




Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
 CAMDEN
 LINDENWOLD BORO
 801 EGG HARBOR ROAD
 LINDENWOLD, NJ 08021

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	185	200	181
10	139	148	159
11	131	121	112
12	100	129	118
Ungraded	5	4	4
Total	560	602	574

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	51%	50%
Male	51%	50%	50%
Economically Disadvantaged Students	66%	74%	76%
Students with Disabilities	13%	13%	13%
English Learners	8%	13%	17%
Homeless Students			5%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	45.8%
Black or African American	38.2%
White	11.1%
Asian	3.5%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
Two or More Races	0.9%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	574
Shared Time Students	0
Full Time Equivalent	574

Enrollment by Home Language

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

Home Language	% of Students
English	70.7%
Spanish	27.2%
Other	2.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	96.8	20.10	25.80	54.90	20.1	30.1	Not Met
White	23	100.0	30.40	39.30	63.90	30.4	33.2	Met Target†
Hispanic	143	96.9	13.30	20.20	39.80	13.3	27.6	Not Met
Black or African American	98	95.5	22.40	27.10	35.20	22.4	28.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.40	48.70	80.70	58.4	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	127	97.2	31.40	*	62.20	31.4		
Male	151	96.4	10.60	*	48.10	10.6		
Economically Disadvantaged Students	210	97.5	15.80	23.90	36.20	15.8	29.4	Not Met
Non-Economically Disadvantaged Students	68	94.8	33.80	33.70	65.80	33.8		
Students with Disabilities	44	95.7	*	*	20.50	*	6.6	Not Met
Students without Disabilities	234	97.0	*	*	61.90	*		
English Learners	74	96.6	*	10.90	25.20	*	8.3	Not Met
Non-English Learners	204	96.9	*	31.10	57.40	*		
Homeless Students	18	95.5	11.10	20.90	26.40	11.1		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	717	717	749	35%	20%	26%	*	*	19%	52%
White	15	745	745	757	*	*	*	*	*	33%	62%
Hispanic	80	705	705	733	50%	18%	19%	14%	0%	14%	35%
Black or African American	61	722	722	730	26%	26%	30%	18%	0%	18%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	65	733	733	756	*	*	*	*	*	*	60%
Male	96	706	706	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	120	712	712	731	39%	*	26%	13%	*	13%	32%
Non-Economically Disadvantaged Students	41	733	733	758	24%	*	24%	32%	*	37%	62%
Students with Disabilities	26	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	135	721	721	754	*	*	*	*	*	*	58%
English Learners	32	672	672	690	*	*	*	*	*	*	*
Non-English Learners	129	728	728	752	*	*	*	*	*	*	*
Homeless Students	12	701	701	719	*	0%	*	*	0%	17%	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	711	711	743	46%	*	24%	19%	*	21%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	76	699	699	728	59%	*	24%	*	*	12%	34%
Black or African American	43	721	721	725	35%	*	23%	28%	*	30%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	76	721	721	752	37%	*	26%	*	*	29%	54%
Male	64	699	699	734	56%	*	22%	*	*	13%	39%
Economically Disadvantaged Students	108	707	707	726	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	32	726	726	751	*	*	*	*	*	31%	54%
Students with Disabilities	15	691	691	704	*	*	*	*	*	*	12%
Students without Disabilities	125	713	713	749	*	*	*	*	*	*	52%
English Learners	36	668	668	681	*	*	*	*	*	*	*
Non-English Learners	104	726	726	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	732	732	736	24%	*	22%	26%	*	33%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	37	726	726	731	32%	*	27%	*	*	22%	34%
Black or African American	39	731	731	728	*	26%	*	33%	*	36%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	55	734	734	744	*	*	*	24%	*	35%	46%
Male	35	728	728	729	*	*	*	29%	*	31%	31%
Economically Disadvantaged Students	57	726	726	729	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	33	741	741	740	*	*	*	*	*	49%	42%
Students with Disabilities	10	708	708	709	*	*	*	*	*	*	12%
Students without Disabilities	80	735	735	741	*	*	*	*	*	*	43%
English Learners	13	694	694	699	*	*	*	*	*	*	*
Non-English Learners	77	738	738	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

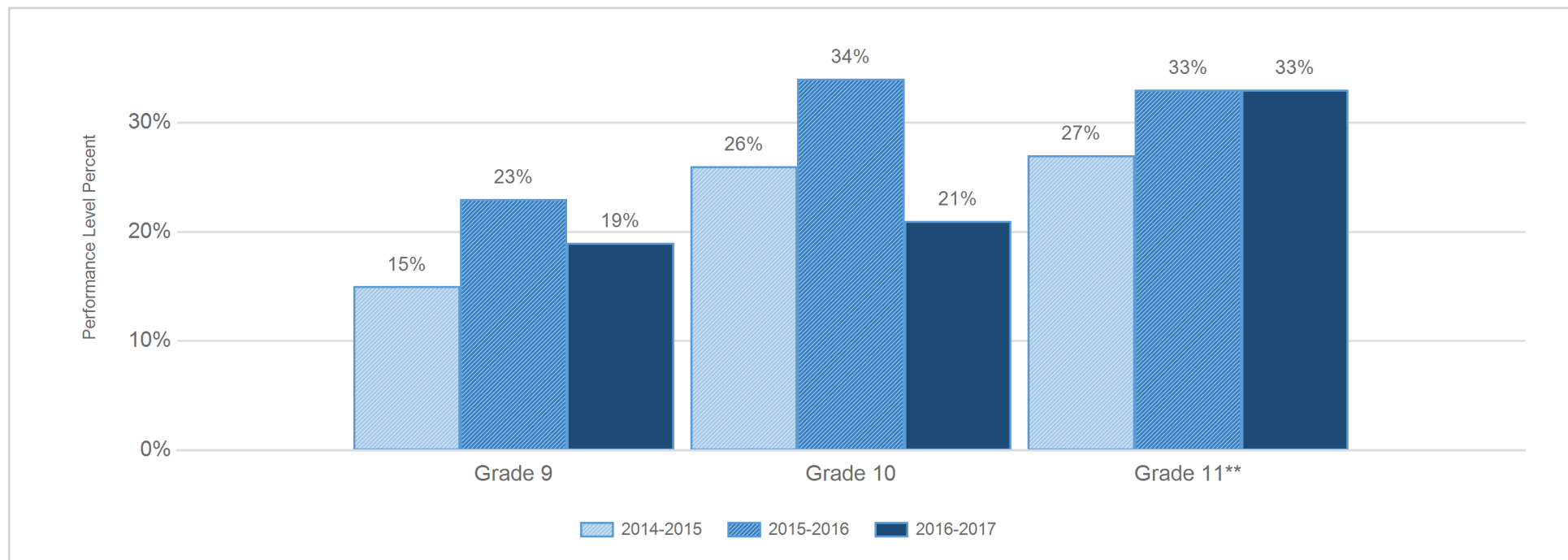


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	292	93.8	*	13.80	43.50	*	14.1	Not Met
White	22	89.7	18.20	32.00	52.40	16.8	21.9	Met Target†
Hispanic	151	95.4	*	*	27.60	*	11.1	Not Met
Black or African American	104	91.8	*	*	21.70	*	12.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	41.70	38.50	75.60	41.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	133	94.3	*	14.50	44.10	*		
Male	159	93.4	*	13.10	42.90	*		
Economically Disadvantaged Students	221	96.0	*	*	25.10	*	14.6	Not Met
Non-Economically Disadvantaged Students	71	87.4	*	*	54.30	*		
Students with Disabilities	46	93.9	*	*	16.50	*	N	N
Students without Disabilities	246	93.8	*	*	48.80	*		
English Learners	72	93.2	*	*	23.30	*	N	N
Non-English Learners	220	94.0	*	*	45.20	*		
Homeless Students	19	95.7	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	711	719	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	95	706	*	728	*	*	*	*	*	*	24%
Black or African American	62	712	721	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	67	715	*	744	*	*	*	*	*	*	43%
Male	106	709	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	134	708	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	39	722	*	751	*	*	*	*	*	*	52%
Students with Disabilities	25	699	699	714	*	*	*	*	*	*	10%
Students without Disabilities	148	713	722	747	*	*	*	*	*	*	47%
English Learners	49	697	697	708	*	*	*	*	*	*	*
Non-English Learners	124	717	726	745	*	*	*	*	*	*	*
Homeless Students	14	697	697	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	716	716	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	76	713	713	722	*	*	*	*	*	*	14%
Black or African American	51	716	716	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	86	719	719	735	*	*	*	*	*	*	31%
Male	64	712	712	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	115	715	715	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	35	718	718	740	*	*	*	*	*	*	39%
Students with Disabilities	21	703	703	711	*	*	*	*	*	*	*
Students without Disabilities	129	718	718	738	*	*	*	*	*	*	*
English Learners	25	697	697	710	*	*	*	*	*	*	*
Non-English Learners	125	719	719	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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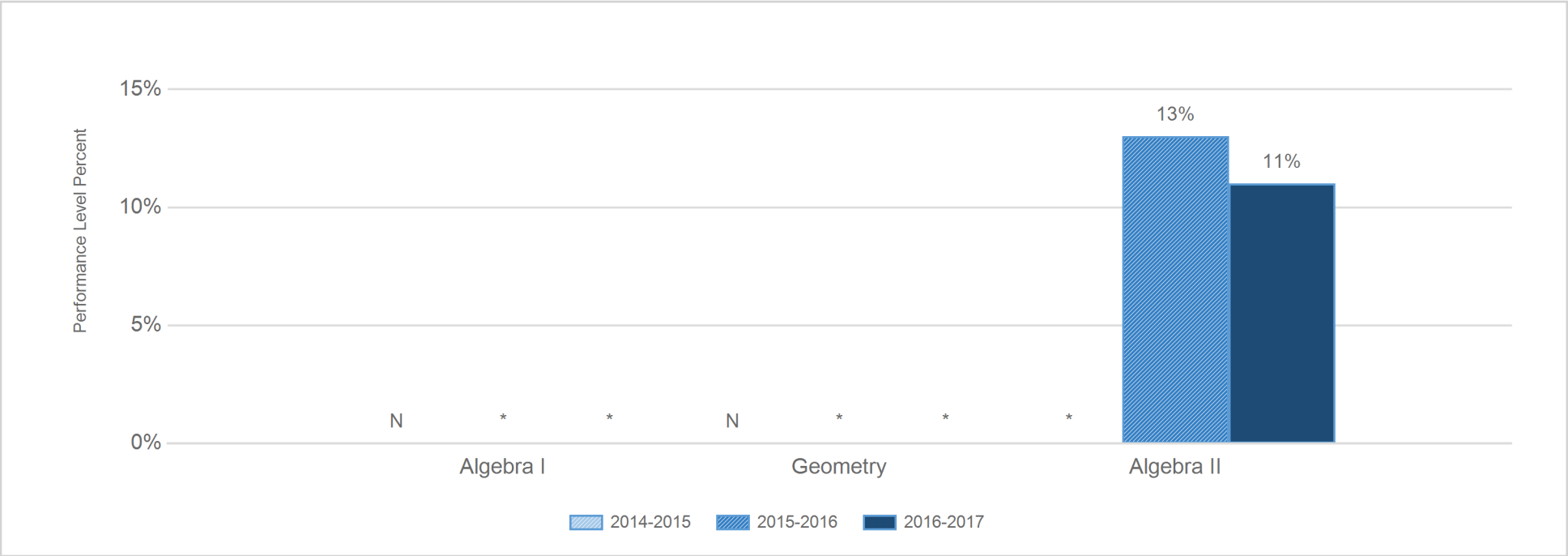
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	709	709	725	38%	30%	22%	*	*	11%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	27	711	711	710	37%	*	*	*	0%	11%	14%
Black or African American	27	705	705	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	33	706	706	725	*	*	*	*	*	*	27%
Male	31	712	712	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	40	710	710	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	24	708	708	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
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LINDENWOLD, NJ 08021

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	32	*	*
2	21	*	*
3	21	*	*
4	15	*	*
5+	*	*	*



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
 CAMDEN
 LINDENWOLD BORO
 801 EGG HARBOR ROAD
 LINDENWOLD, NJ 08021

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

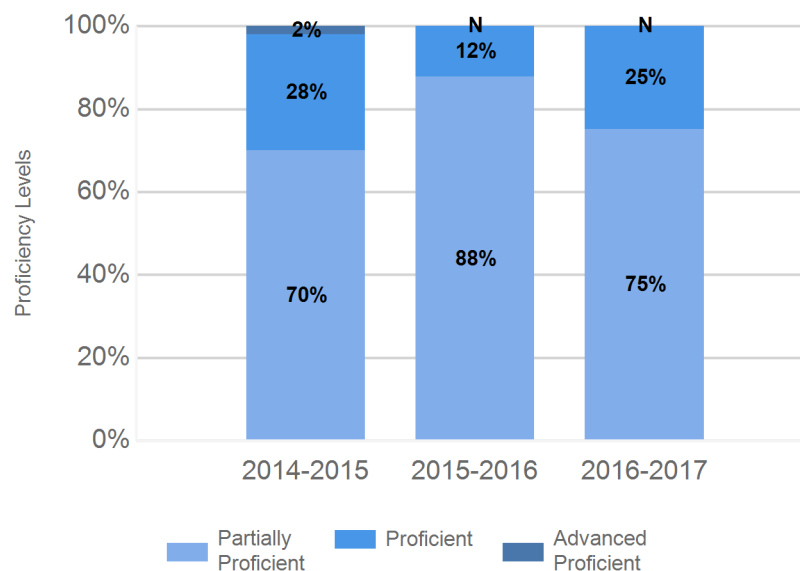
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	25%	75%
White	N	57%	43%
Hispanic	N	17%	83%
Black or African American	N	20%	80%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	19%	81%
Students with Disabilities	N	N	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

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





Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	90.7%	70.0%
Percentage of students taking the ACT	41.5%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	404	481	Varies By Grade	42%	67%
PSAT - Math	406	483	Varies By Grade	19%	49%
SAT - Reading and Writing	478	551	480	50%	77%
SAT - Math	494	552	530	36%	58%
ACT - Reading	18	24	22	27%	65%
ACT - English	15	24	18	31%	79%
ACT - Math	19	24	22	24%	65%
ACT - Science	18	23	23	22%	54%



Lindenwold High School
2016-2017

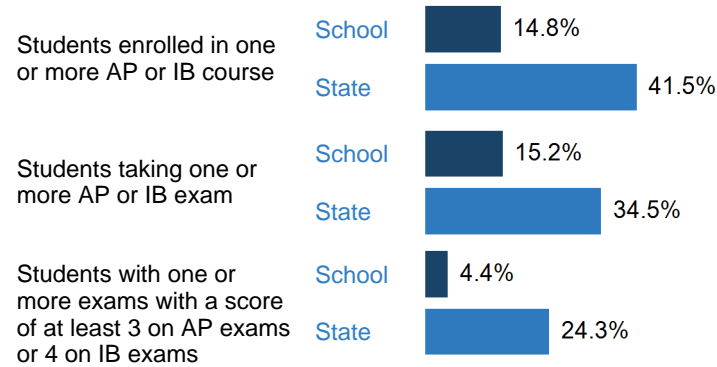
Grade Span 09-12

07-2670-005
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LINDENWOLD, NJ 08021

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

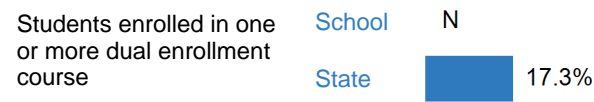
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	10	9
AP Chemistry	7	7
AP English Literature and Composition	12	11
AP Physics 1	0	9
AP Physics 2	0	6
AP Physics B	7	0
AP Physics C	9	0
AP Psychology	0	1
AP U.S. History	12	12
AP World History	0	1
Total Exams Taken		56
Exams with scores of at least 3 on AP exams or 4 on IB exams		12



Lindenwold High School
2016-2017

Grade Span 09-12

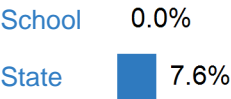
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

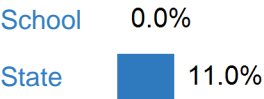
Career and Technical Education Participation

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

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



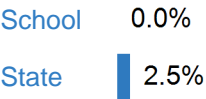
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	138	30	0	0	0	0	164
10	18	118	25	0	0	0	136
11	9	10	61	7	0	0	84
12	1	2	5	23	21	0	35
Schoolwide	166	160	91	30	21	0	419
Enrolled in AP/IB Course					10	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	148	2	0	1	26	0
10	17	35	0	3	94	1
11	9	52	0	9	21	8
12	0	8	0	31	31	18
Schoolwide	174	97	0	44	172	27
Enrolled in AP/IB Course	0	7		0	9	0



Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	40	0	1	0	0
10	0	155	0	9	0	0
11	0	105	0	11	0	0
12	1	102	0	15	0	0
Schoolwide	1	402	0	36	0	0
Enrolled in AP/IB Course	0	12	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	91	31	0	0	0	0	0
10	82	13	0	0	0	0	0
11	29	9	0	0	0	0	0
12	9	2	0	0	0	0	0
Schoolwide	211	55	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	19	19	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Lindenwold High School
2016-2017
Grade Span 09-12

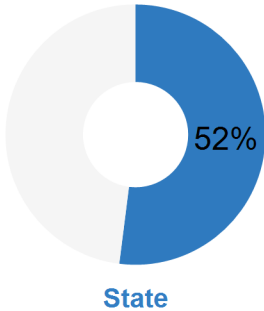
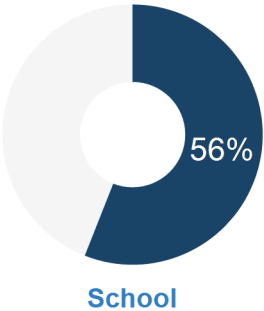
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Visual and Performing Arts – Course Participation

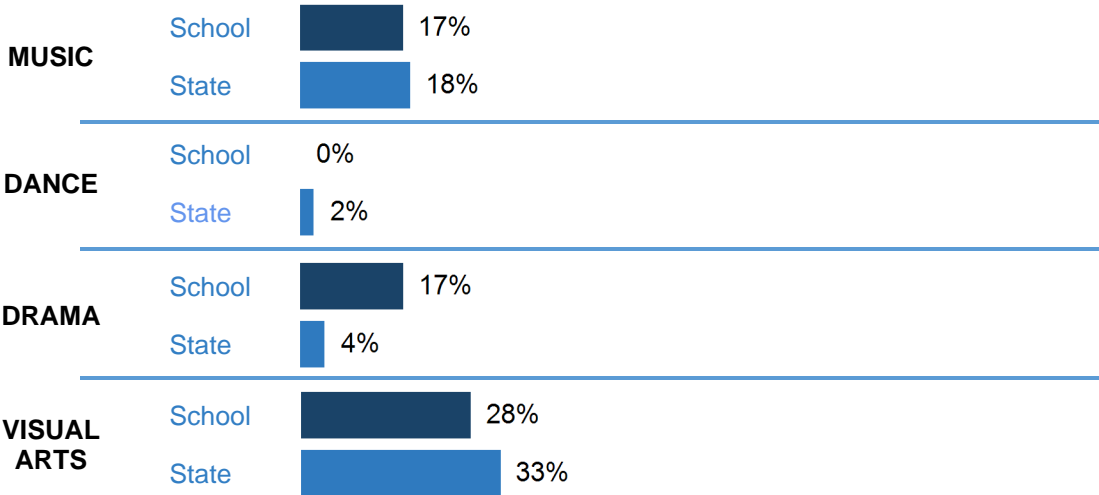
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	75.2%	90.5%	80.3%	91.8%	77.2%	77.3%	Not Met	77.8%	82.5%	Not Met
White	69.2%	94.5%	91.7%	95.1%	87.5%	76.0%	Met Target	76.9%	77.0%	Not Met
Hispanic	*	84.3%	83.3%	86.3%	80.0%	82.1%	Not Met	88.4%	87.9%	Met Target
Black or African American	83.9%	83.4%	74.4%	85.3%	72.7%	74.3%	Not Met	71.2%	80.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	74.8%	83.9%	78.5%	85.6%	76.0%	71.3%	Met Target	72.5%	82.8%	Not Met
Students with Disabilities	66.7%	78.8%	65.6%	82.1%	59.4%	55.9%	Met Target	53.3%	76.1%	Not Met
English Learners	68.4%	76.1%	70.6%	79.7%	70.6%	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	75.2%	-
2016	77.2%	80.3%
2015	76.4%	77.8%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	5.1%	1.1%
2015-2016	2%	1.1%
2014-2015	1.7%	1.1%

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



Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	48.7%	57.1%	42.9%
White	*	*	*
Hispanic	26.2%	72.7%	27.3%
Black or African American	51%	53.9%	46.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	0%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	40.7%	57.1%	42.9%
Students with Disabilities	14.3%	100%	0%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	57.4%	54.3%	45.7%	91.4%	8.6%	90%	10%
White	66.7%	57.1%	42.9%	100%	0%	92.9%	7.1%
Hispanic	53.7%	63.6%	36.4%	95.5%	4.6%	95.5%	4.6%
Black or African American	53.6%	43.3%	56.7%	83.3%	16.7%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	58%	60.8%	39.2%	90.2%	9.8%	92.2%	7.8%
Students with Disabilities	31.6%	66.7%	33.3%	83.3%	16.7%	83.3%	16.7%
English Learners	*	*	*	*	*	*	*



Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Chronic Absenteeism

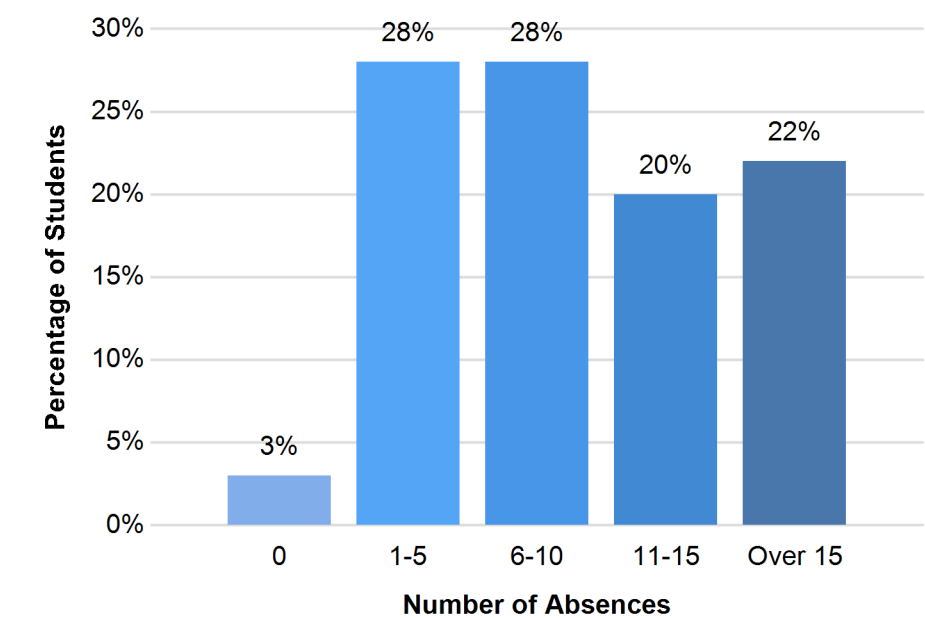
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.90	14.30	Not Met
White	30.30	14.30	Not Met
Hispanic	18.50	14.30	Not Met
Black or African American	19.90	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.20	14.30	Not Met
Students with Disabilities	40.70	14.30	Not Met
English Learners	21.30	14.30	Not Met

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

Days Absent

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



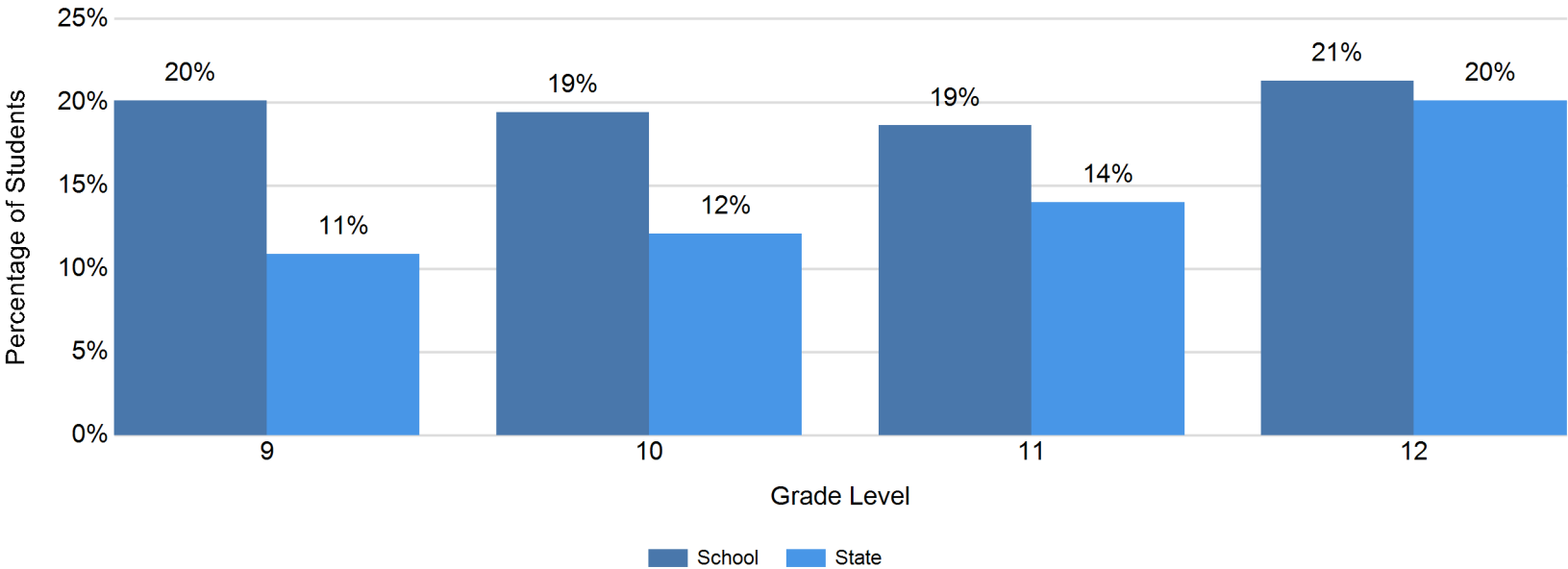


Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

Chronic Absenteeism by Grade

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





Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

School Day

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

Category	School
Typical Start Time	7:30AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 58 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Vandalism	6
Weapons	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	4.70

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	30.7%
Out-of-School Suspensions	7.7%
Any Suspension	31.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	72.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,141	\$12,016	\$13,157



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	84%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	72:1	139:1
Librarian/Media Specialists		1388:1
Nurses		694:1
Counselors		397:1
Child Study Team		252:1



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	10.8	17.5%
Mathematics Proficiency	11.8	17.5%
Graduation - 4-Year	9.0	25.0%
Graduation - 5-Year	5.4	25.0%
Chronic Absenteeism	20.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		10.6
Summative Rating: Percentile rank of Summative Score		7.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
 CAMDEN
 LINDENWOLD BORO
 801 EGG HARBOR ROAD
 LINDENWOLD, NJ 08021

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	10.6	6.2	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
White	6.3	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Hispanic	23.3	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Black or African American	21.8	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	18.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	5.9	6.2	Targeted	Not Met	N	Not Met	Met Target	Not Met	No
English Learners	**	**	No	Not Met	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



Lindenwold High School
2016-2017
Grade Span 09-12




07-2670-005
 CAMDEN
 LINDENWOLD BORO
 801 EGG HARBOR ROAD
 LINDENWOLD, NJ 08021

School General Info

Principal:	Mr. Brandt	Email Address:	pbrandt@lindenwold.k12.nj.us
Address:	801 EGG HARBOR ROAD LINDENWOLD, NJ 08021	Website:	http://hs.lindenwold.k12.nj.us/
Phone:	(856)741-0320	Facebook:	https://www.facebook.com/lindenwoldcommunityspotlight/
		Twitter:	https://twitter.com/lindenwoldlions?lang=en

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Each Classroom is equipped with chromebooks to align with the Google Classroom Initiative • Lindenwold High School offers 26 different clubs and activities for all students • Lindenwold HS has a literacy initiative containing active reading & writing, critical thinking & speaking and listening
 Mission, Vision, Theme:	<p>The Lindenwold School Community is committed to preparing all students to meet the NJ State Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.</p>
 Awards, Recognition, Accomplishments:	<p>Lindenwold High School recently played in the Group 1 Boys Soccer Final. The Boys Soccer Coach was also named South Jersey Coach of the Year while one of the players was named player of the year in the State of New Jersey. Lindenwold also has 3 students currently enrolled that are recipients of scholarships and mentoring through The Give Something Back Foundation.</p>



Lindenwold High School
2016-2017

Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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Courses, Curriculum, Instruction:

Lindenwold High School offers eight different AP Courses along with tutoring for all students after school. Tutoring is available through National Honor Society Students and content area teachers each day. Lindenwold High School also offers an additional period after school ends to assist struggling students in achieving proficiency in all subjects. The school has also recently moved to academic categories grading.



Sports and Athletics:

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

Lindenwold High School was the recipient of the Sportsmanship award in two different sports during the 2016-2017 school year. The Boy's Basketball Team and the Wrestling Team both had outstanding performances and displayed excellent sportsmanship to win these honors as voted on by Southern New Jersey Officials. This is the second time the Boy's Basketball Team has received this honor.



Clubs and Activities:

Lindenwold High School has 26 different clubs and activities, something for everyone, available to the student body. These clubs and activities include Adventure Club, Art Club, Audio Visual Club, Building Men, Leading Ladies, Concert Band, Concert Choir, Drama Club, Freshman Class, Interact, Junior Class, Leo Club, Marching Band, National Honor Society, Outspoken Poetry, Stage Crew, Step Team, Student Council, Senior Class, Sophomore Class and Yearbook – "The Legacy"



Before and After School Programs:

Lindenwold High School offers after school tutoring for all students through the National Honor Society as a component of community service. Also, there is an extra period added to the day of any struggling student in grades nine through eleven. This ninth period class will focus on content and concepts that were not mastered or proficient by the student. These students have the opportunity to earn a passing grade back if they show proficiency during these ninth period classes.








Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
 CAMDEN
 LINDENWOLD BORO
 801 EGG HARBOR ROAD
 LINDENWOLD, NJ 08021

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 Staff and Professional Learning:	<p>All staff members are participating in professional development that includes in Google Classroom. During the 2017-2018 school year all teachers will earn their level one Google Certification for Google Classroom Practices. Having become a Google Apps district, our students and teachers now have integrated access to Google Cloud to further empower them in school, and out of school. Students and teachers continue their learning experiences long after the school day has ended.</p>
 Postsecondary Information:	<p>Lindenwold Students take a senior survey during their last year of high school to provide data for plans after high school. The survey distributed to our class of 2017 indicated 42% of our students will go on to a four year college, 32% will attend a two year college and 8% will enter the armed forces. Students are given several opportunities to participate in financial aid workshops that include their families. Smaller breakout sessions are held separately.</p>
 Student Supports and Services:	<p>English Language Learners are provided with several supports ranging from identifying needs and assessing levels of academic performance at the time they begin school. Lindenwold High School offers courses for ESL students and supports in general education courses. Struggling students are offered after school tutoring for credit/passing grades at the end of each marking period. Students must demonstrate proficiency and receive credit in courses where they struggle.</p>
 Student Health and Wellness:	<p>Students are required to participate in Physical Education during all four years of their high school career. During Physical Education, students participate in a variety of physical activities including weightlifting and cardiovascular exercise. Students must also participate in fitness days as a component of assessment for their grade in the course. Health classes on the other side of Physical Education are geared toward nutrition and leading a healthy lifestyle.</p>
 Parent and Community Involvement:	<p>Lindenwold High School currently has a Varsity Club to support all student athletes. The organization raises money at all events to fund several different scholarships and provide jackets for varsity letter winners. Lindenwold High School also has a Home and School Organization that supports all schools in the district by running fundraisers to reduce the cost of educational field trips and other activities not funded by the school district.</p>





Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The school climate survey is given out each year at Lindenwold School. Students, teachers and parents are invited to participate in this survey which is designed to gather information that will help us improve student relationships, learning conditions, and the school's overall environment. The survey is confidential any no one is required to answer questions if they choose not to do so. The general consensus is that we operate in a safe school that values relationships and risk-free learning.</p>
<div></div> <div>Facilities:</div>	<p>Lindenwold High School was built in 2001 as a result of the dissolution of the Lower Camden County HS District. The high school is a modern facility in excellent condition and accommodates approximately six hundred students each day. The facility is supplied with oversized, state of the art Science Labs and Media Center. The school also has a professional video production studio that broadcasts "The Morning Roar" news of Lindenwold High School each day.</p>



Lindenwold High School
2016-2017
Grade Span 09-12

07-2670-005
CAMDEN
LINDENWOLD BORO
801 EGG HARBOR ROAD
LINDENWOLD, NJ 08021

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Other Information:

Lindenwold High School is a choice school and a component of a choice district. There is a uniform policy from grades K-12 requiring students to dress in khakis and collared shirts that are school colors. Students are also permitted to wear Lindenwold High School attire acquired from activities or sports. Lindenwold High School has recently become equipped to accommodate students choosing to bring their own electronic devices to enhance learning experiences surrounded by technology. All incoming ninth graders take part in a Freshman Seminar Program designed to help students transition to the high school environment and succeed in their freshman year. Character development, successful habits like organization and positive role models are part of this program. In addition, all freshmen are assigned a senior mentor who must attend several rigorous training sessions to prepare them to assist all freshmen. Senior Honors English students are offered a special option that includes a semester long inquiry-based project. These students work closely with an adult mentor to help guide their learning. Lindenwold High School's working philosophy is to nurture, encourage and challenge each student to develop to their full potential and to participate in school programs. The staff fosters a caring atmosphere that illustrates pride in their profession and a deep feeling of ownership in the school. Our teachers specialize in differentiating instruction, curriculum mapping and using data to drive instruction. All teachers participate in specialized learning communities to improve instructional delivery. The students bring life to the environment through honesty, caring, and pride. Together we succeed in producing positive citizens for our society. All students at Lindenwold High School use innovative, hands-on material geared toward bringing relevance into the educational process.




Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
 CAMDEN
 LINDENWOLD BORO
 40 WHITE HORSE AVENUE
 LINDENWOLD, NJ 08021

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

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

Navigating through the reports:

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

Other Resources:

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



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	185	204	195
6	190	178	204
7	172	193	177
8	160	161	189
Ungraded	5	7	12
Total	712	743	777

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	50%	49%
Male	51%	51%	51%
Economically Disadvantaged Students	80%	79%	82%
Students with Disabilities	13%	15%	15%
English Learners	7%	9%	13%
Homeless Students			8%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	45.4%
Black or African American	40.9%
White	10.4%
Asian	2.4%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

Enrollment by Home Language

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

Home Language	% of Students
English	68.9%
Spanish	29.0%
Other	2.1%



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	689	95.5	28.30	25.80	54.90	28.3	29.8	Met Target†
White	77	92.0	44.20	39.30	63.90	42.6	41	Met Target
Hispanic	320	97.4	23.40	20.20	39.80	23.4	23.4	Met Target
Black or African American	270	94.8	28.50	27.10	35.20	28.5	31.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	17	89.5	47.10	48.70	80.70	44.1	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	343	95.9	35.00	*	62.20	35		
Male	346	95.1	21.70	*	48.10	21.7		
Economically Disadvantaged Students	553	96.0	26.60	23.90	36.20	*	27.5	Met Target†
Non-Economically Disadvantaged Students	136	93.7	35.30	33.70	65.80	*		
Students with Disabilities	117	92.6	*	*	20.50	*	9.7	Not Met
Students without Disabilities	572	96.1	*	*	61.90	*		
English Learners	145	98.0	11.00	10.90	25.20	11	13.3	Met Target†
Non-English Learners	544	94.9	32.90	31.10	57.40	32.9		
Homeless Students	60	90.9	25.00	20.90	26.40	24.2		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	189	730	730	756	*	25%	31%	27%	*	28%	59%
White	15	738	738	763	*	*	*	*	0%	47%	69%
Hispanic	86	728	728	743	24%	*	30%	27%	*	28%	44%
Black or African American	79	731	731	740	*	29%	37%	24%	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	87	739	739	761	*	22%	37%	33%	*	35%	66%
Male	102	723	723	750	*	28%	27%	22%	*	22%	53%
Economically Disadvantaged Students	155	728	728	740	*	*	28%	26%	*	27%	40%
Non-Economically Disadvantaged Students	34	742	742	765	*	*	47%	32%	*	32%	71%
Students with Disabilities	38	714	714	725	*	*	*	*	*	*	22%
Students without Disabilities	151	734	734	762	*	*	*	*	*	*	66%
English Learners	15	691	691	710	*	*	*	*	*	*	12%
Non-English Learners	174	734	734	757	*	*	*	*	*	*	60%
Homeless Students	21	718	718	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	729	729	752	*	23%	43%	17%	*	19%	54%
White	20	743	743	758	*	*	*	*	*	45%	63%
Hispanic	94	724	724	740	22%	25%	40%	*	*	13%	38%
Black or African American	81	731	731	736	*	24%	47%	17%	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	99	734	734	758	*	22%	47%	18%	*	22%	61%
Male	101	724	724	746	*	23%	40%	15%	*	15%	46%
Economically Disadvantaged Students	164	729	729	737	*	*	45%	*	*	17%	34%
Non-Economically Disadvantaged Students	36	729	729	761	*	*	36%	*	*	28%	65%
Students with Disabilities	32	706	706	722	*	*	*	*	*	*	17%
Students without Disabilities	168	733	733	758	*	*	*	*	*	*	61%
English Learners	14	688	688	710	*	*	*	*	*	*	*
Non-English Learners	186	732	732	753	*	*	*	*	*	*	*
Homeless Students	15	729	729	729	*	*	*	*	0%	27%	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
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LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	730	730	756	23%	*	30%	22%	*	27%	59%
White	16	752	752	764	0%	*	*	*	*	44%	69%
Hispanic	72	729	729	742	24%	*	31%	24%	*	28%	44%
Black or African American	71	724	724	737	28%	*	31%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	83	735	735	764	*	19%	28%	*	*	35%	68%
Male	81	725	725	749	*	20%	32%	*	*	20%	51%
Economically Disadvantaged Students	128	726	726	739	*	*	27%	*	*	25%	40%
Non-Economically Disadvantaged Students	36	745	745	766	*	*	42%	*	*	36%	70%
Students with Disabilities	21	713	713	719	*	*	*	*	*	*	19%
Students without Disabilities	143	732	732	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	13	740	740	731	*	*	*	*	*	39%	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Lindenwold Middle School
2016-2017

Grade Span 05-08

07-2670-090
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LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

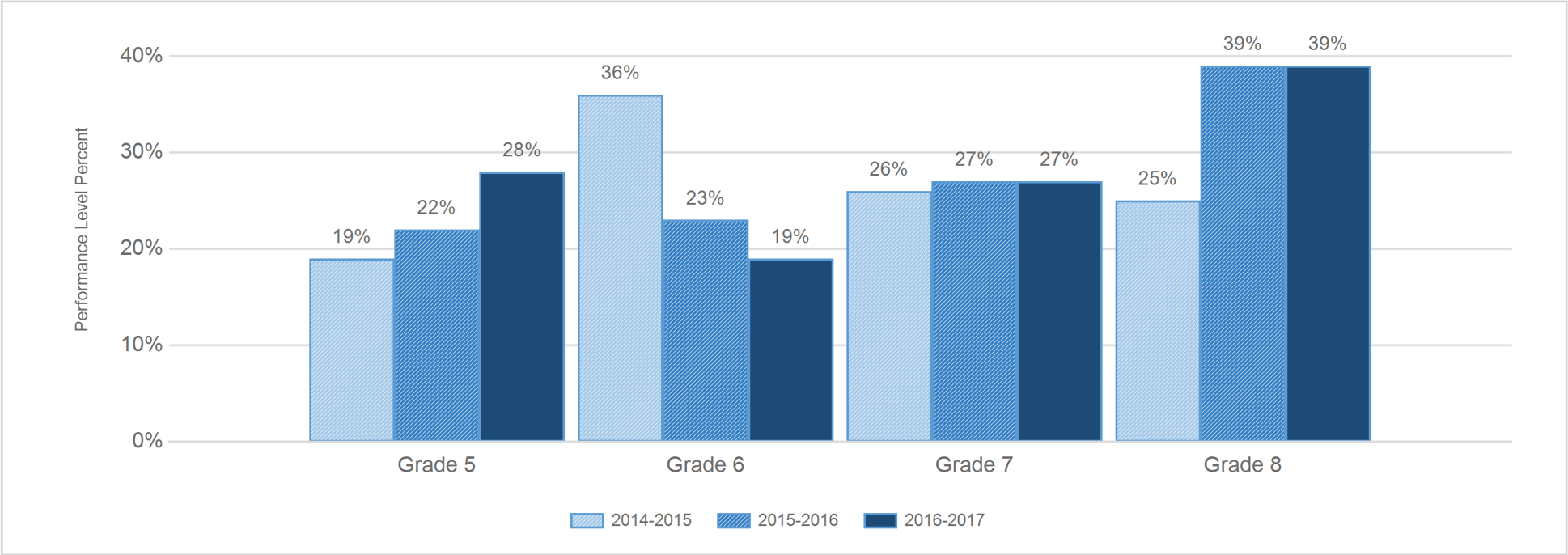
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	182	738	738	757	18%	17%	28%	28%	10%	39%	59%
White	27	737	737	764	*	*	*	*	*	48%	68%
Hispanic	75	734	734	742	*	*	31%	24%	*	32%	44%
Black or African American	75	742	742	738	*	19%	29%	29%	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	97	746	746	766	*	*	27%	31%	*	46%	68%
Male	85	729	729	749	*	*	28%	25%	*	29%	50%
Economically Disadvantaged Students	140	740	740	739	14%	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	42	732	732	766	31%	*	*	*	*	38%	69%
Students with Disabilities	27	698	698	718	*	*	*	*	*	*	18%
Students without Disabilities	155	745	745	764	*	*	*	*	*	*	67%
English Learners	13	676	676	701	*	*	*	*	*	*	*
Non-English Learners	169	743	743	759	*	*	*	*	*	*	*
Homeless Students	20	719	719	727	*	*	*	*	0%	25%	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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





Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

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40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	695	95.2	12.50	13.80	43.50	12.5	18.1	Not Met
White	77	92.0	29.90	32.00	52.40	28.9	27.9	Met Target
Hispanic	327	97.0	*	*	27.60	*	12.7	Not Met
Black or African American	269	94.4	12.30	*	21.70	12.3	19.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	17	89.5	29.40	38.50	75.60	27.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	346	95.4	12.80	14.50	44.10	12.8		
Male	349	95.0	12.40	13.10	42.90	12.4		
Economically Disadvantaged Students	556	95.6	11.50	*	25.10	*	16.3	Not Met
Non-Economically Disadvanatged Students	139	93.9	16.60	*	54.30	*		
Students with Disabilities	116	92.6	*	*	16.50	*	8.7	Not Met
Students without Disabilities	579	95.8	*	*	48.80	*		
English Learners	153	97.1	*	*	23.30	*	9.1	Not Met
Non-English Learners	542	94.7	*	*	45.20	*		
Homeless Students	60	90.9	15.00	*	16.40	14.5		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

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40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	721	721	747	19%	36%	32%	*	*	13%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	90	721	721	735	*	*	*	*	*	*	30%
Black or African American	78	721	721	729	18%	45%	23%	*	*	14%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	86	727	727	747	*	34%	41%	*	*	14%	47%
Male	106	716	716	746	*	38%	26%	*	*	12%	46%
Economically Disadvantaged Students	157	719	719	732	*	35%	32%	*	*	12%	27%
Non-Economically Disadvantaged Students	35	728	728	756	*	40%	34%	*	*	17%	59%
Students with Disabilities	39	704	704	725	*	*	*	*	*	*	19%
Students without Disabilities	153	725	725	751	*	*	*	*	*	*	52%
English Learners	20	693	693	717	*	*	*	*	*	*	12%
Non-English Learners	172	724	724	748	*	*	*	*	*	*	48%
Homeless Students	21	708	708	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

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LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	712	712	743	*	*	*	*	*	*	44%
White	20	727	727	751	*	*	*	*	0%	35%	54%
Hispanic	98	708	708	731	*	*	*	*	*	*	27%
Black or African American	81	713	713	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	102	712	712	745	*	*	*	*	*	*	45%
Male	102	712	712	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	167	711	711	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	37	717	717	752	*	*	*	*	*	*	56%
Students with Disabilities	32	693	693	717	*	*	*	*	*	*	13%
Students without Disabilities	172	715	715	748	*	*	*	*	*	*	50%
English Learners	18	686	686	710	*	*	*	*	*	*	*
Non-English Learners	186	714	714	745	*	*	*	*	*	*	*
Homeless Students	15	706	706	719	*	*	*	*	0%	13%	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
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 LINDENWOLD BORO
 40 WHITE HORSE AVENUE
 LINDENWOLD, NJ 08021

Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	718	718	741	*	*	*	*	*	*	40%
White	16	731	731	748	*	*	*	*	0%	19%	49%
Hispanic	78	717	717	730	*	*	*	*	*	*	23%
Black or African American	71	715	715	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	86	719	719	743	*	*	*	*	*	*	41%
Male	84	717	717	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	133	716	716	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	37	724	724	749	*	*	*	*	*	*	50%
Students with Disabilities	21	710	710	716	*	*	*	*	*	*	11%
Students without Disabilities	149	719	719	746	*	*	*	*	*	*	45%
English Learners	13	695	695	712	*	*	*	*	*	*	*
Non-English Learners	157	720	720	742	*	*	*	*	*	*	*
Homeless Students	13	720	720	722	*	*	*	*	0%	23%	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**Lindenwold Middle School
2016-2017**

Grade Span 05-08

**07-2670-090
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LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021**

Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	709	709	728	45%	25%	20%	11%	0%	11%	28%
White	21	702	702	736	62%	*	*	*	0%	19%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	66	712	712	715	35%	30%	24%	*	*	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	81	712	712	730	37%	30%	22%	*	*	11%	30%
Male	85	706	706	725	52%	20%	18%	*	*	11%	26%
Economically Disadvantaged Students	129	711	711	719	40%	*	*	*	0%	11%	19%
Non-Economically Disadvantaged Students	37	700	700	734	60%	*	*	*	0%	11%	34%
Students with Disabilities	28	683	683	705	*	*	*	*	*	*	*
Students without Disabilities	138	714	714	734	*	*	*	*	*	*	*
English Learners	18	689	689	703	*	*	*	*	*	*	*
Non-English Learners	148	711	711	729	*	*	*	*	*	*	*
Homeless Students	20	709	709	710	*	*	*	*	0%	15%	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

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40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

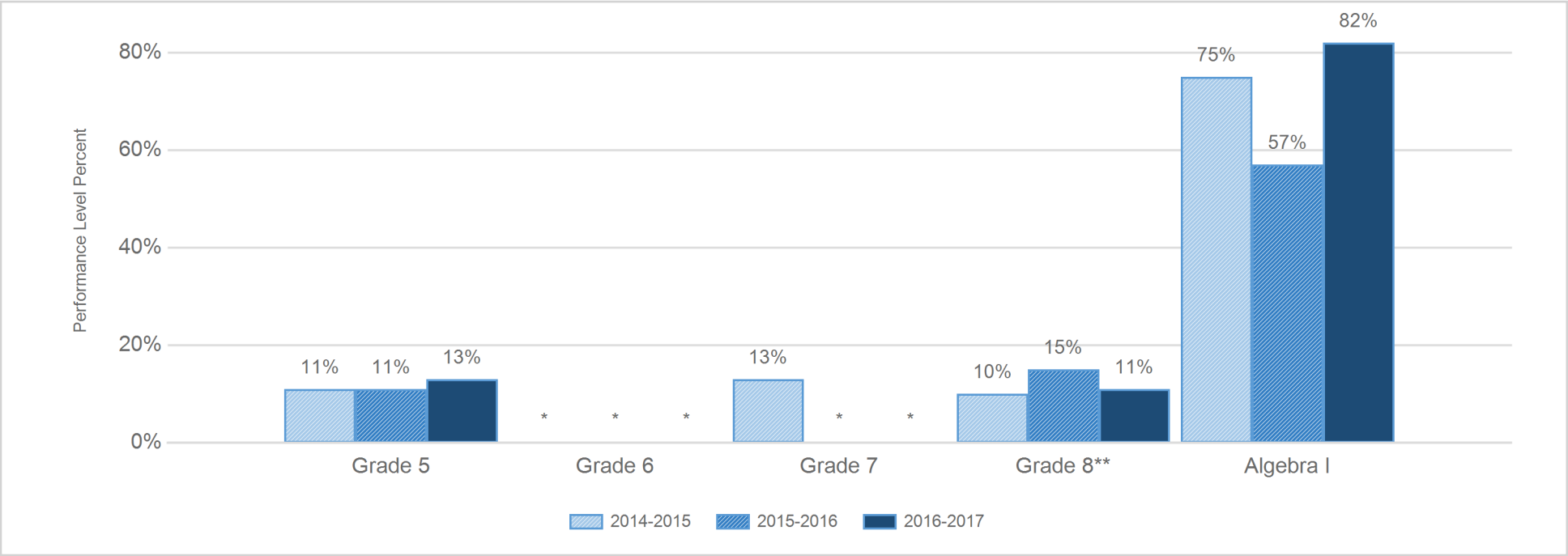
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	778	719	743	0%	0%	*	64%	*	82%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	10	774	721	724	0%	0%	*	*	*	70%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	22	778	722	747	0%	0%	*	64%	*	82%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	22	778	726	745	0%	0%	*	64%	*	82%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
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40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	N
8	*	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	*	*
2	15	86.7%	13.3%
3	12	*	*
4	11	*	*
5+	13	*	*



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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

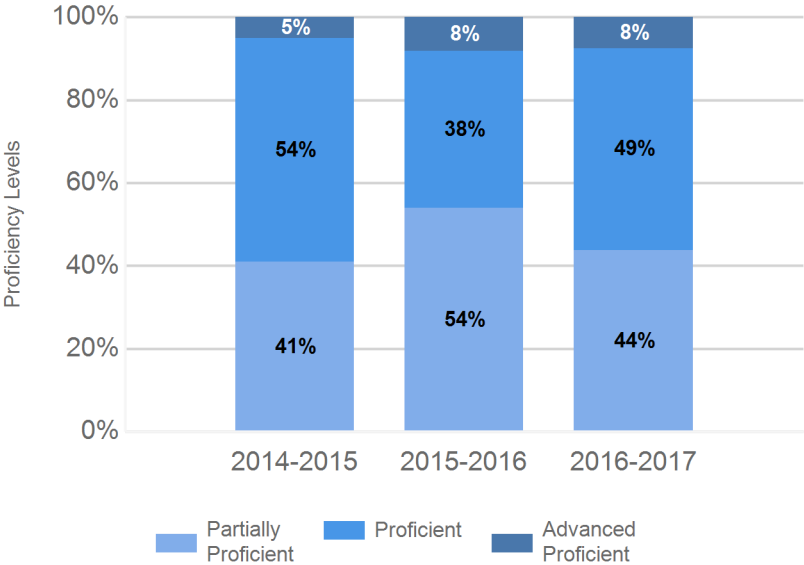
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	8%	49%	44%
White	*	48%	*
Hispanic	3%	47%	51%
Black or African American	7%	51%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	8%	50%	41%
Students with Disabilities	N	36%	64%
English Learners	N	11%	89%

NJASK Science Assessment Performance Trends: Grade 8

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





Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	45	50	Met Target	36	36	50	Not Met
White	48	46	50	Met Target	40	40	52	Met Target
Hispanic	45.5	46	49	Met Target	37	37	47	Not Met
Black or African American	43	41.5	45	Met Target	34.5	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	36	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	45.5	45	47	Met Target	36.5	36	46	Not Met
Students with Disabilities	38.5	*	41	Not Met	32	*	43	Not Met
English Learners	41	46	53	Met Target	37	38	51	Not Met

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



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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

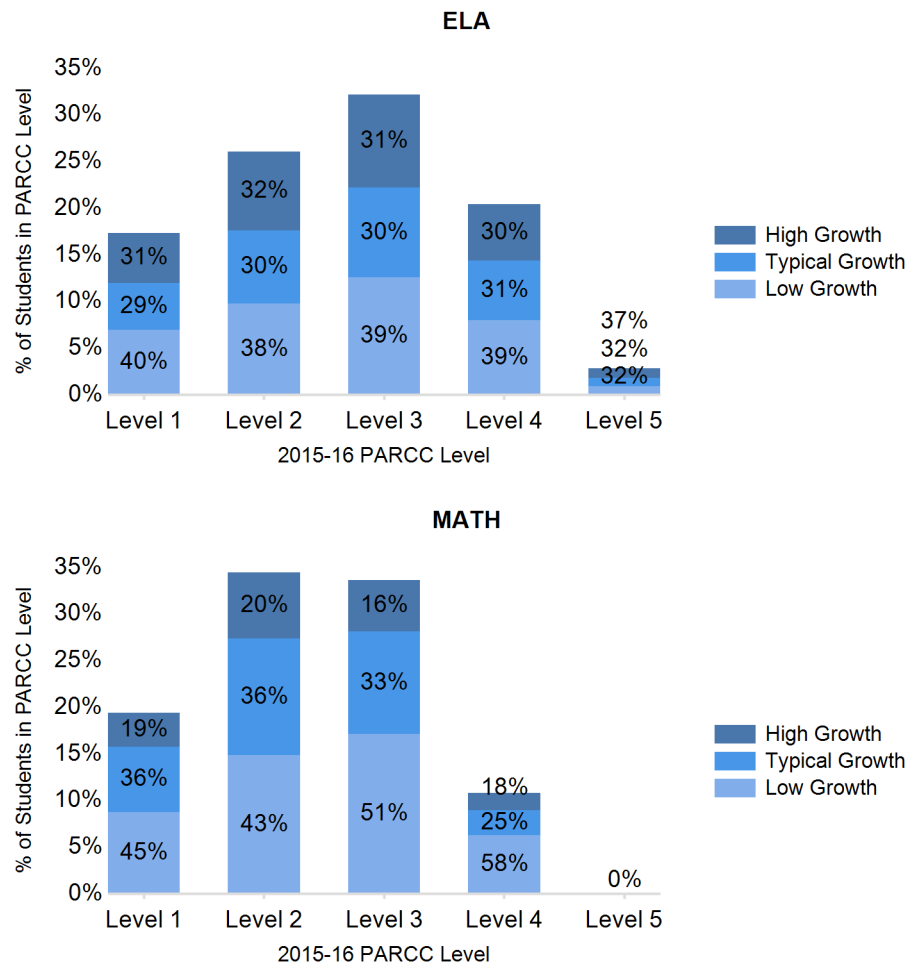
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

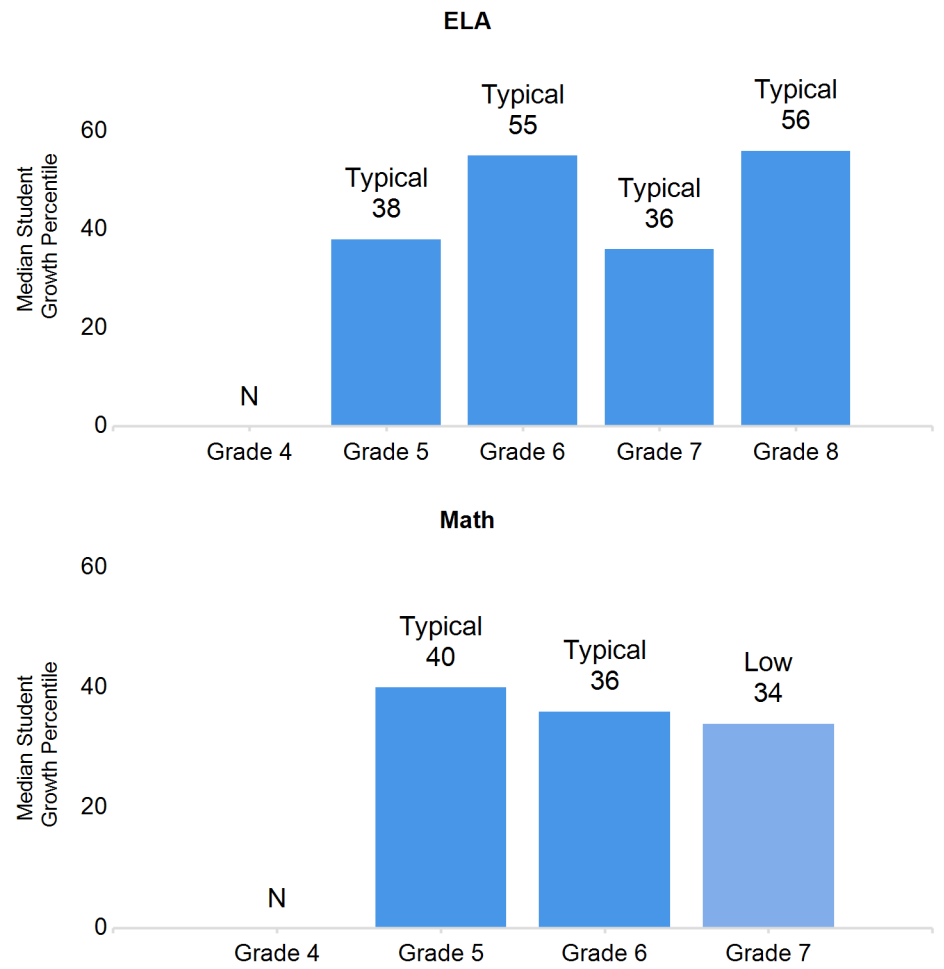
Student Growth by Performance Level

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



Student Growth by Grade

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





Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	195
7	0	0	162
8	22	0	182
Schoolwide	22	0	539

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

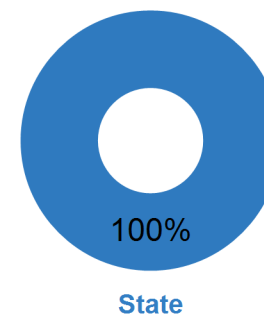
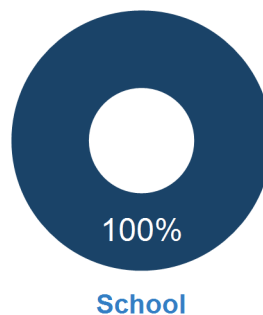
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	157	158	0	0	0	0	0
7	68	75	0	0	0	0	0
8	78	69	0	0	0	0	0
Schoolwide	303	302	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

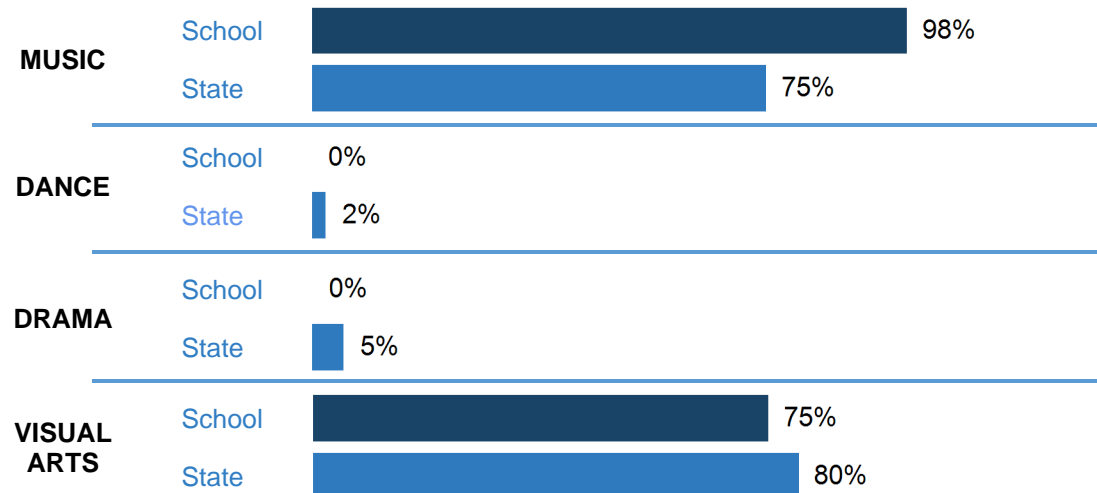
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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

Chronic Absenteeism

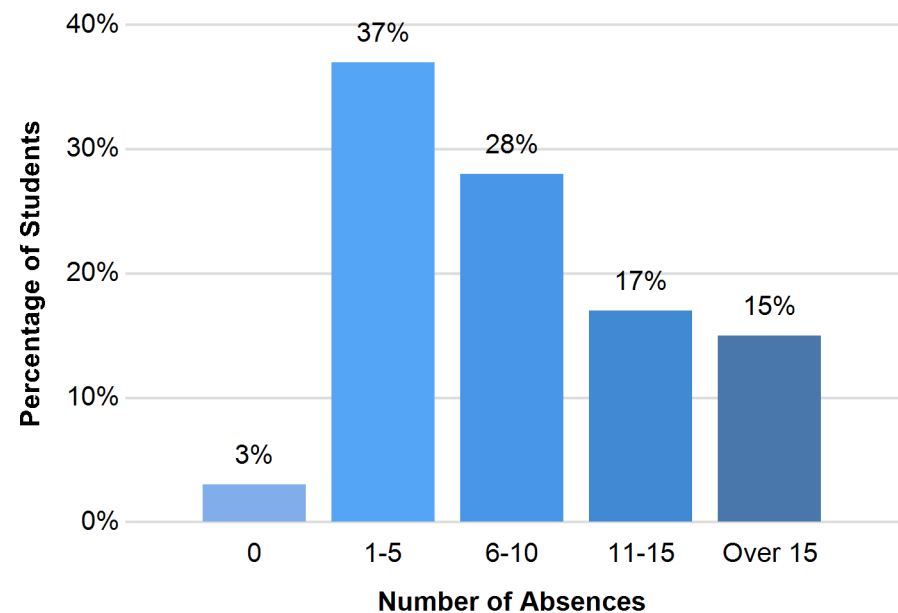
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.00	8.30	Not Met
White	26.20	8.30	Not Met
Hispanic	10.40	8.30	Not Met
Black or African American	12.50	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.50	8.30	Not Met
Students with Disabilities	25.60	8.30	Not Met
English Learners	3.60	8.30	Met Target

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

Days Absent

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



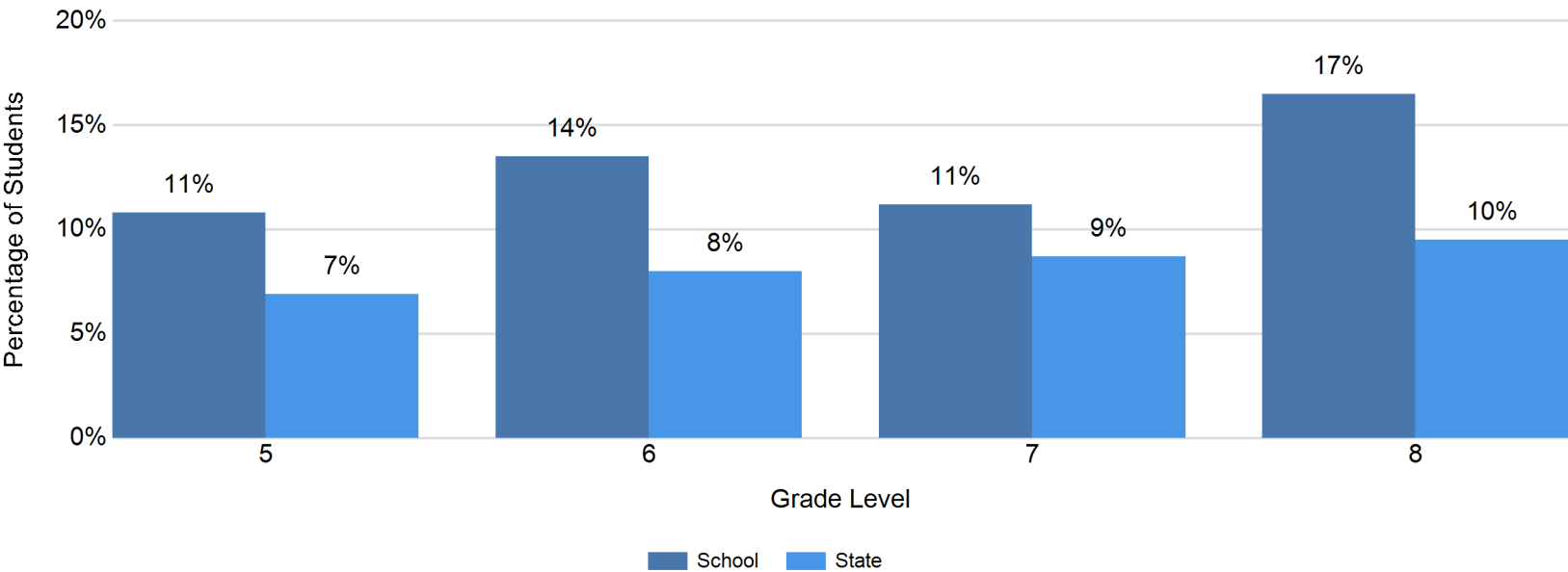


Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

Chronic Absenteeism by Grade

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





Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

School Day

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

Category	School
Typical Start Time	8:05AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 56 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	39
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	5.66

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	17.4%
Out-of-School Suspensions	16.9%
Any Suspension	34.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	72.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,141	\$12,016	\$13,157



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	76	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	259:1	139:1
Librarian/Media Specialists		1388:1
Nurses		694:1
Counselors		397:1
Child Study Team		252:1



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

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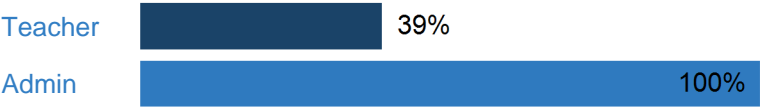
Teachers and Administrators - Level of Education

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

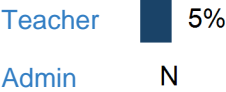
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.9	17.5%
Mathematics Proficiency	3.5	17.5%
English Language Arts Growth	32.0	25.0%
Mathematics Growth	11.7	25.0%
Chronic Absenteeism	13.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.3
Summative Rating: Percentile rank of Summative Score		5.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	15.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
White	15.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	21.9	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Black or African American	31.9	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	26.1	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	19.8	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	24.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Lindenwold Middle School
2016-2017
Grade Span 05-08




07-2670-090
 CAMDEN
 LINDENWOLD BORO
 40 WHITE HORSE AVENUE
 LINDENWOLD, NJ 08021

School General Info

Principal:	Mr. Pugliese	Email Address:	tpugliese@lindenwold.k12.nj.us
Address:	40 WHITE HORSE AVENUE LINDENWOLD, NJ 08021	Website:	http://ms.lindenwold.k12.nj.us
Phone:	(856)346-3330	Twitter:	https://twitter.com/lmsgolions

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Offers enrichment courses in math and language arts to provide additional support. • Classrooms are equipped with SMART boards, document cameras, and Chromebooks. • Our character education course helps maintain a positive school climate while reinforcing good decision making.
 Mission, Vision, Theme:	<p>Our mission is to ensure that all students acquire knowledge, skills, and attitudes necessary to realize their full potential and become productive and responsible citizens of a changing world. This is accomplished by providing dynamic educational programs in partnership with parents and our entire diverse community. Constant emphasis on our local, state, and national educational goals allows Lindenwold students to succeed.</p>
 Awards, Recognition, Accomplishments:	<p>180 of our students finished the year on honor roll, including 38 students on the principal's list with all As. A number of them were also inducted into the National Junior Honor Society, while three of them were nominated for the Envision Career & Leadership program. Two of our nominees were selected to attend the Envision experience at Villanova and California.</p>







Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
 CAMDEN
 LINDENWOLD BORO
 40 WHITE HORSE AVENUE
 LINDENWOLD, NJ 08021

School Narrative

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

 Courses, Curriculum, Instruction:	<p>We believe that by looking at what our students need to by using the standards given, we can create meaningful learning experiences applicable to life outside of the classroom. Teachers use common planning time to ensure articulation across the curriculum. Our teachers and staff work in teams to support our students academically, socially, and emotionally. Our students study ELA, math, world languages, physical education, health and nutrition, technology, and fine arts.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Cross-Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Our boys' soccer team went undefeated, compiling a 12-0 record while our track and field team featured conference champions in boys and girls' discus, girls' 100 meters, and the girls' 4 x 100 meters.</p>
 Clubs and Activities:	<p>We offer a number of clubs and activities to our students including the audio/visual club, band, the board game club, boys to men club, choir, the fall musical, ladies of distinction club, the morning announcements, multi-cultural club, National Junior Honor Society, Orchestra, PBIS club, Renaissance club, science exploration, student government, and yearbook club.</p>
 Before and After School Programs:	<p>We also offer after school programs designed to provide extra assistance or remediation to students who may require extra help with math, language arts, or learning English as a second language.</p>






Lindenwold Middle School
2016-2017

Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

School Narrative

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

 <div>Student Supports and Services:</div>	The majority of our special needs students are served in general education classes where a highly qualified, two-teacher team makes appropriate accommodations necessary to help every student succeed. Here, differentiation is key. Teachers challenge students at their own learning levels, considering the variety of abilities and learning styles. Instruction is tailored with the rigors of the curriculum content in mind.
 <div>Student Health and Wellness:</div>	We offer a number of programs to promote the health and wellness of our students, including free breakfast and lunch. Furthermore, in addition to the numerous sports teams listed above, all our students take physical education classes every other day, rotating with their special classes like art, music, and computers. We also provide them with a marking period of health education, and we have a full-time nurse in the building.
 <div>Parent and Community Involvement:</div>	In an effort to improve parent and community involvement, we are reorganizing the Home & School Association and re-instituting a PAC here at the middle school. We also invite our parents to a number of family events to bridge the gap between home and school, and we strive to maintain a presence at community events like Lindenwold Day.



Lindenwold Middle School

2016-2017

Grade Span 05-08

07-2670-090

CAMDEN

LINDENWOLD BORO

40 WHITE HORSE AVENUE

LINDENWOLD, NJ 08021

School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our school was built in 1939 with a number of later additions. The building has three stories, including a cafeteria on the first floor, and specialized rooms for computers, art, and music. We also have a regulation gymnasium and a large, separate auditorium. Most of the building has air conditioning. We also have technology in every room, and the entire building has updated wi-fi.</p>
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Lindenwold Middle School
2016-2017
Grade Span 05-08

07-2670-090
CAMDEN
LINDENWOLD BORO
40 WHITE HORSE AVENUE
LINDENWOLD, NJ 08021

School Narrative

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<div>Other Information:</div>	<p>Lindenwold Middle School prides itself on its ability to integrate technology into every aspect of its curriculum. We believe that this integration extends the thinking, accessible resources, and learning experiences that our students will need to be college and career ready. Therefore, at the middle school level, we extend and challenge students’ fundamental understandings of content, furthering this idea of grooming critical thinkers and producing efficient and effective problem solvers of the future. In this effort, classrooms at Lindenwold Middle School are equipped with SMART Boards, document cameras, and Chromebooks, so that learning is engaging and interactive. Moreover, we encourage the use of online technology. Teachers actively use the Google platform which provides them with additional resources such as Google Classroom where students are taught to use technology to read and respond in a virtual forum, much like what will be expected of them in higher education. Lindenwold Middle School is committed to our students being equipped with what they will need to be competent in this evolving digital age.</p>
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Lindenwold Preschool Building
2016-2017


Grade Span PK-PK

07-2670-300
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LINDENWOLD, NJ 08021

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

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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Other Resources:

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**Lindenwold Preschool Building
2016-2017**

Grade Span PK-PK

07-2670-300
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LINDENWOLD BORO
100 SOUTH AVENUE
LINDENWOLD, NJ 08021

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	139	169	169
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	1	0
Total	139	170	169

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	148	169	169
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	42%	45%	53%
Male	58%	55%	47%
Economically Disadvantaged Students	74%	84%	82%
Students with Disabilities	25%	25%	24%
English Learners	1%	0%	0%
Homeless Students			6%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	58.0%
Black or African American	29.0%
White	8.9%
Asian	2.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.8%

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. All other students are included in Other Languages.

Home Language	% of Students
English	53.3%
Spanish	46.2%
Other	0.6%



Lindenwold Preschool Building
2016-2017

Grade Span PK-PK

07-2670-300
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

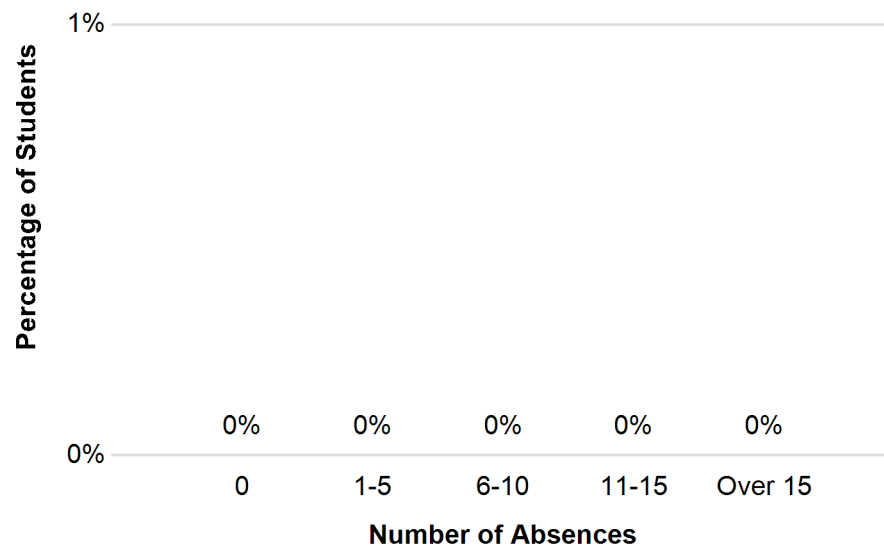
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

Days Absent

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





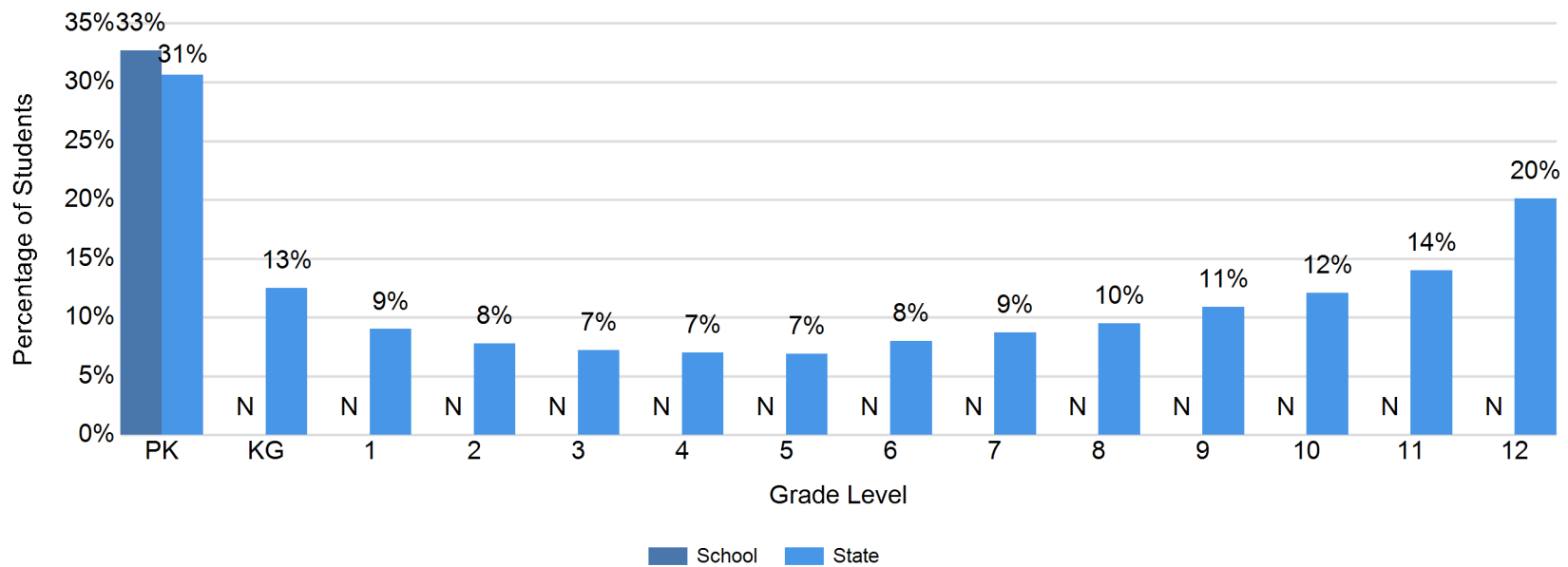
**Lindenwold Preschool Building
2016-2017**

Grade Span PK-PK

**07-2670-300
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LINDENWOLD, NJ 08021**

Chronic Absenteeism by Grade

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





Lindenwold Preschool Building
2016-2017

Grade Span PK-PK

07-2670-300
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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.

Category	School
Typical Start Time	9:15AM
Typical End Time	3:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



**Lindenwold Preschool Building
2016-2017**

Grade Span PK-PK

**07-2670-300
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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,141	\$12,016	\$13,157



Lindenwold Preschool Building
2016-2017

Grade Span PK-PK

07-2670-300
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LINDENWOLD BORO
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	13	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	46%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	169:1	139:1
Librarian/Media Specialists		1388:1
Nurses		694:1
Counselors		397:1
Child Study Team		252:1



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2016-2017

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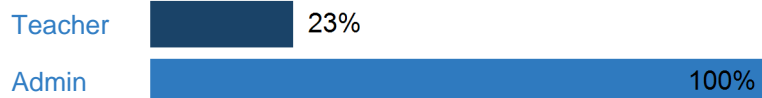
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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2016-2017**

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LINDENWOLD BORO
100 SOUTH AVENUE
LINDENWOLD, NJ 08021**

School General Info

Address:	100 SOUTH AVENUE LINDENWOLD, NJ 08021	Website:	http://prek.lindenwold.k12.nj.us
Phone:	(856)784-4071		

School Narrative

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Highlights:

- Technology is a part of each school day as each of our twelve classrooms is equipped with three Hatch tablets.
- At our literacy evening, each child received a set of books to help establish their own home library.
- A Preschool Prom was held to assist in the development of the social skills of our students.



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School Narrative

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Courses, Curriculum, Instruction:

We are currently using a NJDOE-approved, evidence-based curriculum--Creative Curriculum-- which draws upon child development theory and research to provide structure for purposeful, developmentally appropriate play that facilitates growth in language, cognition, literacy, mathematics, science, social studies, physical and social/emotional domains.







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School Narrative

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 Staff and Professional Learning:	<p>Teaching Strategies Gold is the curriculum that we are currently using. Our staff has ongoing training which will help them to use their resources with fidelity. Building Children's Success is a training that was conducted to help build relationships and to create a supportive learning environment. Personal Care Routines was also selected so that our staff was abreast of proper hygiene and healthy habits that should be in the preschool.</p>
 Student Supports and Services:	<p>All classified students participate in a full day inclusive preschool program. They all have IEP's with modifications and accommodations listed. If eligible students receive Speech, Occupational or Physical Therapy, the district provides a Special Education Teacher who provides push in support for the students. When necessary, the district also provides 1::1 assistants.</p>
 Student Health and Wellness:	<p>We have a breakfast program that is offered daily and it is free for all preschool students. Lunches are served family style in the classrooms in order to promote independence and social/emotional development.</p>
 Parent and Community Involvement:	<p>Lindenwold Preschool enjoys a very active Home and School Council which seeks to educate, engage and empower our parents and guardians as they partner with us so that their children benefit fully from their education. The Parent Advisory Committee is a subset of the Home and School Council that is located in each of the buildings. They are responsible for coordinating and fulfilling parent and student activities that help raise funds to promote learning.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Teachers

A school climate survey is conducted on an annual basis. The survey is given to staff and the information is used to improve student relationships, learning conditions and the school's overall environment.




Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	121	108	88
1	118	134	87
2	117	117	123
3	94	117	99
4	123	95	98
Ungraded	2	5	34
Total	575	576	529

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	124	108	88

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	48%	45%
Male	47%	52%	55%
Economically Disadvantaged Students	74%	78%	78%
Students with Disabilities	8%	15%	13%
English Learners	18%	21%	20%
Homeless Students			7%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	43.1%
Black or African American	38.4%
White	13.6%
Asian	2.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.3%

Enrollment by Home Language

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

Home Language	% of Students
English	71.5%
Spanish	28.0%
Other	0.6%



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	201	98.6	35.30	25.80	54.90	35.3	29.9	Met Target
White	24	100.0	41.70	39.30	63.90	41.7	26.2	Met Target
Hispanic	90	98.9	31.10	20.20	39.80	31.1	24.6	Met Target
Black or African American	77	98.8	32.50	27.10	35.20	32.5	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	98	98.1	43.80	*	62.20	43.8		
Male	103	99.1	27.10	*	48.10	27.1		
Economically Disadvantaged Students	164	99.4	36.60	23.90	36.20	36.6	26.9	Met Target
Non-Economically Disadvantaged Students	37	95.3	29.70	33.70	65.80	29.7		
Students with Disabilities	36	100.0	11.10	*	20.50	11.1	9.4	Met Target
Students without Disabilities	165	98.3	40.70	*	61.90	40.7		
English Learners	60	100.0	30.00	10.90	25.20	30	28.9	Met Target
Non-English Learners	141	98.0	37.60	31.10	57.40	37.6		
Homeless Students	12	100.0	33.30	20.90	26.40	33.3		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Lindenwold School Five
2016-2017

Grade Span KG-04

07-2670-050
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	736	722	749	*	*	27%	33%	*	36%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	49	731	716	734	*	22%	25%	33%	*	35%	35%
Black or African American	38	734	727	731	*	*	26%	29%	*	32%	32%
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	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	58	740	726	754	*	*	26%	36%	*	40%	55%
Male	44	731	719	745	*	*	27%	30%	*	32%	46%
Economically Disadvantaged Students	80	733	721	731	*	*	*	*	*	35%	31%
Non-Economically Disadvantaged Students	22	747	730	762	*	*	*	*	*	41%	63%
Students with Disabilities	16	698	695	720	*	*	*	*	*	*	24%
Students without Disabilities	86	743	726	755	*	*	*	*	*	*	55%
English Learners	21	717	699	709	*	*	*	*	*	14%	11%
Non-English Learners	81	741	729	752	*	*	*	*	*	42%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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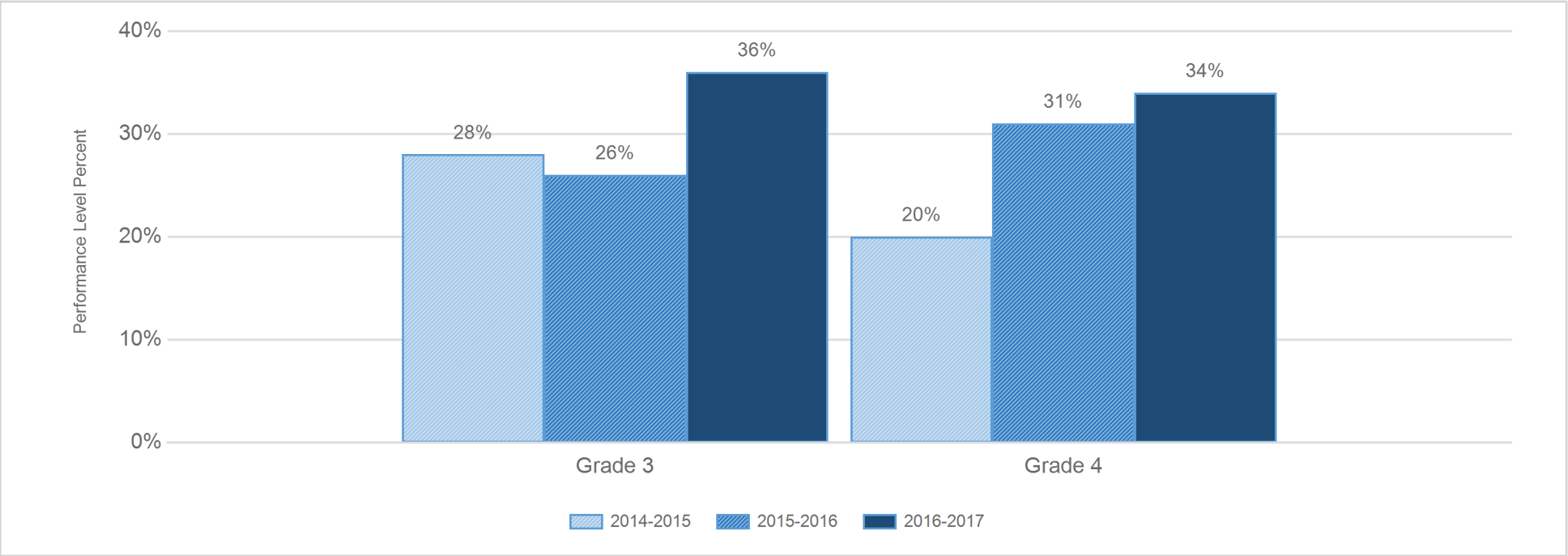
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	730	727	753	22%	*	25%	28%	*	34%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	43	724	722	740	26%	*	*	*	*	28%	40%
Black or African American	45	728	725	737	*	22%	24%	33%	*	33%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	747	738	758	*	*	25%	36%	*	48%	61%
Male	63	719	716	749	*	*	25%	22%	*	24%	51%
Economically Disadvantaged Students	88	731	726	737	*	*	*	*	*	36%	36%
Non-Economically Disadvantaged Students	19	730	731	764	*	*	*	*	*	21%	69%
Students with Disabilities	21	693	692	725	*	*	*	*	*	*	25%
Students without Disabilities	86	740	733	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	201	99.5	29.40	13.80	43.50	29.4	22.7	Met Target
White	24	100.0	54.20	32.00	52.40	54.2	33.6	Met Target
Hispanic	90	98.9	24.40	*	27.60	24.4	16.3	Met Target
Black or African American	77	100.0	22.10	*	21.70	22.1	17.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	98	99.0	27.50	14.50	44.10	27.5		
Male	103	100.0	31.00	13.10	42.90	31		
Economically Disadvantaged Students	165	100.0	30.30	*	25.10	30.3	20.8	Met Target
Non-Economically Disadvantaged Students	36	97.6	25.00	*	54.30	25		
Students with Disabilities	35	97.3	*	*	16.50	*	9.4	Met Target†
Students without Disabilities	166	100.0	*	*	48.80	*		
English Learners	61	100.0	26.30	*	23.30	26.3	22	Met Target
Non-English Learners	140	99.3	30.70	*	45.20	30.7		
Homeless Students	13	100.0	30.80	*	16.40	30.8		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	733	723	751	*	24%	33%	29%	*	32%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	49	731	719	738	*	31%	41%	*	*	20%	37%
Black or African American	38	728	721	733	*	*	29%	32%	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	57	732	723	751	*	*	32%	26%	*	28%	52%
Male	44	735	722	751	*	*	34%	32%	*	36%	53%
Economically Disadvantaged Students	80	731	722	736	*	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	21	742	727	761	*	*	*	*	*	38%	65%
Students with Disabilities	14	690	697	729	*	*	*	*	*	*	29%
Students without Disabilities	87	740	726	755	*	*	*	*	*	*	57%
English Learners	22	723	705	724	*	*	*	*	*	*	21%
Non-English Learners	79	736	728	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Lindenwold School Five
2016-2017

Grade Span KG-04

07-2670-050
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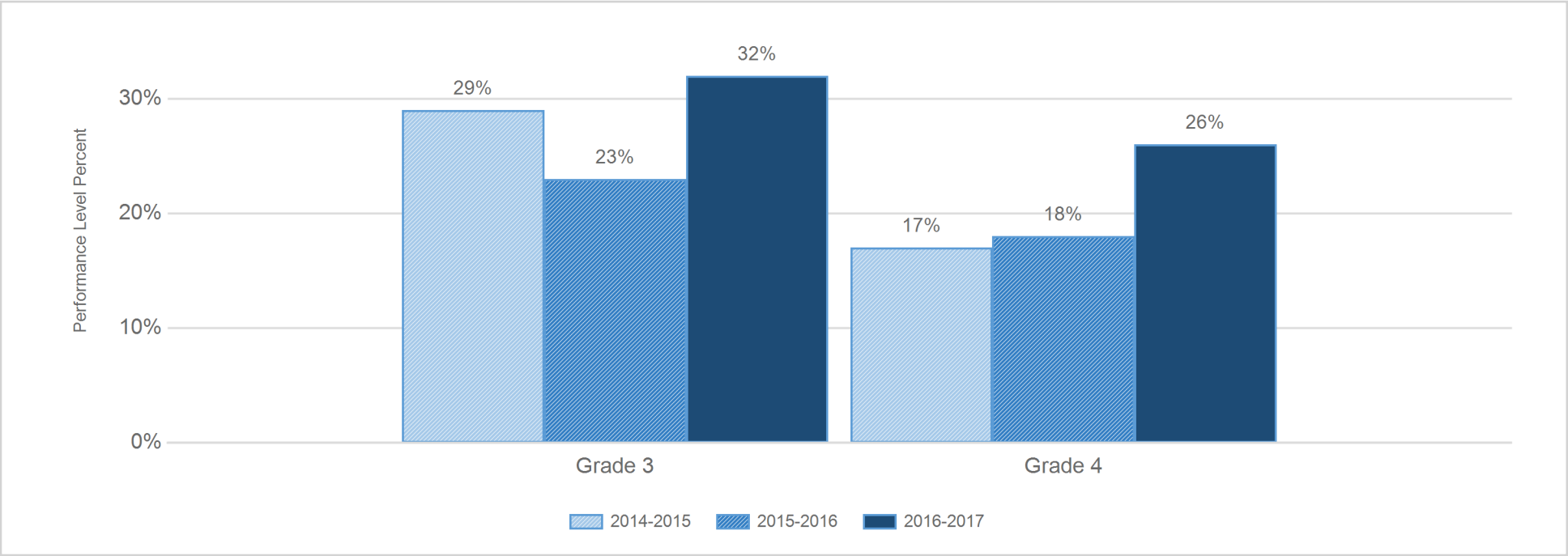
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	726	721	747	24%	21%	29%	26%	0%	26%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	43	725	718	734	26%	*	28%	28%	*	28%	30%
Black or African American	45	720	718	729	31%	22%	33%	*	*	13%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	738	729	747	*	23%	46%	27%	*	27%	47%
Male	63	718	714	747	*	19%	18%	25%	*	25%	48%
Economically Disadvantaged Students	88	727	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	19	726	722	757	*	*	*	*	*	*	61%
Students with Disabilities	21	699	697	724	*	*	*	*	*	*	22%
Students without Disabilities	86	733	725	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





Lindenwold School Five
2016-2017

Grade Span KG-04

07-2670-050
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	21	*	*
2	20	*	*
3	34	*	*
4	21	*	*
5+	*	*	*



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

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

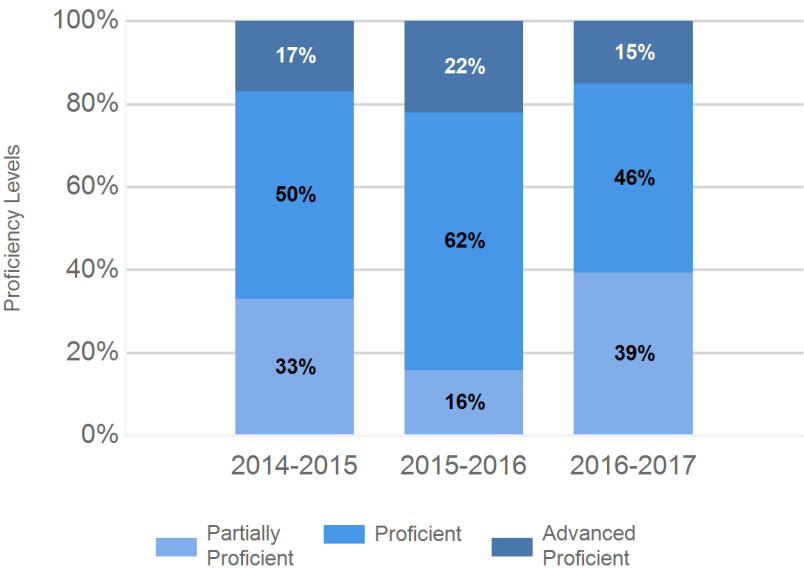
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	15%	46%	39%
White	*	*	*
Hispanic	15%	43%	43%
Black or African American	12%	46%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	16%	43%	41%
Students with Disabilities	6%	18%	77%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	45	50	Met Target	44	36	50	Met Target
White	*	46	50	**	*	40	52	**
Hispanic	46	46	49	Met Target	45	37	47	Met Target
Black or African American	36.5	41.5	45	Not Met	45	34	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	36	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	42	45	47	Met Target	44	36	46	Met Target
Students with Disabilities	21	*	41	**	42	*	43	**
English Learners	47	46	53	Met Target	44	38	51	Met Target

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



Lindenwold School Five
2016-2017

Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

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

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

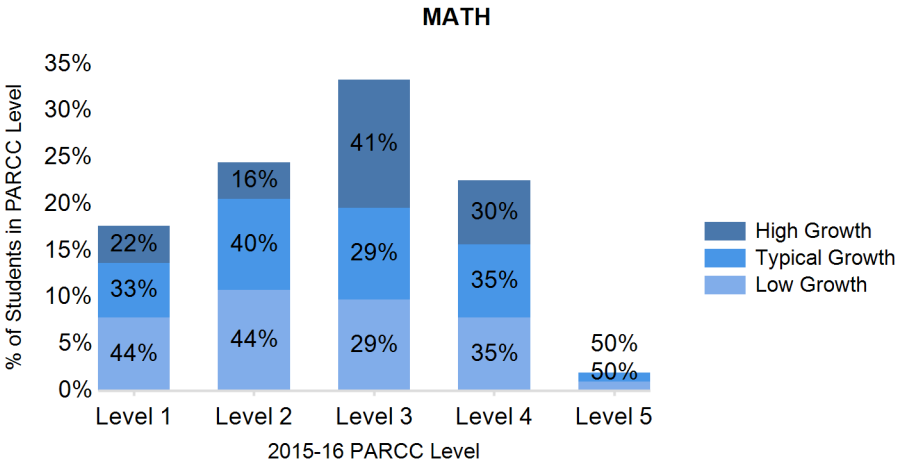
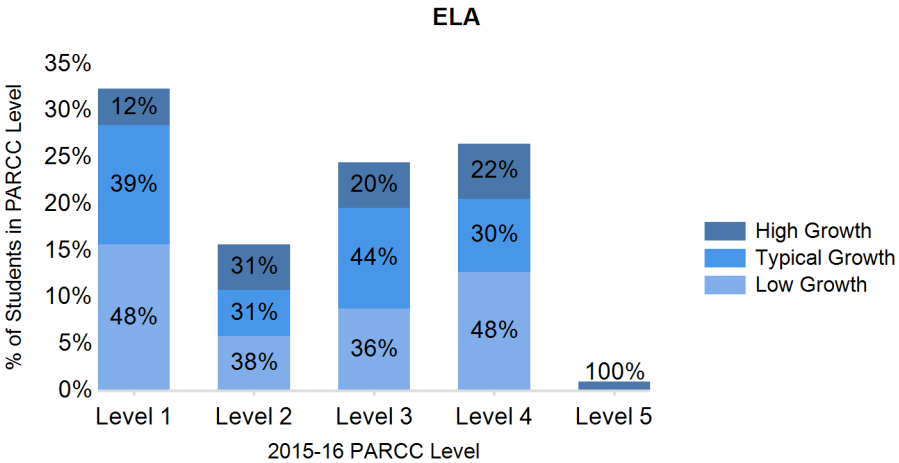
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

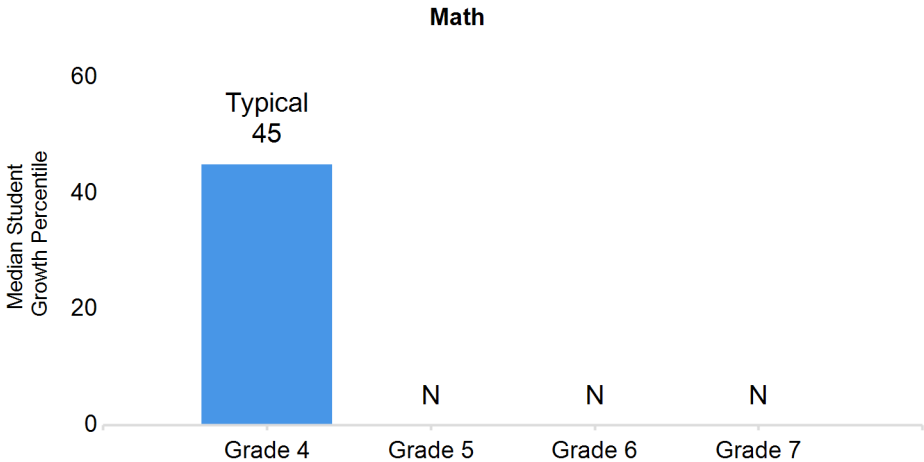
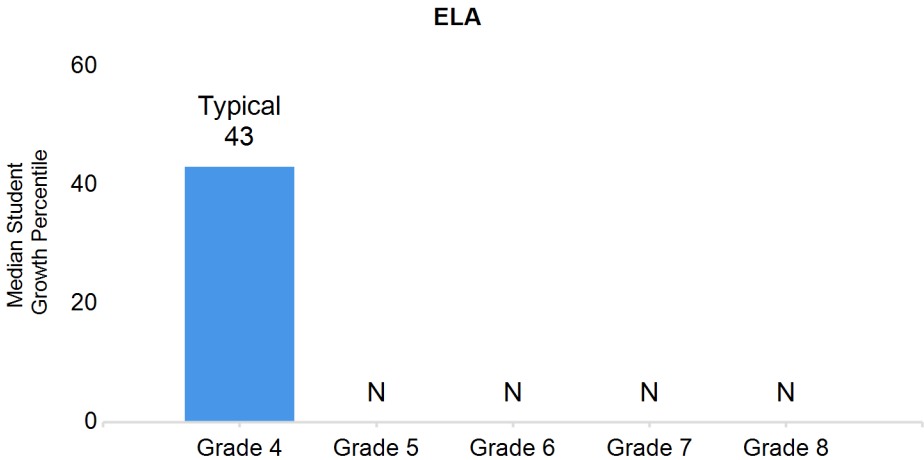
Student Growth by Performance Level

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



Student Growth by Grade

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





Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

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

Chronic Absenteeism

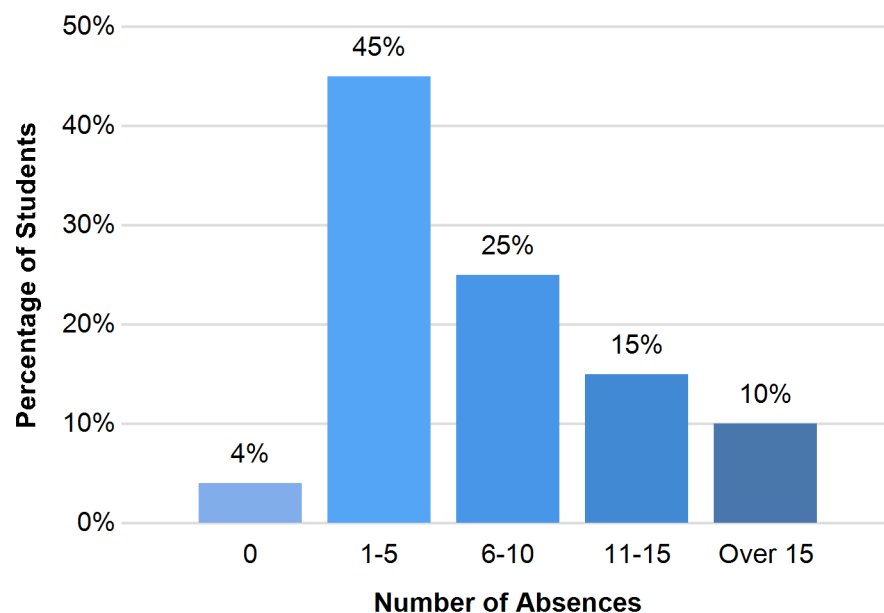
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	8.70	Met Target
White	5.60	8.70	Met Target
Hispanic	5.30	8.70	Met Target
Black or African American	11.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.30	8.70	Met Target
Students with Disabilities	16.70	8.70	Not Met
English Learners	1.00	8.70	Met Target

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

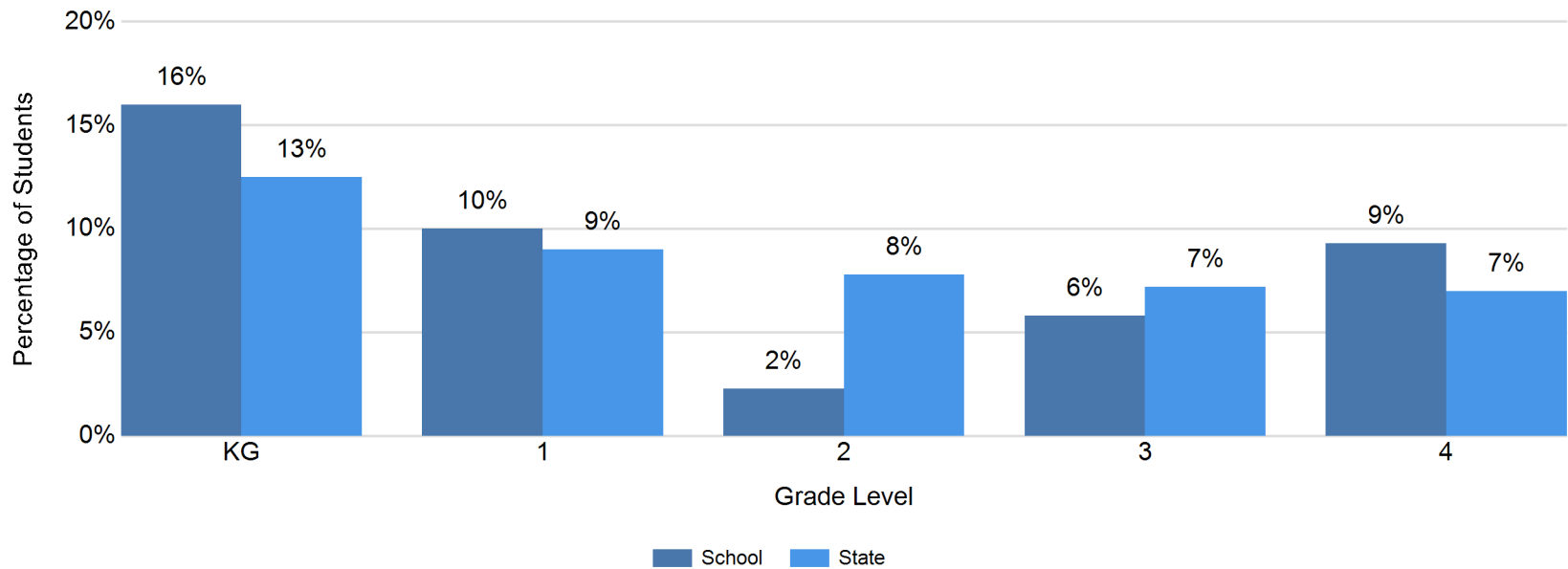
Days Absent

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



Chronic Absenteeism by Grade

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





Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
 CAMDEN
 LINDENWOLD BORO
 550 CHEWS LANDING RD.
 LINDENWOLD, NJ 08021

School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.76

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.1%
Any Suspension	2.1%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	72.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,141	\$12,016	\$13,157



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	7.0	10.5
Teachers in district for 4 or more years	44%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	265:1	139:1
Librarian/Media Specialists		1388:1
Nurses		694:1
Counselors		397:1
Child Study Team		252:1



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
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LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

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

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

Teachers: All classroom teachers

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

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

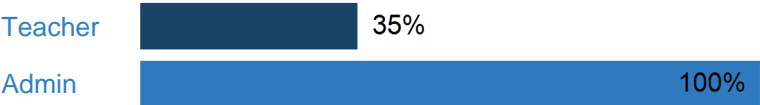
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	17.8	17.5%
Mathematics Proficiency	25.0	17.5%
English Language Arts Growth	22.4	25.0%
Mathematics Growth	33.5	25.0%
Chronic Absenteeism	47.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		28.6
Summative Rating: Percentile rank of Summative Score		18.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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



Lindenwold School Five
2016-2017

Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	28.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	41.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	44.0	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	51.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



**Lindenwold School Five
2016-2017**

Grade Span KG-04



07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

School General Info

Principal:	Ms. Martinez-Preyor	Email Address:	smartinez-preyor@lindenwold.k12.nj.us
Address:	550 CHEWS LANDING RD. LINDENWOLD, NJ 08021	Website:	http://s5.lindenwold.k12.nj.us
Phone:	(856)784-4063		




School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Curriculum includes NJSLs aligned mathematics and language arts instruction, using GoMath and Balanced Literacy. • Extensive instructional interaction with technology at all grade levels. • Monthly community involvement: Math & Literacy Nights, PAC Events, Academic Awards.
 Mission, Vision, Theme:	<p>The Lindenwold School Community is committed to preparing all students to meet the NJ Student Learning Standards and providing a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.</p>

School Narrative

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Math and English Language Arts Curriculum aligned to NJSLS standards. Primary resources for math instruction include the Go Math! series. English Language Arts instruction employs a balanced literacy approach with basic skills support. Homework is assigned regularly during the week. In grades K-2, students receive approximately 20 minutes per night. In grades 3-4, students receive approximately 45 minutes of homework per night.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Students have the opportunity to participate in a school-wide choir program that delivers two concert programs each year.</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>YMCA offers before and after care programs for students in grades K-4, and is house in the school building.</div>







Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
 CAMDEN
 LINDENWOLD BORO
 550 CHEWS LANDING RD.
 LINDENWOLD, NJ 08021



School Narrative

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

 Staff and Professional Learning:	Professional learning communities, book studies, South Jersey Math Ambassadors Project, Rutgers Literacy Consortium, International Literacy Association Conference, Teachers College Reading and Writing Project, and Delaware Valley Consortium for Equity and Excellence.
 Student Supports and Services:	Bilingual Kindergarten program, ESL instructional program in grades K-4, Basic skills push-in support in math and literacy, self-contained special education classrooms for various classifications, team-teaching instructional settings in grades 2-4, student support team including school psychologist, social worker, speech therapist, and guidance counselor, Intervention and Referral Services team, 504 committee.
 Student Health and Wellness:	Daily health instruction, physical education program, breakfast and lunch menus including caloric information, annual participation in fire prevention week, school health and wellness committee, participation in school violence awareness week, participation in drug awareness week.
 Parent and Community Involvement:	School Parent Advisory Committee collects and distributes funds, organizes events to for student body. Parent portal allows for parent access for students in grades 3 and 4.

School Narrative

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

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>NJTSS survey reviewed at NJTSS committee meetings. Data gleaned from the surveys administered to students, parents and staff is disaggregated and shared in a public Board Meeting, and discussed at a Faculty Meeting.</div>
 <div>Facilities:</div>	<div>Windows and facade replace in summer of 2017, HVAC unit in cafeteria was replaced summer of 2016. New wing added in 1998.</div>




Lindenwold School Five
2016-2017
Grade Span KG-04

07-2670-050
CAMDEN
LINDENWOLD BORO
550 CHEWS LANDING RD.
LINDENWOLD, NJ 08021

School Narrative

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

<div>Other Information:</div>	<p>The uniform dress code of Lindenwold Public School is being implemented primarily as a way to improve the school-learning environment. It is intended to provide an equal clothing status to all children and allow students to focus on the educational process rather than a fashion statement. It is also intended to provide a sense of unity and belonging to students who attend our schools. Dress code policies and procedures were developed by a committee including representation of students, parents, teachers, administration and board members.</p>
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Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

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

Navigating through the reports:

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

Other Resources:

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



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	149	147	150
1	137	156	142
2	123	131	142
3	120	131	122
4	98	111	113
Ungraded	17	5	28
Total	644	681	697

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	153	147	150

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	47%
Male	51%	52%	53%
Economically Disadvantaged Students	85%	87%	84%
Students with Disabilities	15%	13%	11%
English Learners	22%	32%	38%
Homeless Students			9%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	63.6%
Black or African American	25.7%
White	7.5%
Asian	1.9%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.1%

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. All other students are included in Other Languages.

Home Language	% of Students
English	50.6%
Spanish	48.6%
Other	0.6%



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	98.3	16.30	25.80	54.90	16.3	21.6	Not Met
White	21	95.5	28.60	39.30	63.90	28.6	N	N
Hispanic	145	98.7	13.10	20.20	39.80	13.1	17.9	Not Met
Black or African American	49	98.2	20.40	27.10	35.20	20.4	21.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	58.30	54.90	N	**	**
Female	116	98.4	*	*	62.20	*		
Male	105	98.2	*	*	48.10	*		
Economically Disadvantaged Students	195	98.1	14.40	23.90	36.20	14.4	20.4	Not Met
Non-Economically Disadvantaged Students	26	100.0	30.80	33.70	65.80	30.8		
Students with Disabilities	23	86.2	*	*	20.50	*	N	N
Students without Disabilities	198	100.0	*	*	61.90	*		
English Learners	87	97.8	*	10.90	25.20	*	11.1	Not Met
Non-English Learners	134	98.6	*	31.10	57.40	*		
Homeless Students	20	100.0	10.00	20.90	26.40	10		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
 CAMDEN
 LINDENWOLD BORO
 900 GIBBSBORO RD.
 LINDENWOLD, NJ 08021

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	710	722	749	39%	26%	23%	12%	0%	12%	50%
White	10	722	*	759	*	*	*	*	0%	20%	61%
Hispanic	75	706	716	734	*	*	*	*	*	*	35%
Black or African American	28	717	727	731	*	*	*	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	61	712	726	754	*	*	*	*	*	*	55%
Male	55	708	719	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	98	711	721	731	*	*	*	*	0%	10%	31%
Non-Economically Disadvantaged Students	18	709	730	762	*	*	*	*	0%	22%	63%
Students with Disabilities	10	691	695	720	*	*	*	*	*	*	24%
Students without Disabilities	106	712	726	755	*	*	*	*	*	*	55%
English Learners	28	685	699	709	*	*	*	*	*	*	11%
Non-English Learners	88	718	729	752	*	*	*	*	*	*	53%
Homeless Students	14	707	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

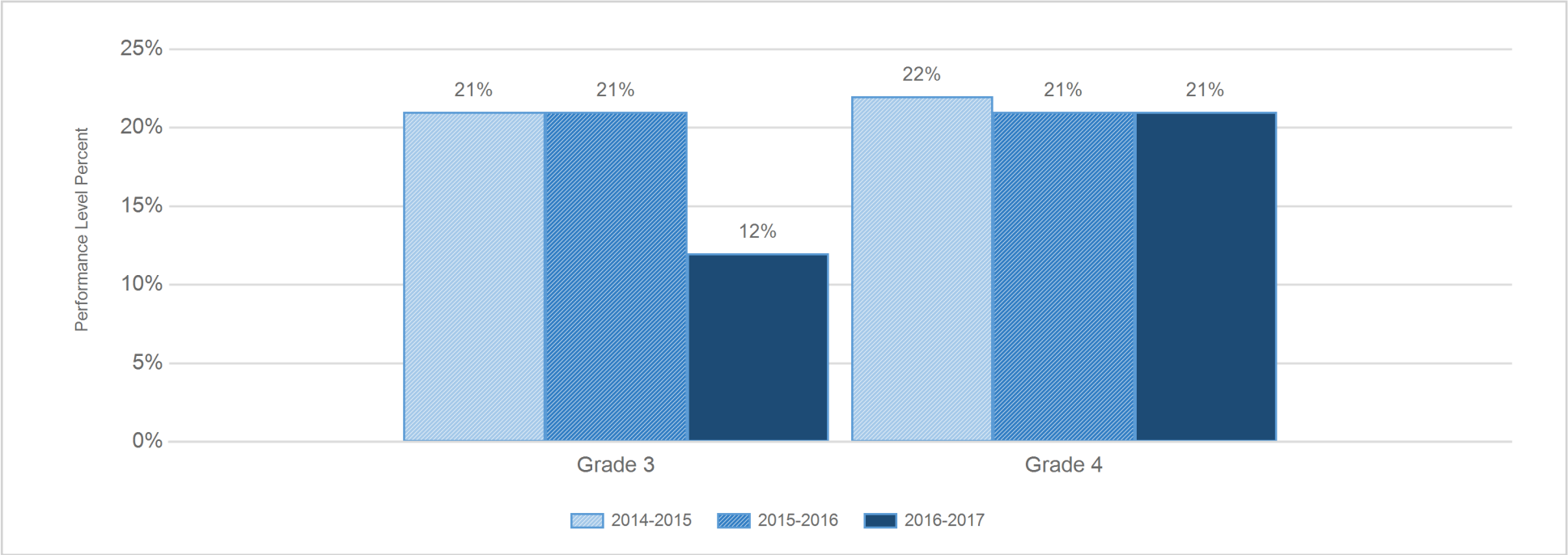
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	723	727	753	18%	31%	30%	21%	0%	21%	56%
White	10	743	*	762	*	*	*	*	0%	40%	67%
Hispanic	74	720	722	740	20%	31%	31%	18%	0%	18%	40%
Black or African American	26	719	725	737	*	39%	*	*	0%	19%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	61	732	738	758	*	26%	34%	*	*	30%	61%
Male	53	713	716	749	*	36%	25%	*	*	11%	51%
Economically Disadvantaged Students	103	722	726	737	*	*	*	*	0%	19%	36%
Non-Economically Disadvantaged Students	11	732	731	764	*	*	*	*	0%	36%	69%
Students with Disabilities	12	690	692	725	*	*	*	*	*	*	25%
Students without Disabilities	102	727	733	759	*	*	*	*	*	*	62%
English Learners	20	693	*	711	*	*	*	*	*	*	10%
Non-English Learners	94	730	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





Lindenwold School Four
2016-2017

Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	226	98.8	12.80	13.80	43.50	12.8	21.8	Not Met
White	21	95.5	28.60	32.00	52.40	28.6	N	N
Hispanic	150	99.4	11.30	*	27.60	11.3	20.3	Not Met
Black or African American	49	98.2	10.20	*	21.70	10.2	15.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	23.10	44.90	N	**	**
Female	120	99.2	*	14.50	44.10	*		
Male	106	98.3	*	13.10	42.90	*		
Economically Disadvantaged Students	198	98.6	11.10	*	25.10	11.1	21.7	Not Met
Non-Economically Disadvantaged Students	28	100.0	25.00	*	54.30	25		
Students with Disabilities	24	89.7	*	*	16.50	*	12.4	Not Met
Students without Disabilities	202	100.0	*	*	48.80	*		
English Learners	92	99.0	*	*	23.30	*	11.2	Met Target†
Non-English Learners	134	98.6	*	*	45.20	*		
Homeless Students	21	100.0	23.80	*	16.40	23.8		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
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LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	714	723	751	31%	30%	22%	17%	0%	17%	53%
White	10	730	*	759	*	*	*	*	0%	30%	63%
Hispanic	80	711	719	738	39%	24%	21%	16%	0%	16%	37%
Black or African American	28	713	721	733	*	50%	*	*	0%	11%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	65	716	723	751	32%	28%	20%	*	*	20%	52%
Male	56	712	722	751	30%	32%	25%	*	*	13%	53%
Economically Disadvantaged Students	101	715	722	736	*	*	*	*	0%	16%	34%
Non-Economically Disadvantaged Students	20	711	727	761	*	*	*	*	0%	20%	65%
Students with Disabilities	11	706	697	729	*	*	*	*	*	*	29%
Students without Disabilities	110	715	726	755	*	*	*	*	*	*	57%
English Learners	33	693	705	724	*	*	*	*	*	*	21%
Non-English Learners	88	722	728	753	*	*	*	*	*	*	55%
Homeless Students	16	713	*	724	*	*	*	*	0%	25%	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Lindenwold School Four
2016-2017

Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

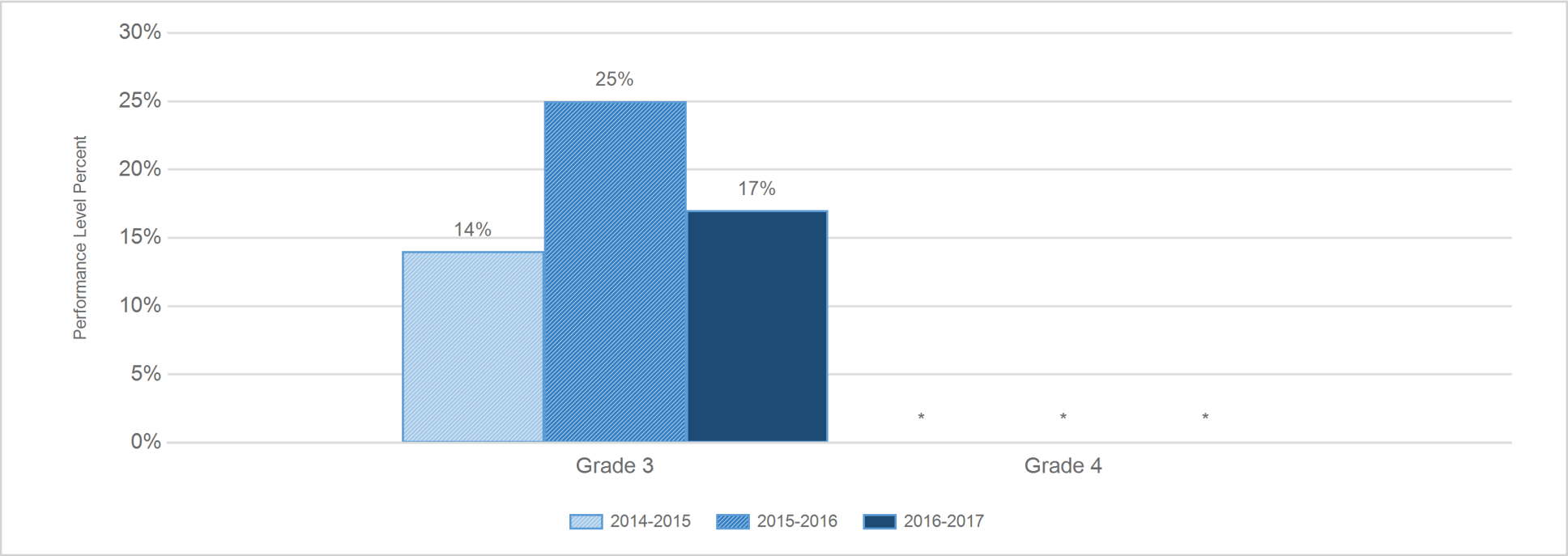
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	716	721	747	*	*	*	*	*	*	47%
White	10	728	*	755	*	0%	*	*	0%	30%	59%
Hispanic	77	714	718	734	*	*	*	*	*	*	30%
Black or African American	26	715	718	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	61	723	729	747	*	*	*	*	*	*	47%
Male	56	709	714	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	105	716	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	717	722	757	*	*	*	*	*	*	61%
Students with Disabilities	12	692	697	724	*	*	*	*	*	*	22%
Students without Disabilities	105	719	725	751	*	*	*	*	*	*	52%
English Learners	23	689	*	716	*	*	*	*	*	*	12%
Non-English Learners	94	723	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

Mathematics Assessment – Performance Trends

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





Lindenwold School Four
2016-2017

Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	56	*	*
2	62	*	*
3	57	*	*
4	33	*	*
5+	13	*	*



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

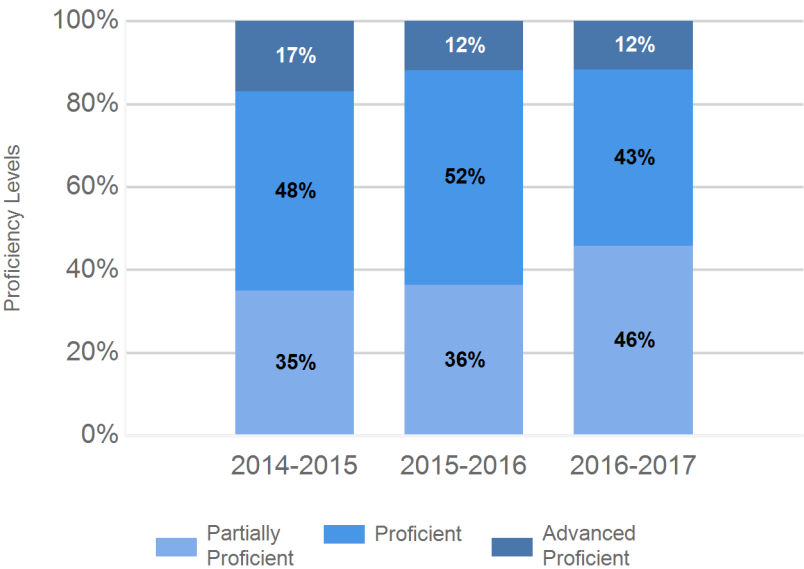
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	12%	43%	46%
White	*	*	30%
Hispanic	8%	41%	51%
Black or African American	11%	46%	43%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	12%	43%	46%
Students with Disabilities	N	44%	56%
English Learners	N	17%	83%

NJASK Science Assessment Performance Trends: Grade 4

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





Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	45	50	Met Target	27.5	36	50	Not Met
White	*	46	50	**	*	40	52	**
Hispanic	50	46	49	Met Target	28	37	47	Not Met
Black or African American	32	41.5	45	Not Met	27	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	69	60	**	*	36	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45.5	45	47	Met Target	26	36	46	Not Met
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	59	46	53	Met Target	25.5	38	51	Not Met

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



Lindenwold School Four
2016-2017

Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

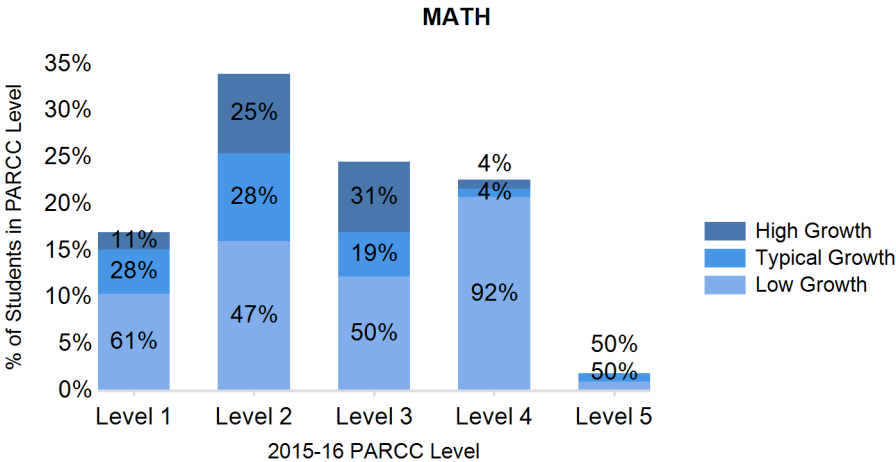
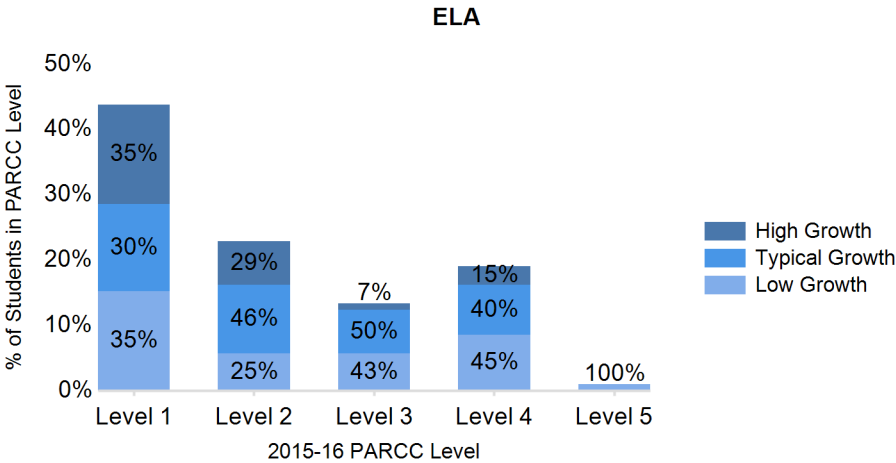
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

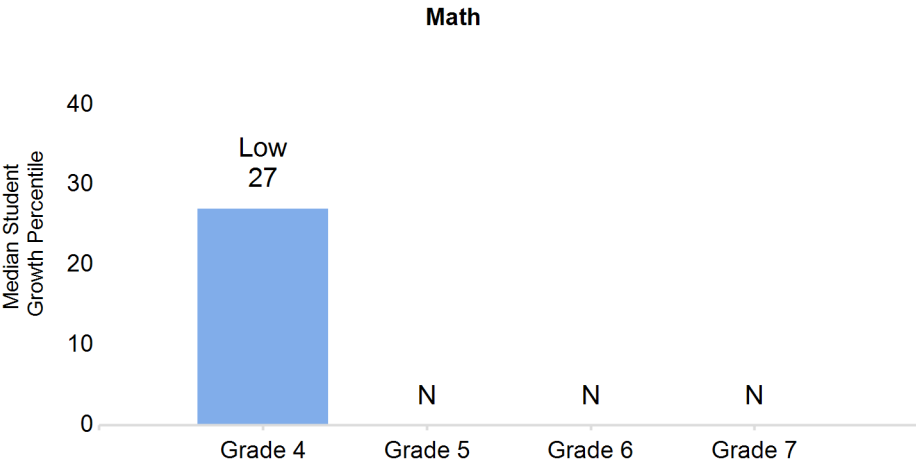
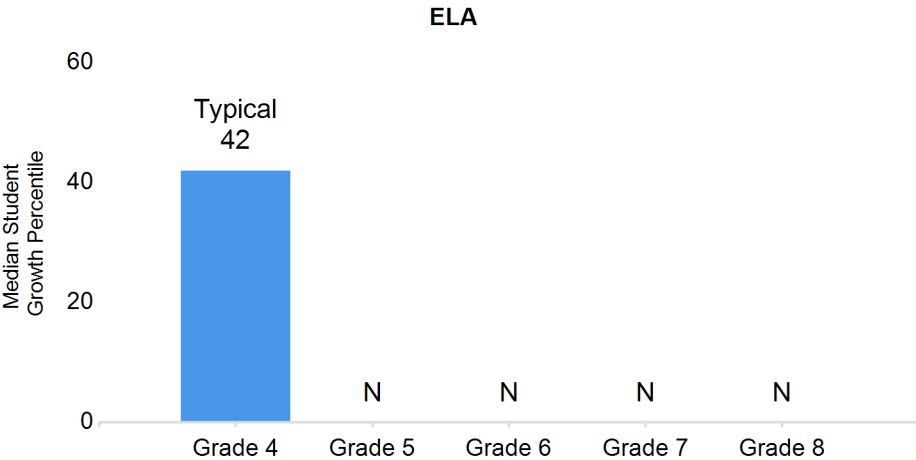
Student Growth by Performance Level

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



Student Growth by Grade

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





Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

Chronic Absenteeism

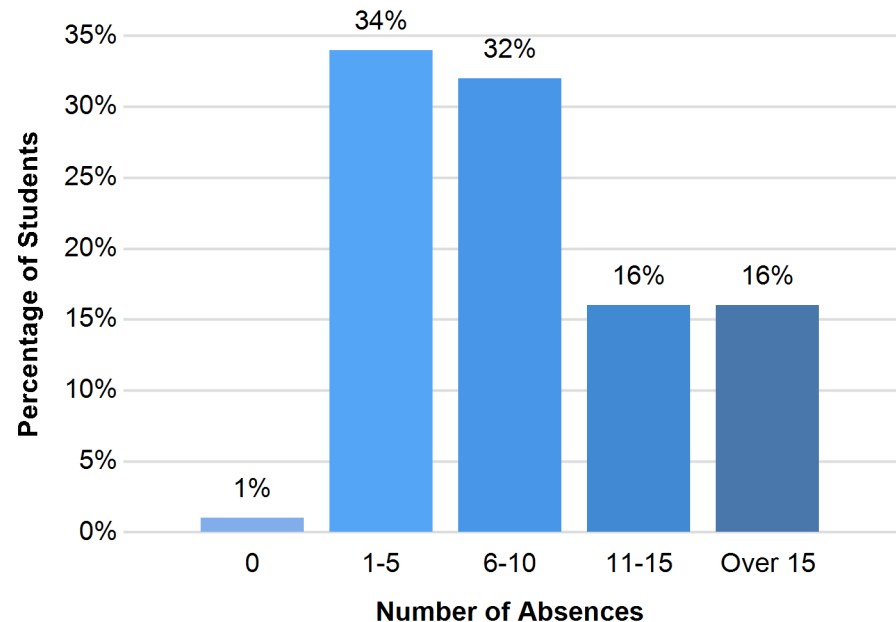
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.00	8.70	Not Met
White	25.50	8.70	Not Met
Hispanic	11.00	8.70	Not Met
Black or African American	18.10	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.40	8.70	Not Met
Students with Disabilities	30.80	8.70	Not Met
English Learners	8.30	8.70	Met Target

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

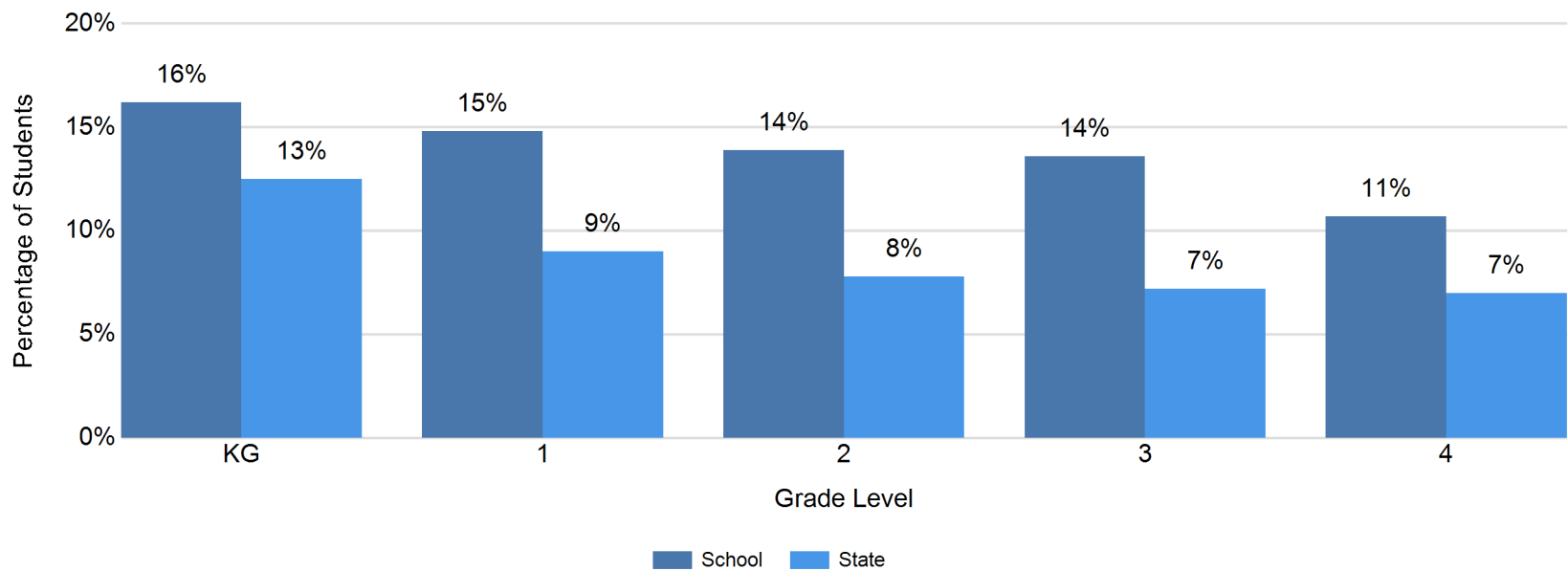
Days Absent

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



Chronic Absenteeism by Grade

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





Lindenwold School Four
2016-2017

Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.5%
Any Suspension	5.5%

Student Expulsions

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

Category	Number of Students
Expulsions	0



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	72.0 kbps	100 kbps	No	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$1,141	\$12,016	\$13,157



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	9.1	11.8
Average years experience in district	8.1	10.5
Teachers in district for 4 or more years	63%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,506
Average years experience in public schools	15.9	15.9
Average years experience in district	10.2	11.6
Administrators in district for 4 or more years	75%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	12:1
Administrators	349:1	139:1
Librarian/Media Specialists		1388:1
Nurses		694:1
Counselors		397:1
Child Study Team		252:1



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

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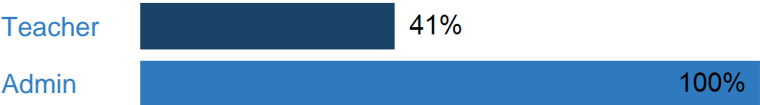
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	82%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	2.1	17.5%
Mathematics Proficiency	4.1	17.5%
English Language Arts Growth	32.8	25.0%
Mathematics Growth	2.8	25.0%
Chronic Absenteeism	10.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		11.5
Summative Rating: Percentile rank of Summative Score		3.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

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

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



Lindenwold School Four
2016-2017
Grade Span KG-04

07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	11.5	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
White	**	**	No	N	N	Not Met	**	**	No
Hispanic	21.1	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Black or African American	14.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	18.7	11.9	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	N	Not Met	Not Met	**	**	No
English Learners	27.2	11.9	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



Lindenwold School Four
2016-2017
Grade Span KG-04


07-2670-040
CAMDEN
LINDENWOLD BORO
900 GIBBSBORO RD.
LINDENWOLD, NJ 08021

School General Info

Principal:	Mrs. Lawrence	Email Address:	dlawrence@lindenwold.k12.nj.us
Address:	900 GIBBSBORO RD. LINDENWOLD, NJ 08021	Website:	http://s4.lindenwold.k12.nj.us
Phone:	(856)783-0405		

School Narrative

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

 Highlights:	<ul style="list-style-type: none">Curriculum includes a Balanced Literacy approach for reading and Go Math serves as the primary resource for math.Social and emotional needs are met through school wide positive behavior support we call "Cub's Pride."
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 <div>Courses, Curriculum, Instruction:</div>	<p>At School 4, we are proud of our academic programs. Our Balanced Literacy approach produces readers who build individual literacy skills and carry a love of reading with them in and outside the classroom. Our math curriculum and primary resource, "Go Math," have sparked interest in math. The interest in math and reading has sparked reading and math challenges. By encouraging students to read as much as they can and to work as hard as they can in math, we are seeing success.</p>
 <div>Clubs and Activities:</div>	<p>The School 4 third and fourth graders have the opportunity to participate in several activities. The after school dance club and school chorus are popular among the students. We also have a National Elementary Honor Society chapter. These students are chosen based on select criteria and they participate in special projects including community service throughout the school year.</p>







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 Staff and Professional Learning:	<p>All staff members are encouraged to participate in professional learning. Each year School 4 identifies instructional areas of focus and provides in district professional development to support these goals. This professional development is accomplished through professional learning communities, teacher collaboration, peer support and presentations by an outside consultant.</p>
 Student Supports and Services:	<p>School 4 provides a menu of supports and services for its diverse population of learners. As a Title I school with a large population of English Language Learners, basic skills teachers provide push-in support to all classrooms. ESL push-in is also provided for identified students. Intervention and referral services plays an important role in supporting struggling students. Students in need of specific interventions are closely monitored through this process.</p>
 Student Health and Wellness:	<p>All students are served a daily breakfast in their classroom. School 4 has also been awarded the fruit and vegetable grant. Twice a week students are provided with a healthy fruit or vegetable snack. This program has been very beneficial in giving students exposure to a wide variety of fruits and vegetables. The mobile dentist provided exams, cleanings and sealants to over 60 students.</p>
 Parent and Community Involvement:	<p>Throughout the year, there are many events where parents are encouraged to attend. School 4 hosts a Hispanic Heritage Night, Fall Festival, Spring Fling, Open House and the traditional parent-teacher conferences. In addition to these all school events, there are quarterly Honor Roll assemblies, National Elementary Honor Society induction and winter and spring concerts where parents are also invited to see their children.</p>