

>>[REPORT CARDS](#) >>[2011](#) >>[Camden](#) >>[Audubon Boro](#) >>Audubon High**2010-11 SCHOOL REPORT CARD****SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro>[District Narrative](#)>[School Profile](#) (local narrative)>[NCLB Report](#)>[Guide to Report Card](#)**School Environment****Length of School Day**

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 27 minutes
<b>State Average</b>	6 hours: 53 minutes

**Student/Computer Ratio**

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	<b>School</b>	<b>State Average</b>
2010-11	2.6	3.1

**Average Class Size****2010-2011****School**      **State**

	<b>School</b>	<b>State</b>
Grade 7	16.8	20.5
Grade 8	11.4	20.4
Grade 9	19.6	20.3
Grade 10	20.1	21.0
Grade 11	17.0	20.4
Grade 12	17.3	20.6
Total School	14.7	19.0

**Internet Connectivity**

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	106	106
Library/Media Centers	36	36
Computer Labs	155	155
All Locations	297	297

**Instructional Time**

Amount of time per day students are engaged in instructional activities.

<b>School</b>	Full-time Students	5 hours:25 minutes
	Shared-time Students	0 hours:0 minutes
<b>State Average</b>	Full-time Students	5 hours:56 minutes
	Shared-time Students	1 hours:53 minutes

**Student Information****Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

<b>Grade</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Grade 7	101.0	111.0	102.0	102.0
Grade 8	103.0	102.0	99.0	98.0
Grade 9	137.0	133.0	144.0	158.0
Grade 10	141.0	142.0	160.0	179.0
Grade 11	136.0	157.0	182.0	159.0
Grade 12	156.0	177.0	155.0	171.5
SE students in specialized classes	6.0	6.0	8.0	4.0
Total School	780.0	828.0	850.0	871.5

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	21.2%
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**Limited English Proficient (LEP)**

Percentage of LEP students	0.3%
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**Language Diversity**

First language spoken at home in order of frequency.

<b>Language</b>	<b>Percent</b>
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<b>Student Mobility Rate</b>		
Percentage of students who entered and left during the school year.		
	<b>School</b>	<b>State Average</b>
2010-11	5.6%	8.8%
2009-10	4.8%	9.7%
2008-09	4.0%	9.6%

English	99.4%
Turkish	0.3%
Bengali	0.1%
Pashto	0.1%
Spanish	0.1%

### Student Performance Indicators

#### ASSESSMENTS

<b>New Jersey Assessment of Skills and Knowledge (NJASK7)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>			
<b>LANGUAGE ARTS LITERACY</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>	
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	103	35.9%	48.5%	15.5%	
		2009-10	108	25%	63%	12%	
	District	2010-11	103	35.9%	48.5%	15.5%	
		2009-10	108	25%	63%	12%	
	DFG	2010-11	13144	36.1%	54.7%	9.1%	
		2009-10	13265	29.5%	56.4%	14.1%	
	State	2010-11	102681	36.3%	51.3%	12.4%	
		2009-10	102516	30.5%	51.9%	17.6%	
	*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

<b>New Jersey Assessment of Skills and Knowledge (NJASK7)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>			
<b>MATHEMATICS</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>	
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	103	24.3%	48.5%	27.2%	
		2009-10	108	23.1%	53.7%	23.1%	
	District	2010-11	103	24.3%	48.5%	27.2%	
		2009-10	108	23.1%	53.7%	23.1%	
	DFG	2010-11	13161	34%	43.7%	22.3%	
		2009-10	13270	34.9%	42.3%	22.8%	
	State	2010-11	102895	34%	41.6%	24.4%	
		2009-10	102752	35.4%	40.1%	24.5%	
	*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

<b>New Jersey Assessment of Skills and Knowledge (NJASK8)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>			
<b>LANGUAGE ARTS LITERACY</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>	
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	105	11.4%	67.6%	21%	
		2009-10	101	9.9%	72.3%	17.8%	
	District	2010-11	105	11.4%	67.6%	21%	
		2009-10	101	9.9%	72.3%	17.8%	
	DFG	2010-11	13310	15.1%	69.7%	15.1%	
		2009-10	13238	14.6%	71.4%	14%	
	State	2010-11	102347	17.4%	63.3%	19.3%	
		2009-10	102168	17.1%	64.4%	18.5%	
	*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.						

<b>National Assessment Educational Progress (NAEP)</b>		<b>Year</b>	<b>Proficiency Percentages</b>			
<b>GRADE 8 READING</b>			<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	15.8%	39.5%	38.6%	6.2%
	Nation	2011	25.3%	43.0%	28.6%	3.0%

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	105	11.4%	45.7%	42.9%
		2009-10	102	21.6%	41.2%	37.3%
	District	2010-11	105	11.4%	45.7%	42.9%
		2009-10	102	21.6%	41.2%	37.3%
	DFG	2010-11	13306	26.9%	45.2%	27.9%
		2009-10	13171	30.6%	42.4%	27%
	State	2010-11	102420	28%	41.3%	30.6%
		2009-10	102161	31%	39.7%	29.3%

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National Assessment Educational Progress (NAEP) GRADE 8 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	17.8%	35.3%	33.2%	13.6%
	Nation	2011	27.7%	38.8%	25.7%	7.8%

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	105	13.3%	62.9%	23.8%
		2009-10	101	13.9%	46.5%	39.6%
	District	2010-11	105	13.3%	62.9%	23.8%
		2009-10	101	13.9%	46.5%	39.6%
	DFG	2010-11	13294	15.5%	56.5%	28%
		2009-10	13210	13.1%	57.1%	29.8%
	State	2010-11	102351	18.4%	52.1%	29.5%
		2009-10	102161	16.6%	51.7%	31.6%

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High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	138	5.1%	85.5%	9.4%
		2009-10	155	8.4%	78.7%	12.9%
	District	2010-11	138	5.1%	85.5%	9.4%
		2009-10	155	8.4%	78.7%	12.9%
	DFG	2010-11	13592	7.7%	76.7%	15.6%
		2009-10	14075	10%	75.7%	14.3%
	State	2010-11	95470	9.7%	69.3%	21.1%
		2009-10	96852	12%	69.3%	18.7%

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High School Proficiency Assessment (HSPA) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	137	22.6%	67.2%	10.2%
		2009-10	156	21.8%	57.7%	20.5%
	District	2010-11	137	22.6%	67.2%	10.2%
		2009-10	156	21.8%	57.7%	20.5%
	DFG	2010-11	13593	23.5%	57.1%	19.4%
		2009-10	14059	25.1%	56.1%	18.8%
	State	2010-11	95364	24%	50.4%	25.6%
		2009-10	96761	25%	50.7%	24.3%

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<b>Scholastic Assessment Test (SAT) Results</b>														
	<b>Students Taking Test</b>		<b>Mathematics</b>				<b>Verbal</b>				<b>Essay</b>			
	#	%	Average Score	Percentile Scores			Average Score	Percentile Scores			Average Score	Percentile Scores		
				25th	50th	75th		25th	50th	75th		25th	50th	75th
<b>2010-11</b>														
School	105	67%	506	440	500	570	487	430	500	550	480	420	490	530
DFG	9797	66%	498	430	490	560	477	410	470	540	475	410	470	540
State	71451	74%	517	440	510	600	493	420	490	570	496	420	490	570
<b>2009-10</b>														
School	104	59%	511	450	500	570	486	425	475	550	476	410	470	540
DFG	8900	59%	501	430	500	570	480	420	480	540	478	410	470	540
State	65673	66%	520	440	510	600	496	420	490	570	499	420	490	580
<b>2008-09</b>														
School	99	64%	517	440	520	600	492	400	490	570	473	400	480	550
DFG	8990	60%	494	420	490	560	474	410	470	540	473	410	470	540
State	63618	63%	515	430	510	600	494	410	490	570	494	410	490	570

<b>Advanced Placement Results</b>		
Test Name	# of Students in Class	# of Students Taking Test
Biology	24	25
Calculus AB	21	17
Chemistry	16	29
English Language & Composition	15	24
English Literature & Compositi	8	8
French Language	0	1
Spanish Language	6	6
Us History	13	15
Total*	103	125

\*The total number of students in class is a duplicated count as the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees as students may take the test without taking the class.

<b>Advanced Placement Results Summary</b>
Number of test scores 3 or higher: 51

<b>Advanced Placement Participation for Grades 11 and 12</b>		
	School	State Average
2010-11	20.5%	22.9%

**OTHER PERFORMANCE MEASURES**

<b>Attendance Rates</b>	<b>2010-2011</b>		<b>2009-2010</b>		<b>Dropout Rates</b>	<b>2010-2011</b>		
Percentage of students present on average each day.	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students in grades 9-12 who dropped out during the school year.	<b>School</b>	<b>District</b>	<b>State</b>
Pre-K	0%	91.6%	0%	91.4%	White		0.4%	0.5%
Kindergarten	0%	94.2%	0%	94.3%	Black or African American			0.4%
Grade 1	0%	95.1%	0%	95.2%	Hispanic			0.5%
Grade 2	0%	95.5%	0%	95.5%	American Indian or Alaska Native			0.0%
Grade 3	0%	95.7%	0%	95.8%	Asian			0.0%
Grade 4	0%	95.9%	0%	95.9%	Native Hawaiian or other Pacific Islander			0.0%
Grade 5	0%	95.9%	0%	95.8%	Two or More Races			0.0%
Grade 6	0%	95.6%	0%	95.6%	Male		0.4%	0.8%
Grade 7	95.8%	95.3%	95.3%	95.2%	Female			0.6%
Grade 8	95.4%	95.0%	95.7%	94.9%	With Disabilities			0.2%
Grade 9	95.2%	93.9%	95.0%	94.1%	Limited English Proficiency			0.1%
Grade 10	95.3%	93.8%	94.2%	94.0%				
Grade 11	93.4%	93.5%	94.2%	93.8%				

Grade 12	93.1%	92.2%	92.0%	92.4%	Economically Disadvantaged			0.7%
SE students in specialized classes	80.1%	92.1%	81.7%	92.0%	Total		0.4%	1.4%
Total School	94.5%	94.6%	94.1%	94.6%				

**Graduation Rates**

	School
Class of 2011 (2010-11)	94.58%

**Graduation Type**

Percentage of students satisfying the state testing requirements through different means.		
	District	State Average
Percent who graduated by passing both sections of HSPA (scale $\geq$ 200)	85.4%	82.2%
Percent who graduated exempt from passing HSPA	3.8%	3.5%
Percent who graduated by AHSA, Appeals or Other	10.8%	14.3%

**Student Suspensions**

Percentage of students who were suspended from the school during the school year.

	School	District Average	State Average
2010-11	21%	13%	13%
2009-10	16%	10%	14%
2008-09	18%	11%	14%

**Student Expulsions**

The number of students who were expelled during the school year.

	School	District	State Total
2010-11	2	2	32
2009-10	0	0	90
2008-09	0	0	35

**Staff Information****Student/Administrator Ratio**

Numbers of students per administrator.

	School	State Average
2010-11	144.4	192.2
2009-10	153.3	178.5
2008-09	157.4	176.4

**Student/Faculty Ratio**

Numbers of students per faculty member.

	School	State Average
2010-11	10.2	11.2
2009-10	10.9	10.8
2008-09	11.0	11.1

**Faculty Mobility Rate**

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	7.9%	5.0%
2009-10	5.3%	5.4%
2008-09	5.2%	4.0%

**Faculty and Administrator Credentials**

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	63.0%	37.0%	0.0%
2009-10	65.0%	35.0%	0.0%
2008-09	59.8%	40.2%	0.0%

**Faculty Attendance Rate**

Percentage of faculty present on average each day.

	School	State Average
2010-11	97.8%	96.2%
2009-10	97.8%	96.0%
2008-09	97.8%	95.6%

**National Board Certification**

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	0	0	
2009-10	0	0	
2008-09	0	0	93

**District Financial Data**

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	9.5	26.0	3.0	7.5	150.6	173.0	14.6	16.0
2009-10	9.5	28.3	3.0	7.6	155.9	161.0	14.5	15.4
2008-09	9.5	28.5	3.0	7.6	158.7	158.9	14.2	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$127,025	\$122,025	\$116,035
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	23	22	21
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$62,400	\$61,200	\$59,000
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	13	13	12
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	56%	57%	1%	-1%
2009-10	55%	56%	1%	4%
2008-09	55%	56%	-5%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	10%	9%	4%	-2%
2009-10	10%	9%	-1%	4%
2008-09	10%	8%	6%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	48%	52%	45%	50%	45%	49%
State	38%	42%	37%	39%	36%	45%
Federal	3%	4%	8%	9%	2%	3%
Other	12%	2%	11%	2%	17%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.  
(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits	\$7,061	\$7,564	\$6,796	\$7,682	\$6,656	\$7,386

Classroom - General Supplies/Textbooks	\$215	\$238	\$228	\$266	\$237	\$280
Classroom - Purchased Services and Other	\$69	\$110	\$93	\$110	\$108	\$104
<b>Total Classroom Instruction</b>	\$7,345	\$7,912	\$7,117	\$8,059	\$7,001	\$7,786
Support Services - Salaries and Benefits	\$1,709	\$1,834	\$1,575	\$1,937	\$1,560	\$1,839
Support Services - other	\$84	\$216	\$118	\$222	\$109	\$231
<b>Total Support Services</b>	\$1,793	\$2,050	\$1,693	\$2,159	\$1,669	\$2,070
Administration - Salaries and Benefits	\$1,328	\$1,137	\$1,247	\$1,163	\$1,249	\$1,126
Administration - other	\$161	\$231	\$150	\$237	\$155	\$242
<b>Total Administration Costs</b>	\$1,489	\$1,368	\$1,397	\$1,400	\$1,404	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$813	\$816	\$790	\$868	\$798	\$856
Op./Maint. of Plant - other	\$597	\$786	\$544	\$773	\$577	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,410	\$1,602	\$1,334	\$1,641	\$1,375	\$1,642
<b>Total Food Services Costs</b>	\$23	\$55	\$15	\$64	\$7	\$67
<b>Total Extracurricular Costs</b>	\$601	\$225	\$533	\$246	\$563	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$12,704	\$13,253	\$12,264	\$13,594	\$12,059	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$16,027	\$17,455	\$15,500	\$17,885	\$15,199	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

>>[REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

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## 2010-11 SCHOOL REPORT CARD

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[Bellmawr Boro](#)  
[Berlin Boro](#)  
[Berlin Twp](#)  
[Black Horse Pike Regional](#)  
[Brooklawn Boro](#)  
[Camden City](#)  
[Camden County Vocational](#)  
[Cherry Hill Twp](#)  
[Clementon Boro](#)  
[Collingswood Boro](#)  
[Eastern Camden County Reg](#)  
[Gibbsboro Boro](#)  
[Gloucester City](#)  
[Gloucester Twp](#)  
[Haddon Heights Boro](#)  
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[Magnolia Boro](#)  
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[Mount Ephraim Boro](#)  
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[Pine Hill Boro](#)  
[Runnemede Boro](#)  
[Somerdale Boro](#)  
[Sterling High School Dist](#)  
[Stratford Boro](#)



[Voorhees Twp](#)

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## 2010-11 SCHOOL REPORT CARD

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### Select a district:

>> [Audubon Boro](#)  
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[Pine Hill Boro](#)  
[Runnemede Boro](#)  
[Somerdale Boro](#)  
[Sterling High School Dist](#)  
[Stratford Boro](#)

### Select a school:

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[Haviland Ave](#)  
[Mansion Ave](#)



[Voorhees Twp](#)

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# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**AUDUBON BORO (07-0150)**

The Audubon Public School District continues to implement the goals established during the 2008 Strategic Planning session. The goals, which focus on technology, writing, student achievement, transitioning and preparing students to be successful in college, are as follows:

Goal 1: By 2013, all students in grades 4, 8, and 12 will be proficient in various technological skills as measured on a district developed assessment.

Goal 2: By 2013, 100% of students in grades K-12 will meet the requirements of a district created writing rubric, mirroring grade level benchmarks as referenced in the NJ Core Curriculum Content Standards.

Goal 3: By 2013, 100% of all students will successfully transition from fifth through eighth grade as evidenced by completion of the district requirements to enter grade 9.

Goal 4: By 2013, 100% of students in grades 3 through 12 will score in the proficient or advanced proficient levels in the areas of Language Arts and Math on the New Jersey State Assessments.

Goal 5: By 2013, students preparedness for the four year college experience will increase as measured by a 10% increase annually in the number of students accepted to a four year college.

Should you wish to view the entire Strategic Plan, you are invited to do so by visiting the district s website at [www.audubonschools.org](http://www.audubonschools.org).

In addition to the goals and objectives related to the Strategic Plan, the district has instituted an RTI (Response to Intervention) program at both elementary schools designed to identify and remediate students at risk to perform below standard on the New Jersey mandated assessments. This program is also being considered at the junior-senior high school in an effort to address the needs of at-risk students. As evidenced by last year s test scores, the efforts made by the district are already paying significant dividends in the form of student achievement.

Two years ago the district targeted the infusion of technology in every classroom as a major priority and has made huge strides in this direction. By the end of the 2009-2010 school year every classroom was equipped with LCD projectors enabling instructional staff to bring web-based information to every student. In addition, the Audubon Education Foundation has established a goal to place either a SMART Board or Mimeo into every instructional classroom. At this point in time, with the assistance of PTAs, private donations, and budgeted district moneys, the district has met that goal at both the Haviland Avenue and Mansion Avenue Elementary schools and has provided SMART Boards and related technology to teachers interested in utilizing these tools at the junior-senior high school. As this initiative has moved forward, technology such as flip cameras, Skype technology, iPods and iPads have been infused into the learning environment throughout the district.

Another important change in the way the district operates is the adoption of the New Jersey School Choice Program at the high school. Starting in September 2011, eleven students from outside the district applied and were selected for admission to the high school. To date, these students have made a smooth transition and are integral parts of the school s student body. In September 2012, an additional thirty ninth graders, three tenth graders and four eleventh graders will enroll through this program. The success of the program this year resulted in a need for a lottery to be held for the ninth grade due to the fact that forty-seven students applied for the thirty available seats in the ninth grade. The students who were not selected through the lottery will be placed on a waiting list in the order of which they were chosen via the lottery.

Efforts to improve communication in the school community continue to be a priority for the Board of Education. Two years ago a District E-Newsletter system was developed in order to reach out to parents, students, staff, as well as community members. Anyone can receive the E-Newsletter by simply visiting the district s website: [www.audubonschools.org](http://www.audubonschools.org) to register. The district recently added the AlertNow phone notification system to inform parents and staff about school closings and other weather related emergencies and critically important information related to the school district. In addition, the superintendent continues to host semi-annual community forums to share information on current issues and allow for community input and questions.

Mr. Donald Borden  
(856) 547-1325  
[dborden@audubonschools.org](mailto:dborden@audubonschools.org)  
[www.audubonschools.org](http://www.audubonschools.org)

# Report Card Narratives

## NEW JERSEY DEPARTMENT OF EDUCATION

**AUDUBON HIGH (07-0150-010)**

At Audubon High School we believe high expectations, hard work, and strong instructional support increase students' opportunities for success. It is in this spirit that we challenge students to enhance their knowledge in all areas of the curriculum. We continue to work diligently to provide students with the skills and knowledge to demonstrate proficiency on state mandated tests (NJASK and AHSA), end of course assessments, and college entrance exams. To encourage students to achieve higher order skills, AP classes are offered in Language Arts, Calculus, Biology, Chemistry, US History, French and Spanish. In addition, we maintain a partnership with the Princeton Review to provide instruction in the skills students need to be successful on college entrance exams. Audubon High School also participates in the Virtual High School program to increase upper level course offerings, and we are currently participating in a consortium involved with Camden County College's Virtual College NOW program. Performance objectives for the 2011-2012 school year are as follows:

By June 2012, there will continue to be a reduction in the percentage of students at Audubon Junior-Senior High School in the Total Education Population scoring at the partially proficient level on the NJASK Mathematics Test.

By June 2012, there will continue to be an increase in the percentage of students at Audubon Junior High School in the Total Education Population scoring at the advanced proficient (mastery) level on the NJASK Mathematics Test.

By June 2012, there will continue to be a reduction in the percentage of students at Audubon Junior High School in the Total Education Population scoring at the partially proficient level on the NJASK Language Arts Literacy Test.

By June 2012, there will continue to be an increase in the percentage of students at Audubon Junior High School in the Total Education Population scoring at the advanced proficiency (mastery) level on the NJASK Language Arts Literacy Test.

### EXTRACURRICULAR ACTIVITIES

Extracurricular activities continue to enrich the school program. Students are offered opportunities to participate in activities ranging from athletic programs to service groups to the arts.

The extracurricular athletic program includes varsity and sub-varsity level sports as well as intra-mural programs in a variety of areas. Active parent booster groups continue to provide support for students participating in athletic programs.

The performing arts program is a great source of pride at Audubon High School. Marching band, jazz band, concert choir, concert band, ensemble, and drama groups serve as avenues to expand our students' appreciation of and participation in the arts. Student participation in our spring musical production encompasses all facets of theater arts from set design and construction to lighting, sound production, make-up, voice, and acting.

Peer tutoring for students in need of academic assistance is offered by our school's chapter of the National Honor Society. Additionally, a community organization conducts a math tutorial program geared toward middle school students in an effort to boost their overall math skills. Students who excel in a world language are recognized by induction into the World Language National Honor Society, and students who excel in upper level math are recognized by induction into the Mathematics Honor Society.

The completion of a construction project in the recent past provided our students with a state-of-the-art science wing that includes four fully equipped science labs. This project also included a new gymnasium and a new band room, as well as major renovations to the existing performing arts areas. These improvements have enhanced all instructional areas.

Audubon High School continues to implement the Renaissance Program, a motivational program that rewards students and staff for their positive achievements. The community has embraced the activities of the Renaissance Program. The Renaissance Program continues to sponsor a variety of activities including American Education Week activities for the students, Teacher Appreciation Week activities, Staff Appreciation Week activities, student rewards for attaining green, gold or white card status, student of the month and more. The program also sponsors Student Spotlight Awards, a Renaissance Graduate of the Year Scholarship, and Gold Card award ceremonies. The Audubon Renaissance Program invites the community into the school to see the exciting activities being offered and to observe the people that bring the programs to fruition at the Jr.-Sr. High School. To find out more about all the school activities the Audubon Renaissance Program sponsors, the Renaissance link may be accessed via the Audubon School District's website.

Audubon Jr.-Sr. High School is one of the very few schools that houses seventh through twelfth grade students. The main goal of both the seventh and eighth grades is to prepare students for their transition into high school. The seventh and eighth grade teachers are divided into teams that work on interdisciplinary activities and learning. The teams also meet to discuss student concerns so that they can proactively identify any student who may be in need of assistance (socially, educationally, or otherwise). Activities for the seventh and eighth grade teams for the 2010-2011 school year include reward days for students who completed and returned all assigned tasks and movie days for those with perfect attendance. In support of academic excellence, homework sheets are posted outside the assistant principal's office, and a homework hotline for seventh graders (856-547-7695 x4777) where students and parents have access to all nightly homework assignments has been established. Eighth grade students and their parents are

expected to employ their technological skills to access assigned tasks either by way of teacher web pages hosted by the district or through g-mail accounts. This process is used to ensure the success of all our students and to gradually promote the use of technology in the students everyday lives. A Junior National Honor Society program is also in place to recognize those seventh and eighth grade students who have attained the necessary grade point average and who have complied with the other determining factors to be accepted as a member of this nationally recognized organization.

Our Teen-to-Teen program continues to pair incoming students with a peer mentor. This program works hard to ensure that all students feel a connection and are comfortable in the school.

The Peer-to-Peer program continues this year as well. Student leaders are chosen to take part in this program, which focuses on drug, alcohol, and tobacco abuse awareness.

New Jersey Scholars is part of a national initiative that encourages students to complete a more rigorous high school course sequence that will better ensure their success in college and in the workplace. There is significant research that indicates students who take a specific sequence of rigorous course work score significantly higher on the college entrance exams (SAT), are twice as likely to be ready for college, triple their chances of staying in college to complete their bachelor s degree, and earn 13% more per year than students taking less rigorous courses even if they do not go to college. Audubon High School is one of the four pilot districts of the New Jersey Scholars program. Our goal is to make sure students are primed for success whether they enter college or the workplace.

The High School Plus program gives students the opportunity to earn college credit for designated courses through the Camden County College High School Plus program.

School Counts! is a program that uses achievement and attendance criteria to prepare students for employment. To participate in the program, students must agree to meet the following criteria for grades 9-12:

- To make a C grade or above in all academic courses.
- To achieve a 95% or better attendance and punctuality record.
- To complete high school in eight consecutive semesters.
- To take more courses than the minimum graduation requirements.

A student achieving all of these goals is designated a School Counts! student. Students are given a certificate of achievement that can be used by prospective employers in making hiring decisions. School Counts! students have an advantage over other students. Employers are looking for successful academic performance and a School Counts! student certificate shows employers that the student is reliable, conscientious and hard working. School Counts! student status may also be included on college applications.

The Junior-Senior High School also employs a program titled Genesis Parent. This program is web based and provides parents/guardians real time access to their child s general records, attendance records, and report card information by way of the internet. Although the information available to parents by this means is unofficial, it is a good communication tool between the school and the parents, and provides a means for parents to monitor their child s progress through the course of the school year.

Our outstanding student body is complemented by an equally outstanding staff whose members are committed to providing students with a quality education in a caring and compassionate setting. Faculty members strive to improve themselves professionally by attending staff development workshops and other instructionally relevant seminars. Staff involvement in student activities is strongly encouraged.

Mr. John H. Ross  
(856) 547-7695  
[jross@audubonschools.org](mailto:jross@audubonschools.org)  
[www.audubonschools.org](http://www.audubonschools.org)

&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
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[English](#) (384 kb PDF) | [En Español](#) (433 kb PDF)
- Guide to the 2010 NCLB Report  
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- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) >>[2011](#) >>GUIDE

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

This is the amount of time a school is in session for a typical student on a normal school day.

### **Instructional Time**

This is the amount of time per day that a typical student is engaged in instructional activities under the supervision of a certified teacher.

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and the reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	80	21.3%	58.8%	20%
	District	80	21.3%	58.8%	20%
	DFG	11007	28.1%	61.1%	10.8%
	State	84931	27.9%	57.4%	14.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2016	77.2%	22.1%	0.7%
	State	15502	75.2%	23.4%	1.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	133	85%	14.3%	0.8%
	State	2406	87.6%	11.6%	0.7%
Male	School	53	50.9%	43.4%	5.7%
	District	53	50.9%	43.4%	5.7%
	DFG	6757	42.3%	51.1%	6.6%
	State	52752	40.8%	49.5%	9.7%
Female	School	50	20%	54%	26%
	District	50	20%	54%	26%
	DFG	6371	29.6%	58.7%	11.8%
	State	49820	31.5%	53.3%	15.3%
White	School	93	35.5%	47.3%	17.2%
	District	93	35.5%	47.3%	17.2%
	DFG	8299	30.1%	59.3%	10.6%
	State	55196	24.4%	59.8%	15.9%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1880	55.4%	41.4%	3.2%
	State	16675	61.3%	36%	2.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	823	24.3%	57%	18.7%
	State	8739	16.9%	53.3%	29.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	15	20%	66.7%	13.3%
	State	212	25.5%	56.1%	18.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	15	20%	66.7%	13.3%
	State	109	48.6%	46.8%	4.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1960	48.1%	47.3%	4.5%
	State	20765	56%	40.4%	3.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	135	45.2%	48.9%	5.9%
	State	985	40.7%	47.3%	12%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	38	71.1%	28.9%	0%
Economically Disadvantaged	School	20	60%	40%	0%
	District	20	60%	40%	0%
	DFG	3593	52.7%	44.1%	3.2%
	State	34117	59.3%	37.8%	2.9%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	95	16.8%	70.5%	12.6%
	District	95	16.8%	70.5%	12.6%
	DFG	11108	21.1%	62.3%	16.6%
	State	84990	21.9%	57.3%	20.8%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2043	71.9%	26.5%	1.6%
	State	15399	70.7%	27.1%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	120	86.7%	12.5%	0.8%
	State	2295	83.8%	15.6%	0.7%
Male	School	59	33.9%	57.6%	8.5%
	District	59	33.9%	57.6%	8.5%
	DFG	6842	33.4%	55.4%	11.2%
	State	52392	34%	51.3%	14.6%
Female	School	49	14.3%	69.4%	16.3%
	District	49	14.3%	69.4%	16.3%
	DFG	6422	25.4%	57.4%	17.3%
	State	50051	26.7%	52.6%	20.7%
White	School	101	23.8%	64.4%	11.9%
	District	101	23.8%	64.4%	11.9%
	DFG	8527	24.5%	59.2%	16.3%
	State	55835	20.1%	58%	21.8%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1890	45.7%	47.7%	6.6%
	State	16908	52.5%	42%	5.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	741	16.6%	60.2%	23.2%
	State	8563	12.8%	47.4%	39.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	23	34.8%	47.8%	17.4%
	State	189	19.6%	49.7%	30.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	23	34.8%	47.8%	17.4%
	State	122	36.9%	48.4%	14.8%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1933	40.6%	51%	8.4%
	State	20229	47.8%	45.6%	6.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	89	40.4%	51.7%	7.9%
	State	670	41.2%	44.6%	14.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	27	63%	37%	0%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3363	43.5%	49.8%	6.7%
	State	32926	51.9%	42.9%	5.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	80	8.8%	56.3%	35%
	District	80	8.8%	56.3%	35%
	DFG	11005	26.7%	47.6%	25.7%
	State	84918	26.2%	45.3%	28.5%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2020	71.5%	23.8%	4.8%
	State	15508	70.3%	24.4%	5.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	148	73%	23%	4.1%
	State	2629	74.7%	20.4%	4.8%
Male	School	53	34%	41.5%	24.5%
	District	53	34%	41.5%	24.5%
	DFG	6767	34.6%	41.9%	23.5%
	State	52865	33.9%	40%	26.1%
Female	School	50	14%	56%	30%
	District	50	14%	56%	30%
	DFG	6377	33.4%	45.7%	21%
	State	49916	34%	43.3%	22.6%
White	School	93	22.6%	48.4%	29%
	District	93	22.6%	48.4%	29%
	DFG	8308	28.5%	46.7%	24.9%
	State	55229	23.9%	46.2%	29.9%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1882	53.9%	36.2%	9.9%
	State	16708	59.9%	32.7%	7.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	828	15.3%	38.9%	45.8%
	State	8864	11.3%	33%	55.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	15	6.7%	60%	33.3%
	State	215	18.6%	53.5%	27.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	15	6.7%	60%	33.3%
	State	109	42.2%	40.4%	17.4%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1961	45.6%	40.6%	13.8%
	State	20774	49.5%	40.3%	10.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	134	50%	38.1%	11.9%
	State	996	40.7%	38%	21.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	38	55.3%	44.7%	0%
Economically Disadvantaged	School	20	45%	50%	5%
	District	20	45%	50%	5%
	DFG	3601	49%	39.7%	11.3%
	State	34225	53.4%	37.2%	9.4%
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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	95	14.7%	60%	25.3%
	District	95	14.7%	60%	25.3%
	DFG	11103	27.2%	46.4%	26.4%
	State	84991	27.4%	43.9%	28.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2038	74%	21.5%	4.4%
	State	15394	73%	22%	5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	135	82.2%	14.1%	3.7%
	State	2533	78.5%	17%	4.5%
Male	School	59	27.1%	49.2%	23.7%
	District	59	27.1%	49.2%	23.7%
	DFG	6847	34.5%	42.5%	23.1%
	State	52518	35.2%	39.2%	25.6%
Female	School	49	18.4%	59.2%	22.4%
	District	49	18.4%	59.2%	22.4%
	DFG	6422	35.3%	42.2%	22.5%
	State	50157	35.5%	41%	23.5%
White	School	101	21.8%	54.5%	23.8%
	District	101	21.8%	54.5%	23.8%
	DFG	8523	29.1%	45%	25.9%
	State	55882	24.9%	45%	30.1%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1894	57%	33.7%	9.3%
	State	16954	61.9%	30.9%	7.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	745	13.7%	39.1%	47.2%
	State	8684	12.6%	32.1%	55.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	23	39.1%	39.1%	21.7%
	State	191	22%	40.8%	37.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	23	39.1%	39.1%	21.7%
	State	122	36.9%	44.3%	18.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1934	46.1%	40.6%	13.3%
	State	20241	51.5%	37.7%	10.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	89	61.8%	31.5%	6.7%
	State	678	51.3%	30.8%	17.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	27	63%	33.3%	3.7%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3365	50.5%	37.9%	11.6%
	State	33039	56.3%	34.4%	9.3%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	6.6%	70.3%	23.1%
	District	91	6.6%	70.3%	23.1%
	DFG	11173	8.3%	73.9%	17.7%
	State	84485	9.8%	67.3%	22.9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	50.1%	48.3%	1.6%
	State	15533	51.3%	46.4%	2.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	113	62.8%	36.3%	0.9%
	State	2449	66.9%	32.4%	0.7%
Male	School	55	16.4%	65.5%	18.2%
	District	55	16.4%	65.5%	18.2%
	DFG	6860	18.6%	69.9%	11.5%
	State	52211	20.6%	64.1%	15.2%
Female	School	50	6%	70%	24%
	District	50	6%	70%	24%
	DFG	6424	11.3%	69.6%	19.1%
	State	50022	13.9%	62.5%	23.6%
White	School	101	11.9%	67.3%	20.8%
	District	101	11.9%	67.3%	20.8%
	DFG	8484	11.1%	71.5%	17.4%
	State	55467	9%	66.7%	24.3%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1883	29.4%	64%	6.6%
	State	16517	35.7%	58.6%	5.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	790	9%	62.5%	28.5%
	State	8682	7.1%	50.4%	42.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	71.4%	9.5%
	State	186	18.8%	53.8%	27.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	71.4%	9.5%
	State	125	24.8%	63.2%	12%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1963	21.1%	70.4%	8.5%
	State	20481	29.6%	63.5%	6.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	144	20.1%	71.5%	8.3%
	State	889	18.9%	63.9%	17.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	36	41.7%	55.6%	2.8%
Economically Disadvantaged	School	17	11.8%	88.2%	0%
	District	17	11.8%	88.2%	0%
	DFG	3558	26.2%	66.8%	7%
	State	32766	33.5%	61.1%	5.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	0%	76.1%	23.9%
	District	71	0%	76.1%	23.9%
	DFG	11073	7.8%	75.7%	16.5%
	State	84301	9.4%	68.6%	22%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2036	47.9%	50.9%	1.1%
	State	15503	50.9%	46.9%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	138	74.6%	25.4%	0%
	State	2515	69.9%	29.5%	0.6%
Male	School	48	12.5%	72.9%	14.6%
	District	48	12.5%	72.9%	14.6%
	DFG	6720	18.8%	71.1%	10.1%
	State	51941	20.7%	64.9%	14.4%
Female	School	53	7.5%	71.7%	20.8%
	District	53	7.5%	71.7%	20.8%
	DFG	6513	10.3%	71.7%	17.9%
	State	50152	13.3%	63.9%	22.8%
White	School	95	9.5%	71.6%	18.9%
	District	95	9.5%	71.6%	18.9%
	DFG	8592	10.8%	73%	16.2%
	State	56509	8.9%	67.7%	23.4%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1879	24.4%	69.6%	6%
	State	16729	34.2%	60.1%	5.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	772	8.9%	66.5%	24.6%
	State	8445	6.6%	53.7%	39.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	8.3%	91.7%	0%
	State	196	8.2%	70.4%	21.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	8.3%	91.7%	0%
	State	112	18.8%	68.8%	12.5%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1840	24.1%	68.4%	7.5%
	State	19564	30.4%	63.2%	6.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	84	27.4%	60.7%	11.9%
	State	613	27.4%	59.1%	13.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	22	50%	45.5%	4.5%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3140	24.4%	69.6%	6%
	State	31239	33.5%	61.2%	5.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	19.0%	42.4%	34.0%	4.6%
	Nation	29.6%	43.4%	25.0%	1.9%
Female	State (NJ)	12.6%	36.4%	43.2%	7.8%
	Nation	21.0%	42.6%	32.3%	4.1%
White	State (NJ)	7.8%	36.6%	47.6%	8.0%
	Nation	16.4%	42.8%	36.7%	4.1%
Black	State (NJ)	33.5%	45.5%	20.1%	0.9%
	Nation	42.0%	43.8%	13.6%	0.6
Hispanic	State (NJ)	29.4%	48.9%	20.5%	1.2%
	Nation	36.8%	45.1%	17.2%	0.9%
Asian	State (NJ)	8.4%	25.4%	52.2%	14.0%
	Nation	16.3%	35.5%	40.1%	8.2%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	36.2%	41.5%	20.4%	1.9%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.0%	39.6%	19.7%	1.6%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	22.9%	41.5%	31.5%	4.1%
Eligible for School Lunch Program	State (NJ)	33.1%	46.5%	19.0%	1.3%
	Nation	37.0%	44.9%	17.2%	0.9%
Not Eligible for School Lunch Program	State (NJ)	8.7%	36.4%	46.8%	8.2%
	Nation	14.7%	41.3%	39.0%	4.9%
Students with Disabilities	State (NJ)	47.6%	39.0%	11.9%	1.5%
	Nation	65.6%	28.0%	6.1%	#
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	71.3%	25.6%	3.0%	#

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Reading Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 64%

Limited English proficient participation rate for New Jersey: # (Suppressed)

Students with disabilities participation rate for the nation's public schools: 76%

Limited English proficient participation rate for the nation's public schools: 86%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	4.4%	47.3%	48.4%
	District	91	4.4%	47.3%	48.4%
	DFG	11170	19%	48.8%	32.2%
	State	84406	19.5%	44.7%	35.8%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2014	68.3%	25.9%	5.9%
	State	15493	67.9%	25.7%	6.5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	126	65.1%	30.2%	4.8%
	State	2643	69.8%	23.6%	6.5%
Male	School	55	14.5%	43.6%	41.8%
	District	55	14.5%	43.6%	41.8%
	DFG	6857	27.2%	43.4%	29.4%
	State	52255	28%	39.1%	32.9%
Female	School	50	8%	48%	44%
	District	50	8%	48%	44%
	DFG	6423	26.4%	47.2%	26.4%
	State	50049	28%	43.7%	28.3%
White	School	101	11.9%	46.5%	41.6%
	District	101	11.9%	46.5%	41.6%
	DFG	8475	21.3%	47.3%	31.4%
	State	55459	18.4%	44.3%	37.3%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1884	47.5%	39.3%	13.2%
	State	16518	52.7%	37.1%	10.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	795	10.1%	37.1%	52.8%
	State	8775	8.7%	29.1%	62.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	33.3%	38.1%	28.6%
	State	185	24.9%	32.4%	42.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	33.3%	38.1%	28.6%
	State	126	32.5%	46.8%	20.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1961	36.4%	46.4%	17.2%
	State	20456	42.3%	42.1%	15.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	145	51%	29.7%	19.3%
	State	901	33.1%	39.3%	27.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	35	48.6%	42.9%	8.6%
Economically Disadvantaged	School	17	5.9%	52.9%	41.2%
	District	17	5.9%	52.9%	41.2%
	DFG	3553	40.7%	42.4%	16.9%
	State	32785	46.5%	39.7%	13.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	7%	47.9%	45.1%
	District	71	7%	47.9%	45.1%
	DFG	10996	22.9%	45.9%	31.2%
	State	84134	22.6%	43.1%	34.3%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2035	69.2%	25.1%	5.7%
	State	15442	70.4%	23.7%	5.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	149	72.5%	24.8%	2.7%
	State	2736	71.1%	22.6%	6.4%
Male	School	49	24.5%	32.7%	42.9%
	District	49	24.5%	32.7%	42.9%
	DFG	6684	30%	40.9%	29.1%
	State	51944	30.8%	37.4%	31.8%
Female	School	53	18.9%	49.1%	32.1%
	District	53	18.9%	49.1%	32.1%
	DFG	6482	31.2%	44%	24.8%
	State	50143	31.2%	42%	26.7%
White	School	95	18.9%	41.1%	40%
	District	95	18.9%	41.1%	40%
	DFG	8541	25.7%	43.9%	30.4%
	State	56454	21.2%	43%	35.9%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1867	48.5%	40.8%	10.7%
	State	16697	56.8%	34.2%	9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	776	13%	32.7%	54.3%
	State	8559	10.8%	29.1%	60.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	41.7%	50%	8.3%
	State	193	21.8%	42.5%	35.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	50%	8.3%
	State	113	34.5%	41.6%	23.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1833	41.4%	42%	16.6%
	State	19518	46%	39.5%	14.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	87	55.2%	32.2%	12.6%
	State	627	43.5%	36.8%	19.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	22	50%	50%	0%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3128	42.3%	42.1%	15.6%
	State	31231	50.6%	36.8%	12.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	18.8%	33.1%	33.3%	14.8%
	Nation	27.8%	37.8%	25.8%	8.6%
Female	State (NJ)	16.8%	37.6%	33.2%	12.3%
	Nation	27.6%	39.8%	25.7%	7.0%
White	State (NJ)	8.8%	32.6%	41.6%	17.0%
	Nation	17.2%	39.5%	32.9%	10.4%
Black	State (NJ)	36.6%	42.5%	17.7%	3.2%
	Nation	49.7%	37.4%	11.5%	1.4%
Hispanic	State (NJ)	33.0%	43.1%	20.8%	3.2%
	Nation	40.0%	40.2%	17.2%	2.5%
Asian	State (NJ)	5.6%	20.8%	37.2%	36.4%
	Nation	12.4%	30.0%	34.0%	23.6%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	38.0%	13.9%	3.5%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	36.8%	15.4%	3.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	24.5%	38.2%	27.2%	10.1%
Eligible for School Lunch Program	State (NJ)	34.2%	41.7%	20.0%	4.1%
	Nation	40.6%	40.6%	16.3%	2.5%
Not Eligible for School Lunch Program	State (NJ)	10.8%	32.5%	39.0%	17.7%
	Nation	15.7%	37.1%	34.4%	12.8%
Students with Disabilities	State (NJ)	55.8%	29.5%	11.4%	3.3%
	Nation	67.1%	25.4%	6.2%	1.3%
Limited English Proficient	State (NJ)	66.7%	21.3%	8.3%	3.6%
	Nation	71.6%	23.6%	4.3%	0.5%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Mathematics Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 75%

Limited English proficient participation rate for New Jersey: 96%

Students with disabilities participation rate for the nation's public schools: 80%

Limited English proficient participation rate for the nation's public schools: 93%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	8.8%	64.8%	26.4%
	District	91	8.8%	64.8%	26.4%
	DFG	11154	9.8%	58.3%	31.9%
	State	84316	11.5%	54.4%	34.1%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2020	44%	48%	8%
	State	15522	48.4%	42.9%	8.7%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	124	61.3%	34.7%	4%
	State	2636	66.8%	31%	2.3%
Male	School	55	16.4%	58.2%	25.5%
	District	55	16.4%	58.2%	25.5%
	DFG	6856	15.9%	52.5%	31.6%
	State	52221	18.7%	48.2%	33.1%
Female	School	50	10%	68%	22%
	District	50	10%	68%	22%
	DFG	6412	14.9%	60.8%	24.3%
	State	50014	18.1%	56.3%	25.7%
White	School	101	12.9%	63.4%	23.8%
	District	101	12.9%	63.4%	23.8%
	DFG	8473	10.8%	56.3%	32.8%
	State	55447	9.7%	52.6%	37.7%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1876	30.8%	56.6%	12.6%
	State	16490	38%	52.7%	9.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	795	6.8%	49.8%	43.4%
	State	8775	7%	39.5%	53.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	57.1%	23.8%
	State	186	13.4%	48.9%	37.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	57.1%	23.8%
	State	126	20.6%	55.6%	23.8%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1960	23.6%	59.5%	16.8%
	State	20428	31.1%	56%	13%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	144	27.8%	58.3%	13.9%
	State	899	22.9%	49.6%	27.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	35	45.7%	42.9%	11.4%
Economically Disadvantaged	School	17	5.9%	82.4%	11.8%
	District	17	5.9%	82.4%	11.8%
	DFG	3550	25.9%	57.5%	16.5%
	State	32741	34.5%	54%	11.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	5.6%	40.8%	53.5%
	District	71	5.6%	40.8%	53.5%
	DFG	11042	7.7%	58.3%	34.1%
	State	84111	10.1%	53.1%	36.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	38.9%	52.4%	8.8%
	State	15474	44.1%	47%	8.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	149	67.1%	32.2%	0.7%
	State	2725	64.8%	33%	2.2%
Male	School	48	10.4%	39.6%	50%
	District	48	10.4%	39.6%	50%
	DFG	6704	13%	53%	34%
	State	51946	16.3%	47.7%	36%
Female	School	53	17%	52.8%	30.2%
	District	53	17%	52.8%	30.2%
	DFG	6501	13.1%	61.3%	25.5%
	State	50141	17%	55.9%	27.1%
White	School	94	11.7%	45.7%	42.6%
	District	94	11.7%	45.7%	42.6%
	DFG	8570	9%	56.4%	34.6%
	State	56493	7.9%	51.6%	40.5%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1873	24.8%	61.5%	13.7%
	State	16678	35.2%	54.2%	10.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	775	8.8%	45.7%	45.5%
	State	8549	6.5%	37.4%	56.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	16.7%	50%	33.3%
	State	195	10.8%	49.2%	40%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	16.7%	50%	33.3%
	State	114	17.5%	50.9%	31.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1836	21.1%	61.1%	17.8%
	State	19507	30.2%	56.5%	13.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	86	27.9%	55.8%	16.3%
	State	625	25.9%	49.8%	24.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	23	60.9%	34.8%	4.3%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3136	22.6%	59.6%	17.7%
	State	31211	33.4%	55.1%	11.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

<b>High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2010-11</b>		<b>Number Tested</b>	<b>Proficiency Percentages</b>		
			<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
General Education	School	108	1.9%	86.1%	12%
	District	108	1.9%	86.1%	12%
	DFG	11553	2.8%	79.3%	18%
	State	79838	3.8%	71.6%	24.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	1840	34%	64%	2%
	State	13275	35.7%	61%	3.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	204	54.4%	45.1%	0.5%
	State	2428	64.3%	35.2%	0.5%
Male	School	58	8.6%	87.9%	3.4%
	District	58	8.6%	87.9%	3.4%
	DFG	6846	10.3%	76.5%	13.1%
	State	47658	12%	69.7%	18.3%
Female	School	80	2.5%	83.8%	13.8%
	District	80	2.5%	83.8%	13.8%
	DFG	6740	5.1%	76.9%	18%
	State	47743	7.3%	68.8%	23.8%
White	School	129	4.7%	86.8%	8.5%
	District	129	4.7%	86.8%	8.5%
	DFG	9112	5.5%	76.9%	17.6%
	State	55074	4.7%	69.1%	26.2%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1806	15.3%	78.2%	6.5%
	State	14599	20%	73.8%	6.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	816	6%	67.3%	26.7%
	State	8244	5%	54.1%	40.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	30	6.7%	76.7%	16.7%
	State	208	5.3%	64.9%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	30	6.7%	76.7%	16.7%
	State	121	12.4%	72.7%	14.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1704	12.3%	79.5%	8.2%
	State	16759	18.9%	73.5%	7.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	57	17.5%	71.9%	10.5%
	State	465	21.3%	62.2%	16.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	26.7%	73.3%	0%
Economically Disadvantaged	School	22	9.1%	86.4%	4.5%
	District	22	9.1%	86.4%	4.5%
	DFG	2841	13.9%	79.2%	6.9%
	State	23877	20.3%	73.5%	6.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	129	0.8%	83.7%	15.5%
	District	129	0.8%	83.7%	15.5%
	DFG	11894	4.4%	79%	16.6%
	State	81131	5.5%	72.6%	21.9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2029	38%	59.8%	2.2%
	State	13449	41%	56.3%	2.7%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	156	75.6%	24.4%	0%
	State	2341	72.6%	27.2%	0.2%
Male	School	80	12.5%	72.5%	15%
	District	80	12.5%	72.5%	15%
	DFG	7306	13.3%	76.3%	10.5%
	State	48701	14.7%	70.8%	14.5%
Female	School	75	4%	85.3%	10.7%
	District	75	4%	85.3%	10.7%
	DFG	6766	6.5%	75%	18.5%
	State	48125	9.3%	67.7%	23%
White	School	152	8.6%	78.3%	13.2%
	District	152	8.6%	78.3%	13.2%
	DFG	9550	7%	76.4%	16.6%
	State	56852	5.6%	71%	23.4%
Black	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	1870	21.1%	73.4%	5.5%
	State	14791	27.4%	67.6%	4.9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	839	6.4%	69.6%	24%
	State	8177	5.8%	58.9%	35.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	11	0%	100%	0%
	State	183	9.3%	64.5%	26.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	0%	100%	0%
	State	98	9.2%	75.5%	15.3%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1733	16.6%	77%	6.5%
	State	16346	23.4%	70.1%	6.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	37	16.2%	81.1%	2.7%
	State	405	23%	64.2%	12.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	34	73.5%	23.5%	2.9%
Economically Disadvantaged	School	12	8.3%	75%	16.7%
	District	12	8.3%	75%	16.7%
	DFG	2668	18.3%	74.5%	7.2%
	State	22901	25.8%	68.9%	5.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

High School Proficiency Assessment (HSPA) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	107	10.3%	77.6%	12.1%
	District	107	10.3%	77.6%	12.1%
	DFG	11547	16.3%	61.3%	22.3%
	State	79785	16.1%	54.2%	29.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	1847	64.6%	32.6%	2.8%
	State	13219	63.9%	31.7%	4.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	204	59.8%	35.8%	4.4%
	State	2431	67.7%	27%	5.3%
Male	School	58	27.6%	63.8%	8.6%
	District	58	27.6%	63.8%	8.6%
	DFG	6849	22.9%	55%	22.1%
	State	47615	22.9%	48.6%	28.5%
Female	School	79	19%	69.6%	11.4%
	District	79	19%	69.6%	11.4%
	DFG	6738	24.1%	59.2%	16.7%
	State	47678	25%	52.3%	22.7%
White	School	129	22.5%	66.7%	10.9%
	District	129	22.5%	66.7%	10.9%
	DFG	9113	18.2%	59.5%	22.3%
	State	55027	14.7%	53.6%	31.7%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1814	47.9%	47.4%	4.8%
	State	14557	49.8%	44.6%	5.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	816	9.7%	52%	38.4%
	State	8251	8.1%	37.5%	54.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	29	17.2%	65.5%	17.2%
	State	208	13%	57.2%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	29	17.2%	65.5%	17.2%
	State	121	28.9%	56.2%	14.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1698	32.6%	57.1%	10.3%
	State	16737	39.6%	51.3%	9.1%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	56	39.3%	50%	10.7%
	State	463	36.9%	45.8%	17.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	40%	60%	0%
Economically Disadvantaged	School	21	42.9%	47.6%	9.5%
	District	21	42.9%	47.6%	9.5%
	DFG	2842	36.9%	54.3%	8.8%
	State	23836	42.7%	49%	8.3%
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High School Proficiency Assessment (HSPA) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	130	10.8%	64.6%	24.6%
	District	130	10.8%	64.6%	24.6%
	DFG	11878	17.7%	60.5%	21.8%
	State	81072	17%	54.8%	28.2%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	64.5%	32.8%	2.6%
	State	13412	65.6%	30.4%	4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	157	75.2%	21.7%	3.2%
	State	2347	71.7%	24.5%	3.8%
Male	School	80	26.3%	50%	23.8%
	District	80	26.3%	50%	23.8%
	DFG	7297	24.5%	54.6%	20.9%
	State	48661	24.1%	49.3%	26.7%
Female	School	76	17.1%	65.8%	17.1%
	District	76	17.1%	65.8%	17.1%
	DFG	6759	25.7%	57.7%	16.6%
	State	48073	25.9%	52.2%	21.9%
White	School	153	20.9%	58.2%	20.9%
	District	153	20.9%	58.2%	20.9%
	DFG	9541	20.2%	58.5%	21.2%
	State	56826	15.7%	54.5%	29.8%
Black	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	1869	47%	47.7%	5.3%
	State	14737	51.4%	43.6%	5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	838	10.1%	49.3%	40.6%
	State	8171	8.3%	38.2%	53.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	11	36.4%	36.4%	27.3%
	State	182	15.4%	54.9%	29.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	36.4%	36.4%	27.3%
	State	97	36.1%	43.3%	20.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1731	35.4%	55.2%	9.4%
	State	16344	41.4%	50.3%	8.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	35	31.4%	54.3%	14.3%
	State	404	42.3%	43.8%	13.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	34	76.5%	23.5%	0%
Economically Disadvantaged	School	12	33.3%	66.7%	0%
	District	12	33.3%	66.7%	0%
	DFG	2664	38.8%	51%	10.2%
	State	22863	45%	47.2%	7.8%
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>>[REPORT CARDS](#) >>[2011](#) >>[Camden](#) >>[Audubon Boro](#) >>Audubon High**2010-11 SCHOOL REPORT CARD****SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro>[District Narrative](#)>[School Profile](#) (local narrative)>[NCLB Report](#)>[Guide to Report Card](#)**School Environment****Length of School Day**

Amount of time school is in session on a normal school day.

<b>School</b>	6 hours: 27 minutes
<b>State Average</b>	6 hours: 53 minutes

**Student/Computer Ratio**

Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.

	<b>School</b>	<b>State Average</b>
2010-11	2.6	3.1

**Average Class Size****2010-2011****School**      **State**

	<b>School</b>	<b>State</b>
Grade 7	16.8	20.5
Grade 8	11.4	20.4
Grade 9	19.6	20.3
Grade 10	20.1	21.0
Grade 11	17.0	20.4
Grade 12	17.3	20.6
Total School	14.7	19.0

**Internet Connectivity**

Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.

	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional	106	106
Library/Media Centers	36	36
Computer Labs	155	155
All Locations	297	297

**Instructional Time**

Amount of time per day students are engaged in instructional activities.

<b>School</b>	Full-time Students	5 hours:25 minutes
	Shared-time Students	0 hours:0 minutes
<b>State Average</b>	Full-time Students	5 hours:56 minutes
	Shared-time Students	1 hours:53 minutes

**Student Information****Enrollment by Grade**

Counts of students "on-roll" by grade in October of each school year.

<b>Grade</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Grade 7	101.0	111.0	102.0	102.0
Grade 8	103.0	102.0	99.0	98.0
Grade 9	137.0	133.0	144.0	158.0
Grade 10	141.0	142.0	160.0	179.0
Grade 11	136.0	157.0	182.0	159.0
Grade 12	156.0	177.0	155.0	171.5
SE students in specialized classes	6.0	6.0	8.0	4.0
Total School	780.0	828.0	850.0	871.5

**Students with Disabilities**

Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	21.2%
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**Limited English Proficient (LEP)**

Percentage of LEP students	0.3%
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**Language Diversity**

First language spoken at home in order of frequency.

<b>Language</b>	<b>Percent</b>
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<b>Student Mobility Rate</b>		
Percentage of students who entered and left during the school year.		
	<b>School</b>	<b>State Average</b>
2010-11	5.6%	8.8%
2009-10	4.8%	9.7%
2008-09	4.0%	9.6%

English	99.4%
Turkish	0.3%
Bengali	0.1%
Pashto	0.1%
Spanish	0.1%

### Student Performance Indicators

#### ASSESSMENTS

<b>New Jersey Assessment of Skills and Knowledge (NJASK7)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
<b>LANGUAGE ARTS LITERACY</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	103	35.9%	48.5%	15.5%
		2009-10	108	25%	63%	12%
	District	2010-11	103	35.9%	48.5%	15.5%
		2009-10	108	25%	63%	12%
	DFG	2010-11	13144	36.1%	54.7%	9.1%
		2009-10	13265	29.5%	56.4%	14.1%
	State	2010-11	102681	36.3%	51.3%	12.4%
		2009-10	102516	30.5%	51.9%	17.6%

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<b>New Jersey Assessment of Skills and Knowledge (NJASK7)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
<b>MATHEMATICS</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	103	24.3%	48.5%	27.2%
		2009-10	108	23.1%	53.7%	23.1%
	District	2010-11	103	24.3%	48.5%	27.2%
		2009-10	108	23.1%	53.7%	23.1%
	DFG	2010-11	13161	34%	43.7%	22.3%
		2009-10	13270	34.9%	42.3%	22.8%
	State	2010-11	102895	34%	41.6%	24.4%
		2009-10	102752	35.4%	40.1%	24.5%

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<b>New Jersey Assessment of Skills and Knowledge (NJASK8)</b>		<b>Year</b>	<b>Number Tested</b>	<b>Proficiency Percentages</b>		
<b>LANGUAGE ARTS LITERACY</b>				<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	105	11.4%	67.6%	21%
		2009-10	101	9.9%	72.3%	17.8%
	District	2010-11	105	11.4%	67.6%	21%
		2009-10	101	9.9%	72.3%	17.8%
	DFG	2010-11	13310	15.1%	69.7%	15.1%
		2009-10	13238	14.6%	71.4%	14%
	State	2010-11	102347	17.4%	63.3%	19.3%
		2009-10	102168	17.1%	64.4%	18.5%

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<b>National Assessment Educational Progress (NAEP)</b>		<b>Year</b>	<b>Proficiency Percentages</b>			
<b>GRADE 8 READING</b>			<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	15.8%	39.5%	38.6%	6.2%
	Nation	2011	25.3%	43.0%	28.6%	3.0%

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	105	11.4%	45.7%	42.9%
		2009-10	102	21.6%	41.2%	37.3%
	District	2010-11	105	11.4%	45.7%	42.9%
		2009-10	102	21.6%	41.2%	37.3%
	DFG	2010-11	13306	26.9%	45.2%	27.9%
		2009-10	13171	30.6%	42.4%	27%
	State	2010-11	102420	28%	41.3%	30.6%
		2009-10	102161	31%	39.7%	29.3%

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National Assessment Educational Progress (NAEP) GRADE 8 MATHEMATICS		Year	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
All Students <a href="#">»details for subgroups</a>	State (NJ)	2011	17.8%	35.3%	33.2%	13.6%
	Nation	2011	27.7%	38.8%	25.7%	7.8%

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Science</a>	School	2010-11	105	13.3%	62.9%	23.8%
		2009-10	101	13.9%	46.5%	39.6%
	District	2010-11	105	13.3%	62.9%	23.8%
		2009-10	101	13.9%	46.5%	39.6%
	DFG	2010-11	13294	15.5%	56.5%	28%
		2009-10	13210	13.1%	57.1%	29.8%
	State	2010-11	102351	18.4%	52.1%	29.5%
		2009-10	102161	16.6%	51.7%	31.6%

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High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Language Arts Literacy</a>	School	2010-11	138	5.1%	85.5%	9.4%
		2009-10	155	8.4%	78.7%	12.9%
	District	2010-11	138	5.1%	85.5%	9.4%
		2009-10	155	8.4%	78.7%	12.9%
	DFG	2010-11	13592	7.7%	76.7%	15.6%
		2009-10	14075	10%	75.7%	14.3%
	State	2010-11	95470	9.7%	69.3%	21.1%
		2009-10	96852	12%	69.3%	18.7%

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High School Proficiency Assessment (HSPA) MATHEMATICS		Year	Number Tested	Proficiency Percentages		
				Partial	Proficient	Advanced
All Students <a href="#">»details for subgroups for Mathematics</a>	School	2010-11	137	22.6%	67.2%	10.2%
		2009-10	156	21.8%	57.7%	20.5%
	District	2010-11	137	22.6%	67.2%	10.2%
		2009-10	156	21.8%	57.7%	20.5%
	DFG	2010-11	13593	23.5%	57.1%	19.4%
		2009-10	14059	25.1%	56.1%	18.8%
	State	2010-11	95364	24%	50.4%	25.6%
		2009-10	96761	25%	50.7%	24.3%

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<b>Scholastic Assessment Test (SAT) Results</b>														
	<b>Students Taking Test</b>		<b>Mathematics</b>				<b>Verbal</b>				<b>Essay</b>			
	#	%	Average Score	Percentile Scores			Average Score	Percentile Scores			Average Score	Percentile Scores		
				25th	50th	75th		25th	50th	75th		25th	50th	75th
<b>2010-11</b>														
School	105	67%	506	440	500	570	487	430	500	550	480	420	490	530
DFG	9797	66%	498	430	490	560	477	410	470	540	475	410	470	540
State	71451	74%	517	440	510	600	493	420	490	570	496	420	490	570
<b>2009-10</b>														
School	104	59%	511	450	500	570	486	425	475	550	476	410	470	540
DFG	8900	59%	501	430	500	570	480	420	480	540	478	410	470	540
State	65673	66%	520	440	510	600	496	420	490	570	499	420	490	580
<b>2008-09</b>														
School	99	64%	517	440	520	600	492	400	490	570	473	400	480	550
DFG	8990	60%	494	420	490	560	474	410	470	540	473	410	470	540
State	63618	63%	515	430	510	600	494	410	490	570	494	410	490	570

<b>Advanced Placement Results</b>		
Test Name	# of Students in Class	# of Students Taking Test
Biology	24	25
Calculus AB	21	17
Chemistry	16	29
English Language & Composition	15	24
English Literature & Compositi	8	8
French Language	0	1
Spanish Language	6	6
Us History	13	15
Total*	103	125

\*The total number of students in class is a duplicated count as the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees as students may take the test without taking the class.

<b>Advanced Placement Results Summary</b>
Number of test scores 3 or higher: 51

<b>Advanced Placement Participation for Grades 11 and 12</b>		
	School	State Average
2010-11	20.5%	22.9%

**OTHER PERFORMANCE MEASURES**

<b>Attendance Rates</b>	<b>2010-2011</b>		<b>2009-2010</b>		<b>Dropout Rates</b>	<b>2010-2011</b>		
Percentage of students present on average each day.	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	Percentage of students in grades 9-12 who dropped out during the school year.	<b>School</b>	<b>District</b>	<b>State</b>
Pre-K	0%	91.6%	0%	91.4%	White		0.4%	0.5%
Kindergarten	0%	94.2%	0%	94.3%	Black or African American			0.4%
Grade 1	0%	95.1%	0%	95.2%	Hispanic			0.5%
Grade 2	0%	95.5%	0%	95.5%	American Indian or Alaska Native			0.0%
Grade 3	0%	95.7%	0%	95.8%	Asian			0.0%
Grade 4	0%	95.9%	0%	95.9%	Native Hawaiian or other Pacific Islander			0.0%
Grade 5	0%	95.9%	0%	95.8%	Two or More Races			0.0%
Grade 6	0%	95.6%	0%	95.6%	Male		0.4%	0.8%
Grade 7	95.8%	95.3%	95.3%	95.2%	Female			0.6%
Grade 8	95.4%	95.0%	95.7%	94.9%	With Disabilities			0.2%
Grade 9	95.2%	93.9%	95.0%	94.1%	Limited English Proficiency			0.1%
Grade 10	95.3%	93.8%	94.2%	94.0%				
Grade 11	93.4%	93.5%	94.2%	93.8%				

Grade 12	93.1%	92.2%	92.0%	92.4%	Economically Disadvantaged			0.7%
SE students in specialized classes	80.1%	92.1%	81.7%	92.0%	Total		0.4%	1.4%
Total School	94.5%	94.6%	94.1%	94.6%				

**Graduation Rates**

	School
Class of 2011 (2010-11)	94.58%

**Graduation Type**

Percentage of students satisfying the state testing requirements through different means.		
	District	State Average
Percent who graduated by passing both sections of HSPA (scale $\geq$ 200)	85.4%	82.2%
Percent who graduated exempt from passing HSPA	3.8%	3.5%
Percent who graduated by AHSA, Appeals or Other	10.8%	14.3%

**Student Suspensions**

Percentage of students who were suspended from the school during the school year.

	School	District Average	State Average
2010-11	21%	13%	13%
2009-10	16%	10%	14%
2008-09	18%	11%	14%

**Student Expulsions**

The number of students who were expelled during the school year.

	School	District	State Total
2010-11	2	2	32
2009-10	0	0	90
2008-09	0	0	35

**Staff Information****Student/Administrator Ratio**

Numbers of students per administrator.

	School	State Average
2010-11	144.4	192.2
2009-10	153.3	178.5
2008-09	157.4	176.4

**Student/Faculty Ratio**

Numbers of students per faculty member.

	School	State Average
2010-11	10.2	11.2
2009-10	10.9	10.8
2008-09	11.0	11.1

**Faculty Mobility Rate**

Percentage of faculty who entered and left the school during the school year.

	School	State Average
2010-11	7.9%	5.0%
2009-10	5.3%	5.4%
2008-09	5.2%	4.0%

**Faculty and Administrator Credentials**

Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.

	BA/BS	MA/MS	PhD/EdD
2010-11	63.0%	37.0%	0.0%
2009-10	65.0%	35.0%	0.0%
2008-09	59.8%	40.2%	0.0%

**Faculty Attendance Rate**

Percentage of faculty present on average each day.

	School	State Average
2010-11	97.8%	96.2%
2009-10	97.8%	96.0%
2008-09	97.8%	95.6%

**National Board Certification**

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11	0	0	
2009-10	0	0	
2008-09	0	0	93

**District Financial Data**

**Administrative and Faculty Personnel**

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11	9.5	26.0	3.0	7.5	150.6	173.0	14.6	16.0
2009-10	9.5	28.3	3.0	7.6	155.9	161.0	14.5	15.4
2008-09	9.5	28.5	3.0	7.6	158.7	158.9	14.2	15.2

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District	\$127,025	\$122,025	\$116,035
Salary - State	\$119,491	\$117,895	\$114,915
Years of Experience - District	23	22	21
Years of Experience - State	19	20	21
<b>Faculty</b>			
Salary - District	\$62,400	\$61,200	\$59,000
Salary - State	\$63,851	\$61,840	\$59,530
Years of Experience - District	13	13	12
Years of Experience - State	10	10	9

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	56%	57%	1%	-1%
2009-10	55%	56%	1%	4%
2008-09	55%	56%	-5%	4%

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11	10%	9%	4%	-2%
2009-10	10%	9%	-1%	4%
2008-09	10%	8%	6%	3%

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local	48%	52%	45%	50%	45%	49%
State	38%	42%	37%	39%	36%	45%
Federal	3%	4%	8%	9%	2%	3%
Other	12%	2%	11%	2%	17%	2%

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district. (See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
	Classroom - Salaries and Benefits	\$7,061	\$7,564	\$6,796	\$7,682	\$6,656

Classroom - General Supplies/Textbooks	\$215	\$238	\$228	\$266	\$237	\$280
Classroom - Purchased Services and Other	\$69	\$110	\$93	\$110	\$108	\$104
<b>Total Classroom Instruction</b>	\$7,345	\$7,912	\$7,117	\$8,059	\$7,001	\$7,786
Support Services - Salaries and Benefits	\$1,709	\$1,834	\$1,575	\$1,937	\$1,560	\$1,839
Support Services - other	\$84	\$216	\$118	\$222	\$109	\$231
<b>Total Support Services</b>	\$1,793	\$2,050	\$1,693	\$2,159	\$1,669	\$2,070
Administration - Salaries and Benefits	\$1,328	\$1,137	\$1,247	\$1,163	\$1,249	\$1,126
Administration - other	\$161	\$231	\$150	\$237	\$155	\$242
<b>Total Administration Costs</b>	\$1,489	\$1,368	\$1,397	\$1,400	\$1,404	\$1,368
Op./Maint. of Plant - Salaries and Benefits	\$813	\$816	\$790	\$868	\$798	\$856
Op./Maint. of Plant - other	\$597	\$786	\$544	\$773	\$577	\$786
<b>Total Operations and Maintenance of Plant</b>	\$1,410	\$1,602	\$1,334	\$1,641	\$1,375	\$1,642
<b>Total Food Services Costs</b>	\$23	\$55	\$15	\$64	\$7	\$67
<b>Total Extracurricular Costs</b>	\$601	\$225	\$533	\$246	\$563	\$240
<b>(1)BUDGETARY COST PER PUPIL</b>	\$12,704	\$13,253	\$12,264	\$13,594	\$12,059	\$13,207
<b>(2)TOTAL COST PER PUPIL</b>	\$16,027	\$17,455	\$15,500	\$17,885	\$15,199	\$17,322

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	80	21.3%	58.8%	20%
	District	80	21.3%	58.8%	20%
	DFG	11007	28.1%	61.1%	10.8%
	State	84931	27.9%	57.4%	14.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2016	77.2%	22.1%	0.7%
	State	15502	75.2%	23.4%	1.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	133	85%	14.3%	0.8%
	State	2406	87.6%	11.6%	0.7%
Male	School	53	50.9%	43.4%	5.7%
	District	53	50.9%	43.4%	5.7%
	DFG	6757	42.3%	51.1%	6.6%
	State	52752	40.8%	49.5%	9.7%
Female	School	50	20%	54%	26%
	District	50	20%	54%	26%
	DFG	6371	29.6%	58.7%	11.8%
	State	49820	31.5%	53.3%	15.3%
White	School	93	35.5%	47.3%	17.2%
	District	93	35.5%	47.3%	17.2%
	DFG	8299	30.1%	59.3%	10.6%
	State	55196	24.4%	59.8%	15.9%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1880	55.4%	41.4%	3.2%
	State	16675	61.3%	36%	2.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	823	24.3%	57%	18.7%
	State	8739	16.9%	53.3%	29.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	15	20%	66.7%	13.3%
	State	212	25.5%	56.1%	18.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	15	20%	66.7%	13.3%
	State	109	48.6%	46.8%	4.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1960	48.1%	47.3%	4.5%
	State	20765	56%	40.4%	3.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	135	45.2%	48.9%	5.9%
	State	985	40.7%	47.3%	12%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	38	71.1%	28.9%	0%
Economically Disadvantaged	School	20	60%	40%	0%
	District	20	60%	40%	0%
	DFG	3593	52.7%	44.1%	3.2%
	State	34117	59.3%	37.8%	2.9%

\*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.

New Jersey Assessment of Skills and Knowledge (NJASK7) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	95	16.8%	70.5%	12.6%
	District	95	16.8%	70.5%	12.6%
	DFG	11108	21.1%	62.3%	16.6%
	State	84990	21.9%	57.3%	20.8%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2043	71.9%	26.5%	1.6%
	State	15399	70.7%	27.1%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	120	86.7%	12.5%	0.8%
	State	2295	83.8%	15.6%	0.7%
Male	School	59	33.9%	57.6%	8.5%
	District	59	33.9%	57.6%	8.5%
	DFG	6842	33.4%	55.4%	11.2%
	State	52392	34%	51.3%	14.6%
Female	School	49	14.3%	69.4%	16.3%
	District	49	14.3%	69.4%	16.3%
	DFG	6422	25.4%	57.4%	17.3%
	State	50051	26.7%	52.6%	20.7%
White	School	101	23.8%	64.4%	11.9%
	District	101	23.8%	64.4%	11.9%
	DFG	8527	24.5%	59.2%	16.3%
	State	55835	20.1%	58%	21.8%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1890	45.7%	47.7%	6.6%
	State	16908	52.5%	42%	5.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	741	16.6%	60.2%	23.2%
	State	8563	12.8%	47.4%	39.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	23	34.8%	47.8%	17.4%
	State	189	19.6%	49.7%	30.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	23	34.8%	47.8%	17.4%
	State	122	36.9%	48.4%	14.8%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1933	40.6%	51%	8.4%
	State	20229	47.8%	45.6%	6.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	89	40.4%	51.7%	7.9%
	State	670	41.2%	44.6%	14.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	27	63%	37%	0%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3363	43.5%	49.8%	6.7%
	State	32926	51.9%	42.9%	5.2%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	80	8.8%	56.3%	35%
	District	80	8.8%	56.3%	35%
	DFG	11005	26.7%	47.6%	25.7%
	State	84918	26.2%	45.3%	28.5%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2020	71.5%	23.8%	4.8%
	State	15508	70.3%	24.4%	5.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	148	73%	23%	4.1%
	State	2629	74.7%	20.4%	4.8%
Male	School	53	34%	41.5%	24.5%
	District	53	34%	41.5%	24.5%
	DFG	6767	34.6%	41.9%	23.5%
	State	52865	33.9%	40%	26.1%
Female	School	50	14%	56%	30%
	District	50	14%	56%	30%
	DFG	6377	33.4%	45.7%	21%
	State	49916	34%	43.3%	22.6%
White	School	93	22.6%	48.4%	29%
	District	93	22.6%	48.4%	29%
	DFG	8308	28.5%	46.7%	24.9%
	State	55229	23.9%	46.2%	29.9%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1882	53.9%	36.2%	9.9%
	State	16708	59.9%	32.7%	7.5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	828	15.3%	38.9%	45.8%
	State	8864	11.3%	33%	55.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	15	6.7%	60%	33.3%
	State	215	18.6%	53.5%	27.9%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	15	6.7%	60%	33.3%
	State	109	42.2%	40.4%	17.4%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1961	45.6%	40.6%	13.8%
	State	20774	49.5%	40.3%	10.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	134	50%	38.1%	11.9%
	State	996	40.7%	38%	21.4%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	38	55.3%	44.7%	0%
Economically Disadvantaged	School	20	45%	50%	5%
	District	20	45%	50%	5%
	DFG	3601	49%	39.7%	11.3%
	State	34225	53.4%	37.2%	9.4%
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New Jersey Assessment of Skills and Knowledge (NJASK7) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	95	14.7%	60%	25.3%
	District	95	14.7%	60%	25.3%
	DFG	11103	27.2%	46.4%	26.4%
	State	84991	27.4%	43.9%	28.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2038	74%	21.5%	4.4%
	State	15394	73%	22%	5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	135	82.2%	14.1%	3.7%
	State	2533	78.5%	17%	4.5%
Male	School	59	27.1%	49.2%	23.7%
	District	59	27.1%	49.2%	23.7%
	DFG	6847	34.5%	42.5%	23.1%
	State	52518	35.2%	39.2%	25.6%
Female	School	49	18.4%	59.2%	22.4%
	District	49	18.4%	59.2%	22.4%
	DFG	6422	35.3%	42.2%	22.5%
	State	50157	35.5%	41%	23.5%
White	School	101	21.8%	54.5%	23.8%
	District	101	21.8%	54.5%	23.8%
	DFG	8523	29.1%	45%	25.9%
	State	55882	24.9%	45%	30.1%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1894	57%	33.7%	9.3%
	State	16954	61.9%	30.9%	7.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	745	13.7%	39.1%	47.2%
	State	8684	12.6%	32.1%	55.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	23	39.1%	39.1%	21.7%
	State	191	22%	40.8%	37.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	23	39.1%	39.1%	21.7%
	State	122	36.9%	44.3%	18.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1934	46.1%	40.6%	13.3%
	State	20241	51.5%	37.7%	10.8%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	89	61.8%	31.5%	6.7%
	State	678	51.3%	30.8%	17.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	27	63%	33.3%	3.7%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3365	50.5%	37.9%	11.6%
	State	33039	56.3%	34.4%	9.3%
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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	6.6%	70.3%	23.1%
	District	91	6.6%	70.3%	23.1%
	DFG	11173	8.3%	73.9%	17.7%
	State	84485	9.8%	67.3%	22.9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	50.1%	48.3%	1.6%
	State	15533	51.3%	46.4%	2.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	113	62.8%	36.3%	0.9%
	State	2449	66.9%	32.4%	0.7%
Male	School	55	16.4%	65.5%	18.2%
	District	55	16.4%	65.5%	18.2%
	DFG	6860	18.6%	69.9%	11.5%
	State	52211	20.6%	64.1%	15.2%
Female	School	50	6%	70%	24%
	District	50	6%	70%	24%
	DFG	6424	11.3%	69.6%	19.1%
	State	50022	13.9%	62.5%	23.6%
White	School	101	11.9%	67.3%	20.8%
	District	101	11.9%	67.3%	20.8%
	DFG	8484	11.1%	71.5%	17.4%
	State	55467	9%	66.7%	24.3%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1883	29.4%	64%	6.6%
	State	16517	35.7%	58.6%	5.7%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	790	9%	62.5%	28.5%
	State	8682	7.1%	50.4%	42.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	71.4%	9.5%
	State	186	18.8%	53.8%	27.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	71.4%	9.5%
	State	125	24.8%	63.2%	12%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1963	21.1%	70.4%	8.5%
	State	20481	29.6%	63.5%	6.9%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	144	20.1%	71.5%	8.3%
	State	889	18.9%	63.9%	17.2%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	36	41.7%	55.6%	2.8%
Economically Disadvantaged	School	17	11.8%	88.2%	0%
	District	17	11.8%	88.2%	0%
	DFG	3558	26.2%	66.8%	7%
	State	32766	33.5%	61.1%	5.4%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	0%	76.1%	23.9%
	District	71	0%	76.1%	23.9%
	DFG	11073	7.8%	75.7%	16.5%
	State	84301	9.4%	68.6%	22%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2036	47.9%	50.9%	1.1%
	State	15503	50.9%	46.9%	2.2%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	138	74.6%	25.4%	0%
	State	2515	69.9%	29.5%	0.6%
Male	School	48	12.5%	72.9%	14.6%
	District	48	12.5%	72.9%	14.6%
	DFG	6720	18.8%	71.1%	10.1%
	State	51941	20.7%	64.9%	14.4%
Female	School	53	7.5%	71.7%	20.8%
	District	53	7.5%	71.7%	20.8%
	DFG	6513	10.3%	71.7%	17.9%
	State	50152	13.3%	63.9%	22.8%
White	School	95	9.5%	71.6%	18.9%
	District	95	9.5%	71.6%	18.9%
	DFG	8592	10.8%	73%	16.2%
	State	56509	8.9%	67.7%	23.4%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1879	24.4%	69.6%	6%
	State	16729	34.2%	60.1%	5.8%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	772	8.9%	66.5%	24.6%
	State	8445	6.6%	53.7%	39.7%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	8.3%	91.7%	0%
	State	196	8.2%	70.4%	21.4%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	8.3%	91.7%	0%
	State	112	18.8%	68.8%	12.5%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1840	24.1%	68.4%	7.5%
	State	19564	30.4%	63.2%	6.4%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	84	27.4%	60.7%	11.9%
	State	613	27.4%	59.1%	13.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	22	50%	45.5%	4.5%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3140	24.4%	69.6%	6%
	State	31239	33.5%	61.2%	5.3%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 READING		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	19.0%	42.4%	34.0%	4.6%
	Nation	29.6%	43.4%	25.0%	1.9%
Female	State (NJ)	12.6%	36.4%	43.2%	7.8%
	Nation	21.0%	42.6%	32.3%	4.1%
White	State (NJ)	7.8%	36.6%	47.6%	8.0%
	Nation	16.4%	42.8%	36.7%	4.1%
Black	State (NJ)	33.5%	45.5%	20.1%	0.9%
	Nation	42.0%	43.8%	13.6%	0.6
Hispanic	State (NJ)	29.4%	48.9%	20.5%	1.2%
	Nation	36.8%	45.1%	17.2%	0.9%
Asian	State (NJ)	8.4%	25.4%	52.2%	14.0%
	Nation	16.3%	35.5%	40.1%	8.2%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	36.2%	41.5%	20.4%	1.9%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	39.0%	39.6%	19.7%	1.6%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	22.9%	41.5%	31.5%	4.1%
Eligible for School Lunch Program	State (NJ)	33.1%	46.5%	19.0%	1.3%
	Nation	37.0%	44.9%	17.2%	0.9%
Not Eligible for School Lunch Program	State (NJ)	8.7%	36.4%	46.8%	8.2%
	Nation	14.7%	41.3%	39.0%	4.9%
Students with Disabilities	State (NJ)	47.6%	39.0%	11.9%	1.5%
	Nation	65.6%	28.0%	6.1%	#
Limited English Proficient	State (NJ)	‡	‡	‡	‡
	Nation	71.3%	25.6%	3.0%	#

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Reading Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 64%

Limited English proficient participation rate for New Jersey: # (Suppressed)

Students with disabilities participation rate for the nation's public schools: 76%

Limited English proficient participation rate for the nation's public schools: 86%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	4.4%	47.3%	48.4%
	District	91	4.4%	47.3%	48.4%
	DFG	11170	19%	48.8%	32.2%
	State	84406	19.5%	44.7%	35.8%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2014	68.3%	25.9%	5.9%
	State	15493	67.9%	25.7%	6.5%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	126	65.1%	30.2%	4.8%
	State	2643	69.8%	23.6%	6.5%
Male	School	55	14.5%	43.6%	41.8%
	District	55	14.5%	43.6%	41.8%
	DFG	6857	27.2%	43.4%	29.4%
	State	52255	28%	39.1%	32.9%
Female	School	50	8%	48%	44%
	District	50	8%	48%	44%
	DFG	6423	26.4%	47.2%	26.4%
	State	50049	28%	43.7%	28.3%
White	School	101	11.9%	46.5%	41.6%
	District	101	11.9%	46.5%	41.6%
	DFG	8475	21.3%	47.3%	31.4%
	State	55459	18.4%	44.3%	37.3%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1884	47.5%	39.3%	13.2%
	State	16518	52.7%	37.1%	10.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	795	10.1%	37.1%	52.8%
	State	8775	8.7%	29.1%	62.2%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	33.3%	38.1%	28.6%
	State	185	24.9%	32.4%	42.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	33.3%	38.1%	28.6%
	State	126	32.5%	46.8%	20.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1961	36.4%	46.4%	17.2%
	State	20456	42.3%	42.1%	15.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	145	51%	29.7%	19.3%
	State	901	33.1%	39.3%	27.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	35	48.6%	42.9%	8.6%
Economically Disadvantaged	School	17	5.9%	52.9%	41.2%
	District	17	5.9%	52.9%	41.2%
	DFG	3553	40.7%	42.4%	16.9%
	State	32785	46.5%	39.7%	13.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	7%	47.9%	45.1%
	District	71	7%	47.9%	45.1%
	DFG	10996	22.9%	45.9%	31.2%
	State	84134	22.6%	43.1%	34.3%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2035	69.2%	25.1%	5.7%
	State	15442	70.4%	23.7%	5.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	149	72.5%	24.8%	2.7%
	State	2736	71.1%	22.6%	6.4%
Male	School	49	24.5%	32.7%	42.9%
	District	49	24.5%	32.7%	42.9%
	DFG	6684	30%	40.9%	29.1%
	State	51944	30.8%	37.4%	31.8%
Female	School	53	18.9%	49.1%	32.1%
	District	53	18.9%	49.1%	32.1%
	DFG	6482	31.2%	44%	24.8%
	State	50143	31.2%	42%	26.7%
White	School	95	18.9%	41.1%	40%
	District	95	18.9%	41.1%	40%
	DFG	8541	25.7%	43.9%	30.4%
	State	56454	21.2%	43%	35.9%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1867	48.5%	40.8%	10.7%
	State	16697	56.8%	34.2%	9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	776	13%	32.7%	54.3%
	State	8559	10.8%	29.1%	60.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	41.7%	50%	8.3%
	State	193	21.8%	42.5%	35.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	41.7%	50%	8.3%
	State	113	34.5%	41.6%	23.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1833	41.4%	42%	16.6%
	State	19518	46%	39.5%	14.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	87	55.2%	32.2%	12.6%
	State	627	43.5%	36.8%	19.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	22	50%	50%	0%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3128	42.3%	42.1%	15.6%
	State	31231	50.6%	36.8%	12.6%
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## 2011 National Assessment Educational Progress (NAEP)

GRADE 8 MATHEMATICS		Proficiency Percentages			
		Below Basic	Basic	Proficient	Advanced
Male	State (NJ)	18.8%	33.1%	33.3%	14.8%
	Nation	27.8%	37.8%	25.8%	8.6%
Female	State (NJ)	16.8%	37.6%	33.2%	12.3%
	Nation	27.6%	39.8%	25.7%	7.0%
White	State (NJ)	8.8%	32.6%	41.6%	17.0%
	Nation	17.2%	39.5%	32.9%	10.4%
Black	State (NJ)	36.6%	42.5%	17.7%	3.2%
	Nation	49.7%	37.4%	11.5%	1.4%
Hispanic	State (NJ)	33.0%	43.1%	20.8%	3.2%
	Nation	40.0%	40.2%	17.2%	2.5%
Asian	State (NJ)	5.6%	20.8%	37.2%	36.4%
	Nation	12.4%	30.0%	34.0%	23.6%
American Indian Alaskan Native	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	38.0%	13.9%	3.5%
Native Hawaiian Other Pacific Islanders	State (NJ)	‡	‡	‡	‡
	Nation	44.5%	36.8%	15.4%	3.2%
Two or More Races	State (NJ)	‡	‡	‡	‡
	Nation	24.5%	38.2%	27.2%	10.1%
Eligible for School Lunch Program	State (NJ)	34.2%	41.7%	20.0%	4.1%
	Nation	40.6%	40.6%	16.3%	2.5%
Not Eligible for School Lunch Program	State (NJ)	10.8%	32.5%	39.0%	17.7%
	Nation	15.7%	37.1%	34.4%	12.8%
Students with Disabilities	State (NJ)	55.8%	29.5%	11.4%	3.3%
	Nation	67.1%	25.4%	6.2%	1.3%
Limited English Proficient	State (NJ)	66.7%	21.3%	8.3%	3.6%
	Nation	71.6%	23.6%	4.3%	0.5%

# Rounds to zero.

‡ Reporting standards not met.

## NAEP Grade 8 Mathematics Participation Rates

### NAEP 2011 Participation Rates for students with disabilities and limited English proficient students.

Students with disabilities participation rate for New Jersey: 75%

Limited English proficient participation rate for New Jersey: 96%

Students with disabilities participation rate for the nation's public schools: 80%

Limited English proficient participation rate for the nation's public schools: 93%

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	91	8.8%	64.8%	26.4%
	District	91	8.8%	64.8%	26.4%
	DFG	11154	9.8%	58.3%	31.9%
	State	84316	11.5%	54.4%	34.1%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2020	44%	48%	8%
	State	15522	48.4%	42.9%	8.7%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	124	61.3%	34.7%	4%
	State	2636	66.8%	31%	2.3%
Male	School	55	16.4%	58.2%	25.5%
	District	55	16.4%	58.2%	25.5%
	DFG	6856	15.9%	52.5%	31.6%
	State	52221	18.7%	48.2%	33.1%
Female	School	50	10%	68%	22%
	District	50	10%	68%	22%
	DFG	6412	14.9%	60.8%	24.3%
	State	50014	18.1%	56.3%	25.7%
White	School	101	12.9%	63.4%	23.8%
	District	101	12.9%	63.4%	23.8%
	DFG	8473	10.8%	56.3%	32.8%
	State	55447	9.7%	52.6%	37.7%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1876	30.8%	56.6%	12.6%
	State	16490	38%	52.7%	9.3%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	795	6.8%	49.8%	43.4%
	State	8775	7%	39.5%	53.6%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	57.1%	23.8%
	State	186	13.4%	48.9%	37.6%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	21	19%	57.1%	23.8%
	State	126	20.6%	55.6%	23.8%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1960	23.6%	59.5%	16.8%
	State	20428	31.1%	56%	13%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	144	27.8%	58.3%	13.9%
	State	899	22.9%	49.6%	27.5%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	.	.%	.%	.%
	State	35	45.7%	42.9%	11.4%
Economically Disadvantaged	School	17	5.9%	82.4%	11.8%
	District	17	5.9%	82.4%	11.8%
	DFG	3550	25.9%	57.5%	16.5%
	State	32741	34.5%	54%	11.5%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

New Jersey Assessment of Skills and Knowledge (NJASK8) SCIENCE: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	71	5.6%	40.8%	53.5%
	District	71	5.6%	40.8%	53.5%
	DFG	11042	7.7%	58.3%	34.1%
	State	84111	10.1%	53.1%	36.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	38.9%	52.4%	8.8%
	State	15474	44.1%	47%	8.9%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	149	67.1%	32.2%	0.7%
	State	2725	64.8%	33%	2.2%
Male	School	48	10.4%	39.6%	50%
	District	48	10.4%	39.6%	50%
	DFG	6704	13%	53%	34%
	State	51946	16.3%	47.7%	36%
Female	School	53	17%	52.8%	30.2%
	District	53	17%	52.8%	30.2%
	DFG	6501	13.1%	61.3%	25.5%
	State	50141	17%	55.9%	27.1%
White	School	94	11.7%	45.7%	42.6%
	District	94	11.7%	45.7%	42.6%
	DFG	8570	9%	56.4%	34.6%
	State	56493	7.9%	51.6%	40.5%
Black	School	*	*	*	*
	District	*	*	*	*
	DFG	1873	24.8%	61.5%	13.7%
	State	16678	35.2%	54.2%	10.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	775	8.8%	45.7%	45.5%
	State	8549	6.5%	37.4%	56.1%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	12	16.7%	50%	33.3%
	State	195	10.8%	49.2%	40%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	12	16.7%	50%	33.3%
	State	114	17.5%	50.9%	31.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1836	21.1%	61.1%	17.8%
	State	19507	30.2%	56.5%	13.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	86	27.9%	55.8%	16.3%
	State	625	25.9%	49.8%	24.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	23	60.9%	34.8%	4.3%
Economically Disadvantaged	School	*	*	*	*
	District	*	*	*	*
	DFG	3136	22.6%	59.6%	17.7%
	State	31211	33.4%	55.1%	11.6%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:**Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

<b>High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2010-11</b>		<b>Number Tested</b>	<b>Proficiency Percentages</b>		
			<b>Partial</b>	<b>Proficient</b>	<b>Advanced</b>
General Education	School	108	1.9%	86.1%	12%
	District	108	1.9%	86.1%	12%
	DFG	11553	2.8%	79.3%	18%
	State	79838	3.8%	71.6%	24.6%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	1840	34%	64%	2%
	State	13275	35.7%	61%	3.3%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	204	54.4%	45.1%	0.5%
	State	2428	64.3%	35.2%	0.5%
Male	School	58	8.6%	87.9%	3.4%
	District	58	8.6%	87.9%	3.4%
	DFG	6846	10.3%	76.5%	13.1%
	State	47658	12%	69.7%	18.3%
Female	School	80	2.5%	83.8%	13.8%
	District	80	2.5%	83.8%	13.8%
	DFG	6740	5.1%	76.9%	18%
	State	47743	7.3%	68.8%	23.8%
White	School	129	4.7%	86.8%	8.5%
	District	129	4.7%	86.8%	8.5%
	DFG	9112	5.5%	76.9%	17.6%
	State	55074	4.7%	69.1%	26.2%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1806	15.3%	78.2%	6.5%
	State	14599	20%	73.8%	6.2%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	816	6%	67.3%	26.7%
	State	8244	5%	54.1%	40.8%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	30	6.7%	76.7%	16.7%
	State	208	5.3%	64.9%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	30	6.7%	76.7%	16.7%
	State	121	12.4%	72.7%	14.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1704	12.3%	79.5%	8.2%
	State	16759	18.9%	73.5%	7.6%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	57	17.5%	71.9%	10.5%
	State	465	21.3%	62.2%	16.6%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	26.7%	73.3%	0%
Economically Disadvantaged	School	22	9.1%	86.4%	4.5%
	District	22	9.1%	86.4%	4.5%
	DFG	2841	13.9%	79.2%	6.9%
	State	23877	20.3%	73.5%	6.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

High School Proficiency Assessment (HSPA) LANGUAGE ARTS LITERACY: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	129	0.8%	83.7%	15.5%
	District	129	0.8%	83.7%	15.5%
	DFG	11894	4.4%	79%	16.6%
	State	81131	5.5%	72.6%	21.9%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2029	38%	59.8%	2.2%
	State	13449	41%	56.3%	2.7%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	156	75.6%	24.4%	0%
	State	2341	72.6%	27.2%	0.2%
Male	School	80	12.5%	72.5%	15%
	District	80	12.5%	72.5%	15%
	DFG	7306	13.3%	76.3%	10.5%
	State	48701	14.7%	70.8%	14.5%
Female	School	75	4%	85.3%	10.7%
	District	75	4%	85.3%	10.7%
	DFG	6766	6.5%	75%	18.5%
	State	48125	9.3%	67.7%	23%
White	School	152	8.6%	78.3%	13.2%
	District	152	8.6%	78.3%	13.2%
	DFG	9550	7%	76.4%	16.6%
	State	56852	5.6%	71%	23.4%
Black	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	1870	21.1%	73.4%	5.5%
	State	14791	27.4%	67.6%	4.9%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	839	6.4%	69.6%	24%
	State	8177	5.8%	58.9%	35.4%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	11	0%	100%	0%
	State	183	9.3%	64.5%	26.2%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	0%	100%	0%
	State	98	9.2%	75.5%	15.3%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1733	16.6%	77%	6.5%
	State	16346	23.4%	70.1%	6.5%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	37	16.2%	81.1%	2.7%
	State	405	23%	64.2%	12.8%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	34	73.5%	23.5%	2.9%
Economically Disadvantaged	School	12	8.3%	75%	16.7%
	District	12	8.3%	75%	16.7%
	DFG	2668	18.3%	74.5%	7.2%
	State	22901	25.8%	68.9%	5.2%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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**2010-11 SCHOOL REPORT CARD**[\(Close Window\)](#)**SCHOOL:** Audubon High**COUNTY:** Camden**DISTRICT:** Audubon Boro

High School Proficiency Assessment (HSPA) MATHEMATICS: 2010-11		Number Tested	Proficiency Percentages		
			Partial	Proficient	Advanced
General Education	School	107	10.3%	77.6%	12.1%
	District	107	10.3%	77.6%	12.1%
	DFG	11547	16.3%	61.3%	22.3%
	State	79785	16.1%	54.2%	29.7%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	1847	64.6%	32.6%	2.8%
	State	13219	63.9%	31.7%	4.4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	204	59.8%	35.8%	4.4%
	State	2431	67.7%	27%	5.3%
Male	School	58	27.6%	63.8%	8.6%
	District	58	27.6%	63.8%	8.6%
	DFG	6849	22.9%	55%	22.1%
	State	47615	22.9%	48.6%	28.5%
Female	School	79	19%	69.6%	11.4%
	District	79	19%	69.6%	11.4%
	DFG	6738	24.1%	59.2%	16.7%
	State	47678	25%	52.3%	22.7%
White	School	129	22.5%	66.7%	10.9%
	District	129	22.5%	66.7%	10.9%
	DFG	9113	18.2%	59.5%	22.3%
	State	55027	14.7%	53.6%	31.7%
Black	School	*	*	*	*
	District	*	*	*	*

	DFG	1814	47.9%	47.4%	4.8%
	State	14557	49.8%	44.6%	5.6%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	816	9.7%	52%	38.4%
	State	8251	8.1%	37.5%	54.3%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*
	DFG	29	17.2%	65.5%	17.2%
	State	208	13%	57.2%	29.8%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	29	17.2%	65.5%	17.2%
	State	121	28.9%	56.2%	14.9%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1698	32.6%	57.1%	10.3%
	State	16737	39.6%	51.3%	9.1%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	56	39.3%	50%	10.7%
	State	463	36.9%	45.8%	17.3%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	15	40%	60%	0%
Economically Disadvantaged	School	21	42.9%	47.6%	9.5%
	District	21	42.9%	47.6%	9.5%
	DFG	2842	36.9%	54.3%	8.8%
	State	23836	42.7%	49%	8.3%
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High School Proficiency Assessment (HSPA) MATHEMATICS: 2009-10	Number Tested	Proficiency Percentages		
		Partial	Proficient	Advanced

General Education	School	130	10.8%	64.6%	24.6%
	District	130	10.8%	64.6%	24.6%
	DFG	11878	17.7%	60.5%	21.8%
	State	81072	17%	54.8%	28.2%
Students With Disabilities	School	*	*	*	*
	District	*	*	*	*
	DFG	2028	64.5%	32.8%	2.6%
	State	13412	65.6%	30.4%	4%
Limited English Proficient Students	School	*	*	*	*
	District	*	*	*	*
	DFG	157	75.2%	21.7%	3.2%
	State	2347	71.7%	24.5%	3.8%
Male	School	80	26.3%	50%	23.8%
	District	80	26.3%	50%	23.8%
	DFG	7297	24.5%	54.6%	20.9%
	State	48661	24.1%	49.3%	26.7%
Female	School	76	17.1%	65.8%	17.1%
	District	76	17.1%	65.8%	17.1%
	DFG	6759	25.7%	57.7%	16.6%
	State	48073	25.9%	52.2%	21.9%
White	School	153	20.9%	58.2%	20.9%
	District	153	20.9%	58.2%	20.9%
	DFG	9541	20.2%	58.5%	21.2%
	State	56826	15.7%	54.5%	29.8%
Black	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	1869	47%	47.7%	5.3%
	State	14737	51.4%	43.6%	5%
Asian	School	*	*	*	*
	District	*	*	*	*
	DFG	838	10.1%	49.3%	40.6%
	State	8171	8.3%	38.2%	53.5%
Native Hawaiian or Other Pacific Islander	School	*	*	*	*
	District	*	*	*	*

	DFG	11	36.4%	36.4%	27.3%
	State	182	15.4%	54.9%	29.7%
American Indian/ Alaskan Native	School	*	*	*	*
	District	*	*	*	*
	DFG	11	36.4%	36.4%	27.3%
	State	97	36.1%	43.3%	20.6%
Hispanic	School	*	*	*	*
	District	*	*	*	*
	DFG	1731	35.4%	55.2%	9.4%
	State	16344	41.4%	50.3%	8.3%
Other Race	School	*	*	*	*
	District	*	*	*	*
	DFG	35	31.4%	54.3%	14.3%
	State	404	42.3%	43.8%	13.9%
Migrant Students	School	.	.%	.%	.%
	District	.	.%	.%	.%
	DFG	*	*	*	*
	State	34	76.5%	23.5%	0%
Economically Disadvantaged	School	12	33.3%	66.7%	0%
	District	12	33.3%	66.7%	0%
	DFG	2664	38.8%	51%	10.2%
	State	22863	45%	47.2%	7.8%
*To protect the privacy of students, the Department of Education suppresses sufficient information to eliminate the possibility that personally identifiable information will be disclosed.					

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>>[REPORT CARDS](#) >>[2011](#) >> >> >>**2010-11 SCHOOL REPORT CARD****SCHOOL:****COUNTY:****DISTRICT:****School Environment**

<u>Length of School Day</u>	
Amount of time school is in session on a normal school day.	
<b>School</b>	
<b>State Average</b>	

<u>Instructional Time</u>	
Amount of time per day students are engaged in instructional activities.	
<b>School</b>	
<b>State Average</b>	

<u>Student/Computer Ratio</u>		
Numbers of students per instructional, multi-media-capable computers, manufactured after July 1, 2007, available for use in supervised instruction.		
	<b>School</b>	<b>State Average</b>
2010-11		

&gt;No District Narrative Submitted

&gt;No School Profile Submitted

>[NCLB Report](#)>[Guide to Report Card](#)

<u>Average Class Size</u>	2010-2011	
	School	State

<u>Internet Connectivity</u>		
Numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2007 available for instruction at various locations and how many of those computers have a connection to the Internet.		
	<b>2010-2011</b>	
<b>Locations</b>	<b>Computers</b>	<b>Computers Connected to the Internet</b>
Classroom/Instructional		
Library/Media Centers		
Computer Labs		
All Locations		

## Student Information

<u>Enrollment by Grade</u>				
Counts of students "on-roll" by grade in October of each school year.				
Grade	2010-2011	2009-2010	2008-2009	2007-2008

<u>Student Mobility Rate</u>		
Percentage of students who entered and left during the school year.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Students with Disabilities</u>	
Percentage of students with IEPs (Individualized Education Program) regardless of placement/programs	

<u>Limited English Proficient (LEP)</u>	
Percentage of LEP students	

<u>Language Diversity</u>	
First language spoken at home in order of frequency.	
Language	Percent

## Staff Information

<u>Student/Administrator Ratio</u>		
Numbers of students per administrator.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Student/Faculty Ratio</u>		
Numbers of students per faculty member.		
	School	State Average
2010-11		
2009-10		
2008-09		

<u>Faculty Mobility Rate</u>		
Percentage of faculty who entered and left the school during the school year.		
	School	State Average

<u>Faculty and Administrator Credentials</u>			
Percentage of faculty and administrators possessing a bachelor's, master's, or doctoral degree.			
	BA/BS	MA/MS	PhD/EdD

2010-11		5.0%
2009-10		5.4%
2008-09		4.0%

2010-11			
2009-10			
2008-09			

### Faculty Attendance Rate

Percentage of faculty present on average each day.

	School	State Average
2010-11		
2009-10		
2008-09		

### National Board Certification

Number of teachers who have been certified by the National Board for Professional Teaching Standards.

	School	District	State
2010-11			
2009-10			
2008-09			93

## District Financial Data

### Administrative and Faculty Personnel

In FTE (Full-time Equivalents).

	# of Administrators		# of Schools		# of Students per Administrator		# of Faculty per Administrator	
	District	State Average	District	State Average	District	State Average	District	State Average
2010-11								
2009-10								
2008-09								

**Median Salary and Years of Experience of Administrative and Faculty Personnel**

	2010-11	2009-10	2008-09
<b>Administrators</b>			
Salary - District			
Salary - State			
Years of Experience - District			
Years of Experience - State			
<b>Faculty</b>			
Salary - District			
Salary - State			
Years of Experience - District			
Years of Experience - State			

**Teacher Salaries and Benefits**

Percents of teacher salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next.

	% for Teachers Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11				
2009-10				
2008-09				

**Administrative Salaries and Benefits**

Percents of administrative salaries and benefits of the total comparative expenditures. The percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next.

	% for Administrative Salaries/Benefits		% Change - Increase/Decrease (+/-)	
	District	State Average	District	State Average
2010-11				
2009-10				
2008-09				

**Revenues**

Percents of total revenues from various sources.

	2010-2011		2009-2010		2008-2009	
	District	Budget Type Average	District	Budget Type Average	District	Budget Type Average
Local						
State						
Federal						
Other						

**Per Pupil Expenditures**

Two calculations of the average cost per pupil in the district.

(See #1 and #2 below).

	2010-2011		2009-2010		2008-2009	
	District Actual	Budget Type Average	District Actual	Budget Type Average	District Actual	Budget Type Average
Classroom - Salaries and Benefits						
Classroom - General Supplies/Textbooks						
Classroom - Purchased Services and Other						
<b>Total Classroom Instruction</b>						
Support Services - Salaries and Benefits						
Support Services - other						
<b>Total Support Services</b>						
Administration - Salaries and Benefits						
Administration - other						
<b>Total Administration Costs</b>						
Op./Maint. of Plant - Salaries and Benefits						
Op./Maint. of Plant - other						
<b>Total Operations and Maintenance of Plant</b>						
<b>Total Food Services Costs</b>						
<b>Total Extracurricular Costs</b>						
<b>(1)BUDGETARY COST PER PUPIL</b>						
<b>(2)TOTAL COST PER PUPIL</b>						

(1) The Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

(2) Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.

>>[NCLB School, District, and State Reports](#)

The federal *No Child Left Behind (NCLB) Act* has imposed specific accountability and reporting requirements on states. The *NCLB* reports present school-, district-, and state-level information in those areas mandated by *NCLB*, which are as follows: status regarding Adequate Yearly Progress; information on highly qualified teachers; attendance and dropout data; and assessment data that has incorporated all of the conditions mandated under *NCLB* for meeting federally approved proficiency levels.

The results displayed on *NCLB* Reports are based on the state assessment data with the *NCLB* conditions applied. Additionally, the *NCLB* data incorporates the data appeals submitted by districts/schools that have been granted by the NJDOE. Therefore, the data in the *NCLB* Reports may be different from the data displayed on the NJ School Report Cards.

>>[New Jersey School Report Card](#)

The annual New Jersey School Report Card is required under a 1995 state law. It presents thirty-five fields of information for each school in the following categories: school environment, students, student performance indicators, staff, and district finances.

The assessment results displayed on the New Jersey School Report Cards are based on the state assessment data without any *NCLB* conditions applied. Therefore, the assessment data in the NJ School Report Card may be different from the assessment data displayed on the *NCLB* Reports where there have been *NCLB* conditions applied to the test results.

- [Historical Report Card Data](#)
- [Additional Data Reports](#)
- [Highly Qualified Teacher Survey Results](#)

[>>REPORT CARDS](#) >>2011

## WELCOME TO THE NEW JERSEY SCHOOL REPORT CARD FOR 2011

One of the major goals of the Department of Education is to increase school- and district-level accountability for educational progress by communicating useful information to members of the public to be used in measuring how well their schools are doing. The New Jersey School Report Card has provided the public with information about every school in New Jersey since 1995 when the Legislature mandated the annual accountability report.

The 2011 edition of the New Jersey School Report Card offers the same level of information as last year. We encourage you to examine your school's report card to decide for yourself whether your school is making satisfactory progress in helping your child meet New Jersey's Core Curriculum Content Standards. If you would like to give the department feedback on the report card process, please contact us: [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us).

Above all, the Department of Education urges you to become involved with your local schools. With the scrutiny and support of the community, our schools can and will provide an excellent education for all of our students.

- [Guide to the New Jersey School Report Card](#)
- [Report Card Databases](#)

### View Report Cards

#### Search by:

- [Alphabetical](#)
- [County/District](#)
- School Type
  - [Elementary School](#)
  - [Secondary School](#)
  - [Charter School](#)
  - [Vocational School](#)
  - [Special Services](#)

&gt;&gt;REPORT CARDS &gt;&gt;NCLB

# NCLB Report



- 2010 NCLB Report for school, district and state  
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- 2010 NCLB state-level report  
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- Guide to the 2010 NCLB Report  
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- How Adequate Yearly Progress (AYP) Is Calculated for 2010  
[English](#) | [En Español](#)
- Key Points
  - [English](#)
  - [En Español](#)
- [AYP Profiles](#)
- [Report Archive](#)
- [Lists of Schools/Districts in Need of Improvement](#)  
This is the most current listing of schools identified for improvement, corrective action, and restructuring under the requirements of the *No Child Left Behind Act*. The affected schools are arranged by county within the various status levels.
- [Highly Qualified Teacher Survey Results](#)
- [Federal Resources](#)



[>>REPORT CARDS](#) [>>2011](#) [>>GUIDE](#)

## GUIDE TO THE NEW JERSEY SCHOOL REPORT CARD 2011

### INTRODUCTION

This report card issued in May 2012 contains data for the 2010-11 school year. Enrollment numbers are based on the October 15, 2010 NJSMART submission. The information in the report card is school-level data, except for the finance section which contains district-level information. For charter schools, however, the finance section is school-level. The source of the information contained in the New Jersey School Report Card is the school district or the charter school, unless otherwise indicated in this guide.

There are several general practices and rules that are used throughout the document. They are as follows:

- **SUPPRESSION:** In reporting any type of assessment results, an asterisk indicates that the data were suppressed in order to protect privacy. Suppression includes cell sizes of less than 11 students, proficiency levels that are greater than 90% partially proficient, and other combinations of small cell sizes that might not protect privacy if they were not suppressed.
- **ZERO:** A zero in a data field in most cases means that there is no data to report for that field for this report card year.
- **BLANK:** A blank in most cases means this data element does not apply to this school.
- **STATE AVERAGE:** Unless otherwise stated, state averages are computed by four school types as follows: vocational schools; Special Services School Districts/special education schools; all elementary schools (regular and charter); or all secondary schools (regular and charter).
- **FACULTY:** In fields that refer to faculty, this term includes classroom teachers and educational support services personnel, such as guidance counselors and librarians.
- **ADMINISTRATORS:** In fields that refer to administrators, this term includes the certificated personnel such as the superintendent, assistant superintendents, school business administrator, principals, assistant principals, supervisors, non-supervisory coordinators, and directors.

### REPORT CARD FIELDS

The following sections explain the data in the various report card fields.

#### SCHOOL ENVIRONMENT

##### Average Class Size

Average class size for elementary schools (Pre-K-8) is based on the enrollment per grade divided by the total number of classrooms for that grade. For elementary grades, the state average is the statewide total enrollment for each grade divided by the statewide total number of classrooms in that grade.

Average Class size for secondary schools (9-12) is based on the total enrollment per grade divided by the total number

of English classes for the same grade. For secondary grades, the state average is the total enrollment for each grade divided by the total number of English classes for the same grade.

For Special Services School Districts and special education schools, average class size is calculated by dividing the total enrollment by the total number of classrooms.

### **Length of School Day**

This is the amount of time a school is in session for a typical student on a normal school day.

### **Instructional Time**

This is the amount of time per day that a typical student is engaged in instructional activities under the supervision of a certified teacher.

### **Student/Computer Ratio**

This shows the average number of students served by each instructional, multimedia-capable computer with a manufacture date after July 1, 2007 that is available for the purposes of supervised instruction. The ratio is calculated by dividing the total enrollment by the total number of multimedia-capable computers that are used for instruction. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2010-11 data are published in this report.

### **Internet Connectivity**

This shows the numbers of instructional, multimedia-capable computers with a manufacture date after July 1, 2006 available for instruction at various locations and how many of those computers have a connection to the Internet. In previous years, this data was collected based on the computers' processor, i.e. Pentium IV or Mac G4 or above. Due to the revised parameters, only the 2009-10 data are published in this report.

### **Length of School Year (charter schools only)**

This is the number of days in the regular school year.

### **School Waiting List (charter schools only)**

The list contains numbers of students who are waiting for openings in the charter school roster as of the opening of school.

### **School Classrooms (charter schools only)**

This is the number of classrooms in the school.

## **STUDENT INFORMATION**

### **Enrollment by Grade**

The enrollment has been obtained from the school districts' NJ SMART state submission. NJ Standards Measurement and Resource for Teaching (NJ SMART), is a comprehensive data warehouse, student level data reporting, and

unique statewide student identification (SID) system

### **Students with Disabilities**

This shows the percentage of students with an Individualized Education Program (IEP), including speech, regardless of placement and programs. This is calculated by dividing the total number of students with IEPs by the total enrollment.

### **Language Diversity**

This is the percentage of students in the school by first language spoken at home. The list includes up to seven languages in descending order of frequency plus “all others.” This is calculated by dividing the number of students who speak a given language by the total enrollment. There is a calculation for each language listed, including English and “all others.”

### **Limited English Proficient (LEP) Students**

This is the percentage of LEP students in the school. It is calculated by dividing the total number of students who are in limited English proficient programs by the total enrollment.

### **Student Mobility Rate**

This is the percentage of students who both entered and left during the school year. The calculation is derived from the sum of students entering and leaving after the October enrollment count divided by the total enrollment.

## **STUDENT PERFORMANCE INDICATORS**

### **Assessments**

#### **Performance on State Tests – High School Proficiency Assessment (HSPA), and New Jersey Assessment of Skills and Knowledge (NJASK) 3, 4, 5, 6, 7, and 8**

The statewide assessment system comprises state tests that are designed to measure student progress in the attainment of the Core Curriculum Content Standards. Under the *No Child Left Behind Act of 2001 (NCLB)*, all states are required to assess student progress in language arts and math in grades 3-8 and grade 11. The state also assesses science in grades four and eight.

High schools show assessment results from the 11th grade spring 2011 administration of the High School Proficiency Assessment (HSPA) in language arts and math. The HSPA is the test that students must pass in order to graduate from high school. Retests are not included in these results.

**The data presented in this report card will differ slightly from the data in the *No Child Left Behind (NCLB)* reports required by federal law. The *NCLB* reports show assessment results in three grade spans after the application of *NCLB* rules for the purpose of calculating adequate yearly progress (AYP) and identifying schools in need of improvement. By contrast, the assessment results presented in this report card have had no restrictions or**

**conditions applied to them. These data are the state's assessment results that have been disaggregated into subgroups for all students who attend a school.**

State assessments are administered with the assistance of test contractors who collect and tally the student-level data. The results are distributed to local districts that have an opportunity to correct any errors. The Department of Education's Office of Assessment conducts the final quality control of all test data and is the source of the assessment results for all state reports, including the New Jersey School Report Card. The assessment office also produces the annual state assessment summary report that differs slightly from the school report card. **The report card information contains only the scores of the students who physically attend that school, while the assessment summary for a school adds in the scores of the special education students who are sent to out-of-district placements.** The addition of these out-of-district scores creates some differences in totals when compared to the report card totals.

### **National Assessment of Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The National Assessment Governing Board, which sets NAEP policy, also develops the content frameworks for the assessment. NAEP is administered by the National Center for Education Statistics (NCES), located within the Institute of Education Sciences (IES) in the U.S. Department of Education, and the reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2009 reading and math scores for New Jersey which are the last scores published. For more information, visit <http://nces.ed.gov/nationsreportcard/>.

### **Graduation Type**

This field shows the percentages of students who met or otherwise satisfied the state's testing requirements for graduation in several different ways – passing both sections of HSPA (scale  $\geq 200$ ), exempt from passing the HSPA and via Alternative High School Assessment (AHSA), Appeals or Other processes.

The Alternative High School Assessment1 (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirement. The AHSA is available to students who have met all high school graduation requirements except for demonstrating proficiency in selected areas of the Core Curriculum Content Standards. (N.J.S.A. 18A:7C-3 & N.J.A.C. 6A:8-4.1)

High School seniors who have not yet demonstrated proficiency on the High School Proficiency Assessment (HSPA) or the Alternate High School Assessment (AHSA) are eligible for an appeal. The appeal can only be made by the district. The district must make the determination that the student, though not meeting the minimum scores needed on the assessments, can perform in language arts literacy and in math at a high school level. The district submits, on behalf of the student, HSPA scores, AHSA results, work samples and any other evidence of performance in ELA and/or math. There is an Educational Proficiency Plan form, developed by the department, to aid districts in submitting the appeals. The

document is designed to be used while students are receiving intervention/remediation (as required in statute). The document also asks for the intervention plan, the results and duration of the interventions, parent and student signatures, dates of conferences with parents, etc. While the form is not required for an appeal, the data on the form is required.

Other includes those students who have not been able to demonstrate a scale score  $\geq 200$  on a single HSPA administration, but have shown proficiency in the different levels of the HSPA during any of the administrations given. An example would be a student who during all 3 administrations of HSPA does not reach a scale score  $\geq 200$ , but when looking at their individual proficiency on each section of the exam they have passed each section during the 3 administrations. These students would be considered eligible to graduate via other.

### **Scholastic Assessment Test (SAT)**

The Scholastic Assessment Test is a voluntary test administered by the College Board, usually for the purpose of college admission. The percentile scores are the average scores of the students whose performance places them along a range from 1-99. The score listed under the 25th percentile means that a quarter of the students' scores fell below that point and the rest were above. Under the 50th percentile, half of the students' scores fell above that score and half fell below. In the 75th percentile, a quarter of the students' scores were above that score and the rest were below. The source of the data for the report card is the College Board.

### **Advanced Placement (AP)**

This information is obtained from the College Board for students who have taken an advanced placement exam. It shows the classes offered at the school, the numbers of students in each class and the numbers who took the test for the course. The total number of students in class is a duplicated count because the same student may take multiple AP classes. The total number of test-takers may exceed the number of enrollees because students may take the test without taking the class.

**NOTE:** The AP numbers reported in this report card are based on a snapshot in time that allows the College Board to provide consistent data from year to year. The AP reports from the College Board contain data from files created in July which include approximately 97-99% of the test-takers. The database created by the July snapshot is not updated by College Board for reporting purposes. Therefore, the numbers in the report card can only be considered correct as of the cut-off date.

### **Advanced Placement Results Summary**

This shows the total who scored 3 or greater on the AP tests. It is a duplicated number which means that a single student may be counted more than once in this total, if the student took more than one test and scored 3 or above.

### **Advanced Placement Participation Data**

The percentage of students taking Advanced Placement tests is calculated by dividing the number of students who took at least one AP test by the total number of students enrolled in grades 11 and 12 based on the October 15 enrollment count.

### **National Occupational Competency Testing Institute (NOCTI) (vocational only)**

The NOCTI develops and administers national job-ready examinations that include both written and performance tests

that measure a student's knowledge and skills for entry into an occupational field. The number of students taking the tests is listed, along with school and state average scores for written and performance tests.

### **Certification/Licensure and Required Examination Results (vocational only)**

This section lists by program area the test results for those occupations that require a license, certification, or examination. The data reflect those students who were tested in an occupational program during the school year.

## **Other Performance Measures**

### **Student Attendance Rate**

These are the grade-level percentages of students on average who are present at school each day. They are calculated by dividing the sum of days present in each grade level by the sum of possible days present for all students in each grade. The school and state totals are calculated by the sum of days present in all applicable grade levels divided by the total possible days present for all students.

### **Dropout Rate (secondary only)**

These are the percentages of students who dropped out of grades 9-12 presented by various subgroups. The percentages are calculated by dividing the number of students in grades 9 through 12 who dropped out of school during the school year by the October enrollment reported for grades 9 through 12.

### **Graduation Rate (secondary only)**

The graduation rate is calculated by using the new federally required adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is the number of students who graduate in four years divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. For example, The 2007 freshmen plus "transfers in" minus "transfers out" over four years will be divided into the number of 2011 graduates for the 2011 adjusted cohort graduation rate. Students who drop out remain in the cohort for this calculation. The source of the data is the state's student-level record system called NJ SMART. The "Other" category includes all other students awarded a regular high school diploma by their school districts, including students who passed the alternative high school proficiency exams.

### **Student Suspensions**

These are percentages of students who were suspended at least once during the school year. Students suspended more than one time are counted once. The percents are calculated by dividing the total number suspended by the total enrollment.

### **Student Expulsions**

This shows the number of students who were expelled from the school and district during the year. The total represents the total number of students expelled statewide.

**Completion Data (vocational only)**

These are the percentages of students who successfully completed an occupational program categorized by their enrollment status. This is calculated by dividing the number of students in each enrollment status by the total graduates.

**STAFF INFORMATION****Student/Administrator Ratio**

This is the number of students per administrator in the school. It is calculated by dividing the total school enrollment in October by the number of administrators reported in full-time equivalents (FTEs). Where a single administrator has responsibility for more than one school, the FTE may represent the administrator as less than one.

**Student/Faculty Ratio**

This is the number of students per faculty member. It is calculated by dividing the reported October school enrollment by the combined full-time equivalents (FTEs) of classroom teachers and educational support services personnel assigned to the school as of October of the school year.

**Faculty Attendance Rate**

This is the average daily attendance for the faculty of the school. It is calculated by dividing the total number of days present by the total number of days contracted for all faculty members.

**Faculty Mobility Rate**

This represents the rate at which faculty members come and go during the school year. It is calculated by using the number of faculty who entered or left employment in the school after October 15 divided by the total number of faculty reported as of that same date.

**Faculty and Administrator Credentials**

These are percentages of faculty and administrative members in the school who hold a bachelor's, master's, or doctoral degree. For vocational and special services schools, there is also information about licenses or certification in addition to or in place of degrees.

**National Board Certification**

This shows the number of teachers at the school and district levels who have been certified by the National Board for Professional Teaching Standards. In addition to teachers actively working in the districts, the state total may also include teachers who work in nonpublic schools, as well as those who became administrators, have retired or are on leave. This rigorous certification is encouraged, but not required.

**DISTRICT/CHARTER FINANCIAL DATA**

This section containing the financial data is district-level information for all schools except charter schools. Charter schools are public schools that are operated under a charter granted by the Commissioner of Education. The school is independent

of the school district and managed by a board of trustees. In accordance with charter school law, the school district of residence must pay directly to the charter school for each student enrolled in the charter school who resides in the district an amount equal to 90% of the sum of the budget year equalization aid per pupil and the prebudget year general fund tax levy per pupil inflated by the Consumer Price Index (CPI) rate in effect at the time of the calculation. In addition, the school district of residence must pay directly to the charter school the security categorical aid attributable to the student and a percentage of the district's special education categorical aid equal to the percentage of the district's special education students enrolled in the charter school and, if applicable, 100% of preschool education aid.

The financial information for the charter schools shows school average compared to charter average, while all other school report cards show district average compared to a state average for districts of a similar budget type. Budget type refers to the grade span that a district must budget for. If a district sends its 9-12 students to another district, it has a budget type that is K-12 (the district pays tuition to the receiving district for the 9-12 students), but the district has an operating type of K-8.

### **Administrative and Faculty Personnel**

These include the number of administrators in the district reported in FTEs in October of each year, the number of schools in the districts, the ratio of students to administrators, and the ratio of faculty to administrators in the district. Similar information at the school level is shown earlier in this report card. Administrators include certificated administrative personnel in the central office, principals and school administrators -- both supervisory and non-supervisory. The number of faculty per administrator is calculated by dividing the combined FTE of classroom teachers and educational support personnel by the FTE of administrators as reported in October.

### **Median Salary and Years of Experience of Administrative and Faculty Personnel**

This contains the median salary -- half of the salaries are above the median and half are below -- for both administrators and faculty. It also contains the median years of experience based on total number of years in public education.

### **Teacher Salaries and Benefits**

Total teacher salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in teacher salaries/benefits from one year to the next.

### **Administrative Salaries and Benefits**

Total administrative salaries and benefits are represented as a percent of total expenditures for this category, as reported in the Per-Pupil Expenditure section that follows. The percent increase or decrease represents the change in expenditures in administrator salaries/benefits from one year to the next.

### **Revenues**

This presents the total revenues from various sources reflecting the combination of the ways districts are funded through local taxes, state aid, federal aid, and other sources, such as local district surplus and tuition income.

## **Budgets and Per-pupil Expenditures**

There are two district-wide costs per pupil amounts for three years that correspond to the rest of the data in the report card. First is the Budgetary Cost per Pupil that represents comparisons with districts of similar budget type. The components that comprise the budgetary cost per pupil are as follows: classroom instructional costs; support services (attendance and social work, health services, guidance office, child study team, library and other educational media); administrative costs (general administration, school administration, business administration, and improvement of instruction); operations/maintenance of plant; food services, and extracurricular costs. The total of these expenditures is divided by the average daily enrollment for a total budgetary cost per pupil.

Second is the Total Cost Per Pupil which, in addition to all of the costs listed above for the budgetary cost, includes costs for tuition expenditures and payments to preschool providers; transportation; other current expenses (lease purchase interest, residential costs, and judgments against schools); equipment; facilities/acquisition; and restricted expenses less nonpublic services and adult schools. The total of these expenditures is divided by the average daily enrollment, combined with all students sent out of the district as reported on the ASSA (annual state aid collection) to calculate a total cost per pupil.