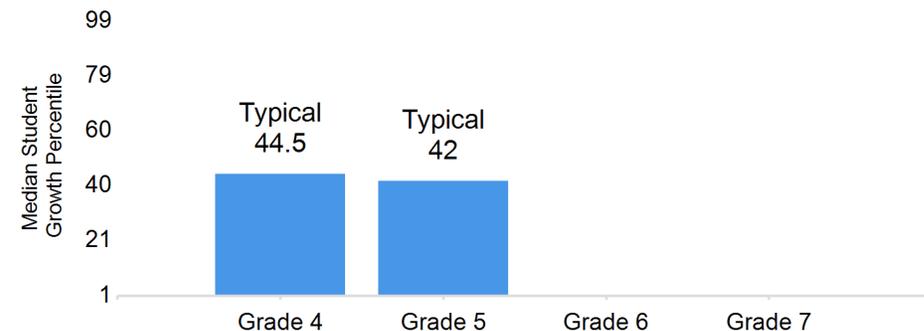
**Student Growth by Grade**

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

**ELA**



**Math**





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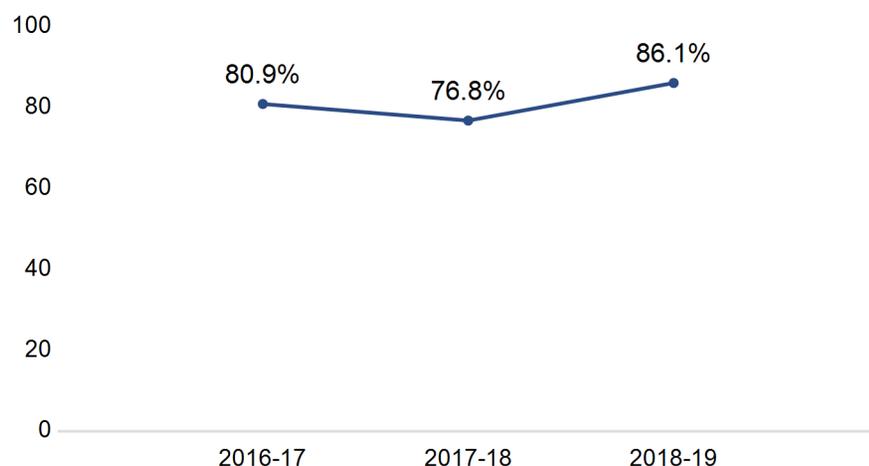
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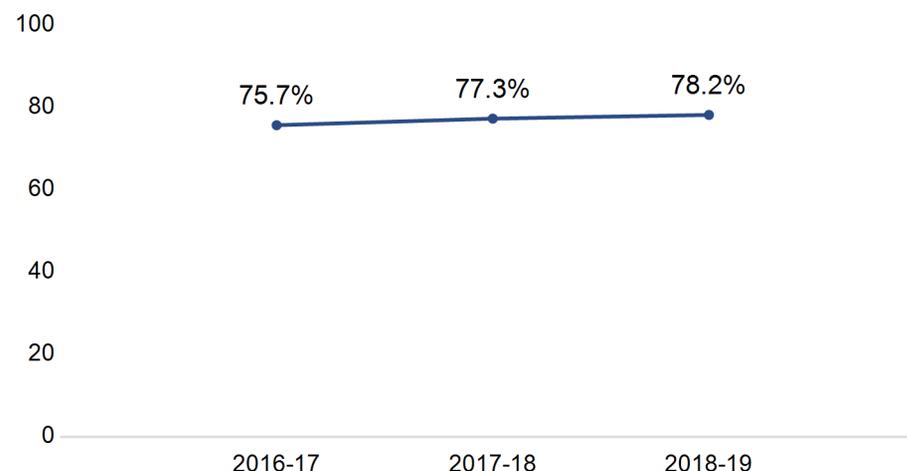
## English Language Arts and Mathematics Performance Trends

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	97.2%	99.0%	99.4%	96.7%	99.0%	99.4%
Proficiency Rate for Federal Accountability	80.9%	76.8%	86.1%	75.7%	77.3%	78.2%
Annual Target	77.2%	77.4%	77.5%	69.6%	70.1%	70.6%
Met Annual Target?	Met Goal	Met Target†	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	165	99.4	86.1	69.5	57.9	86.1	77.5	Met Goal
White	108	99.1	88.0	73.8	66.9	88.0	75.3	Met Goal
Hispanic	12	100.0	66.7	*	43.9	66.7	**	**
Black or African American	*	*	*	46.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	96.4	*	82.9	96.4	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	89	98.9	86.5	76.2	64.8	86.5		
Male	76	100.0	85.5	63.2	51.3	85.5		
Economically Disadvantaged Students	10	100.0	70.0	*	40.0	70.0	**	**
Non-Economically Disadvantaged Students	155	99.4	87.1	*	67.9	87.1		
Students with Disabilities	35	100.0	60.0	34.0	22.7	60.0	47.3	Met Target
Students without Disabilities	130	99.2	93.1	78.1	65.1	93.1		
English Learners	*	*	*	41.4	29.3	*	**	**
Non-English Learners	*	*	*	71.0	60.6	*		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	N	N	N	64.0	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## Richard Stockton Elementary School

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Grades Offered: KG-05

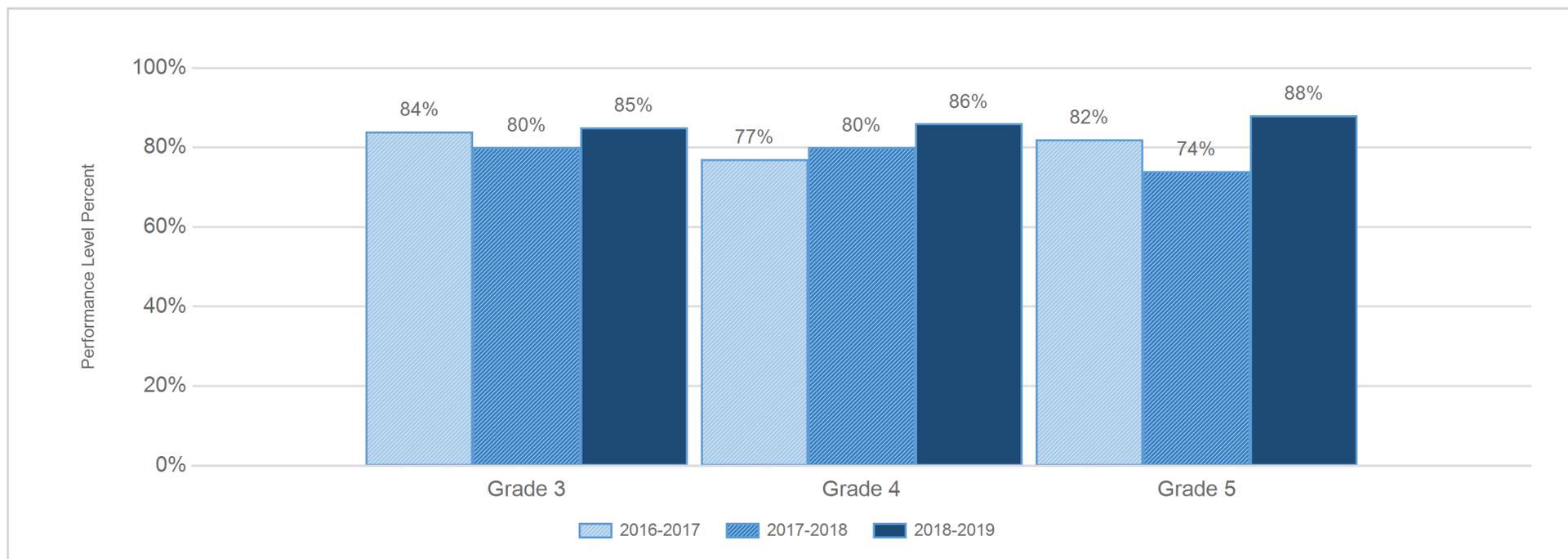
2018-2019

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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.





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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
<b>Schoolwide</b>	61	787	764	748	0%	*	*	57%	28%	85%	50%
White	36	787	769	757	0%	*	*	*	*	89%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	801	776	773	0%	0%	*	*	*	93%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	32	790	768	753	0%	*	*	*	*	88%	55%
Male	29	784	760	743	0%	*	*	*	*	83%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	738	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	771	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	748	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
<b>Schoolwide</b>	56	780	765	755	*	*	*	50%	36%	86%	57%
White	38	778	770	763	*	*	*	53%	32%	84%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	27	782	768	760	*	*	*	*	*	93%	62%
Male	29	777	762	750	*	*	*	*	*	79%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	14	759	739	725	*	*	*	*	*	43%	25%
Students without Disabilities	42	787	773	761	*	*	*	*	*	100%	64%
English Learners	N	N	718	720	N	N	N	N	N	N	17%
Non-English Learners	56	780	767	758	*	*	*	50%	36%	86%	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	*	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
<b>Schoolwide</b>	49	779	766	756	*	*	*	57%	31%	88%	58%
White	35	779	770	764	*	*	*	60%	31%	91%	68%
Hispanic	N	N	753	743	N	N	N	N	N	N	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	29	782	772	761	*	*	*	*	*	83%	64%
Male	20	776	759	750	*	*	*	*	*	95%	52%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	11	762	738	724	*	*	*	*	*	82%	23%
Students without Disabilities	38	784	774	762	*	*	*	*	*	89%	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	49	779	767	758	*	*	*	57%	31%	88%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	165	99.4	78.2	53.7	44.5	78.2	70.6	Met Target
White	108	99.1	79.6	57.3	54.1	79.6	68.6	Met Target
Hispanic	12	100.0	58.3	*	28.8	58.3	**	**
Black or African American	*	*	*	28.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	92.9	70.4	76.5	92.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	89	98.9	75.3	53.5	44.9	75.3		
Male	76	100.0	81.6	53.9	44.2	81.6		
Economically Disadvantaged Students	10	100.0	70.0	*	26.3	70.0	**	**
Non-Economically Disadvantaged Students	155	99.4	78.7	*	54.9	78.7		
Students with Disabilities	35	100.0	57.1	27.7	17.4	57.1	49.3	Met Target
Students without Disabilities	130	99.2	83.8	59.9	50.0	83.8		
English Learners	*	*	*	40.0	25.0	*	**	**
Non-English Learners	*	*	*	54.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	N	N	N	55.7	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



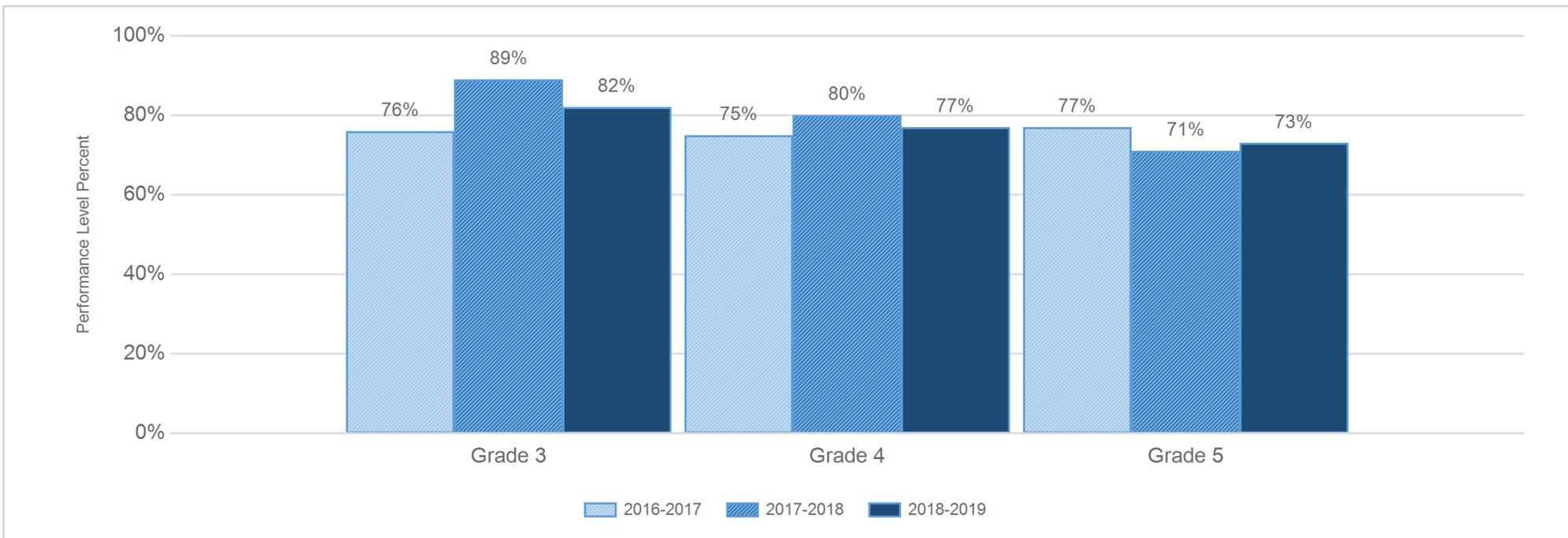
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	61	776	759	752	*	*	*	56%	26%	82%	55%
White	36	776	762	760	*	0%	*	*	*	83%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	786	773	778	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	32	771	758	751	*	*	*	*	*	81%	54%
Male	29	781	760	752	*	*	*	*	*	83%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	742	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	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
<b>Schoolwide</b>	56	769	755	749	*	*	20%	*	*	77%	51%
White	38	767	759	757	0%	*	*	*	*	76%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	27	766	754	749	*	*	*	*	*	78%	50%
Male	29	771	757	749	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	14	751	734	726	*	*	*	*	*	43%	25%
Students without Disabilities	42	775	762	754	*	*	*	*	*	88%	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	56	769	756	751	*	*	20%	*	*	77%	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	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Richard Stockton Elementary School**  
(07-0800-113)  
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
<b>Schoolwide</b>	49	761	754	747	*	*	22%	*	*	73%	47%
White	35	761	757	755	*	*	*	*	*	77%	58%
Hispanic	N	N	740	735	N	N	N	N	N	N	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	29	759	753	747	*	*	*	*	*	69%	47%
Male	20	764	754	747	*	*	*	*	*	80%	47%
Economically Disadvantaged Students	*	*	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	11	758	736	725	*	*	*	*	*	73%	19%
Students without Disabilities	38	762	759	752	*	*	*	*	*	74%	52%
English Learners	N	N	728	718	N	N	N	N	N	N	12%
Non-English Learners	49	761	755	749	*	*	22%	*	*	73%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† 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	*	*	*
5 or more	*	*	*



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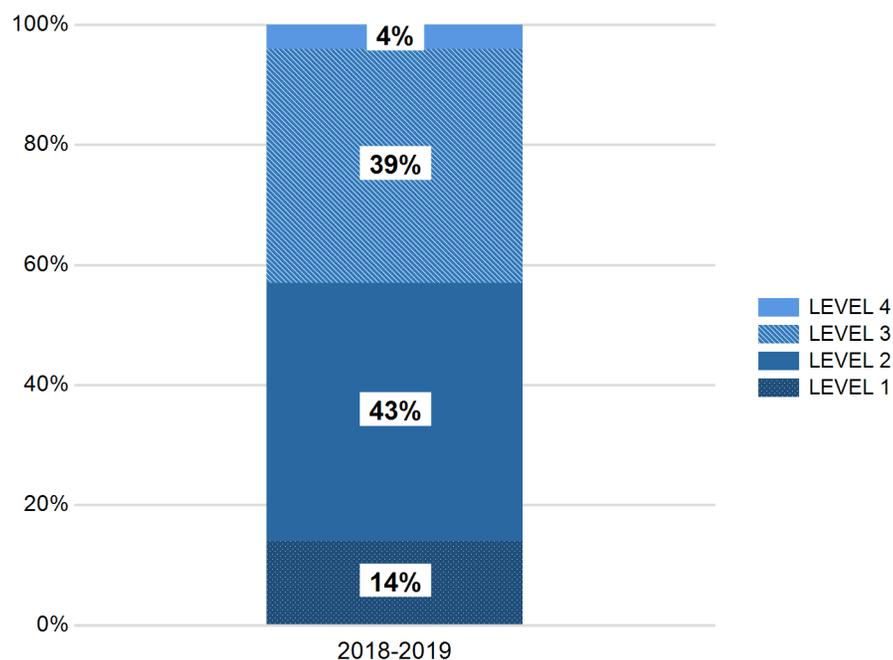
**N** No Data is available to display

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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
<b>Schoolwide</b>	14	43	39	4
White	11	46	37	6
Hispanic	N	N	N	N
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	21	41	34	3
Male	5	45	45	5
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	18	36	45	0
Students without Disabilities	13	45	37	5
English Learners	N	N	N	N
Non-English Learners	14	43	39	4
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.

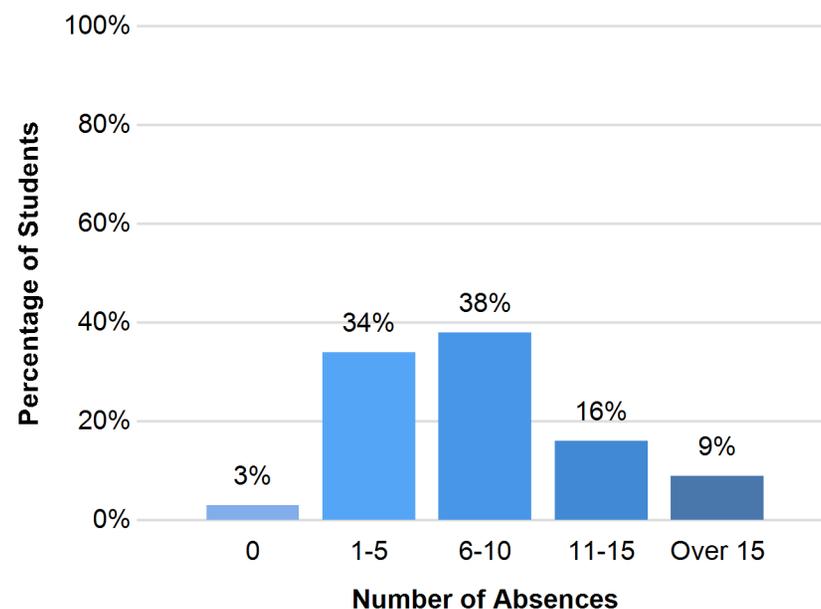
### Chronic Absenteeism

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	19	5.5	8.9	Met
White	14	6.3	8.9	Met
Hispanic	0	0	8.9	Met
Black or African American	2	10.5	**	**
Asian, Native Hawaiian, or Pacific	1	1.6	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	11.1	**	**
Female	10	6.3		
Male	9	4.9		
Economically Disadvantaged Students	1	3.7	8.9	Met
Students with Disabilities	9	12.5	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Richard Stockton Elementary School**  
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 2018-2019

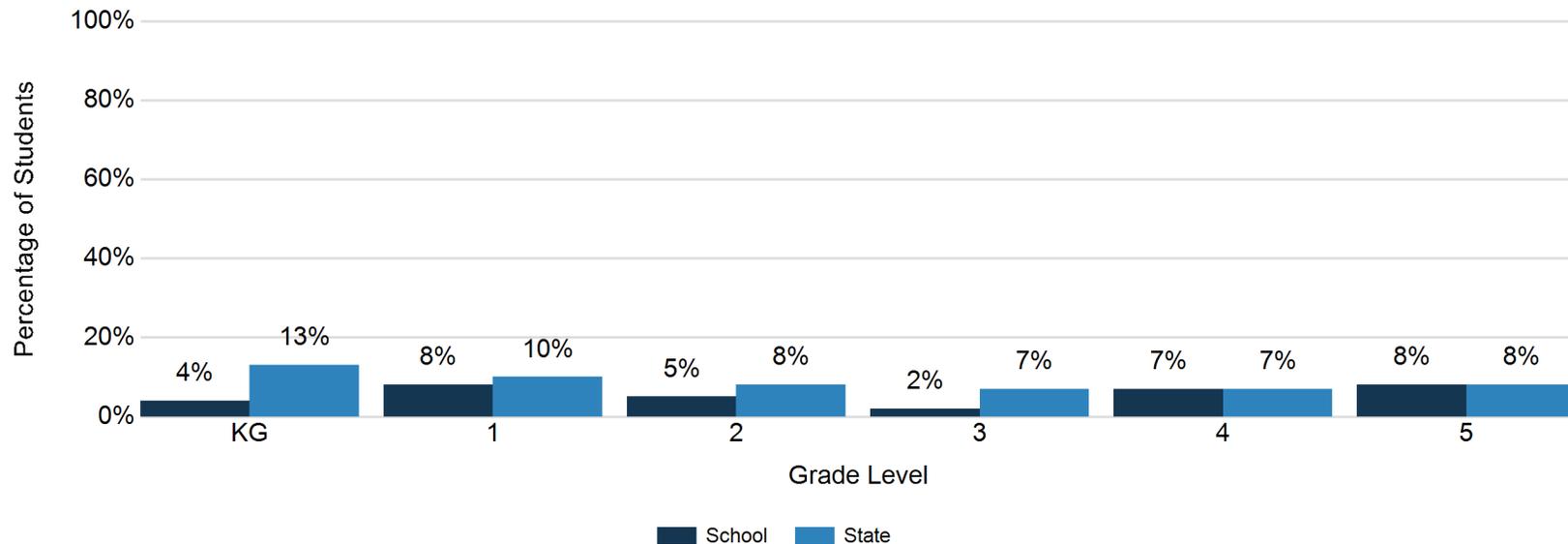
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### Chronic Absenteeism by Grade

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





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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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	0.29

### 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	3		3

### 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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

\*



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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	14:1	13:1
Students to Administrators	342:1	231:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	47.4%	87.5%	0.0%	48.4%	77.1%	54.9%
Male	52.6%	12.5%	100.0%	51.6%	22.9%	45.1%
White	64.0%	95.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.6%	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	17.0%	4.2%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 33%

Admin N/A

#### Master's Degree

Teacher 67%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.8%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	80.9%	76.8%	86.1%
Math Proficiency	75.7%	77.3%	78.2%
ELA Growth	52	49	56
Math Growth	60	54	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.6%	6.6%	5.5%

† 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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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.



**Richard Stockton Elementary School**  
(07-0800-113)  
Grades Offered: KG-05  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	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	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).



### Richard Stockton Elementary School

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## School Narrative

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



### Highlights:

- Recognized by Sustainable South Jersey for their work with recycling
- The schools NJSLA test scores exceeded the state averages for both Language Arts and Math in Grades 3,4 and 5.
- The curriculum focuses on students' individual needs via strategy groups and conferring. PLC data analysis drives classroom instruction and reading, writing, and behavioral strategies.



### Mission, Vision, Theme:

The mission of the staff at Richard Stockton Elementary School is to ensure that all students learn at high levels according to the New Jersey Student Learning Standards. Students are provided a safe and nurturing environment, enriched by diversity and a curriculum that will meet the students' needs both now and in the future.



### Awards, Recognition, Accomplishments:

Sustainable South Jersey Schools



### Richard Stockton Elementary School

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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

Jaguars Jog (Running Club), Harry Potter Club, Puzzle Club, Community Cares Club, Rubics Cube Club, Grade level Anchor Field Trips, 5th Grade Monthly PTA Community Building Activities



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 <p><b>Before and After School Programs:</b></p>	<p>District School Age Child Care Program before and after school.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>Curriculum aligned to the New Jersey Student Learning Standards, which includes the Cherry Hill School District Family Life Curriculum. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active and supportive PTA has flourished over the years to provide an excellent vehicle for parent contributions and involvement in the educational program. The PTA sponsors the Welcome Back Springdale Farms Festival, staff and bus driver appreciation luncheons, Author's Day, the school's Scholastic Book Fair, Read Across America Week, ice cream socials, and the School-Wide Field Day. In addition, the PTA has purchased Chrome Books, recess equipment, and classroom materials for the school.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Qualgia Aspirations Student and Teacher survey. Measured Belonging, Hero's, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility as well as Confidence to Take Action.</p>
 <p>Facilities:</p>	<p>The Stockton School was built in 1970. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.

**Kingston Elementary School**

(07-0800-110)

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Kingston Elementary School**

(07-0800-110)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Dr. William Marble
Address	320 Kingston Rd. CHERRY HILL, NJ 08034-1600
Phone Number	856-667-0986
Email Address	<a href="mailto:WMarble@chclc.org">WMarble@chclc.org</a>
Website	<a href="https://kingston.chclc.org/">https://kingston.chclc.org/</a>



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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	56	65	61
1	60	62	64
2	66	55	58
3	79	72	51
4	69	73	73
5	80	71	74
Total	410	398	381

### 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	45.9%	46.5%	47.2%
Male	54.1%	53.5%	52.8%
Economically Disadvantaged Students	23.7%	27.1%	27.3%
Students with Disabilities	22.9%	21.4%	20.7%
English Learners	8.3%	7.8%	11.5%
Homeless Students	0.2%	1.5%	1.6%
Students in Foster Care	0.5%	0.3%	0.0%
Military-Connected Students	0.0%	1.3%	1.6%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	54.6%	53.8%	47.8%
Hispanic	13.7%	13.8%	13.6%
Black or African American	7.6%	9.5%	10.0%
Asian	18.5%	18.1%	22.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.6%	4.8%	6.0%

### 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	56	65	61
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	73.0%
Spanish	5.0%
Chinese	4.5%
Vietnamese	4.5%
Hindi	2.1%
Other Languages	11.0%



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 2018-2019

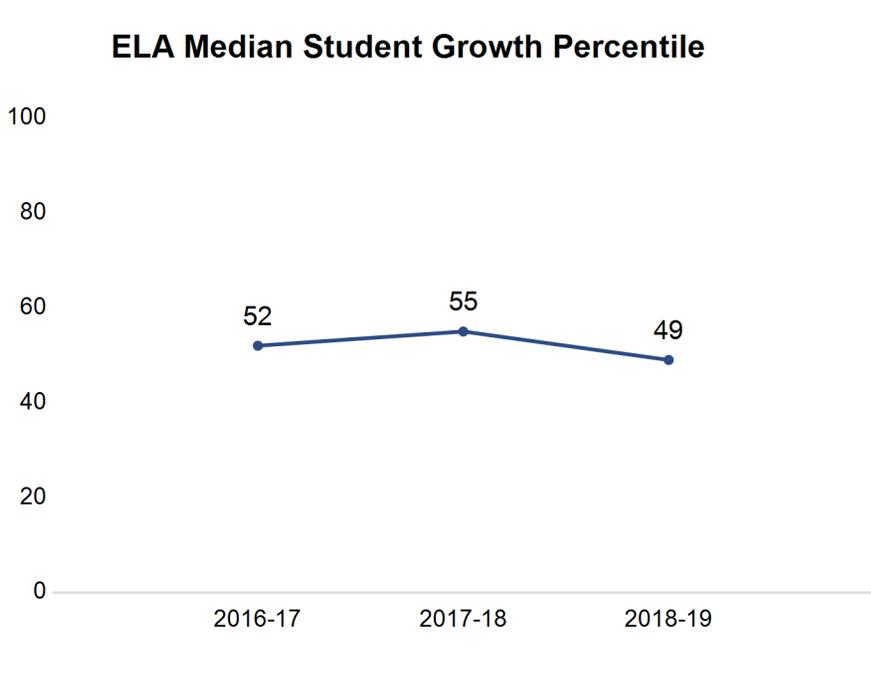
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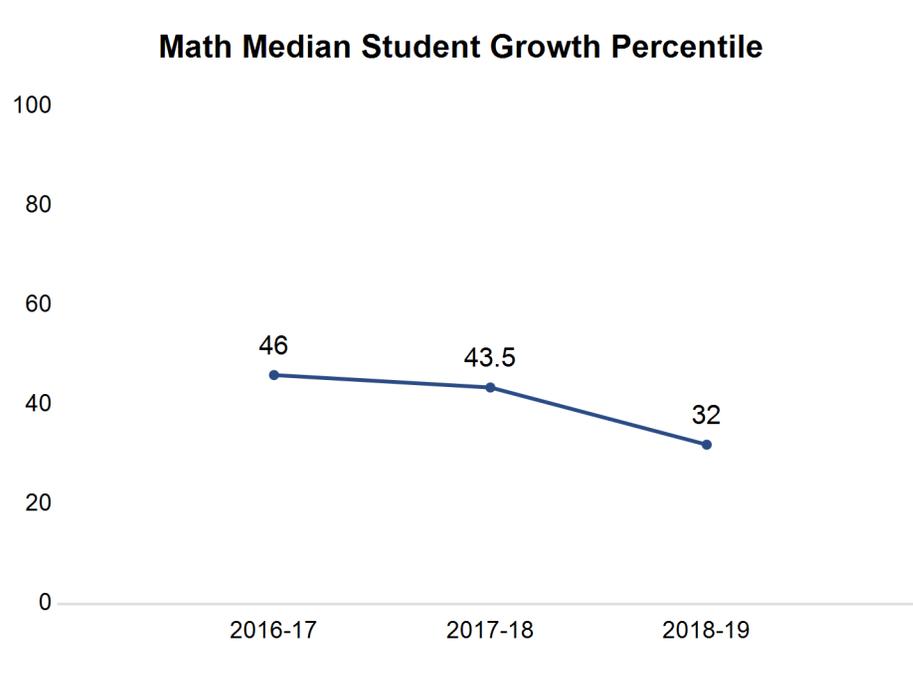
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	52	55	49	46	43.5	32
Met Standard (40-59.5)?	Met Standard	Not Met				
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	49	49	50	Met Standard	32	50	50	Not Met
White	46	49	50	Met Standard	26	50	52	Not Met
Hispanic	39	41	49	**	24	47	47	**
Black or African American	27.5	46	45	**	22.5	44	43	**
Asian, Native Hawaiian, or Pacific Islander	77	53	59	Exceeds Standard	67	55	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	46	51	53	N	26	50	50	N
Male	53	46	47	N	38	51	51	N
Economically Disadvantaged Students	47	44	48	Met Standard	27	45	46	Not Met
Students with Disabilities	50.5	45	43	Met Standard	27.5	46	45	Not Met
English Learners	69	51	52	**	54	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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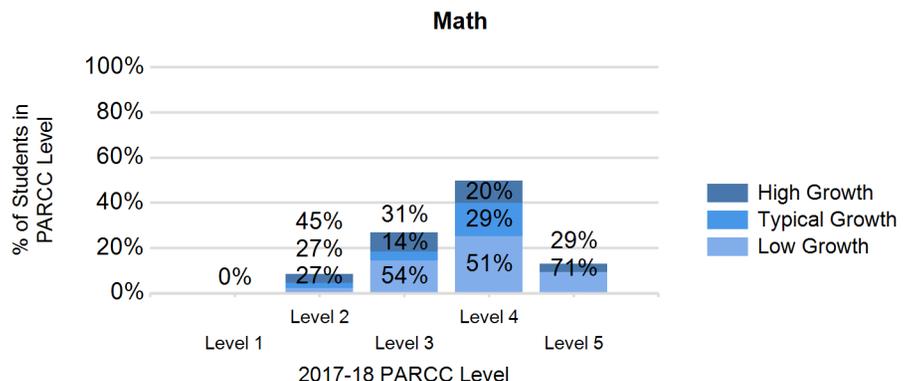
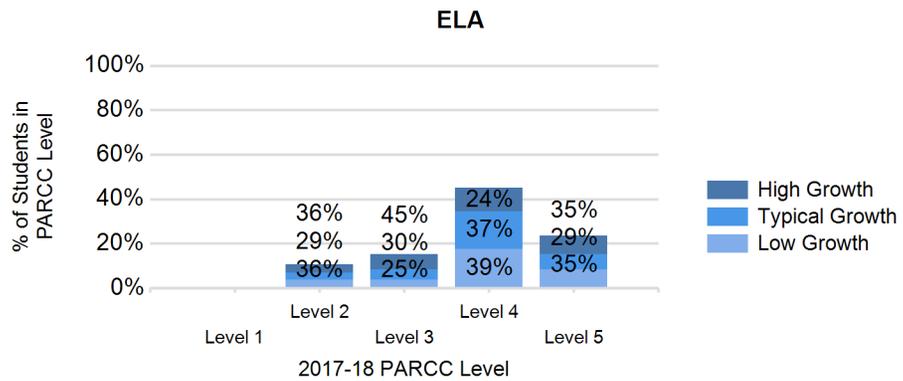
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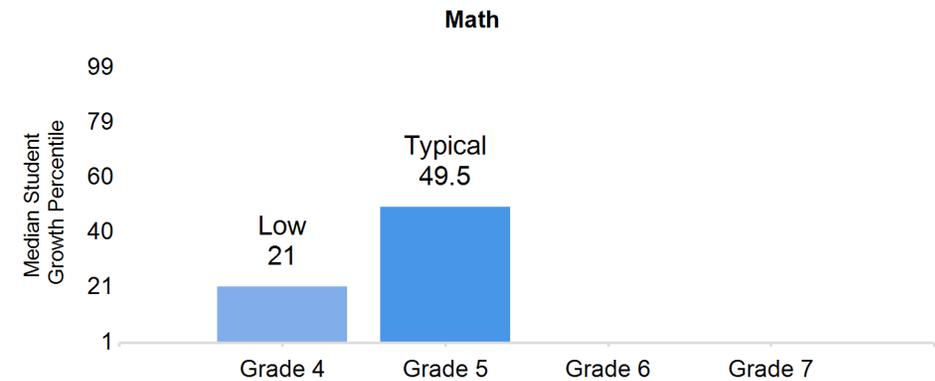
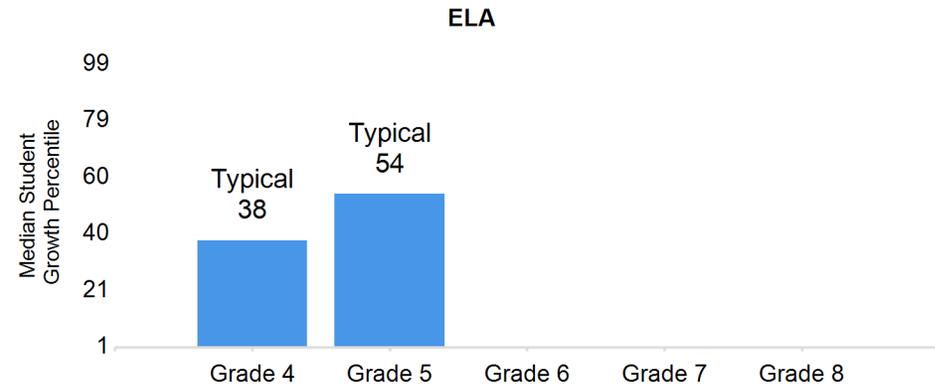
**Student Growth by Performance Level**

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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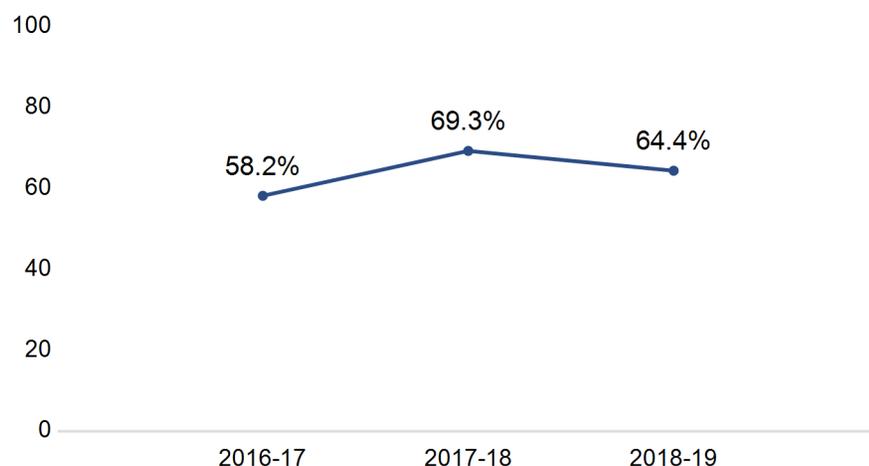
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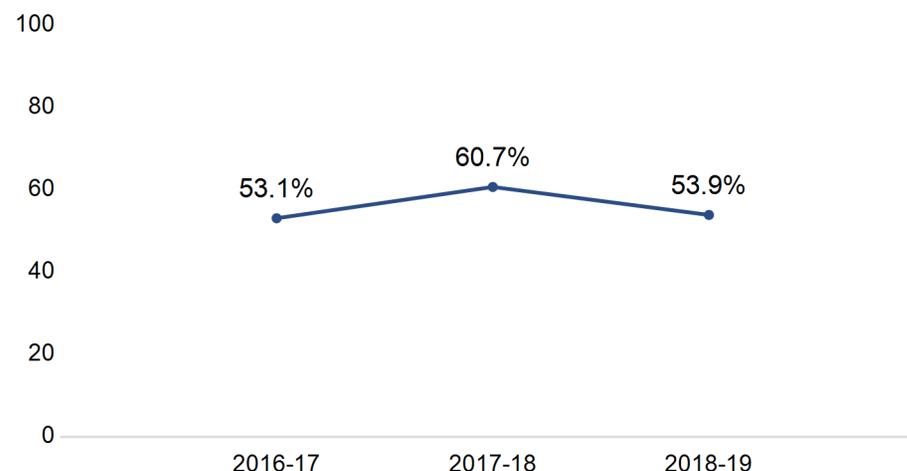
### English Language Arts and Mathematics Performance Trends

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	96.9%	97.2%	96.9%	96.9%	96.7%	96.9%
Proficiency Rate for Federal Accountability	58.2%	69.3%	64.4%	53.1%	60.7%	53.9%
Annual Target	54.3%	55.6%	57.0%	54.8%	56.2%	57.5%
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	180	96.9	64.4	69.5	57.9	64.4	57	Met Target
White	94	96.0	67.0	73.8	66.9	67.0	54.6	Met Target
Hispanic	26	100.0	61.5	*	43.9	61.5	55.3	Met Target
Black or African American	14	88.9	42.9	46.6	38.5	39.5	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	69.4	*	82.9	69.4	73.1	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	60.0	*	64.4	60.0	**	**
Female	89	97.8	71.9	76.2	64.8	71.9		
Male	91	96.0	57.1	63.2	51.3	57.1		
Economically Disadvantaged Students	49	98.0	57.1	*	40.0	57.1	52.1	Met Target
Non-Economically Disadvantaged Students	131	96.5	67.2	*	67.9	67.2		
Students with Disabilities	38	92.9	23.7	34.0	22.7	23.1	31	Met Target†
Students without Disabilities	142	98.0	75.4	78.1	65.1	75.4		
English Learners	19	100.0	68.4	41.4	29.3	68.4	**	**
Non-English Learners	161	96.6	64.0	71.0	60.6	64.0		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



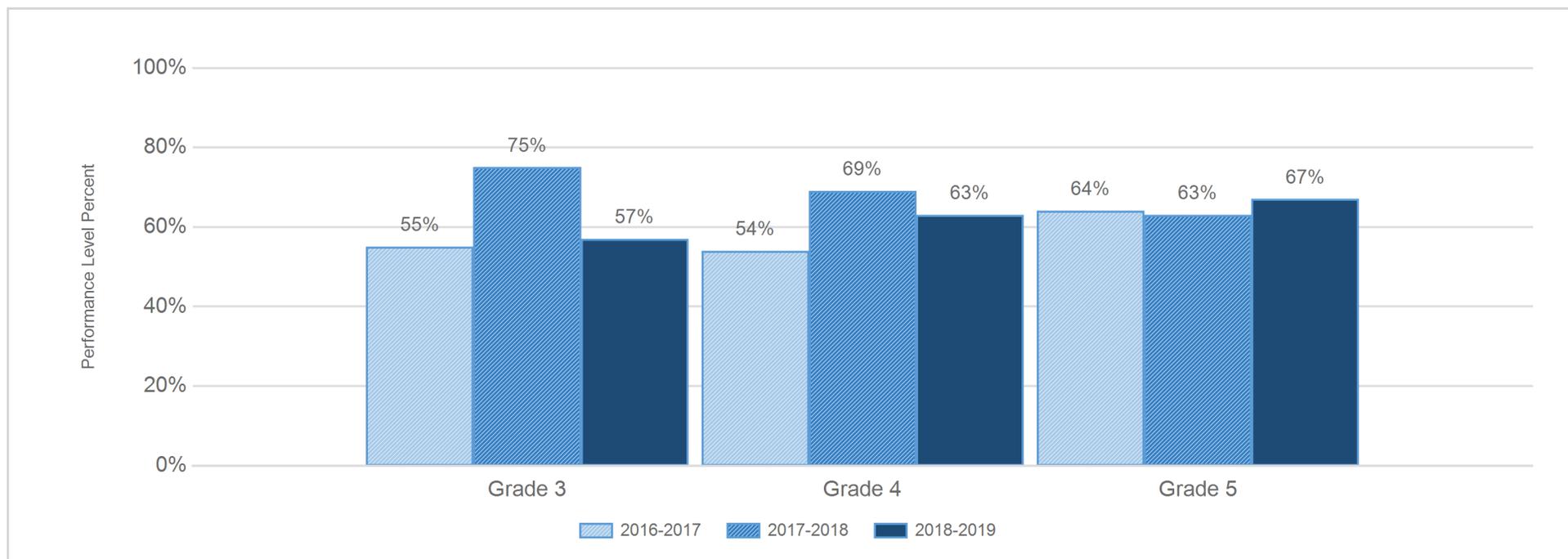
**Kingston Elementary School**  
(07-0800-110)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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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
<b>Schoolwide</b>	47	765	764	748	*	*	28%	*	*	57%	50%
White	22	768	769	757	*	*	*	*	*	64%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	762	776	773	*	*	*	*	*	40%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	22	769	768	753	*	*	*	*	*	64%	55%
Male	25	761	760	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	14	749	739	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	33	772	770	759	*	*	*	*	*	64%	61%
Students with Disabilities	13	725	738	719	*	*	*	*	*	*	24%
Students without Disabilities	34	780	771	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	761	765	755	*	*	22%	45%	18%	63%	57%
White	43	764	770	763	*	*	*	*	*	70%	67%
Hispanic	10	755	750	743	0%	*	*	*	*	50%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	769	774	779	0%	*	*	*	*	62%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	33	760	768	760	*	*	*	*	*	70%	62%
Male	40	762	762	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	21	753	744	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	52	764	770	765	*	*	*	*	*	67%	69%
Students with Disabilities	16	731	739	725	*	*	*	*	*	25%	25%
Students without Disabilities	57	770	773	761	*	*	*	*	*	74%	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	67	763	766	756	*	*	24%	52%	15%	67%	58%
White	30	764	770	764	0%	*	*	*	*	63%	68%
Hispanic	10	763	753	743	0%	*	*	*	*	70%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	16	773	774	781	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	36	768	772	761	*	*	*	*	*	75%	64%
Male	31	758	759	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	15	764	750	740	*	*	*	*	*	73%	39%
Non-Economically Disadvantaged Students	52	763	770	766	*	*	*	*	*	65%	69%
Students with Disabilities	10	741	738	724	*	*	*	*	*	40%	23%
Students without Disabilities	57	767	774	762	*	*	*	*	*	72%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	180	96.9	53.9	53.7	44.5	53.9	57.5	Met Target†
White	94	96.0	53.2	57.3	54.1	53.2	57.6	Met Target†
Hispanic	26	100.0	30.8	*	28.8	30.8	38	Met Target†
Black or African American	14	88.9	42.9	28.8	23.0	39.5	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	75.0	70.4	76.5	75.0	76.4	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	60.0	*	53.3	60.0	**	**
Female	89	97.9	50.6	53.5	44.9	50.6		
Male	91	96.0	57.1	53.9	44.2	57.1		
Economically Disadvantaged Students	49	98.1	51.0	*	26.3	51.0	44.4	Met Target
Non-Economically Disadvantaged Students	131	96.5	55.0	*	54.9	55.0		
Students with Disabilities	38	92.9	26.3	27.7	17.4	25.6	40.6	Not Met
Students without Disabilities	142	98.0	61.3	59.9	50.0	61.3		
English Learners	19	100.0	57.9	40.0	25.0	57.9	N	N
Non-English Learners	161	96.6	53.4	54.5	46.5	53.4		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



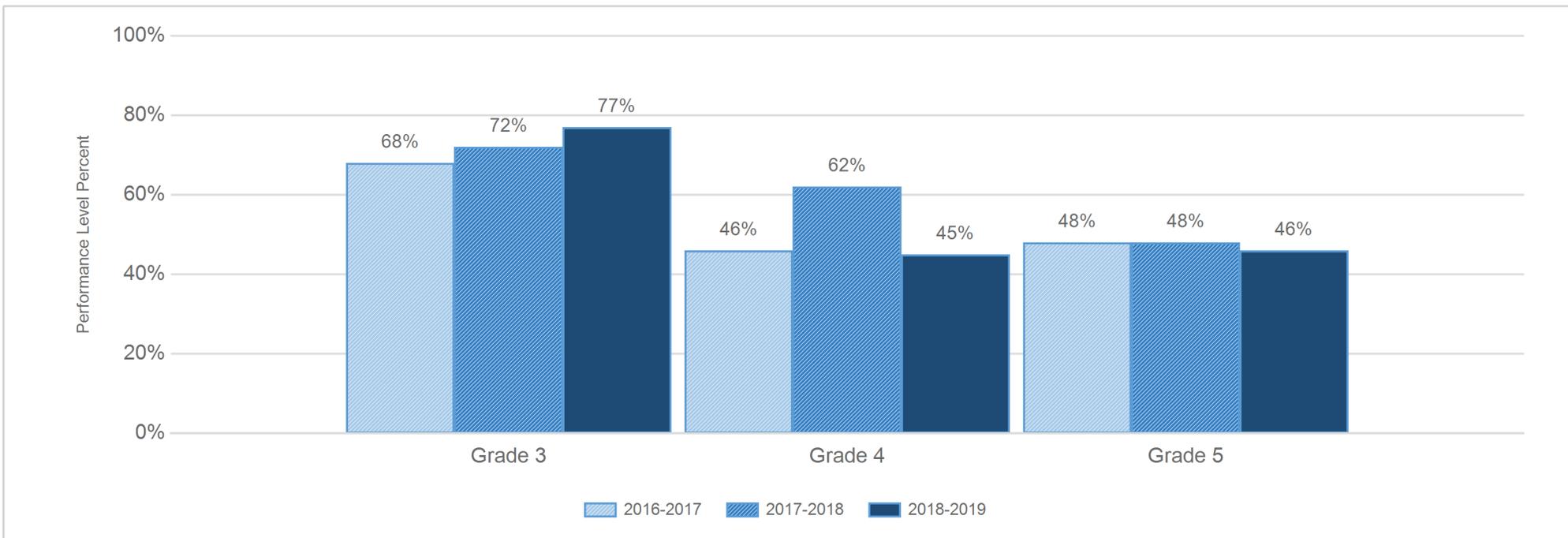
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	48	764	759	752	0%	*	*	*	*	77%	55%
White	22	767	762	760	0%	*	*	*	*	77%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	764	773	778	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	22	765	758	751	0%	*	*	*	*	82%	54%
Male	26	763	760	752	0%	*	*	*	*	73%	56%
Economically Disadvantaged Students	14	756	741	737	0%	*	*	*	*	79%	37%
Non-Economically Disadvantaged Students	34	767	763	761	0%	*	*	*	*	76%	67%
Students with Disabilities	13	742	742	731	0%	*	*	*	*	46%	31%
Students without Disabilities	35	772	764	756	0%	*	*	*	*	89%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	746	755	749	*	21%	29%	*	*	45%	51%
White	43	745	759	757	*	*	23%	*	*	47%	62%
Hispanic	10	741	738	737	0%	*	*	*	*	20%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	13	762	770	776	0%	*	*	*	*	69%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	33	738	754	749	*	*	*	*	*	33%	50%
Male	40	753	757	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	21	738	735	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	52	750	760	759	*	*	*	*	*	50%	63%
Students with Disabilities	16	720	734	726	*	*	*	*	*	13%	25%
Students without Disabilities	57	754	762	754	*	*	*	*	*	54%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	68	750	754	747	*	*	38%	*	*	46%	47%
White	30	750	757	755	0%	*	47%	*	*	43%	58%
Hispanic	10	738	740	735	0%	*	*	*	*	20%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	17	770	766	775	0%	0%	*	*	*	76%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	37	748	753	747	*	*	41%	*	*	43%	47%
Male	31	752	754	747	*	*	35%	*	*	48%	47%
Economically Disadvantaged Students	16	750	739	732	*	*	*	*	*	44%	27%
Non-Economically Disadvantaged Students	52	750	757	757	*	*	*	*	*	46%	59%
Students with Disabilities	10	736	736	725	*	*	*	*	*	30%	19%
Students without Disabilities	58	752	759	752	*	*	*	*	*	48%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	34.8%	56.6%	Not Met

† 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	23	*	*
3-4	13	*	*
5 or more	*	*	*



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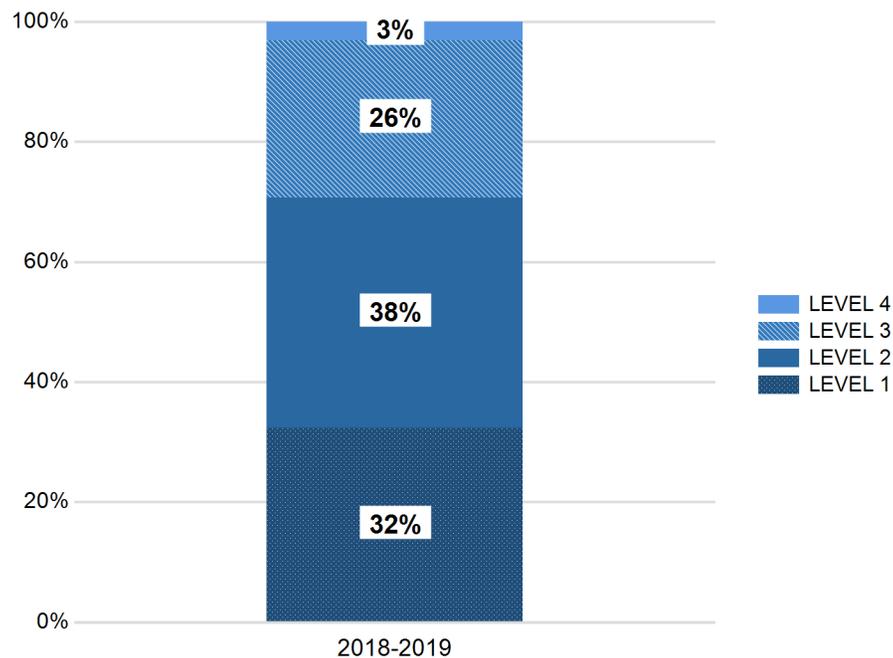
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	32	38	26	3
White	30	47	17	7
Hispanic	40	20	40	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	29	18	53	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	41	24	3
Male	32	35	29	3
Economically Disadvantaged Students	44	25	31	0
Non-Economically Disadvantaged Students	29	42	25	4
Students with Disabilities	60	30	10	0
Students without Disabilities	28	40	29	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



### Kingston Elementary School

(07-0800-110)

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.

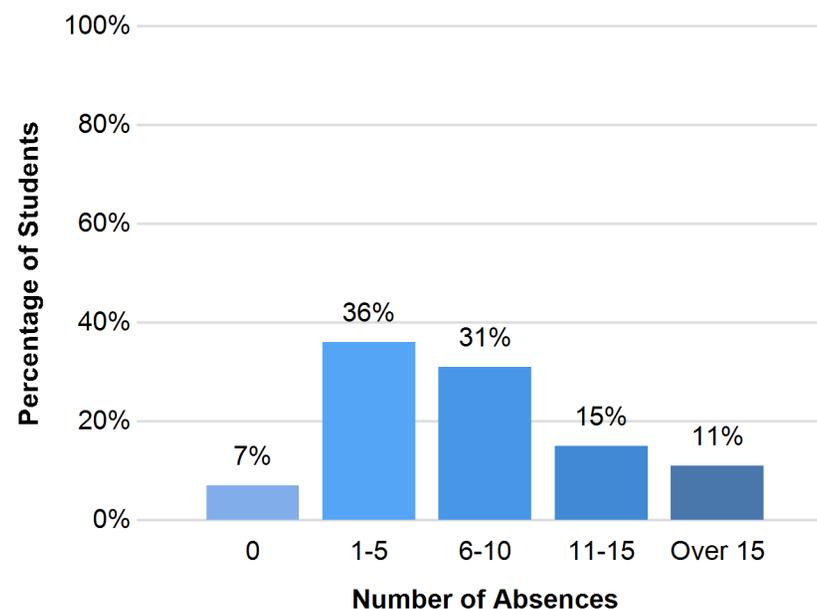
#### Chronic Absenteeism

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	30	7.9	8.9	Met
White	15	8.3	8.9	Met
Hispanic	5	10.9	8.9	Not Met
Black or African American	6	14.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	2.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	8.9	Met
Female	16	9.1		
Male	14	6.9		
Economically Disadvantaged Students	13	12.4	8.9	Not Met
Students with Disabilities	8	10.4	8.9	Not Met
English Learners	1	2.4	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





### Kingston Elementary School

(07-0800-110)

Grades Offered: KG-05

2018-2019

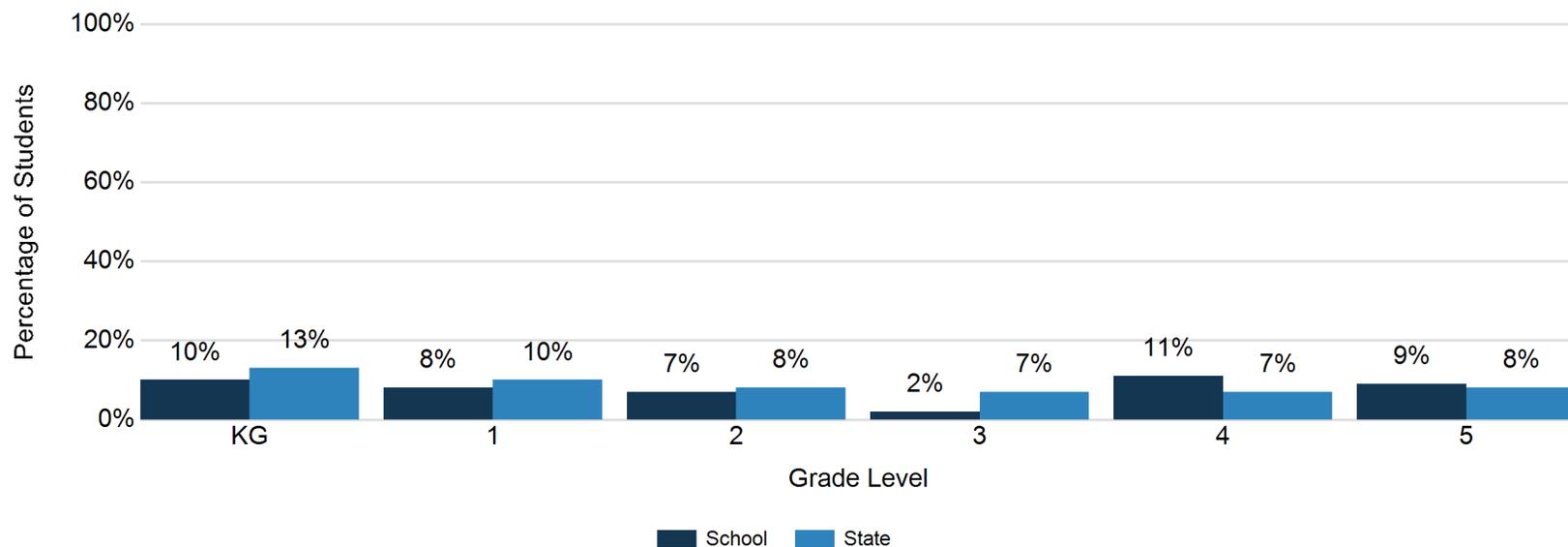
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### Chronic Absenteeism by Grade

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





**Kingston Elementary School**  
(07-0800-110)  
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2018-2019

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

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

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



### Kingston Elementary School

(07-0800-110)

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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	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	96.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	14:1	13:1
Students to Administrators	381:1	231:1
Teachers to Administrators	28:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	47.2%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	52.8%	0.0%	100.0%	51.6%	22.9%	45.1%
White	47.8%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.0%	7.1%	0.0%	15.0%	6.6%	13.9%
Asian	22.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 43%

Admin N/A

#### Master's Degree

Teacher 57%

Admin

#### Doctoral Degree

Teacher 0%

Admin 100%

### 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.5%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



## Kingston Elementary School

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

## ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.2%	69.3%	64.4%
Math Proficiency	53.1%	60.7%	53.9%
ELA Growth	52	55	49
Math Growth	46	44	32
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		26.7%	34.8%
Chronic Absenteeism	4.9%	8.5%	7.9%

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



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

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

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

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

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

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



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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	Not Met	Not Met	Met	No
White	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	N	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- Student voice has been a focus in classrooms and school-wide. This focus has culminated in student-derived service learning projects at each grade level this year.
- Kingston celebrates the diversity of its student body and community. Kingston students speak 27 different languages at home.
- Kingston differentiates instruction to challenge all students, offering both support and enrichment to meet the needs of all students.



### Mission, Vision, Theme:

The mission of Kingston and the Cherry Hill Public Schools is to provide all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.



### Awards, Recognition, Accomplishments:

The Kingston Elementary School is a two time Bronze Level NJ Sustainable School. Kingston was awarded Honorable Mention for NJ School of Character in 2018 and has submitted an application during the 2018-19 school year.



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#### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



#### Clubs and Activities:

Students are able to participate in instrumental music lessons beginning in grade 4, and all students in grade 5 participate in chorus. Fifth grade students have the opportunity to apply to be a member of the school safety patrol and to be a peer leader. The Kingston PTA and teachers host evening and weekend events including roller skating, bowling, dances, literacy programs, and parties.



### Kingston Elementary School

(07-0800-110)

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.

 <p><b>Before and After School Programs:</b></p>	<p>Cherry Hill Public Schools offers an early morning and evening wrap-around program that begins at 7 am and ends at 6 pm each school day.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>Kingston's Health and Wellness Committee plans a Wellness Week and implements initiatives to support a healthy lifestyle for students. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Kingston Elementary School PTA partners parents with teachers and school administration to provide fun, engaging, and meaningful programs for students during and after the school day. This year the PTA is funding an author visit, an artist in residence, and field trips. Additionally, they have purchased recess equipment, planted cherry trees in front of the school, replaced Kingston's logo carpet, and provided grants to all classroom teachers, all the while providing great events for families each month.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Quaglia Student Voice Survey was administered. The survey data was used to generate focus group questions. Kingston's School Aspirations Team (Staff) led focus groups for each grade level (K-5). Each student focus group included 8 to 10 students. The staff and families also completed a character education climate survey.</p>
 <p>Facilities:</p>	<p>The Kingston Elementary School was built in 1955. Renovations and additions took place in 1958 and 1962. Each day, the school personnel welcome approximately 400 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**Joyce Kilmer Elementary School**  
(07-0800-105)  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



### Joyce Kilmer Elementary School

(07-0800-105)

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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	Cherry Hill School District
Principal Name	Dr. Kirk Rickansrud
Address	2900 Chapel Ave. CHERRY HILL, NJ 08002-1661
Phone Number	856-667-3903
Email Address	<a href="mailto:Krickansrud@chclc.org">Krickansrud@chclc.org</a>
Website	<a href="https://kilmer.chclc.org/">https://kilmer.chclc.org/</a>



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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	58	56	74
1	61	59	65
2	74	74	66
3	85	74	72
4	95	93	73
5	82	99	99
Total	455	455	449

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	49.7%	53.5%
Male	51.2%	50.3%	46.5%
Economically Disadvantaged Students	31.0%	31.9%	30.5%
Students with Disabilities	18.7%	21.3%	18.7%
English Learners	6.6%	8.6%	9.6%
Homeless Students	0.9%	0.4%	0.9%
Students in Foster Care	0.4%	0.2%	0.9%
Military-Connected Students	0.0%	1.3%	2.0%
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	47.0%	44.2%	40.8%
Hispanic	15.2%	17.6%	17.4%
Black or African American	11.4%	11.6%	13.1%
Asian	21.1%	21.5%	23.6%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.4%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	4.6%	4.2%	4.7%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	58	56	74
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	65.7%
Vietnamese	8.2%
Spanish	6.5%
Chinese	3.8%
Arabic	3.3%
Other Languages	12.5%



**Joyce Kilmer Elementary School**  
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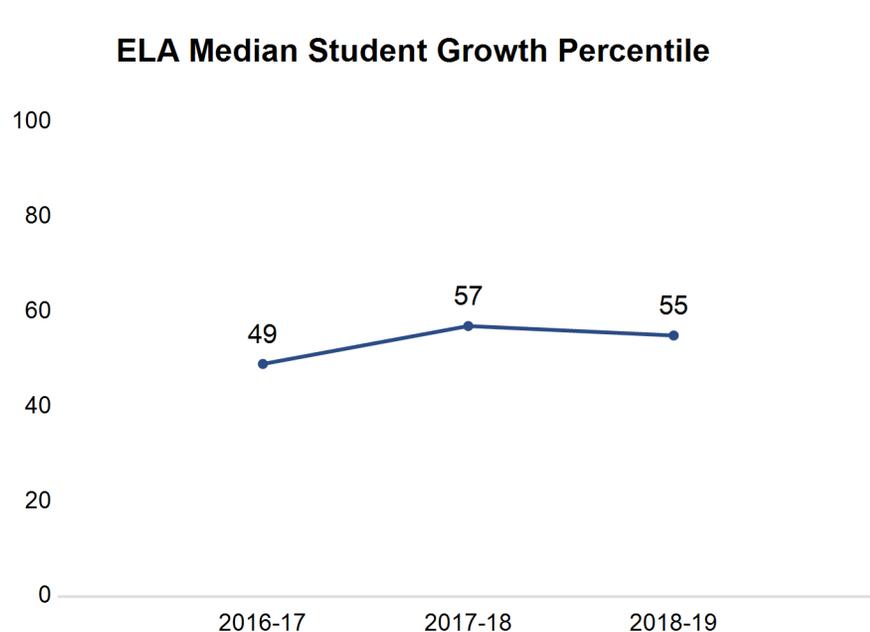
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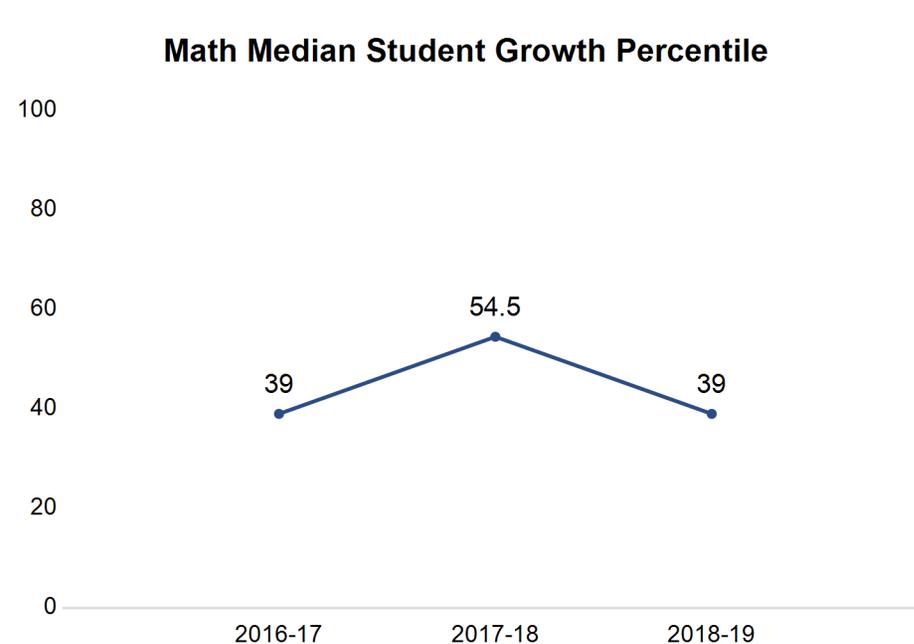
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	49	57	55	39	54.5	39
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Not Met
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	55	49	50	Met Standard	39	50	50	Not Met
White	53	49	50	Met Standard	39	50	52	Not Met
Hispanic	59	41	49	Met Standard	34	47	47	Not Met
Black or African American	47	46	45	Met Standard	32	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	56	53	59	Met Standard	45.5	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	57	51	53	N	42	50	50	N
Male	48	46	47	N	38.5	51	51	N
Economically Disadvantaged Students	55	44	48	Met Standard	35	45	46	Not Met
Students with Disabilities	50	45	43	Met Standard	40	46	45	Met Standard
English Learners	43	51	52	Met Standard	46.5	57	50	Met Standard
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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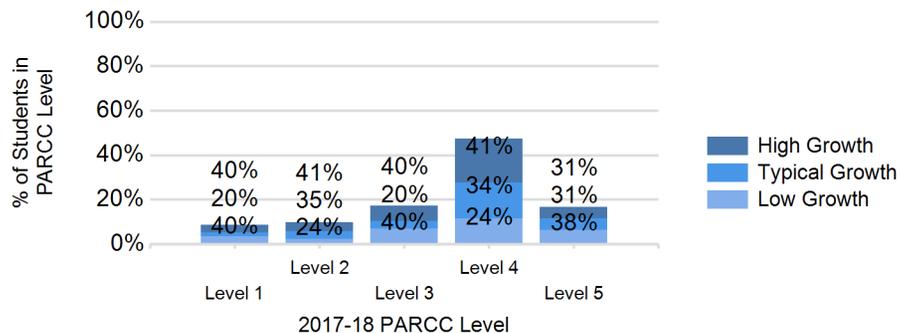
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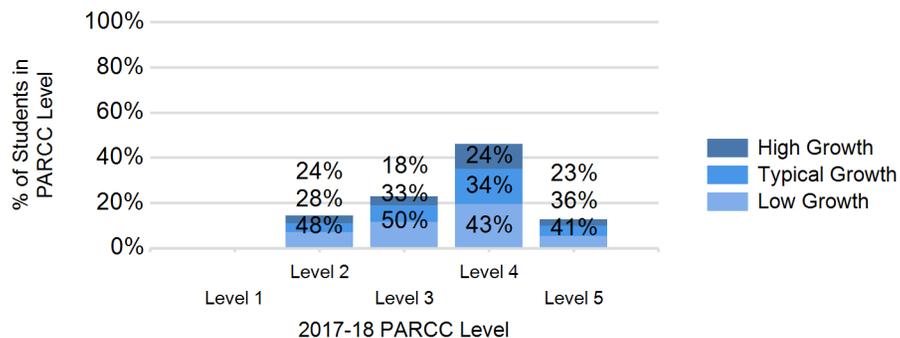
**Student Growth by Performance Level**

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.

**ELA**



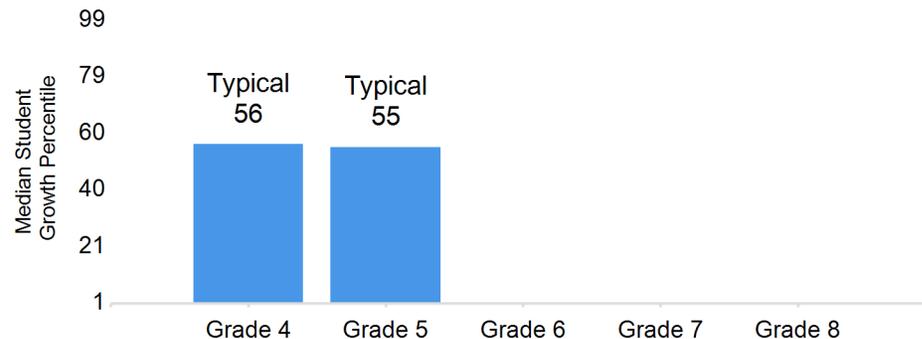
**Math**



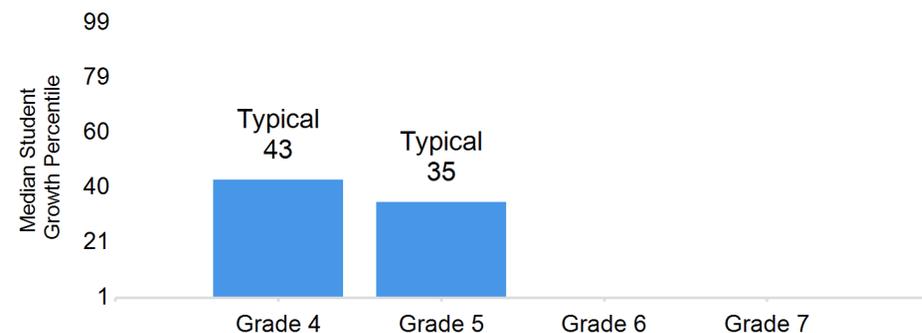
**Student Growth by Grade**

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

**ELA**



**Math**





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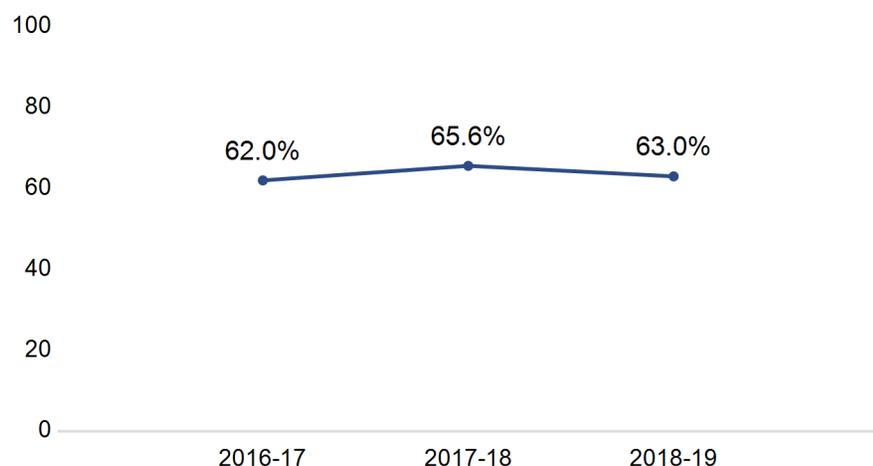
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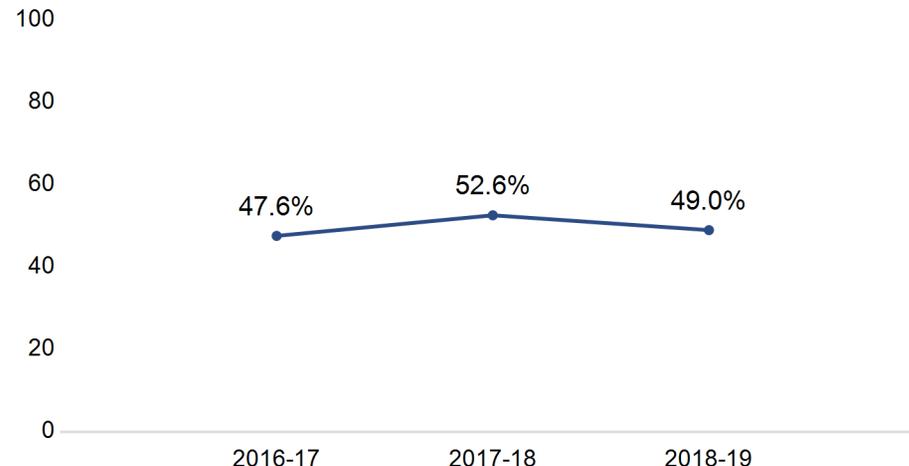
## English Language Arts and Mathematics Performance Trends

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	96.8%	95.4%	96.3%	96.8%	95.4%	96.3%
Proficiency Rate for Federal Accountability	62.0%	65.6%	63.0%	47.6%	52.6%	49.0%
Annual Target	56.2%	57.4%	58.7%	53.2%	54.6%	56.0%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	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	254	96.3	63.0	69.5	57.9	63.0	58.7	Met Target
White	93	94.9	62.4	73.8	66.9	62.4	66.6	Met Target†
Hispanic	52	94.8	59.6	*	43.9	59.3	33.2	Met Target
Black or African American	37	97.4	54.1	46.6	38.5	54.1	50.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	62	100.0	74.2	*	82.9	74.2	57.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	90.9	50.0	*	64.4	47.6	**	**
Female	128	96.3	72.7	76.2	64.8	72.7		
Male	126	96.3	53.2	63.2	51.3	53.2		
Economically Disadvantaged Students	77	93.0	61.0	*	40.0	59.6	47.5	Met Target
Non-Economically Disadvantaged Students	177	97.8	63.8	*	67.9	63.8		
Students with Disabilities	64	95.7	28.1	34.0	22.7	28.1	40.3	Not Met
Students without Disabilities	190	96.5	74.7	78.1	65.1	74.7		
English Learners	32	100.0	46.9	41.4	29.3	46.9	42.9	Met Target
Non-English Learners	222	95.8	65.3	71.0	60.6	65.3		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



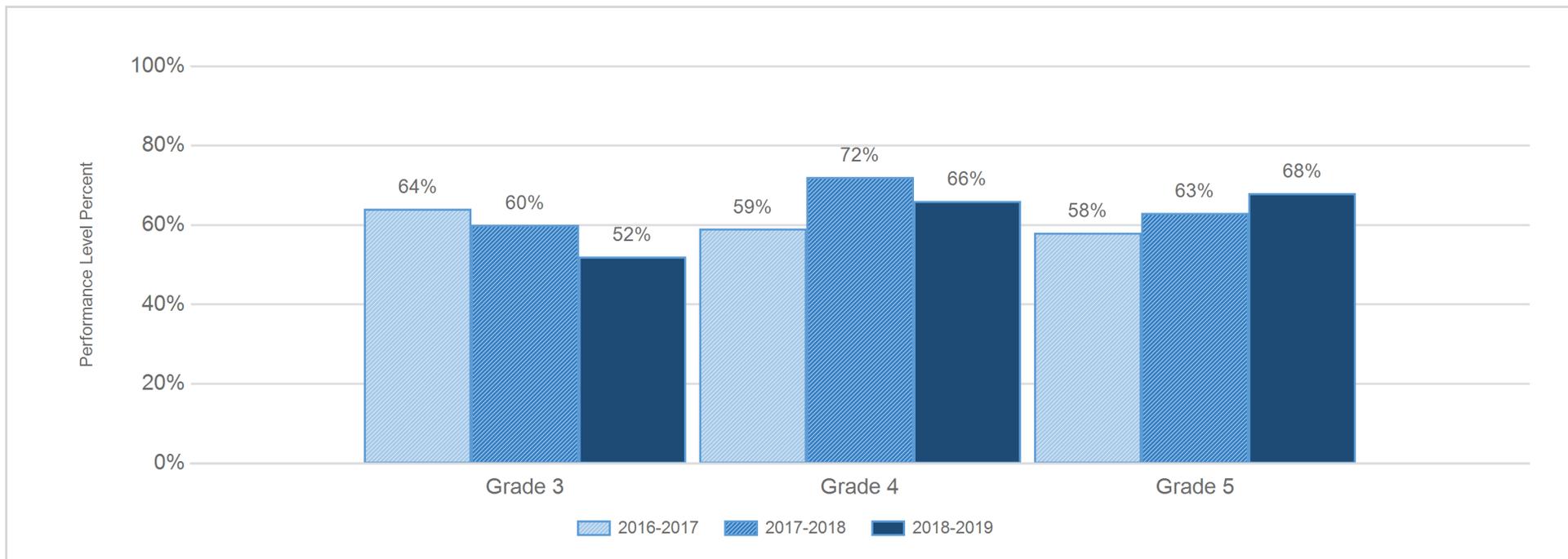
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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	73	751	764	748	14%	*	25%	*	*	52%	50%
White	28	764	769	757	*	*	*	*	*	61%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	14	718	743	731	*	*	*	*	*	43%	33%
Asian, Native Hawaiian, or Pacific Islander	16	765	776	773	0%	*	*	*	*	50%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	37	763	768	753	*	*	*	*	*	65%	55%
Male	36	739	760	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	25	745	739	731	*	*	*	*	*	52%	33%
Non-Economically Disadvantaged Students	48	754	770	759	*	*	*	*	*	52%	61%
Students with Disabilities	20	721	738	719	*	*	*	*	*	25%	24%
Students without Disabilities	53	762	771	754	*	*	*	*	*	62%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	748	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Joyce Kilmer Elementary School**  
(07-0800-105)  
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
<b>Schoolwide</b>	82	759	765	755	*	*	16%	41%	24%	66%	57%
White	30	766	770	763	*	*	*	33%	33%	67%	67%
Hispanic	17	744	750	743	*	*	*	*	*	59%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	766	774	779	*	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	40	763	768	760	*	*	*	*	*	68%	62%
Male	42	755	762	750	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	25	746	744	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	57	764	770	765	*	*	*	*	*	70%	69%
Students with Disabilities	21	719	739	725	*	*	*	*	*	24%	25%
Students without Disabilities	61	773	773	761	*	*	*	*	*	80%	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Joyce Kilmer 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
<b>Schoolwide</b>	101	763	766	756	*	*	15%	54%	14%	68%	58%
White	34	759	770	764	*	*	*	*	*	59%	68%
Hispanic	24	760	753	743	*	*	*	*	*	67%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	24	776	774	781	*	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	51	778	772	761	*	*	*	*	*	82%	64%
Male	50	748	759	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	27	764	750	740	*	*	*	*	*	74%	39%
Non-Economically Disadvantaged Students	74	763	770	766	*	*	*	*	*	66%	69%
Students with Disabilities	21	726	738	724	*	*	*	*	*	24%	23%
Students without Disabilities	80	773	774	762	*	*	*	*	*	80%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	255	96.3	49.0	53.7	44.5	49.0	56	Not Met
White	93	94.9	52.7	57.3	54.1	52.7	61.8	Not Met
Hispanic	52	94.8	36.5	*	28.8	36.3	33.2	Met Target
Black or African American	37	97.4	37.8	28.8	23.0	37.8	36.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	63	100.0	60.3	70.4	76.5	60.3	69.3	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	90.9	50.0	*	53.3	47.6	**	**
Female	129	96.3	51.2	53.5	44.9	51.2		
Male	126	96.3	46.8	53.9	44.2	46.8		
Economically Disadvantaged Students	77	93.0	36.4	*	26.3	35.5	46.6	Not Met
Non-Economically Disadvantaged Students	178	97.8	54.5	*	54.9	54.5		
Students with Disabilities	64	95.7	29.7	27.7	17.4	29.7	38.9	Met Target†
Students without Disabilities	191	96.5	55.5	59.9	50.0	55.5		
English Learners	33	100.0	39.4	40.0	25.0	39.4	62.2	Not Met
Non-English Learners	222	95.8	50.5	54.5	46.5	50.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Joyce Kilmer Elementary School

(07-0800-105)

Grades Offered: KG-05

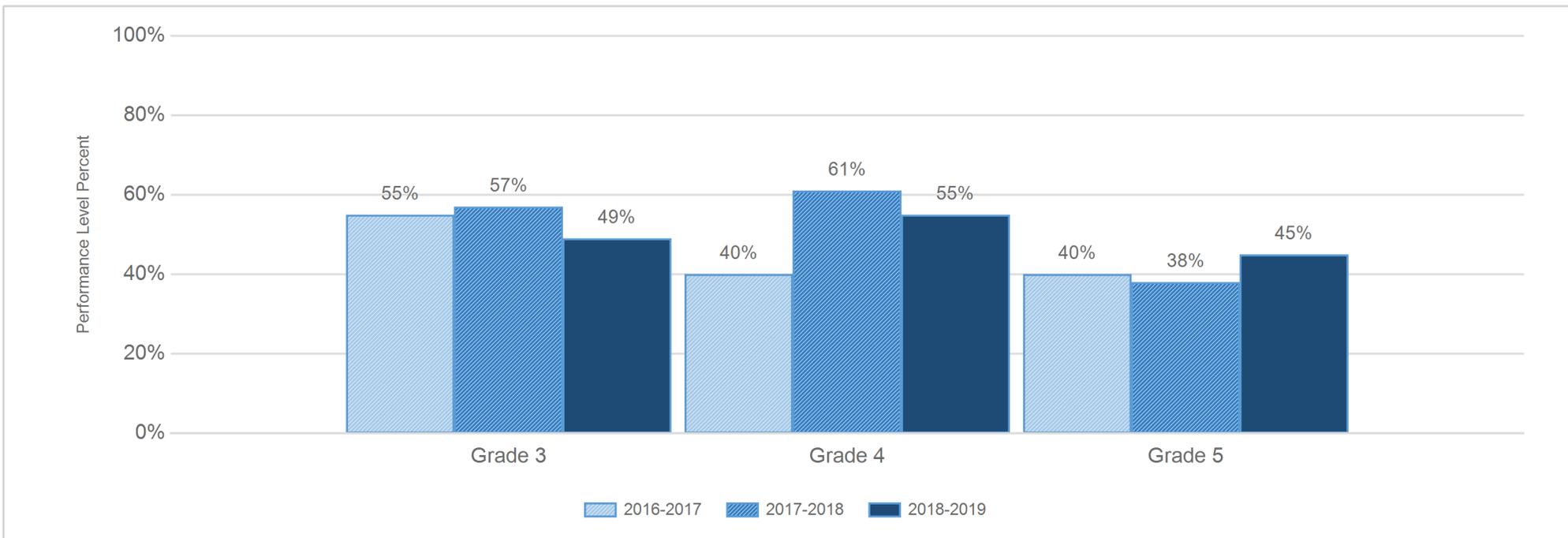
2018-2019

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## Mathematics Assessment – Performance Trends

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



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



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(07-0800-105)  
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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
<b>Schoolwide</b>	73	740	759	752	14%	*	27%	*	*	49%	55%
White	28	752	762	760	0%	*	*	*	*	57%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	14	711	742	735	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	16	757	773	778	0%	0%	*	*	*	69%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	37	747	758	751	*	*	*	*	*	57%	54%
Male	36	733	760	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	25	732	741	737	*	*	*	*	*	36%	37%
Non-Economically Disadvantaged Students	48	745	763	761	*	*	*	*	*	56%	67%
Students with Disabilities	20	724	742	731	*	*	*	*	*	40%	31%
Students without Disabilities	53	746	764	756	*	*	*	*	*	53%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	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
<b>Schoolwide</b>	82	753	755	749	*	*	27%	*	*	55%	51%
White	30	761	759	757	*	*	*	*	*	63%	62%
Hispanic	17	736	738	737	*	*	*	*	*	35%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	24	762	770	776	*	*	*	*	*	63%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	751	754	749	*	*	30%	*	*	50%	50%
Male	42	755	757	749	*	*	24%	*	*	60%	52%
Economically Disadvantaged Students	25	742	735	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	57	758	760	759	*	*	*	*	*	63%	63%
Students with Disabilities	21	725	734	726	*	*	*	*	*	24%	25%
Students without Disabilities	61	763	762	754	*	*	*	*	*	66%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	102	747	754	747	*	17%	32%	*	*	45%	47%
White	34	746	757	755	*	*	*	*	*	44%	58%
Hispanic	24	742	740	735	*	*	*	*	*	38%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	25	755	766	775	*	*	40%	*	*	52%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	52	753	753	747	*	*	35%	*	*	48%	47%
Male	50	741	754	747	*	*	30%	*	*	42%	47%
Economically Disadvantaged Students	27	742	739	732	*	*	37%	*	*	41%	27%
Non-Economically Disadvantaged Students	75	749	757	757	*	*	31%	*	*	47%	59%
Students with Disabilities	21	726	736	725	*	*	*	*	*	24%	19%
Students without Disabilities	81	753	759	752	*	*	*	*	*	51%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	45.5%	56.6%	Met Target†

† 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	27	85.2%	14.8%
3-4	12	83.3%	16.7%
5 or more	*	*	*



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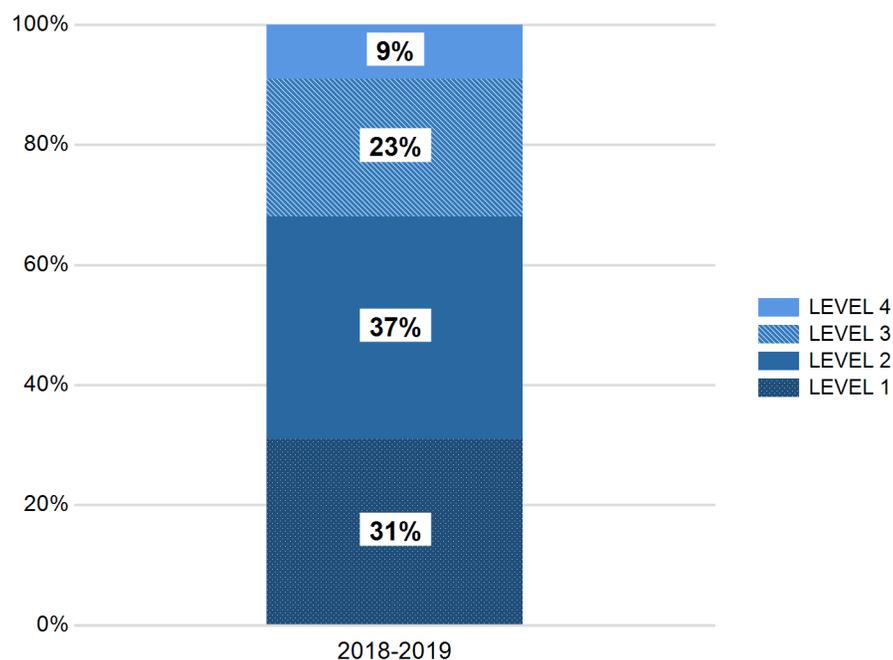
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	31	37	23	9
White	35	29	24	12
Hispanic	33	33	25	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	24	48	20	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	35	27	12
Male	36	40	18	6
Economically Disadvantaged Students	22	59	15	4
Non-Economically Disadvantaged Students	35	29	25	11
Students with Disabilities	67	19	10	5
Students without Disabilities	22	42	26	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

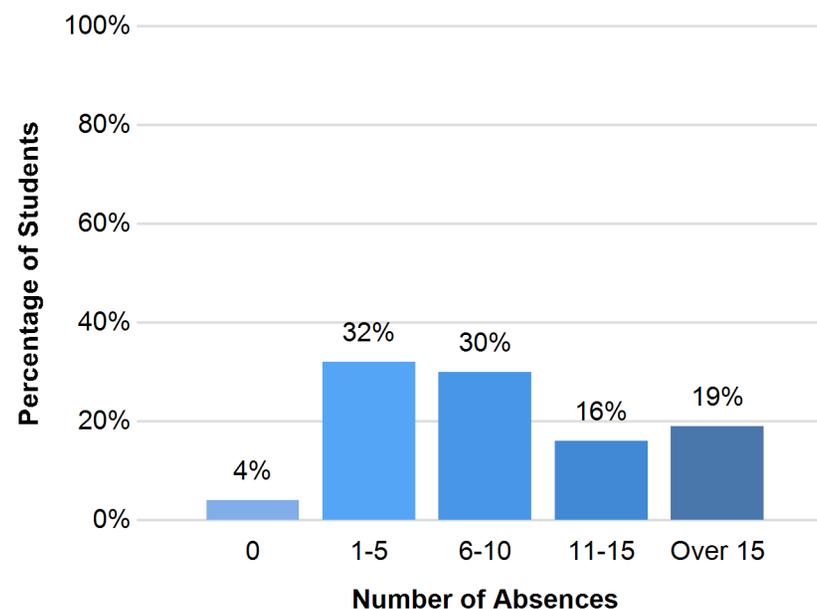
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	75	15.1	8.9	Not Met
White	35	17.6	8.9	Not Met
Hispanic	19	19.8	8.9	Not Met
Black or African American	12	17.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	7	6.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.7	8.9	Met
Female	29	11.5		
Male	46	18.9		
Economically Disadvantaged Students	29	18.5	8.9	Not Met
Students with Disabilities	28	21.4	8.9	Not Met
English Learners	13	27.7	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	3	30.0		
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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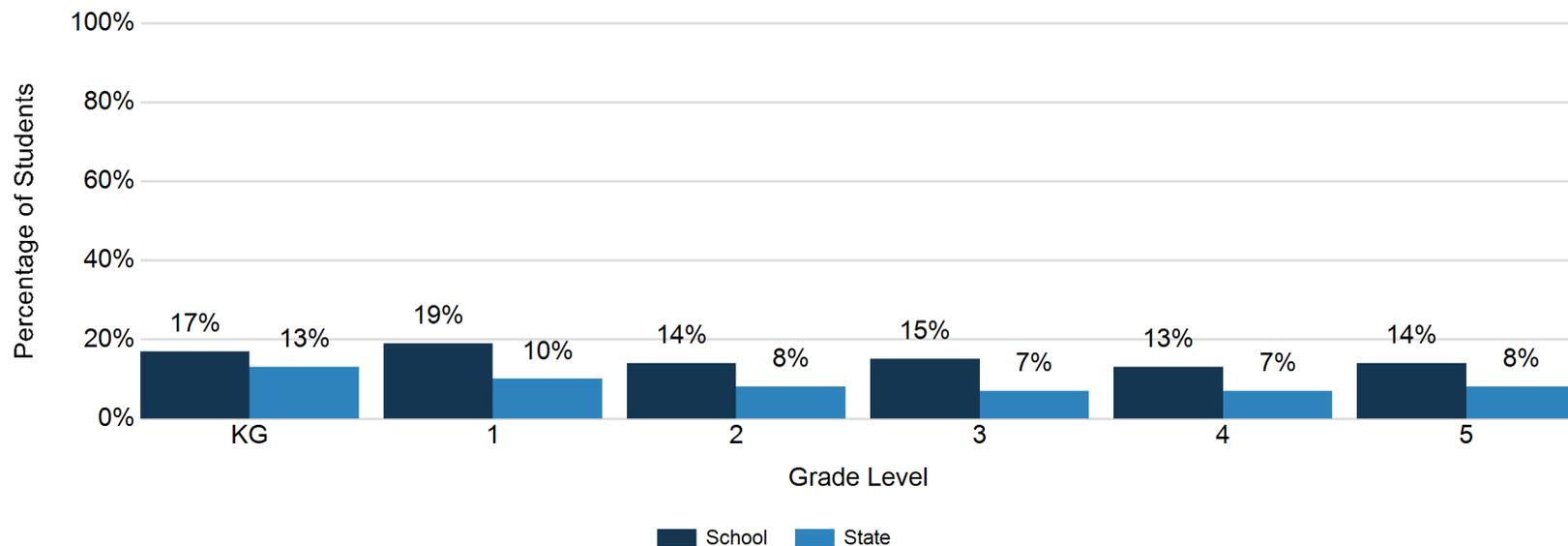
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 by Grade

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





### Joyce Kilmer Elementary School

(07-0800-105)

Grades Offered: KG-05

2018-2019

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

### 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)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.56

### 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	6	6
Religion	1	0	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	4		4

### 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	9:00 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	4 Hrs 30 Mins
Shared Time - Instructional Time	4 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	16:1	13:1
Students to Administrators	449:1	231:1
Teachers to Administrators	28:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	53.5%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	46.5%	10.7%	0.0%	51.6%	22.9%	45.1%
White	40.8%	89.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	17.4%	3.6%	100.0%	29.9%	7.3%	7.2%
Black or African American	13.1%	7.1%	0.0%	15.0%	6.6%	13.9%
Asian	23.6%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.6%



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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.



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	62.0%	65.6%	63.0%
Math Proficiency	47.6%	52.6%	49.0%
ELA Growth	49	57	55
Math Growth	39	54	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		85.0%	45.5%
Chronic Absenteeism	8.3%	11.4%	15.1%

† 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	Not Met	Met Standard	Not Met	Met Target†	Not Met	No
White	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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



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## School Narrative

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



### Highlights:

- Recognized as a Promising Practice School
- B.R.A.V.E. Initiative, District School of Character
- 1:1 Technology Initiative in Grades 4 and 5



### Mission, Vision, Theme:

It is the vision of the Joyce Kilmer Elementary School to create a community of academic excellence that will produce lifelong learners who will contribute to the global society by being respectful, responsible, safe and caring.



### Awards, Recognition, Accomplishments:

Kilmer has been recognized as a New Jersey Honorable Mention State School of Character and a No Place for Hate School.



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Courses, Curriculum,  
Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chclc.org/academics/curriculum>.



Clubs and Activities:

We host Safety Patrol



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 <p><b>Before and After School Programs:</b></p>	<p>School-Aged Child Care (SACC) is available to families before and after school hours. Kilmer also offers Family Friendly Homework Club.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Students receive Health/PE two times per week. Kilmer also celebrates Wellness Week in the spring to help students understand the importance of a healthy mind and body and hosts Field Day Activities. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

The Parent-Teacher Association at Joyce Kilmer School is actively involved in fundraising efforts to provide classrooms with supplemental materials and technology. In addition, the PTA organizes and funds a variety of assemblies related to character education, science, and the arts.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Staff completed surveys regarding overall attitudes and interactions with colleagues and administration and provided feedback concerning student attitudes.</p>
 <p>Facilities:</p>	<p>The Kilmer School was built in 1968. Renovations and additions took place in 2000. Each day, the school personnel welcome approximately 450 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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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.



### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



### Joyce Kilmer Elementary School

(07-0800-105)

Grades Offered: KG-05

2018-2019

#### Report Key:

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## School Narrative

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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:

**Joseph D. Sharp Elementary School**

(07-0800-100)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Mr. Ric Miscioscia
Address	300 Old Orchard Rd. CHERRY HILL, NJ 08003-1299
Phone Number	856-424-1550
Email Address	<a href="mailto:Rmiscioscia@chclc.org">Rmiscioscia@chclc.org</a>
Website	<a href="https://sharp.chclc.org">https://sharp.chclc.org</a>



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
Grades Offered: KG-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

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	54	40	50
1	71	63	61
2	48	74	67
3	67	53	68
4	54	72	52
5	73	55	70
Total	367	357	368

### 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	50.7%	49.9%	48.9%
Male	49.3%	50.1%	51.1%
Economically Disadvantaged Students	13.6%	12.6%	11.1%
Students with Disabilities	24.0%	21.3%	22.3%
English Learners	10.1%	11.2%	11.4%
Homeless Students	0.8%	0.6%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	1.4%	4.1%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	53.4%	55.5%	53.0%
Hispanic	6.5%	4.8%	6.3%
Black or African American	4.4%	4.5%	3.0%
Asian	30.8%	28.3%	31.0%
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	4.9%	7.0%	6.8%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	54	40	50
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	65.2%
Chinese	9.2%
Korean	4.6%
Turkish	3.3%
Vietnamese	3.0%
Other Languages	14.7%



**Joseph D. Sharp Elementary School**  
 (07-0800-100)  
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 2018-2019

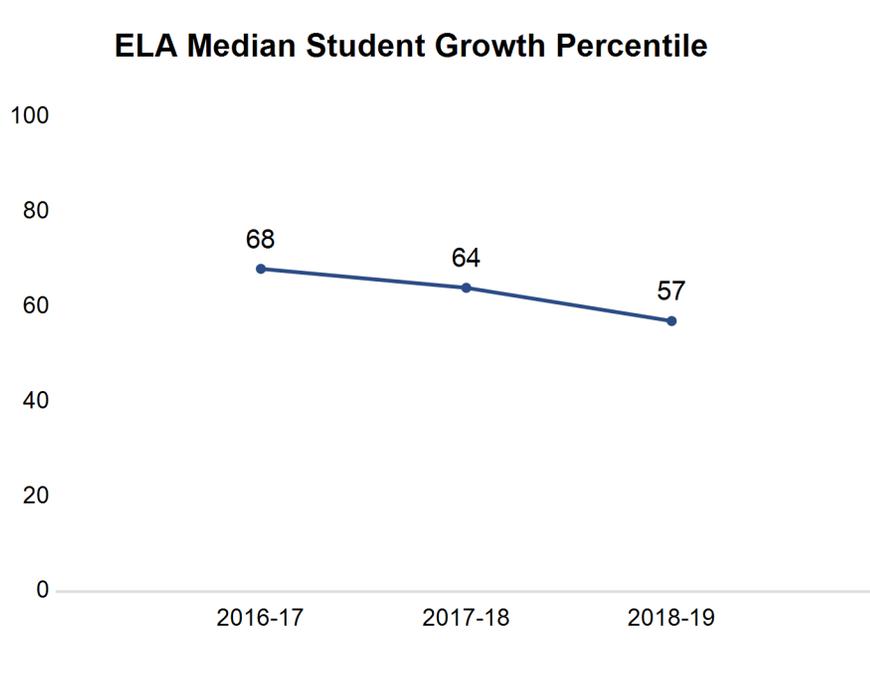
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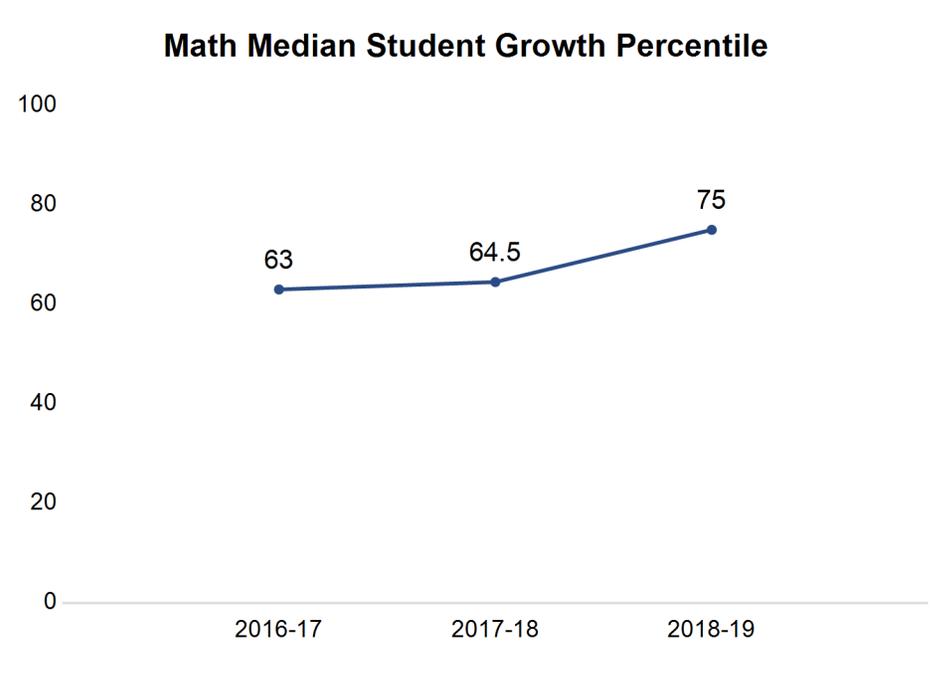
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	64	57	63	64.5	75
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds 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	57	49	50	Met Standard	75	50	50	Exceeds Standard
White	54	49	50	Met Standard	75	50	52	Exceeds Standard
Hispanic	*	41	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	66	53	59	Exceeds Standard	69	55	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	53	50	49	**	96	54.5	52	**
Female	66.5	51	53	N	68	50	50	N
Male	50.5	46	47	N	80	51	51	N
Economically Disadvantaged Students	*	44	48	**	*	45	46	**
Students with Disabilities	47.5	45	43	**	68	46	45	**
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	30	49	N	N	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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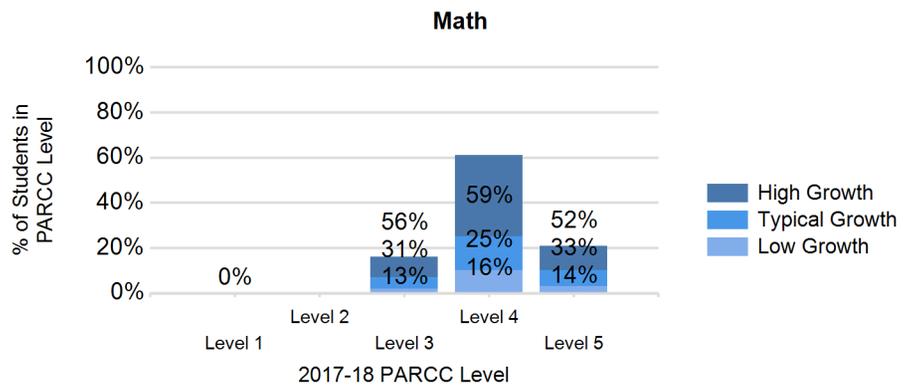
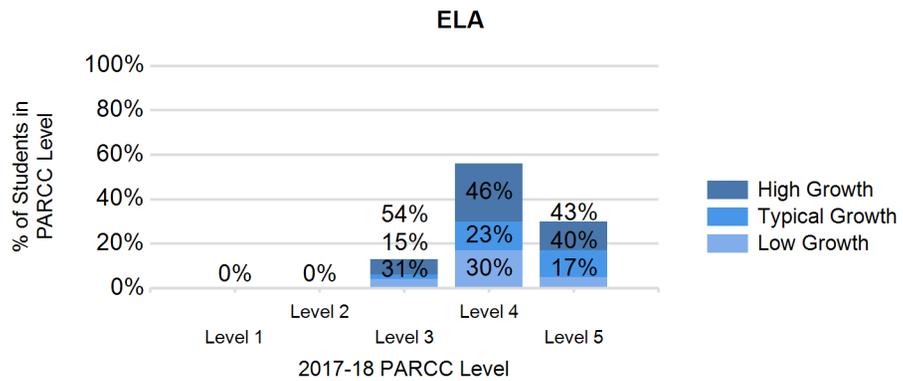
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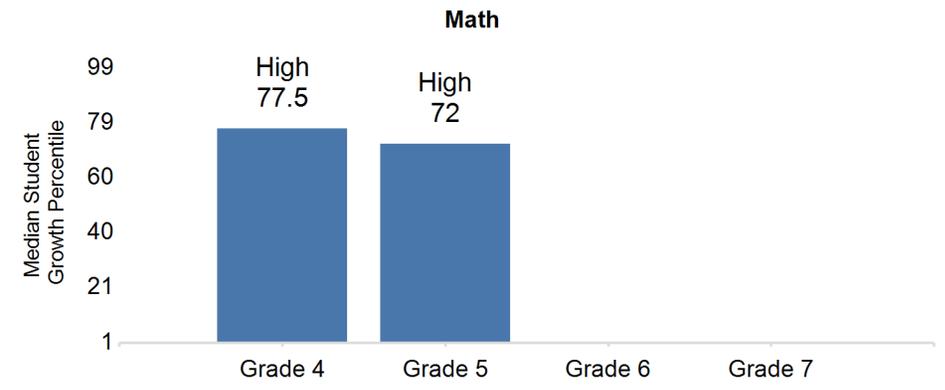
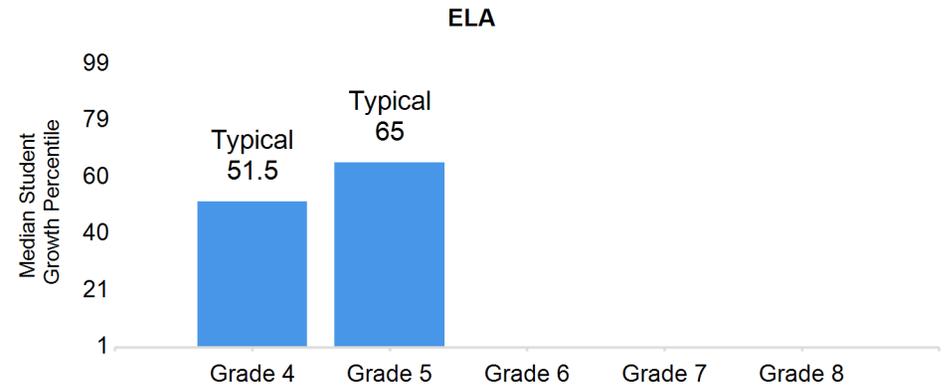
### Student Growth by Performance Level

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.





**Joseph D. Sharp Elementary School**  
(07-0800-100)  
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2018-2019

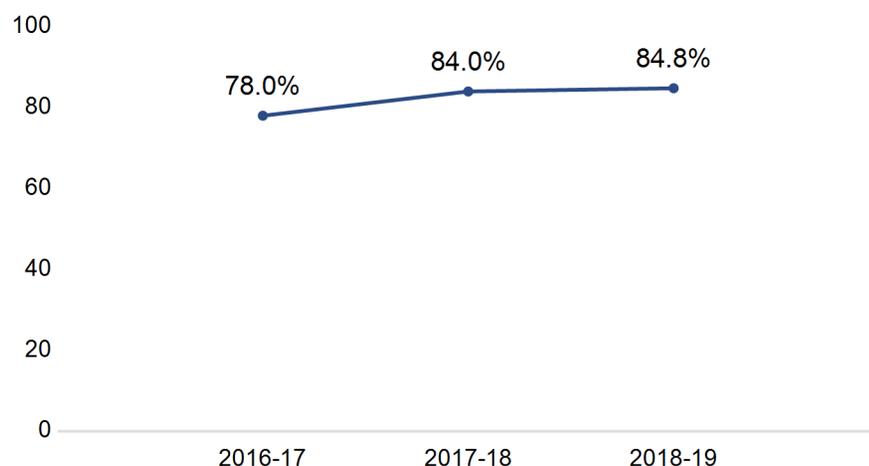
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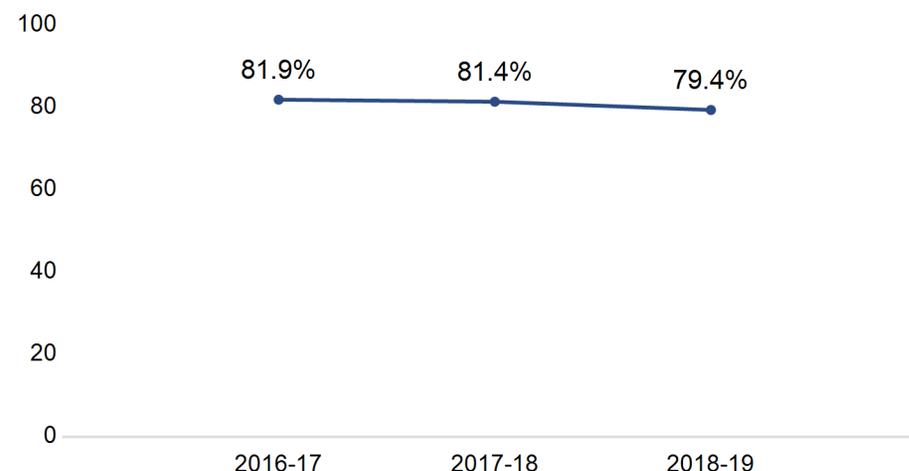
## English Language Arts and Mathematics Performance Trends

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.

### 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	98.8%	100.0%	100.0%	98.8%	100.0%	100.0%
Proficiency Rate for Federal Accountability	78.0%	84.0%	84.8%	81.9%	81.4%	79.4%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Target†	Met Goal	Met Goal	Met Goal	Met Goal	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	165	100.0	84.8	69.5	57.9	84.8	80	Met Goal
White	102	100.0	85.3	73.8	66.9	85.3	80	Met Goal
Hispanic	*	*	*	*	43.9	*	**	**
Black or African American	*	*	*	46.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	90.0	*	82.9	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	91.7	*	64.4	91.7	**	**
Female	81	100.0	88.9	76.2	64.8	88.9		
Male	84	100.0	81.0	63.2	51.3	81.0		
Economically Disadvantaged Students	15	100.0	86.7	*	40.0	86.7	**	**
Non-Economically Disadvantaged Students	150	100.0	84.7	*	67.9	84.7		
Students with Disabilities	36	100.0	69.4	34.0	22.7	69.4	60.2	Met Target
Students without Disabilities	129	100.0	89.1	78.1	65.1	89.1		
English Learners	13	100.0	76.9	41.4	29.3	76.9	**	**
Non-English Learners	152	100.0	85.5	71.0	60.6	85.5		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



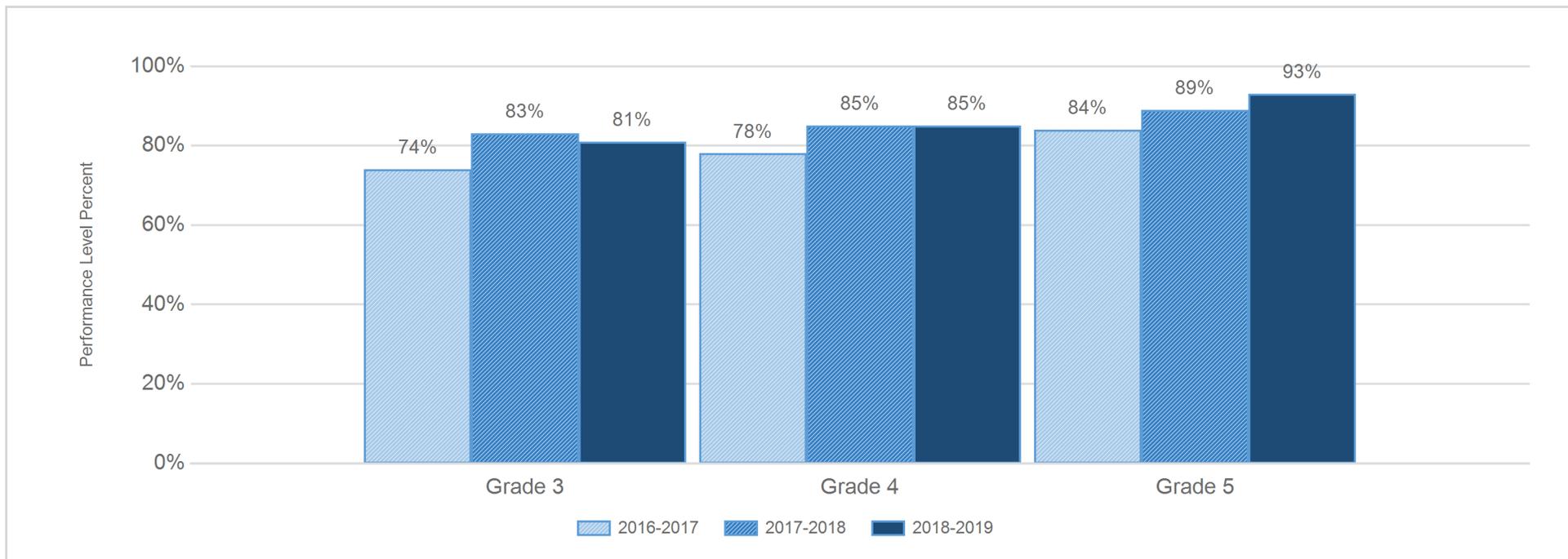
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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	59	768	764	748	*	*	*	*	*	81%	50%
White	39	765	769	757	*	*	*	*	*	82%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	14	778	776	773	0%	0%	*	*	*	86%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	22	773	768	753	*	*	*	*	*	82%	55%
Male	37	765	760	743	*	*	*	*	*	81%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	15	757	738	719	*	*	*	*	*	73%	24%
Students without Disabilities	44	772	771	754	*	*	*	*	*	84%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	782	765	755	*	*	*	46%	39%	85%	57%
White	28	780	770	763	*	0%	*	36%	43%	79%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	N	N	742	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	13	787	774	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	24	787	768	760	*	*	*	*	*	88%	62%
Male	22	777	762	750	*	*	*	*	*	82%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	10	773	739	725	*	*	*	*	*	60%	25%
Students without Disabilities	36	785	773	761	*	*	*	*	*	92%	64%
English Learners	N	N	718	720	N	N	N	N	N	N	17%
Non-English Learners	46	782	767	758	*	*	*	46%	39%	85%	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	*	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
<b>Schoolwide</b>	58	783	766	756	0%	0%	*	*	*	93%	58%
White	35	776	770	764	0%	0%	*	*	*	94%	68%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	806	774	781	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	34	790	772	761	0%	0%	*	*	*	100%	64%
Male	24	772	759	750	0%	0%	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	58	783	767	758	0%	0%	*	*	*	93%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
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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	165	100.0	79.4	53.7	44.5	79.4	80	Met Target†
White	102	100.0	74.5	57.3	54.1	74.5	80	Met Target†
Hispanic	*	*	*	*	28.8	*	**	**
Black or African American	*	*	*	28.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	90.0	70.4	76.5	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	100.0	*	53.3	100.0	**	**
Female	81	100.0	81.5	53.5	44.9	81.5		
Male	84	100.0	77.4	53.9	44.2	77.4		
Economically Disadvantaged Students	15	100.0	93.3	*	26.3	93.3	**	**
Non-Economically Disadvantaged Students	150	100.0	78.0	*	54.9	78.0		
Students with Disabilities	36	100.0	69.4	27.7	17.4	69.4	63.6	Met Target
Students without Disabilities	129	100.0	82.2	59.9	50.0	82.2		
English Learners	13	100.0	84.6	40.0	25.0	84.6	**	**
Non-English Learners	152	100.0	78.9	54.5	46.5	78.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



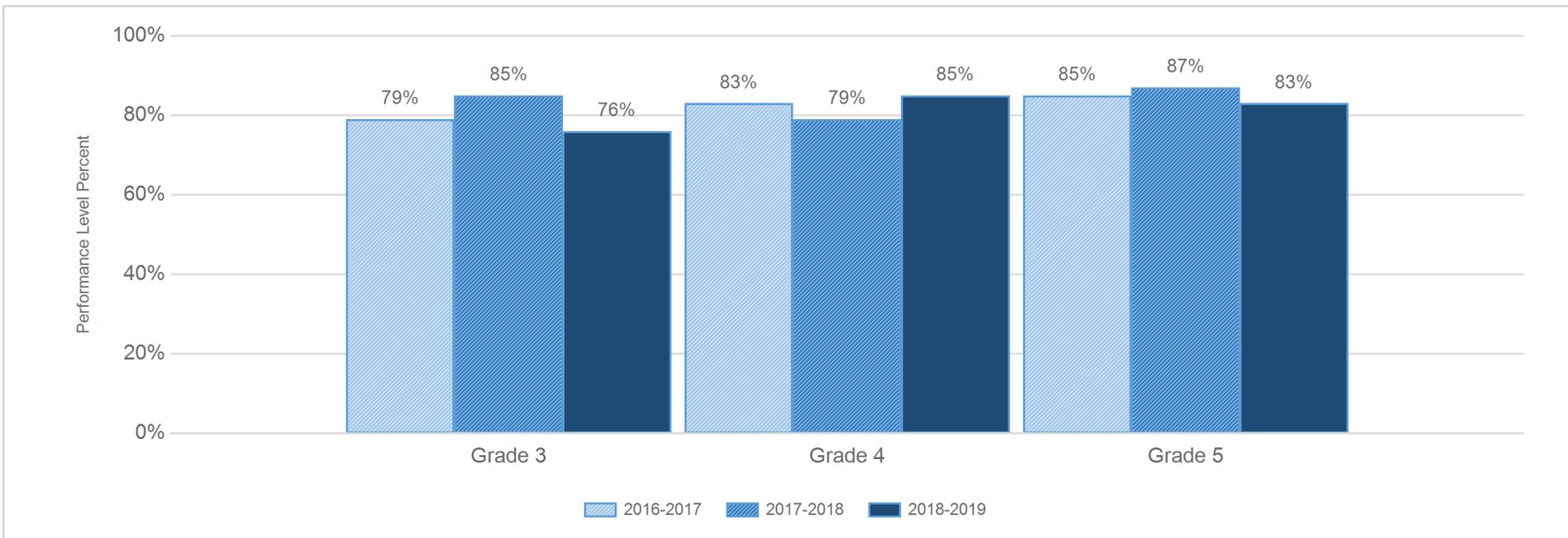
**Joseph D. Sharp Elementary School**  
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### 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
<b>Schoolwide</b>	59	769	759	752	*	*	19%	54%	22%	76%	55%
White	39	765	762	760	*	*	*	*	*	74%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	14	783	773	778	0%	0%	*	*	*	86%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	22	770	758	751	*	*	*	*	*	77%	54%
Male	37	768	760	752	*	*	*	*	*	76%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	15	759	742	731	*	*	*	*	*	73%	31%
Students without Disabilities	44	772	764	756	*	*	*	*	*	77%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	779	755	749	0%	0%	*	*	*	85%	51%
White	28	772	759	757	0%	0%	*	*	*	75%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	N	N	730	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	13	788	770	776	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	24	778	754	749	0%	0%	*	*	*	83%	50%
Male	22	779	757	749	0%	0%	*	*	*	86%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	10	765	734	726	0%	0%	*	*	*	70%	25%
Students without Disabilities	36	782	762	754	0%	0%	*	*	*	89%	56%
English Learners	N	N	727	722	N	N	N	N	N	N	18%
Non-English Learners	46	779	756	751	0%	0%	*	*	*	85%	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	*	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
<b>Schoolwide</b>	58	774	754	747	0%	0%	17%	55%	28%	83%	47%
White	35	768	757	755	0%	0%	*	*	*	74%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	794	766	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	34	773	753	747	0%	0%	*	*	*	88%	47%
Male	24	775	754	747	0%	0%	*	*	*	75%	47%
Economically Disadvantaged Students	*	*	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	52%
English Learners	N	N	728	718	N	N	N	N	N	N	12%
Non-English Learners	58	774	755	749	0%	0%	17%	55%	28%	83%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	73.3%	56.6%	<u>Exceeds</u>

† 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	20	70.0%	30.0%
3-4	20	80.0%	20.0%
5 or more	*	*	*



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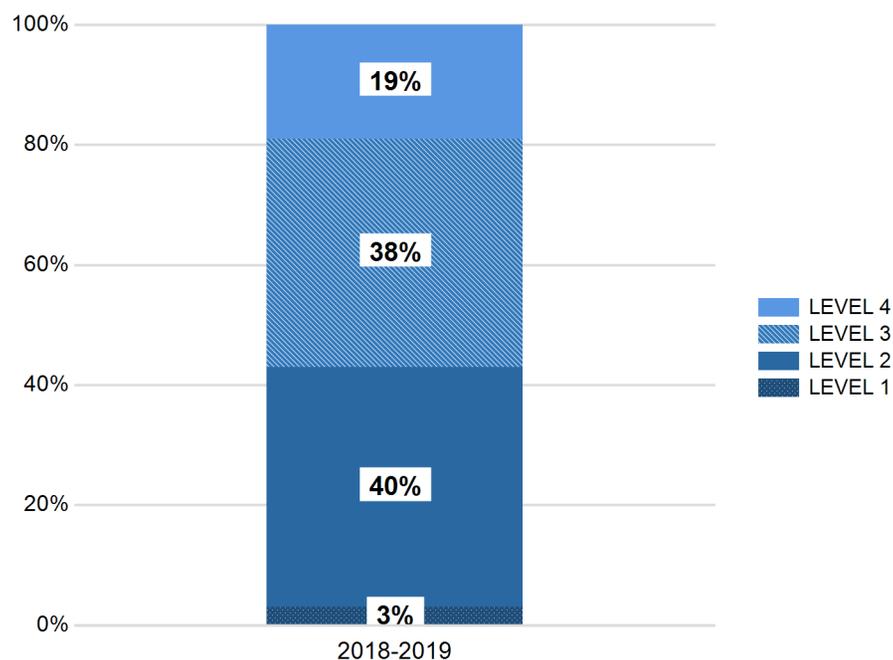
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	3	40	38	19
White	6	40	46	9
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	27	9	64
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	3	35	44	18
Male	4	46	29	21
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	3	40	38	19
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.

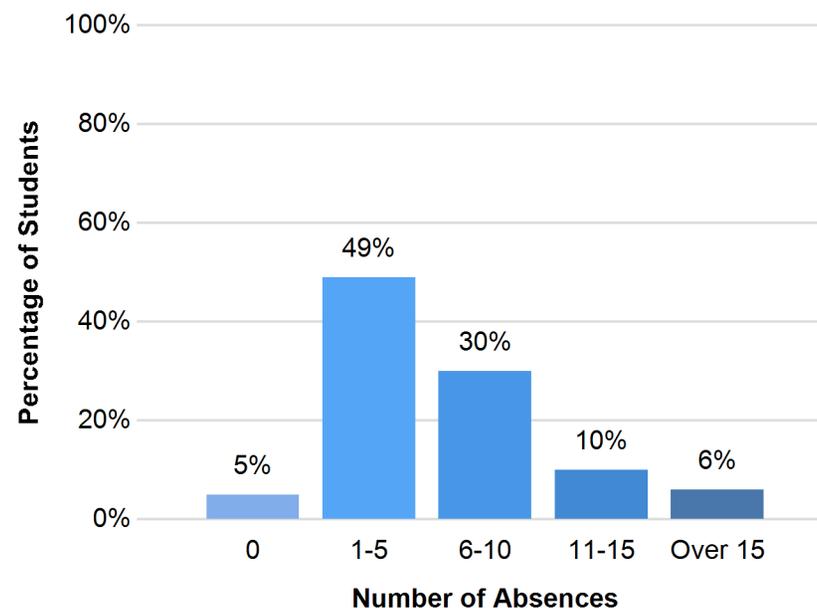
### Chronic Absenteeism

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	13	4.0	8.9	Met
White	3	1.6	8.9	Met
Hispanic	3	17.6	**	**
Black or African American	1	9.1	**	**
Asian, Native Hawaiian, or Pacific	5	5.8	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.2	8.9	Met
Female	5	3.2		
Male	8	4.7		
Economically Disadvantaged Students	2	6.9	8.9	Met
Students with Disabilities	6	9.4	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	0	0		
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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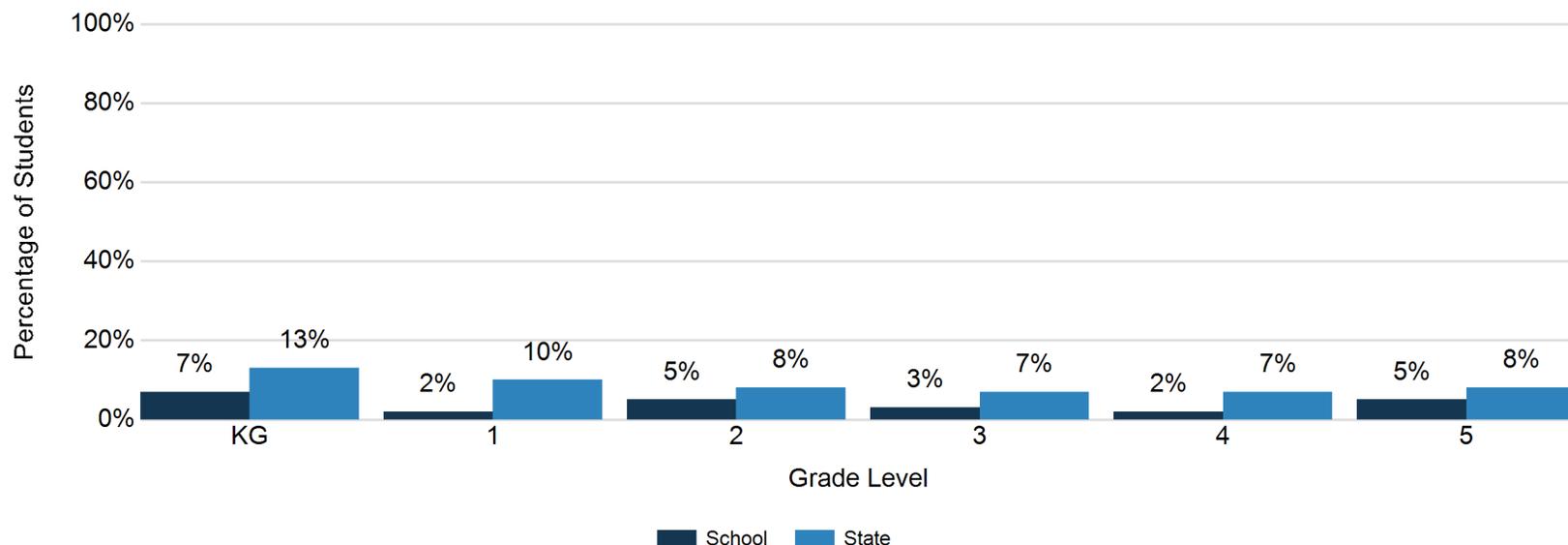
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.82

### 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	1	3	4
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

### 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	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	18:1	13:1
Students to Administrators	368:1	231:1
Teachers to Administrators	21:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
Grades Offered: KG-05  
2018-2019

**Report Key:**

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	95.2%	0.0%	48.4%	77.1%	54.9%
Male	51.1%	4.8%	100.0%	51.6%	22.9%	45.1%
White	53.0%	85.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.0%	4.8%	0.0%	15.0%	6.6%	13.9%
Asian	31.0%	9.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.8%	0.0%	0.0%	2.1%	0.2%	0.2%



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
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2018-2019

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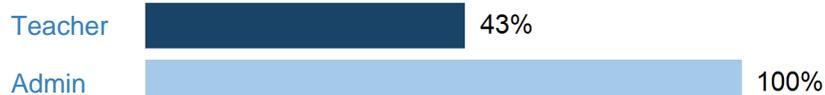
### Teachers and Administrators - Level of Education

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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.5%



### Joseph D. Sharp Elementary School

(07-0800-100)

Grades Offered: KG-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.



**Joseph D. Sharp Elementary School**  
(07-0800-100)  
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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	78.0%	84.0%	84.8%
Math Proficiency	81.9%	81.4%	79.4%
ELA Growth	68	64	57
Math Growth	63	64	75
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		82.8%	73.3%
Chronic Absenteeism	4.1%	2.8%	4.0%

† 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 Goal	Met Target†	Met Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Goal	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	**	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Met Target	Met Target	**	**	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.



### Highlights:

- 2018 National School of Character, 2019 National Blue Ribbon School
- The Sharp School Character Pledge highlights the Sharp community's collective effort to guide and support its young learners.
- Monthly Attitude Assemblies are performed by Sharp students to teach how to enact Sharp Character Attitudes.



### Mission, Vision, Theme:

The future of Sharp students depends on Sharp's success as a school! Sharp staff must work collaboratively to achieve that purpose and continually assess their effectiveness in achieving the school's mission on the basis of results—tangible evidence that Sharp students are acquiring the knowledge, skills, and dispositions that are essential to their future success as contributing members and lifelong learners.



### Awards, Recognition, Accomplishments:

2018 National School of Character, 2019 National Blue Ribbon School



### Joseph D. Sharp Elementary School

(07-0800-100)

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2018-2019

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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chclc.org/academics/curriculum>.



### Clubs and Activities:

Green Team; Student Ambassadors; Student Safety Program; Sharp Basketball



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 <p><b>Before and After School Programs:</b></p>	<p>All Sharp before and after school programs are run through the district's SACC program.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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#### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



#### Student Health and Wellness:

Sharp's School Health and Wellness Committee, led by the school nurse, is made up of a collaborative team of teachers, principal, parents, and students. Learning activities are planned throughout the year that highlight making healthy choices for everyone in the Sharp community. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



#### Parent and Community Involvement:

Sharp thrives in an atmosphere of collaboration among students, educators, parents, and the community. Positive relationships are the foundation at Sharp and are recognized by both those within the school community and those who come to visit. Sharp's efforts to build connections are made possible via the strong partnership with and full support of the school's caring families. We are grateful for all of them!



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate surveys were given to Sharp stakeholders throughout the year. These surveys asked for feedback on topics such as respect within the student population, respect of teachers towards parents and vice versa, staff's respect for one another, and climate and culture of the school. Parent input was sought at Back to School Night as well as Parent Visitation Day. Staff reflected on the collected data collected in PLCs and at faculty meetings. This survey feedback has led staff to consider ways to improve and enhance activities within the school setting. The survey process showed that Sharp students can reflect on their school's culture and their understanding of what it means to demonstrate strong character.</p>
 <p>Facilities:</p>	<p>The Sharp School was built in 1964. Renovations and additions took place in 1968 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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 <p><b>Technology and STEM:</b></p>	<p>Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.</p>
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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**John A. Carusi Middle School**  
(07-0800-067)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

**John A. Carusi Middle School**

(07-0800-067)

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	Cherry Hill School District
Principal Name	Dr. Neil Burti
Address	315 Roosevelt Dr. CHERRY HILL, NJ 08034-1599
Phone Number	856-667-1220
Email Address	<a href="mailto:NBurti@chclc.org">NBurti@chclc.org</a>
Website	<a href="http://carusi.chclc.org">http://carusi.chclc.org</a>
Facebook	<a href="https://facebook.com/CarusiMS">https://facebook.com/CarusiMS</a>
Twitter	<a href="https://twitter.com/CarusiMS">https://twitter.com/CarusiMS</a>



**John A. Carusi Middle 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
6	309	330	328
7	300	323	332
8	332	310	312
Total	941	963	972

### 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	50.4%	48.7%	47.1%
Male	49.6%	51.3%	52.9%
Economically Disadvantaged Students	32.9%	35.1%	33.2%
Students with Disabilities	20.2%	20.1%	20.9%
English Learners	1.9%	3.1%	2.5%
Homeless Students	0.6%	0.9%	0.4%
Students in Foster Care	0.1%	0.1%	0.3%
Military-Connected Students	0.0%	1.0%	1.9%
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	52.6%	52.6%	55.7%
Hispanic	18.8%	19.3%	19.7%
Black or African American	11.4%	11.9%	11.0%
Asian	13.3%	11.7%	9.6%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	3.7%	4.0%	3.8%

### 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	79.5%
Spanish	9.4%
Vietnamese	2.5%
Arabic	1.7%
Other Languages	6.9%



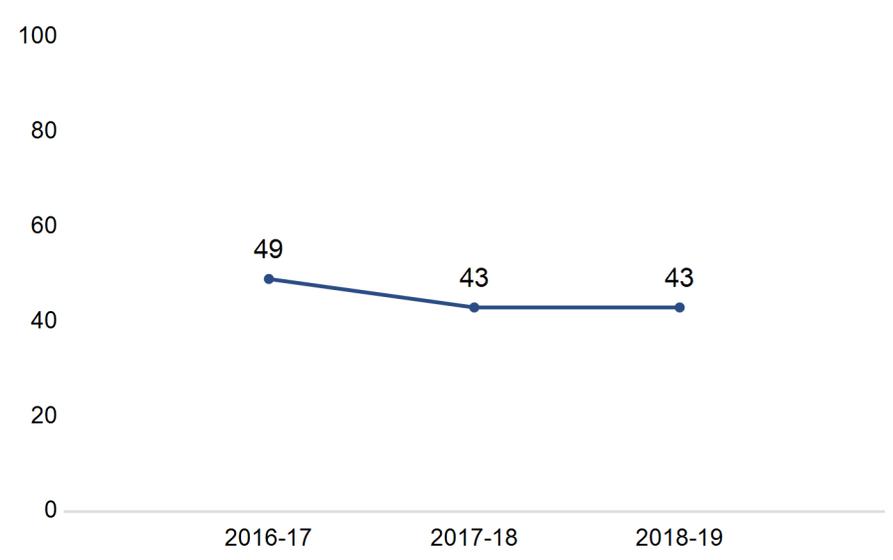
**John A. Carusi Middle School**  
 (07-0800-067)  
 Grades Offered: 06-08  
 2018-2019

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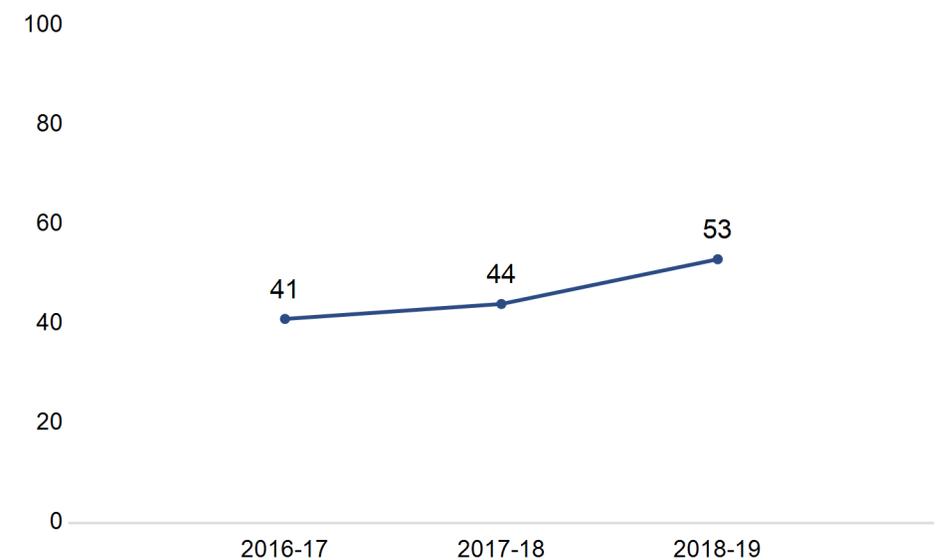
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	49	43	43	41	44	53
Met Standard (40-59.5)?	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	43	49	50	Met Standard	53	50	50	Met Standard
White	43	49	50	Met Standard	51	50	52	Met Standard
Hispanic	38	41	49	Not Met	67	47	47	Exceeds Standard
Black or African American	38	46	45	Not Met	50	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48	53	59	Met Standard	61	55	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	50	50	49	Met Standard	45	54.5	52	Met Standard
Female	45	51	53	N	53	50	50	N
Male	42	46	47	N	54	51	51	N
Economically Disadvantaged Students	45	44	48	Met Standard	56.5	45	46	Met Standard
Students with Disabilities	44	45	43	Met Standard	57	46	45	Met Standard
English Learners	46	51	52	Met Standard	62.5	57	50	Exceeds Standard
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	23.5	30	49	N	32	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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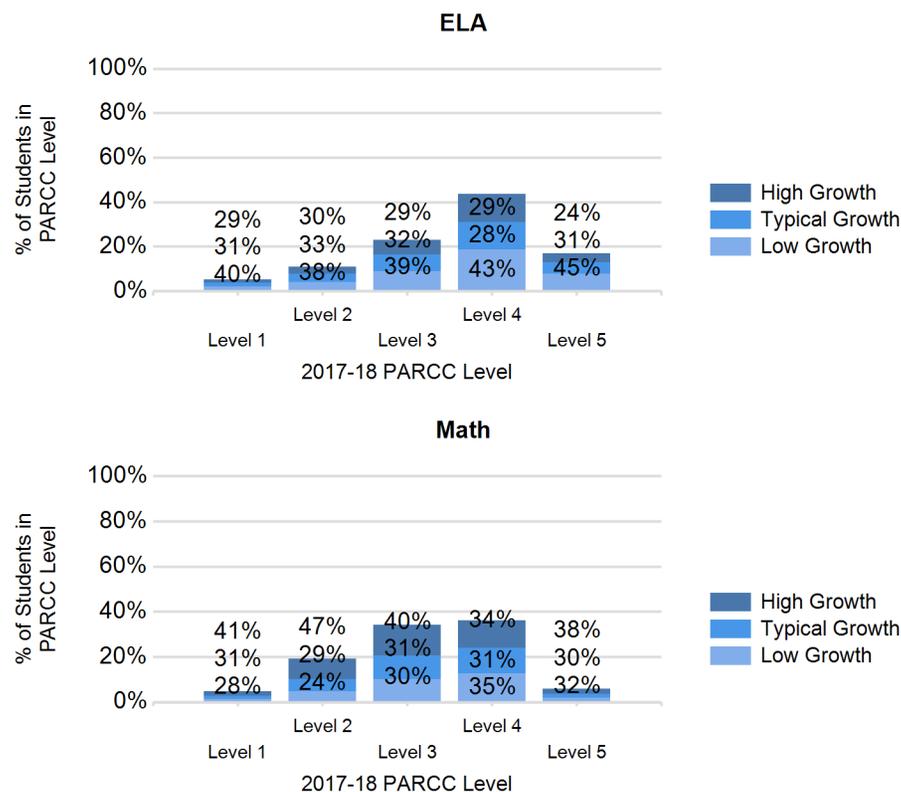
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

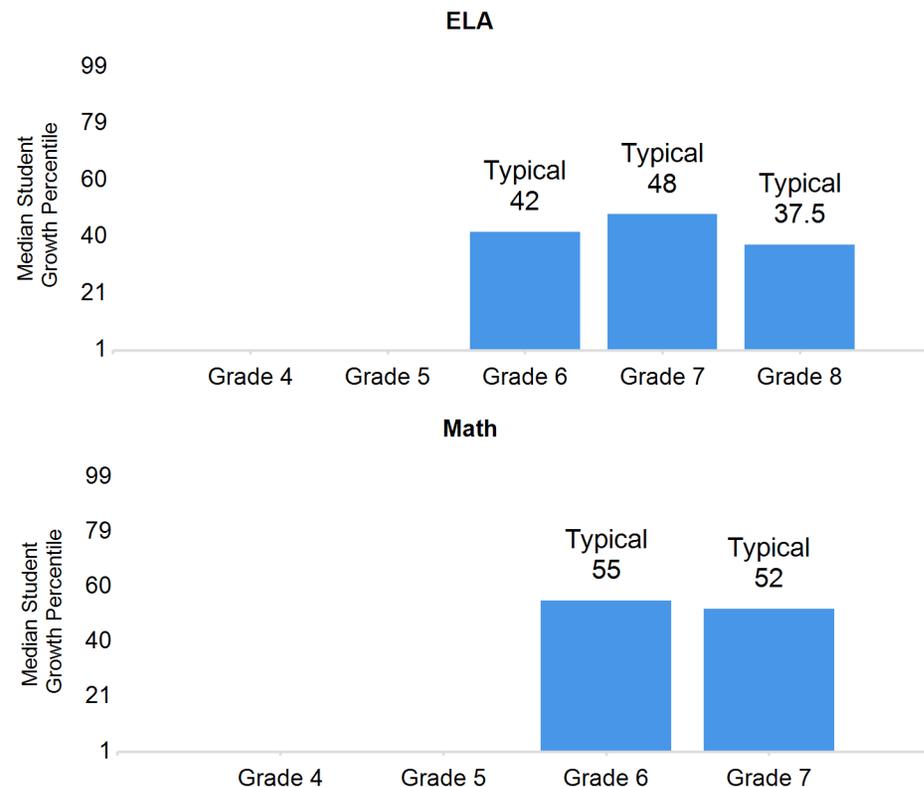
**Student Growth by Performance Level**

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.





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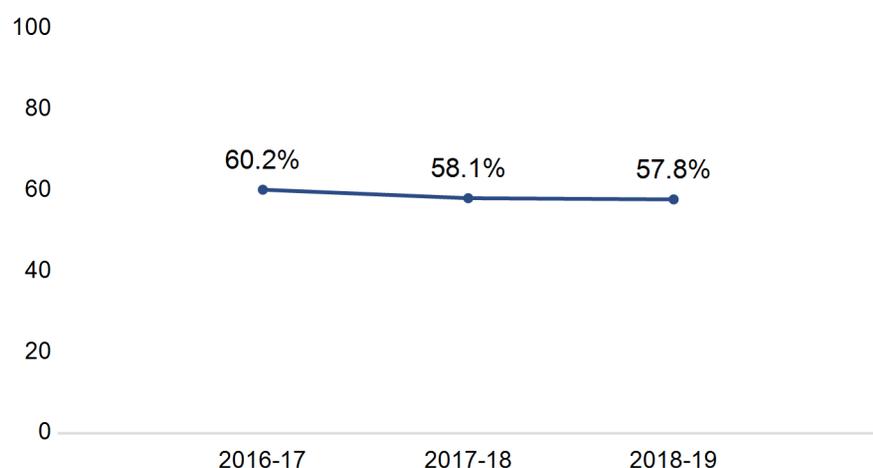
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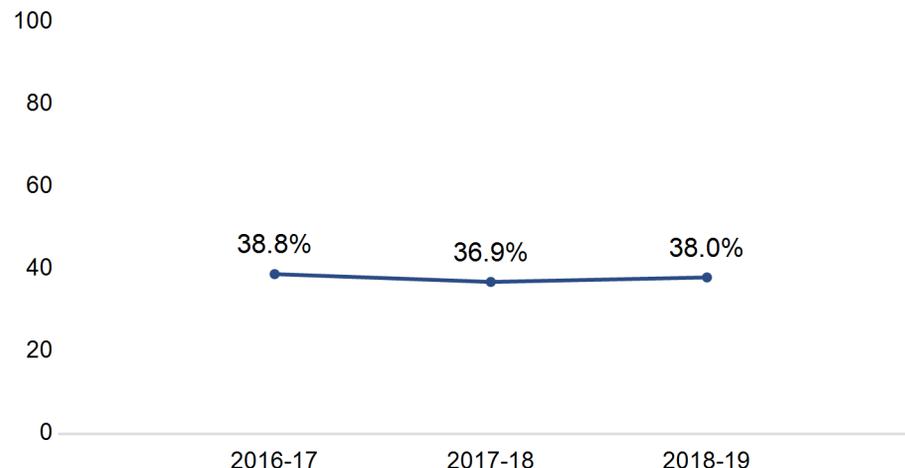
## English Language Arts and Mathematics Performance Trends

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	97.4%	97.6%	97.6%	97.5%	97.5%	97.4%
Proficiency Rate for Federal Accountability	60.2%	58.1%	57.8%	38.8%	36.9%	38.0%
Annual Target	52.8%	54.3%	55.7%	37.4%	39.7%	41.9%
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	971	97.6	57.8	69.5	57.9	57.8	55.7	Met Target
White	544	97.3	65.1	73.8	66.9	65.1	57.7	Met Target
Hispanic	187	97.5	46.5	*	43.9	46.5	46.9	Met Target†
Black or African American	107	98.2	33.6	46.6	38.5	33.6	42.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	97	99.0	61.9	*	82.9	61.9	65.7	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	63.2	Met Target
Female	443	97.4	68.6	76.2	64.8	68.6		
Male	528	97.8	48.7	63.2	51.3	48.7		
Economically Disadvantaged Students	304	96.9	44.1	*	40.0	44.1	43.9	Met Target
Non-Economically Disadvantaged Students	667	98.0	64.0	*	67.9	64.0		
Students with Disabilities	230	95.5	28.3	34.0	22.7	28.3	26.4	Met Target
Students without Disabilities	741	98.3	66.9	78.1	65.1	66.9		
English Learners	51	98.1	29.4	41.4	29.3	29.4	32.5	Met Target†
Non-English Learners	920	97.6	59.3	71.0	60.6	59.3		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	19	100.0	63.2	64.0	57.8	63.2		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



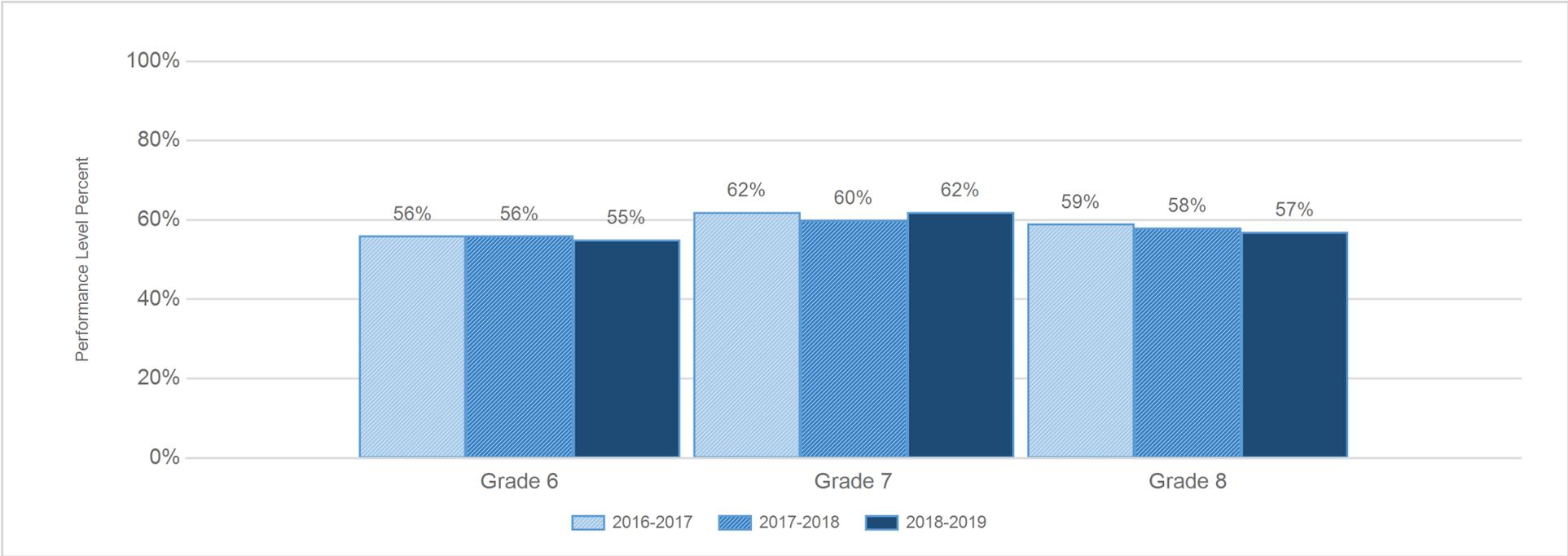
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**English Language Arts Assessment - Performance Trends**

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
<b>Schoolwide</b>	332	754	763	754	3%	12%	31%	45%	9%	55%	56%
White	189	761	767	762	*	*	33%	50%	12%	61%	65%
Hispanic	64	744	746	743	*	19%	22%	*	*	52%	43%
Black or African American	44	736	*	738	*	39%	34%	*	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	25	757	772	780	*	*	*	*	*	60%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	152	761	771	762	*	*	28%	*	*	63%	64%
Male	180	748	756	748	*	*	33%	*	*	48%	48%
Economically Disadvantaged Students	112	742	745	740	*	*	29%	*	*	41%	39%
Non-Economically Disadvantaged Students	220	760	768	763	*	*	31%	*	*	61%	67%
Students with Disabilities	68	737	740	722	*	*	34%	32%	0%	32%	19%
Students without Disabilities	264	758	768	761	*	*	30%	48%	12%	60%	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	764	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	747	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	330	760	771	761	7%	11%	20%	33%	29%	62%	63%
White	178	768	775	769	*	*	16%	38%	34%	72%	72%
Hispanic	58	749	753	747	*	*	29%	28%	21%	48%	50%
Black or African American	44	734	749	741	*	27%	23%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	32	764	782	790	*	*	*	31%	31%	63%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	18	774	*	768	0%	*	*	*	*	67%	68%
Female	153	772	780	769	*	*	16%	33%	40%	73%	71%
Male	177	750	764	753	*	*	24%	33%	19%	52%	55%
Economically Disadvantaged Students	92	746	748	743	12%	16%	25%	32%	15%	47%	45%
Non-Economically Disadvantaged Students	238	766	777	771	5%	9%	18%	34%	34%	68%	73%
Students with Disabilities	68	729	735	720	18%	25%	34%	*	*	24%	22%
Students without Disabilities	262	768	779	769	4%	7%	17%	*	*	72%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	10	762	759	758	0%	0%	*	*	*	40%	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### 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
<b>Schoolwide</b>	313	755	775	762	12%	11%	21%	36%	20%	57%	63%
White	174	763	779	770	7%	10%	20%	38%	25%	63%	72%
Hispanic	68	739	746	747	22%	*	26%	*	*	40%	49%
Black or African American	24	745	*	741	*	0%	*	*	*	46%	43%
Asian, Native Hawaiian, or Pacific Islander	37	764	793	794	*	*	*	*	*	68%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	10	731	*	769	*	*	*	*	*	40%	69%
Female	143	770	787	771	*	*	19%	41%	29%	70%	71%
Male	170	744	762	753	*	*	22%	32%	14%	45%	55%
Economically Disadvantaged Students	103	742	748	743	17%	17%	22%	31%	12%	43%	45%
Non-Economically Disadvantaged Students	210	762	781	772	10%	7%	20%	39%	25%	63%	72%
Students with Disabilities	79	727	732	721	28%	24%	22%	*	*	27%	22%
Students without Disabilities	234	765	784	770	7%	6%	21%	*	*	67%	71%
English Learners	*	*	692	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	776	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	784	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	971	97.4	38.0	53.7	44.5	38.0	41.9	Not Met
White	543	97.0	43.8	57.3	54.1	43.8	43.4	Met Target
Hispanic	187	97.5	29.9	*	28.8	29.9	34.1	Met Target†
Black or African American	107	98.2	11.2	28.8	23.0	11.2	26.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	98	99.0	48.0	70.4	76.5	48.0	56.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	47.2	Met Target†
Female	442	97.2	39.1	53.5	44.9	39.1		
Male	529	97.6	37.1	53.9	44.2	37.1		
Economically Disadvantaged Students	304	96.6	23.4	*	26.3	23.4	32.6	Not Met
Non-Economically Disadvantaged Students	667	97.8	44.7	*	54.9	44.7		
Students with Disabilities	230	95.5	18.7	27.7	17.4	18.7	20	Met Target†
Students without Disabilities	741	98.1	44.0	59.9	50.0	44.0		
English Learners	53	98.2	26.4	40.0	25.0	26.4	32.5	Met Target†
Non-English Learners	918	97.4	38.7	54.5	46.5	38.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	19	100.0	31.6	55.7	46.4	31.6		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



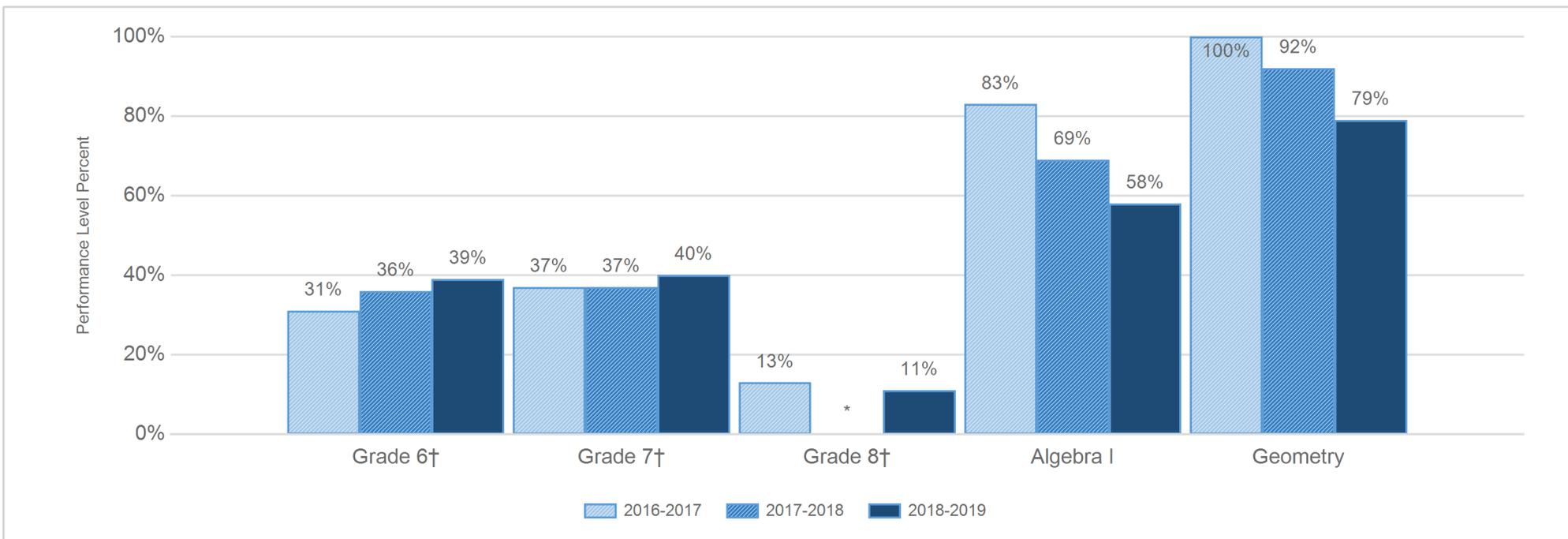
**John A. Carusi Middle School**  
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Grades Offered: 06-08  
2018-2019

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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.



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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
<b>Schoolwide</b>	332	742	750	741	5%	20%	36%	35%	4%	39%	41%
White	189	748	753	749	*	13%	39%	*	*	46%	51%
Hispanic	64	734	733	729	*	28%	33%	*	*	30%	24%
Black or African American	44	721	*	722	*	43%	32%	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	25	749	766	769	*	*	*	*	*	48%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	152	742	751	742	*	20%	38%	*	*	39%	42%
Male	180	741	749	740	*	21%	33%	*	*	39%	40%
Economically Disadvantaged Students	112	729	732	726	*	35%	35%	*	*	21%	21%
Non-Economically Disadvantaged Students	220	748	755	750	*	13%	36%	*	*	48%	53%
Students with Disabilities	68	725	730	716	*	35%	37%	*	*	15%	12%
Students without Disabilities	264	746	755	746	*	16%	35%	*	*	45%	46%
English Learners	*	*	717	709	*	*	*	*	*	*	*
Non-English Learners	*	*	751	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	735	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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
<b>Schoolwide</b>	309	741	750	744	5%	21%	35%	*	*	40%	42%
White	165	746	753	751	*	*	34%	47%	0%	47%	53%
Hispanic	57	740	738	733	*	*	33%	40%	0%	*	26%
Black or African American	43	722	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	28	746	760	768	*	*	36%	*	*	43%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	16	743	*	749	*	*	*	*	*	44%	51%
Female	142	743	751	744	*	18%	35%	*	*	43%	42%
Male	167	740	749	743	*	23%	35%	*	*	37%	42%
Economically Disadvantaged Students	90	734	734	731	*	34%	38%	*	*	23%	24%
Non-Economically Disadvantaged Students	219	744	754	751	*	15%	34%	*	*	47%	53%
Students with Disabilities	67	726	730	718	*	36%	27%	*	*	22%	13%
Students without Disabilities	242	745	755	749	*	17%	37%	*	*	45%	48%
English Learners	*	*	730	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	750	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	10	742	751	746	0%	*	*	*	*	30%	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	171	715	725	728	28%	40%	22%	11%	0%	11%	29%
White	85	719	730	737	26%	40%	20%	14%	0%	14%	38%
Hispanic	48	712	717	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	16	718	726	747	*	*	*	*	*	19%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	717	730	*	*	*	*	*	*	31%
Female	77	720	727	731	22%	39%	29%	*	*	10%	31%
Male	94	712	723	726	33%	40%	16%	*	*	11%	27%
Economically Disadvantaged Students	75	713	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	96	718	730	735	*	*	*	*	*	*	36%
Students with Disabilities	71	715	718	707	*	*	*	*	*	*	10%
Students without Disabilities	100	716	729	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	149	757	749	744	*	13%	27%	*	*	58%	42%
White	92	756	753	752	*	13%	27%	*	*	59%	53%
Hispanic	21	747	732	728	*	*	*	52%	0%	52%	24%
Black or African American	*	*	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	22	772	767	775	0%	*	*	*	*	77%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	749	752	*	*	*	*	*	*	51%
Female	69	756	751	745	*	14%	26%	*	*	57%	44%
Male	80	758	748	743	*	13%	28%	*	*	60%	41%
Economically Disadvantaged Students	28	756	733	727	*	*	*	*	*	64%	23%
Non-Economically Disadvantaged Students	121	757	754	752	*	*	*	*	*	57%	52%
Students with Disabilities	*	*	727	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	754	748	*	*	*	*	*	*	47%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	750	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	753	744	*	*	*	*	*	*	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
<b>Schoolwide</b>	14	766	751	737	0%	0%	*	*	*	79%	35%
White	*	*	751	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	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	*	*	751	745	*	*	*	*	*	*	46%
Female	*	*	750	738	*	*	*	*	*	*	36%
Male	*	*	752	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	742	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	752	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	724	712	N	N	N	N	N	N	*
Students without Disabilities	14	766	753	741	0%	0%	*	*	*	79%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	14	766	*	738	0%	0%	*	*	*	79%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	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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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	27.8%	**	**

† 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	15	*	*
3-4	*	*	*
5 or more	*	*	*



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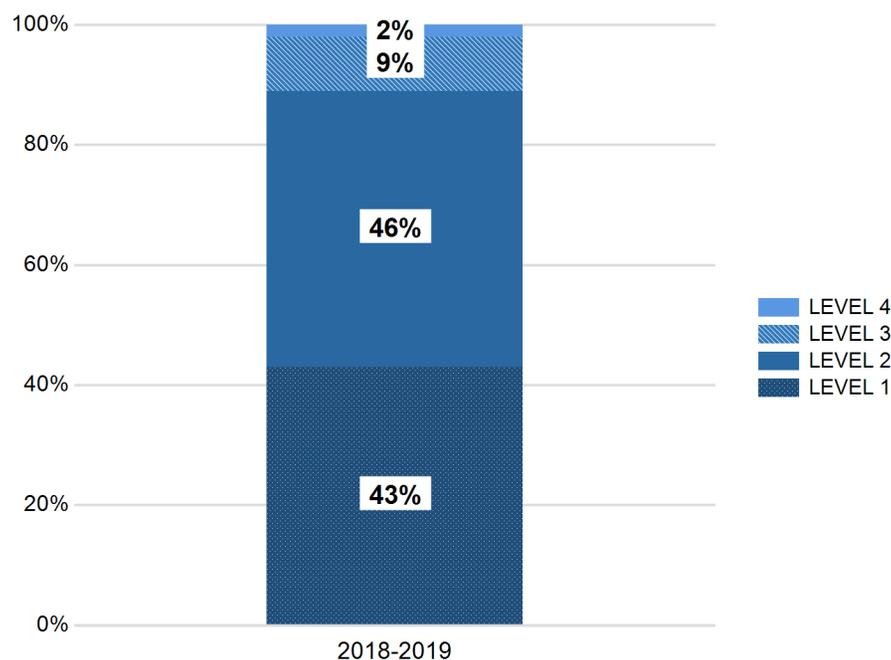
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	43	46	9	2
White	33	55	11	2
Hispanic	64	30	6	0
Black or African American	60	40	0	0
Asian, Native Hawaiian, or Pacific Islander	34	50	11	5
American Indian or Alaska Native	N	N	N	N
Two or More Races	70	20	10	0
Female	41	48	9	1
Male	44	45	9	2
Economically Disadvantaged Students	56	39	4	1
Non-Economically Disadvantaged Students	37	50	11	2
Students with Disabilities	65	30	5	0
Students without Disabilities	35	52	10	2
English Learners	90	10	0	0
Non-English Learners	41	48	9	2
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	334
7	20	0	321
8	135	14	173
Total	155	14	828

### 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	228	28	0	0	0	0	0
7	222	31	0	0	0	0	0
8	209	55	0	0	0	0	0
Total	659	114	0	0	0	0	0



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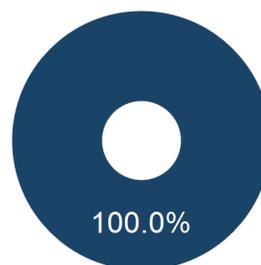
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## Visual and Performing Arts – Course Participation

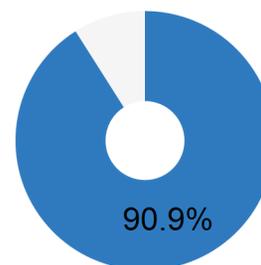
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

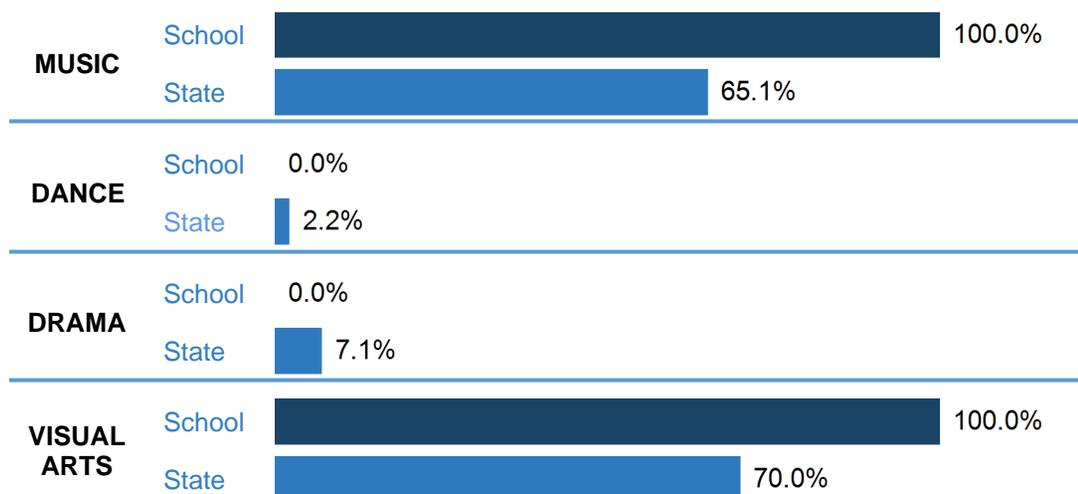


School



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.

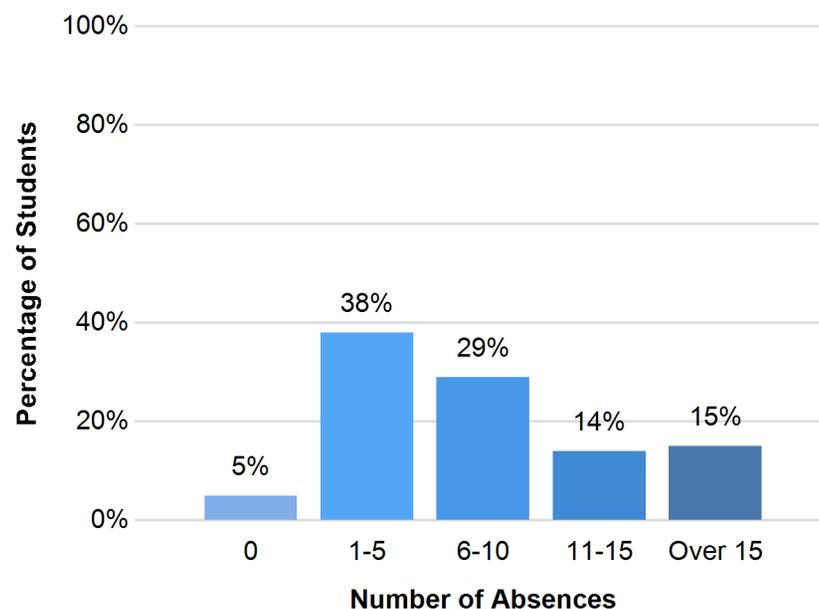
#### Chronic Absenteeism

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	113	11.2	9.1	Not Met
White	61	10.9	9.1	Not Met
Hispanic	28	14.1	9.1	Not Met
Black or African American	15	13.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific	5	5.1	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	44	9.6		
Male	69	12.5		
Economically Disadvantaged Students	58	17.4	9.1	Not Met
Students with Disabilities	44	18.2	9.1	Not Met
English Learners	3	12.5	9.1	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	5.3		
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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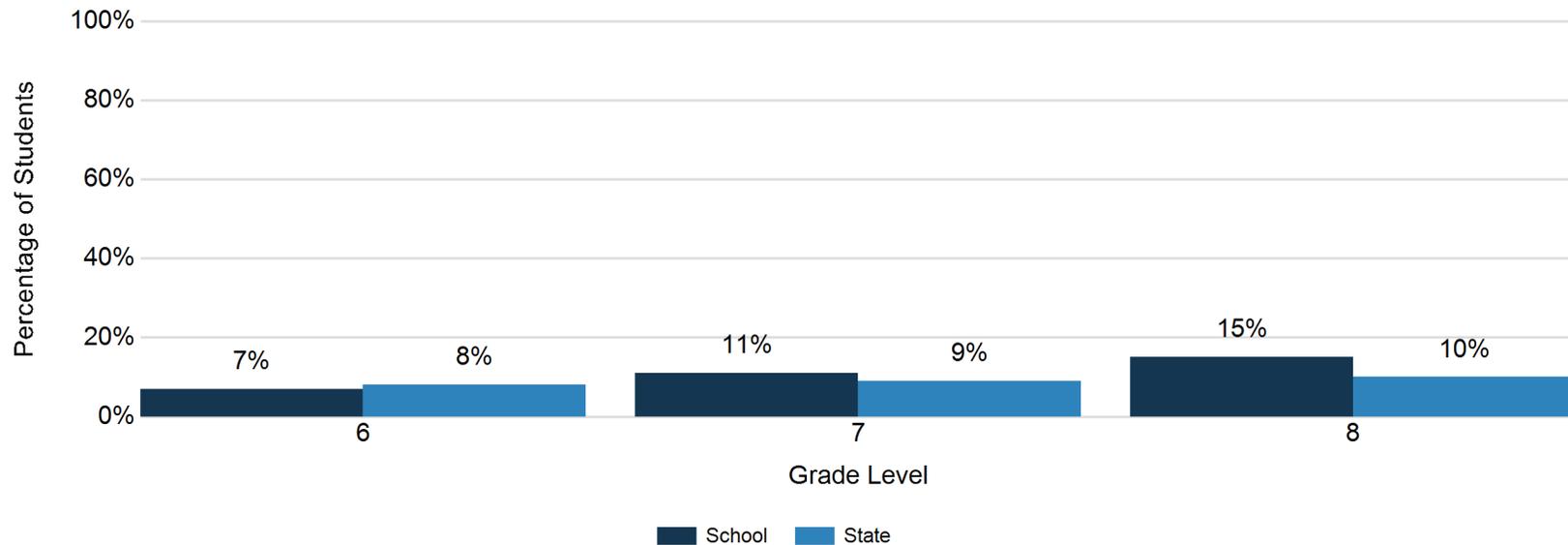
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.75

### 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	1	8	9
Religion	0	1	1
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	1	0	1
Disability	0	0	0
Other	2	0	2
No Identified Nature	5		5

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### 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	15	1.5%
Any Suspension	16	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
36



**John A. Carusi Middle School**  
 (07-0800-067)  
 Grades Offered: 06-08  
 2018-2019

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**School Day**

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	13:1	13:1
Students to Administrators	324:1	231:1
Teachers to Administrators	26:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	47.1%	63.6%	66.7%	48.4%	77.1%	54.9%
Male	52.9%	36.4%	33.3%	51.6%	22.9%	45.1%
White	55.7%	87.0%	33.3%	42.4%	83.6%	77.4%
Hispanic	19.7%	9.1%	33.3%	29.9%	7.3%	7.2%
Black or African American	11.0%	1.3%	33.3%	15.0%	6.6%	13.9%
Asian	9.6%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	1.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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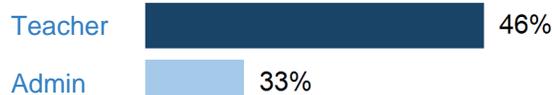
### Teachers and Administrators - Level of Education

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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	60.2%	58.1%	57.8%
Math Proficiency	38.8%	36.9%	38.0%
ELA Growth	49	43	43
Math Growth	41	44	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		26.7%	27.8%
Chronic Absenteeism	9.9%	10.8%	11.2%

† 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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**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	**	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

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



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## School Narrative

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



### Highlights:

- Carusi's Mustang Way is the guiding force behind our school's academic and character initiatives. This expectation-based incentive program was recognized as a Promising Practice by Character.org!
- Our STEM Team competed at Camden County Tech, in their Mission Space Technology Challenge. We finished in 2nd place in the rocket launch competition and 1st place in the endurance competition.
- This year 200+ students participated in our co-curricular music programs. We are proud of our highly decorated Show Choir, Orchestra, and Symphonic and Jazz Bands which received external validation!



### Mission, Vision, Theme:

Carusi staff inspire their students to meet the challenges of a globally competitive twenty-first century society; through an innovative curriculum, staff equitably address the academic, social, physical, and emotional well-being of our diverse community. Students must have the opportunity to demonstrate proper respect, responsibility, and positive citizenship in their schools and community. Carusi students "Enter to Learn, Go Forth to Serve".



### Awards, Recognition, Accomplishments:

National School of Character; Promising Practice: Mustang Way; Sustainable Jersey Bronze; Certified School, Symphonic Band - 1st Place, "Superior" Rating, Best Overall Band; Jazz Band - 1st Place, "Superior" Rating, Best Overall Jazz Band; Show Choir - 2nd Place, "Superior" Rating; Orchestra - 2nd Place, "Superior" Rating; Girls Soccer 2018 SJSJL Champs



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <a href="https://www.chclc.org/academics/curriculum">https://www.chclc.org/academics/curriculum</a>.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Carusi Middle School offers a wide range of athletic teams in the fall, winter and spring seasons. Many teams have A and B levels to promote student participation and development. Carusi student-athletes are consistently top performers in the classroom and on the courts and fields.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Clubs are offered to encourage student participation in after-school activities. The clubs range from intramural sports to visual and performing arts to activities focused on students' interests and needs.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Our after-school Athletics, Visual and Performing Arts, and Academic support programs continue to be well attended and allow students a litany of extracurricular offerings and co-curricular opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

Carusi's active PTA supports the needs of our community and offers grants to classrooms and opportunities for parents to become more involved in our school. The district's Special Education PTA is present at school events and collaborates with our local school PTA.



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### Facilities:

The Carusi Middle School was built in 1961. Renovations and additions took place in 1964, 1994, and 2000. Each day, the school personnel welcome approximately 950 students in sixth through eighth grade.



### School Safety:

The District plans to continue security facilities upgrades at the middle schools this year. Campus police staff have been assigned to the middle schools. Security and fire drills are conducted as per DOE regulations.



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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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.



### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**James Johnson Elementary School**  
(07-0800-085)  
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](mailto: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	Cherry Hill School District
Principal Name	Mr. Jared Peltzman
Address	500 Kresson Rd. CHERRY HILL, NJ 08034-3121
Phone Number	856-428-8848
Email Address	<a href="mailto:JPeltzman@chclc.org">JPeltzman@chclc.org</a>
Website	<a href="https://johnson.chclc.org">https://johnson.chclc.org</a>



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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	60	73	56
1	67	70	77
2	71	73	64
3	82	72	74
4	70	81	71
5	67	63	83
Total	417	432	425

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	48.8%	47.1%
Male	51.6%	51.2%	52.9%
Economically Disadvantaged Students	28.8%	32.6%	32.2%
Students with Disabilities	20.6%	23.6%	24.5%
English Learners	10.6%	13.4%	12.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.2%	0.7%
Military-Connected Students	0.0%	1.2%	3.3%
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	46.0%	47.2%	45.9%
Hispanic	19.2%	20.1%	18.8%
Black or African American	12.0%	10.6%	13.2%
Asian	19.7%	18.1%	18.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.9%	3.7%	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	60	73	56
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	68.5%
Spanish	10.1%
Chinese	3.8%
Bengali	2.6%
Arabic	1.2%
Other Languages	13.9%



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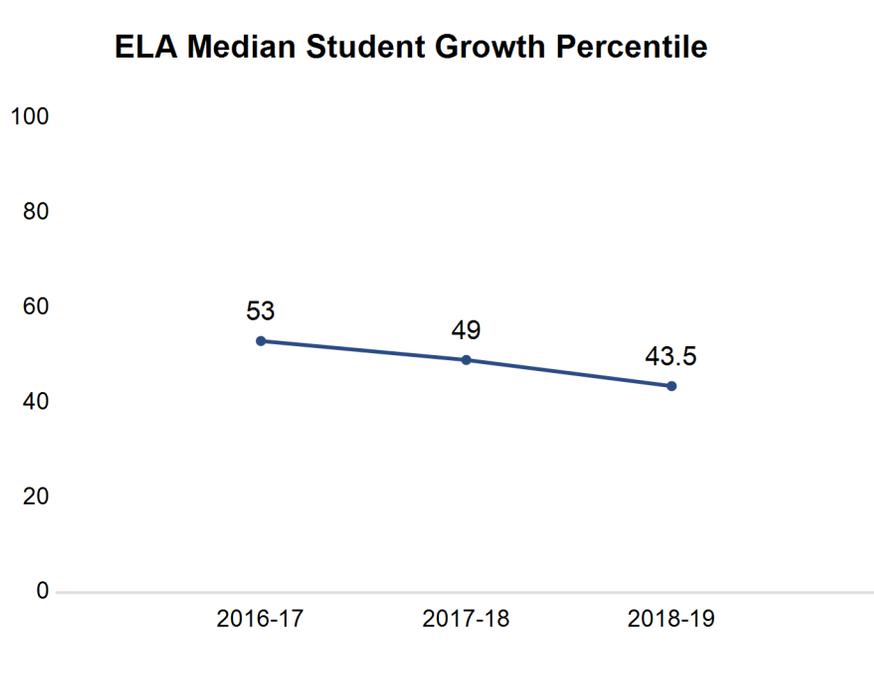
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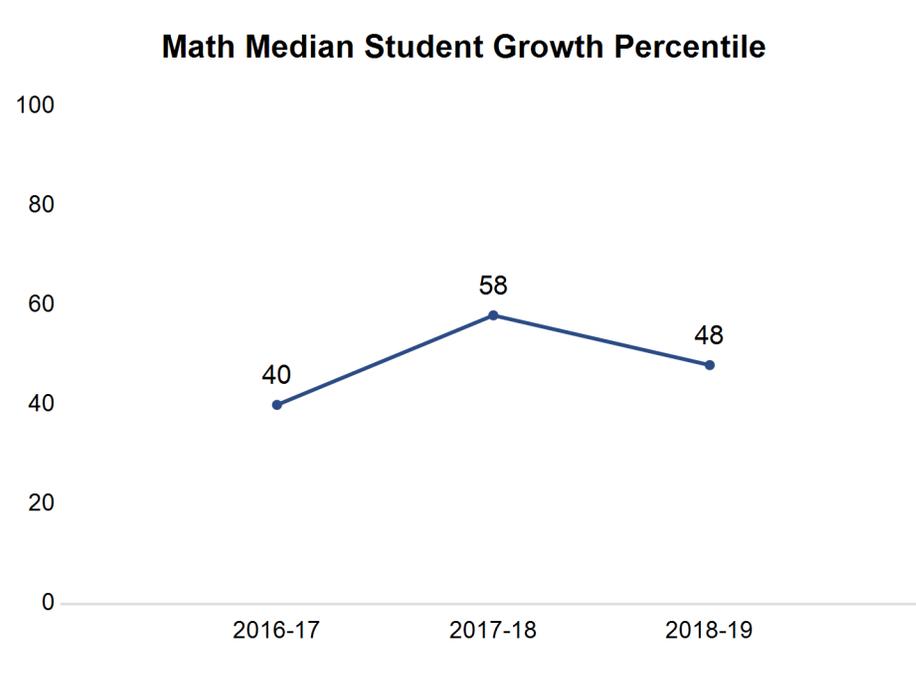
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	49	43.5	40	58	48
Met Standard (40-59.5)?	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	43.5	49	50	Met Standard	48	50	50	Met Standard
White	47	49	50	Met Standard	54	50	52	Met Standard
Hispanic	30	41	49	Not Met	39	47	47	Not Met
Black or African American	38.5	46	45	Not Met	40	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	50	53	59	Met Standard	56	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	44	51	53	N	39	50	50	N
Male	43	46	47	N	54	51	51	N
Economically Disadvantaged Students	30	44	48	Not Met	44.5	45	46	Met Standard
Students with Disabilities	34.5	45	43	Not Met	48	46	45	Met Standard
English Learners	32.5	51	52	Not Met	47.5	57	50	Met Standard
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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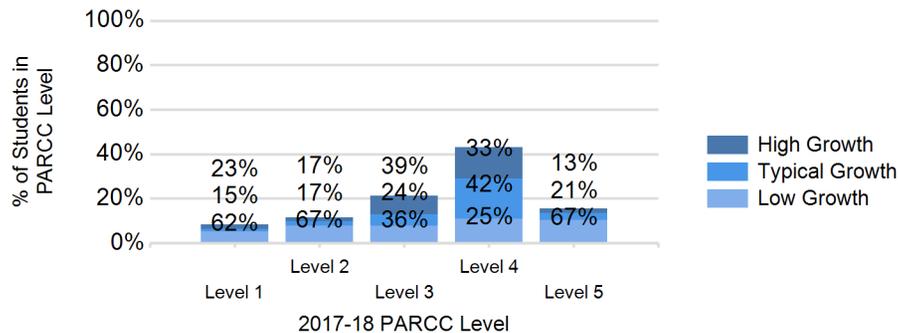
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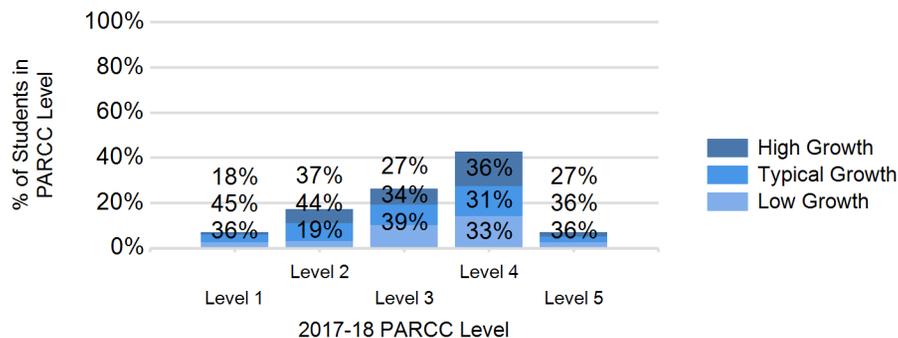
**Student Growth by Performance Level**

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.

**ELA**



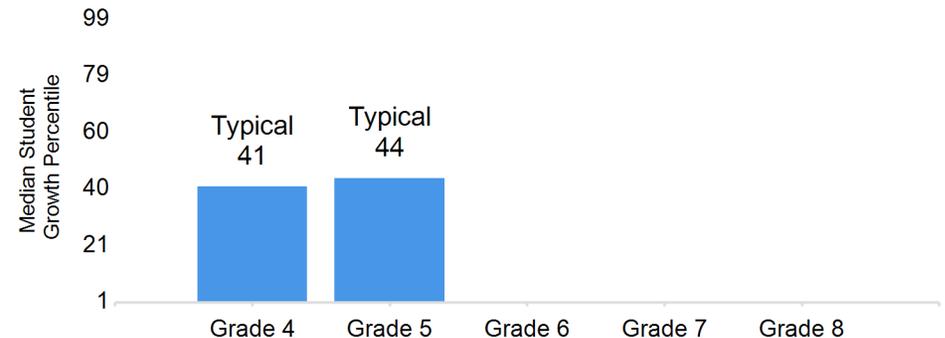
**Math**



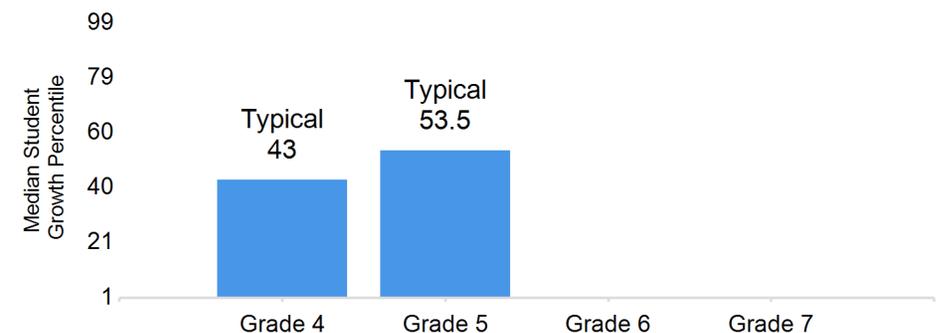
**Student Growth by Grade**

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

**ELA**



**Math**





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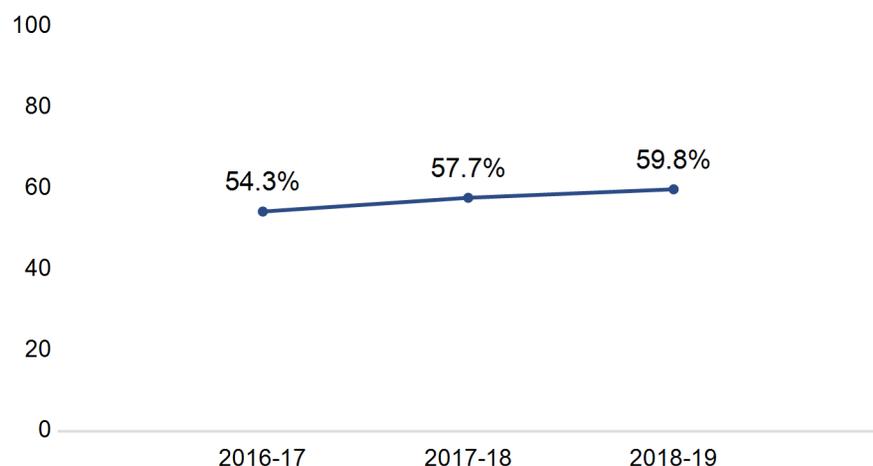
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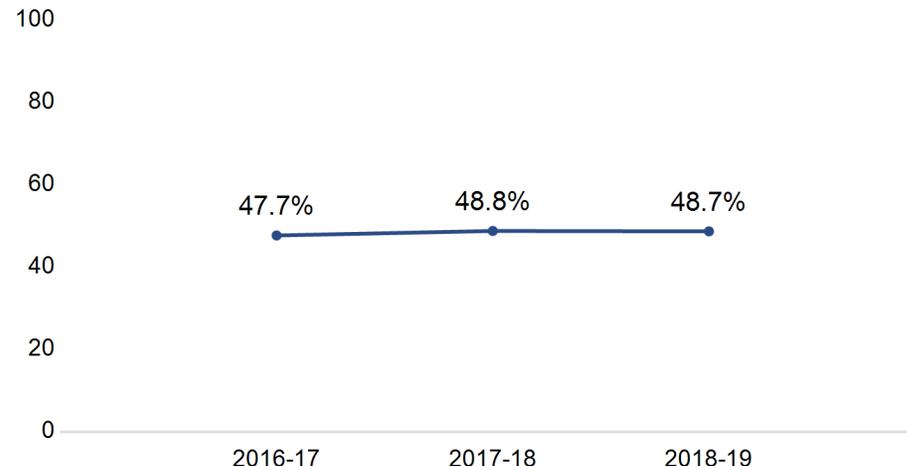
## English Language Arts and Mathematics Performance Trends

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	98.6%	99.6%	97.9%	98.7%	99.1%	97.9%
Proficiency Rate for Federal Accountability	54.3%	57.7%	59.8%	47.7%	48.8%	48.7%
Annual Target	54.3%	55.6%	57.0%	48.9%	50.6%	52.2%
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	229	97.9	59.8	69.5	57.9	59.8	57	Met Target
White	108	97.3	71.3	73.8	66.9	71.3	69.4	Met Target
Hispanic	46	100.0	39.1	*	43.9	39.1	18.7	Met Target
Black or African American	*	*	*	46.6	38.5	*	37.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	42	100.0	76.2	*	82.9	76.2	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	108	96.5	64.8	76.2	64.8	64.8		
Male	121	99.2	55.4	63.2	51.3	55.4		
Economically Disadvantaged Students	68	97.2	32.4	*	40.0	32.4	29.6	Met Target
Non-Economically Disadvantaged Students	161	98.2	71.4	*	67.9	71.4		
Students with Disabilities	70	95.9	35.7	34.0	22.7	35.7	34.4	Met Target
Students without Disabilities	159	98.8	70.4	78.1	65.1	70.4		
English Learners	36	100.0	36.1	41.4	29.3	36.1	26.5	Met Target
Non-English Learners	193	97.5	64.2	71.0	60.6	64.2		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



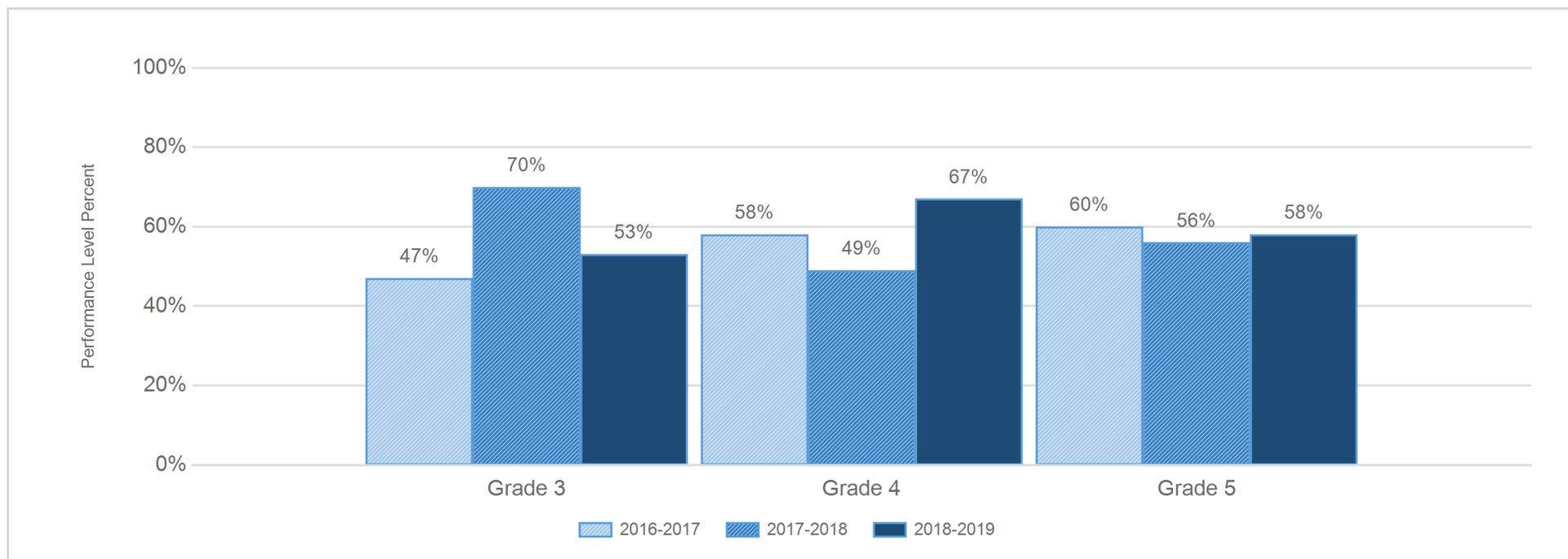
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	749	764	748	17%	20%	*	*	*	53%	50%
White	34	763	769	757	*	*	*	*	*	68%	60%
Hispanic	10	709	737	734	*	*	*	*	*	20%	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	766	776	773	*	*	*	73%	0%	73%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	34	758	768	753	*	*	*	*	*	65%	55%
Male	36	741	760	743	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	19	712	739	731	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	51	763	770	759	*	*	*	*	*	67%	61%
Students with Disabilities	13	729	738	719	*	*	*	*	*	23%	24%
Students without Disabilities	57	754	771	754	*	*	*	*	*	60%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	755	765	755	*	*	*	45%	21%	67%	57%
White	33	772	770	763	0%	*	*	48%	33%	82%	67%
Hispanic	16	729	750	743	*	*	*	*	*	31%	44%
Black or African American	11	729	742	739	*	0%	*	*	*	45%	39%
Asian, Native Hawaiian, or Pacific Islander	15	766	774	779	*	0%	0%	*	*	87%	82%
American Indian or Alaska Native	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	36	757	768	760	*	*	*	*	*	67%	62%
Male	39	754	762	750	*	*	*	*	*	67%	53%
Economically Disadvantaged Students	21	730	744	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	54	765	770	765	*	*	*	*	*	76%	69%
Students with Disabilities	26	737	739	725	*	*	*	*	*	50%	25%
Students without Disabilities	49	765	773	761	*	*	*	*	*	76%	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	86	752	766	756	*	*	22%	*	*	58%	58%
White	39	758	770	764	*	*	*	*	*	67%	68%
Hispanic	20	744	753	743	*	*	*	55%	0%	55%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	759	774	781	*	*	*	*	*	69%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	39	756	772	761	*	*	*	*	*	64%	64%
Male	47	749	759	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	29	735	750	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	57	760	770	766	*	*	*	*	*	70%	69%
Students with Disabilities	28	727	738	724	*	*	*	*	*	25%	23%
Students without Disabilities	58	764	774	762	*	*	*	*	*	74%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**James Johnson Elementary School**  
(07-0800-085)  
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	230	97.9	48.7	53.7	44.5	48.7	52.2	Met Target†
White	108	97.3	56.5	57.3	54.1	56.5	59.7	Met Target†
Hispanic	47	100.0	23.4	*	28.8	23.4	20.9	Met Target
Black or African American	*	*	*	28.8	23.0	*	33.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	100.0	76.2	70.4	76.5	76.2	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	108	96.5	44.4	53.5	44.9	44.4		
Male	122	99.2	52.5	53.9	44.2	52.5		
Economically Disadvantaged Students	68	97.2	20.6	*	26.3	20.6	25.5	Met Target†
Non-Economically Disadvantaged Students	162	98.2	60.5	*	54.9	60.5		
Students with Disabilities	70	95.9	35.7	27.7	17.4	35.7	30.3	Met Target
Students without Disabilities	160	98.8	54.4	59.9	50.0	54.4		
English Learners	37	100.0	27.0	40.0	25.0	27.0	26.5	Met Target
Non-English Learners	193	97.5	52.8	54.5	46.5	52.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



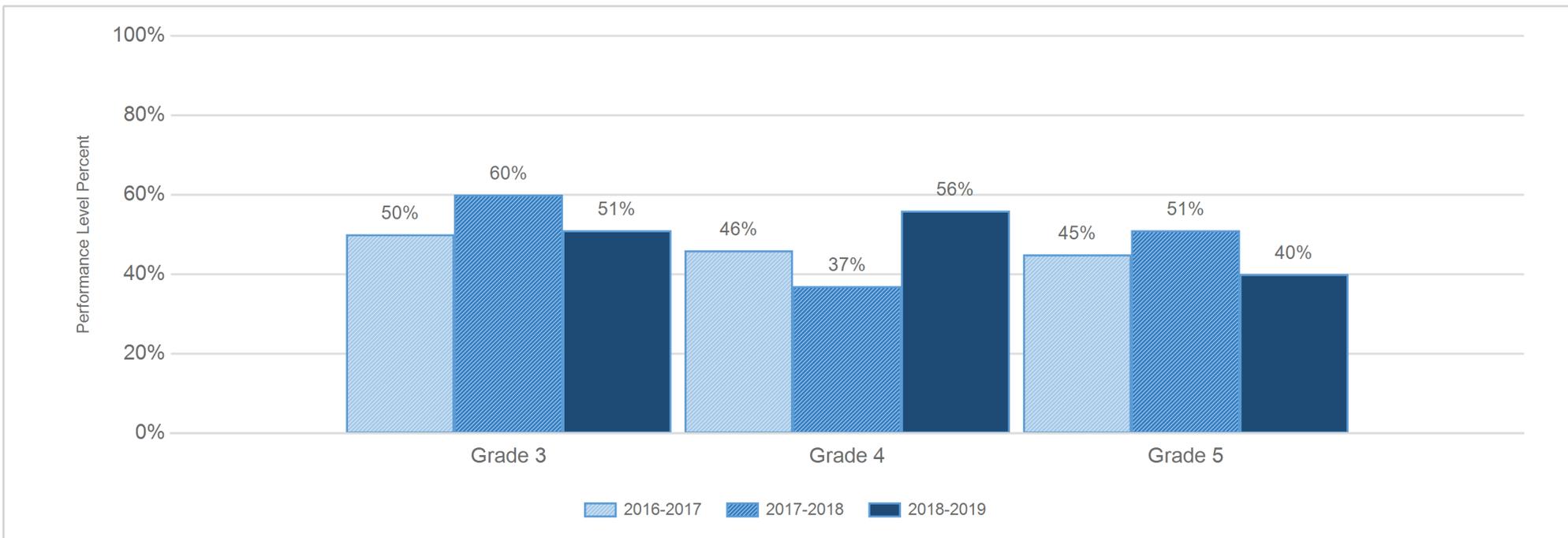
**James Johnson Elementary School**  
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### 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
<b>Schoolwide</b>	70	747	759	752	*	20%	21%	*	*	51%	55%
White	34	753	762	760	*	*	*	*	*	59%	66%
Hispanic	10	719	735	739	*	*	*	*	*	20%	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	768	773	778	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	34	749	758	751	*	*	*	*	*	56%	54%
Male	36	745	760	752	*	*	*	*	*	47%	56%
Economically Disadvantaged Students	19	721	741	737	*	*	*	*	*	26%	37%
Non-Economically Disadvantaged Students	51	757	763	761	*	*	*	*	*	61%	67%
Students with Disabilities	13	743	742	731	*	*	*	*	*	38%	31%
Students without Disabilities	57	748	764	756	*	*	*	*	*	54%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	749	755	749	*	*	21%	*	*	56%	51%
White	33	759	759	757	*	*	*	*	*	64%	62%
Hispanic	16	728	738	737	*	*	*	*	*	25%	36%
Black or African American	11	721	730	731	*	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	15	769	770	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	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	36	742	754	749	*	*	*	*	*	42%	50%
Male	39	755	757	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	21	727	735	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	54	757	760	759	*	*	*	*	*	65%	63%
Students with Disabilities	26	735	734	726	*	*	*	*	*	42%	25%
Students without Disabilities	49	756	762	754	*	*	*	*	*	63%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	87	745	754	747	*	22%	32%	*	*	40%	47%
White	39	752	757	755	*	*	41%	*	*	49%	58%
Hispanic	21	731	740	735	*	*	*	*	*	24%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	765	766	775	0%	*	*	*	*	62%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	39	743	753	747	*	*	31%	*	*	38%	47%
Male	48	746	754	747	*	*	33%	*	*	42%	47%
Economically Disadvantaged Students	29	728	739	732	*	*	52%	*	*	10%	27%
Non-Economically Disadvantaged Students	58	753	757	757	*	*	22%	*	*	55%	59%
Students with Disabilities	28	735	736	725	*	*	*	*	*	25%	19%
Students without Disabilities	59	749	759	752	*	*	*	*	*	47%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.2%	56.6%	Met Target†

† 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	27	88.9%	11.1%
3-4	15	80.0%	20.0%
5 or more	10	80.0%	20.0%



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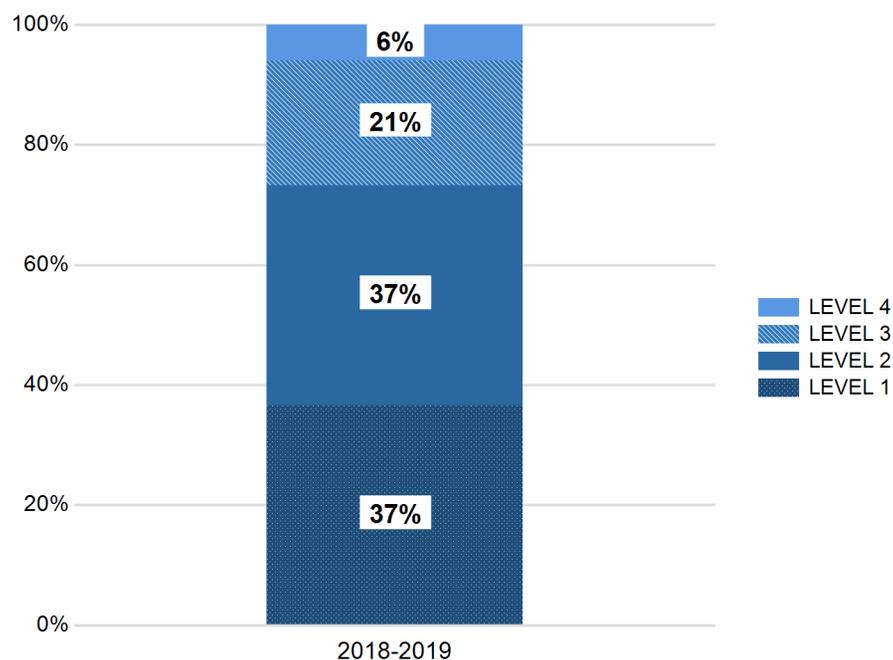
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	37	37	21	6
White	21	46	26	8
Hispanic	57	33	5	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	31	38	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	38	23	0
Male	35	35	19	10
Economically Disadvantaged Students	59	34	7	0
Non-Economically Disadvantaged Students	26	38	28	9
Students with Disabilities	61	21	18	0
Students without Disabilities	25	44	22	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

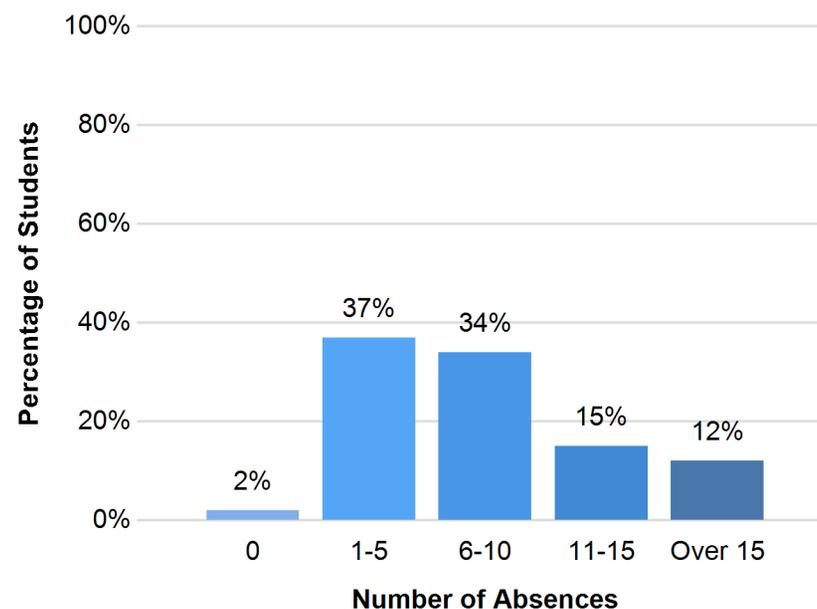
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	7.6	8.9	Met
White	11	5.3	8.9	Met
Hispanic	3	3.5	8.9	Met
Black or African American	8	14.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	8	11.1	8.9	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	21.4	**	**
Female	18	9.0		
Male	15	6.4		
Economically Disadvantaged Students	17	12.8	8.9	Not Met
Students with Disabilities	10	8.1	8.9	Met
English Learners	1	2.4	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
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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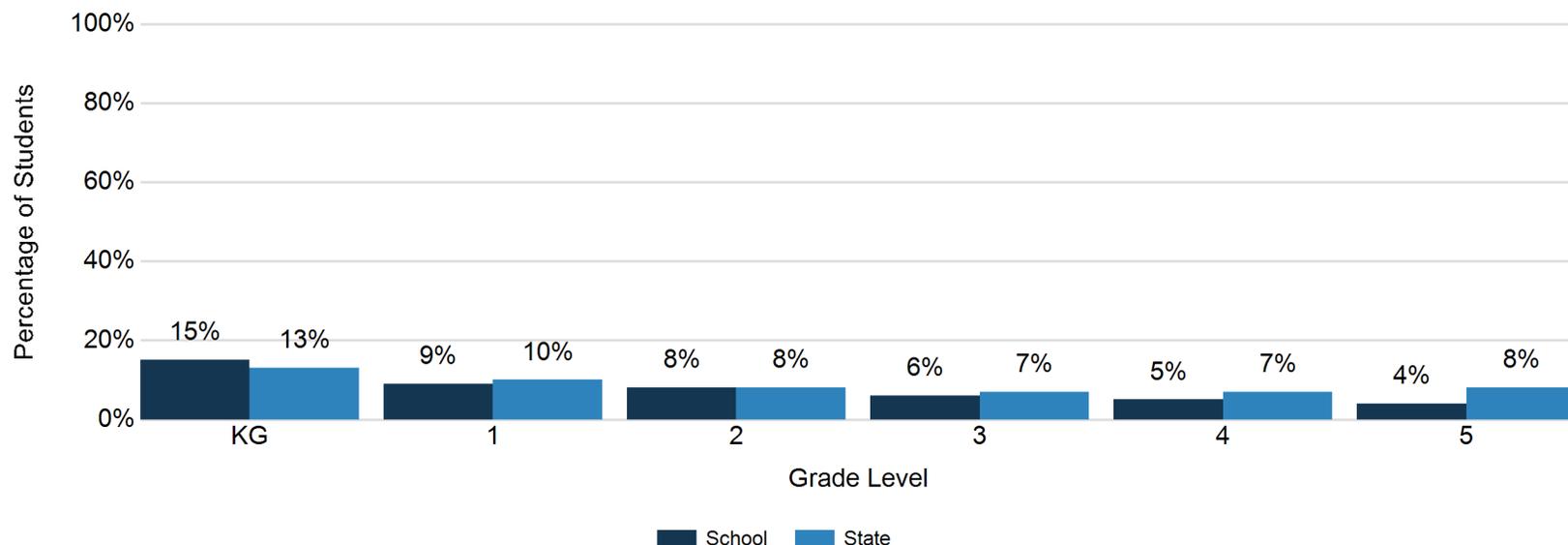
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	0.24

### 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	1	1	2
No Identified Nature	1		1

### 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	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	93.5%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	14:1	13:1
Students to Administrators	425:1	231:1
Teachers to Administrators	31:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



**James Johnson Elementary School**  
(07-0800-085)  
Grades Offered: KG-05  
2018-2019

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- N No Data is available to display
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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	96.8%	0.0%	48.4%	77.1%	54.9%
Male	52.9%	3.2%	100.0%	51.6%	22.9%	45.1%
White	45.9%	90.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.2%	6.5%	0.0%	15.0%	6.6%	13.9%
Asian	18.6%	3.2%	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	0.5%	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%



**James Johnson Elementary School**  
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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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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%



**James Johnson Elementary School**  
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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	54.3%	57.7%	59.8%
Math Proficiency	47.7%	48.8%	48.7%
ELA Growth	53	49	44
Math Growth	40	58	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.5%	47.2%
Chronic Absenteeism	7.9%	6.0%	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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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 Target†	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
English Learners	Met Target	Met Target	Not Met	Met Standard	Met Standard	Met	No

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



### James Johnson Elementary School

(07-0800-085)

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## School Narrative

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



### Highlights:

- Johnson's School House program provides students with a strong sense of community.
- Various clubs for students to develop their leadership skills include the Green Team, Safety Patrol, School Projects, and Student Council.
- Johnson Elementary utilizes a school-wide positive behavior framework to provide consistency and to celebrate positive student choices.



### Mission, Vision, Theme:

The mission of James H. Johnson Elementary School is to inspire and empower its students to make a difference in their world. This mission drives the school day, as does the school motto, "Every student matters, every moment counts!" When children enter Johnson's front doors, they enter a school dedicated to their success, not only academically, but socially and emotionally as well. The development of the whole child is the foundation of staff instruction as Johnson strives to create good students and good citizens.



### Awards, Recognition, Accomplishments:

Johnson School has earned awards including National School of Character, Bronze Certification by Sustainable New Jersey, the Membership and Outreach Award from the New Jersey PTA, and State School of Character.



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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chclc.org/academics/curriculum>.



### Clubs and Activities:

Students are able to join clubs including the Environmental Club, Safety Patrol, and Student Council.



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 <p><b>Before and After School Programs:</b></p>	<p>School Aged Child Care is available before and after school and takes place on school grounds.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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#### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



#### Student Health and Wellness:

Students receive Health/PE two times per week. Johnson also celebrates Wellness Week in the spring to help students understand the importance of a healthy mind and body. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



#### Parent and Community Involvement:

Johnson's school PTA is critical to the school's success. Composed of dozens of dedicated parents and guardians, the PTA does an outstanding job in fundraising, creating activities, and working with school staff in order to enrich the experiences of students.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students at Johnson Elementary take part in the Quaglia Student Voice Survey every year. The results of this survey provide building leadership and staff with an in-depth analysis of the student population and improvement in the area of Student Voice. Staff takes part in a Teacher Voice Survey which guides building leadership in improving school climate and providing staff with more decision making abilities. Finally, parents have taken part in a School-Partnership Survey. The results of this survey have guided the school and PTA towards improving community outreach.</p>
 <p>Facilities:</p>	<p>The Johnson Elementary School was built in 1966. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 450 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



### James Johnson Elementary School

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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**James F. Cooper Elementary School**  
(07-0800-083)  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**James F. Cooper Elementary School**  
(07-0800-083)  
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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	Cherry Hill School District
Principal Name	Mrs. Rebecca Tiernan
Address	1960 Greentree Rd. CHERRY HILL, NJ 08003-1121
Phone Number	856-424-4554
Email Address	<a href="mailto:RTiernan@chclc.org">RTiernan@chclc.org</a>
Website	<a href="https://cooper.chclc.org">https://cooper.chclc.org</a>



**James F. Cooper Elementary School**  
(07-0800-083)  
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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	30	29	31
1	42	26	30
2	39	42	27
3	38	39	49
4	54	43	41
5	49	51	41
Total	252	230	219

### 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	44.0%	44.8%	46.1%
Male	56.0%	55.2%	53.9%
Economically Disadvantaged Students	14.7%	16.1%	15.1%
Students with Disabilities	25.0%	25.7%	30.6%
English Learners	0.8%	1.7%	1.4%
Homeless Students	0.0%	0.4%	0.5%
Students in Foster Care	0.4%	0.9%	0.5%
Military-Connected Students	0.0%	0.0%	0.9%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	56.3%	60.9%	60.3%
Hispanic	8.3%	9.1%	11.0%
Black or African American	7.9%	3.9%	4.6%
Asian	23.8%	20.4%	17.8%
Native Hawaiian or Pacific Islander	0.0%	0.4%	0.5%
American Indian or Alaska Native	0.4%	0.4%	0.9%
Two or More Races	3.2%	4.8%	5.0%

### 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	30	29	30
KG - Full Day	0	0	1

### Enrollment by Home Language

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

Home Language	% of Students
English	82.6%
Chinese	3.2%
Spanish	3.2%
Russian	1.8%
Vietnamese	1.4%
Other Languages	7.8%



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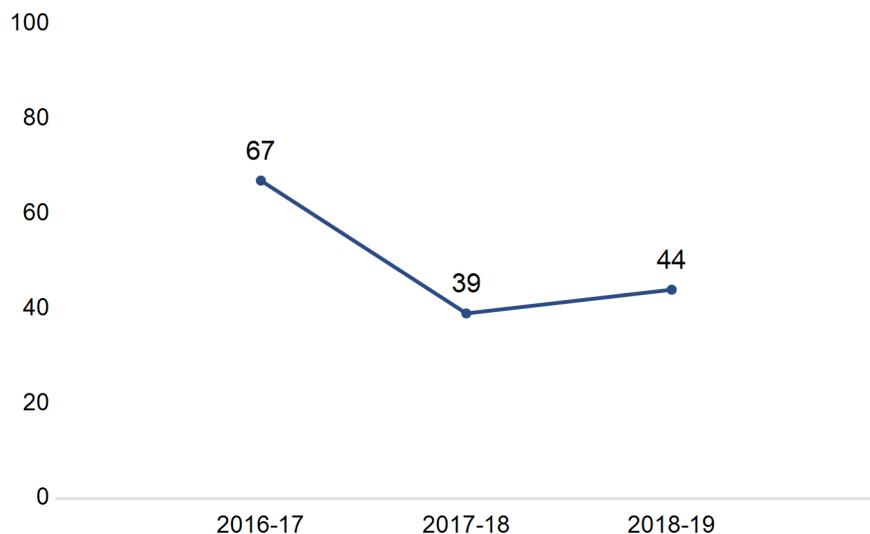
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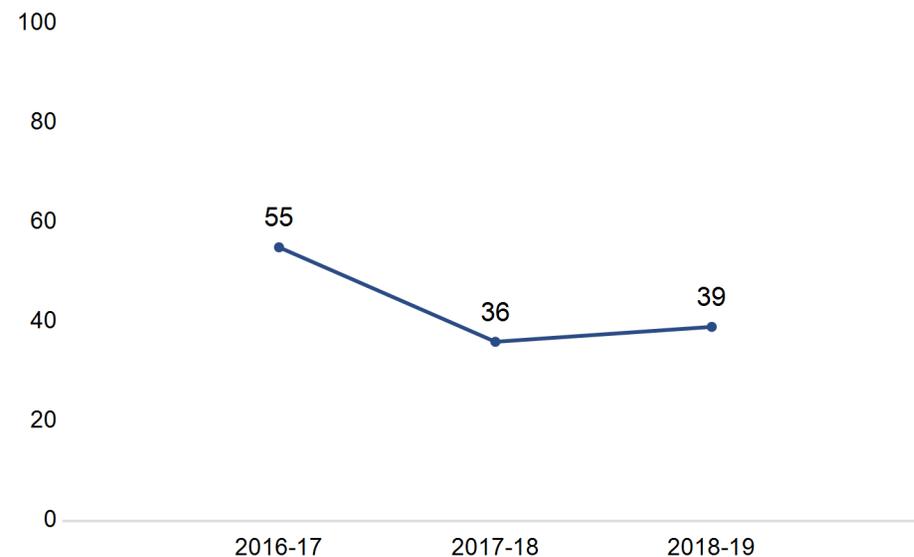
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	67	39	44	55	36	39
Met Standard (40-59.5)?	Exceeds Standard	Not Met	Met Standard	Met Standard	Not Met	Not Met
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	44	49	50	Met Standard	39	50	50	Not Met
White	43.5	49	50	Met Standard	40	50	52	Met Standard
Hispanic	*	41	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	41.5	53	59	Met Standard	36.5	55	60	Not Met
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	38	51	53	N	35	50	50	N
Male	48.5	46	47	N	43.5	51	51	N
Economically Disadvantaged Students	*	44	48	**	*	45	46	**
Students with Disabilities	42.5	45	43	**	43	46	45	**
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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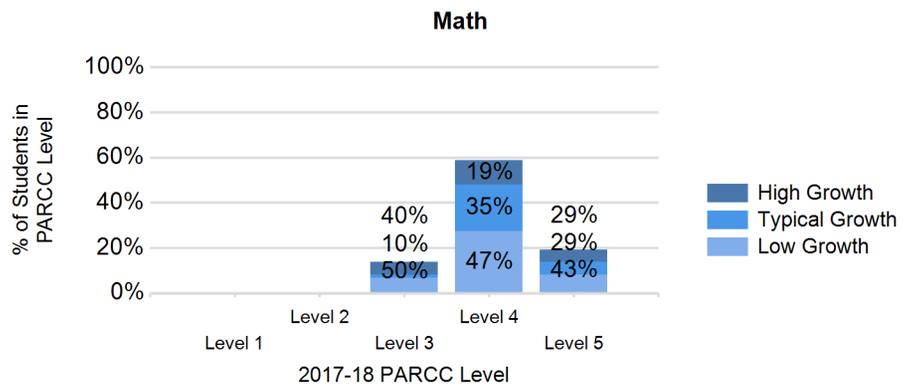
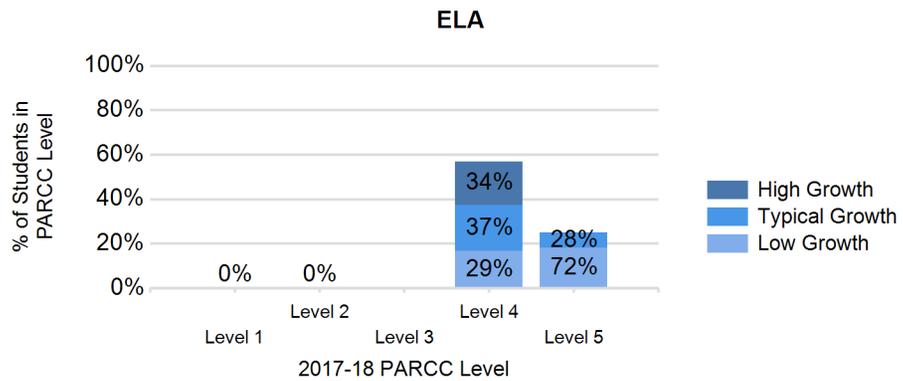
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

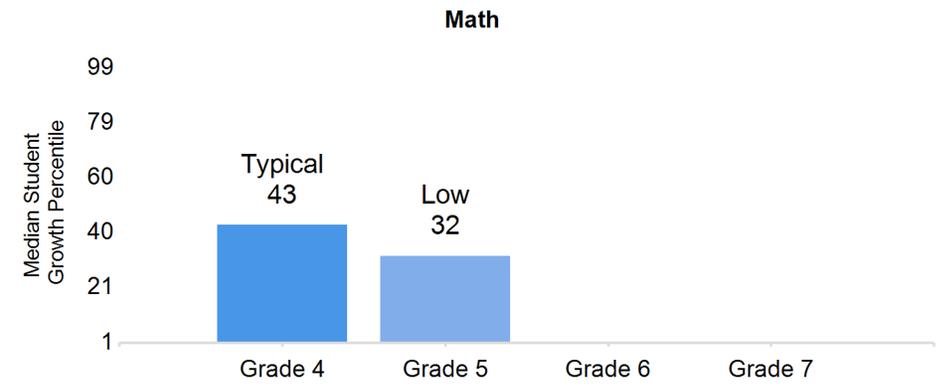
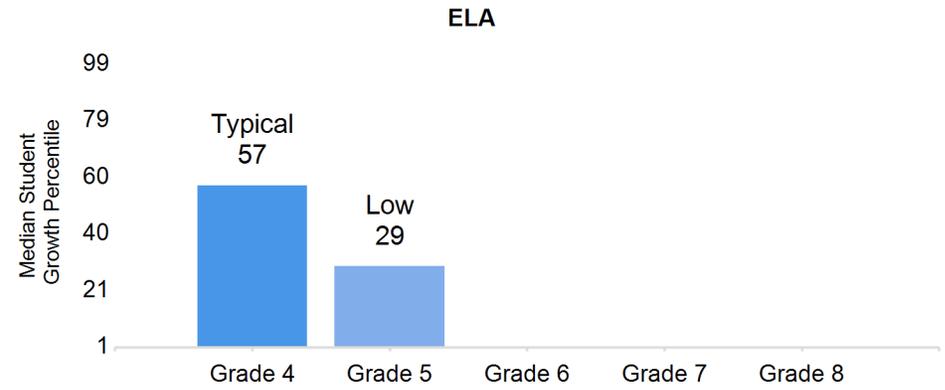
### Student Growth by Performance Level

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



### Student Growth by Grade

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





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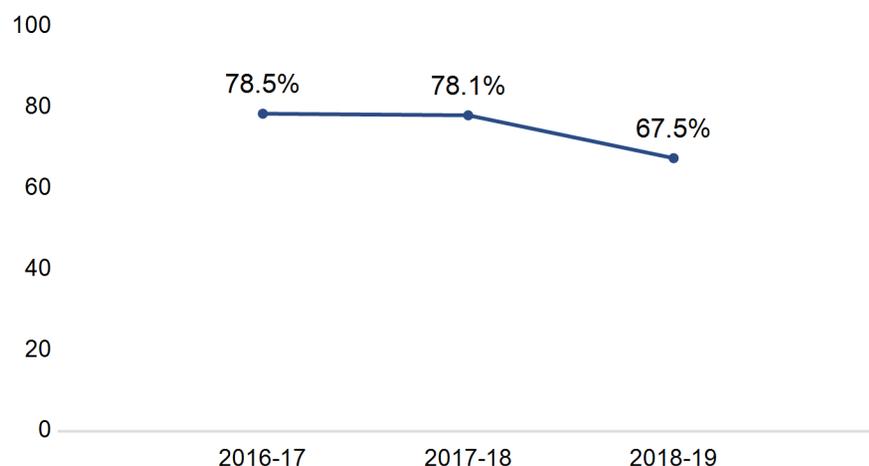
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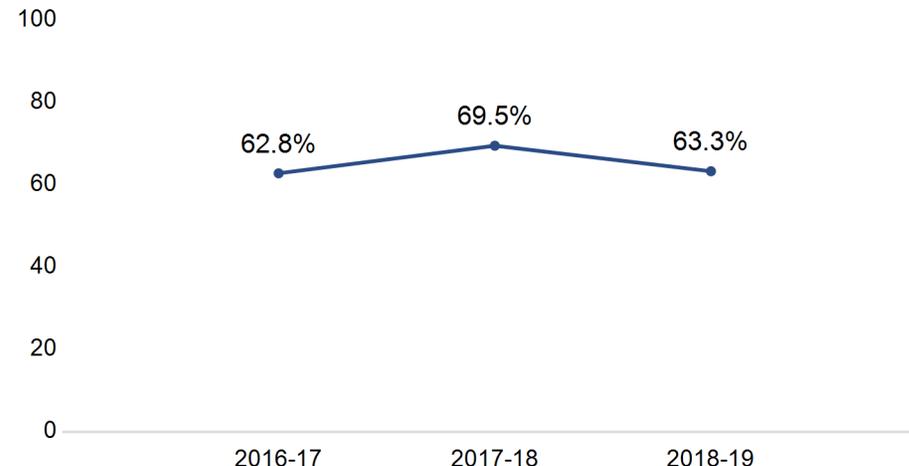
## English Language Arts and Mathematics Performance Trends

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	97.0%	99.2%	96.9%	97.0%	99.2%	96.9%
Proficiency Rate for Federal Accountability	78.5%	78.1%	67.5%	62.8%	69.5%	63.3%
Annual Target	62.7%	63.6%	64.5%	61.3%	62.3%	63.3%
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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## 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	120	96.9	67.5	69.5	57.9	67.5	64.5	Met Target
White	64	97.0	70.3	73.8	66.9	70.3	64.4	Met Target
Hispanic	14	93.3	35.7	*	43.9	35.0	**	**
Black or African American	*	*	*	46.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	86.2	*	82.9	86.2	73.8	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	62	98.5	72.6	76.2	64.8	72.6		
Male	58	95.2	62.1	63.2	51.3	62.1		
Economically Disadvantaged Students	14	94.1	42.9	*	40.0	42.0	**	**
Non-Economically Disadvantaged Students	106	97.3	70.8	*	67.9	70.8		
Students with Disabilities	31	93.9	35.5	34.0	22.7	35.0	25.7	Met Target
Students without Disabilities	89	97.9	78.7	78.1	65.1	78.7		
English Learners	*	*	*	41.4	29.3	*	**	**
Non-English Learners	*	*	*	71.0	60.6	*		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



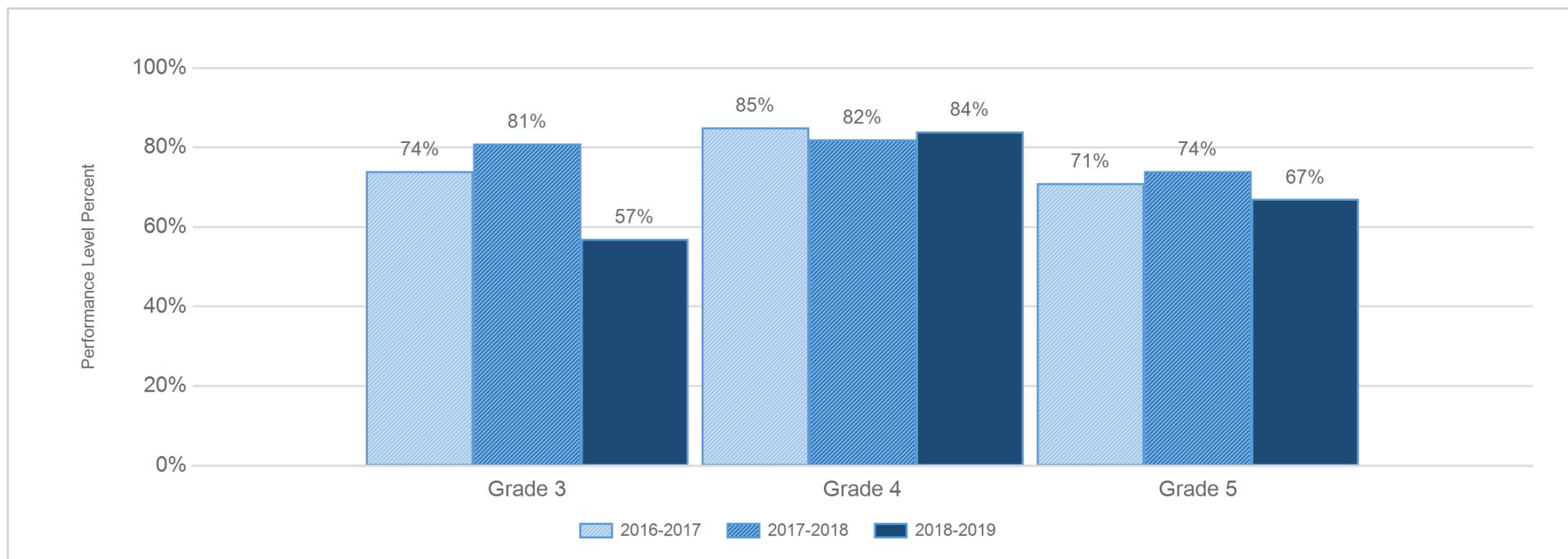
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	44	754	764	748	*	*	*	*	*	57%	50%
White	29	760	769	757	*	*	*	*	*	62%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	25	763	768	753	*	*	*	*	*	64%	55%
Male	19	741	760	743	*	*	*	*	*	47%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	15	731	738	719	*	*	*	*	*	40%	24%
Students without Disabilities	29	765	771	754	*	*	*	*	*	66%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	748	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
<b>Schoolwide</b>	38	774	765	755	*	0%	*	55%	29%	84%	57%
White	19	777	770	763	0%	0%	*	*	*	84%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	20	775	768	760	*	0%	*	*	*	85%	62%
Male	18	774	762	750	*	0%	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	739	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	761	*	*	*	*	*	*	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	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
<b>Schoolwide</b>	39	760	766	756	*	*	*	*	*	67%	58%
White	16	763	770	764	0%	*	*	*	*	69%	68%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	765	774	781	*	0%	*	73%	0%	73%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	19	762	772	761	*	*	*	*	*	68%	64%
Male	20	759	759	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	120	96.9	63.3	53.7	44.5	63.3	63.3	Met Target
White	64	97.0	70.3	57.3	54.1	70.3	61.3	Met Target
Hispanic	14	93.3	14.3	*	28.8	14.0	**	**
Black or African American	*	*	*	28.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	29	100.0	82.8	70.4	76.5	82.8	79	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	62	98.5	64.5	53.5	44.9	64.5		
Male	58	95.2	62.1	53.9	44.2	62.1		
Economically Disadvantaged Students	14	94.1	50.0	*	26.3	49.0	**	**
Non-Economically Disadvantaged Students	106	97.3	65.1	*	54.9	65.1		
Students with Disabilities	31	93.9	48.4	27.7	17.4	47.8	28.5	Met Target
Students without Disabilities	89	97.9	68.5	59.9	50.0	68.5		
English Learners	*	*	*	40.0	25.0	*	**	**
Non-English Learners	*	*	*	54.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



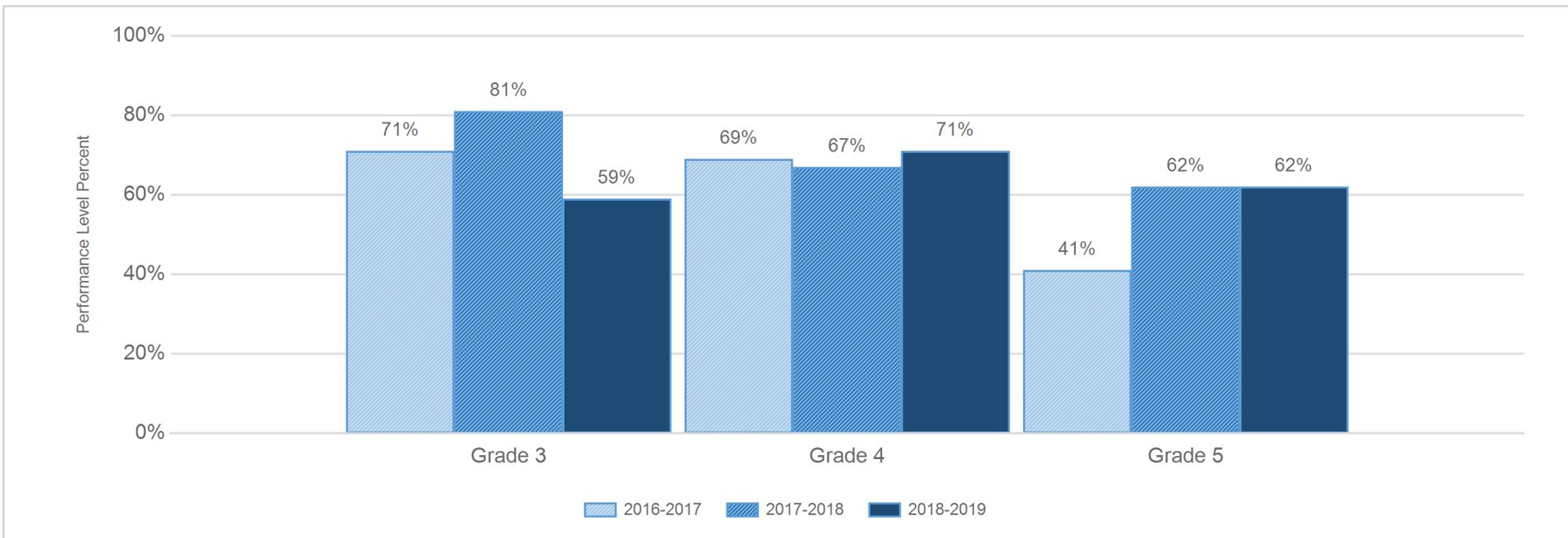
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	44	749	759	752	*	*	*	*	*	59%	55%
White	29	758	762	760	*	*	*	*	*	66%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	25	744	758	751	*	*	*	*	*	60%	54%
Male	19	756	760	752	*	*	*	*	*	58%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	15	737	742	731	*	*	*	*	*	47%	31%
Students without Disabilities	29	756	764	756	*	*	*	*	*	66%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**James F. Cooper Elementary School**  
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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
<b>Schoolwide</b>	38	764	755	749	0%	*	*	*	*	71%	51%
White	19	766	759	757	0%	0%	*	*	*	79%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	20	770	754	749	0%	*	*	*	*	80%	50%
Male	18	757	757	749	0%	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	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
<b>Schoolwide</b>	39	756	754	747	*	*	*	*	*	62%	47%
White	16	758	757	755	*	*	*	*	*	69%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	761	766	775	0%	*	*	*	*	67%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	19	747	753	747	*	*	*	*	*	47%	47%
Male	20	764	754	747	*	*	*	*	*	75%	47%
Economically Disadvantaged Students	*	*	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

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

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

† 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



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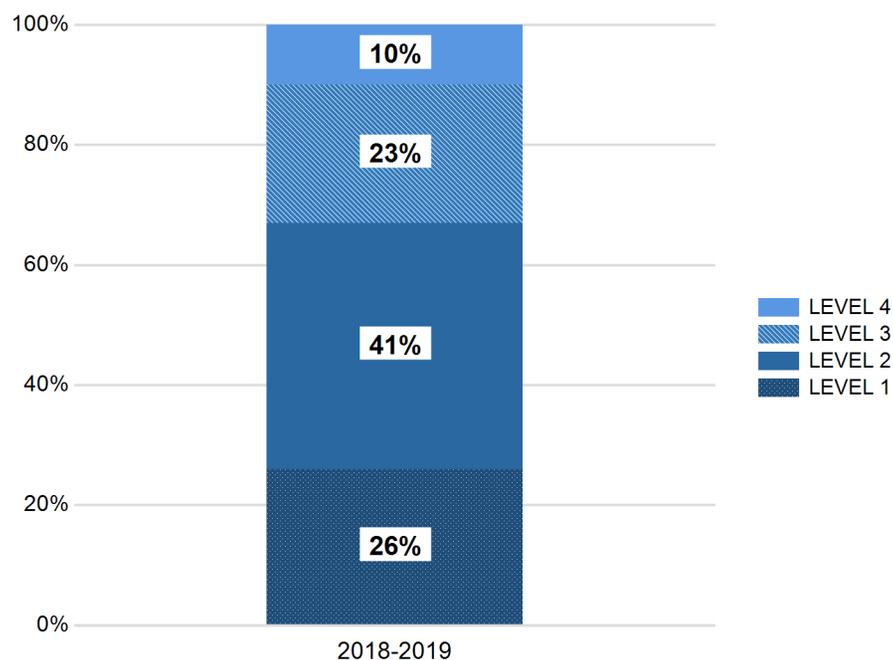
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	26	41	23	10
White	19	44	25	13
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	40	27	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	37	42	21	0
Male	15	40	25	20
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	*	*	*	*
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.

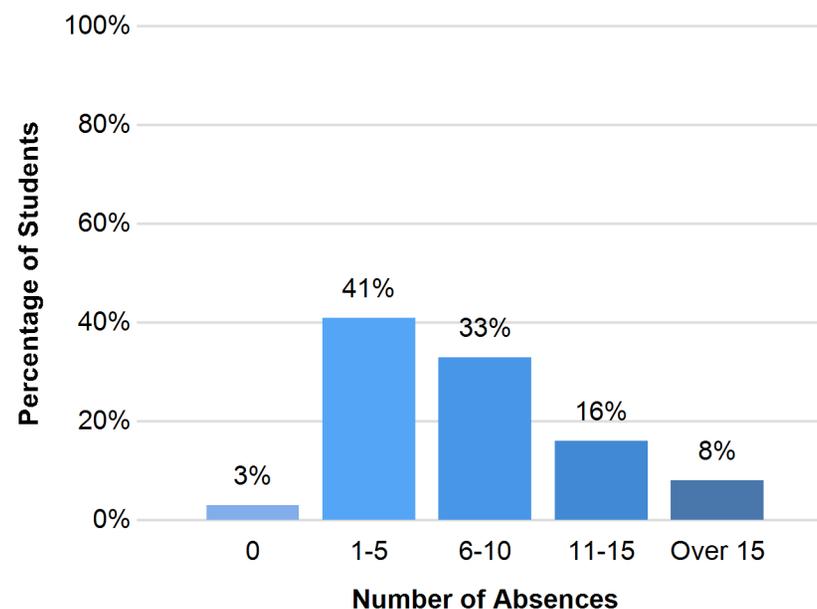
### Chronic Absenteeism

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	13	6.2	8.9	Met
White	6	4.8	8.9	Met
Hispanic	2	10.5	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	6.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	9	9.0		
Male	4	3.6		
Economically Disadvantaged Students	3	12.0	8.9	Not Met
Students with Disabilities	5	8.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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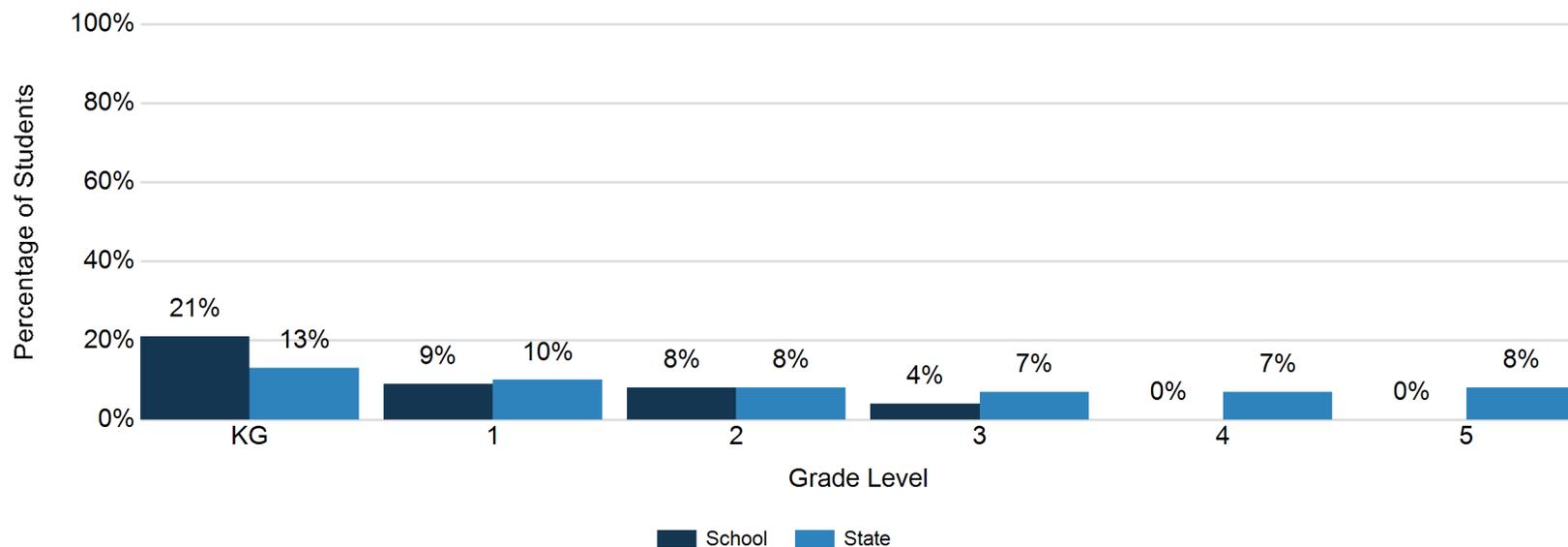
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.91

### 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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

### 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	1
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	*	*
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

\*



### James F. Cooper Elementary School

(07-0800-083)

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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	20	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	95.0%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	219:1	231:1
Teachers to Administrators	20:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	53.9%	10.0%	0.0%	51.6%	22.9%	45.1%
White	60.3%	90.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	5.0%	0.0%	15.0%	6.6%	13.9%
Asian	17.8%	5.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.9%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 30%

Admin N/A

#### Master's Degree

Teacher 70%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.8%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



**James F. Cooper Elementary School**  
(07-0800-083)  
Grades Offered: KG-05  
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	78.5%	78.1%	67.5%
Math Proficiency	62.8%	69.5%	63.3%
ELA Growth	67	39	44
Math Growth	55	36	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.5%	4.8%	6.2%

† 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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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	Not Met	**	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	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- In 2019 Cooper was recognized as a State and National School of Character, as well as, an ADL No Place for Hate School. Cooper's ROAR core values guide practice and enhance our school climate.
- At Cooper we seek to prepare students for their future in a digital world with increased access to technology and use of Google Suite.
- Cooper students benefit from Project SUCCESS high school mentors who visit weekly to provide academic support.



### Mission, Vision, Theme:

Cooper's mission is to teach all children to love learning, embrace challenges and strive to achieve their personal best. The Cooper Community demonstrates respect, ownership, and acts of kindness and responsibility to encourage active citizenship. Each morning Cooper students recite the Cooper Code, "Cooper kids are kind to themselves, others, and the world around them. We show respect, responsibility and good citizenship." These actions and goals are consistent with the district's mission statement.



### Awards, Recognition, Accomplishments:

2018 National Promising Practice Award; 2018 Sustainable Jersey for Schools Bronze Certification; 2019 New Jersey School of Character; 2019 National School of Character; 2019 ADL No Place for Hate School



### James F. Cooper Elementary School

(07-0800-083)

Grades Offered: KG-05

2018-2019

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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

A variety of opportunities exist for student leadership such as Student Council, Morning News Crew, Green Team and Safety Patrol. Student clubs include International Club, Book Club and STEAM.



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 <p><b>Before and After School Programs:</b></p>	<p>School-Aged Child Care (SACC) is available to families before and after school hours.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>Cooper's school health and wellness team includes classroom teachers, a physical education teacher, parent representatives, the school nurse, and a food service representative. The committee meets to discuss the needs of the school community and plan initiatives which maximize opportunities to promote a healthy lifestyle for students. Students participate in a Walking Club during recess to promote a healthy and active lifestyle. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Cooper students benefit from a strong home-school connection through which teachers and families collaborate on school and community initiatives. The Cooper Parent-Teacher Association works tirelessly to fundraise in order to assist with supplemental projects throughout the school year. The Cooper PTA hosts character education assemblies, family book swaps, author visits, book fairs, family movie nights, the Science Fair and STEM Night, our Night of the Cultures, the Annual Talent Show, a Valentine Dance and a Spring Carnival. In addition, students of all ages engage in service-learning projects which promote a sense of civic responsibility.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students at Cooper School are surveyed at the start and conclusion of each school year. Climate survey data is reviewed by staff, students, and parents and used to guide our Character Education, Cultural Proficiency and Student Voice goals. In addition, the Quaglia Institute Student Voice Survey for grades 3-5 is administered followed by student focus groups to review the feedback. Staff and parent school climate surveys are administered annually and feedback is used for planning of school goals and initiatives.</p>
 <p>Facilities:</p>	<p>The Cooper School was built in 1960. Renovations and additions took place in 2000. Each day, the school personnel welcome approximately 250 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**Horace Mann Elementary School**  
(07-0800-075)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Horace Mann Elementary School**

(07-0800-075)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Dr. John Cafagna
Address	150 Walt Whitman Blvd. CHERRY HILL, NJ 08003-3747
Phone Number	856-428-1144
Email Address	<a href="mailto:Jcafagna@chcl.org">Jcafagna@chcl.org</a>
Website	<a href="https://mann.chcl.org/">https://mann.chcl.org/</a>



**Horace Mann Elementary School**  
(07-0800-075)  
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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	45	38	29
1	37	45	44
2	55	41	45
3	62	58	45
4	57	62	56
5	48	53	65
Total	304	297	284

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.0%	45.5%	44.4%
Male	53.0%	54.5%	55.6%
Economically Disadvantaged Students	16.1%	16.5%	17.3%
Students with Disabilities	22.4%	23.9%	26.1%
English Learners	0.0%	1.0%	1.4%
Homeless Students	0.7%	0.3%	0.7%
Students in Foster Care	0.0%	0.0%	0.4%
Military-Connected Students	0.0%	0.7%	1.4%
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	64.8%	62.3%	53.2%
Hispanic	11.5%	13.1%	14.8%
Black or African American	5.6%	6.7%	9.9%
Asian	10.2%	11.8%	15.1%
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	7.9%	6.1%	7.0%

### 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	45	38	29
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	85.6%
Chinese	2.5%
Spanish	2.1%
Korean	1.8%
Tagalog	1.4%
Other Languages	6.7%



**Horace Mann Elementary School**  
(07-0800-075)  
Grades Offered: KG-05  
2018-2019

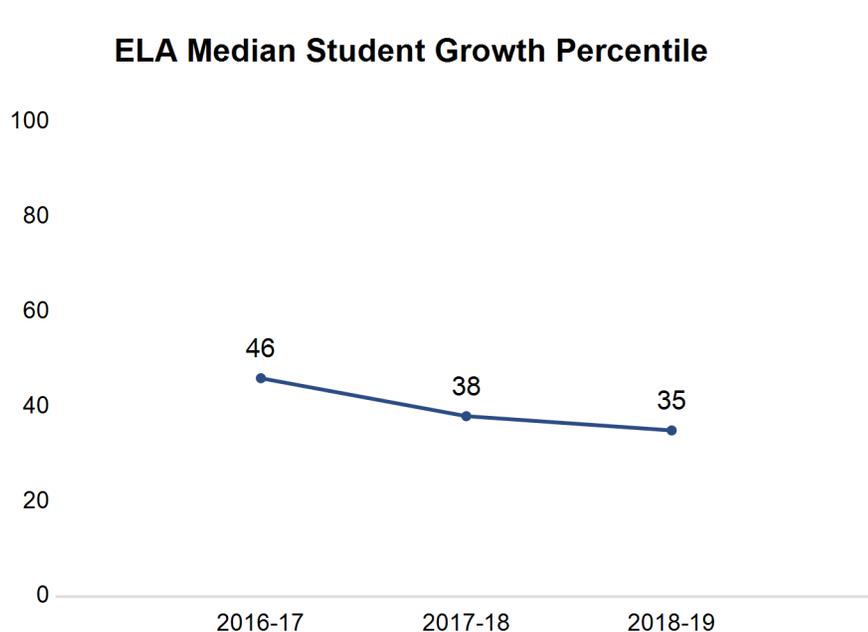
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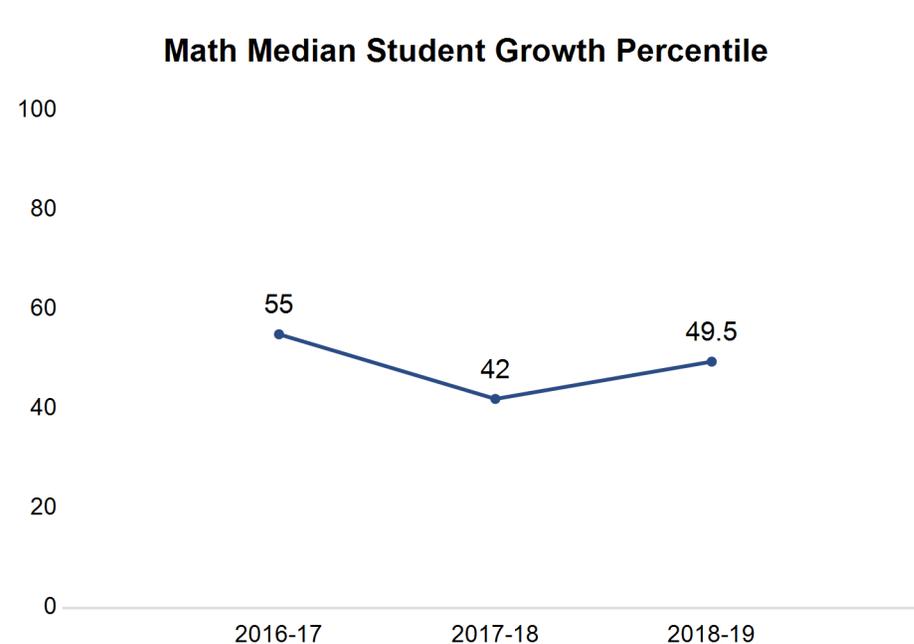
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	46	38	35	55	42	49.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	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	35	49	50	Not Met	49.5	50	50	Met Standard
White	33.5	49	50	Not Met	50.5	50	52	Met Standard
Hispanic	41	41	49	Met Standard	57	47	47	Met Standard
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	37	53	59	**	55.5	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	25.5	50	49	**	40	54.5	52	**
Female	24	51	53	N	44	50	50	N
Male	41.5	46	47	N	53.5	51	51	N
Economically Disadvantaged Students	37	44	48	Not Met	36	45	46	Not Met
Students with Disabilities	55	45	43	Met Standard	58	46	45	Met Standard
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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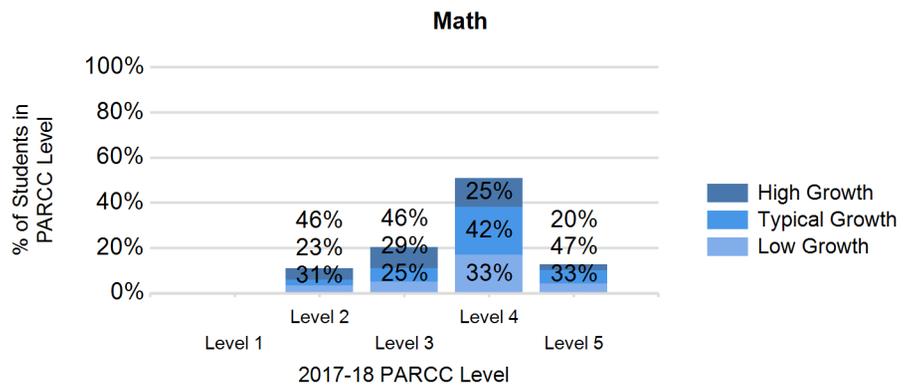
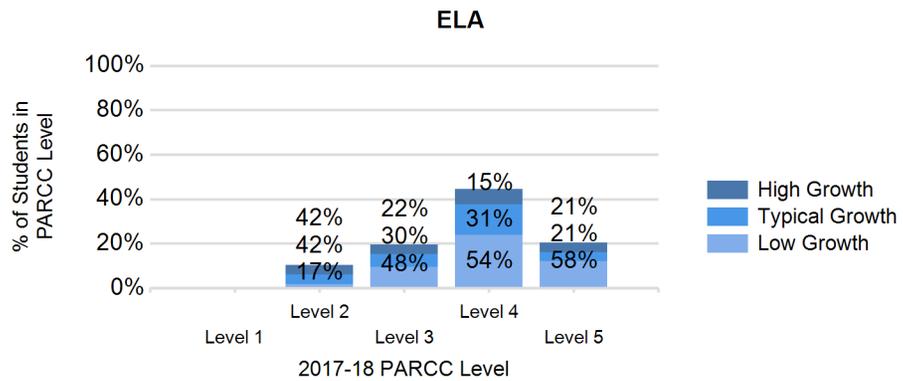
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

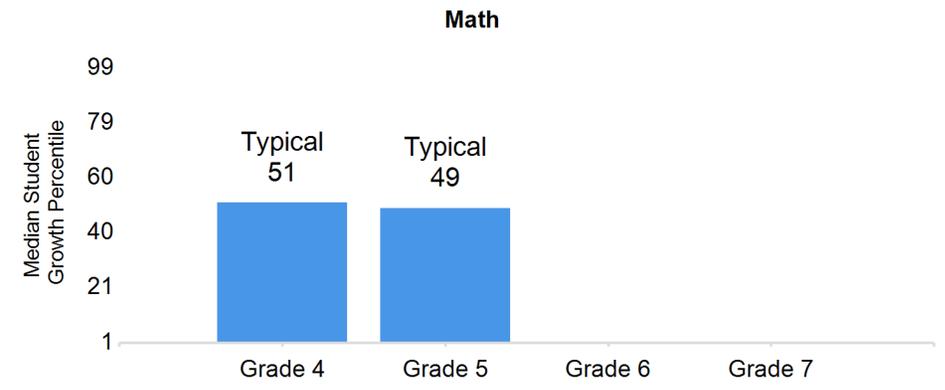
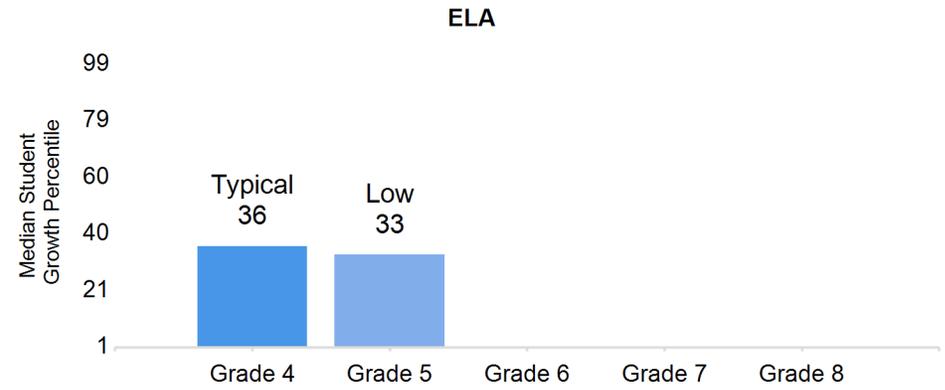
**Student Growth by Performance Level**

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.





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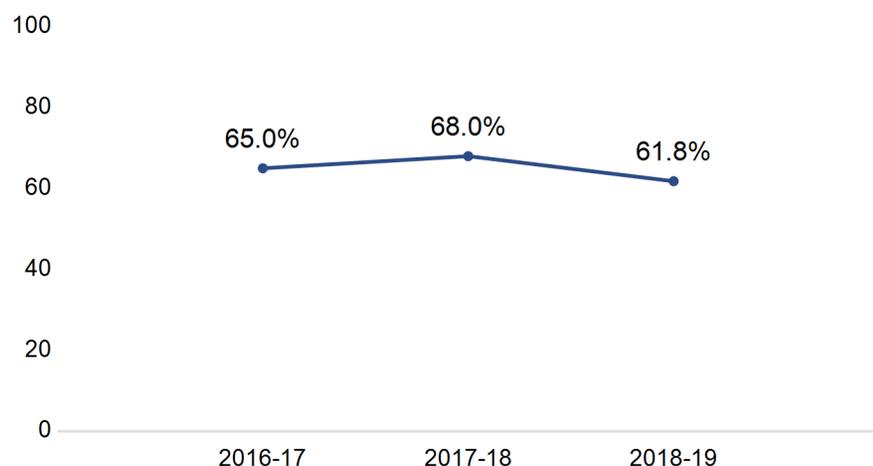
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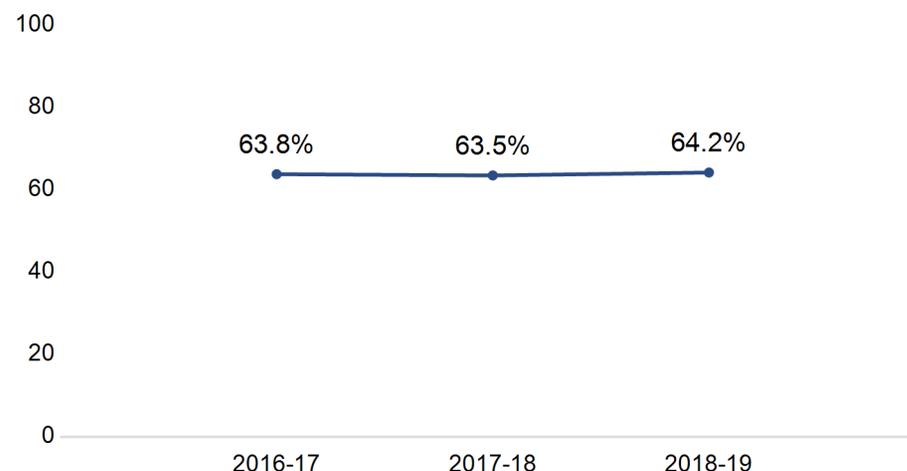
### English Language Arts and Mathematics Performance Trends

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	95.5%	97.7%	98.8%	95.5%	97.7%	98.8%
Proficiency Rate for Federal Accountability	65.0%	68.0%	61.8%	63.8%	63.5%	64.2%
Annual Target	63.8%	64.6%	65.5%	66.7%	67.4%	68.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	165	98.8	61.8	69.5	57.9	61.8	65.5	Met Target†
White	89	97.8	65.2	73.8	66.9	65.2	63.6	Met Target
Hispanic	26	100.0	53.8	*	43.9	53.8	62.4	Met Target†
Black or African American	11	100.0	54.5	46.6	38.5	54.5	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	64.0	*	82.9	64.0	80	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	14	100.0	57.1	*	64.4	57.1	**	**
Female	78	98.8	69.2	76.2	64.8	69.2		
Male	87	98.9	55.2	63.2	51.3	55.2		
Economically Disadvantaged Students	32	100.0	37.5	*	40.0	37.5	54.5	Not Met
Non-Economically Disadvantaged Students	133	98.6	67.7	*	67.9	67.7		
Students with Disabilities	39	97.6	20.5	34.0	22.7	20.5	39	Not Met
Students without Disabilities	126	99.2	74.6	78.1	65.1	74.6		
English Learners	11	100.0	36.4	41.4	29.3	36.4	**	**
Non-English Learners	154	98.8	63.6	71.0	60.6	63.6		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



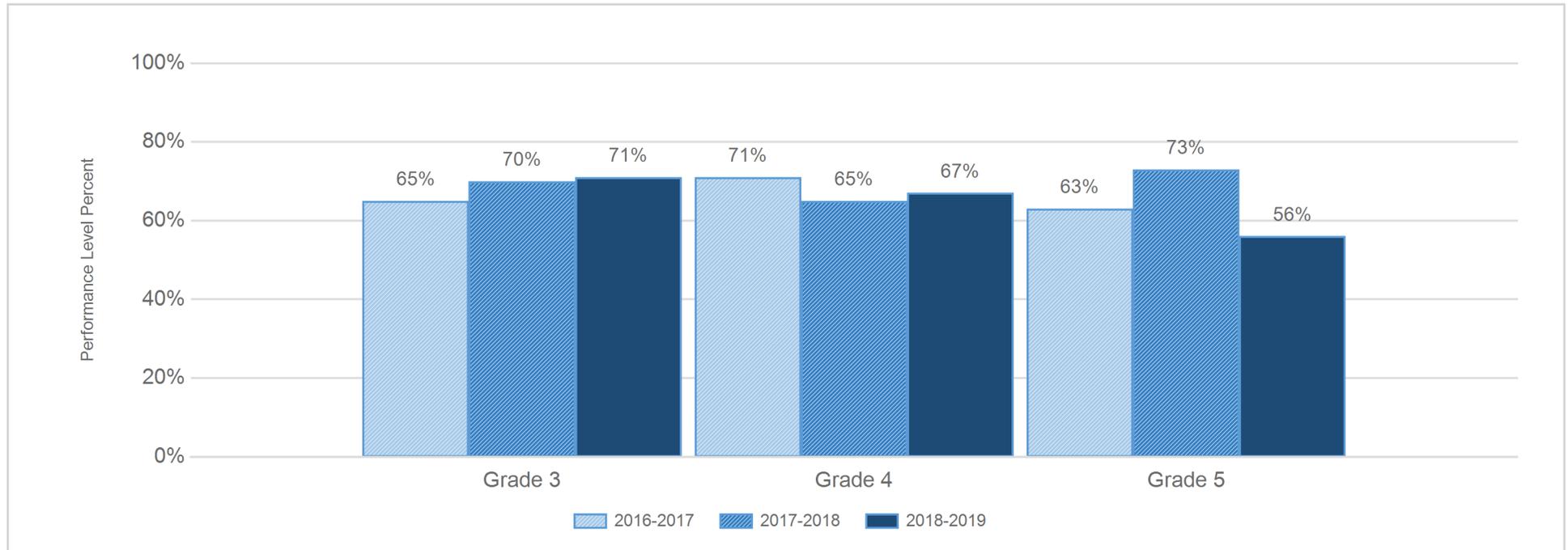
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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	41	765	764	748	*	*	*	*	*	71%	50%
White	21	763	769	757	*	0%	*	*	*	71%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	24	755	768	753	*	*	*	*	*	71%	55%
Male	17	778	760	743	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	738	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	771	754	*	*	*	*	*	*	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	748	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
<b>Schoolwide</b>	54	761	765	755	*	*	*	44%	22%	67%	57%
White	29	757	770	763	*	*	*	*	*	66%	67%
Hispanic	10	772	750	743	0%	*	*	*	*	80%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	30	762	768	760	*	*	*	*	*	70%	62%
Male	24	759	762	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	12	732	744	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	42	769	770	765	*	*	*	*	*	76%	69%
Students with Disabilities	*	*	739	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	761	*	*	*	*	*	*	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	68	753	766	756	*	*	28%	*	*	56%	58%
White	34	761	770	764	*	*	*	*	*	68%	68%
Hispanic	14	746	753	743	*	*	*	*	*	36%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	27	753	772	761	*	*	*	*	*	67%	64%
Male	41	753	759	750	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	11	728	750	740	*	*	*	*	*	18%	39%
Non-Economically Disadvantaged Students	57	757	770	766	*	*	*	*	*	63%	69%
Students with Disabilities	17	733	738	724	*	*	*	*	*	12%	23%
Students without Disabilities	51	759	774	762	*	*	*	*	*	71%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	165	98.8	64.2	53.7	44.5	64.2	68.1	Met Target†
White	89	97.8	66.3	57.3	54.1	66.3	65.9	Met Target
Hispanic	26	100.0	61.5	*	28.8	61.5	47.9	Met Target
Black or African American	11	100.0	45.5	28.8	23.0	45.5	**	**
Asian, Native Hawaiian, or Pacific Islander	25	100.0	72.0	70.4	76.5	72.0	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	14	100.0	57.1	*	53.3	57.1	**	**
Female	78	98.8	62.8	53.5	44.9	62.8		
Male	87	98.9	65.5	53.9	44.2	65.5		
Economically Disadvantaged Students	32	100.0	34.4	*	26.3	34.4	47	Met Target†
Non-Economically Disadvantaged Students	133	98.6	71.4	*	54.9	71.4		
Students with Disabilities	39	97.6	38.5	27.7	17.4	38.5	41.2	Met Target†
Students without Disabilities	126	99.2	72.2	59.9	50.0	72.2		
English Learners	11	100.0	63.6	40.0	25.0	63.6	**	**
Non-English Learners	154	98.8	64.3	54.5	46.5	64.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



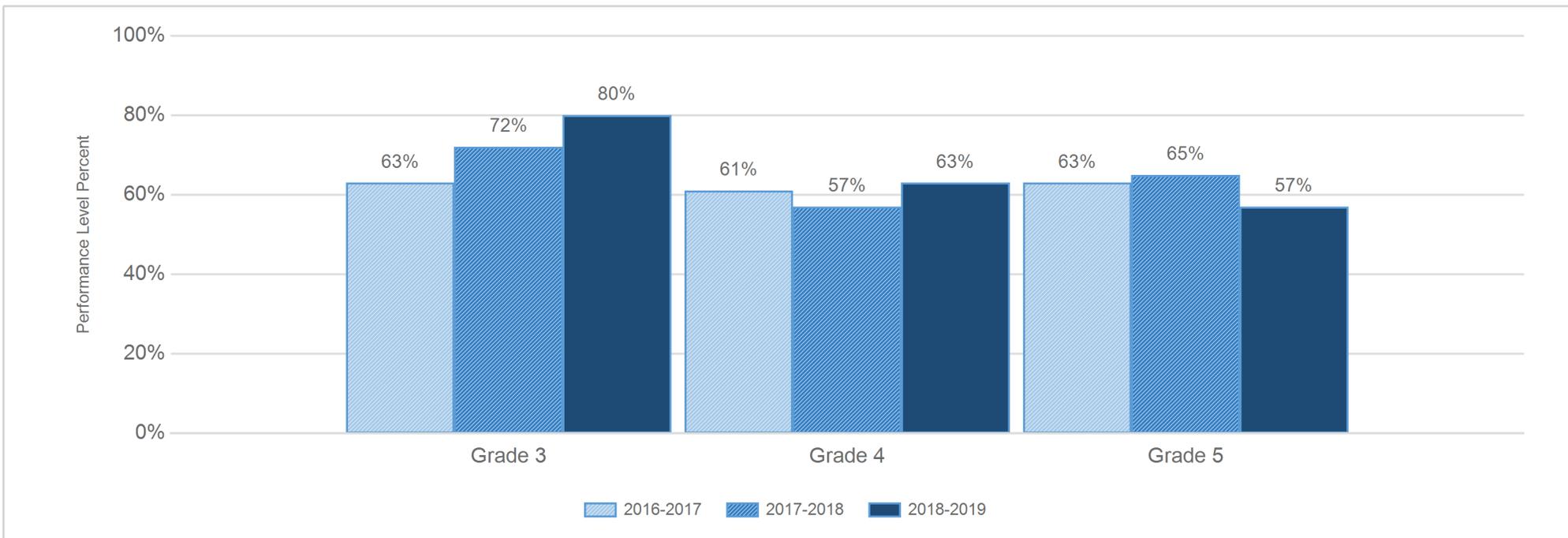
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	41	767	759	752	0%	*	*	*	*	80%	55%
White	21	766	762	760	0%	*	*	*	*	76%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	24	756	758	751	0%	*	*	*	*	71%	54%
Male	17	783	760	752	0%	*	*	*	*	94%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	742	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	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
<b>Schoolwide</b>	54	759	755	749	*	*	28%	*	*	63%	51%
White	29	761	759	757	*	*	*	*	*	69%	62%
Hispanic	10	755	738	737	0%	0%	*	*	*	60%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	30	759	754	749	*	*	*	*	*	63%	50%
Male	24	759	757	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	12	740	735	734	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	42	764	760	759	*	*	*	*	*	76%	63%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Horace Mann Elementary School**  
(07-0800-075)  
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
<b>Schoolwide</b>	68	751	754	747	*	18%	21%	*	*	57%	47%
White	34	759	757	755	0%	*	*	*	*	65%	58%
Hispanic	14	746	740	735	0%	*	*	*	*	50%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	27	748	753	747	*	*	*	*	*	52%	47%
Male	41	753	754	747	*	*	*	*	*	61%	47%
Economically Disadvantaged Students	11	722	739	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	57	757	757	757	*	*	*	*	*	65%	59%
Students with Disabilities	17	737	736	725	*	*	*	*	*	35%	19%
Students without Disabilities	51	756	759	752	*	*	*	*	*	65%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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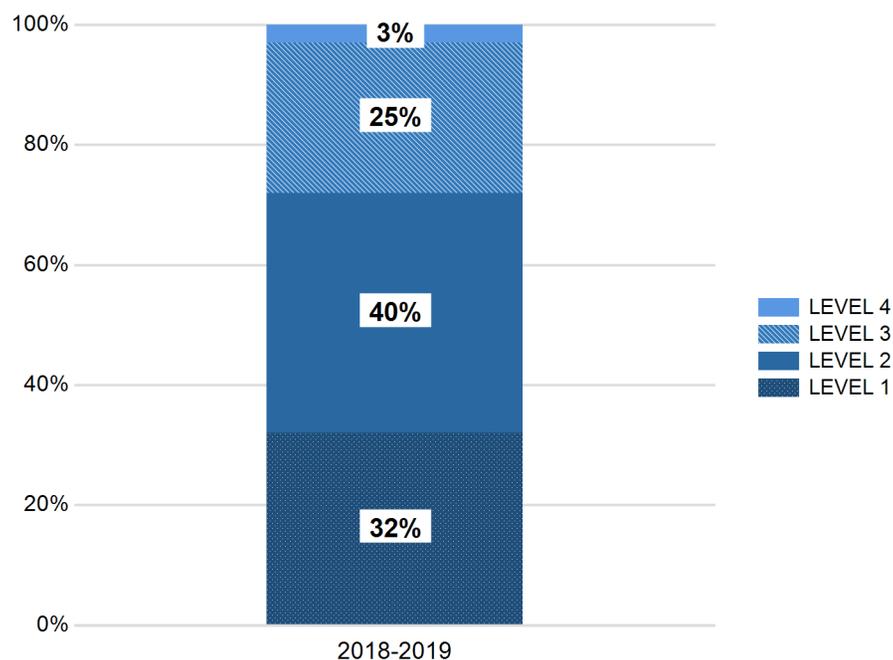
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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
<b>Schoolwide</b>	32	40	25	3
White	26	32	38	3
Hispanic	36	50	14	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	37	41	22	0
Male	29	39	27	5
Economically Disadvantaged Students	64	27	9	0
Non-Economically Disadvantaged Students	26	42	28	4
Students with Disabilities	41	47	12	0
Students without Disabilities	29	37	29	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

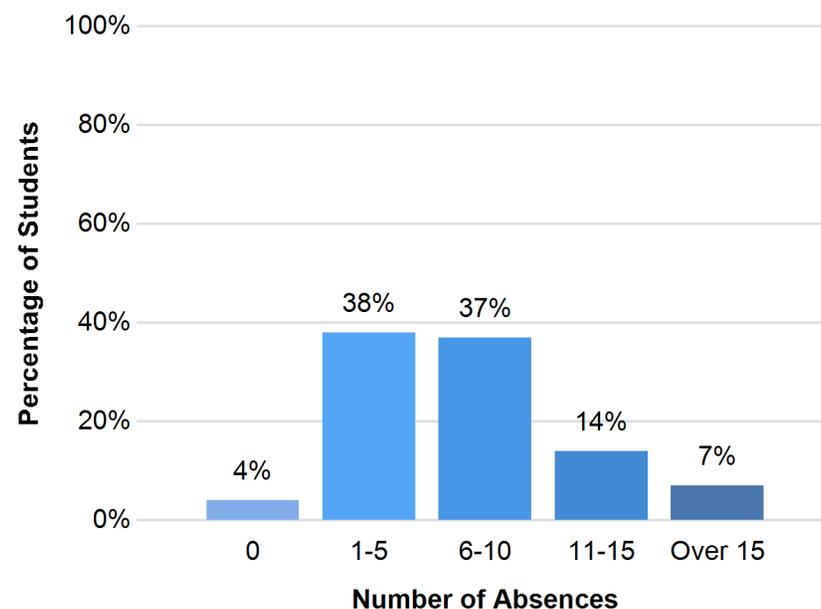
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	15	5.3	8.9	Met
White	4	2.7	8.9	Met
Hispanic	3	6.8	8.9	Met
Black or African American	6	25.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	2.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.0	8.9	Met
Female	5	3.7		
Male	10	6.9		
Economically Disadvantaged Students	2	3.9	8.9	Met
Students with Disabilities	7	10.8	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Horace Mann Elementary School

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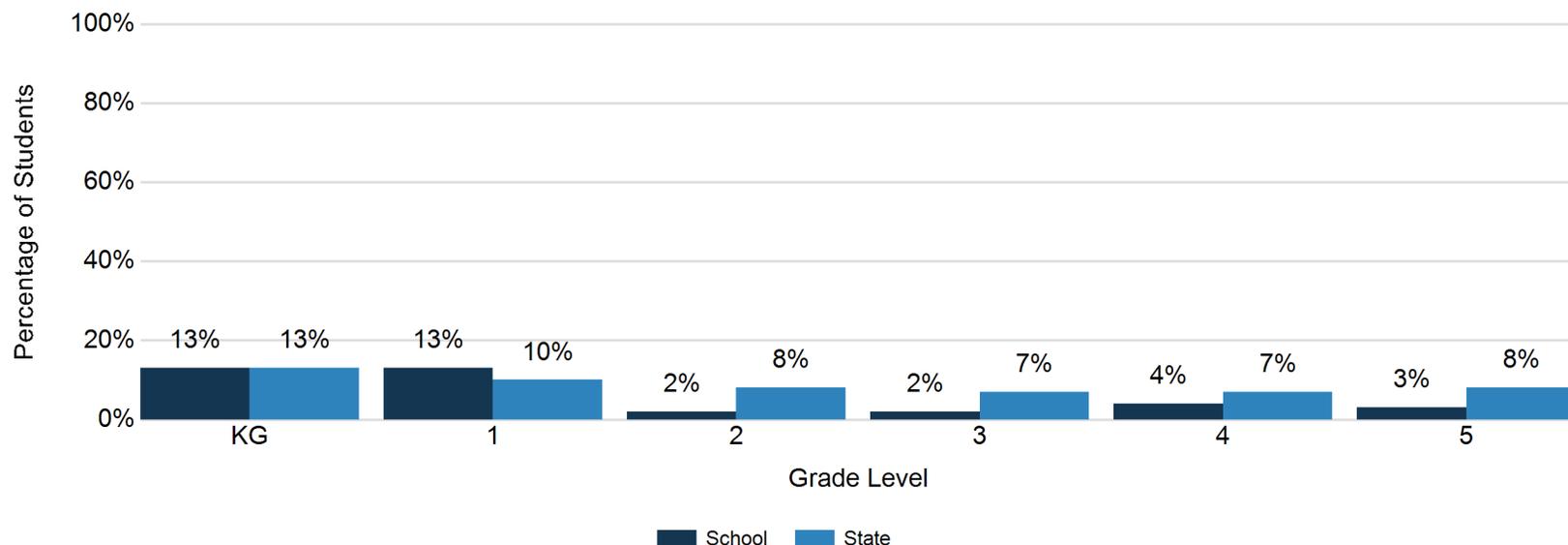
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.35

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

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

\*



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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	22	118,214
Average years experience in public schools	10.9	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	13:1	13:1
Students to Administrators	284:1	231:1
Teachers to Administrators	22:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	44.4%	95.5%	100.0%	48.4%	77.1%	54.9%
Male	55.6%	4.5%	0.0%	51.6%	22.9%	45.1%
White	53.2%	86.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	14.8%	9.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	15.1%	4.5%	100.0%	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	7.0%	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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.9%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	65.0%	68.0%	61.8%
Math Proficiency	63.8%	63.5%	64.2%
ELA Growth	46	38	35
Math Growth	55	42	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	10.4%	7.7%	5.3%

† 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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**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.



**Horace Mann Elementary School**  
(07-0800-075)  
Grades Offered: KG-05  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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



### Horace Mann Elementary School

(07-0800-075)

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.



### Highlights:

- Mann School is a Professional Development School in partnership with Rowan University, supporting the learning of students, staff, and pre-service teachers.
- Mann School continues to use the Eagle Eye Program, a positive behavior framework, to celebrate students for making good choices.
- 89% of students met or exceeded benchmarks in the Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) assessment that measures acquisition of early literacy skills



### Mission, Vision, Theme:

Mann develops open-minded thinkers with strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. **STUDENT PLEDGE:** "As an Eagle of Horace Mann, I pledge to be all that I can. Each day I'll do my best, and won't do any less. **RESPECT, RESPONSIBILITY, CITIZENSHIP.** Our Eagle spirit soars above the rest!"



### Awards, Recognition, Accomplishments:

Mann school won the School Spirit award at the Volley4Support District event. The school also continues to organize an Autism Walk to raise Autism Awareness and support an inclusive environment for all people.



### Horace Mann Elementary School

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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

International Club for grades 3-5, Instrumental Music for grades 4-5, and Reciprocal Teaching Buddies. All Mann programs are designed to develop the whole child and promote the passion of lifelong learning.



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 <p><b>Before and After School Programs:</b></p>	<p>School Aged Child Care is available before and after school and takes place on school grounds.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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#### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



#### Student Health and Wellness:

Students receive Health/PE two times per week. Mann School also celebrates Wellness Week in the Spring to help students understand the importance of a healthy mind and body. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



#### Parent and Community Involvement:

The Horace Mann PTA is dedicated to supporting the needs of the students by working with the administration and faculty to achieve common goals. The PTA has supported the school with character education, technology, playground equipment to promote social skills, and school improvement initiatives to benefit all students. The best word to describe the relationship between home, school, and community is SYNERGY.



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(07-0800-075)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students Students in grades 3-5 participated in the Quaglia Student Survey, which focused upon Student Voice. This survey data was analyzed by the teachers and administration to identify focus areas upon which to improve.</p>
 <p>Facilities:</p>	<p>The Mann School was built in 1964. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 300 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**Henry C. Beck Middle School**  
(07-0800-073)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### Henry C. Beck Middle School

(07-0800-073)

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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	Cherry Hill School District
Principal Name	Mr. Bernie O'Connor
Address	950 Cropwell Rd. CHERRY HILL, NJ 08003-1499
Phone Number	856-424-4505
Email Address	<a href="mailto:BOconnor@chclc.org">BOconnor@chclc.org</a>
Website	<a href="https://beck.chclc.org">https://beck.chclc.org</a>
Twitter	<a href="https://twitter.com/HcBeck40">https://twitter.com/HcBeck40</a>



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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	307	246	286
7	325	315	252
8	297	325	326
Total	929	886	864

**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	49.1%	48.1%	47.6%
Male	50.9%	51.9%	52.4%
Economically Disadvantaged Students	12.7%	13.5%	14.2%
Students with Disabilities	17.2%	19.5%	17.9%
English Learners	1.4%	1.4%	1.6%
Homeless Students	0.2%	0.3%	0.5%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.6%	1.0%
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	70.3%	68.7%	66.4%
Hispanic	6.7%	7.7%	9.6%
Black or African American	7.2%	6.2%	6.1%
Asian	11.9%	13.4%	13.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.9%	3.7%	4.4%

**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	83.9%
Chinese	3.0%
Spanish	2.8%
Korean	1.4%
Hebrew	1.3%
Other Languages	7.6%

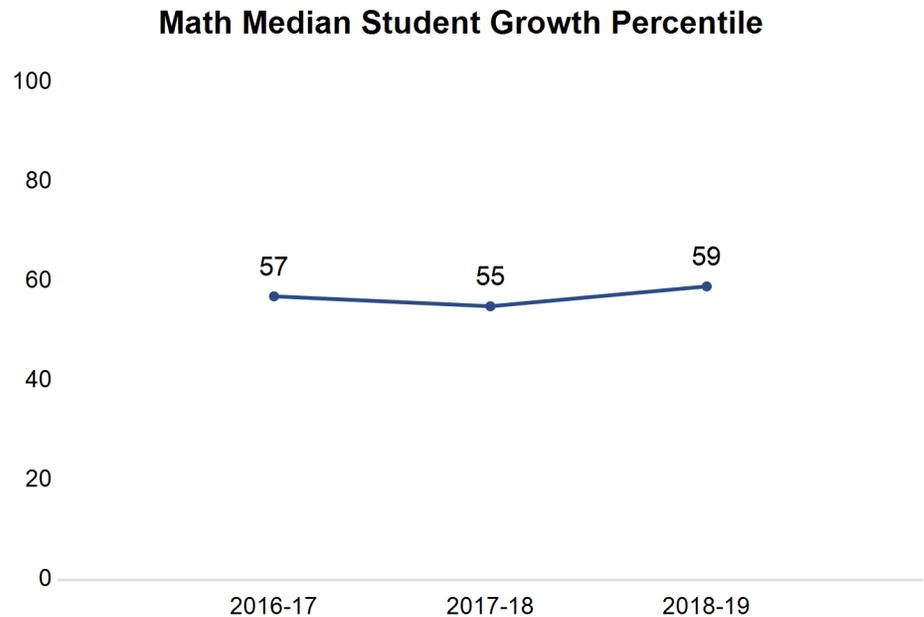
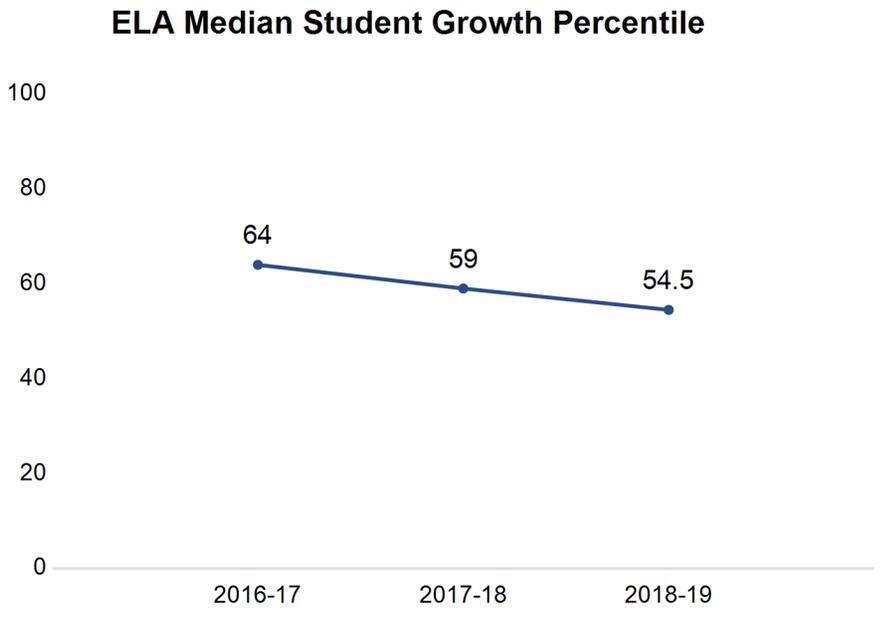


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**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	64	59	54.5	57	55	59
Met Standard (40-59.5)?	Exceeds 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	54.5	49	50	Met Standard	59	50	50	Met Standard
White	53.5	49	50	Met Standard	60	50	52	Exceeds Standard
Hispanic	47	41	49	Met Standard	48	47	47	Met Standard
Black or African American	55	46	45	Met Standard	55.5	44	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61.5	53	59	Exceeds Standard	59	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	64	50	49	Exceeds Standard	53.5	54.5	52	Met Standard
Female	57	51	53	N	62	50	50	N
Male	50	46	47	N	55	51	51	N
Economically Disadvantaged Students	52	44	48	Met Standard	54	45	46	Met Standard
Students with Disabilities	46	45	43	Met Standard	48	46	45	Met Standard
English Learners	71	51	52	Exceeds Standard	70	57	50	Exceeds Standard
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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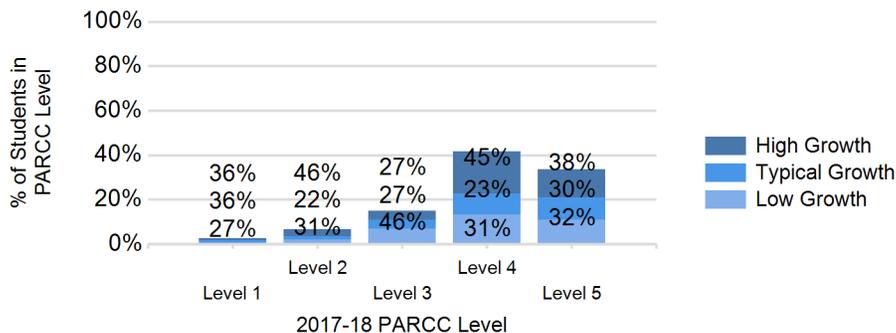
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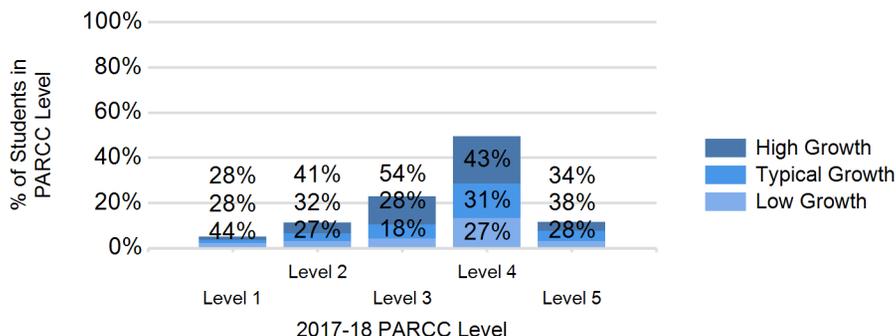
**Student Growth by Performance Level**

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.

**ELA**



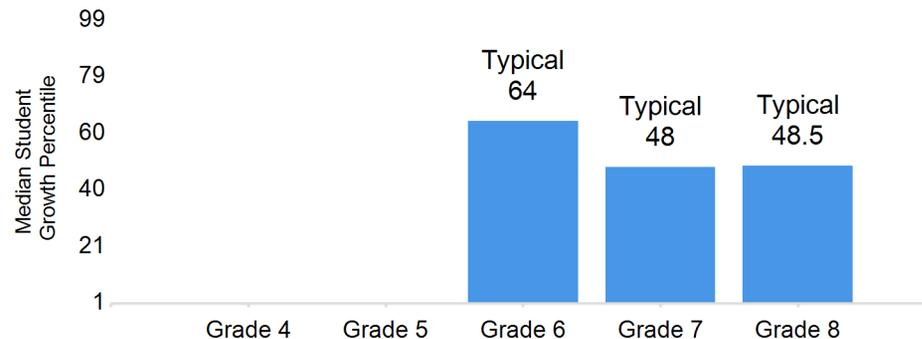
**Math**



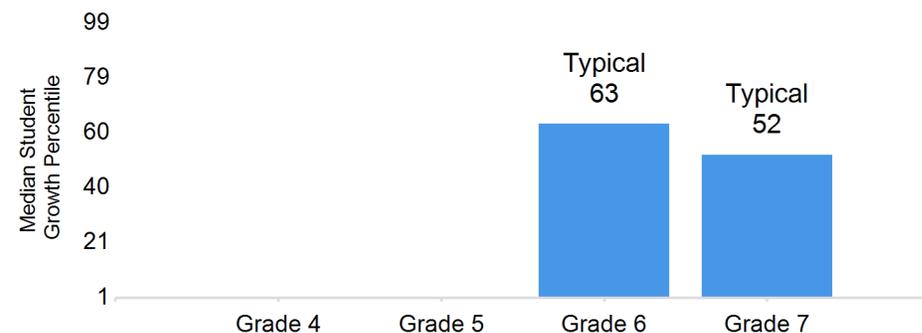
**Student Growth by Grade**

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

**ELA**



**Math**





**Henry C. Beck Middle School**  
(07-0800-073)  
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2018-2019

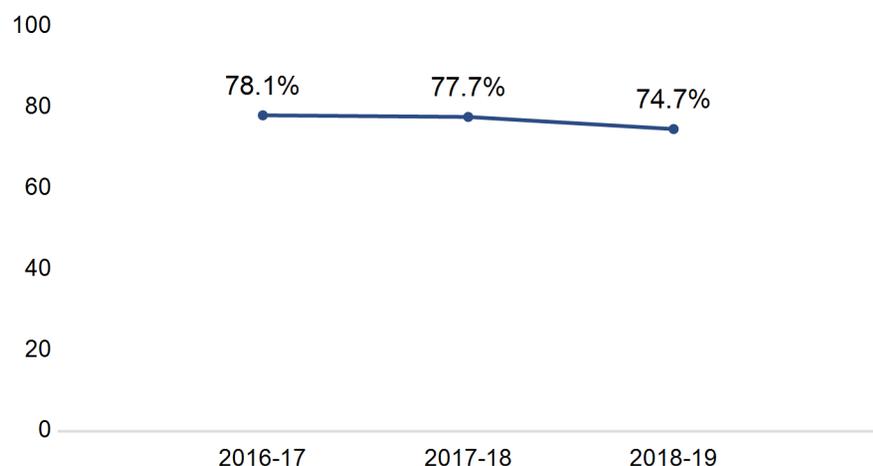
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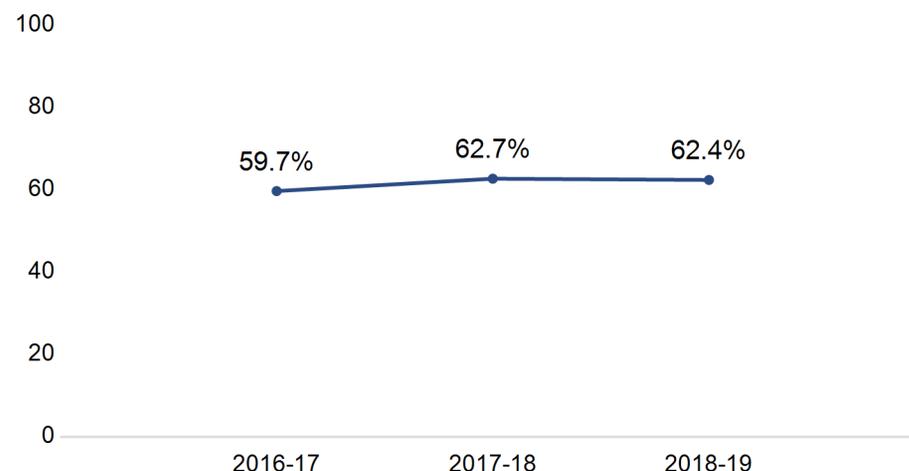
## English Language Arts and Mathematics Performance Trends

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.

### 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	97.2%	97.9%	97.5%	97.7%	97.7%	97.2%
Proficiency Rate for Federal Accountability	78.1%	77.7%	74.7%	59.7%	62.7%	62.4%
Annual Target	66.0%	66.8%	67.5%	52.6%	54.1%	55.5%
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	849	97.5	74.7	69.5	57.9	74.7	67.5	Met Target
White	570	97.3	76.8	73.8	66.9	76.8	68.9	Met Target
Hispanic	73	94.9	54.8	*	43.9	54.6	55.2	Met Target†
Black or African American	51	96.6	54.9	46.6	38.5	54.9	45.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	117	100.0	83.8	*	82.9	83.8	79.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	38	100.0	78.9	*	64.4	78.9	62.7	Met Target
Female	402	97.6	82.8	76.2	64.8	82.8		
Male	447	97.4	67.3	63.2	51.3	67.3		
Economically Disadvantaged Students	115	97.5	46.1	*	40.0	46.1	49.5	Met Target†
Non-Economically Disadvantaged Students	734	97.5	79.2	*	67.9	79.2		
Students with Disabilities	166	94.0	31.9	34.0	22.7	31.5	37.7	Not Met
Students without Disabilities	683	98.4	85.1	78.1	65.1	85.1		
English Learners	33	100.0	30.3	41.4	29.3	30.3	72.4	Not Met
Non-English Learners	816	97.4	76.5	71.0	60.6	76.5		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

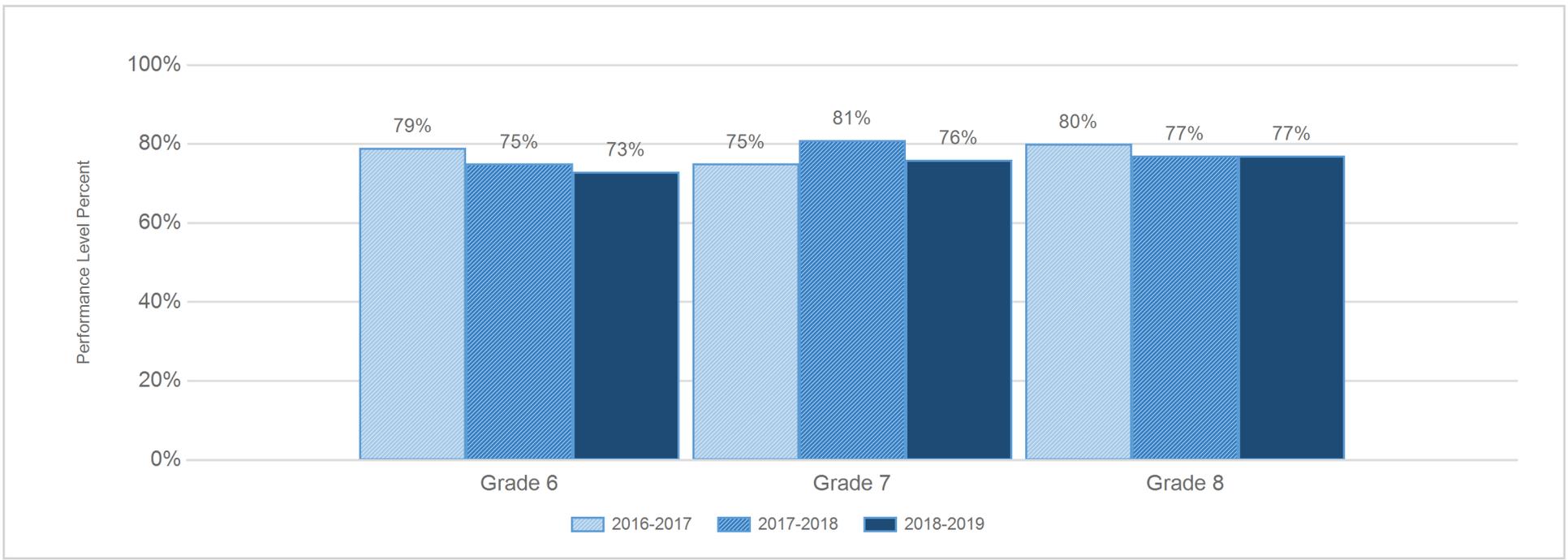


**Henry C. Beck Middle School**  
 (07-0800-073)  
 Grades Offered: 06-08  
 2018-2019

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**English Language Arts Assessment - Performance Trends**

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





**Henry C. Beck Middle School**  
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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
<b>Schoolwide</b>	282	771	763	754	*	*	17%	43%	30%	73%	56%
White	182	772	767	762	*	*	16%	45%	30%	75%	65%
Hispanic	27	750	746	743	*	*	*	*	*	52%	43%
Black or African American	18	753	*	738	*	*	*	*	*	50%	36%
Asian, Native Hawaiian, or Pacific Islander	37	785	772	780	0%	*	*	30%	57%	86%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	18	778	*	760	0%	*	*	*	*	78%	64%
Female	129	780	771	762	*	*	14%	45%	38%	83%	64%
Male	153	763	756	748	*	*	20%	41%	24%	64%	48%
Economically Disadvantaged Students	41	746	745	740	*	*	29%	*	*	41%	39%
Non-Economically Disadvantaged Students	241	775	768	763	*	*	15%	*	*	78%	67%
Students with Disabilities	51	737	740	722	*	*	35%	*	*	27%	19%
Students without Disabilities	231	778	768	761	*	*	13%	*	*	83%	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	764	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	747	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Henry C. Beck Middle School**  
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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
<b>Schoolwide</b>	248	776	771	761	5%	7%	12%	29%	46%	76%	63%
White	161	780	775	769	*	*	14%	29%	50%	78%	72%
Hispanic	27	752	753	747	*	*	*	*	*	59%	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	35	781	782	790	*	*	*	40%	43%	83%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	115	780	780	769	*	*	10%	24%	53%	77%	71%
Male	133	773	764	753	*	*	14%	34%	41%	74%	55%
Economically Disadvantaged Students	38	745	748	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	210	782	777	771	*	*	*	*	*	80%	73%
Students with Disabilities	55	732	735	720	*	*	27%	*	*	33%	22%
Students without Disabilities	193	789	779	769	*	*	8%	*	*	88%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	759	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### 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
<b>Schoolwide</b>	317	783	775	762	4%	8%	11%	31%	46%	77%	63%
White	223	787	779	770	*	*	11%	31%	49%	80%	72%
Hispanic	19	755	746	747	*	*	*	*	*	58%	49%
Black or African American	17	731	*	741	*	*	*	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	45	799	793	794	*	*	*	*	*	84%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	771	*	769	0%	*	*	*	*	69%	69%
Female	158	796	787	771	*	*	6%	31%	57%	88%	71%
Male	159	770	762	753	*	*	16%	30%	35%	65%	55%
Economically Disadvantaged Students	35	758	748	743	*	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	282	786	781	772	*	*	*	*	*	80%	72%
Students with Disabilities	54	737	732	721	*	*	26%	*	*	37%	22%
Students without Disabilities	263	792	784	770	*	*	8%	*	*	85%	71%
English Learners	*	*	692	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	776	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	784	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	849	97.2	62.4	53.7	44.5	62.4	55.5	Met Target
White	567	96.8	64.7	57.3	54.1	64.7	56.3	Met Target
Hispanic	74	94.9	39.2	*	28.8	39.1	41.3	Met Target†
Black or African American	51	96.6	37.3	28.8	23.0	37.3	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	119	100.0	77.3	70.4	76.5	77.3	72.4	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	38	100.0	60.5	*	53.3	60.5	50.8	Met Target
Female	402	97.1	64.4	53.5	44.9	64.4		
Male	447	97.2	60.6	53.9	44.2	60.6		
Economically Disadvantaged Students	115	97.5	32.2	*	26.3	32.2	37.8	Met Target†
Non-Economically Disadvantaged Students	734	97.1	67.2	*	54.9	67.2		
Students with Disabilities	164	92.9	22.0	27.7	17.4	21.4	31.7	Not Met
Students without Disabilities	685	98.3	72.1	59.9	50.0	72.1		
English Learners	35	100.0	40.0	40.0	25.0	40.0	68	Not Met
Non-English Learners	814	97.1	63.4	54.5	46.5	63.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



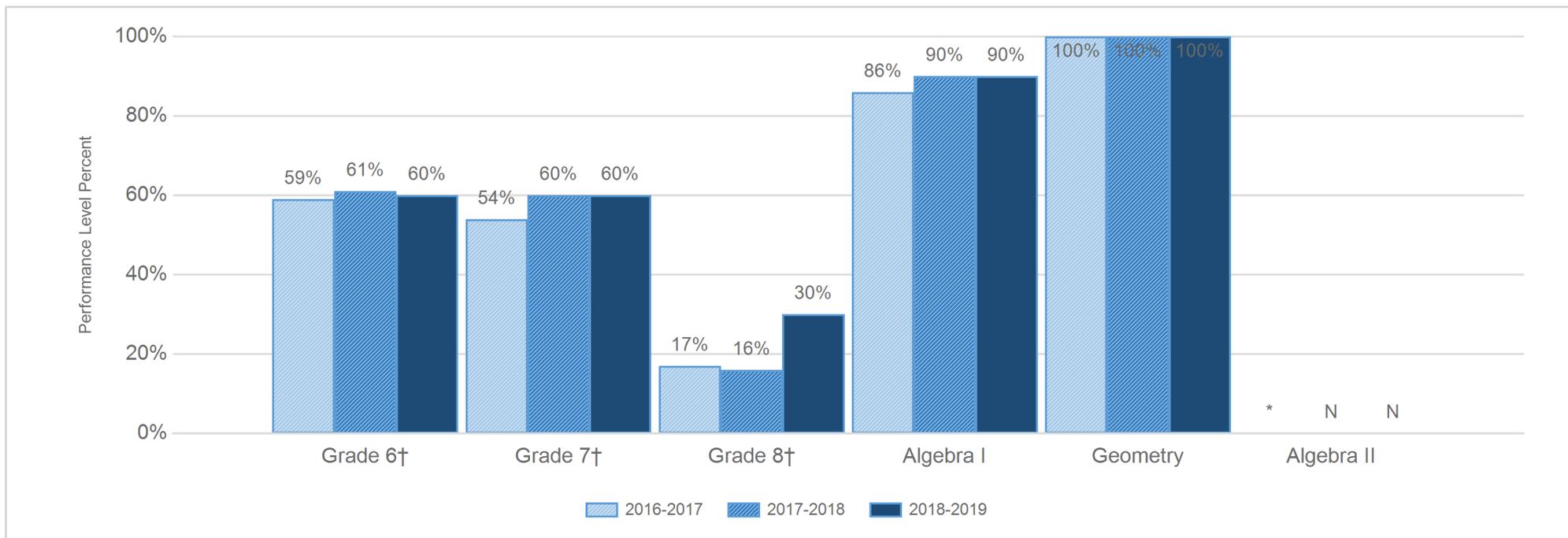
**Henry C. Beck Middle School**  
(07-0800-073)  
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### Mathematics Assessment – Performance Trends

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 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
<b>Schoolwide</b>	283	755	750	741	4%	14%	22%	47%	13%	60%	41%
White	182	754	753	749	*	13%	23%	*	*	60%	51%
Hispanic	27	735	733	729	*	*	*	37%	0%	37%	24%
Black or African American	18	741	*	722	*	*	*	*	*	50%	19%
Asian, Native Hawaiian, or Pacific Islander	38	776	766	769	*	*	*	42%	37%	79%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	18	761	*	747	0%	*	*	*	*	61%	48%
Female	130	756	751	742	*	*	25%	*	*	61%	42%
Male	153	753	749	740	*	*	19%	*	*	59%	40%
Economically Disadvantaged Students	41	732	732	726	*	*	*	*	*	34%	21%
Non-Economically Disadvantaged Students	242	758	755	750	*	*	*	*	*	64%	53%
Students with Disabilities	51	727	730	716	*	*	27%	*	*	24%	12%
Students without Disabilities	232	761	755	746	*	*	21%	*	*	68%	46%
English Learners	*	*	717	709	*	*	*	*	*	*	*
Non-English Learners	*	*	751	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	735	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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
<b>Schoolwide</b>	225	752	750	744	7%	11%	22%	51%	9%	60%	42%
White	147	757	753	751	*	*	22%	52%	12%	65%	53%
Hispanic	26	731	738	733	*	*	*	38%	0%	38%	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	28	752	760	768	*	*	*	*	*	61%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	106	753	751	744	*	12%	25%	*	*	58%	42%
Male	119	751	749	743	*	10%	19%	*	*	62%	42%
Economically Disadvantaged Students	37	731	734	731	*	27%	30%	*	*	27%	24%
Non-Economically Disadvantaged Students	188	756	754	751	*	8%	20%	*	*	66%	53%
Students with Disabilities	53	727	730	718	*	*	28%	*	*	23%	13%
Students without Disabilities	172	759	755	749	*	*	20%	*	*	72%	48%
English Learners	*	*	730	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	750	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	751	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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
<b>Schoolwide</b>	132	730	725	728	20%	20%	29%	*	*	30%	29%
White	87	736	730	737	13%	22%	29%	*	*	37%	38%
Hispanic	14	723	717	722	*	*	*	*	*	21%	22%
Black or African American	16	709	715	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	726	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	717	730	*	*	*	*	*	*	31%
Female	59	733	727	731	17%	19%	25%	*	*	39%	31%
Male	73	729	723	726	23%	22%	32%	*	*	23%	27%
Economically Disadvantaged Students	24	715	713	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	108	734	730	735	*	*	*	*	*	34%	36%
Students with Disabilities	48	718	718	707	*	21%	23%	*	*	19%	10%
Students without Disabilities	84	737	729	734	*	20%	32%	*	*	37%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	*	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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
<b>Schoolwide</b>	178	779	749	744	0%	*	*	80%	10%	90%	42%
White	131	777	753	752	0%	*	10%	*	*	89%	53%
Hispanic	*	*	732	728	*	*	*	*	*	*	24%
Black or African American	*	*	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	34	785	767	775	0%	0%	*	*	*	94%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	749	752	*	*	*	*	*	*	51%
Female	99	779	751	745	0%	*	*	*	*	91%	44%
Male	79	779	748	743	0%	*	*	*	*	90%	41%
Economically Disadvantaged Students	12	779	733	727	0%	*	*	*	*	92%	23%
Non-Economically Disadvantaged Students	166	779	754	752	0%	*	*	*	*	90%	52%
Students with Disabilities	*	*	727	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	754	748	*	*	*	*	*	*	47%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	750	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	753	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Henry C. Beck Middle School**  
(07-0800-073)  
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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
<b>Schoolwide</b>	29	782	751	737	0%	0%	0%	52%	48%	100%	35%
White	16	776	751	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	10	789	*	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	751	745	*	*	*	*	*	*	46%
Female	*	*	750	738	*	*	*	*	*	*	36%
Male	*	*	752	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	742	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	29	782	752	743	0%	0%	0%	52%	48%	100%	43%
Students with Disabilities	N	N	724	712	N	N	N	N	N	N	*
Students without Disabilities	29	782	753	741	0%	0%	0%	52%	48%	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	29	782	*	738	0%	0%	0%	52%	48%	100%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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
<b>Schoolwide</b>	N	N	762	755	N	N	N	N	N	N	58%
White	N	N	758	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	774	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	766	761	N	N	N	N	N	N	65%
Female	N	N	759	752	N	N	N	N	N	N	55%
Male	N	N	764	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	758	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	762	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	770	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	762	756	N	N	N	N	N	N	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	*	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	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
6	*	*
7	*	*
8	*	*

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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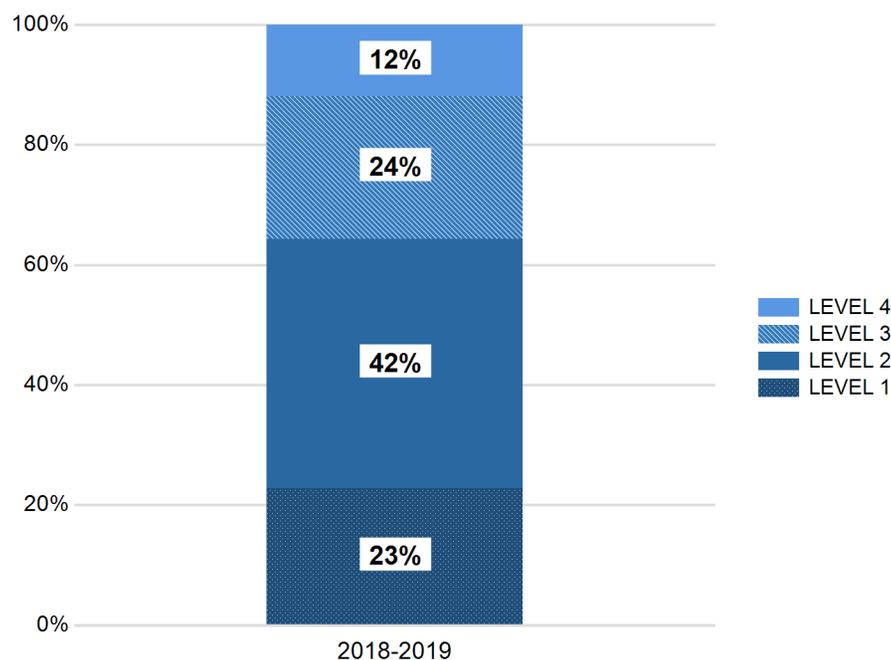
**N** No Data is available to display

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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
<b>Schoolwide</b>	23	42	24	12
White	19	45	26	10
Hispanic	47	37	11	5
Black or African American	69	31	0	0
Asian, Native Hawaiian, or Pacific Islander	11	33	29	27
American Indian or Alaska Native	N	N	N	N
Two or More Races	31	46	15	8
Female	19	42	28	11
Male	27	42	19	12
Economically Disadvantaged Students	47	28	22	3
Non-Economically Disadvantaged Students	20	44	24	13
Students with Disabilities	61	35	4	0
Students without Disabilities	15	43	28	14
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	295
7	23	0	238
8	159	30	141
Total	182	30	674

### 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	287	0	0	0	0	0	0
7	188	33	0	0	0	0	0
8	249	46	0	0	0	0	0
Total	724	79	0	0	0	0	0



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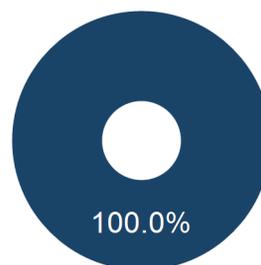
† This indicates a table specific note, see note below table

## Visual and Performing Arts – Course Participation

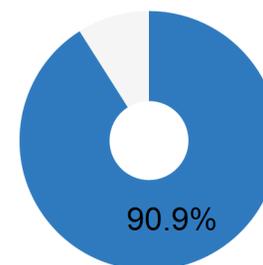
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 6-8:

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

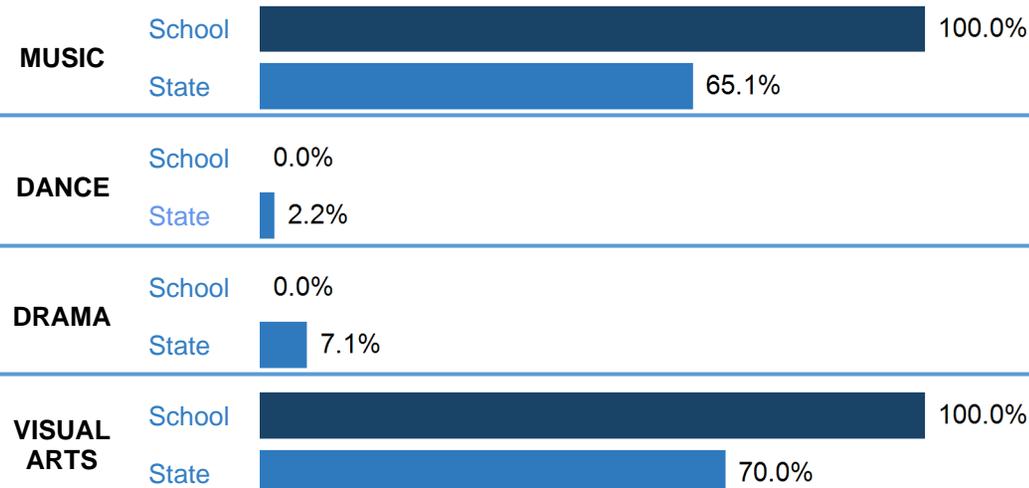


School



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.

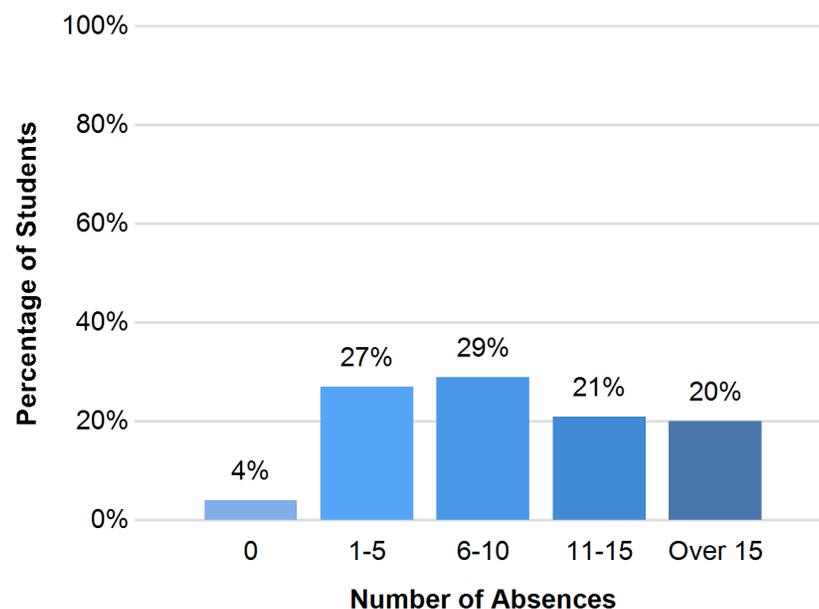
### Chronic Absenteeism

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	116	13.2	9.1	Not Met
White	85	14.4	9.1	Not Met
Hispanic	13	16.3	9.1	Not Met
Black or African American	5	9.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	9	7.6	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	10.5	9.1	Not Met
Female	48	11.5		
Male	68	14.7		
Economically Disadvantaged Students	30	24.8	9.1	Not Met
Students with Disabilities	47	27.3	9.1	Not Met
English Learners	2	14.3	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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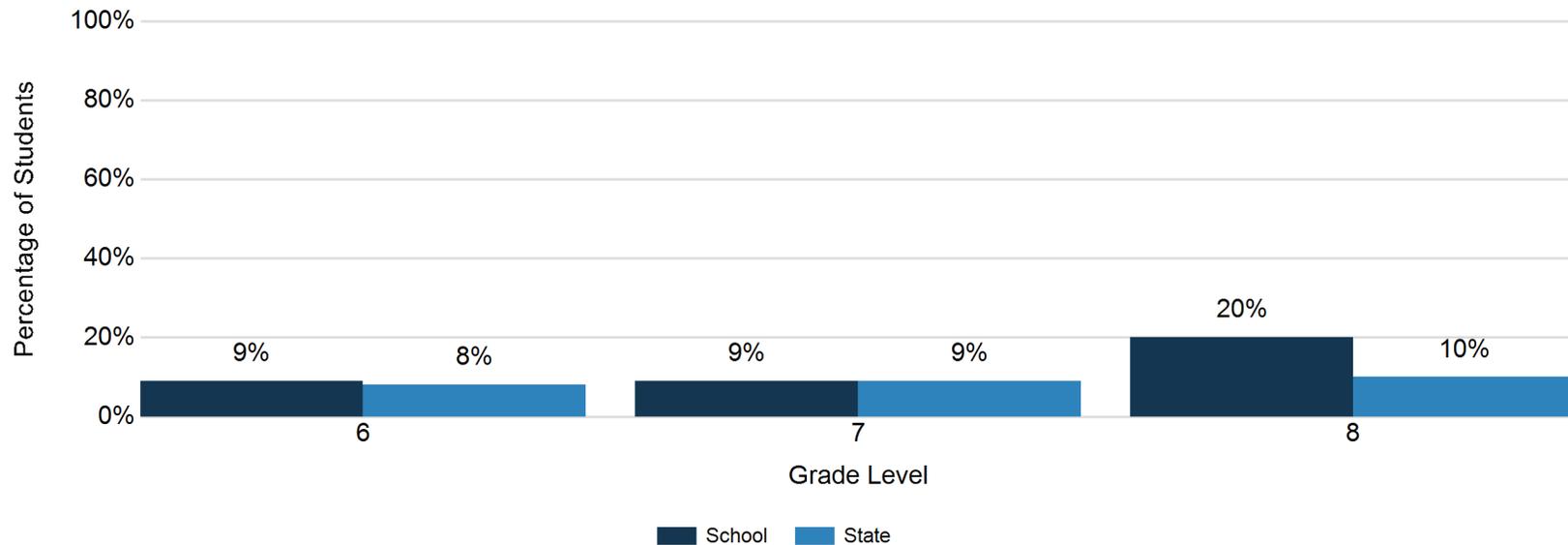
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

## 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	10
Weapons	2
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	4.28

## 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	7	9
Religion	0	1	1
Ancestry	0	0	0
Gender	3	6	9
Sexual Orientation	4	1	5
Disability	10	4	14
Other	6	5	11
No Identified Nature	4		4

## 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	3
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
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	18	2.1%
Any Suspension	18	2.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
67



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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	72	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	288:1	231:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	47.6%	81.9%	33.3%	48.4%	77.1%	54.9%
Male	52.4%	18.1%	66.7%	51.6%	22.9%	45.1%
White	66.4%	94.4%	33.3%	42.4%	83.6%	77.4%
Hispanic	9.6%	1.4%	33.3%	29.9%	7.3%	7.2%
Black or African American	6.1%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	13.1%	1.4%	33.3%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	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

Teacher 38%

Admin N/A

#### Master's Degree

Teacher 63%

Admin 100%

#### Doctoral Degree

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



### Henry C. Beck Middle School

(07-0800-073)

Grades Offered: 06-08

2018-2019

#### Report Key:

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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.



## Henry C. Beck Middle School

(07-0800-073)

Grades Offered: 06-08

2018-2019

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

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

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

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

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

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

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

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

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



**Henry C. Beck Middle School**  
(07-0800-073)  
Grades Offered: 06-08  
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	78.1%	77.7%	74.7%
Math Proficiency	59.7%	62.7%	62.4%
ELA Growth	64	59	54
Math Growth	57	55	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	10.5%	9.6%	13.2%

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



## Henry C. Beck Middle School

(07-0800-073)

Grades Offered: 06-08

2018-2019

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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.



## Henry C. Beck Middle School

(07-0800-073)

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2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- Beck continues to increase focus on Character Education through whole-school initiatives (e.g.. 30 Day Kindness Challenge and Monthly Character Education Breakfasts)
- There are a variety of clubs, activities and athletics available to students to extend the school day.
- Bridge Club provides students the opportunity to get extra help and mentoring from High School East students.



### Mission, Vision, Theme:

Henry C. Beck Middle School staff and students are expected to demonstrate the Core Values of Perseverance, Respect, Integrity, Responsibility and Compassion. Beck's "Pawsitive" Expectations are exemplified in all aspects of the school setting and it is expected that students and staff will demonstrate the Core Values in all areas of their lives.



### Awards, Recognition, Accomplishments:

Henry C. Beck Middle School was recognized as a 2019 State and National School of Character



### Henry C. Beck Middle School

(07-0800-073)

Grades Offered: 06-08

2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <a href="https://www.chclc.org/academics/curriculum">https://www.chclc.org/academics/curriculum</a>.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys)</p> <p>Beck Middle School offers a wide range of athletic teams in the fall, winter and spring seasons. Many teams have A and B levels to promote student participation and development. Beck student-athletes are consistently top performers in the classroom and on the courts and fields.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Henry C. Beck Middle School has a wide variety of clubs and activities available to students. The clubs and activities include and are not limited to Soccer, Field Hockey, Wrestling, Basketball, Cheerleading, Softball, Baseball, Animal Lovers Club, Robotics, Environmental Club, Science Club, Student Government, Yearbook, and Politics Club.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Henry C. Beck Middle School offers Homework Club and Bridge Club to students after school as well as intramural sports and travel athletic teams, all of which are in addition to the numerous clubs available to students. The Homework Club provides students with a quiet space to do homework under the supervision of a teacher who is available to support them. The Bridge Program is offered in conjunction with students from Cherry Hill High School East and offers students access to tutors who can help them and can also provide the Beck students with information on the high school experience.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

The Health and Physical Education program engages students in a variety of physical and learning experiences that are designed to promote a healthy lifestyle. Students are provided with activities that they can use throughout their lives in order to stay healthy and physically fit. They are also given information on how to take care of their bodies. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

The Henry C. Beck Middle School PTSA supports the needs of the school community. PTSA has provided grants to classrooms, supported educational initiatives and school social events, and been an invaluable supporter of the school's Character Education Initiative.



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### Facilities:

The Beck Middle School was built in 1970. Renovations and an addition took place in 2000. Each day, the school personnel welcome approximately 900 students in sixth through eighth grade.



### School Safety:

The District plans to continue security facilities upgrades at the middle schools this year. Campus police staff have been assigned to the middle schools. Security and fire drills are conducted as per DOE regulations.



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.

**Clara Barton Elementary School**

(07-0800-069)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Clara Barton Elementary School**  
(07-0800-069)  
Grades Offered: KG-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Mr. Sean Sweeney
Address	223 Rhode Island Ave. CHERRY HILL, NJ 08034-3121
Phone Number	856-667-3303
Email Address	<a href="mailto:SSweeney@chclc.org">SSweeney@chclc.org</a>
Website	<a href="https://barton.chclc.org">https://barton.chclc.org</a>



**Clara Barton 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

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	70	54	76
1	83	83	66
2	81	81	88
3	90	84	75
4	88	88	87
5	87	82	92
Total	499	472	484

### 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	50.5%	48.7%	51.0%
Male	49.5%	51.3%	49.0%
Economically Disadvantaged Students	30.5%	29.2%	32.0%
Students with Disabilities	16.0%	16.5%	18.2%
English Learners	8.8%	7.4%	8.9%
Homeless Students	0.8%	1.3%	1.2%
Students in Foster Care	0.0%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	1.4%
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	50.7%	52.3%	47.9%
Hispanic	19.2%	19.3%	22.3%
Black or African American	10.6%	10.2%	9.1%
Asian	15.4%	14.6%	15.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	4.0%	3.4%	5.0%

### 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	70	54	76
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	75.8%
Spanish	9.3%
Chinese	3.3%
Vietnamese	2.3%
Bengali	1.7%
Other Languages	7.6%



**Clara Barton Elementary School**  
(07-0800-069)  
Grades Offered: KG-05  
2018-2019

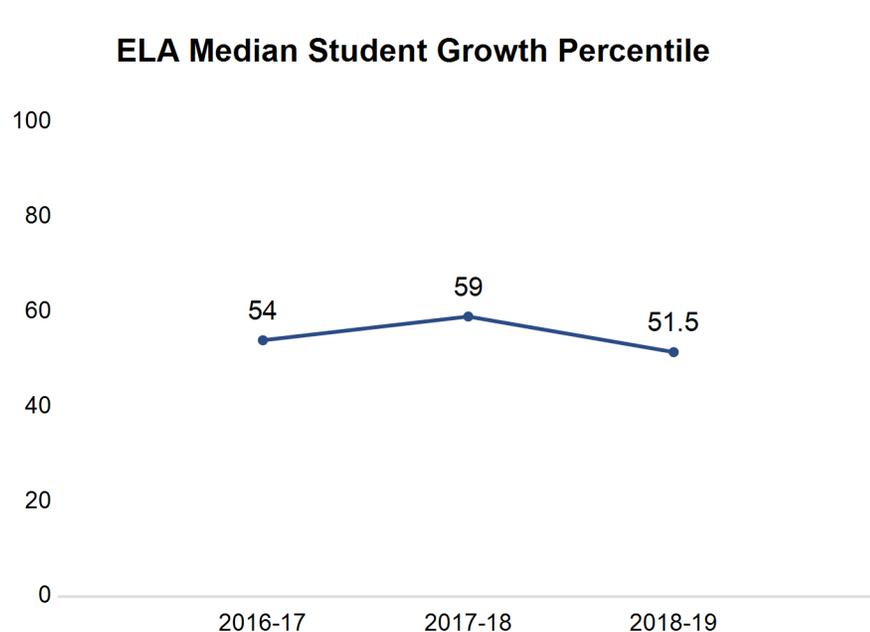
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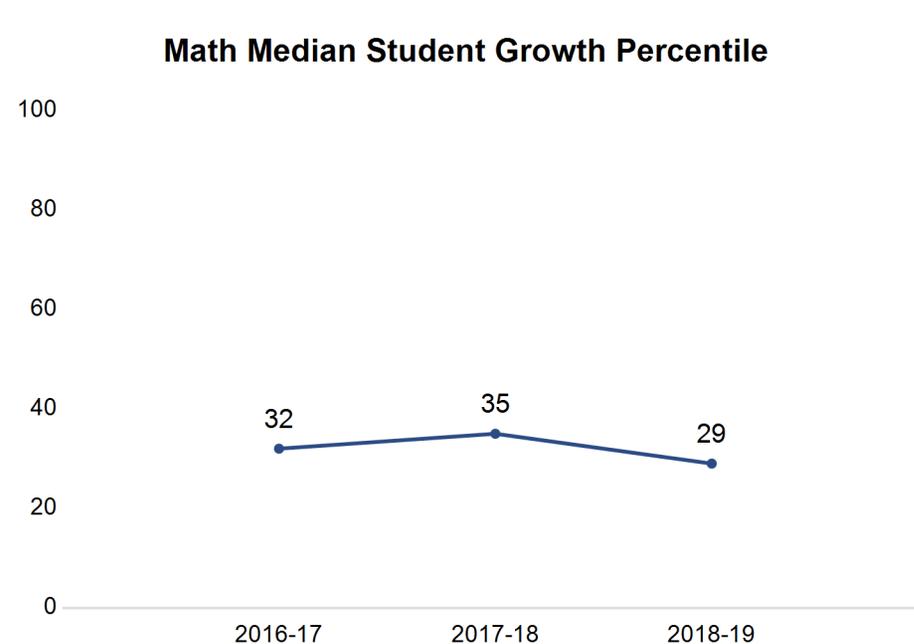
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	54	59	51.5	32	35	29
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
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	51.5	49	50	Met Standard	29	50	50	Not Met
White	54	49	50	Met Standard	28	50	52	Not Met
Hispanic	48.5	41	49	Met Standard	37	47	47	Not Met
Black or African American	53	46	45	Met Standard	28	44	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	46.5	53	59	Met Standard	37.5	55	60	Not Met
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	51.5	51	53	N	28	50	50	N
Male	51.5	46	47	N	35	51	51	N
Economically Disadvantaged Students	49	44	48	Met Standard	34.5	45	46	Not Met
Students with Disabilities	45.5	45	43	Met Standard	36	46	45	Not Met
English Learners	49	51	52	**	48.5	57	50	**
Homeless Students	*	28	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	30	49	N	N	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Clara Barton 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**

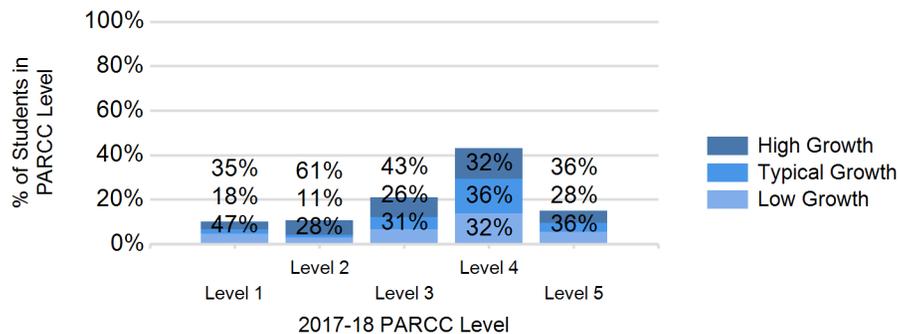
**High Growth: Greater than 65**

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.

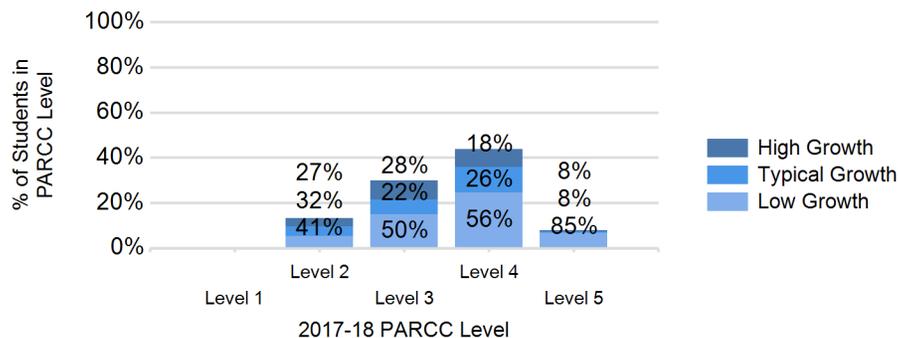
**Student Growth by Performance Level**

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

**ELA**



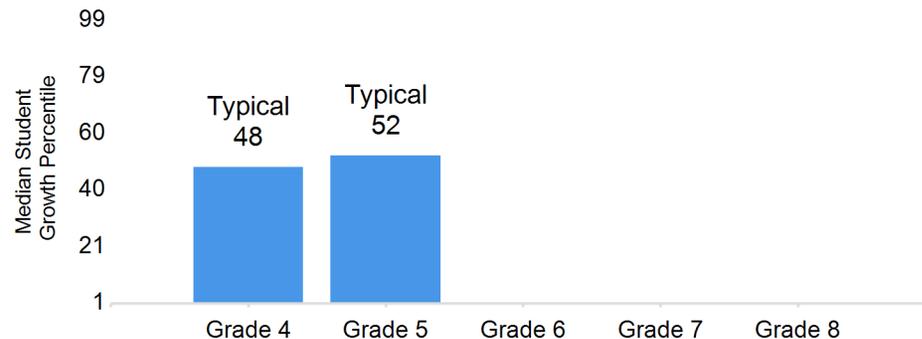
**Math**



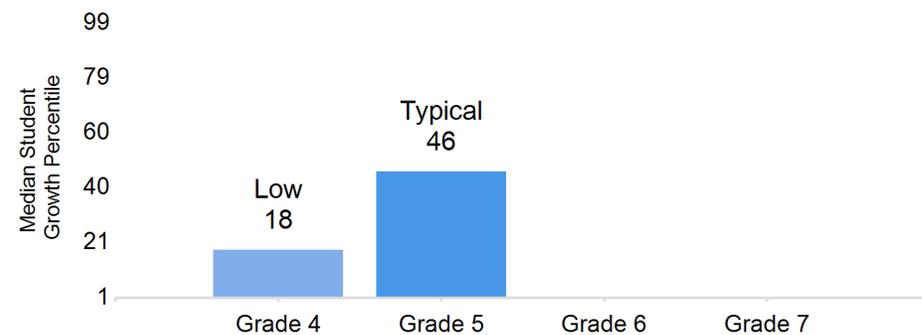
**Student Growth by Grade**

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

**ELA**



**Math**





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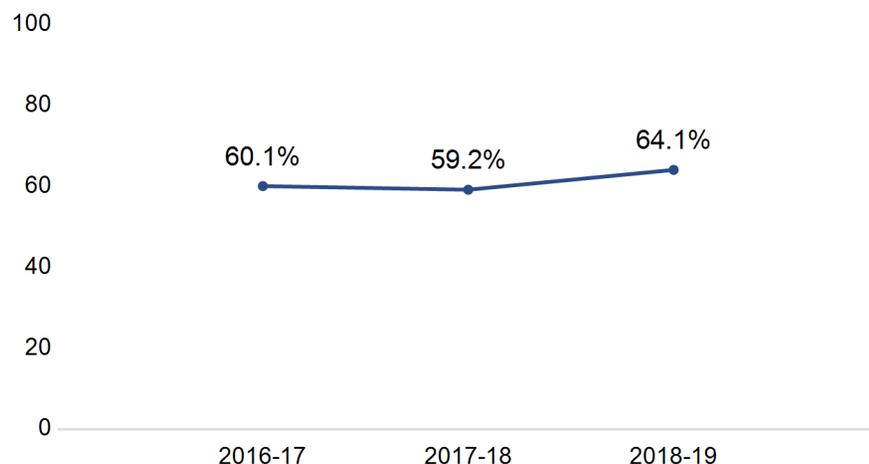
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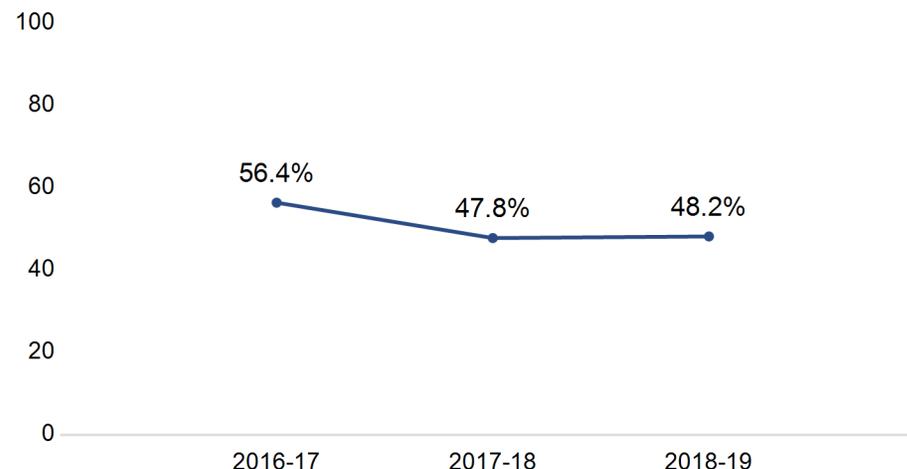
## English Language Arts and Mathematics Performance Trends

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	98.6%	98.1%	97.0%	97.9%	98.1%	97.0%
Proficiency Rate for Federal Accountability	60.1%	59.2%	64.1%	56.4%	47.8%	48.2%
Annual Target	59.2%	60.3%	61.4%	58.3%	59.5%	60.6%
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	251	97.0	64.1	69.5	57.9	64.1	61.4	Met Target
White	119	96.0	73.1	73.8	66.9	73.1	68.4	Met Target
Hispanic	47	94.3	48.9	*	43.9	48.4	47.6	Met Target
Black or African American	34	100.0	41.2	46.6	38.5	41.2	53	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	100.0	71.8	*	82.9	71.8	59.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	75.0	*	64.4	75.0	**	**
Female	122	96.9	69.7	76.2	64.8	69.7		
Male	129	97.0	58.9	63.2	51.3	58.9		
Economically Disadvantaged Students	78	97.6	43.6	*	40.0	43.6	43.2	Met Target
Non-Economically Disadvantaged Students	173	96.7	73.4	*	67.9	73.4		
Students with Disabilities	71	93.5	39.4	34.0	22.7	38.8	37.3	Met Target
Students without Disabilities	180	98.4	73.9	78.1	65.1	73.9		
English Learners	25	100.0	52.0	41.4	29.3	52.0	48	Met Target
Non-English Learners	226	96.6	65.5	71.0	60.6	65.5		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



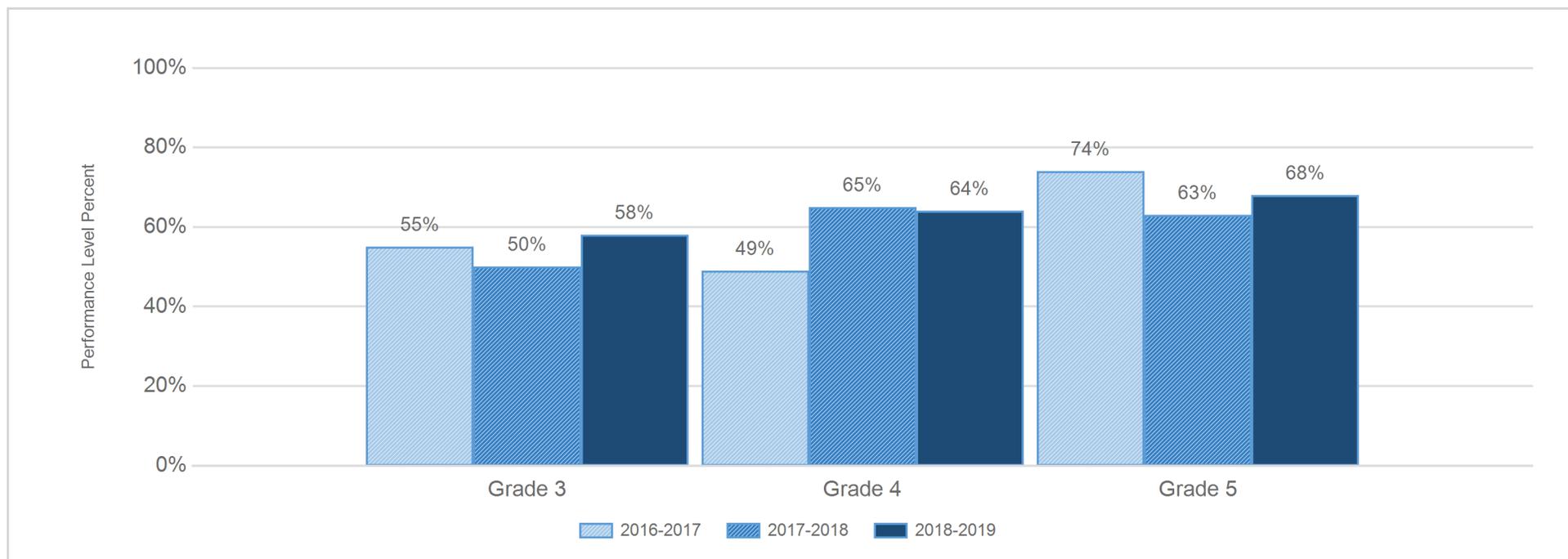
**Clara Barton Elementary School**  
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### English Language Arts Assessment - Performance Trends

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





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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
<b>Schoolwide</b>	79	759	764	748	*	*	25%	*	*	58%	50%
White	41	769	769	757	*	*	27%	*	*	66%	60%
Hispanic	15	738	737	734	*	*	*	*	*	40%	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	771	776	773	0%	*	0%	*	*	75%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	40	759	768	753	*	*	*	*	*	60%	55%
Male	39	759	760	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	16	734	739	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	63	766	770	759	*	*	*	*	*	67%	61%
Students with Disabilities	21	743	738	719	*	*	*	*	*	33%	24%
Students without Disabilities	58	765	771	754	*	*	*	*	*	67%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	748	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	755	765	755	*	*	17%	50%	14%	64%	57%
White	38	766	770	763	*	*	*	*	*	79%	67%
Hispanic	18	737	750	743	*	*	*	*	*	39%	44%
Black or African American	14	740	742	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	36	763	768	760	*	*	*	*	*	69%	62%
Male	50	750	762	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	33	736	744	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	53	767	770	765	*	*	*	*	*	77%	69%
Students with Disabilities	25	727	739	725	*	*	*	*	*	32%	25%
Students without Disabilities	61	767	773	761	*	*	*	*	*	77%	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	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
<b>Schoolwide</b>	87	763	766	756	*	*	23%	51%	17%	68%	58%
White	39	767	770	764	*	*	*	*	*	74%	68%
Hispanic	16	755	753	743	0%	*	*	*	*	63%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	772	774	781	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	47	771	772	761	*	*	*	*	*	77%	64%
Male	40	754	759	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	31	747	750	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	56	772	770	766	*	*	*	*	*	77%	69%
Students with Disabilities	23	750	738	724	*	*	*	*	*	52%	23%
Students without Disabilities	64	768	774	762	*	*	*	*	*	73%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	251	97.0	48.2	53.7	44.5	48.2	60.6	Not Met
White	119	96.0	55.5	57.3	54.1	55.5	68.4	Not Met
Hispanic	47	94.3	21.3	*	28.8	21.0	39.7	Not Met
Black or African American	34	100.0	32.4	28.8	23.0	32.4	26.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	71.8	70.4	76.5	71.8	69.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	50.0	*	53.3	50.0	**	**
Female	122	96.9	50.0	53.5	44.9	50.0		
Male	129	97.1	46.5	53.9	44.2	46.5		
Economically Disadvantaged Students	78	97.6	29.5	*	26.3	29.5	34.7	Met Target†
Non-Economically Disadvantaged Students	173	96.7	56.6	*	54.9	56.6		
Students with Disabilities	71	93.5	31.0	27.7	17.4	30.5	35.9	Met Target†
Students without Disabilities	180	98.4	55.0	59.9	50.0	55.0		
English Learners	25	100.0	44.0	40.0	25.0	44.0	54.6	Met Target†
Non-English Learners	226	96.6	48.7	54.5	46.5	48.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



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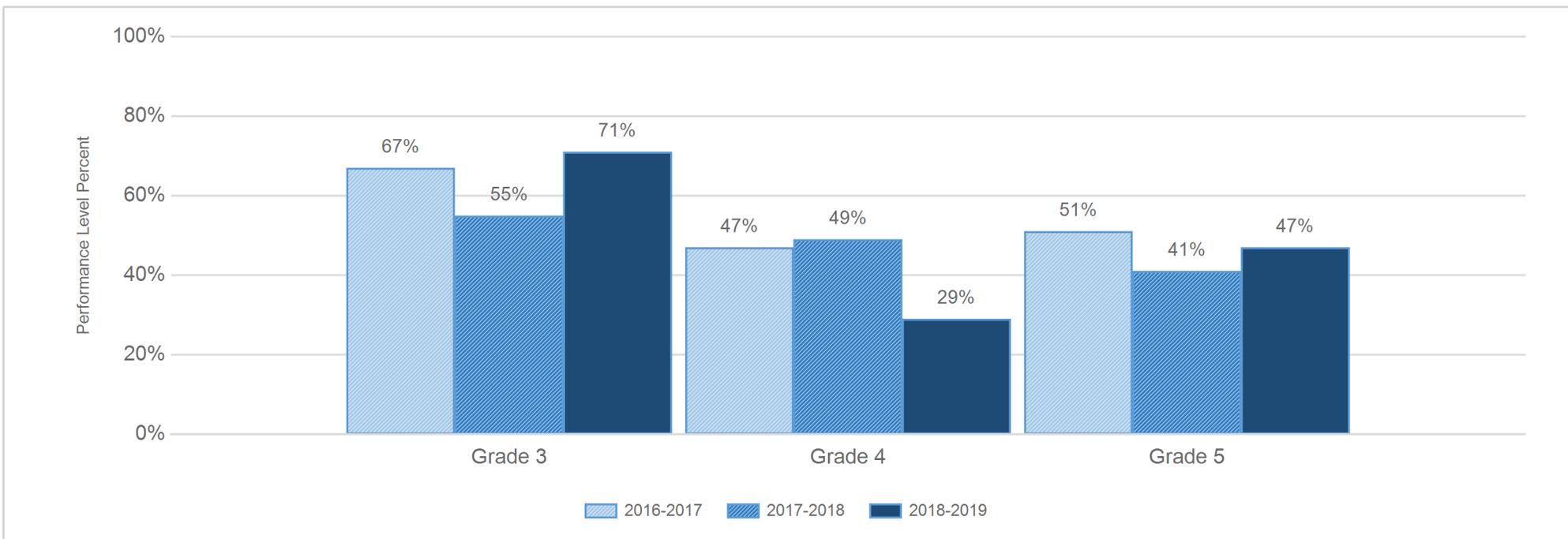
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## Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	79	760	759	752	*	*	22%	58%	13%	71%	55%
White	41	762	762	760	*	0%	*	*	*	73%	66%
Hispanic	15	746	735	739	0%	*	*	*	*	47%	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	778	773	778	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	40	755	758	751	*	*	*	*	*	65%	54%
Male	39	764	760	752	*	*	*	*	*	77%	56%
Economically Disadvantaged Students	16	750	741	737	*	*	*	*	*	63%	37%
Non-Economically Disadvantaged Students	63	762	763	761	*	*	*	*	*	73%	67%
Students with Disabilities	21	745	742	731	*	*	*	*	*	52%	31%
Students without Disabilities	58	765	764	756	*	*	*	*	*	78%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	733	755	749	17%	22%	31%	*	*	29%	51%
White	38	742	759	757	*	*	29%	*	*	42%	62%
Hispanic	18	722	738	737	*	*	*	*	*	*	36%
Black or African American	14	716	730	731	*	*	*	*	*	14%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	36	735	754	749	*	*	36%	*	*	31%	50%
Male	50	732	757	749	*	*	28%	*	*	28%	52%
Economically Disadvantaged Students	33	719	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	53	742	760	759	*	*	*	*	*	*	63%
Students with Disabilities	25	721	734	726	*	*	*	*	*	20%	25%
Students without Disabilities	61	738	762	754	*	*	*	*	*	33%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	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	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Clara Barton Elementary School**  
(07-0800-069)  
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
<b>Schoolwide</b>	88	747	754	747	*	22%	30%	*	*	47%	47%
White	39	752	757	755	*	*	31%	*	*	51%	58%
Hispanic	16	734	740	735	*	*	*	*	*	19%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	758	766	775	0%	0%	*	*	*	73%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	47	750	753	747	*	*	28%	*	*	53%	47%
Male	41	743	754	747	*	*	32%	*	*	39%	47%
Economically Disadvantaged Students	31	737	739	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	57	752	757	757	*	*	*	*	*	53%	59%
Students with Disabilities	23	731	736	725	*	*	*	*	*	26%	19%
Students without Disabilities	65	752	759	752	*	*	*	*	*	54%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.5%	56.6%	Met Target†

† 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	24	75.0%	25.0%
3-4	15	*	*
5 or more	*	*	*



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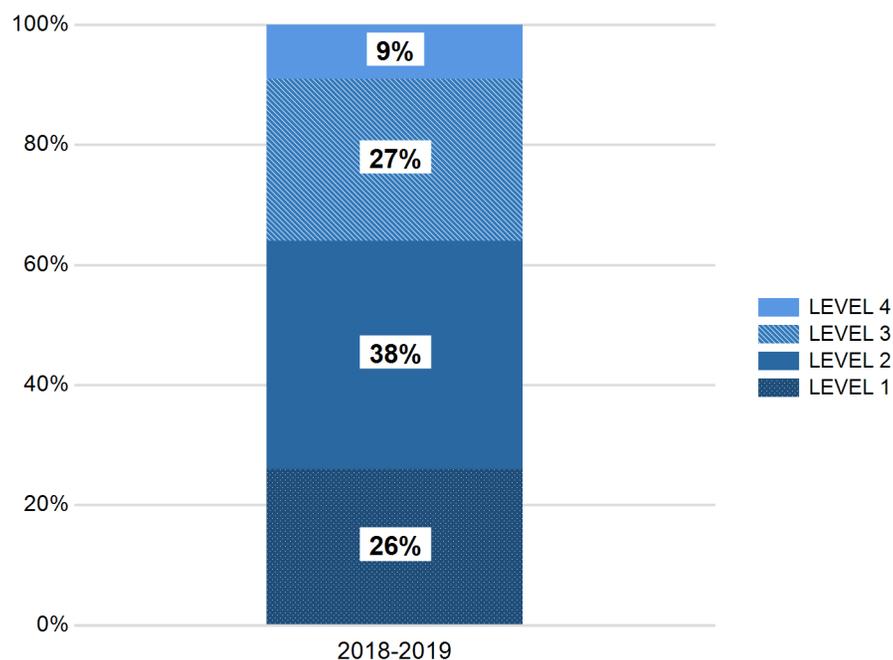
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	26	38	27	9
White	21	33	38	8
Hispanic	31	56	6	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	33	33	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	38	26	11
Male	27	37	29	7
Economically Disadvantaged Students	35	48	13	3
Non-Economically Disadvantaged Students	21	32	35	12
Students with Disabilities	39	35	26	0
Students without Disabilities	22	38	28	12
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.

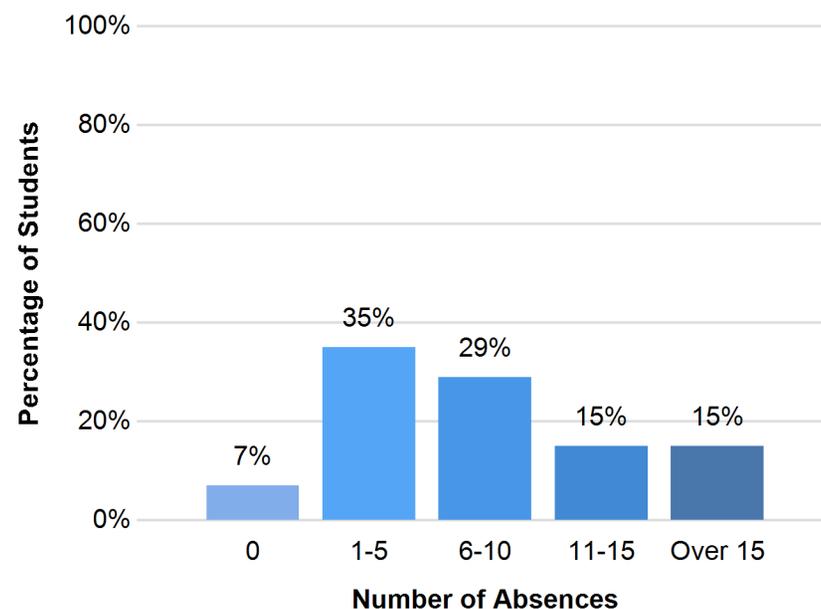
### Chronic Absenteeism

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	47	9.3	8.9	Not Met
White	17	6.9	8.9	Met
Hispanic	10	9.2	8.9	Not Met
Black or African American	8	16.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific	11	14.3	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	27	10.6		
Male	20	7.9		
Economically Disadvantaged Students	24	14.9	8.9	Not Met
Students with Disabilities	23	20.9	8.9	Not Met
English Learners	5	11.4	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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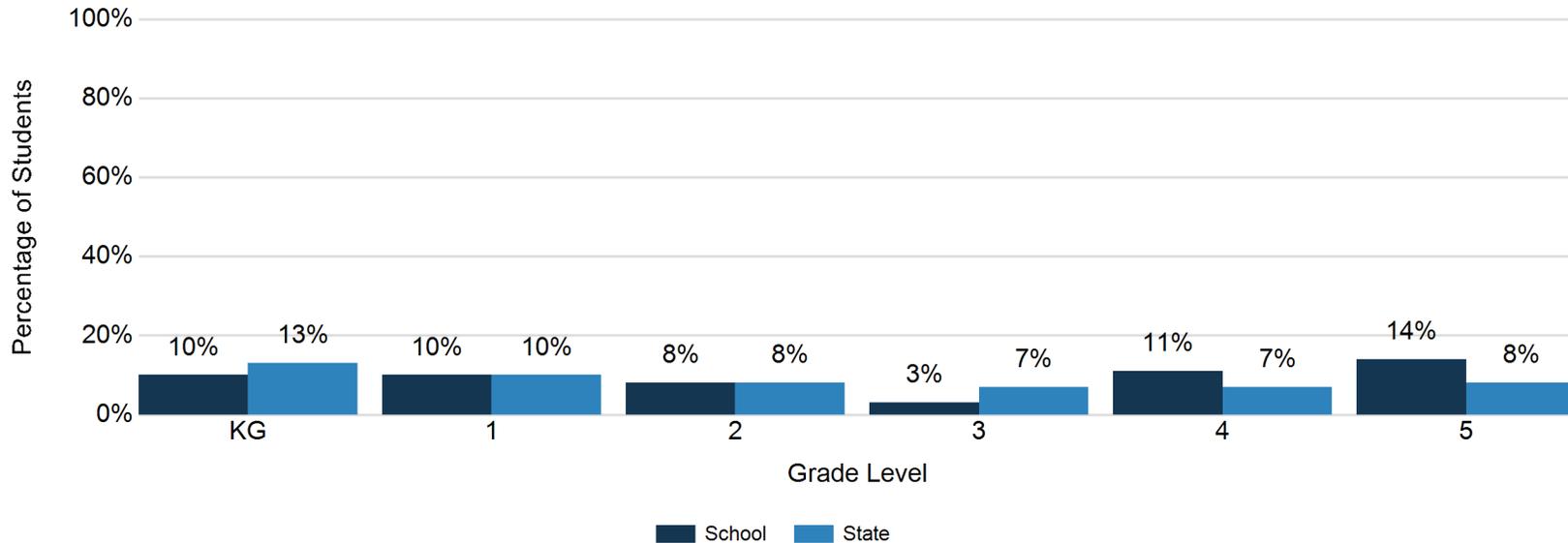
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.83

### 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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	1		1

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

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

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

\*



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#### School Day

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

Category	School
Typical Start Time	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	17.2	12.1
Average years experience in district	16.5	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	16:1	13:1
Students to Administrators	484:1	231:1
Teachers to Administrators	30:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	51.0%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	49.0%	0.0%	100.0%	51.6%	22.9%	45.1%
White	47.9%	93.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.3%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.1%	3.3%	0.0%	15.0%	6.6%	13.9%
Asian	15.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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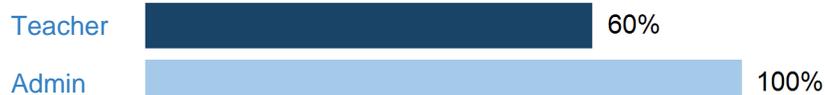
### Teachers and Administrators - Level of Education

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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.9%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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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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 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	60.1%	59.2%	64.1%
Math Proficiency	56.4%	47.8%	48.2%
ELA Growth	54	59	52
Math Growth	32	35	29
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.8%	54.5%
Chronic Absenteeism	7.2%	7.3%	9.3%

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



### Clara Barton Elementary School

(07-0800-069)

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:

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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.



**Clara Barton Elementary School**  
(07-0800-069)  
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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	Not Met	Met Target†	Not Met	No
White	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Met Target	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	**	**	**	Not Met	No

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



**Clara Barton Elementary School**  
(07-0800-069)  
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## School Narrative

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



### Highlights:

- 2018 National District of Character
- University of Notre Dame STEM Fellowship school
- Quaglia Aspirations Team cohort



### Mission, Vision, Theme:

Clara Barton Elementary School is the home of the Eagles. The 2019-2020 enrollment of this kindergarten through fifth grade school is approximately 500 students. Barton serves a diverse community and school population, including students from many parts of the world now living in Cherry Hill. Barton students' academic and social needs are met with differentiated teaching strategies that align with the New Jersey Student Learning Standards. At Barton, staff educate students to always be "Learning, Growing, Giving Back".



### Awards, Recognition, Accomplishments:

Clara Barton Elementary School is a nationally recognized School of Character, and part of a nationally recognized District of Character. These distinctions were awarded to our school/district for our outstanding character education programs and initiatives. Additionally, our school is home to unique programs known as Boys WATCH and Girls INC which have gained national recognition as character.org Promising Practices. These two programs are available to all fifth grade students and help them develop leadership skills and foster personal growth. Additionally, character.org recently recognized our Recess Captains program as a Promising Practice, once again highlighting the positive leadership opportunities we offer our students.



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(07-0800-069)  
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**Courses, Curriculum,  
Instruction:**

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



**Clubs and Activities:**

Dance & Fitness Club, Love of Literacy Club, 5th grade Safety Patrol, 5th grade Recess Captains. All Barton clubs/activities are designed to develop the whole child and promote the passion of life-long learning.



### Clara Barton Elementary School

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 <p><b>Before and After School Programs:</b></p>	<p>School Aged Child Care (SACC) is available before and after school and takes place on school grounds. This additional service is offered at a cost set by the school district.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Students receive Health/PE two times per week. Barton also celebrates Wellness Week to help students understand the importance of a healthy mind and body. Recess Runners is a program that students participate in 1-2x per week as a way to promote physical fitness and a healthy lifestyle. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

The PTA is a strong and energetic voice in Barton. This group of parent volunteers has been instrumental in supporting building-wide technology advancements, contributing time in assisting with school beautification projects, organizing student assemblies, providing funding for field trips, and providing many playground resources for all to use.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students in grades 3-5 participated in the Quaglia Student Survey which focused upon Student Voice. The survey data was analyzed by the school's Aspirations Team and teachers to identify focus areas upon which to improve. Parents and Staff also completed a Quaglia voice survey with the intention of gathering information and perspective from our school community members. Staff were also provided access to the iKnow My Class survey, which provided direct data for a specific classroom community.</p>
 <p>Facilities:</p>	<p>The Barton Elementary School was built in 1965. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 500 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



## Cherry Hill High School West

(07-0800-040)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



**Cherry Hill High School West**  
(07-0800-040)  
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	Cherry Hill School District
Principal Name	Dr. Kwame Morton
Address	2101 Chapel Ave. CHERRY HILL, NJ 08034-2099
Phone Number	856-663-8006
Email Address	<a href="mailto:KMorton@chclc.org">KMorton@chclc.org</a>
Website	<a href="https://west.chclc.org">https://west.chclc.org</a>
Twitter	<a href="https://twitter.com/CherryHillWest">https://twitter.com/CherryHillWest</a>



**Cherry Hill High School West**  
(07-0800-040)  
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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	304	342	339
10	331	297	344
11	344	333	307
12	365	345	327
Total	1,344	1,317	1,317

### 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	49.2%	47.6%	47.6%
Male	50.8%	52.4%	52.4%
Economically Disadvantaged Students	25.7%	28.4%	29.9%
Students with Disabilities	19.4%	19.8%	19.8%
English Learners	2.2%	2.9%	3.4%
Homeless Students	0.3%	0.5%	0.7%
Students in Foster Care	0.4%	0.2%	0.2%
Military-Connected Students	0.0%	0.3%	0.9%
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	58.1%	55.0%	53.2%
Hispanic	16.4%	17.8%	19.1%
Black or African American	12.6%	12.5%	12.5%
Asian	10.3%	11.7%	11.8%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.7%	3.2%

### 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	1,344	1,317	1,317
Shared Time Students	0	0	0
Full Time Equivalent	1,344	1,317	1,317

### 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	80.1%
Spanish	7.1%
Vietnamese	3.3%
Arabic	1.3%
Chinese	1.0%
Other Languages	7.3%



**Cherry Hill High School West**  
(07-0800-040)  
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2018-2019

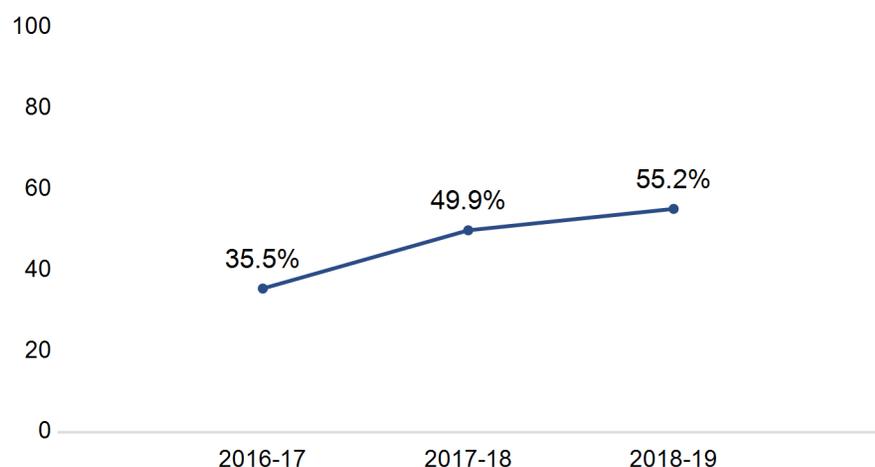
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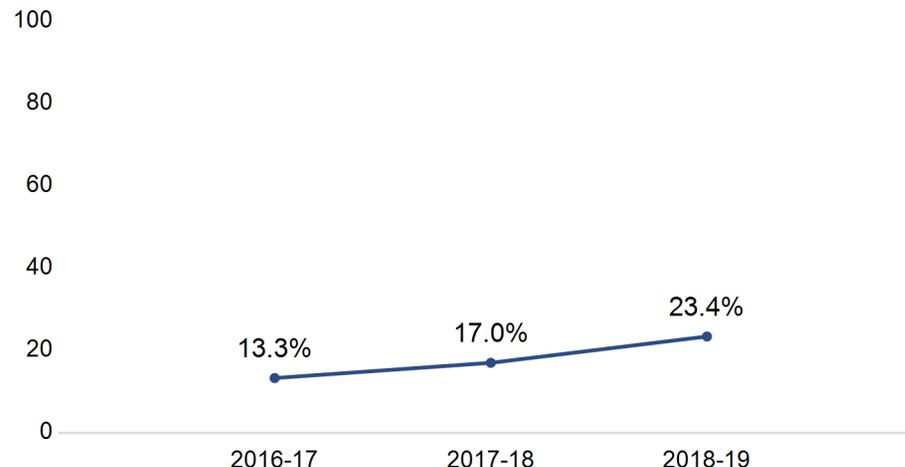
## English Language Arts and Mathematics Performance Trends

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.

### 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	85.6%	98.5%	98.1%	85.9%	99.2%	97.9%
Proficiency Rate for Federal Accountability	35.5%	49.9%	55.2%	13.3%	17.0%	23.4%
Annual Target	32.6%	35.1%	37.6%	20.1%	23.3%	26.4%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	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	672	98.1	55.2	69.5	57.9	55.2	37.6	Met Target
White	345	97.8	61.7	73.8	66.9	61.7	37.9	Met Target
Hispanic	130	98.5	43.8	*	43.9	43.8	35.4	Met Target
Black or African American	85	98.9	41.2	46.6	38.5	41.2	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	98.9	60.7	*	82.9	60.7	44.2	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	28	96.6	53.6	*	64.4	53.6	N	N
Female	306	97.8	62.1	76.2	64.8	62.1		
Male	366	98.4	49.5	63.2	51.3	49.5		
Economically Disadvantaged Students	203	97.7	37.4	*	40.0	37.4	28.7	Met Target
Non-Economically Disadvantaged Students	469	98.4	62.9	*	67.9	62.9		
Students with Disabilities	151	97.5	20.5	34.0	22.7	20.5	21.9	Met Target†
Students without Disabilities	521	98.3	65.3	78.1	65.1	65.3		
English Learners	29	100.0	20.7	41.4	29.3	20.7	36	Not Met
Non-English Learners	643	98.1	56.8	71.0	60.6	56.8		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	*	*	*	42.9	27.6	*		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



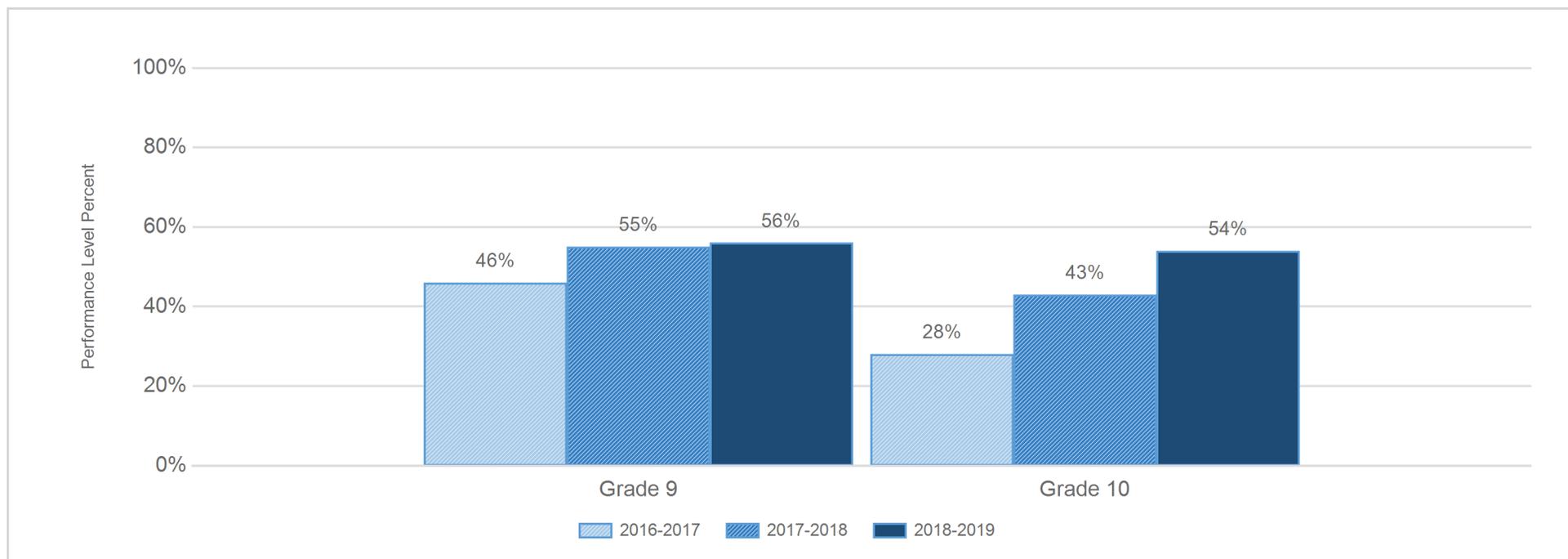
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### English Language Arts Assessment - Performance Trends

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





**Cherry Hill High School West**  
(07-0800-040)  
Grades Offered: 09-12  
2018-2019

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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
<b>Schoolwide</b>	331	754	767	753	7%	15%	23%	38%	17%	56%	56%
White	166	763	770	762	*	*	21%	42%	23%	64%	65%
Hispanic	66	742	749	737	15%	18%	21%	*	*	45%	40%
Black or African American	46	740	742	732	*	30%	*	*	*	41%	33%
Asian, Native Hawaiian, or Pacific Islander	39	750	781	783	*	*	28%	*	*	51%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	14	764	772	761	0%	*	*	*	*	57%	63%
Female	159	761	771	760	*	*	18%	43%	22%	65%	63%
Male	172	748	762	746	*	*	27%	34%	13%	47%	49%
Economically Disadvantaged Students	116	737	745	734	*	*	27%	28%	9%	37%	36%
Non-Economically Disadvantaged Students	215	764	773	762	*	*	20%	44%	21%	66%	65%
Students with Disabilities	69	724	732	717	*	*	30%	*	*	17%	17%
Students without Disabilities	262	762	773	760	*	*	21%	*	*	66%	63%
English Learners	*	*	704	693	*	*	*	*	*	*	*
Non-English Learners	*	*	768	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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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
<b>Schoolwide</b>	347	752	769	757	12%	15%	18%	36%	18%	54%	58%
White	178	758	773	767	10%	11%	20%	36%	22%	58%	67%
Hispanic	64	739	740	738	*	30%	17%	*	*	42%	43%
Black or African American	44	732	745	733	23%	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	47	760	784	792	*	*	*	38%	30%	68%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	14	752	775	766	*	*	*	*	*	50%	65%
Female	150	760	778	766	8%	11%	23%	35%	23%	58%	66%
Male	197	745	762	749	16%	18%	15%	37%	15%	51%	51%
Economically Disadvantaged Students	92	734	746	735	18%	25%	18%	*	*	38%	40%
Non-Economically Disadvantaged Students	255	758	774	767	10%	11%	18%	*	*	60%	67%
Students with Disabilities	77	722	726	711	26%	26%	27%	*	*	21%	19%
Students without Disabilities	270	760	777	765	9%	12%	16%	*	*	64%	65%
English Learners	*	*	691	687	*	*	*	*	*	*	*
Non-English Learners	*	*	771	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	638	97.9	23.4	53.7	44.5	23.4	26.4	Not Met
White	328	97.4	29.0	57.3	54.1	29.0	26.1	Met Target
Hispanic	123	97.6	14.6	*	28.8	14.6	24.2	Not Met
Black or African American	81	98.9	11.1	28.8	23.0	11.1	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	100.0	27.8	70.4	76.5	27.8	34	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	27	96.4	18.5	*	53.3	18.5	N	N
Female	289	97.0	23.9	53.5	44.9	23.9		
Male	349	98.6	22.9	53.9	44.2	22.9		
Economically Disadvantaged Students	193	97.5	16.6	*	26.3	16.6	24	Not Met
Non-Economically Disadvantaged Students	445	98.0	26.3	*	54.9	26.3		
Students with Disabilities	131	97.8	11.5	27.7	17.4	11.5	16.6	Not Met
Students without Disabilities	507	97.9	26.4	59.9	50.0	26.4		
English Learners	30	93.9	16.7	40.0	25.0	16.7	18.8	Met Target†
Non-English Learners	608	98.1	23.7	54.5	46.5	23.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	28.6	17.1	*		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



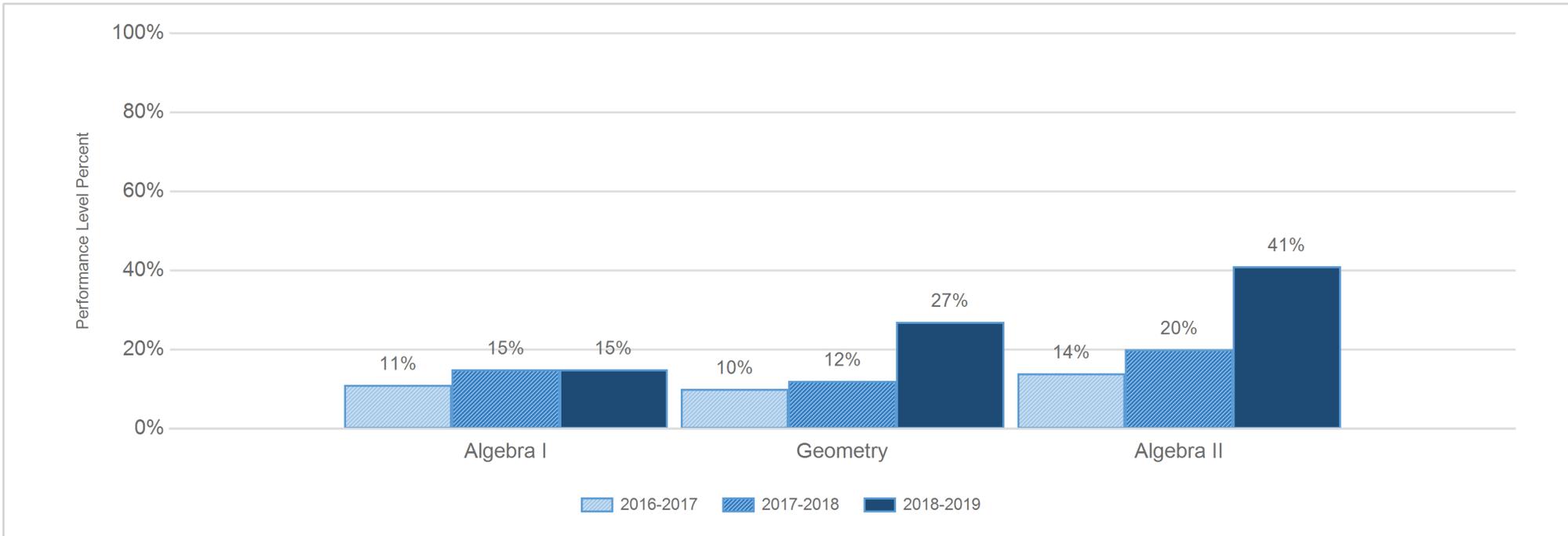
**Cherry Hill High School West**  
(07-0800-040)  
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2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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(07-0800-040)  
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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
<b>Schoolwide</b>	342	725	749	744	11%	42%	32%	15%	0%	15%	42%
White	149	730	753	752	7%	38%	36%	19%	0%	19%	53%
Hispanic	84	722	732	728	13%	46%	29%	12%	0%	12%	24%
Black or African American	61	717	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	36	727	767	775	*	39%	31%	*	*	19%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	12	725	749	752	*	*	*	*	*	*	51%
Female	155	728	751	745	9%	42%	33%	16%	0%	16%	44%
Male	187	723	748	743	13%	42%	32%	13%	0%	13%	41%
Economically Disadvantaged Students	135	719	733	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	207	729	754	752	*	*	*	*	*	*	52%
Students with Disabilities	100	720	727	717	*	*	*	*	*	*	12%
Students without Disabilities	242	728	754	748	*	*	*	*	*	*	47%
English Learners	12	701	724	710	*	*	*	*	*	*	*
Non-English Learners	330	726	750	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	753	744	*	*	*	*	*	*	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
<b>Schoolwide</b>	183	737	751	737	*	*	50%	27%	0%	27%	35%
White	107	739	751	743	*	*	47%	31%	0%	31%	43%
Hispanic	28	727	*	724	*	*	50%	*	*	14%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	24	744	*	762	0%	*	50%	*	*	38%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	751	745	*	*	*	*	*	*	46%
Female	95	738	750	738	*	*	53%	29%	0%	29%	36%
Male	88	736	752	736	*	*	47%	25%	0%	25%	34%
Economically Disadvantaged Students	43	736	742	722	*	*	47%	30%	0%	30%	16%
Non-Economically Disadvantaged Students	140	737	752	743	*	*	51%	26%	0%	26%	43%
Students with Disabilities	22	717	724	712	*	*	*	*	*	*	*
Students without Disabilities	161	740	753	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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
<b>Schoolwide</b>	117	739	762	755	15%	12%	32%	*	*	41%	58%
White	69	739	758	758	20%	*	26%	*	*	45%	62%
Hispanic	10	738	*	731	*	*	*	*	*	40%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	21	740	774	777	*	*	*	*	*	29%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	766	761	*	*	*	*	*	*	65%
Female	43	736	759	752	*	*	35%	*	*	37%	55%
Male	74	741	764	758	*	*	30%	*	*	43%	62%
Economically Disadvantaged Students	18	730	758	729	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	99	741	762	761	*	*	*	*	*	42%	65%
Students with Disabilities	*	*	770	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	117	739	*	755	15%	12%	32%	*	*	41%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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	*	*

### 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	22.9%	40.9%	Not Met

† 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	30	*	*
3-4	11	*	*
5 or more	N	N	N



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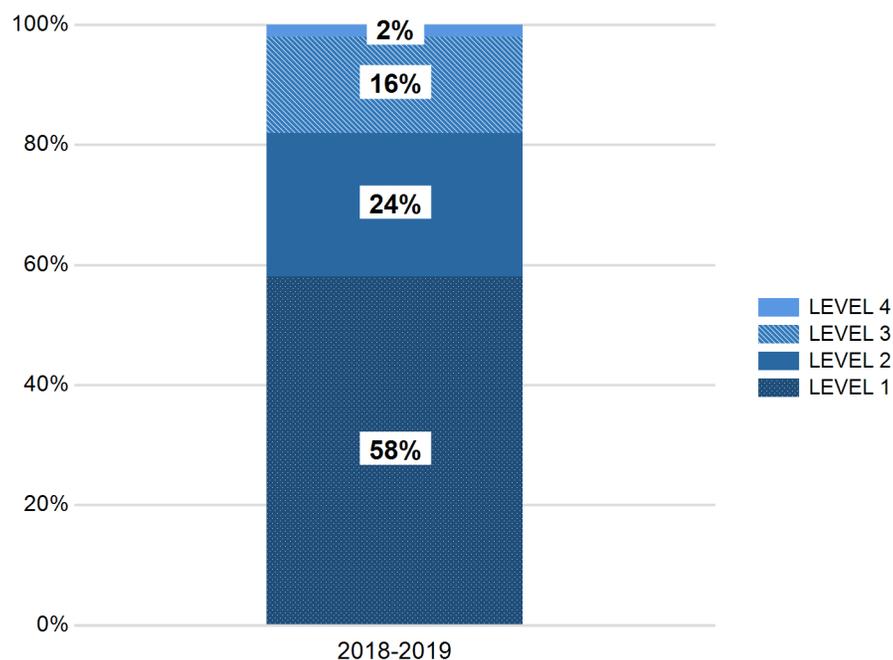
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	58	24	16	2
White	55	23	18	3
Hispanic	68	30	3	0
Black or African American	78	19	4	0
Asian, Native Hawaiian, or Pacific Islander	36	23	36	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	55	31	14	1
Male	61	17	18	4
Economically Disadvantaged Students	69	24	5	2
Non-Economically Disadvantaged Students	54	24	20	3
Students with Disabilities	77	14	6	3
Students without Disabilities	54	26	17	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
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	96.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	71.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	10.1%	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	454	476	Grade 10: 430 Grade 11: 460	54%	61%
PSAT 10/NMSQT - Math	448	477	Grade 10: 480 Grade 11: 510	31%	43%
SAT - Reading and Writing	553	539	480	79%	70%
SAT - Math	559	541	530	61%	53%
ACT - Reading	23	25	22	48%	66%
ACT - English	22	24	18	79%	81%
ACT - Math	22	24	22	45%	65%
ACT - Science	23	24	23	45%	57%



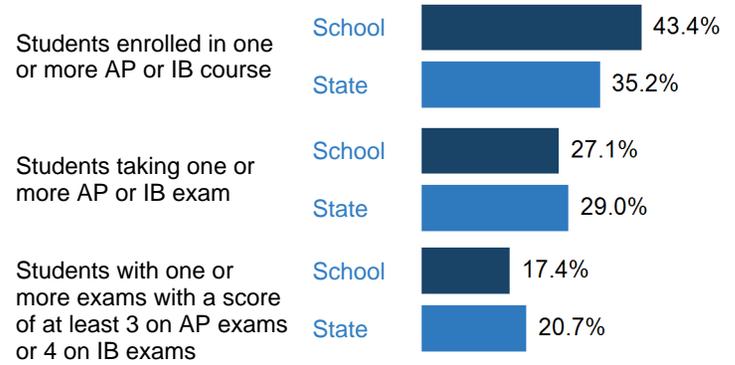
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	14	9
AP Calculus AB	0	4
AP Calculus BC	44	29
AP Chemistry	13	5
AP Computer Science A	62	7
AP Computer Science Principles	17	14
AP English Language and Composition	84	61
AP English Literature and Composition	90	49
AP French Language and Culture	3	3
AP Italian Language and Culture	4	0
AP Latin (Virgil, Catullus and Horace)	2	0
AP Macroeconomics	19	10
AP Microeconomics	13	0
AP Music Theory	8	3
AP Physics 1	54	29
AP Physics C	8	0



### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

2018-2019

#### Report Key:

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**N** No Data is available to display

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	102	45
AP Spanish Language	9	10
AP Spanish Literature	1	3
AP Statistics	65	28
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	6	4
AP U.S. Government and Politics	21	13
AP U.S. History	142	45
Total Exams taken		374
Exams with scores of at least 3 on AP exams or 4 on IB exams		209



**Cherry Hill High School West**  
 (07-0800-040)  
 Grades Offered: 09-12  
 2018-2019

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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.

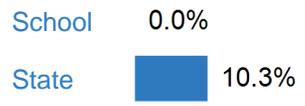
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

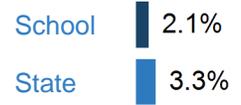
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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**





**Cherry Hill High School West**  
(07-0800-040)  
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	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



**Cherry Hill High School West**  
 (07-0800-040)  
 Grades Offered: 09-12  
 2018-2019

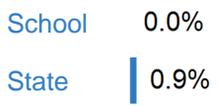
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**Industry-Valued Credentials**

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



**Cherry Hill High School West**  
(07-0800-040)  
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2018-2019

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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	210	130	12	0	0	0	26
10	185	190	121	13	0	0	9
11	9	37	142	101	14	1	61
12	4	5	24	35	77	64	148
Total	408	362	299	149	91	65	244
Enrolled in AP/IB Course					44	65	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	319	1	0	2	0	37
10	23	298	0	1	5	54
11	15	67	0	30	176	46
12	14	20	0	20	81	68
Total	371	386	0	53	262	205
Enrolled in AP/IB Course	14	13		0	62	0
Enrolled in Dual Enrollment Course	0	88	0	0	0	0



**Cherry Hill High School West**  
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2018-2019

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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.

### 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	343	3	0	0	0	12
10	12	342	0	0	0	16
11	8	305	2	41	0	19
12	4	57	17	115	0	52
Total	367	707	19	156	0	99
Enrolled in AP/IB Course	0	142	19	102		21
Enrolled in Dual Enrollment Course	0	60	0	102	0	52

### 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	165	48	43	38	0	10	0
10	227	60	15	9	0	10	0
11	145	33	7	15	0	8	0
12	63	17	7	8	0	10	0
Total	600	158	72	70	0	38	0
Enrolled in AP/IB Course	9	3	4	2	0	0	0
Enrolled in Dual Enrollment Course	216	81	6	17	0	0	0
Enrolled in Level 3 or Higher	208	78	2	15	0	0	0



**Cherry Hill High School West**  
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2018-2019

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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.

### 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	25	0	1	0	0	0
10	11	0	1	0	0	0
11	10	0	4	0	0	0
12	16	0	11	0	0	0
Total	62	0	17	0	0	0
Enrolled in AP/IB Course	62		17			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

2018-2019

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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
Chinese	*
French	*
Spanish	*
Total	*



**Cherry Hill High School West**  
 (07-0800-040)  
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 2018-2019

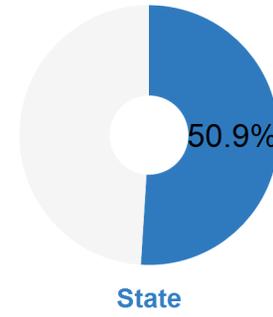
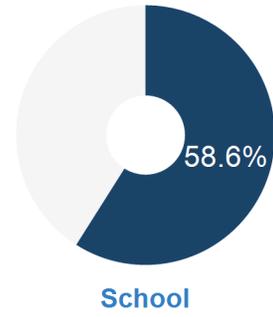
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**Visual and Performing Arts – Course Participation**

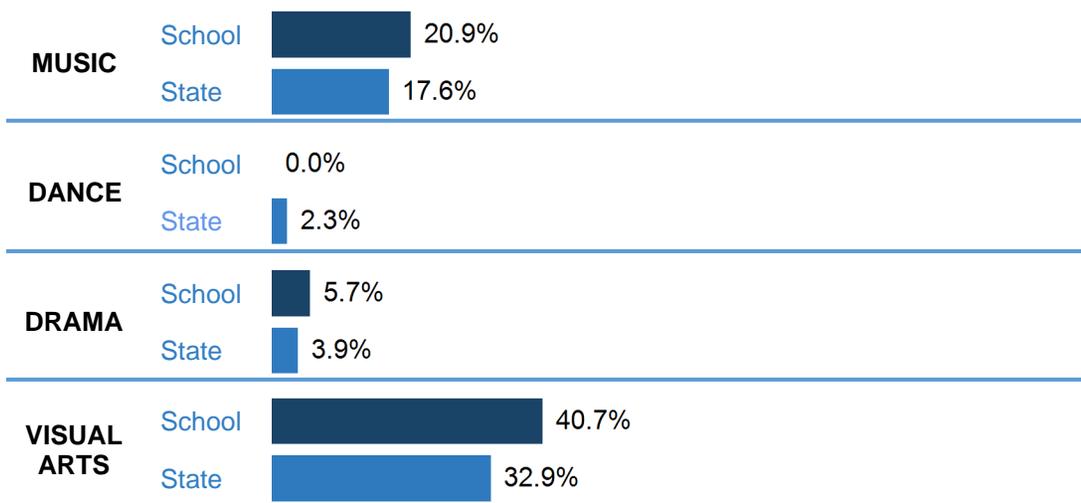
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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2018-2019

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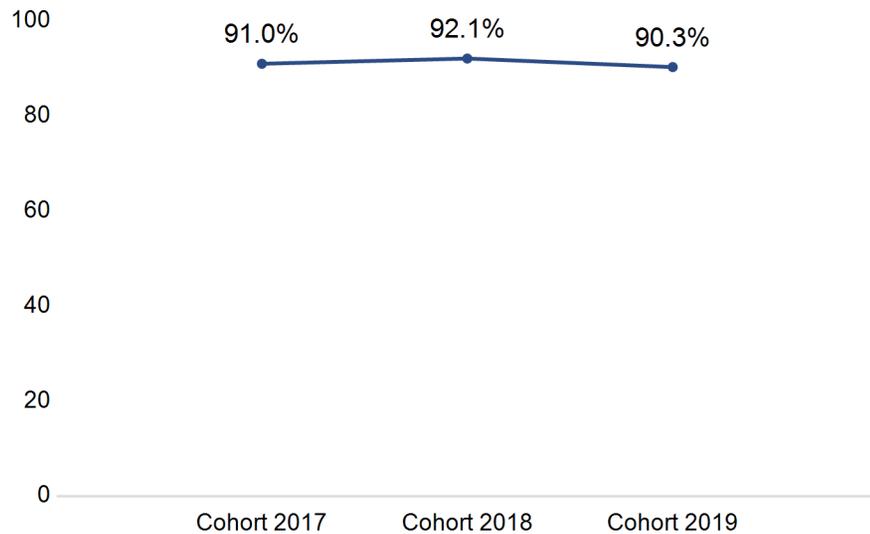
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

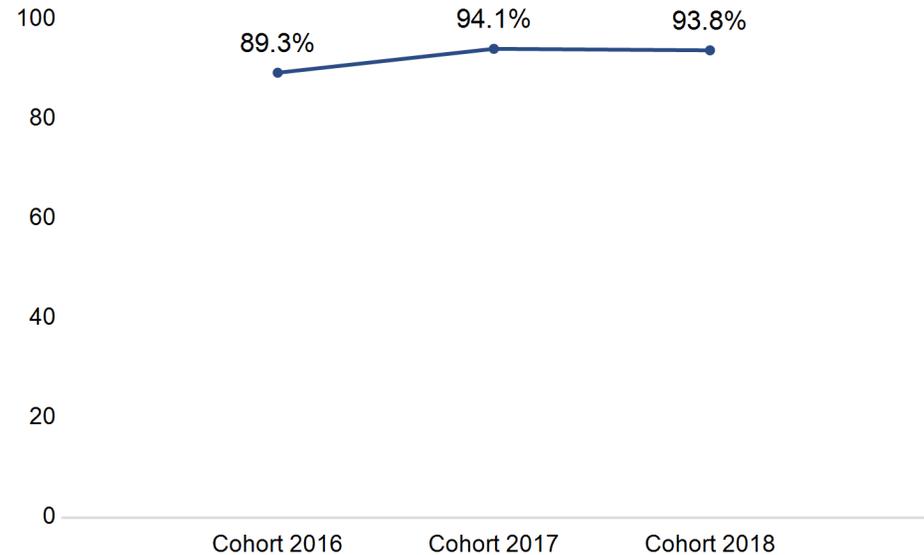
### Graduation Rate Trends and Progress

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	91.0%	92.1%	90.3%	89.3%	94.1%	93.8%
Annual Target	92.3%	92.4%		93.4%	93.5%	
Met Annual Target?	Not Met	Not Met		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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(07-0800-040)  
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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	90.3%	90.6%	93.8%	92.5%	92.1%	92.4%	Not Met	94.1%	93.5%	Met Target
White	90.5%	94.9%	94.4%	95.9%	93.4%	94.4%	Not Met	93.8%	95.1%	Not Met
Hispanic	93.1%	84.5%	94.7%	87.3%	93.0%	85.1%	Met Target	92.3%	91.1%	Met Target
Black or African American	*	83.3%	93.2%	87.1%	89.1%	90.3%	Not Met	94.0%	88.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	88.9%	96.9%	95.6%	97.8%	93.3%	91.1%	Met Target	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	72.7%	94.2%	72.7%	**	**	*	**	**
Female	94.5%	92.8%	94.9%	94.4%	92.7%			95.6%		
Male	86.8%	88.5%	92.6%	90.8%	91.5%			92.9%		
Economically Disadvantaged Students	90.5%	84.0%	94.5%	87.3%	92.8%	85.8%	Met Target	92.4%	90.6%	Met Target
Students with Disabilities	76.3%	79.2%	91.2%	83.8%	87.0%	81.1%	Met Target	86.6%	92.1%	Not Met
English Learners	84.6%	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
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	56.3%	57.2%
Substitute Competency Test	33.0%	28.9%
Portfolio Appeals Process	5.0%	7.5%
Alternate Requirements specified in IEP	5.3%	6.0%
Unknown	0.3%	0.3%

### 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	0.7%	1.2%
2017-2018	0.8%	1.2%
2016-2017	0.5%	1.1%



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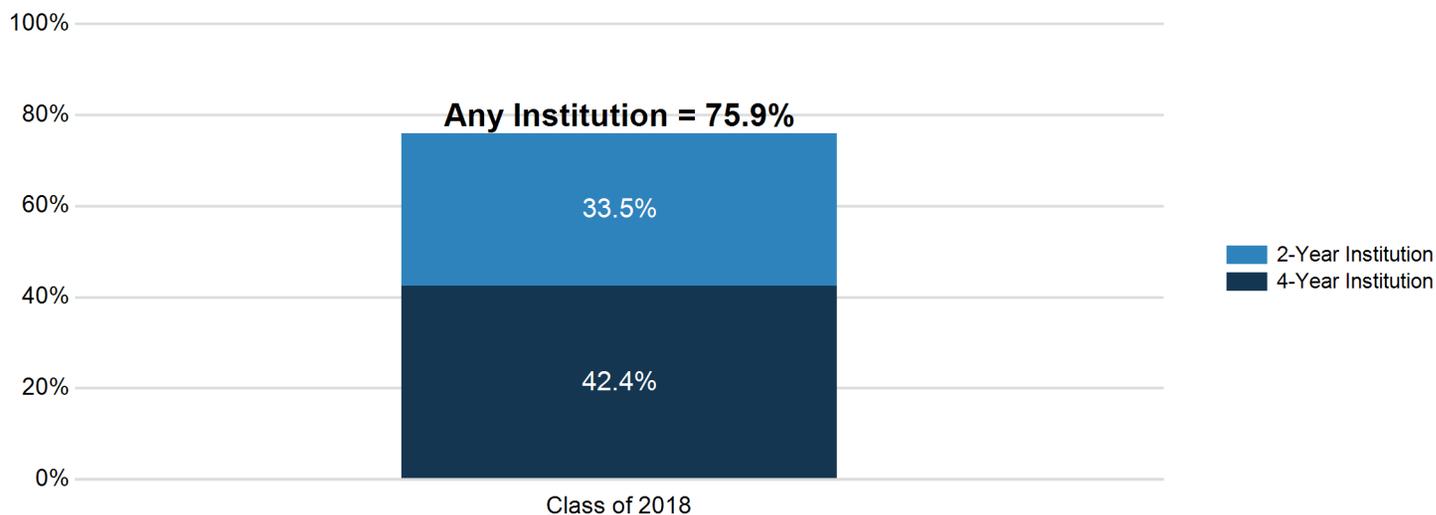
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### 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	33.5%
% Enrolled in 4-Year Institution	42.4%
% Enrolled in Any Postsecondary Institution	75.9%



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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 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	70.2%	31.9%	68.1%
White	71.6%	27.9%	72.1%
Hispanic	67.3%	48.6%	51.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.5%	30.3%	69.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	62.1%	46.3%	53.7%
Students with Disabilities	42.4%	50%	50%
English Learners	*	*	*

### 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	75.9%	44.2%	55.8%	81.8%	18.2%	73.6%	26.4%
White	76.2%	43.3%	56.7%	80.1%	19.9%	68.8%	31.2%
Hispanic	63.2%	55.6%	44.4%	80.6%	19.4%	77.8%	22.2%
Black or African American	83.3%	40%	60%	80%	20%	68.6%	31.4%
Asian, Native Hawaiian, or Pacific Islander	84.8%	41%	59%	87.2%	12.8%	87.2%	12.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	70%	42.9%	57.1%	100%	0%	100%	0%
Economically Disadvantaged Students	70.3%	60.9%	39.1%	82.8%	17.2%	85.9%	14.1%
Students with Disabilities	46.8%	72.4%	27.6%	93.1%	6.9%	82.8%	17.2%
English Learners	*	*	*	*	*	*	*



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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.

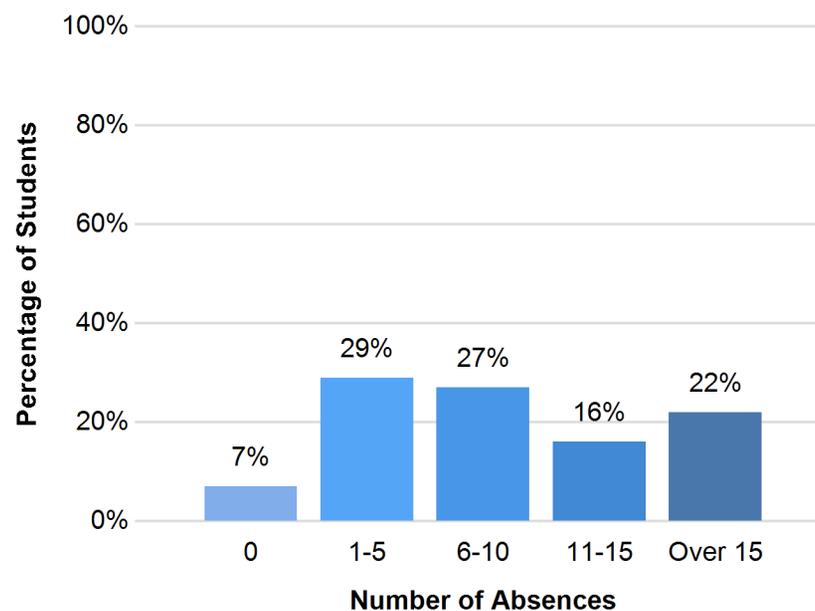
### Chronic Absenteeism

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	225	16.2	14.2	Not Met
White	123	16.5	14.2	Not Met
Hispanic	39	15.1	14.2	Not Met
Black or African American	39	22.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	17	10.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	105	16.2		
Male	120	16.3		
Economically Disadvantaged Students	89	22.0	14.2	Not Met
Students with Disabilities	90	27.3	14.2	Not Met
English Learners	11	25.0	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	1	8.3		
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.





### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

2018-2019

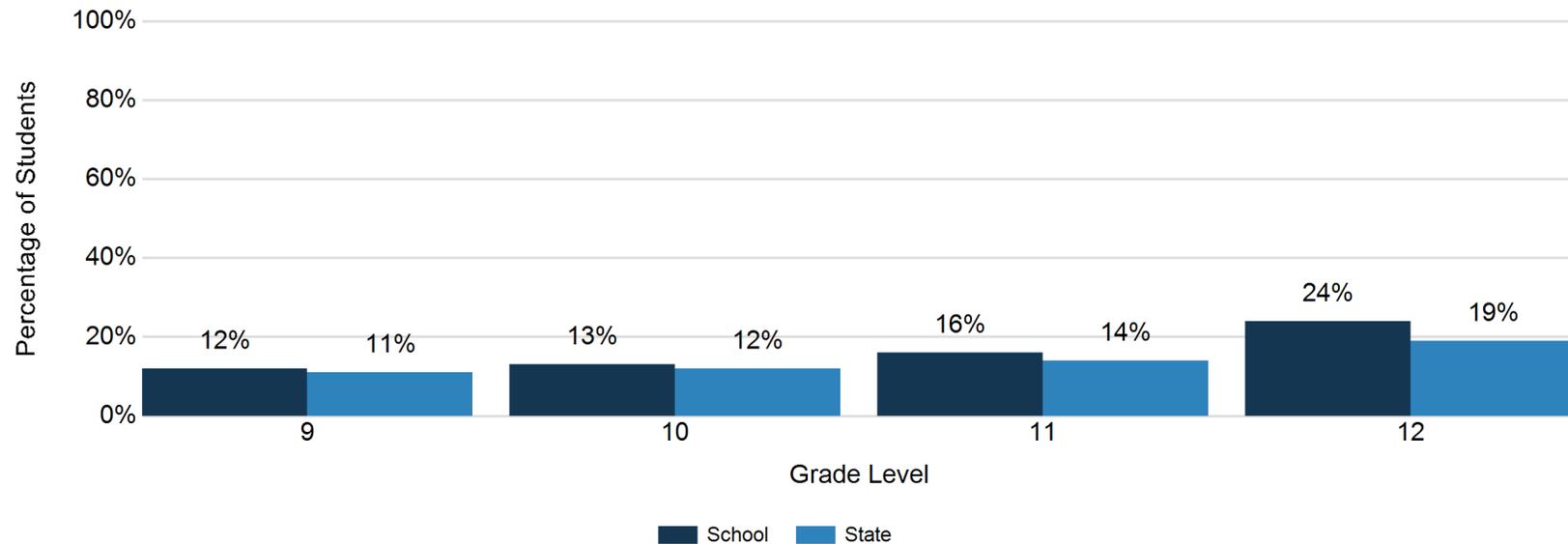
#### Report Key:

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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 by Grade

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





**Cherry Hill High School West**  
(07-0800-040)  
Grades Offered: 09-12  
2018-2019

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

**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	18
Weapons	1
Vandalism	7
Substances	12
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	3.87

**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	16
Weapons	1
Vandalism	5
Substances	11
Harassment, Intimidation, Bullying (HIB)	1
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	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	2	5	7
Sexual Orientation	4	3	7
Disability	0	0	0
Other	5	6	11
No Identified Nature	3		3

**Student Disciplinary Removals**

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	40	3.0%
Any Suspension	43	3.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	24	1.8%

School Days Missed due to Out-of-School Suspensions
210



### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 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	1:1



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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	106	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	74.5%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	220:1	231:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	47.6%	63.2%	33.3%	48.4%	77.1%	54.9%
Male	52.4%	36.8%	66.7%	51.6%	22.9%	45.1%
White	53.2%	91.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	19.1%	0.9%	16.7%	29.9%	7.3%	7.2%
Black or African American	12.5%	3.8%	33.3%	15.0%	6.6%	13.9%
Asian	11.8%	3.8%	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	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	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.

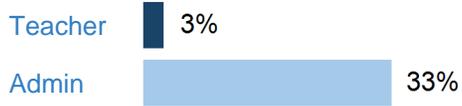
**Bachelor's Degree**



**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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	95.9%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
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	35.5%	49.9%	55.2%
Math Proficiency	13.3%	17.0%	23.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.0%	92.1%	90.3%
5-Year Graduation Rate†	89.3%	94.1%	93.8%
Progress toward English Language Proficiency		17.6%	22.9%
Chronic Absenteeism	15.3%	12.5%	16.2%

† 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	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	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Target	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Not Met	Met Target†	**	**	**	Not Met	No

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



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## School Narrative

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



### Highlights:

- 91% of graduating seniors continue their education on to college and other institutions.
- An active Principal's Student Advisory Council promotes student leadership and student voice.
- More than 1,000 male and female students participate in athletics on 26 varsity teams.



### Mission, Vision, Theme:

The vision for Cherry Hill High School West is to create a community of resilient learners who accept responsibility for their actions while participating in a rigorous, standards-based academic environment correlated with state standards. Students will be immersed in a 21st Century learning environment to foster their work ethic, self-advocacy, and adaptability. Students will model the virtues of respect, social and environmental responsibility, and American citizenship while committing to excellence.



### Awards, Recognition, Accomplishments:

Cherry Hill Public Schools has been designated as a National District of Character. Cherry Hill High School West received a Promising Practices award for its mentoring program. Cherry Hill West has been designated as a No Place For Hate school for six consecutive years. West students are recognized for success at the national, state, and local level in Science, Mathematics, Music, World language, DECA, Mock Trial, AFJROTC, music competitions, and community service efforts.



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#### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



#### Sports and Athletics:

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

West's Athletic Program has a rich and storied history of success in winning several sectional and state titles in each sport while featuring 26 varsity and junior varsity sports, along with 16 freshman teams. West Athletics also has 2 Unified Sports teams in conjunction with SONJ. Cherry Hill West competes in the National Division of the Olympic Conference. West pride is demonstrated via high participation numbers in all athletic programs and an active student body who support these programs. Upgraded facilities include a new artificial turf field, a state of the art sound system in the main gym, upgraded grass fields, new scoreboards, and new softball dugouts.



#### Clubs and Activities:

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



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 <p><b>Before and After School Programs:</b></p>	<p>National Honor Society and various World Language Honor Societies provide tutoring to students after school. Students in need of additional support may obtain teacher assistance via the Success Center. Supplemental support teachers are funded through Title I to provide assistance to students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>
 <p><b>Postsecondary Information:</b></p>	<p>More than 90% of seniors are college bound each year. The Guidance Department hosts an annual college night to discuss the application and process of applying for financial aid. A semesterized SAT course is offered during the school day, and SAT/ACT workshops are offered each summer; PSATs are administered during the school day each October. A sampling of colleges/universities attended by Class of 2019 graduates is: Brown U., Drexel U., Rutgers U., Harvard U., Rider U., NYU and Rowan U. Graduates also enlist in the military each year.</p>



**Cherry Hill High School West**  
(07-0800-040)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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### School Narrative

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



#### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



#### Student Health and Wellness:

Students receive a semester of Health education each year that covers healthy living, driver education, and making good choices. Students complete a semester of Physical Education each year, and learn lifetime fitness techniques and game play. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



#### Parent and Community Involvement:

There is an active PTA, and a district SEPTA (Special Education PTA). These groups meet with the school administration and hold meetings to inform parents about school events, as well as to provide feedback. Parents have access to Genesis Parent Portal containing information about grades and assignments for their children. Teachers provide updates on a frequent basis. Community partnerships with the Cherry Hill African American and Hispanic Civic Associations are another important hallmark of Cherry Hill High School West.



**Cherry Hill High School West**  
(07-0800-040)  
Grades Offered: 09-12  
2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys were completed in association with the school's work with the Quaglia Institute.</p>
 <p>Facilities:</p>	<p>Cherry Hill West was built in 1956 and underwent several additions including a major science wing addition. There is an active library with a computer lab and several other computer labs throughout the building. Some central air conditioning is present along with window units. The main gymnasium has a new sound system, and the field recently received turf and a new track surface. External and internal security cameras have been installed and a security vestibule will be installed in the next school year.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at High Schools East and West. Campus police staff are assigned at both high schools. The District Security office is located in the same building as the Alternative High School. Security and fire drills are conducted as per DOE regulations at all three high schools.</p>



### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

2018-2019

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### Technology and STEM:

Access to robust technology platforms and devices empowers West students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, supports computational thinking, and prepares students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity." West embraces technology both inside and outside the classroom, with courses such as Applied Technology, AP Programming & Sustainable Design, and an active Broadcasting Club. West recognizes the need to continuously enhance technology capacity to bolster its academic program with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



### Cherry Hill High School West

(07-0800-040)

Grades Offered: 09-12

2018-2019

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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



### Cherry Hill High School East

(07-0800-030)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:



**Cherry Hill High School East**  
(07-0800-030)  
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	Cherry Hill School District
Principal Name	Dr. Dennis Perry
Address	1750 Kresson Rd. CHERRY HILL, NJ 08003-2598
Phone Number	856-424-2222
Email Address	<a href="mailto:DPerry@chclc.org">DPerry@chclc.org</a>
Website	<a href="https://east.chclc.org">https://east.chclc.org</a>



### Cherry Hill High School East

(07-0800-030)

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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	566	546	557
10	547	559	543
11	529	542	546
12	541	524	539
Total	2,183	2,171	2,185

#### 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	50.2%	49.5%	49.2%
Male	49.8%	50.5%	50.8%
Economically Disadvantaged Students	11.7%	12.5%	11.5%
Students with Disabilities	10.2%	9.9%	9.2%
English Learners	0.8%	1.0%	0.9%
Homeless Students	0.4%	0.3%	0.3%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.1%	0.8%
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	62.2%	62.1%	60.9%
Hispanic	5.9%	5.6%	6.2%
Black or African American	6.2%	5.6%	5.9%
Asian	22.4%	23.2%	23.8%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.1%	3.5%	3.1%

#### 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	2,183	2,171	2,185
Shared Time Students	0	0	0
Full Time Equivalent	2,183	2,171	2,185

#### 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	79.2%
Chinese	3.9%
Korean	2.4%
Vietnamese	2.2%
Spanish	1.8%
Other Languages	10.5%



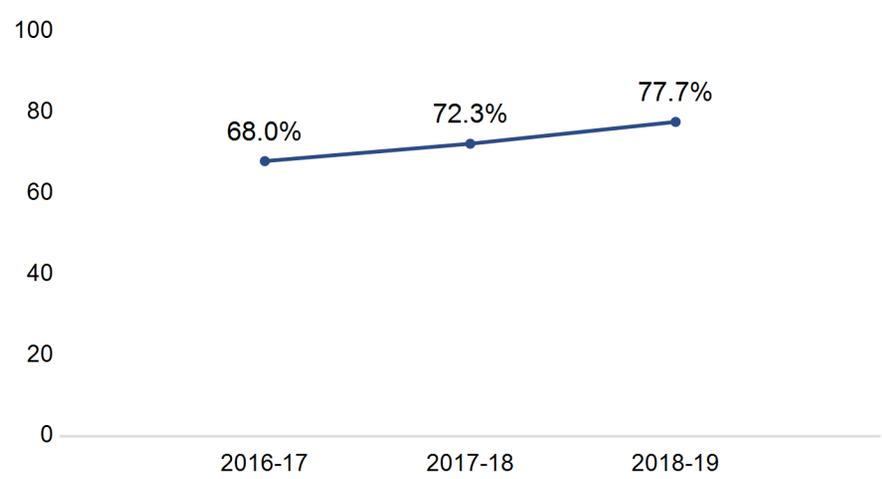
**Cherry Hill High School East**  
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 2018-2019

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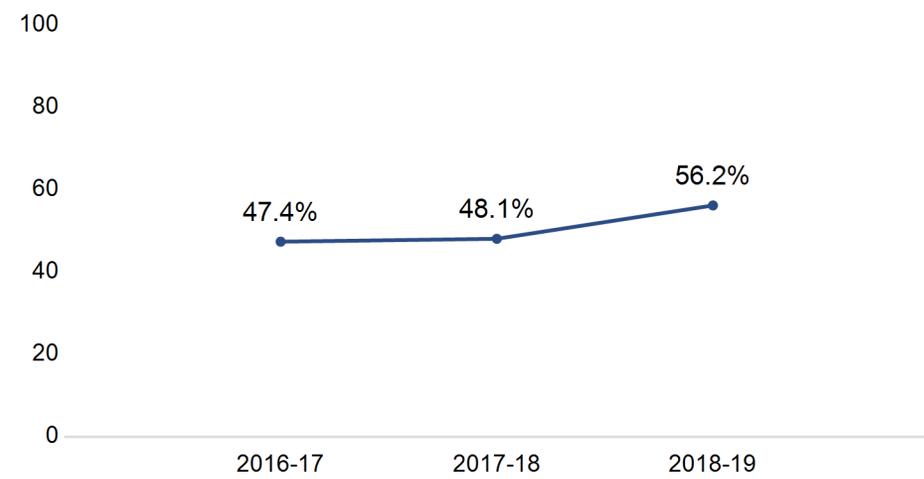
**English Language Arts and Mathematics Performance Trends**

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.

**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	90.7%	99.1%	98.9%	90.0%	98.3%	98.7%
Proficiency Rate for Federal Accountability	68.0%	72.3%	77.7%	47.4%	48.1%	56.2%
Annual Target	51.3%	52.8%	54.3%	46.8%	48.5%	50.2%
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	1081	98.9	77.7	69.5	57.9	77.7	54.3	Met Target
White	652	98.9	79.9	73.8	66.9	79.9	51	Met Target
Hispanic	69	98.6	55.1	*	43.9	55.1	47.8	Met Target
Black or African American	75	98.7	45.3	46.6	38.5	45.3	39.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	248	98.8	86.7	*	82.9	86.7	70.9	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	37	100.0	86.5	*	64.4	86.5	46.9	Met Goal
Female	542	99.3	80.6	76.2	64.8	80.6		
Male	539	98.6	74.8	63.2	51.3	74.8		
Economically Disadvantaged Students	116	99.2	65.5	*	40.0	65.5	49.2	Met Target
Non-Economically Disadvantaged Students	965	98.9	79.2	*	67.9	79.2		
Students with Disabilities	118	99.2	39.0	34.0	22.7	39.0	27.1	Met Target
Students without Disabilities	963	98.9	82.5	78.1	65.1	82.5		
English Learners	20	100.0	35.0	41.4	29.3	35.0	75.9	Not Met
Non-English Learners	1061	98.9	78.5	71.0	60.6	78.5		
Homeless Students	*	*	*	31.6	29.1	*		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	12	100.0	83.3	64.0	57.8	83.3		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



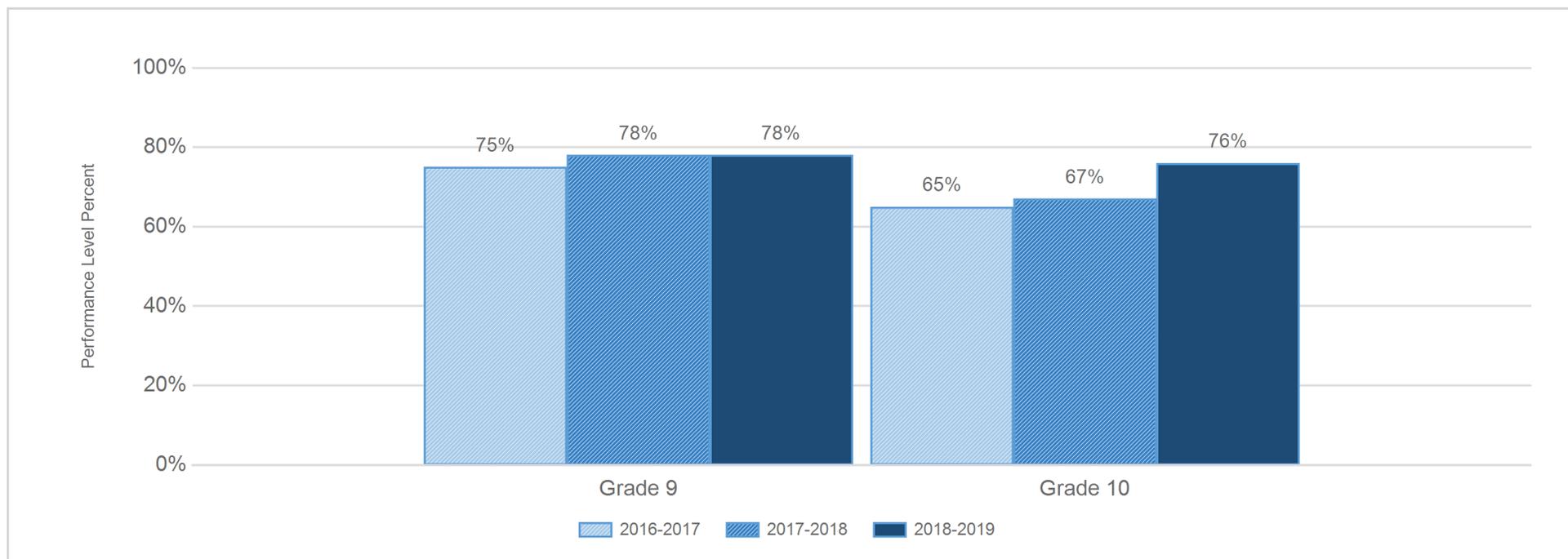
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	558	774	767	753	3%	3%	15%	43%	35%	78%	56%
White	319	774	770	762	*	*	15%	50%	31%	81%	65%
Hispanic	47	759	749	737	*	*	*	34%	28%	62%	40%
Black or African American	40	743	742	732	*	*	35%	*	*	43%	33%
Asian, Native Hawaiian, or Pacific Islander	132	790	781	783	*	*	10%	32%	56%	88%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	20	778	772	761	0%	*	*	*	*	85%	63%
Female	285	777	771	760	*	*	15%	43%	38%	81%	63%
Male	273	771	762	746	*	*	16%	44%	32%	76%	49%
Economically Disadvantaged Students	69	759	745	734	*	*	22%	39%	22%	61%	36%
Non-Economically Disadvantaged Students	489	776	773	762	*	*	15%	44%	37%	81%	65%
Students with Disabilities	70	739	732	717	*	*	30%	*	*	41%	17%
Students without Disabilities	488	779	773	760	*	*	13%	*	*	84%	63%
English Learners	*	*	704	693	*	*	*	*	*	*	*
Non-English Learners	*	*	768	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	10	775	*	755	0%	0%	*	*	*	80%	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
<b>Schoolwide</b>	529	781	769	757	4%	8%	12%	35%	41%	76%	58%
White	335	781	773	767	4%	6%	10%	39%	40%	79%	67%
Hispanic	23	742	740	738	*	*	*	*	*	39%	43%
Black or African American	36	760	745	733	*	*	28%	*	*	47%	38%
Asian, Native Hawaiian, or Pacific Islander	118	794	784	792	*	*	9%	28%	56%	84%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	17	793	775	766	*	*	*	*	*	82%	65%
Female	259	788	778	766	*	*	11%	33%	47%	80%	66%
Male	270	775	762	749	*	*	12%	37%	36%	73%	51%
Economically Disadvantaged Students	51	768	746	735	*	*	*	33%	33%	67%	40%
Non-Economically Disadvantaged Students	478	783	774	767	*	*	*	35%	42%	77%	67%
Students with Disabilities	49	733	726	711	27%	*	24%	*	*	35%	19%
Students without Disabilities	480	786	777	765	2%	*	10%	*	*	80%	65%
English Learners	*	*	691	687	*	*	*	*	*	*	*
Non-English Learners	*	*	771	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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.

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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	1021	98.7	56.2	53.7	44.5	56.2	50.2	Met Target
White	624	98.6	57.4	57.3	54.1	57.4	45.1	Met Target
Hispanic	66	98.5	27.3	*	28.8	27.3	32.1	Met Target†
Black or African American	74	100.0	33.8	28.8	23.0	33.8	34.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	222	98.3	69.8	70.4	76.5	69.8	74.9	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	35	100.0	51.4	*	53.3	51.4	47.8	Met Target
Female	517	98.7	51.6	53.5	44.9	51.6		
Male	504	98.7	60.9	53.9	44.2	60.9		
Economically Disadvantaged Students	112	99.1	47.3	*	26.3	47.3	50.1	Met Target†
Non-Economically Disadvantaged Students	909	98.6	57.3	*	54.9	57.3		
Students with Disabilities	104	97.3	23.1	27.7	17.4	23.1	21.5	Met Target
Students without Disabilities	917	98.8	60.0	59.9	50.0	60.0		
English Learners	23	100.0	43.5	40.0	25.0	43.5	59.1	Met Target†
Non-English Learners	998	98.6	56.5	54.5	46.5	56.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	11	100.0	63.6	55.7	46.4	63.6		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



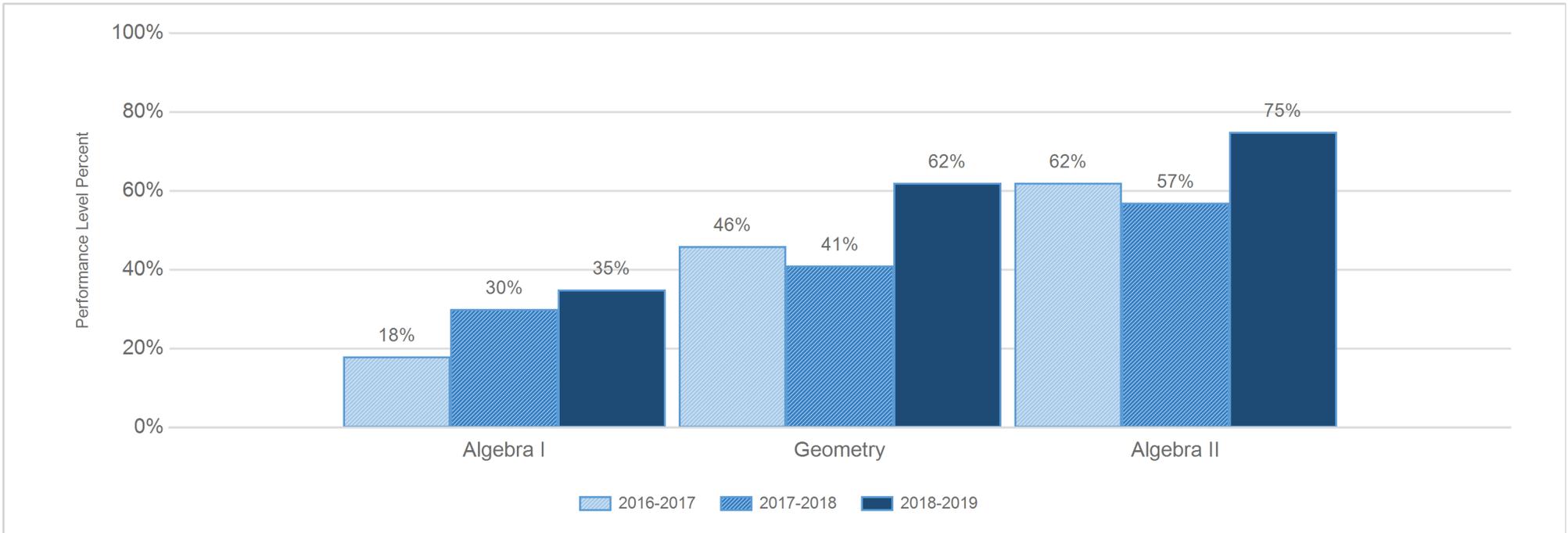
**Cherry Hill High School East**  
(07-0800-030)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### 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
<b>Schoolwide</b>	378	740	749	744	4%	26%	35%	*	*	35%	42%
White	218	741	753	752	*	*	35%	39%	0%	39%	53%
Hispanic	42	733	732	728	*	36%	40%	*	*	17%	24%
Black or African American	53	731	727	725	*	47%	28%	*	*	23%	20%
Asian, Native Hawaiian, or Pacific Islander	50	748	767	775	*	*	40%	*	*	44%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	15	741	749	752	*	*	*	*	*	33%	51%
Female	215	739	751	745	*	27%	38%	*	*	32%	44%
Male	163	741	748	743	*	24%	33%	*	*	38%	41%
Economically Disadvantaged Students	58	733	733	727	*	36%	31%	*	*	28%	23%
Non-Economically Disadvantaged Students	320	741	754	752	*	24%	36%	*	*	36%	52%
Students with Disabilities	72	728	727	717	*	43%	36%	*	*	14%	12%
Students without Disabilities	306	743	754	748	*	22%	35%	*	*	40%	47%
English Learners	10	741	724	710	0%	*	*	*	*	30%	*
Non-English Learners	368	740	750	745	4%	*	*	*	*	35%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	753	744	*	*	*	*	*	*	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
<b>Schoolwide</b>	329	753	751	737	*	6%	30%	*	*	62%	35%
White	217	753	751	743	*	5%	31%	*	*	63%	43%
Hispanic	16	737	*	724	*	*	*	*	*	31%	17%
Black or African American	12	748	*	720	0%	*	*	*	*	50%	14%
Asian, Native Hawaiian, or Pacific Islander	73	755	*	762	0%	*	23%	*	*	68%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	11	749	751	745	*	*	*	*	*	55%	46%
Female	150	753	750	738	*	*	35%	*	*	59%	36%
Male	179	753	752	736	*	*	26%	*	*	65%	34%
Economically Disadvantaged Students	29	748	742	722	*	*	41%	*	*	48%	16%
Non-Economically Disadvantaged Students	300	753	752	743	*	*	29%	*	*	63%	43%
Students with Disabilities	24	731	724	712	*	*	*	*	*	38%	*
Students without Disabilities	305	754	753	741	*	*	*	*	*	64%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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
<b>Schoolwide</b>	320	770	762	755	*	*	18%	63%	12%	75%	58%
White	190	765	758	758	*	*	19%	63%	8%	72%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	10	761	*	725	0%	0%	*	*	*	70%	27%
Asian, Native Hawaiian, or Pacific Islander	102	781	774	777	*	*	14%	61%	22%	82%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	766	761	*	*	*	*	*	*	65%
Female	154	765	759	752	*	*	21%	62%	10%	71%	55%
Male	166	774	764	758	*	*	14%	64%	14%	78%	62%
Economically Disadvantaged Students	29	775	758	729	*	*	*	*	*	79%	32%
Non-Economically Disadvantaged Students	291	770	762	761	*	*	*	*	*	75%	65%
Students with Disabilities	*	*	770	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	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	*	*

## 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	50.0%	**	**

† 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	10	90.0%	10.0%
5 or more	*	*	*



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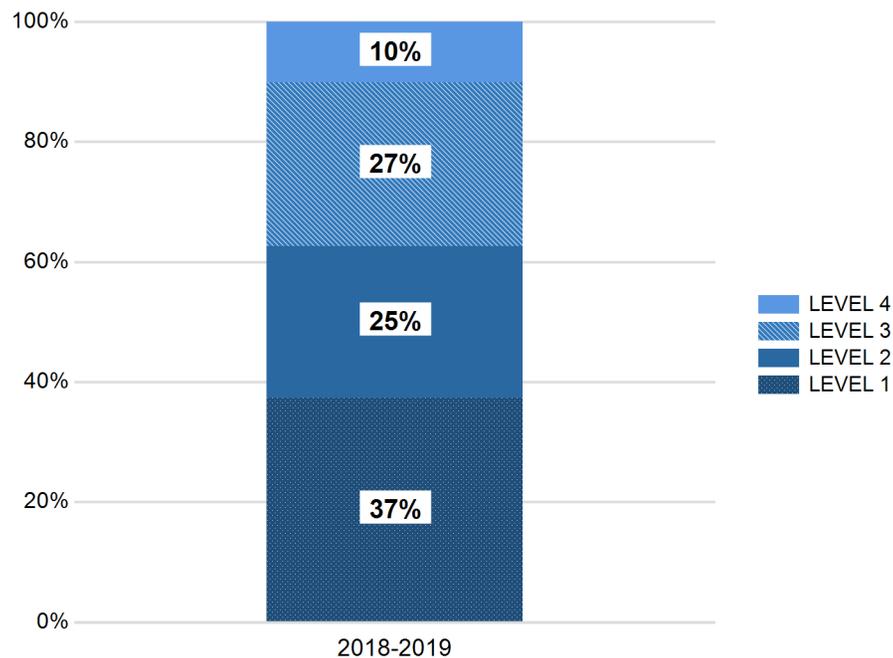
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	37	25	27	10
White	36	26	29	8
Hispanic	56	26	10	8
Black or African American	63	11	26	0
Asian, Native Hawaiian, or Pacific Islander	28	26	27	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	54	31	15	0
Female	35	26	28	11
Male	40	25	26	9
Economically Disadvantaged Students	50	16	31	3
Non-Economically Disadvantaged Students	36	27	26	11
Students with Disabilities	70	18	11	2
Students without Disabilities	33	26	29	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
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	98.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	91.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	21.7%	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	525	476	Grade 10: 430 Grade 11: 460	80%	61%
PSAT 10/NMSQT - Math	527	477	Grade 10: 480 Grade 11: 510	63%	43%
SAT - Reading and Writing	612	539	480	93%	70%
SAT - Math	633	541	530	83%	53%
ACT - Reading	26	25	22	74%	66%
ACT - English	26	24	18	89%	81%
ACT - Math	26	24	22	82%	65%
ACT - Science	25	24	23	63%	57%



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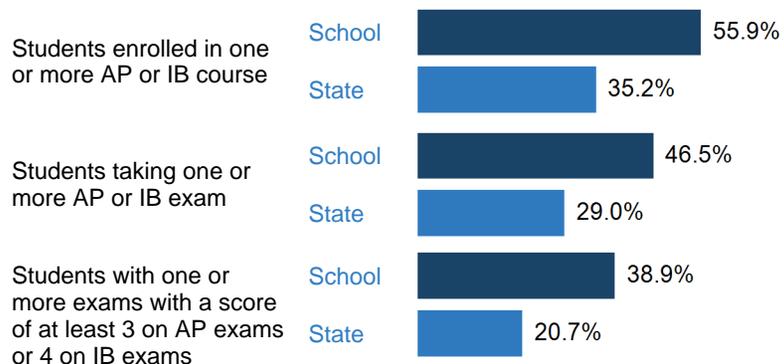
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	48	39
AP Calculus BC	101	96
AP Chemistry	107	99
AP Chinese Language and Culture	0	14
AP Computer Science A	29	17
AP Computer Science Principles	50	36
AP English Language and Composition	111	103
AP English Literature and Composition	125	79
AP European History	0	1
AP French Language and Culture	25	19
AP German Language and Culture	13	5
AP Latin (Virgil, Catullus and Horace)	12	2
AP Macroeconomics	103	47
AP Microeconomics	102	81
AP Music Theory	14	7
AP Physics 1	184	140



### Cherry Hill High School East

(07-0800-030)

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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	45	0
AP Physics C: Electricity and Magnetism	0	24
AP Physics C: Mechanics	0	30
AP Psychology	175	137
AP Research	24	19
AP Seminar	0	13
AP Spanish Language	39	38
AP Statistics	102	79
AP Studio Art—Two-Dimensional	20	2
AP U.S. Government and Politics	32	27
AP U.S. History	248	100
AP World History	58	36
Total Exams taken		1290
Exams with scores of at least 3 on AP exams or 4 on IB exams		1029



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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.

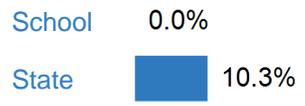
**CTE Participants**

(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**





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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	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	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	256	274	61	0	0	0	28
10	148	202	293	52	1	0	0
11	12	32	195	277	44	5	18
12	1	2	14	96	224	97	156
Total	417	510	563	425	269	102	202
Enrolled in AP/IB Course					101	102	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	554	0	0	1	0	25
10	26	516	0	0	22	40
11	35	139	0	41	250	99
12	65	26	0	36	205	115
Total	680	681	0	78	477	279
Enrolled in AP/IB Course	48	107		0	227	0
Enrolled in Dual Enrollment Course	0	217	0	0	0	0



**Cherry Hill High School East**  
(07-0800-030)  
Grades Offered: 09-12  
2018-2019

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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.

### 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	563	1	0	0	0	22
10	12	505	1	0	0	36
11	10	497	15	45	0	72
12	53	30	87	214	0	103
Total	638	1033	103	259	0	233
Enrolled in AP/IB Course	58	248	103	175		32
Enrolled in Dual Enrollment Course	58	107	0	175	0	196

### 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	316	38	0	35	34	29	0
10	328	102	0	38	45	20	0
11	308	69	0	40	28	34	0
12	126	43	0	29	28	29	0
Total	1078	252	0	142	135	112	0
Enrolled in AP/IB Course	39	25	0	12	13	0	0
Enrolled in Dual Enrollment Course	612	207	0	56	32	0	0
Enrolled in Level 3 or Higher	576	182	0	44	20	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	32	0	0	0	0	0
10	31	0	13	0	0	0
11	25	0	12	0	0	0
12	45	0	25	0	0	0
Total	133	0	50	0	0	0
Enrolled in AP/IB Course	29		50			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Cherry Hill High School East**

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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
Chinese	*
French	*
German	*
Korean	*
Latin	*
Spanish	26
Total	45



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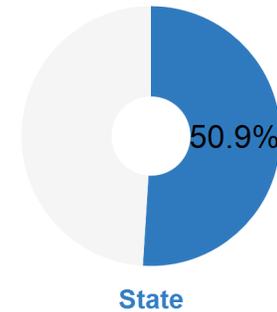
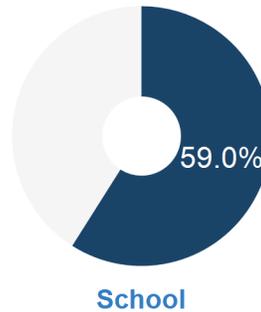
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## Visual and Performing Arts – Course Participation

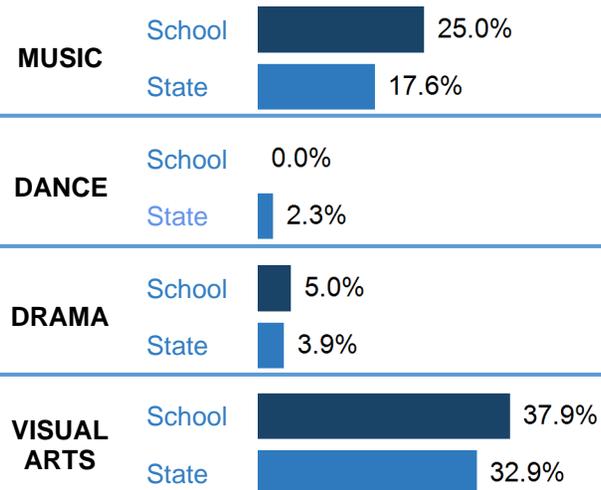
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





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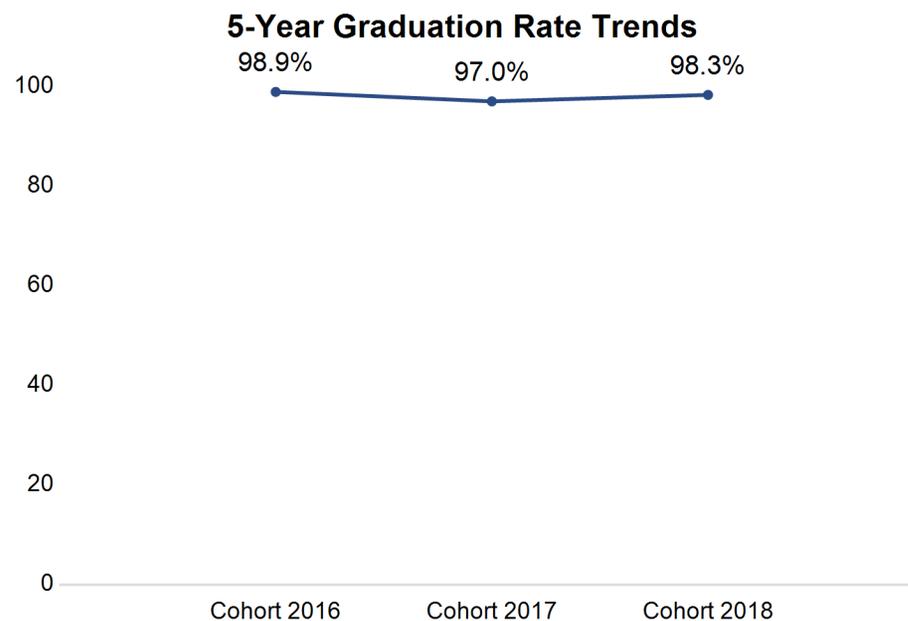
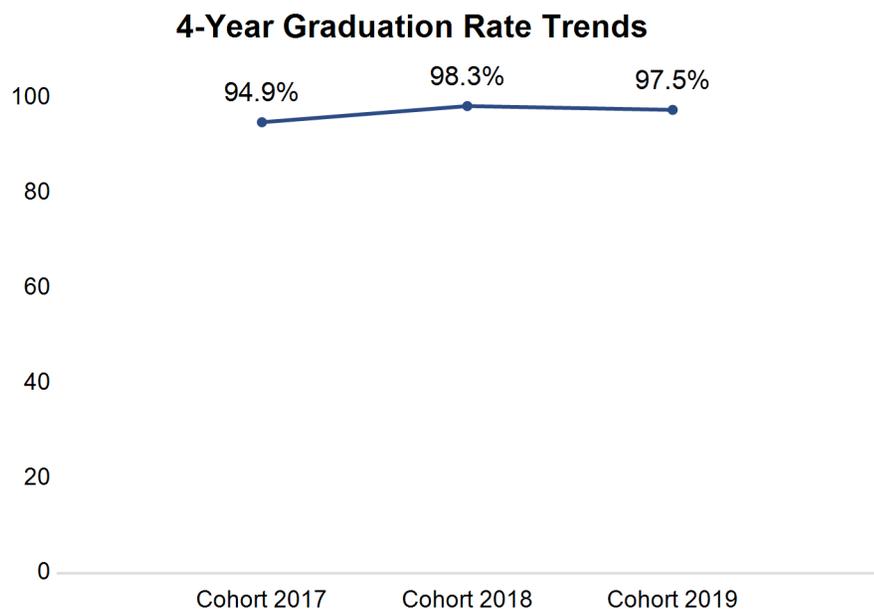
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### 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.



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	94.9%	98.3%	97.5%	98.9%	97.0%	98.3%
Annual Target	95.0%	N		N	N	
Met Annual Target?	Not Met	Met Goal		Met Goal	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	97.5%	90.6%	98.3%	92.5%	98.3%	N	Met Goal	97.0%	N	Met Goal
White	96.5%	94.9%	98.2%	95.9%	98.2%	N	Met Goal	96.9%	N	Met Goal
Hispanic	100.0%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	96.7%	N	Met Goal
Black or African American	94.1%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	95.7%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	97.3%	97.8%	97.3%	N	Met Goal	98.4%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	100.0%	91.4%	100.0%	94.2%	100.0%	N	Met Goal	90.9%	**	**
Female	98.1%	92.8%	98.2%	94.4%	98.2%			98.6%		
Male	96.9%	88.5%	98.5%	90.8%	98.5%			95.5%		
Economically Disadvantaged Students	95.6%	84.0%	97.7%	87.3%	97.7%	N	Met Goal	93.9%	93.1%	Met Target
Students with Disabilities	88.1%	79.2%	95.4%	83.8%	95.4%	N	Met Goal	90.3%	93.1%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	*			*		
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	77.4%	81.4%
Substitute Competency Test	21.7%	16.0%
Portfolio Appeals Process	0.0%	0.2%
Alternate Requirements specified in IEP	0.9%	2.4%
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	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.3%	1.1%



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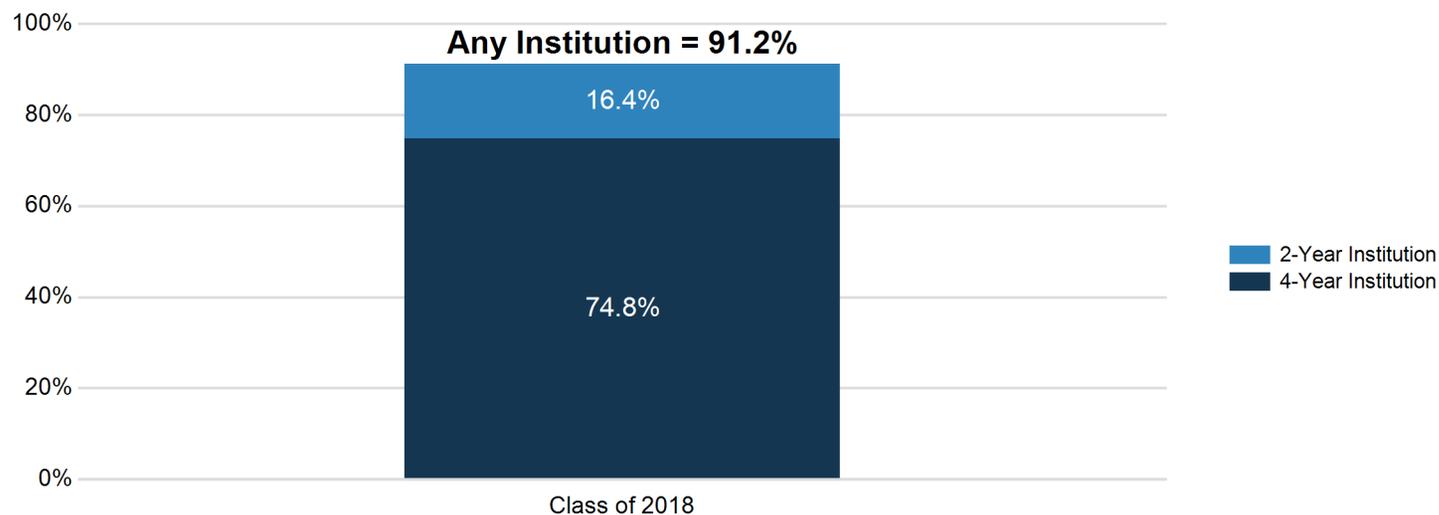
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	16.4%
% Enrolled in 4-Year Institution	74.8%
% Enrolled in Any Postsecondary Institution	91.2%



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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	90.7%	10.6%	89.4%
White	90.9%	9.7%	90.3%
Hispanic	78.3%	22.2%	77.8%
Black or African American	80.6%	28%	72%
Asian, Native Hawaiian, or Pacific Islander	95.6%	6.9%	93.1%
American Indian or Alaska Native	N	N	N
Two or More Races	84.2%	18.8%	81.3%
Economically Disadvantaged Students	87.3%	16.7%	83.3%
Students with Disabilities	84.1%	40.5%	59.5%
English Learners	*	*	*

### 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	91.2%	17.9%	82.1%	76.1%	23.9%	53.2%	46.8%
White	92%	17.4%	82.6%	76.3%	23.7%	47.2%	52.8%
Hispanic	88.2%	36.7%	63.3%	86.7%	13.3%	73.3%	26.7%
Black or African American	85.7%	33.3%	66.7%	76.7%	23.3%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	92.9%	7.6%	92.4%	71.4%	28.6%	60%	40%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	84%	28.6%	71.4%	81%	19%	57.1%	42.9%
Economically Disadvantaged Students	74.7%	21.4%	78.6%	66.1%	33.9%	66.1%	33.9%
Students with Disabilities	75.7%	41.5%	58.5%	84.9%	15.1%	67.9%	32.1%
English Learners	*	*	*	*	*	*	*



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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.

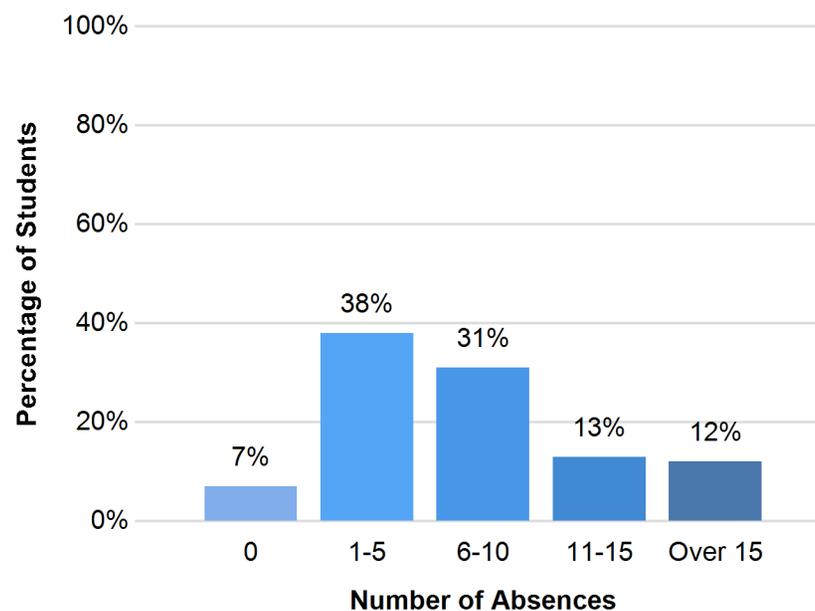
### Chronic Absenteeism

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	181	8.1	14.2	Met
White	121	8.9	14.2	Met
Hispanic	20	14.6	14.2	Not Met
Black or African American	18	13.4	14.2	Met
Asian, Native Hawaiian, or Pacific	16	3.0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	8.3	14.2	Met
Female	97	8.9		
Male	84	7.3		
Economically Disadvantaged Students	28	10.9	14.2	Met
Students with Disabilities	63	25.3	14.2	Not Met
English Learners	1	5.0	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	2	11.1		
Migrant Students	N	N		

### Days Absent

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





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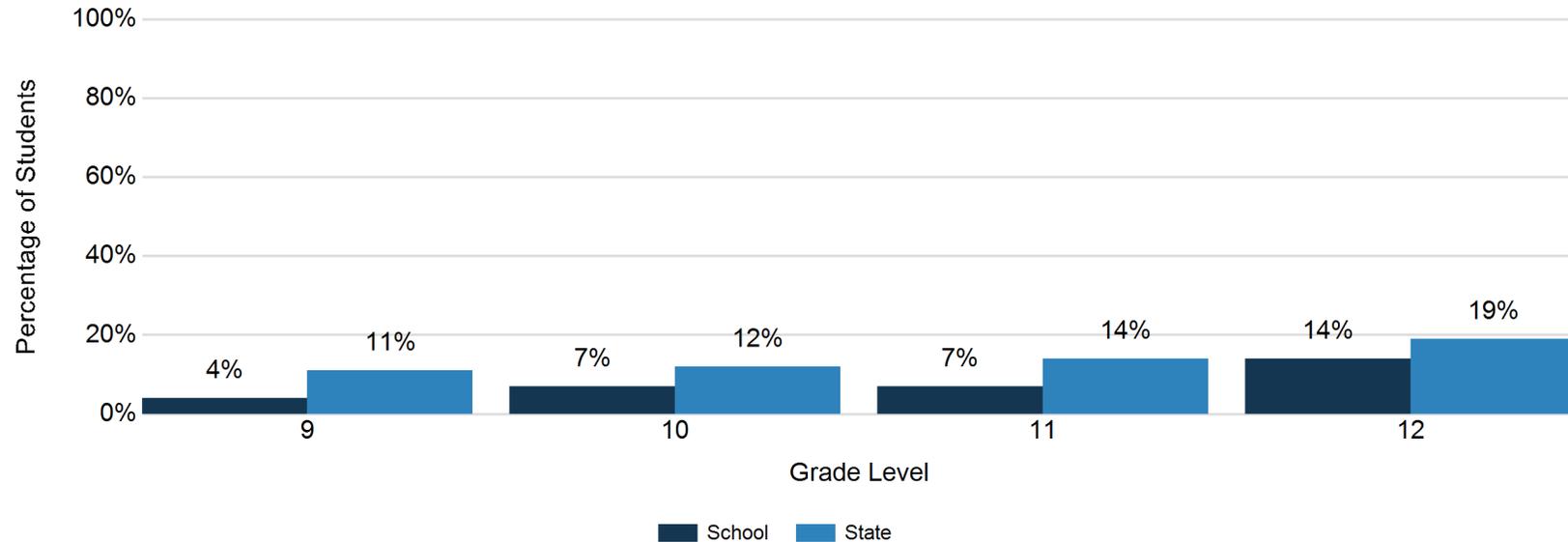
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	4
Weapons	0
Vandalism	1
Substances	17
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	1.46

### 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	4
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	1
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	1	3	4
Religion	0	0	0
Ancestry	0	0	0
Gender	3	3	6
Sexual Orientation	1	3	4
Disability	1	0	1
Other	0	2	2
No Identified Nature	9		9

### 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	21	1.0%
Any Suspension	21	1.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
103



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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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 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	1:1



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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	138	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.1%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	16:1	13:1
Students to Administrators	364:1	231:1
Teachers to Administrators	23:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	49.2%	64.5%	16.7%	48.4%	77.1%	54.9%
Male	50.8%	35.5%	83.3%	51.6%	22.9%	45.1%
White	60.9%	87.0%	66.7%	42.4%	83.6%	77.4%
Hispanic	6.2%	3.6%	16.7%	29.9%	7.3%	7.2%
Black or African American	5.9%	5.8%	16.7%	15.0%	6.6%	13.9%
Asian	23.8%	3.6%	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	0.2%	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%



**Cherry Hill High School East**  
 (07-0800-030)  
 Grades Offered: 09-12  
 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

**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.

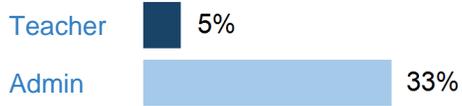
**Bachelor's Degree**



**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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.3%



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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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 (07-0800-030)  
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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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.



**Cherry Hill High School East**  
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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	68.0%	72.3%	77.7%
Math Proficiency	47.4%	48.1%	56.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.9%	98.3%	97.5%
5-Year Graduation Rate†	98.9%	97.0%	98.3%
Progress toward English Language Proficiency		50.0%	50.0%
Chronic Absenteeism	6.2%	7.1%	8.1%

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



### Cherry Hill High School East

(07-0800-030)

Grades Offered: 09-12

2018-2019

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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†	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Target	Met Goal	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Met Target	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Met Goal	Not Met	n/a	Not Met	No
English Learners	Not Met	Met Target†	**	**	**	Met	No

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



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## School Narrative

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



### Highlights:

- 94% of graduating seniors continue their education on to college and other institutions
- Serves more than 2,100 students of wide-ranging cultural heritage and experience, 16% of whom speak English as a second language
- Offers in excess of 190 honors, accelerated and standard courses, spanning a broad spectrum of academic, aesthetic and elective disciplines.



### Mission, Vision, Theme:

Cherry Hill East is guided by the commitments the community makes to academic excellence, personal integrity, and positive citizenship. The East community has articulated the following five commitments to promote and recognize in all students and staff members: A Welcoming Environment, Academic Excellence, Full Engagement, Grit/Resilience, and Community Partnerships.



### Awards, Recognition, Accomplishments:

The school newspaper, Eastside, is consistently recognized as a top newspaper in the country by the American Scholastic Press Assn. The school literary magazine, Demogorgan, received a 1st Place Award from ASPA. Recognition in international, national, state, & regional competitions in math, biology, physics, chemistry & robotics. Top finishes in regional & state DECA competitions; multiple top 10 finalists at the Intl. DECA Conference. Multiple State & Conference Championships won by Baseball, Swimming, Tennis, Volleyball, Soccer, Bowling, Track, Cross Country, Lacrosse & Golf. East competes in the Olympic Conference, recognized across NJ as one of the most competitive conferences in the NJSIAA. National & state awards in vocal music, jazz band, marching band, wind ensemble, acting, & theatrical productions. Many students honored annually for achievement on the Natl. Latin and German Exams, & Natl. French Contest. World language dept. offers a flourishing Chinese program.



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#### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chclc.org/academics/curriculum>.



#### Sports and Athletics:

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

East's Athletic Program has a rich and storied history of success in winning several sectional and state titles in each sport while featuring 27 varsity and junior varsity sports, along with 16 freshman teams. Cherry Hill East competes in the American Division of the Olympic Conference. East pride is demonstrated via high participation numbers in all athletic programs and an active student body who support these programs. Upgraded facilities include a new artificial turf field, a state of the art sound system in the main gym, upgraded grass fields, new scoreboards, and new softball dugouts.



#### Clubs and Activities:

More than 1500 students participate in 110 programs in drama, student government, publications, music, and academic, community service, and ethnic culture clubs. Many clubs earn awards at various competitions. Clubs support various causes. East partners with the FOP to offer a holiday party for less fortunate children. 44 DECA students competed nationally. SGA blood drive was a huge success. East is a Habitat for Humanity charter school.



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 <p><b>Before and After School Programs:</b></p>	<p>The Cum Laude Society and various Honor Societies provide tutoring to students after school. Students who need to make up course work have access to an online provider and in-building support to help them. Students have "choice" with respect to the use of their Study Hall time. The Library is open before school every morning for students to use computers/printers.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>
 <p><b>Postsecondary Information:</b></p>	<p>94% of seniors are college bound each year; Guidance Dept. hosts an annual college night to discuss the process of applying and financial aid; Summer SAT/ACT workshops are offered; PSAT's are offered during the school day in October each year. 2018 matriculation sampling: Boston U., Drexel, Fordham, Harvard, Johns Hopkins, NJIT, Rutgers, TCNJ, and Univ. of Pennsylvania.</p>



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#### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



#### Student Health and Wellness:

Students receive a semester of Health education each year – topics/curriculum include suicide prevention and bullying prevention, healthy living, cyber bullying, driver education, and making good choices. In PE learn lifetime fitness technique. The school recognizes Respect Week, Red Ribbon/Violence Prevention Week. The nurse's office provides yearly screenings and referrals and athletic participation. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



#### Parent and Community Involvement:

There is an active PTA, and a district SEPTA (Special Education PTA) - these groups meet with the school administration and hold meetings to inform parents about school events and to engage in dialog. Parents have access to a parent portal containing information about grades and assignments for their children. Teachers provide updates on a frequent basis. Community partnerships with the Cherry Hill African American and Hispanic Civic Associations.



### Cherry Hill High School East

(07-0800-030)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Provided by the Quaglia Institute - focusing on Student Voice and Teacher Voice</p>
 <p>Facilities:</p>	<p>Cherry Hill East opened in 1967 and houses approximately 2200 students in grades nine through twelve. There is an active library with a computer lab and several other computer labs throughout the building. The main gymnasium has a new sound system and the field recently received turf and a new track surface. The installation of a new roof on the auditorium at High School East uncovered a major structural issue concerning the parapet wall around the auditorium that will be addressed in the coming months. Also, the building's electrical transformer was recently moved and replaced to address a structural issue in the loading dock area of the building. External and internal security cameras have been installed and a security vestibule is in the process of being installed.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at High Schools East and West. Campus police staff are assigned at both high schools. The District Security office is located in the same building as the Alternative High School. Security and fire drills are conducted as per DOE regulations at all three high schools.</p>



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(07-0800-030)

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### Technology and STEM:

Access to robust technology platforms and devices empowers East students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, supports computational thinking, and prepares students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity." East embraces technology both inside and outside the classroom, with courses such as Applied Technology, AP Programming & Sustainable Design, and an active Robotics Club. East recognizes the need to continuously enhance technology capacity to bolster its academic program with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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#### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



**Bret Harte Elementary School**  
(07-0800-068)  
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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Bret Harte Elementary School**

(07-0800-068)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Camden
District	Cherry Hill School District
Principal Name	Dr. Shilpa Dave
Address	1909 Queen Anne Dr. CHERRY HILL, NJ 08003-2843
Phone Number	856-795-0515
Email Address	<a href="mailto:SDave@chclc.org">SDave@chclc.org</a>
Website	<a href="https://harte.chclc.org/">https://harte.chclc.org/</a>



**Bret Harte Elementary School**  
(07-0800-068)  
Grades Offered: KG-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

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	50	41	37
1	64	62	60
2	83	71	64
3	70	82	73
4	75	77	83
5	77	76	74
Total	419	409	391

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.3%	46.7%	48.8%
Male	53.7%	53.3%	51.2%
Economically Disadvantaged Students	9.3%	7.8%	6.1%
Students with Disabilities	18.6%	20.0%	20.7%
English Learners	0.0%	1.0%	1.0%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.5%	1.0%	0.5%
Military-Connected Students	0.0%	0.2%	0.8%
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	72.1%	69.4%	69.1%
Hispanic	5.0%	5.9%	6.9%
Black or African American	6.9%	7.1%	6.6%
Asian	12.4%	14.2%	13.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	3.6%	3.2%	3.3%

### 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	50	41	37
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	84.1%
Spanish	3.3%
Hebrew	2.8%
Chinese	2.6%
Korean	1.8%
Other Languages	5.4%



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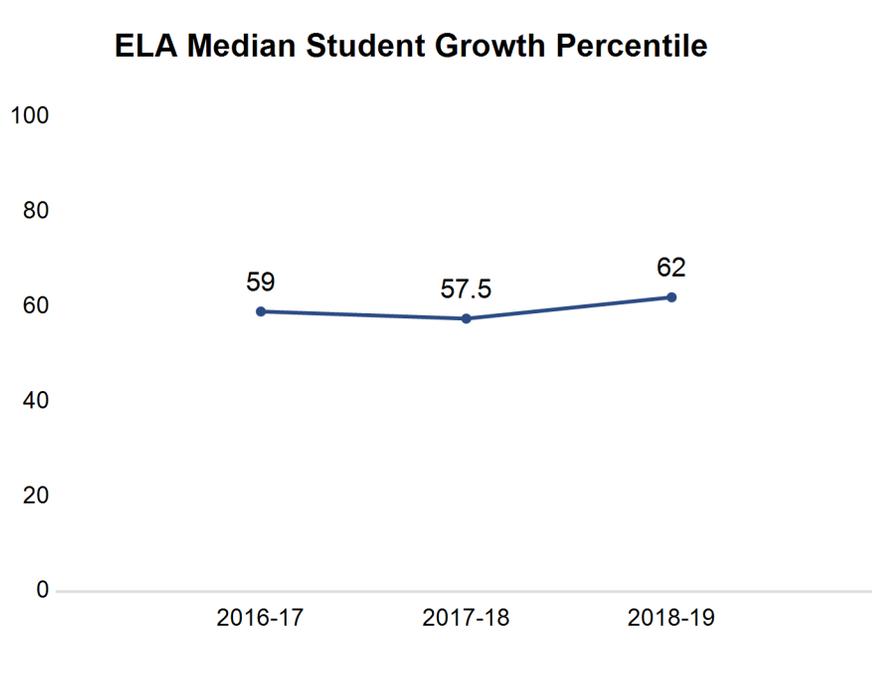
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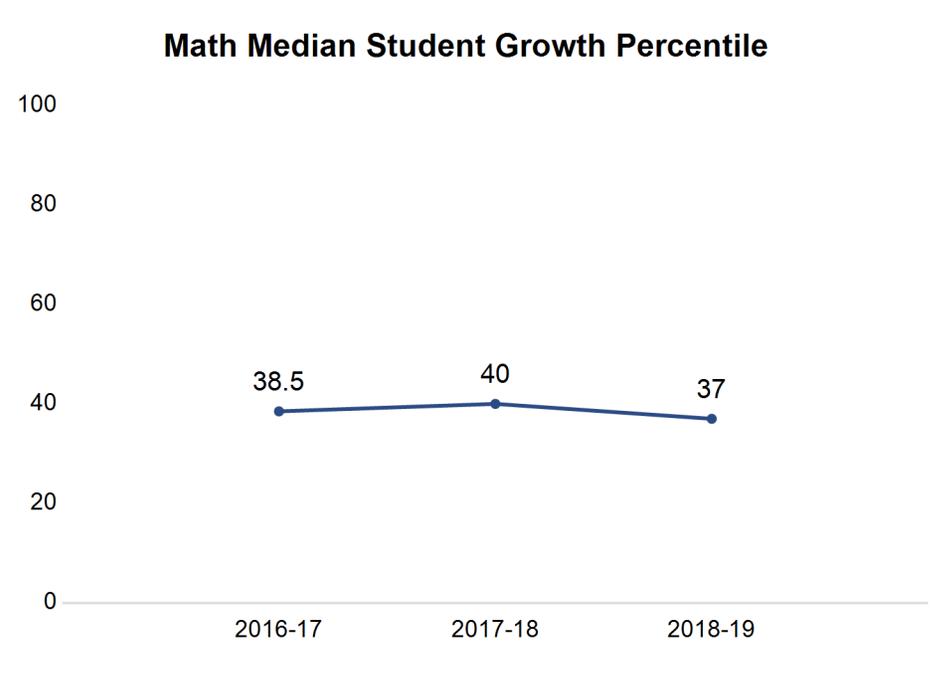
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	59	57.5	62	38.5	40	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Not Met
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	62	49	50	Exceeds Standard	37	50	50	Not Met
White	62	49	50	Exceeds Standard	37	50	52	Not Met
Hispanic	*	41	49	**	*	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	51	53	59	Met Standard	44	55	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	61	51	53	N	36	50	50	N
Male	63	46	47	N	38	51	51	N
Economically Disadvantaged Students	*	44	48	**	*	45	46	**
Students with Disabilities	72	45	43	Exceeds Standard	34	46	45	Not Met
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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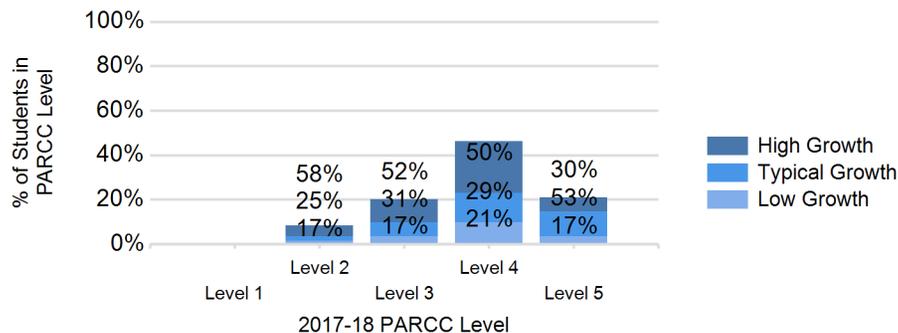
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

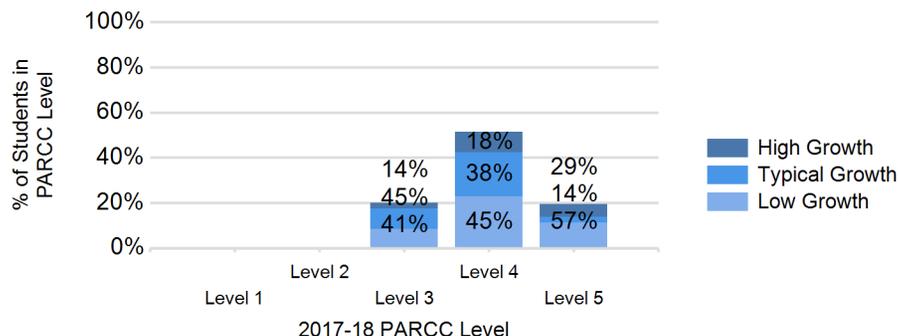
**Student Growth by Performance Level**

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

**ELA**



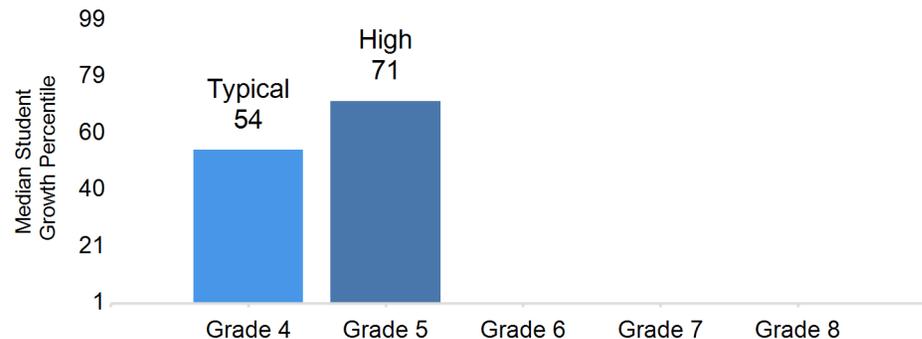
**Math**



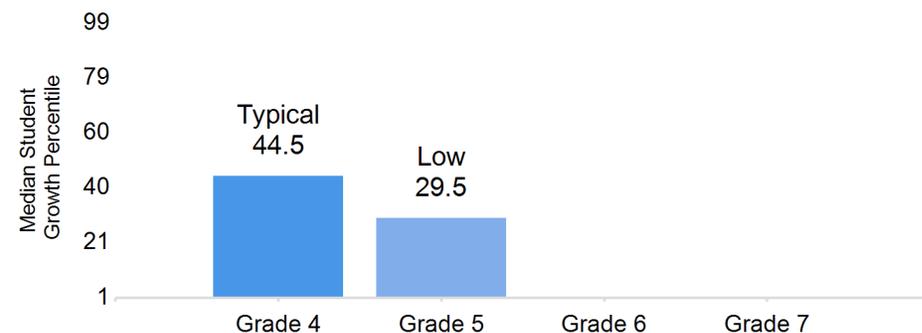
**Student Growth by Grade**

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

**ELA**



**Math**





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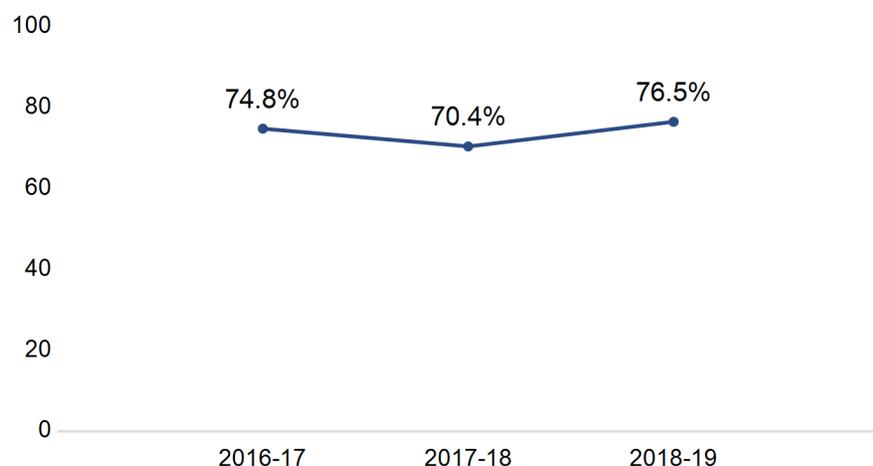
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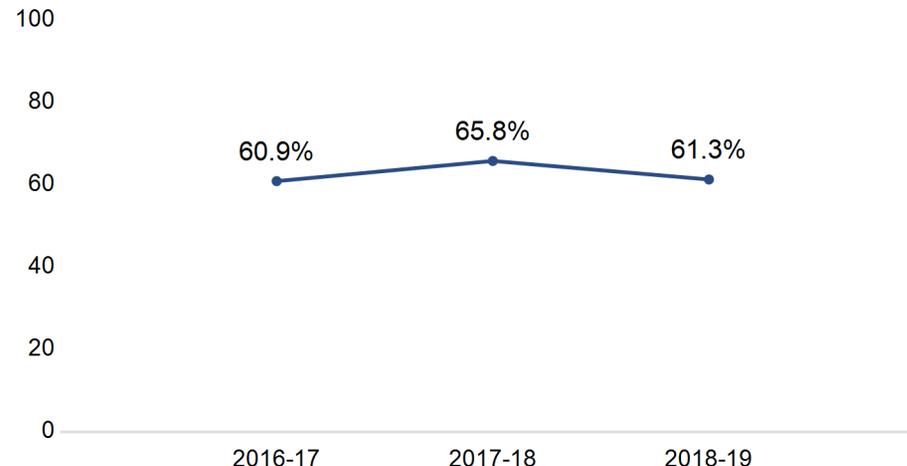
## English Language Arts and Mathematics Performance Trends

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	98.6%	98.3%	97.4%	98.7%	98.3%	97.4%
Proficiency Rate for Federal Accountability	74.8%	70.4%	76.5%	60.9%	65.8%	61.3%
Annual Target	70.1%	70.6%	71.2%	58.1%	59.2%	60.4%
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.



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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	217	97.4	76.5	69.5	57.9	76.5	71.2	Met Target
White	153	96.3	73.9	73.8	66.9	73.9	70.3	Met Target
Hispanic	12	100.0	83.3	*	43.9	83.3	**	**
Black or African American	*	*	*	46.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	86.5	*	82.9	86.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	106	96.4	83.0	76.2	64.8	83.0		
Male	111	98.3	70.3	63.2	51.3	70.3		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	44	97.8	45.5	34.0	22.7	45.5	38	Met Target
Students without Disabilities	173	97.3	84.4	78.1	65.1	84.4		
English Learners	*	*	*	41.4	29.3	*	**	**
Non-English Learners	*	*	*	71.0	60.6	*		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

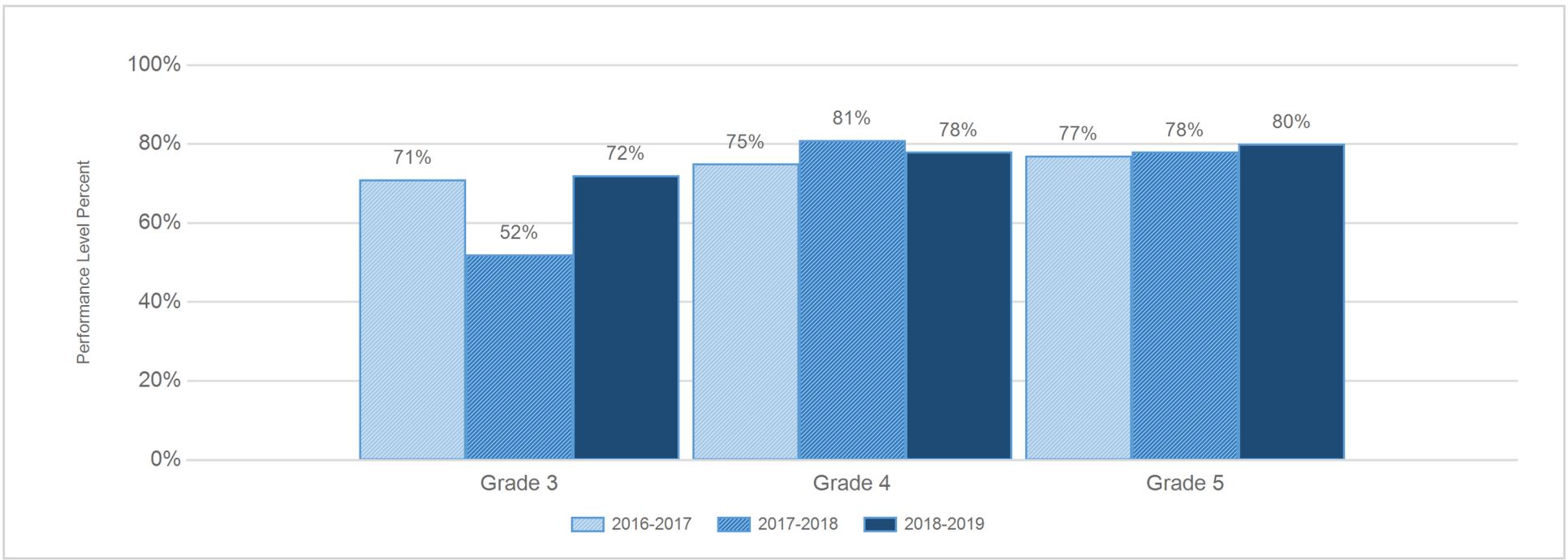


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**English Language Arts Assessment - Performance Trends**

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





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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	74	771	764	748	*	*	19%	*	*	72%	50%
White	52	770	769	757	0%	*	21%	*	*	73%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	777	776	773	*	*	*	*	*	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	32	781	768	753	*	*	*	*	*	81%	55%
Male	42	764	760	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	14	760	738	719	*	*	*	*	*	57%	24%
Students without Disabilities	60	774	771	754	*	*	*	*	*	75%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	748	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
<b>Schoolwide</b>	76	767	765	755	*	*	14%	61%	17%	78%	57%
White	53	766	770	763	*	*	19%	*	*	74%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	14	776	774	779	0%	*	0%	*	*	93%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	37	766	768	760	*	*	*	*	*	78%	62%
Male	39	767	762	750	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	18	746	739	725	*	*	*	*	*	39%	25%
Students without Disabilities	58	773	773	761	*	*	*	*	*	90%	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	*	*	757	*	*	*	*	*	*	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
<b>Schoolwide</b>	70	780	766	756	*	*	14%	44%	36%	80%	58%
White	51	778	770	764	0%	*	*	39%	35%	75%	68%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	783	774	781	*	0%	0%	*	*	91%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	39	783	772	761	*	*	*	49%	36%	85%	64%
Male	31	777	759	750	*	*	*	39%	35%	74%	52%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	11	756	738	724	*	*	*	*	*	45%	23%
Students without Disabilities	59	785	774	762	*	*	*	*	*	86%	65%
English Learners	*	*	710	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	767	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	217	97.4	61.3	53.7	44.5	61.3	60.4	Met Target
White	153	96.3	58.2	57.3	54.1	58.2	60.4	Met Target†
Hispanic	12	100.0	41.7	*	28.8	41.7	**	**
Black or African American	*	*	*	28.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	86.5	70.4	76.5	86.5	75.7	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	106	96.4	60.4	53.5	44.9	60.4		
Male	111	98.3	62.2	53.9	44.2	62.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	44	97.8	29.5	27.7	17.4	29.5	40.9	Met Target†
Students without Disabilities	173	97.3	69.4	59.9	50.0	69.4		
English Learners	*	*	*	40.0	25.0	*	**	**
Non-English Learners	*	*	*	54.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



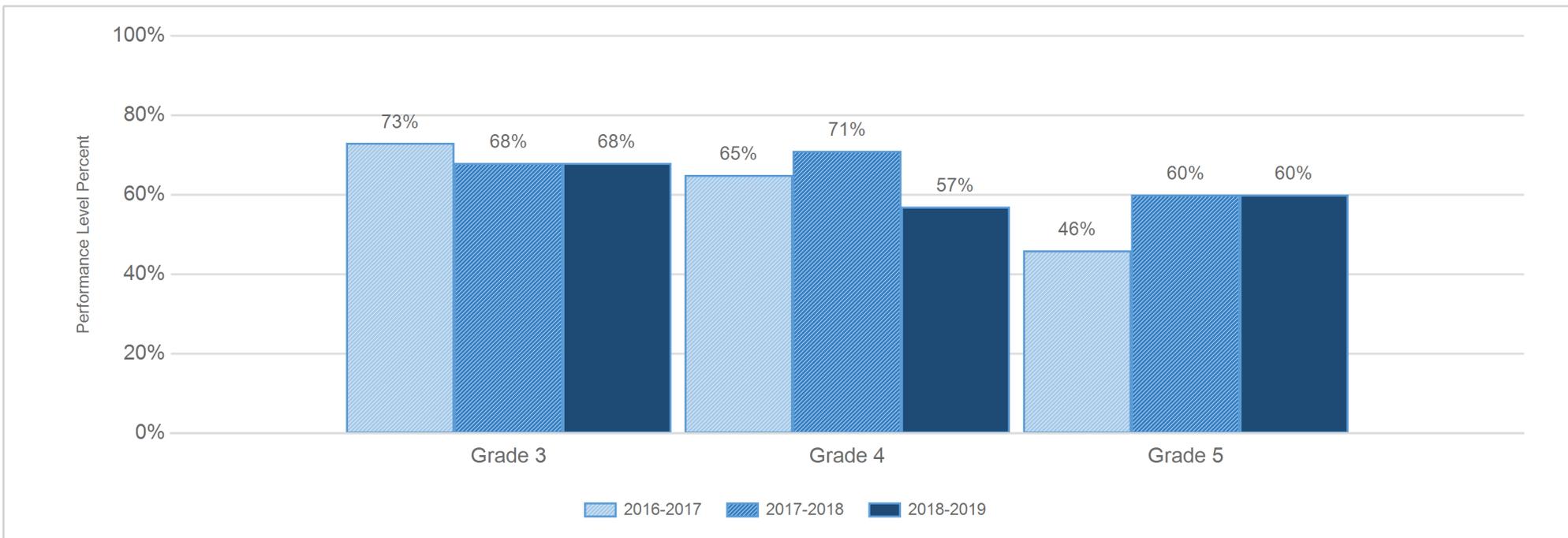
**Bret Harte Elementary School**  
(07-0800-068)  
Grades Offered: KG-05  
2018-2019

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### Mathematics Assessment – Performance Trends

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



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



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### 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
<b>Schoolwide</b>	74	763	759	752	*	*	23%	50%	18%	68%	55%
White	52	761	762	760	*	*	31%	*	*	65%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	777	773	778	*	*	0%	*	*	77%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	32	767	758	751	*	*	*	*	*	75%	54%
Male	42	760	760	752	*	*	*	*	*	62%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	14	748	742	731	*	*	*	*	*	36%	31%
Students without Disabilities	60	766	764	756	*	*	*	*	*	75%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	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
<b>Schoolwide</b>	76	759	755	749	*	13%	29%	*	*	57%	51%
White	53	754	759	757	*	*	32%	*	*	53%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	14	785	770	776	0%	*	*	*	*	86%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	37	755	754	749	*	*	*	*	*	49%	50%
Male	39	762	757	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	18	736	734	726	*	*	*	*	*	28%	25%
Students without Disabilities	58	766	762	754	*	*	*	*	*	66%	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	70	756	754	747	*	16%	23%	*	*	60%	47%
White	51	752	757	755	0%	20%	24%	*	*	57%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	774	766	775	*	0%	0%	*	*	91%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	39	754	753	747	*	*	*	*	*	56%	47%
Male	31	758	754	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	*	*	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	11	735	736	725	*	*	*	*	*	36%	19%
Students without Disabilities	59	760	759	752	*	*	*	*	*	64%	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

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

† 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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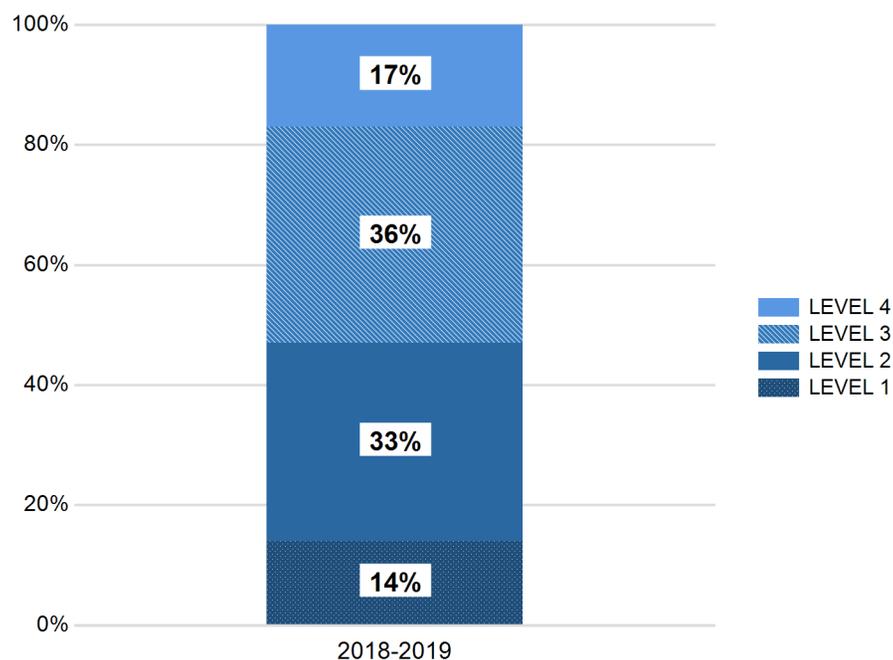
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	14	33	36	17
White	19	33	37	11
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	0	30	30	40
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	12	49	32	7
Male	16	13	42	29
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	45	18	36	0
Students without Disabilities	8	36	36	20
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.

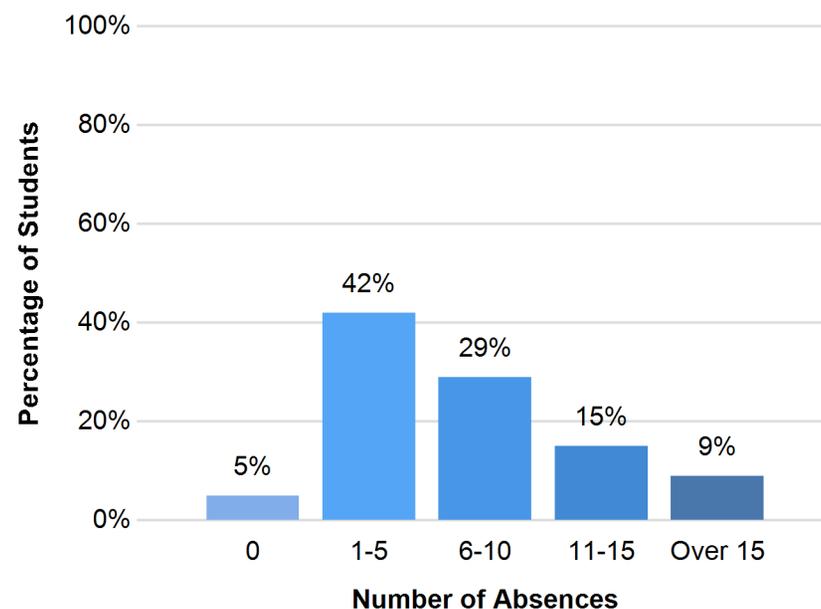
### Chronic Absenteeism

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	22	5.6	8.9	Met
White	6	2.2	8.9	Met
Hispanic	3	13.0	8.9	Not Met
Black or African American	2	10.5	**	**
Asian, Native Hawaiian, or Pacific	9	13.4	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	4.0		
Male	14	7.2		
Economically Disadvantaged Students	2	13.3	**	**
Students with Disabilities	6	8.3	8.9	Met
English Learners	1	7.1	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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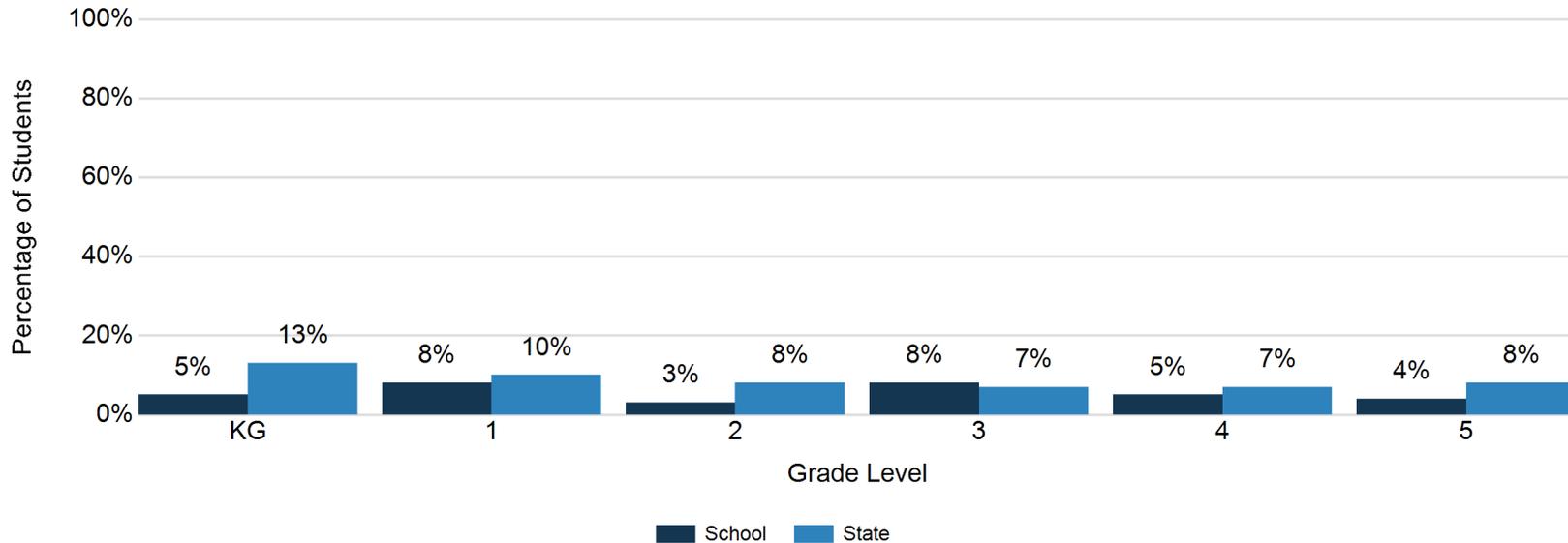
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**Chronic Absenteeism by Grade**

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.56

### 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	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	0	0
No Identified Nature	1		1

### 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	4
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	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	25	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	16:1	13:1
Students to Administrators	391:1	231:1
Teachers to Administrators	25:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	48.8%	96.0%	0.0%	48.4%	77.1%	54.9%
Male	51.2%	4.0%	100.0%	51.6%	22.9%	45.1%
White	69.1%	88.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	6.9%	8.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	13.8%	4.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	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	3.3%	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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



**Bret Harte Elementary School**  
(07-0800-068)  
Grades Offered: KG-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.



**Bret Harte Elementary School**  
(07-0800-068)  
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2018-2019

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

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

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

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

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

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

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

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

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	74.8%	70.4%	76.5%
Math Proficiency	60.9%	65.8%	61.3%
ELA Growth	59	58	62
Math Growth	38	40	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.6%	3.7%	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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(07-0800-068)  
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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	Exceeds Standard	Not Met	**	Met	No
White	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met	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	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- 2018 National School of Character
- 2018 Sustainable Jersey for Schools Bronze Award Recipient
- 2018 Kindness Certified School



### Mission, Vision, Theme:

At Bret Harte Elementary school, staff pride themselves on the school's extensive and cohesive social and emotional learning. Staff use the Harte SMART framework to guide their work and enable a collective, comprehensive vision for the attributes all students should possess. Harte asks that students, parents, and staff: Strive for Excellence, be Mindful, demonstrate Acceptance, act Responsibly, and exhibit Teamwork. Harte's curriculum is challenging and supported by a comprehensive system of credible assessment. This structure allows for a data-driven approach to instructional decision-making and the employment of evidence-based practices. Harte demonstrates steadfast commitment to achievement through its Student Voices and Aspiration work.



### Awards, Recognition, Accomplishments:

2018 National School of Character; 2017 NJ State School of Character



### Bret Harte Elementary School

(07-0800-068)

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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

Environmental Club; Green Team; Girls on the Run; Safety Patrol; Morning "Announcers"



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 <p><b>Before and After School Programs:</b></p>	<p>School Aged Child Care Program is offered before and after school hours, and Extended Day Child Care is offered for kindergarten students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Bret Harte boasts a School Health and Wellness Committee that meets several times each year. The committee is co-chaired by the school nurse and physical education teacher and comprised of representatives from the teaching faculty and food service provider. Harte's comprehensive physical education curriculum focuses on physical activity, healthy lifestyle choices, and lifelong fitness. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

Bret Harte has an extremely active and involved parent body. Its supportive PTA is involved in all facets of school life. They work closely with administration, faculty, and staff to provide a supportive learning environment and provide additional funding to support schoolwide initiatives.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students The Quaglia Student Voice Survey was administered in pre/post fashion in the spring and fall of 2018. The climate survey data collected was used to generate student focus group questions. Harte's School Aspirations Team (Staff) continues to lead professional development for the staff to help the school flourish.</p>
 <p>Facilities:</p>	<p>The Harte Elementary School was built in 1967. Renovations and additions took place in 1968 and 2000. Each day, the school personnel welcome approximately 400 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.

**Barclay Early Childhood Center**

(07-0800-062)

Grades Offered: PK-KG

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Barclay Early Childhood Center**

(07-0800-062)

Grades Offered: PK-KG

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	Cherry Hill School District
Principal Name	Mrs. Karen Rockhill
Address	1220 Winston Way CHERRY HILL, NJ 08034-2919
Phone Number	856-429-7283
Email Address	<a href="mailto:KRockhill@chclc.org">KRockhill@chclc.org</a>
Website	<a href="http://barclay.chclc.org">http://barclay.chclc.org</a>
Twitter	<a href="https://twitter.com/barclay_ecc">https://twitter.com/barclay_ecc</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	325	285	283
KG	0	0	0
Total	325	285	283

### 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	36.9%	37.2%	41.0%
Male	63.1%	62.8%	59.0%
Economically Disadvantaged Students	13.5%	15.8%	16.3%
Students with Disabilities	41.2%	44.9%	44.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.6%	0.4%	1.1%
Military-Connected Students	0.0%	1.8%	1.8%
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	54.2%	56.1%	53.4%
Hispanic	12.0%	9.1%	15.2%
Black or African American	6.2%	9.5%	7.1%
Asian	21.8%	18.9%	18.4%
Native Hawaiian or Pacific Islander	0.9%	0.7%	0.7%
American Indian or Alaska Native	0.3%	0.7%	0.7%
Two or More Races	4.6%	4.9%	4.6%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	298	252	241
PK - Full Day	27	33	42
KG - Half Day	0	0	0
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	77.0%
Spanish	6.0%
Chinese	5.3%
Vietnamese	2.5%
Korean	1.4%
Other Languages	7.8%



**Barclay Early Childhood Center**  
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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.

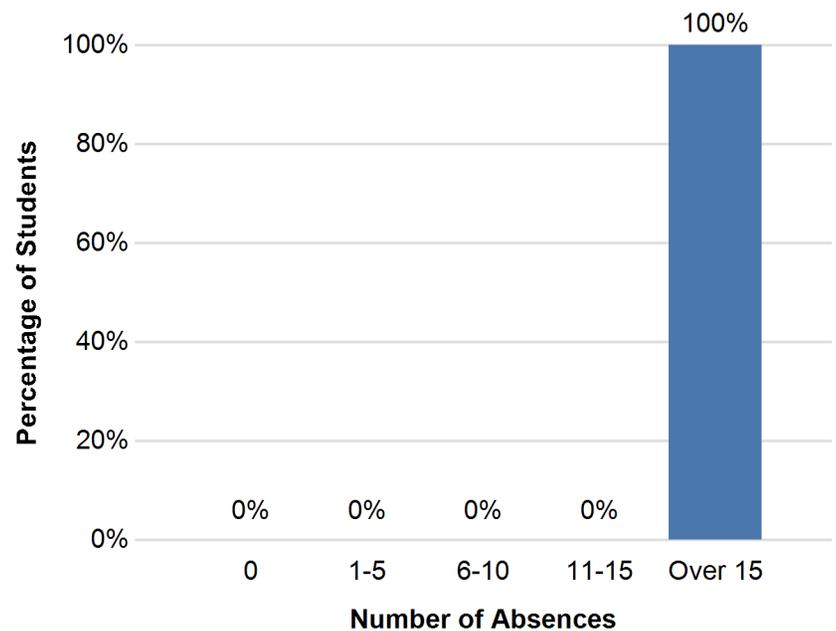
### Chronic Absenteeism

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	*	*	**	**
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	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	N	N	N	N
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
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.





### Barclay Early Childhood Center

(07-0800-062)

Grades Offered: PK-KG

2018-2019

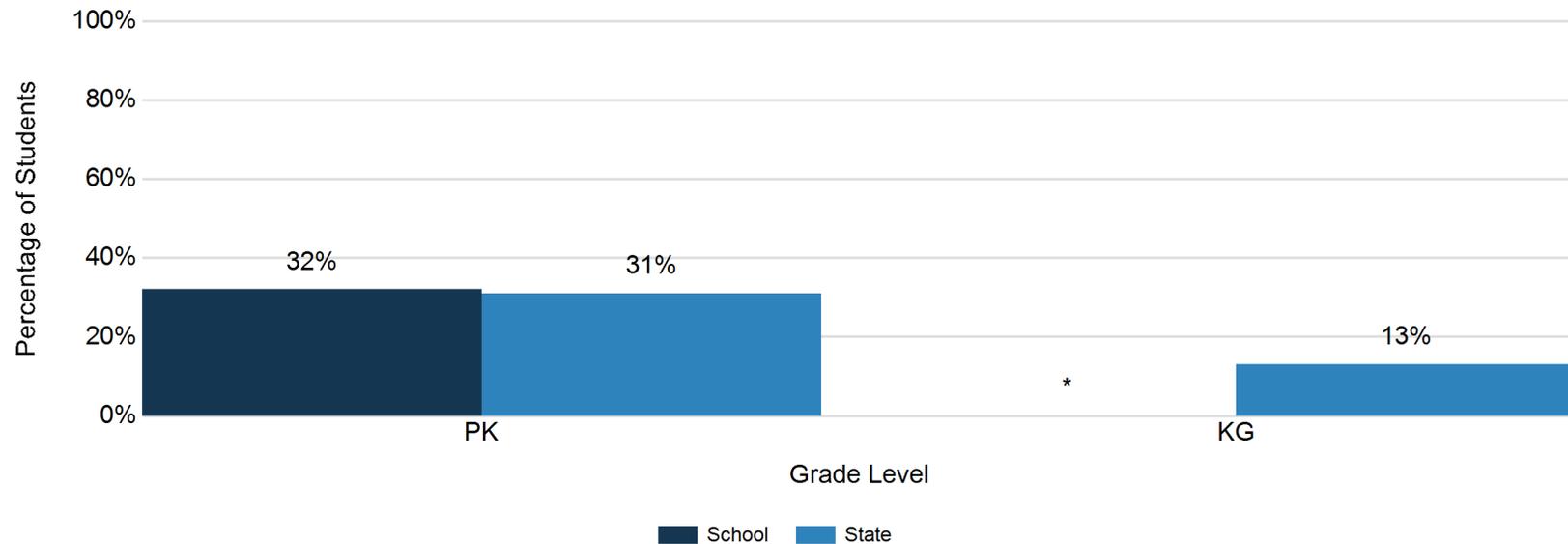
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

### Chronic Absenteeism by Grade

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





**Barclay Early Childhood Center**  
(07-0800-062)  
Grades Offered: PK-KG  
2018-2019

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### 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

### 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

**Barclay Early Childhood Center**

(07-0800-062)

Grades Offered: PK-KG

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	9:00 AM
Typical End Time	3:30 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	N



## Barclay Early Childhood Center

(07-0800-062)

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2018-2019

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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	16:1	13:1
Students to Administrators	283:1	231:1
Teachers to Administrators	18:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	41.0%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	59.0%	0.0%	0.0%	51.6%	22.9%	45.1%
White	53.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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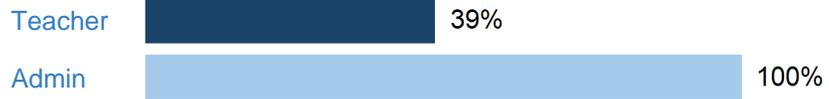
### Teachers and Administrators - Level of Education

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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	96.2%



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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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## School Narrative

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



### Highlights:

- Barclay Early Childhood helps students to access developmental milestones using the Teaching Strategies assessment.
- A highlight is the integration of speech & occupational therapy in all classes. Instruction takes place in General & Self Contained classes, with Push In Resource available within Gen Ed classes.
- We have instituted a Parent Power Workshop Series as a response to parent needs as indicated on the 2018 - 2019 School Climate Survey.



### Mission, Vision, Theme:

Our Mission Statement was updated February, 2019 to better reflect our emphasis on both Character Education and Inclusive Practices. It reads: The mission of the Barclay Early Childhood Center is to provide an inclusive, high quality preschool program for all children. WE focus on the development of the whole child, including the Core Values of Respect, Responsibility and Citizenship. WE emphasize meeting the individual needs of our students through developmentally appropriate instruction and therapeutic support. WE are a learning community. WE are Barclay.



### Awards, Recognition, Accomplishments:

NJ State School of Character 2018 - 2023; Kindness Certified School (Great Kindness Challenge), DCP&P Certificate of Appreciation for our donations to Annual Toy Drive.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Barclay Early Childhood Center uses Teaching Strategies to measure student growth in developmental areas, which include: Language, Literacy, Math, Social/Emotional, Physical, and Cognitive Development. We currently use Creative Curriculum in most classrooms and are piloting Tools of the Mind in 2 of our classrooms. Both programs are endorsed by the NJ Department of Education.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Teachers plan school-wide activities each year to meet the goals of our teacher-run committees: Cultural Proficiency/Equity/Character Education, Green Team, School Safety, and Health and Wellness.</p>



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### Staff and Professional Learning:

CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students have a 1/2 hour PE class once per week. The School Safety/Health and Wellness Committee plans activities for both staff and students. Activities include Dental Health and Healthy Eating options. The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Barclay Parent Teacher Association is a vibrant and engaged organization in which parents, teachers, and therapists collaborate in an effort to provide support to our learning community. Our PTA schedules enriching assemblies, plans family activities, and coordinates fundraisers and events, such as Family Movie Night, Game Night, Summer Bash, and other family-oriented endeavors. We also enjoy an alliance with Cherry Hill Special Education PTA (SEPTA). Parents are invited and encouraged to visit classrooms and do crafts/read books to our students. Parent Power Workshops are offered several times each year, such as potty training, speech development, sensory integration, and other issues that are on parents' minds.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents Our School Climate Survey was distributed in October of 2018. We had a total of 110 responses. The Survey was divided into 5 sections and included an open-ended response portion which allowed parents to fill in their requests for Parent Workshops that would be of interest to them. Sections focused on teacher practices, relationships, parent involvement, and parent satisfaction with school environment.</p>
 <p>Facilities:</p>	<p>Barclay Early Childhood Center was built in 1959. Each day, the school personnel welcome approximately 250 pre-school students.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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 <p><b>Technology and STEM:</b></p>	<p>Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.</p>
 <p><b>Early Childhood Education:</b></p>	<p>Barclay Early Childhood Center is the educational setting for approximately 300 students, ages 3-5. Most of the program is based on Creative Curriculum with integration of specialized programs for students with IEP's. Program hours are 9 - 11:30 and 1-3:30. A full day program from 9 – 2:30 is offered for students best be served by an extended day. Barclay meets the needs of students in a variety of ways, through general education and self-contained classrooms. Push-in resource support is available to students in the general education setting who require additional support as indicated by their IEP's. Barclay is tuition-based for typically-developing students. Barclay receives IDEA funds for students with special needs. Non-classified students apply for admission during February of each year. If there are more applications than spaces, a drawing is held. Special needs students do not go through the application process; rather, eligibility determines their acceptance into the program.</p>



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### Other Information

Barclay Early Childhood Center is pleased to be a part of the district's Cultural Proficiency/Equity/Character Education Committee. In carrying out a 5-year plan begun in 2017, the committee's purpose is to teach our children and ourselves to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. Barclay readily participates in the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize our district is one community, West AND East. Barclay uses the "WE" brand in its social media communications. Barclay Early Childhood Center has been designated as a NJ State School of Character for 2018 - 2023.



### Alternative High School

(07-0800-060)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

#### Notes from the New Jersey Department of Education:



**Alternative High School**  
(07-0800-060)  
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	Cherry Hill School District
Principal Name	Dr. Lawyer Chapman
Address	MALBERG BUILDING CHERRY HILL, NJ 08034-0391
Phone Number	856-427-4311
Email Address	<a href="mailto:LChapman@chclc.org">LChapman@chclc.org</a>
Website	<a href="https://ahs.chclc.org">https://ahs.chclc.org</a>
Twitter	<a href="https://twitter.com/CHalternativehs">https://twitter.com/CHalternativehs</a>



**Alternative 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	8	5	6
10	11	14	8
11	9	11	18
12	11	7	9
Total	39	37	41

### 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	23.1%	24.3%	34.1%
Male	76.9%	75.7%	65.9%
Economically Disadvantaged Students	33.3%	40.5%	39.0%
Students with Disabilities	97.4%	100.0%	100.0%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.6%	2.7%	2.4%
Students in Foster Care	2.6%	5.4%	4.9%
Military-Connected Students	0.0%	0.0%	2.4%
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	53.8%	59.5%	58.5%
Hispanic	12.8%	10.8%	14.6%
Black or African American	28.2%	24.3%	12.2%
Asian	2.6%	0.0%	4.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	2.4%
Two or More Races	2.6%	5.4%	7.3%

### 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	39	37	41
Shared Time Students	0	0	0
Full Time Equivalent	39	37	41

### 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	92.7%
Chuang	2.4%
Icelandic	2.4%
Spanish	2.4%



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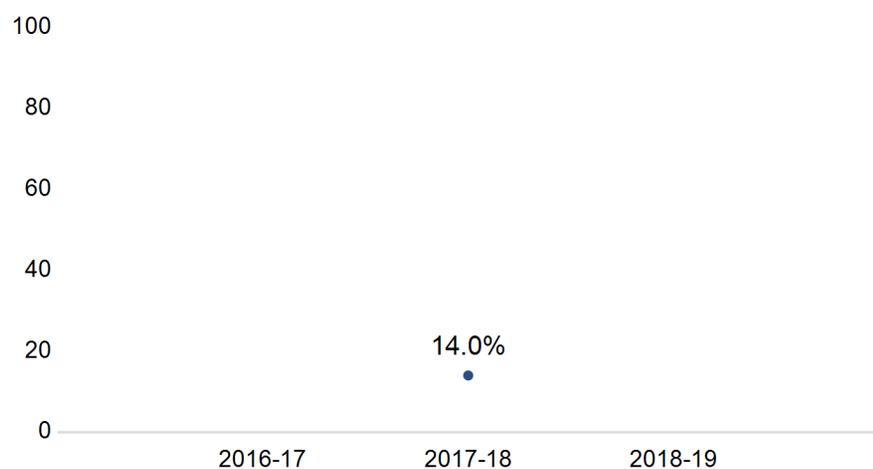
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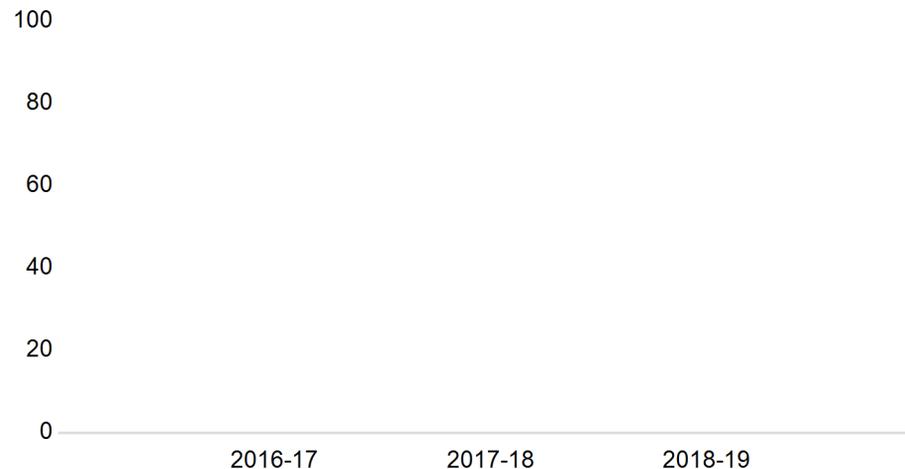
## English Language Arts and Mathematics Performance Trends

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	*	84.2%	N	N	82.4%	N
Proficiency Rate for Federal Accountability	*	14.0%	N	N	*	N
Annual Target	**	**	N	**	**	N
Met Annual 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	N	N	N	N	N	N	N	
White	N	N	N	N	N	N	N	
Hispanic	N	N	N	N	N	N	N	
Black or African American	N	N	N	N	N	N	N	
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	
American Indian or Alaska Native	N	N	N	N	N	N	N	
Two or More Races	N	N	N	N	N	N	N	
Female	N	N	N	N	N	N		
Male	N	N	N	N	N	N		
Economically Disadvantaged Students	N	N	N	N	N	N	N	
Non-Economically Disadvantaged Students	N	N	N	N	N	N		
Students with Disabilities	N	N	N	N	N	N	N	
Students without Disabilities	N	N	N	N	N	N		
English Learners	N	N	N	N	N	N	N	
Non-English Learners	N	N	N	N	N	N		
Homeless Students	N	N	N	N	N	N		
Students In Foster Care	N	N	N	N	N	N		
Military-Connected Students	N	N	N	N	N	N		
Migrant Students	N	N	N	N	N	N		

† Target was met within a confidence interval.



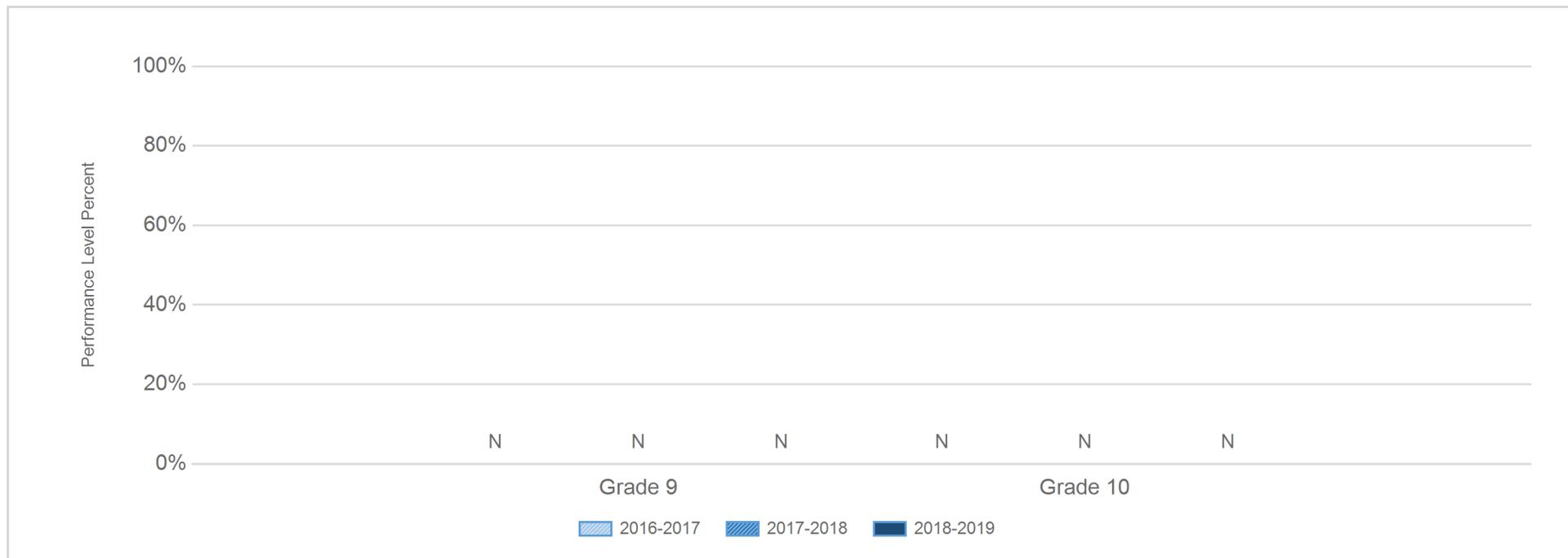
**Alternative High School**  
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### English Language Arts Assessment - Performance Trends

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





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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
<b>Schoolwide</b>	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	N	N	N	737	N	N	N	N	N	N	40%
Black or African American	N	N	N	732	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	N	N	N	760	N	N	N	N	N	N	63%
Male	N	N	N	746	N	N	N	N	N	N	49%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	760	N	N	N	N	N	N	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	N	N	N	755	N	N	N	N	N	N	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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
<b>Schoolwide</b>	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	767	N	N	N	N	N	N	67%
Hispanic	N	N	N	738	N	N	N	N	N	N	43%
Black or African American	N	N	N	733	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	N	N	N	766	N	N	N	N	N	N	66%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	767	N	N	N	N	N	N	67%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	765	N	N	N	N	N	N	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	N	N	N	760	N	N	N	N	N	N	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	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	N	N	N	N	N	N	N	
White	N	N	N	N	N	N	N	
Hispanic	N	N	N	N	N	N	N	
Black or African American	N	N	N	N	N	N	N	
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	
American Indian or Alaska Native	N	N	N	N	N	N	N	
Two or More Races	N	N	N	N	N	N	N	
Female	N	N	N	N	N	N		
Male	N	N	N	N	N	N		
Economically Disadvantaged Students	N	N	N	N	N	N	N	
Non-Economically Disadvantaged Students	N	N	N	N	N	N		
Students with Disabilities	N	N	N	N	N	N	N	
Students without Disabilities	N	N	N	N	N	N		
English Learners	N	N	N	N	N	N	N	
Non-English Learners	N	N	N	N	N	N		
Homeless Students	N	N	N	N	N	N		
Students In Foster Care	N	N	N	N	N	N		
Military-Connected Students	N	N	N	N	N	N		
Migrant Students	N	N	N	N	N	N		

† Target was met within a confidence interval.



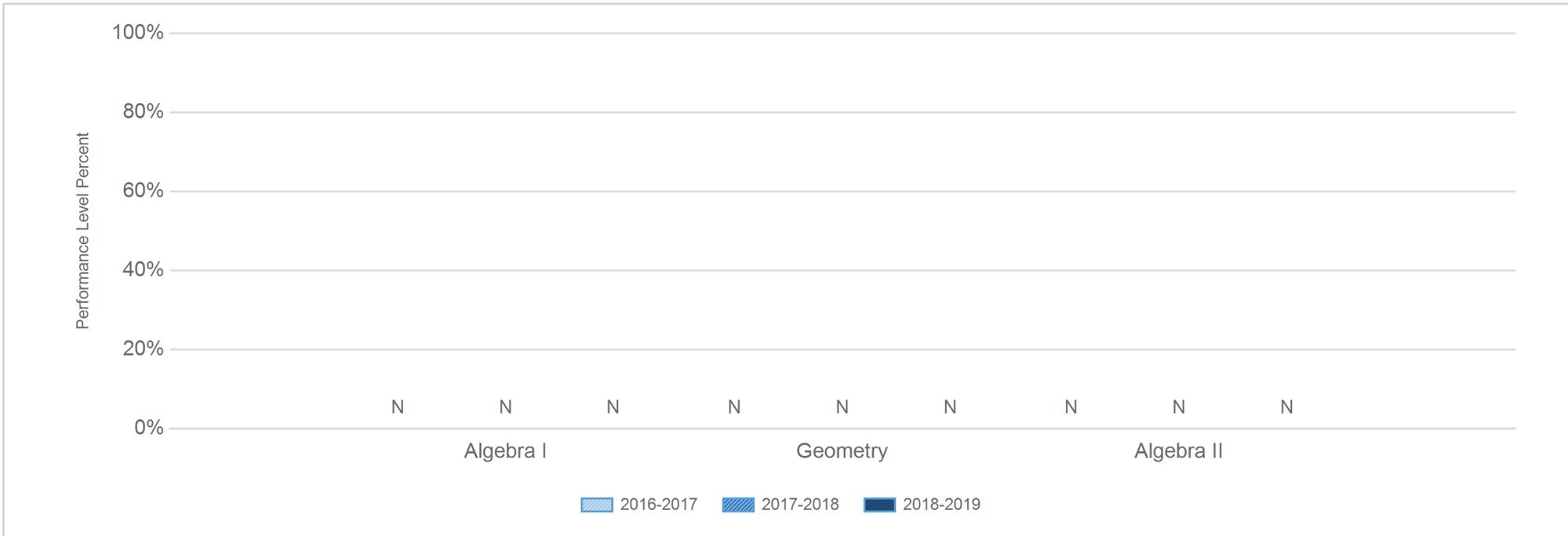
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	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	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	N	745	N	N	N	N	N	N	44%
Male	N	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	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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### 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
<b>Schoolwide</b>	N	N	N	*	N	N	N	N	N	N	*
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	738	N	N	N	N	N	N	36%
Male	N	N	N	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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



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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	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



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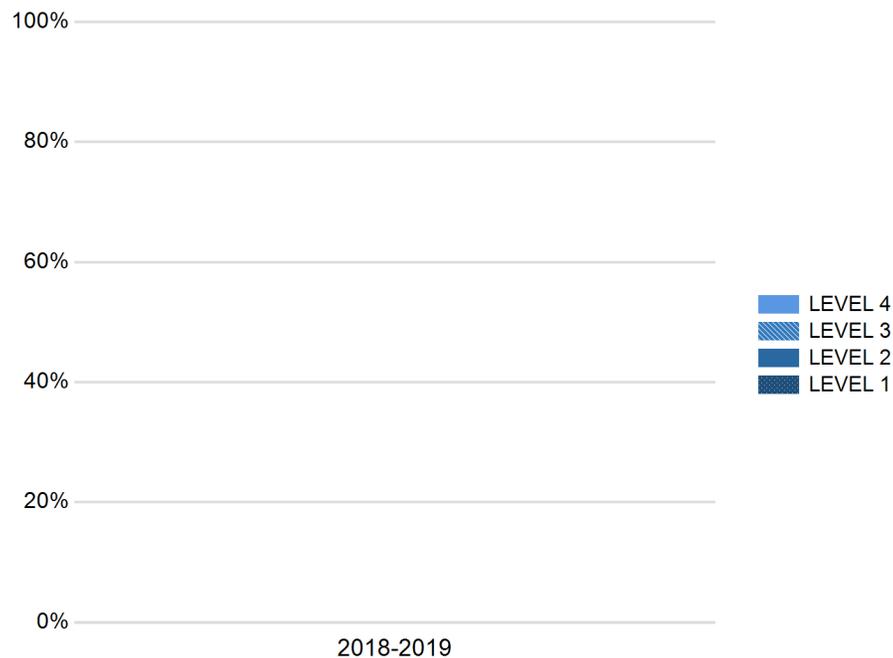
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	*	*	*	*
White	N	N	N	N
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	*	*	*	*
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



**Alternative High School**  
(07-0800-060)  
Grades Offered: 09-12  
2018-2019

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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	N	84.5%
12th graders taking SAT in 2018-19 or prior years	N	72.1%
12th graders taking ACT in 2018-19 or prior years	N	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	N	476	N	1%	61%
PSAT 10/NMSQT - Math	N	477	N	1%	43%
SAT - Reading and Writing	N	539	N	1%	70%
SAT - Math	N	541	N	1%	53%
ACT - Reading	N	25	N	1%	66%
ACT - English	N	24	N	1%	81%
ACT - Math	N	24	N	1%	65%
ACT - Science	N	24	N	1%	57%



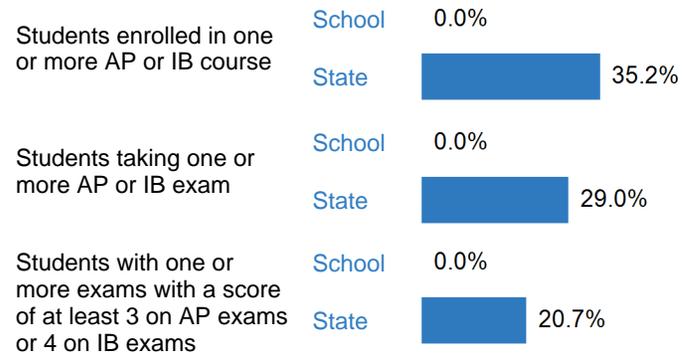
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



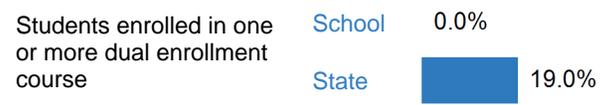
**AP/ IB Courses Offered**

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
Total Exams taken		0

**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.





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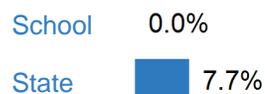
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

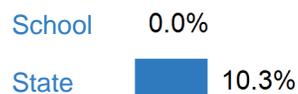
#### CTE Participants

(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





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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	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	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	N	N	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	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	5	1	0	0	0	0	0
10	1	6	1	0	0	0	1
11	6	11	7	0	0	0	6
12	1	3	2	0	0	0	2
Total	13	21	10	0	0	0	9
Enrolled in AP/IB Course					0	0	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	6	0	0	0	0	0
10	2	4	0	4	0	0
11	7	8	0	9	0	0
12	0	6	0	2	0	0
Total	15	18	0	15	0	0
Enrolled in AP/IB Course	0	0		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	6	0	0	0	0	0
10	2	8	0	0	1	0
11	0	21	0	0	4	0
12	0	8	0	0	3	0
Total	8	37	0	0	8	0
Enrolled in AP/IB Course	0	0	0	0		0
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	5	0	0	0	0	0	0
10	4	0	0	0	0	0	0
11	5	0	0	0	0	0	0
12	3	0	0	0	0	0	0
Total	17	0	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	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.

### 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	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Alternative 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



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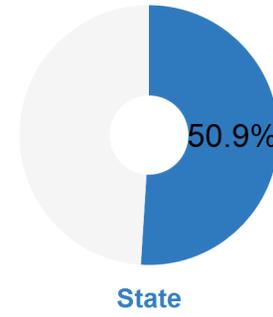
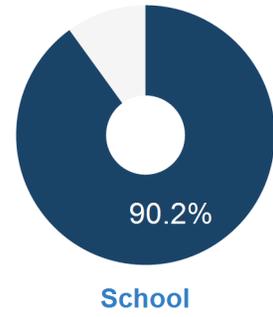
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**Visual and Performing Arts – Course Participation**

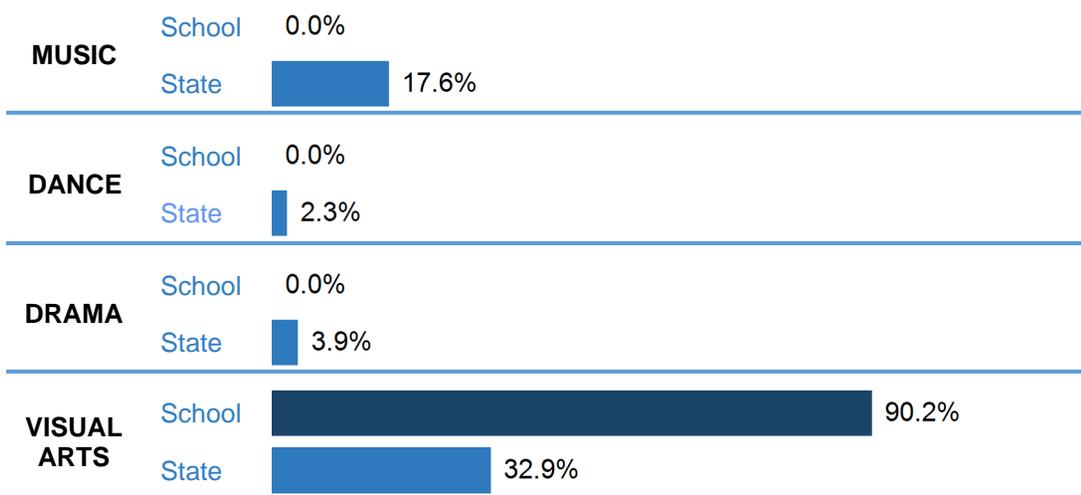
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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





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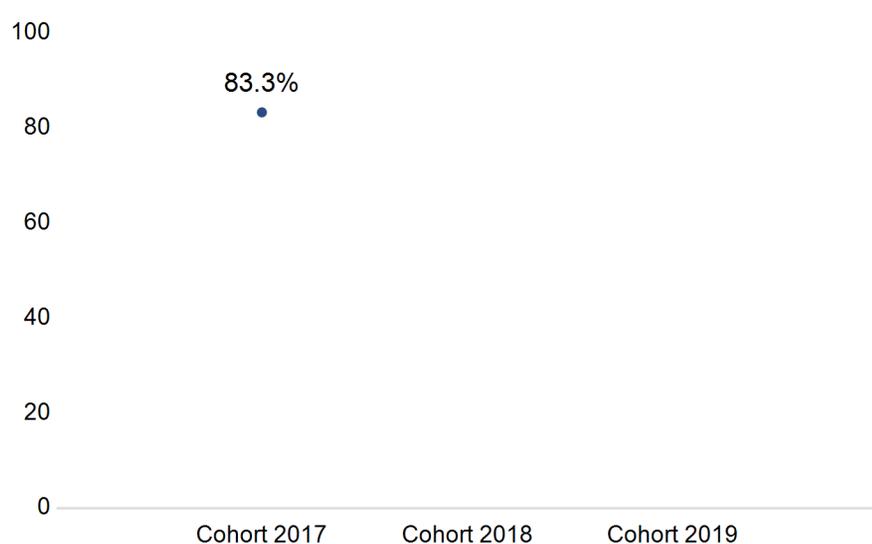
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

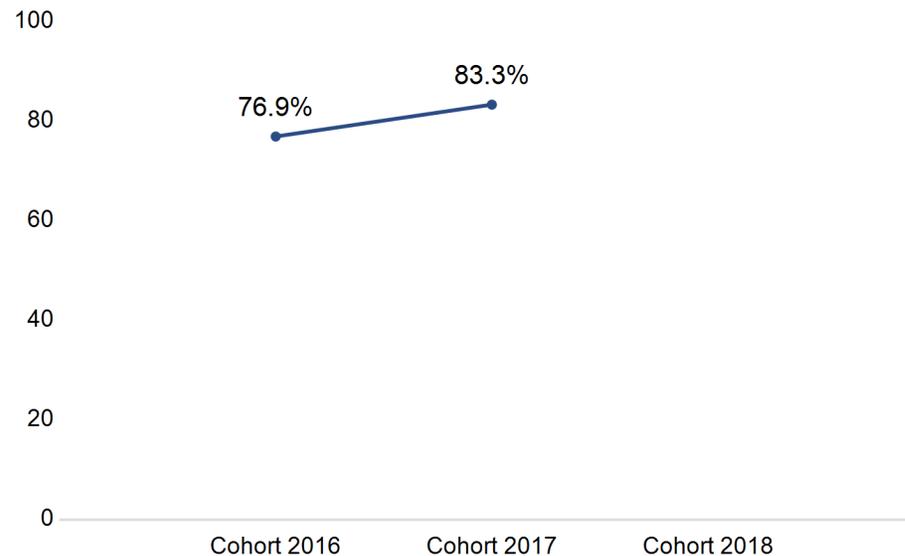
### Graduation Rate Trends and Progress

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	83.3%	*	*	76.9%	83.3%	*
Annual Target	**	N		**	**	
Met Annual Target?	**	N		**	**	
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	*	90.6%	*	92.5%	*	N	N	83.3%	**	**
White	N	94.9%	*	95.9%	*	N	N	*	**	**
Hispanic	N	84.5%	N	87.3%	N	N	N	*	**	**
Black or African American	*	83.3%	*	87.1%	*	N	N	*	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	N	92.8%	*	94.4%	*			*		
Male	*	88.5%	*	90.8%	*			*		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	N	N	*	**	**
Students with Disabilities	*	79.2%	*	83.8%	*	N	N	*	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	*	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	N	N
Substitute Competency Test	N	N
Portfolio Appeals Process	N	N
Alternate Requirements specified in IEP	N	N
Unknown	N	N

**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	4.9%	1.2%
2017-2018	5.4%	1.2%
2016-2017	2.6%	1.1%



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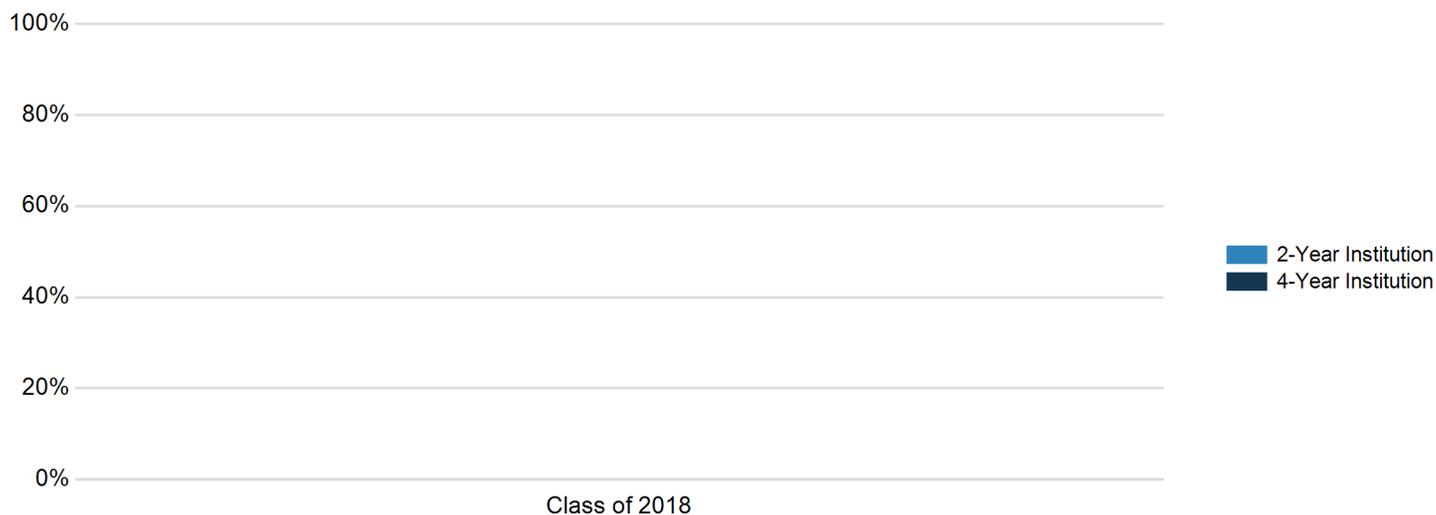
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### 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	*
% Enrolled in 4-Year Institution	*
% Enrolled in Any Postsecondary Institution	*



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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 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	72.0	28.7	71.3
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
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	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*
Hispanic	N	N	N	N	N	N	N
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



**Alternative High School**  
(07-0800-060)  
Grades Offered: 09-12  
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.

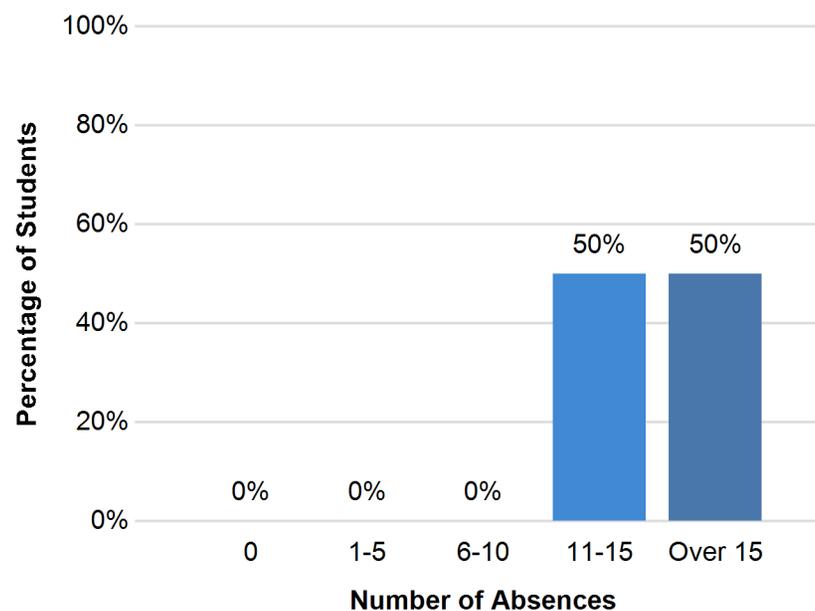
### Chronic Absenteeism

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	*	*	**	**
White	N	N	N	N
Hispanic	*	*	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	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	*	*	**	**
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	*	*		
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.





### Alternative High School

(07-0800-060)

Grades Offered: 09-12

2018-2019

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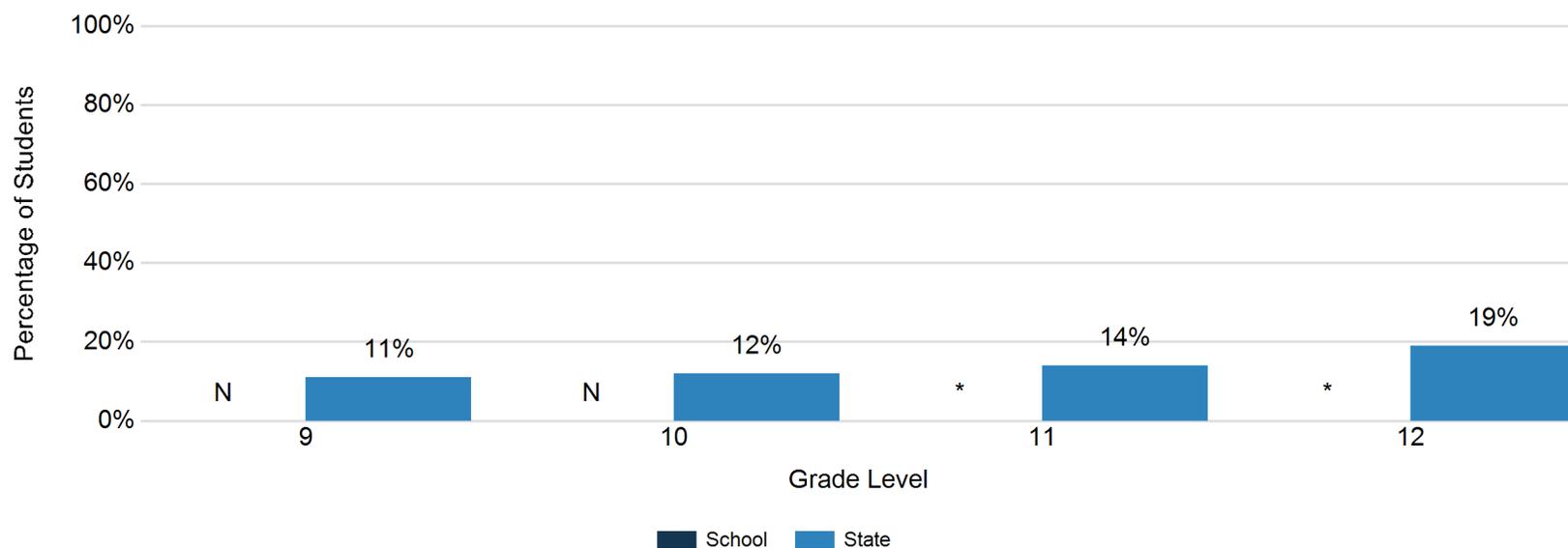
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### Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**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	5
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	39.02

**Police Notifications**

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	3	2	5
Disability	0	1	1
Other	4	3	7
No Identified Nature	1		1

**Student Disciplinary Removals**

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
22

**Alternative High 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	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 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	1:1



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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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	7	118,214
Average years experience in public schools	18.6	12.1
Average years experience in district	18.6	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	6:1	13:1
Students to Administrators	41:1	231:1
Teachers to Administrators	7:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



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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	34.1%	57.1%	0.0%	48.4%	77.1%	54.9%
Male	65.9%	42.9%	100.0%	51.6%	22.9%	45.1%
White	58.5%	100.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	14.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.2%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	4.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	2.4%	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	7.3%	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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	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	94.5%



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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	*	14.0%	N
Math Proficiency	N	*	N
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	83.3%	*	*
5-Year Graduation Rate†	76.9%	83.3%	*
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	55.3%	54.3%	*

† 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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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	N	N	N	**	N	**	No
White	N	N	N	**	n/a	**	No
Hispanic	N	N	N	**	n/a	**	No
Black or African American	N	N	N	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	N	N	N	**	n/a	**	No
American Indian or Alaska Native	N	N	N	**	n/a	**	No
Two or More Races	N	N	N	**	n/a	**	No
Economically Disadvantaged Students	N	N	N	**	n/a	**	No
Students with Disabilities	N	N	N	**	n/a	**	No
English Learners	N	N	N	**	N	**	No

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



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## School Narrative

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



### Highlights:

- We received a grant from Sustainable New Jersey to create a pollinator garden
- Received the No Place For Hate award from the Anti-Defamation League
- Students participate in service learning projects throughout the school year and volunteering at many different locations.



### Mission, Vision, Theme:

A Caring Community of Learners that has earned the title of a National School of Character. We embrace our Core Values of Respect, Responsibility, Citizenship and Service to others while striving for excellence daily in all that we do.



### Awards, Recognition, Accomplishments:

AHS has earned awards including State School of Character, National School of Character, Bronze Certification by Sustainable New Jersey, award a grant from SNJ and ADL's No Place for Hate



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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chclc.org/academics/curriculum>.



### Clubs and Activities:

Students at the Alternative High School have the opportunity to participate in clubs and activities at their home school, either at Cherry Hill High School West or Cherry Hill High School East.



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 <p><b>Before and After School Programs:</b></p>	<p>Students at the Alternative High School have the opportunity to participate in before and after school programs at their home school, either at Cherry Hill High School West or Cherry Hill High School East.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>
 <p><b>Postsecondary Information:</b></p>	<p>The majority of our students who apply are accepted to college. Our students receive scholarships such as the Cherry Hill Zone PTA Character Education Scholarship, the L.H. Chapman Foundation Scholar Scholarship, the Community Service Scholarship and the Effective School Solutions Personal Growth Scholarship. Students have the opportunity to take online tutorials and to attend the summer sessions at East or West to support taking college entrance exams.</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.



### Student Supports and Services:

The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at [www.chclc.org/departments/special-education-student-services](http://www.chclc.org/departments/special-education-student-services)



### Student Health and Wellness:

Our Health and Physical Education teacher follows the approved curriculum and benchmarks of the Cherry Hill School District. We have a full-time nurse who supports and promotes the health and wellness of students and staff. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.



### Parent and Community Involvement:

Our parents have the opportunities to attend our Back to School Breakfast and the Title I Parent Meeting. Teachers and staff communicate with parents frequently to keep parents informed on student learning and behavior.



**Alternative High School**  
(07-0800-060)  
Grades Offered: 09-12  
2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students We used the Quaglia Student Voice survey with our students. The purpose of the survey was to obtain feedback from our students on their experiences in school. We wanted our students to inform us of what they think about school. We are using the data as student voice to assist us in building stronger relationships between teachers and student, in activating students' participation in their own learning and within the greater school community, and by clearly mapping how present school experience can help them work toward their futures</p>
 <p>Facilities:</p>	<p>The Alternative High School is housed in the Malberg Administration Building, built in 1969. Computers are available in all classrooms. We have a 1:1 ratio of computers to students so that each student can utilize our technology. Our gymnasium features a Rock Climbing Wall for health and physical wellness.</p>
 <p>School Safety:</p>	<p>The District Security office is located in the same building as the Alternative High School. Security and fire drills are conducted as per DOE regulations at all three high schools.</p>

**Alternative High School**

(07-0800-060)

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2018-2019

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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



### Alternative High School

(07-0800-060)

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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.



## A. Russell Knight Elementary School

(07-0800-058)

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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



**A. Russell Knight Elementary School**  
(07-0800-058)  
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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	Cherry Hill School District
Principal Name	Mr. Eugene Park
Address	140 Old Carriage Rd. CHERRY HILL, NJ 08034-3332
Phone Number	856-428-0830
Email Address	<a href="mailto:EPark@chclc.org">EPark@chclc.org</a>
Website	<a href="https://knight.chclc.org/">https://knight.chclc.org/</a>



## A. Russell Knight Elementary School

(07-0800-058)

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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	48	61	47
1	60	54	84
2	60	61	52
3	64	56	62
4	63	62	57
5	67	63	61
Total	362	357	363

### 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	46.7%	48.5%	48.8%
Male	53.3%	51.5%	51.2%
Economically Disadvantaged Students	5.8%	6.2%	6.1%
Students with Disabilities	20.4%	23.0%	22.9%
English Learners	0.0%	1.1%	1.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.6%	1.4%
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	79.6%	79.3%	80.2%
Hispanic	7.2%	7.3%	6.6%
Black or African American	3.0%	2.8%	2.8%
Asian	5.2%	6.4%	6.1%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	4.4%	3.6%	3.9%

### 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
KG - Half Day	48	61	47
KG - Full Day	0	0	0

### Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	1.4%
Other Languages	4.7%



**A. Russell Knight Elementary School**  
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 2018-2019

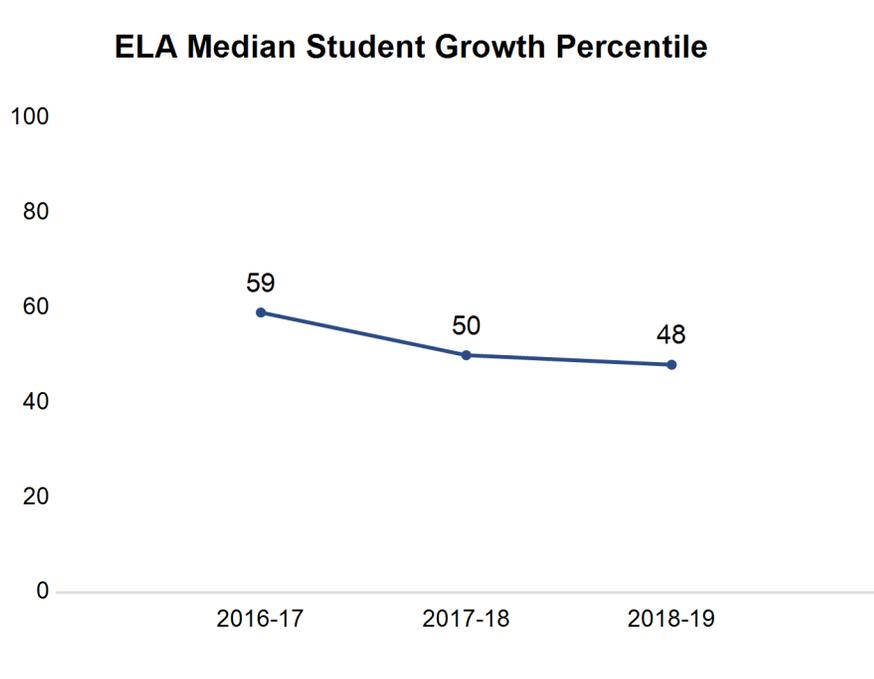
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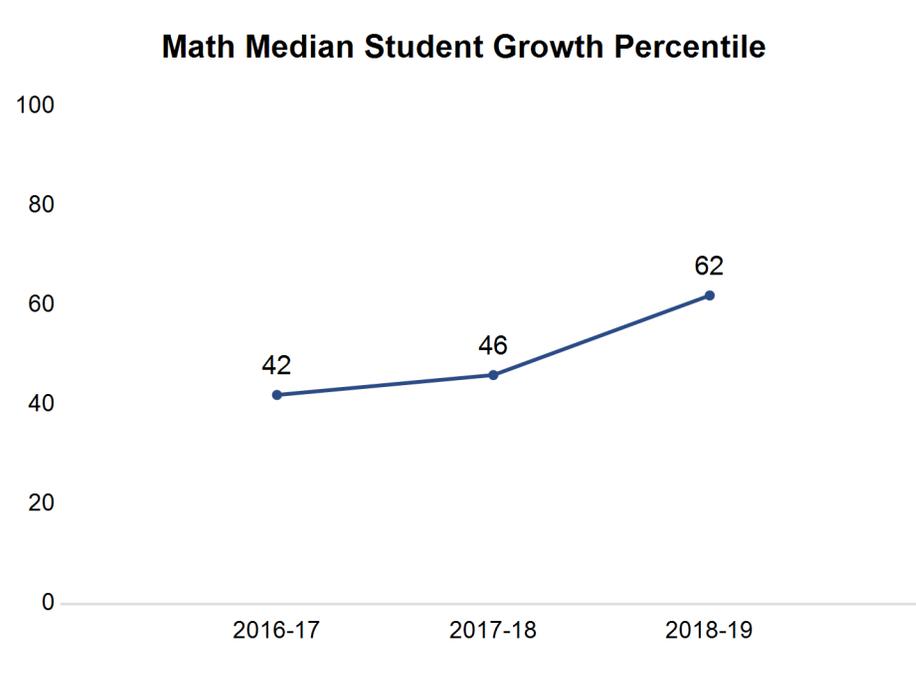
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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	59	50	48	42	46	62
Met Standard (40-59.5)?	Met Standard	Exceeds 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	48	49	50	Met Standard	62	50	50	Exceeds Standard
White	55	49	50	Met Standard	64	50	52	Exceeds Standard
Hispanic	33	41	49	**	49	47	47	**
Black or African American	*	46	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	55	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	50	49	**	*	54.5	52	**
Female	46	51	53	N	59	50	50	N
Male	49.5	46	47	N	64	51	51	N
Economically Disadvantaged Students	*	44	48	**	*	45	46	**
Students with Disabilities	46.5	45	43	**	39.5	46	45	**
English Learners	*	51	52	**	*	57	50	**
Homeless Students	N	28	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	30	49	N	*	42.5	51	N
Migrant Students	N	N	47	N	N	N	51	N



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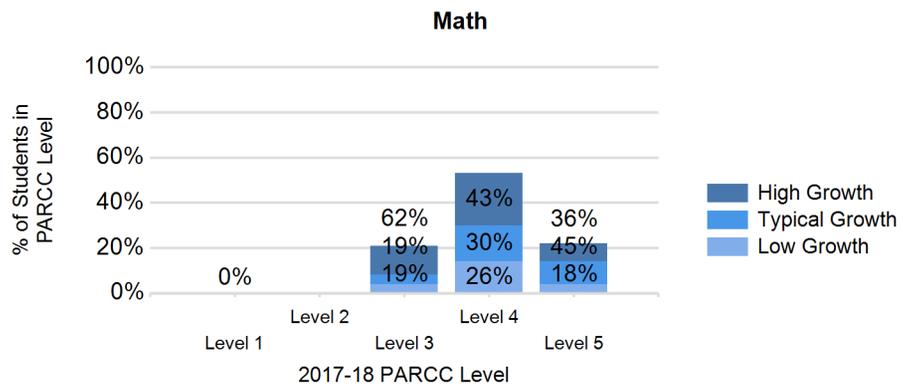
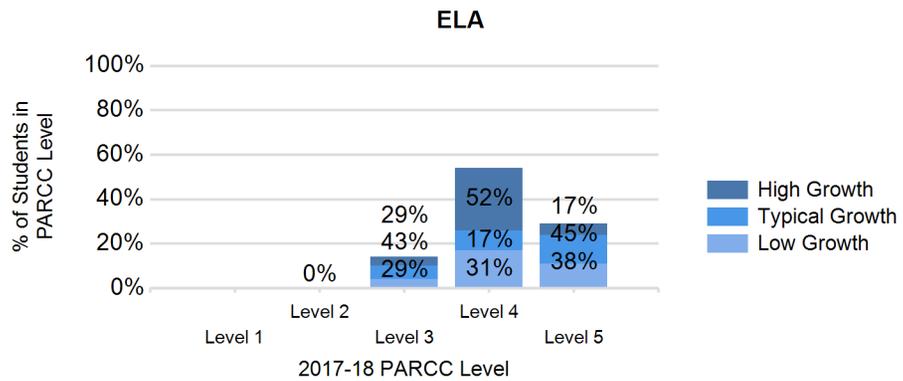
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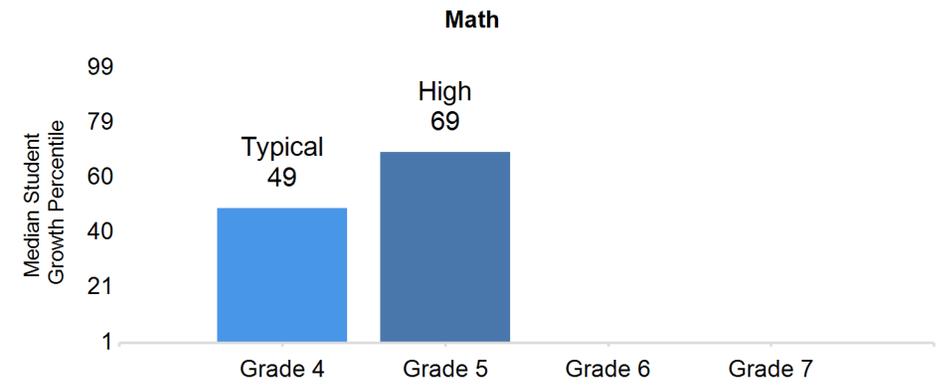
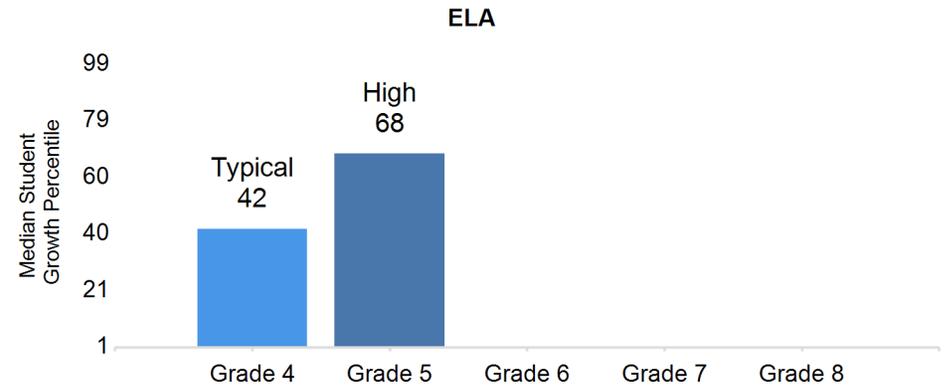
**Student Growth by Performance Level**

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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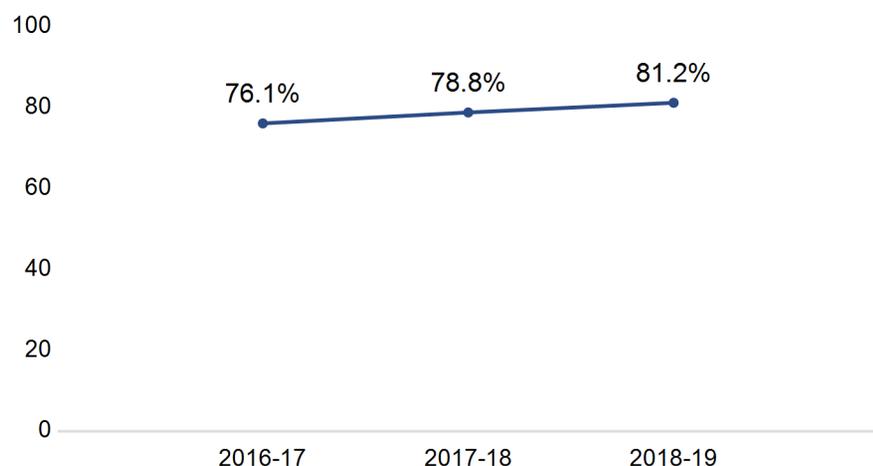
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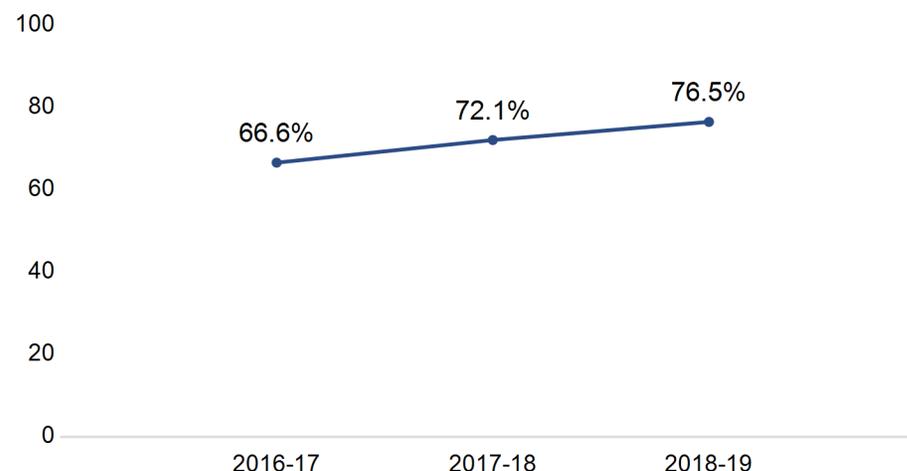
### English Language Arts and Mathematics Performance Trends

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	90.8%	93.9%	97.6%	90.9%	93.9%	97.7%
Proficiency Rate for Federal Accountability	76.1%	78.8%	81.2%	66.6%	72.1%	76.5%
Annual Target	74.7%	75.0%	75.2%	77.4%	77.6%	77.7%
Met Annual Target?	Met Target	Met Target	Met Goal	Not Met	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	165	97.6	81.2	69.5	57.9	81.2	75.2	Met Goal
White	131	97.8	83.2	73.8	66.9	83.2	74.8	Met Goal
Hispanic	14	100.0	57.1	*	43.9	57.1	**	**
Black or African American	*	*	*	46.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	86	97.8	81.4	76.2	64.8	81.4		
Male	79	97.5	81.0	63.2	51.3	81.0		
Economically Disadvantaged Students	10	100.0	70.0	*	40.0	70.0	**	**
Non-Economically Disadvantaged Students	155	97.5	81.9	*	67.9	81.9		
Students with Disabilities	30	96.8	50.0	34.0	22.7	50.0	38.5	Met Target
Students without Disabilities	135	97.8	88.1	78.1	65.1	88.1		
English Learners	*	*	*	41.4	29.3	*	**	**
Non-English Learners	*	*	*	71.0	60.6	*		
Homeless Students	N	N	N	31.6	29.1	N		
Students In Foster Care	N	N	N	42.9	27.6	N		
Military-Connected Students	*	*	*	64.0	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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(07-0800-058)

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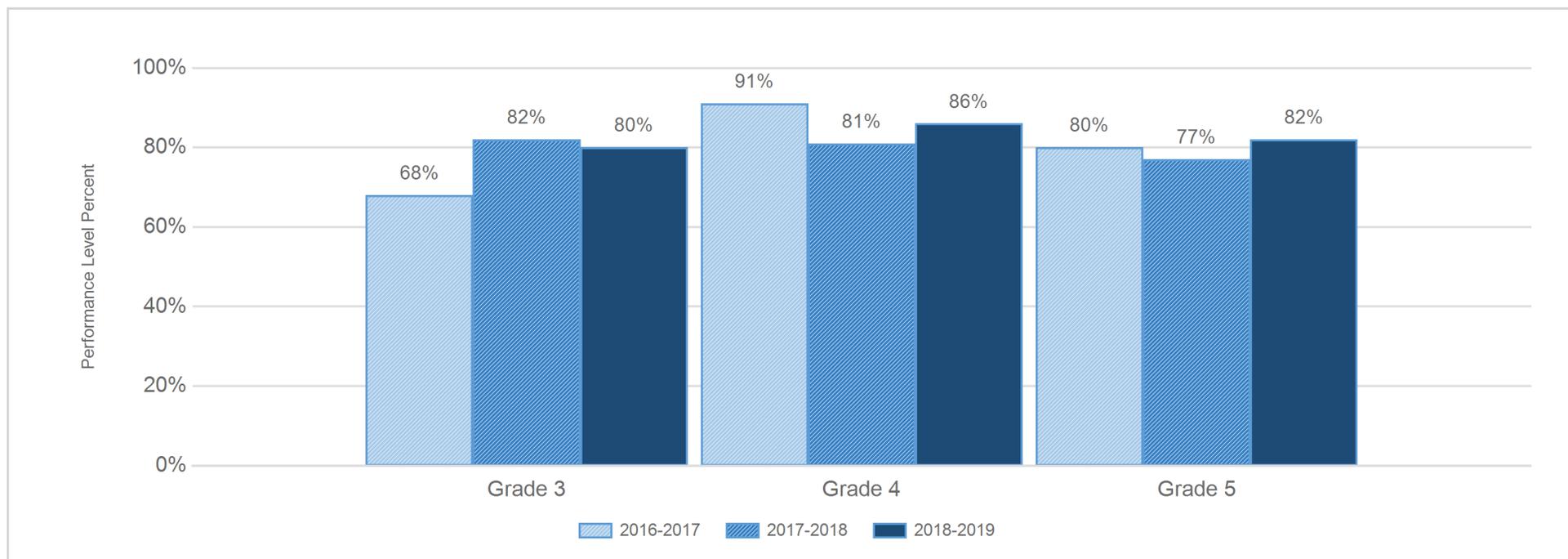
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## English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	59	776	764	748	0%	*	*	59%	20%	80%	50%
White	48	780	769	757	0%	*	*	60%	23%	83%	60%
Hispanic	*	*	737	734	*	*	*	*	*	*	36%
Black or African American	*	*	743	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	756	*	*	*	*	*	*	58%
Female	33	779	768	753	0%	*	*	*	*	82%	55%
Male	26	773	760	743	0%	*	*	*	*	77%	46%
Economically Disadvantaged Students	*	*	739	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	770	759	*	*	*	*	*	*	61%
Students with Disabilities	10	768	738	719	0%	*	*	*	*	70%	24%
Students without Disabilities	49	778	771	754	0%	*	*	*	*	82%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	748	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
<b>Schoolwide</b>	56	776	765	755	*	*	*	50%	36%	86%	57%
White	43	780	770	763	0%	*	*	44%	42%	86%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	780	768	760	*	*	*	*	*	86%	62%
Male	28	773	762	750	*	*	*	*	*	86%	53%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	770	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	739	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	773	761	*	*	*	*	*	*	64%
English Learners	*	*	718	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	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	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**A. Russell Knight Elementary School**  
(07-0800-058)  
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
<b>Schoolwide</b>	49	782	766	756	0%	*	*	53%	29%	82%	58%
White	40	784	770	764	0%	*	*	50%	33%	83%	68%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	766	762	*	*	*	*	*	*	65%
Female	25	784	772	761	0%	*	*	*	*	80%	64%
Male	24	779	759	750	0%	*	*	*	*	83%	52%
Economically Disadvantaged Students	*	*	750	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	770	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	738	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	774	762	*	*	*	*	*	*	65%
English Learners	N	N	710	713	N	N	N	N	N	N	11%
Non-English Learners	49	782	767	758	0%	*	*	53%	29%	82%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	166	97.7	76.5	53.7	44.5	76.5	77.7	Met Target†
White	131	97.8	78.6	57.3	54.1	78.6	80	Met Target†
Hispanic	14	100.0	57.1	*	28.8	57.1	**	**
Black or African American	*	*	*	28.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	70.4	76.5	90.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	87	97.8	74.7	53.5	44.9	74.7		
Male	79	97.5	78.5	53.9	44.2	78.5		
Economically Disadvantaged Students	10	100.0	50.0	*	26.3	50.0	**	**
Non-Economically Disadvantaged Students	156	97.5	78.2	*	54.9	78.2		
Students with Disabilities	30	96.8	46.7	27.7	17.4	46.7	38.5	Met Target
Students without Disabilities	136	97.9	83.1	59.9	50.0	83.1		
English Learners	*	*	*	40.0	25.0	*	**	**
Non-English Learners	*	*	*	54.5	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	28.6	17.1	N		
Military-Connected Students	*	*	*	55.7	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### A. Russell Knight Elementary School

(07-0800-058)

Grades Offered: KG-05

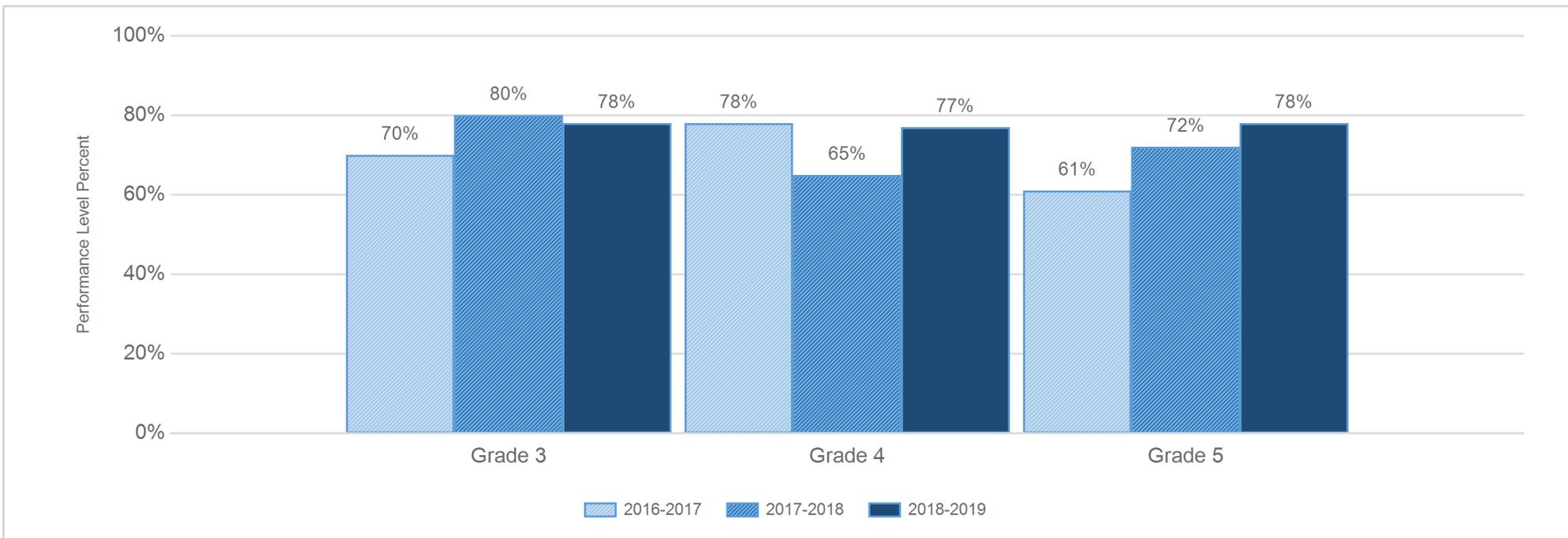
2018-2019

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## Mathematics Assessment – Performance Trends

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



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



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### 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
<b>Schoolwide</b>	59	762	759	752	0%	*	17%	*	*	78%	55%
White	48	763	762	760	0%	*	*	*	*	79%	66%
Hispanic	*	*	735	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	750	758	*	*	*	*	*	*	62%
Female	33	761	758	751	0%	*	*	*	*	76%	54%
Male	26	762	760	752	0%	*	*	*	*	81%	56%
Economically Disadvantaged Students	*	*	741	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	763	761	*	*	*	*	*	*	67%
Students with Disabilities	10	751	742	731	0%	*	*	*	*	60%	31%
Students without Disabilities	49	764	764	756	0%	*	*	*	*	82%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	761	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	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
<b>Schoolwide</b>	56	771	755	749	0%	*	*	*	*	77%	51%
White	43	773	759	757	0%	*	*	53%	23%	77%	62%
Hispanic	*	*	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	28	767	754	749	0%	*	*	*	*	75%	50%
Male	28	775	757	749	0%	*	*	*	*	79%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	762	754	*	*	*	*	*	*	56%
English Learners	*	*	727	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	756	751	*	*	*	*	*	*	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	*	*	*	753	*	*	*	*	*	*	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
<b>Schoolwide</b>	50	768	754	747	0%	*	*	*	*	78%	47%
White	40	769	757	755	0%	*	*	*	*	83%	58%
Hispanic	*	*	740	735	*	*	*	*	*	*	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	758	753	*	*	*	*	*	*	55%
Female	26	763	753	747	0%	*	*	*	*	77%	47%
Male	24	774	754	747	0%	*	*	*	*	79%	47%
Economically Disadvantaged Students	*	*	739	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	757	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	736	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	759	752	*	*	*	*	*	*	52%
English Learners	*	*	728	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	755	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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



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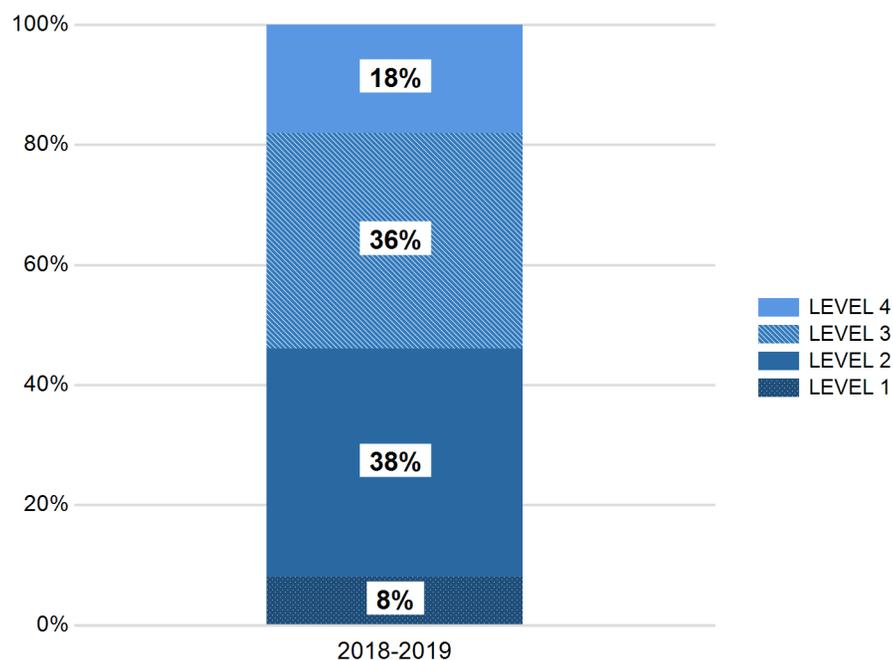
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	8	38	36	18
White	8	35	38	20
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	8	46	31	15
Male	8	29	42	21
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.

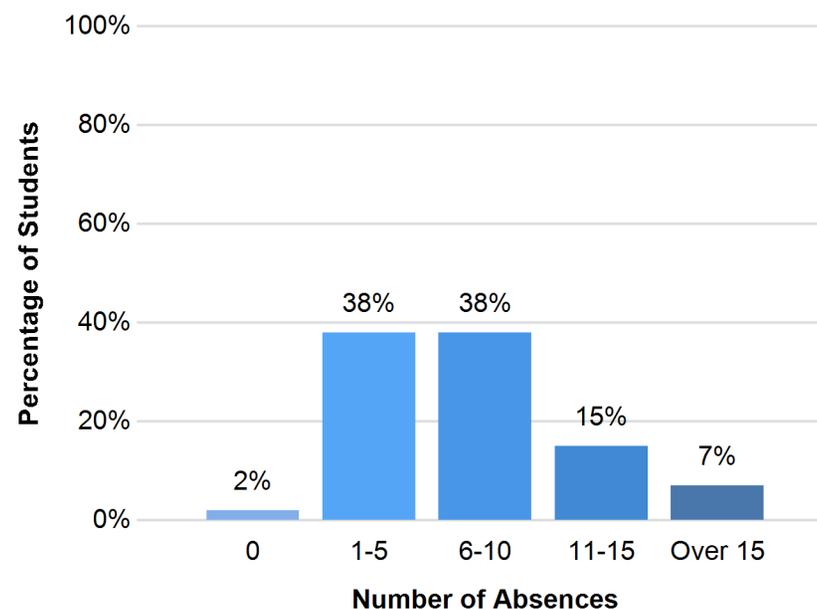
#### Chronic Absenteeism

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	10	2.9	8.9	Met
White	8	2.9	8.9	Met
Hispanic	1	4.3	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	4.8	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	4	2.3		
Male	6	3.5		
Economically Disadvantaged Students	1	6.7	**	**
Students with Disabilities	3	4.8	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





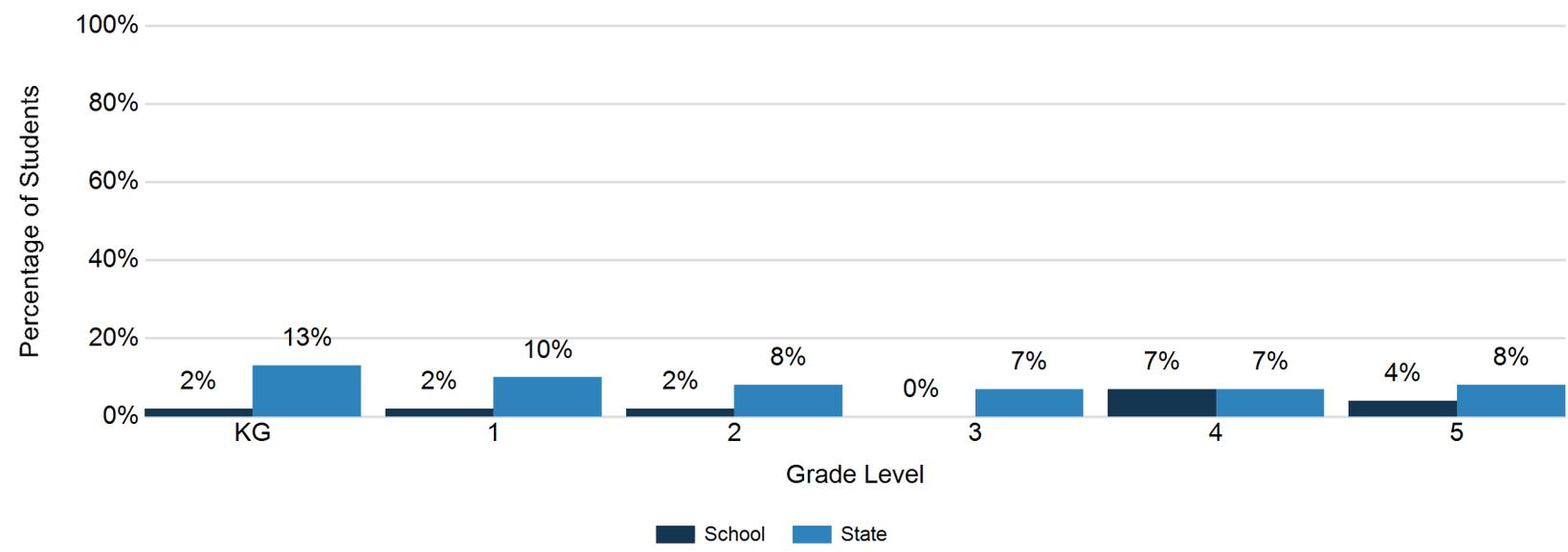
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**Chronic Absenteeism by Grade**

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.83

### 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	0	1	1
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	*	*
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

\*



### A. Russell Knight Elementary School

(07-0800-058)

Grades Offered: KG-05

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	9:00 AM
Typical End Time	3:30 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	15.5	12.1
Average years experience in district	15.1	10.8
Percentage of Teachers with 4 or more years experience in the district	92.6%	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	47	9,530
Average years experience in public schools	11.0	16.0
Average years experience in district	10.8	12.0
Percentage of Administrators with 4 or more years experience in the district	78.7%	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	13:1	13:1
Students to Administrators	363:1	231:1
Teachers to Administrators	27:1	18:1
Students to Librarians/Media Specialists		603:1
Students to Nurses		603:1
Students to Counselors		271:1
Students to Child Study Team Members		350:1



**A. Russell Knight Elementary School**  
(07-0800-058)  
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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	48.8%	88.9%	0.0%	48.4%	77.1%	54.9%
Male	51.2%	11.1%	100.0%	51.6%	22.9%	45.1%
White	80.2%	92.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	6.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.8%	7.4%	0.0%	15.0%	6.6%	13.9%
Asian	6.1%	0.0%	100.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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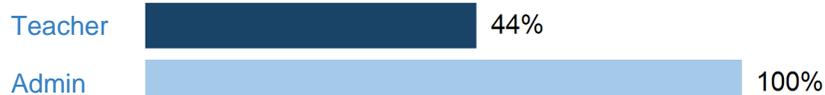
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### 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	95.7%	90.5%
2017-18 Administrators: Same district 2018-19	93.6%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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	76.1%	78.8%	81.2%
Math Proficiency	66.6%	72.1%	76.5%
ELA Growth	59	50	48
Math Growth	42	46	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.8%	4.5%	2.9%

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



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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 Goal	Met Target†	Met Standard	Exceeds Standard	**	Met	No
White	Met Goal	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	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	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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## School Narrative

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



### Highlights:

- Designated National School of Character from 2017 to 2021.
- Recognized for Promising Practices: 2015, 2016, 2017, 2018 and 2019.
- A. Russell Knight uses 1 to 1 technology (Chromebooks) for grades 3-5 and 1 to 2 technology (Chromebooks and iPads) for grades 1 and 2. Our Technology Class offers coding through the use of droids.



### Mission, Vision, Theme:

We shall provide all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.



### Awards, Recognition, Accomplishments:

State and National School of Character, Recognized for Promising Practices (Character Education) in 2015, 2016, 2017, 2018 and 2019.



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### Courses, Curriculum, Instruction:

The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at <https://www.chcl.org/academics/curriculum>.



### Clubs and Activities:

LEGO Club, Knights of the Round Table (student council), School Beautification opportunities. ARK students started a Kindness Club that meets once a month to share kindness throughout our building. Students also started a Clean Up Crew. The Clean Up Crew collaborates with the head custodian to schedule weekly clean-ups to beautify the school grounds. Knight also offers a robotics club led by our technology teacher.



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 <p><b>Before and After School Programs:</b></p>	<p>School Aged Child Care Program is offered before and after school hours. ARK also offers Extended Day Child Care for kindergarten students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention &amp; Referral Services (I&amp;RS) may be found at <a href="http://www.chclc.org/departments/special-education-student-services">www.chclc.org/departments/special-education-student-services</a></p>
 <p><b>Student Health and Wellness:</b></p>	<p>ARK's Health and Wellness Committee meets at least twice a year. The PTA purchased yoga mats for ARK's PE classes. The PE teacher developed a unit on mindfulness through yoga and runs organized activities during recess (soccer, flag football, four square, basketball). The District currently offers breakfast in each building. At the elementary level a hot breakfast is offered daily. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTA is extremely supportive and active at Knight.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Quaglia Student Voice Survey was administered. The survey data was used to generate focus group questions. ARK's School Aspirations Team (Staff) led focus groups for each grade level (K-5). Each student focus group included 8 to 10 students. The staff and families also completed a character education climate survey. Staff completed a staff voice survey and families completed a parent voice survey.</p>
 <p>Facilities:</p>	<p>The Knight School was built in 1963. Renovations and additions took place in 1994 and 2000. Each day, the school personnel welcome approximately 350 students in kindergarten through fifth grade.</p>
 <p>School Safety:</p>	<p>The District plans to continue security facilities upgrades at the elementary schools this year. Campus police staff have been assigned to the elementary schools. Security and fire drills are conducted as per DOE regulations.</p>



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### Technology and STEM:

Access to robust technology platforms and devices empowers our students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, will support computational thinking, and will prepare CHPS students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, "Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives." CHPS recognizes the need to continuously enhance its technology capacity to bolster its academic program K-12 with a forward-thinking "Future Ready" framework already embraced by the educational community nationwide.



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### Other Information

The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing school communities and the Cherry Hill community at large. The Cherry Hill Public Schools has been named a National District of Character, including 2019 National Schools of Character Beck MS, Cooper ES, Johnson ES, Kingston ES, and Woodcrest ES. 14 CHPS schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. The plan's purpose is to teach CHPS children and staff to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. In an effort to emphasize and maintain a strong, cohesive community, CHPS launched the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize the district as one community, West AND East. This brand is used in communications, including the CHPS WEEKLY e-newsletter and all social media platforms. 10 of CHPS 19 schools are Sustainable Jersey for Schools certified in recognition of their work toward sustainability: 9 schools certified at Bronze Level and 1 school certified at Silver Level. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018. Joseph D. Sharp Elementary School was named a National Blue Ribbon of Excellence School in 2019.