



State of New Jersey
2015-2016

Grade Span KH-05

07-0800-058

CAMDEN

CHERRY HILL TWP

A. Russell Knight Elementary School

140 OLD CARRIAGE RD

CHERRY HILL, NJ 08034-3332

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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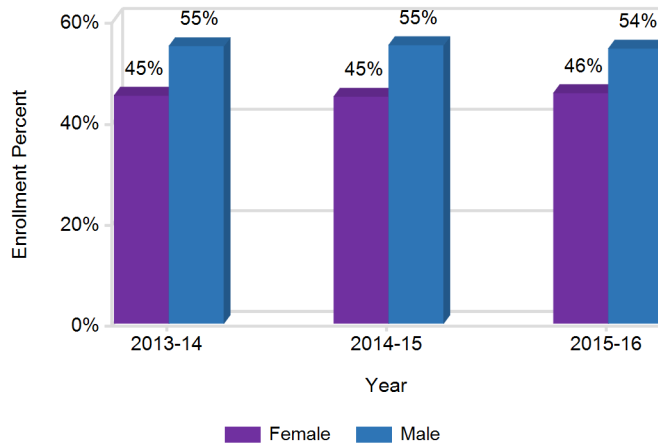
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	46	50	40
Grade 01	54	52	58
Grade 02	54	58	59
Grade 03	66	62	62
Grade 04	51	66	67
Grade 05	68	50	71
UG	18	14	3
Total	357	352	360

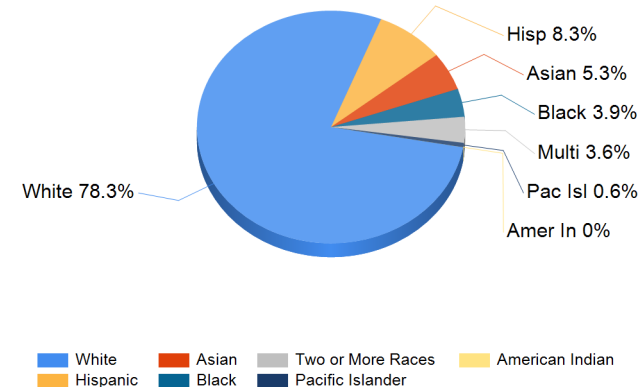
Enrollment by Gender

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



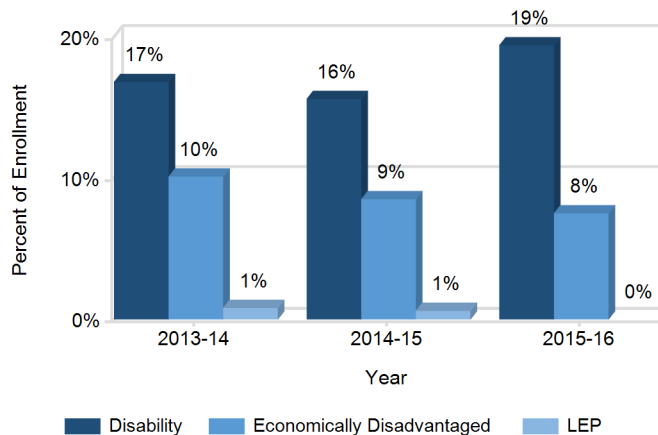
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.3%
Spanish	1.7%
Chinese	0.8%
Dutch	0.3%
Tagalog	0.3%
Other	1.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	75%	80	83
Mathematics Met or Exceeded Expectations	79%	93	92

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	170	75%	83	94%	X	169	79%	92	94%	X
White	130	76%	76	93%	X	129	84%	91	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	770	759	746	3%	7%	16%	64%	10%	74%	48%
White	46	776	763	756	2%	2%	17%	67%	11%	78%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	58	777	763	749	N	3%	12%	53%	31%	85%	52%
White	46	782	765	757	N	N	9%	57%	35%	91%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	770	759	750	N	2%	22%	48%	28%	76%	54%
White	44	769	763	759	N	2%	25%	46%	27%	73%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	766	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	54	761	754	745	2%	7%	15%	70%	6%	76%	47%
White	44	759	755	752	2%	7%	14%	73%	5%	77%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	765	760	751	3%	7%	19%	62%	9%	71%	53%
White	50	766	763	758	N	8%	22%	62%	8%	70%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	14	727	733	723	14%	36%	29%	21%	N	21%	20%
English Language Learners	S	S	720	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	67	759	754	747	2%	9%	19%	58%	12%	70%	47%
White	49	760	755	753	2%	4%	20%	61%	12%	74%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	14	732	735	725	7%	36%	29%	29%	N	29%	19%
English Language Learners	S	S	722	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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 ■ Exceeded Expectations



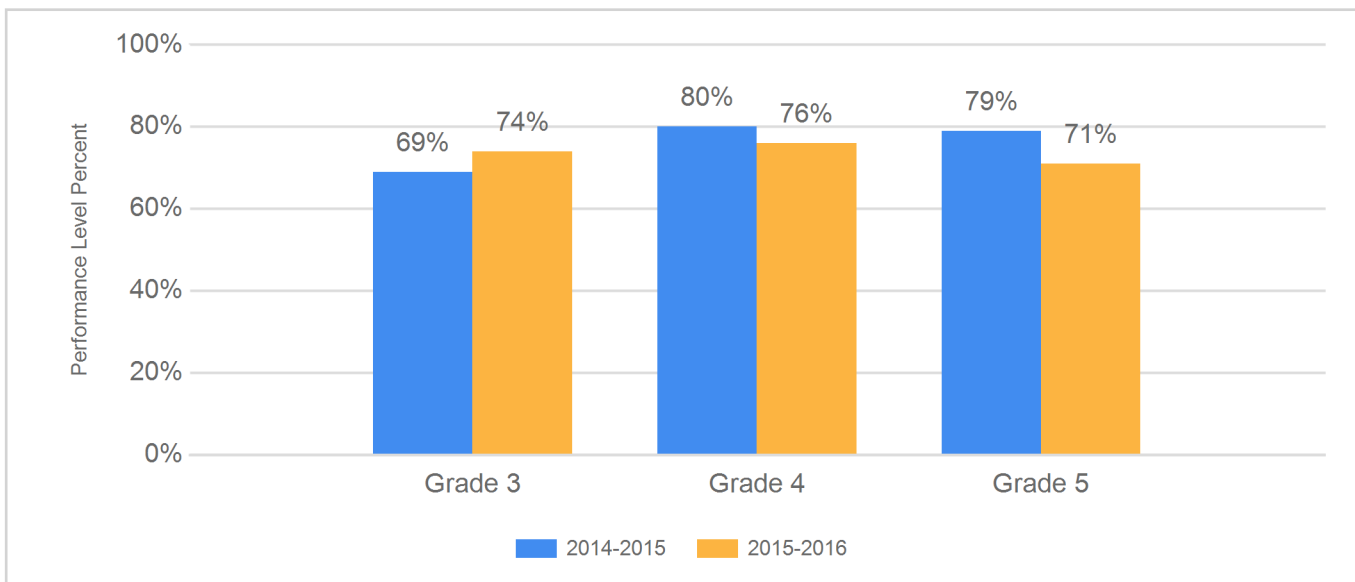
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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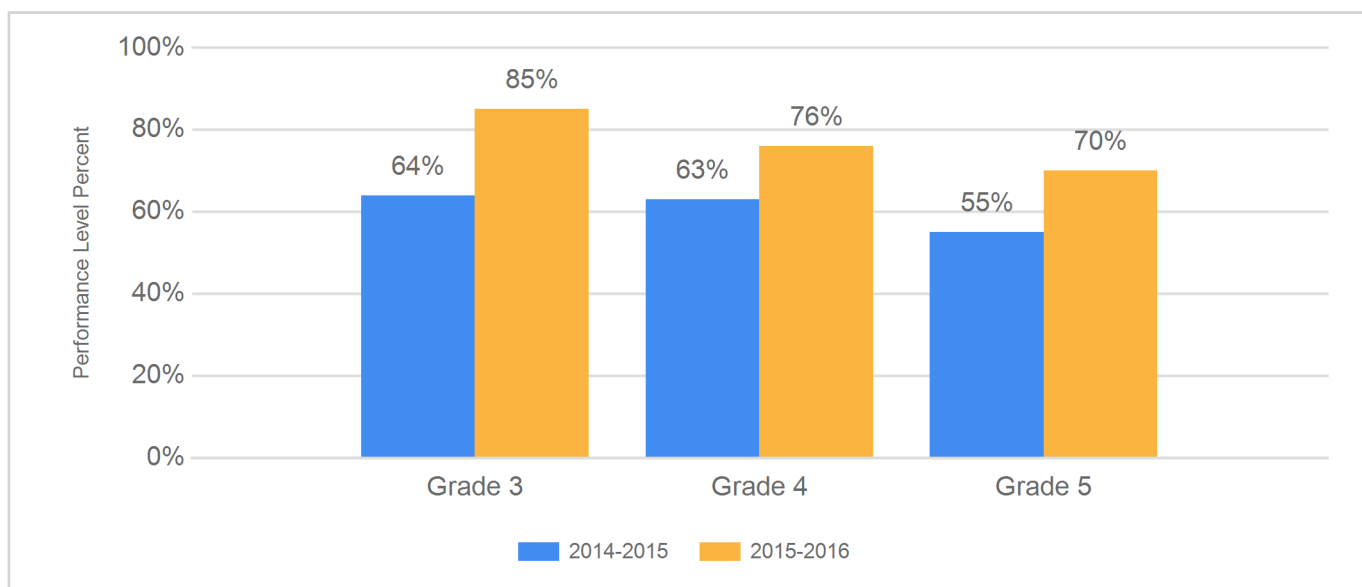
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

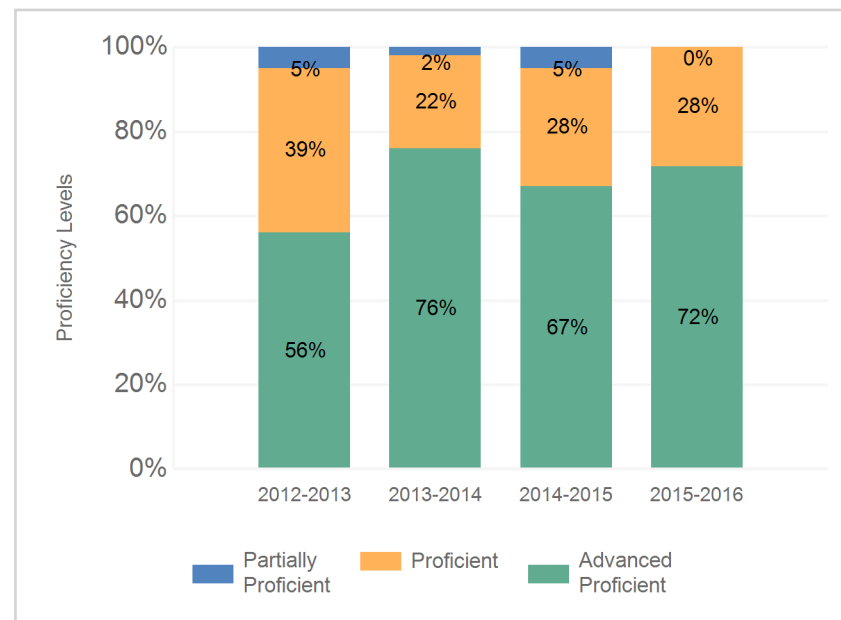
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	28%	N
White	71%	29%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	48	50
Student Growth on Math	55	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	10%	8%	4%
Met (L4)	7%	26%	25%
Exceeded (L5)	1%	9%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	3%	1%
Approached (L3)	4%	9%	4%
Met (L4)	11%	18%	37%
Exceeded (L5)	1%	5%	5%



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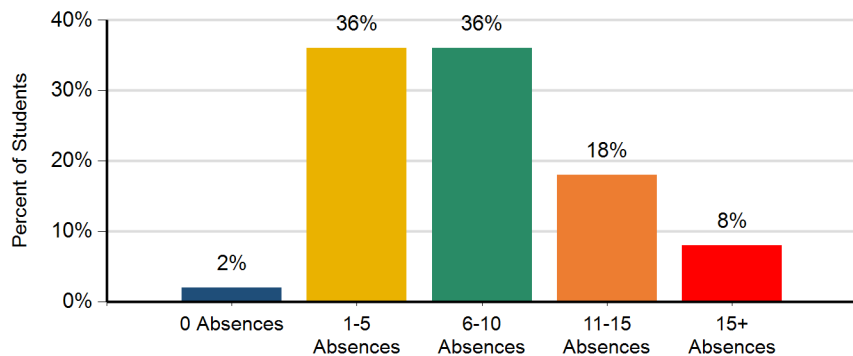
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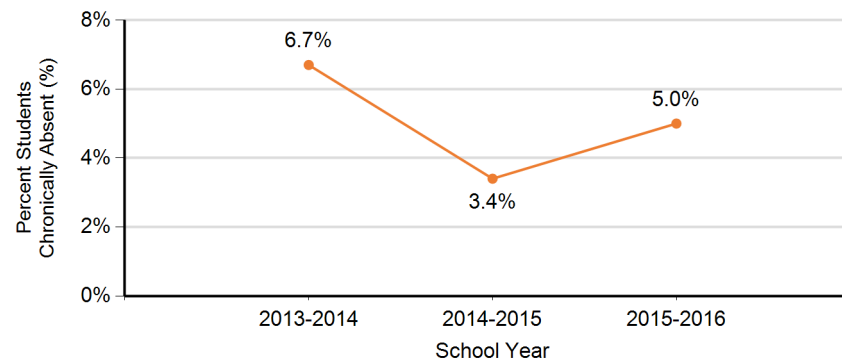
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	360:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016

Grade Span 09-12

07-0800-060

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Alternative High School

MALBERG BUILDING

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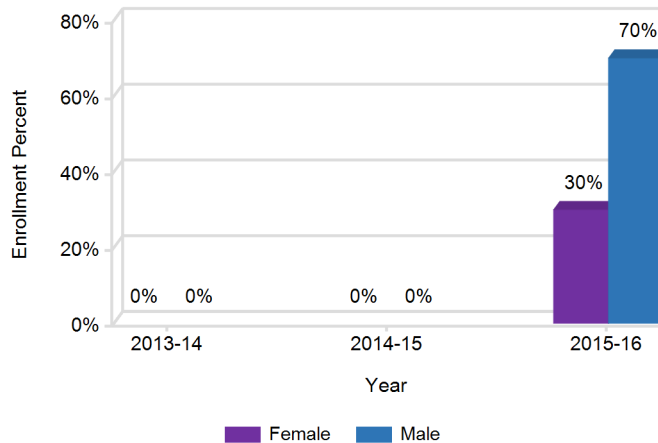
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	0	0	0
Grade 10	0	0	3
Grade 11	0	0	3
Grade 12	0	0	1
UG	0	0	23
Total	0	0	30

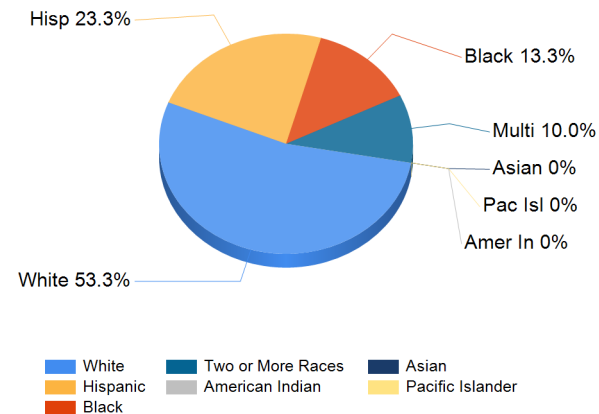
Enrollment by Gender

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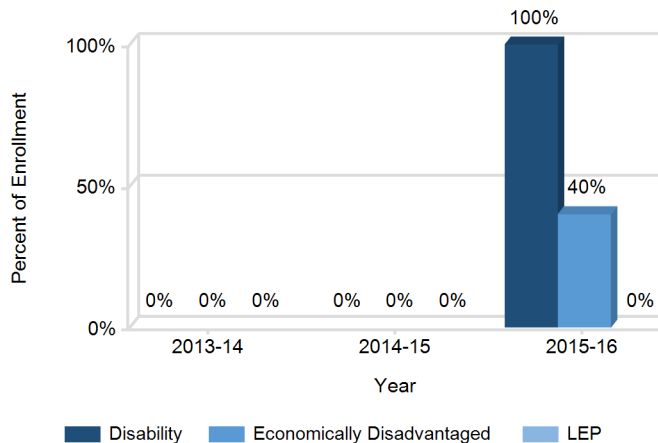
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.7%
Spanish	6.7%
Icelandic	3.3%
Russian	3.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	S	S	S
Mathematics Met or Exceeded Expectations	S	S	S

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	S	S	S	S		S	S	S	S	
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	N	N	N	N		N	N	N	N	
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	N	N	N	N		N	N	N	N	



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	746	N	N	N	N	N	N	49%
White	N	N	N	754	N	N	N	N	N	N	58%
African American	N	N	N	729	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	34%
Asian	N	N	N	774	N	N	N	N	N	N	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	N	N	N	713	N	N	N	N	N	N	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	738	740	S	S	S	S	S	S	44%
White	S	S	736	747	S	S	S	S	S	S	50%
African American	S	S	724	722	S	S	S	S	S	S	28%
Hispanic	N	N	N	726	N	N	N	N	N	N	33%
Asian	N	N	N	767	N	N	N	N	N	N	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	739	741	S	S	S	S	S	S	45%
Students with Disability	S	S	713	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	N	N	N	723	N	N	N	N	N	N	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	736	736	S	S	S	S	S	S	40%
White	S	S	740	739	S	S	S	S	S	S	42%
African American	S	S	727	728	S	S	S	S	S	S	30%
Hispanic	S	S	720	732	S	S	S	S	S	S	37%
Asian	N	N	N	753	N	N	N	N	N	N	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	727	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	727	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



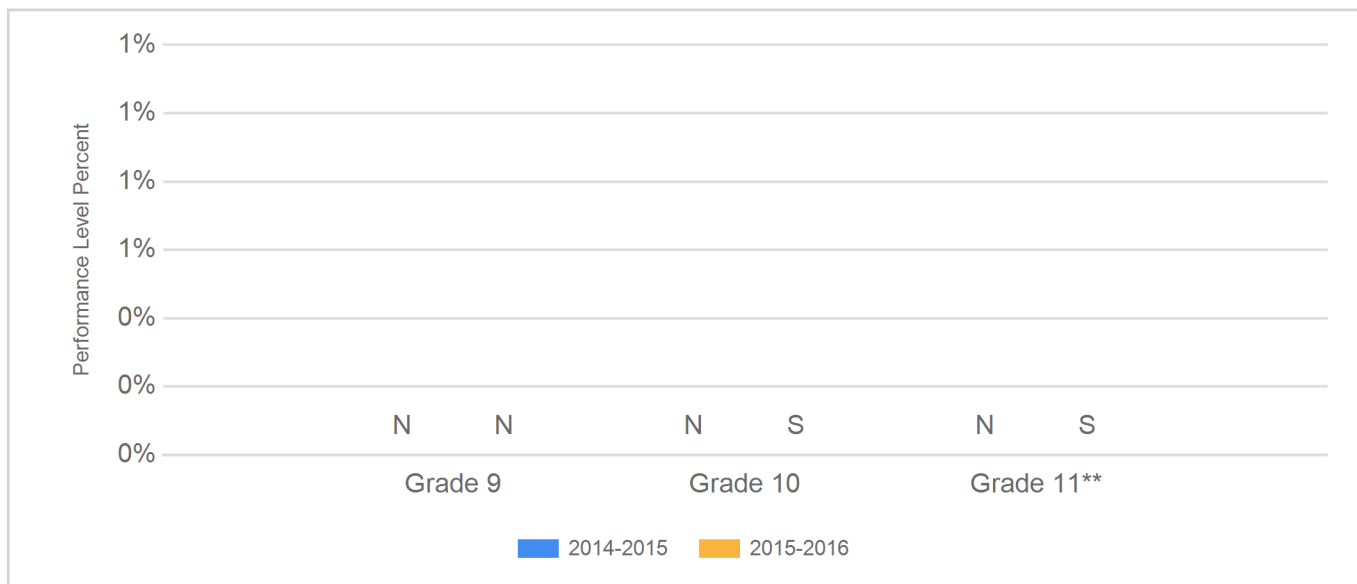
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	737	727	S	S	S	S	S	S	41%
White	N	N	N	734	N	N	N	N	N	N	51%
African American	S	S	724	717	S	S	S	S	S	S	20%
Hispanic	S	S	724	720	S	S	S	S	S	S	25%
Asian	N	N	N	746	N	N	N	N	N	N	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	714	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	725	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	737	730	S	S	S	S	S	S	27%
White	S	S	736	736	S	S	S	S	S	S	34%
African American	S	S	723	717	S	S	S	S	S	S	9%
Hispanic	N	N	N	720	N	N	N	N	N	N	13%
Asian	N	N	N	750	N	N	N	N	N	N	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	728	730	S	S	S	S	S	S	29%
Students with Disability	S	S	715	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	734	722	S	S	S	S	S	S	27%
White	S	S	730	728	S	S	S	S	S	S	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	N	N	N	707	N	N	N	N	N	N	12%
Asian	N	N	N	754	N	N	N	N	N	N	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	700	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	724	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



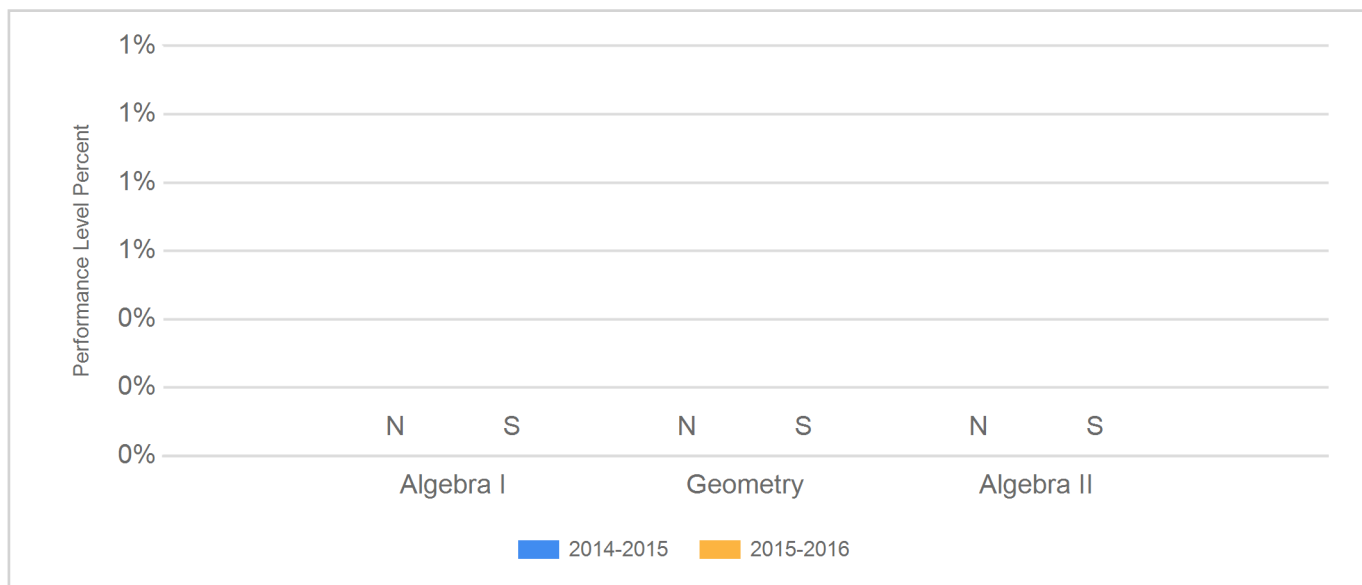
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

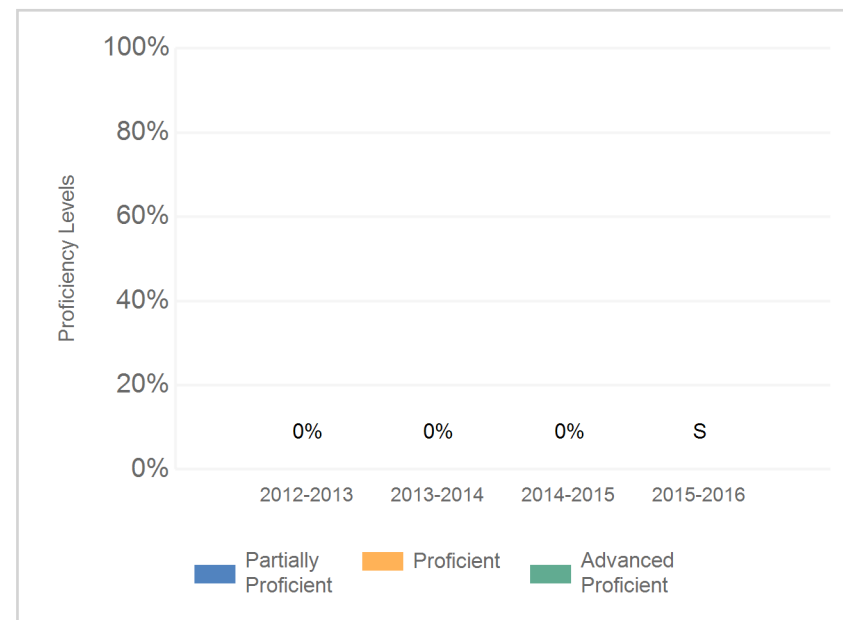
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

Proficiency Trends - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	S	S	S
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	N	95.5%
Percent of Students Participating in SAT	N	58.0%
Percent of Students Participating in ACT	N	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	71%
Math	N	N	53%
ACT	-	-	-
Reading	N	N	58%
English	N	N	74%
Math	N	N	61%
Science	N	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	N	950
SAT	-	-
Reading and Writing	N	537
Math	N	538
ACT	-	-
Reading	N	23
English	N	22
Math	N	23
Science	N	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	N	N	N
Math	N	N	N
ACT	-	-	-
Reading	N	N	N
English	N	N	N
Math	N	N	N
Science	N	N	N



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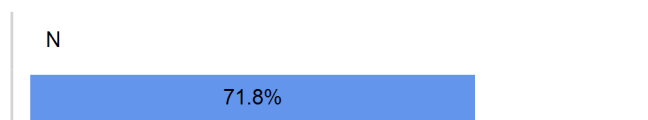
AP/ IB Test Performance

AP/ IB Courses Offered

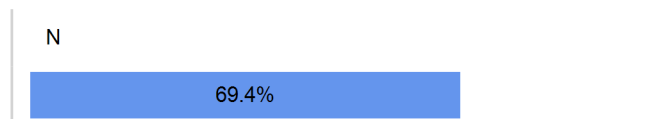
This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

Percent of AP Tests ≥ 3 or IB Test ≥ 4



Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Sciences



■ School Avg ■ State Avg

AP/IB Course	Students Enrolled	Students Tested
N	N	N

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	N	39.1%
One of More Test	N	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	N	26.6%
Participating in Dual Enrollment	N	15.4%



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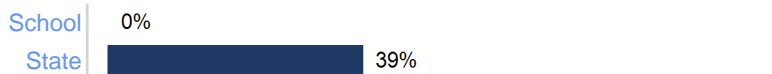
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



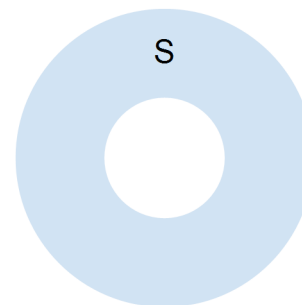
DANCE



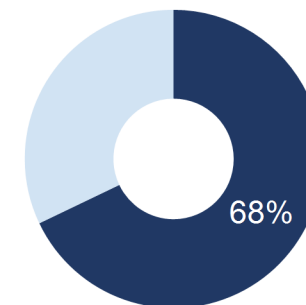
VISUAL ARTS



Any Visual and Performing Arts



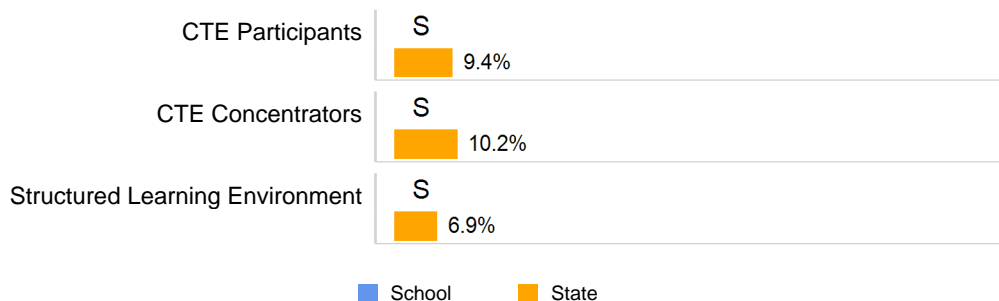
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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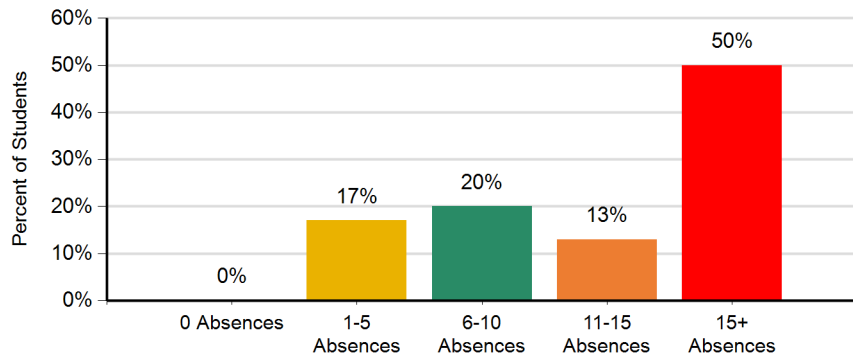
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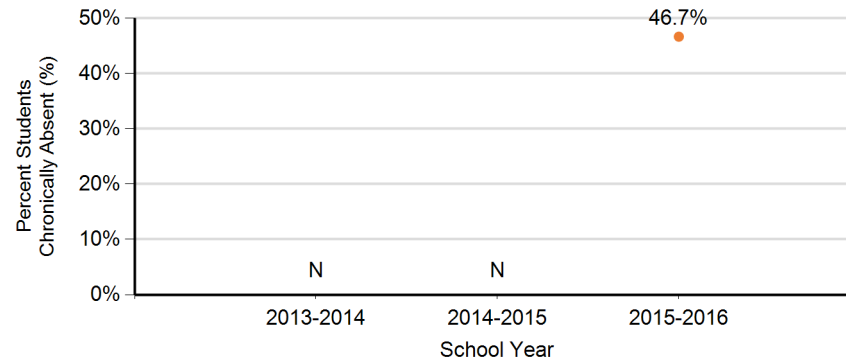
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	N	N	N
White	N	N	
African American	N	N	
Hispanic	N	N	
American Indian	N	N	
Asian	N	N	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	N	N	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	S	1.2%
White	S	0.6%
African American	S	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	S	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	S	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	N	N
2014	N	N
2015	N	N
2016	N	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	S	S	S
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	4:1
Administrator	30:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	63.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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CHERRY HILL, NJ 08034-2919

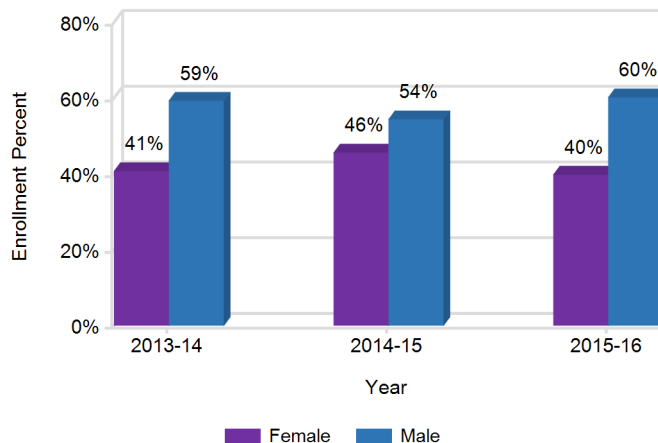
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	256	274	284
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	44	31	38
Total	300	305	322

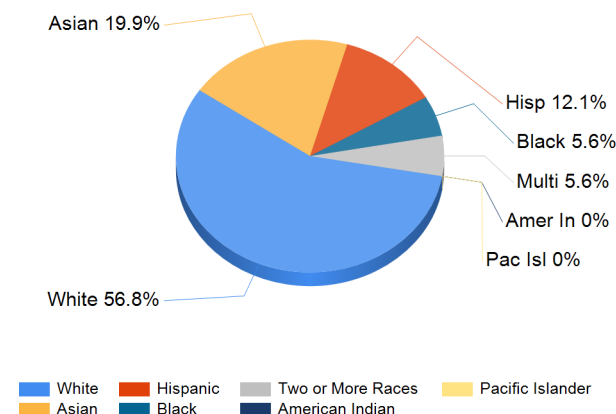
Enrollment by Gender

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



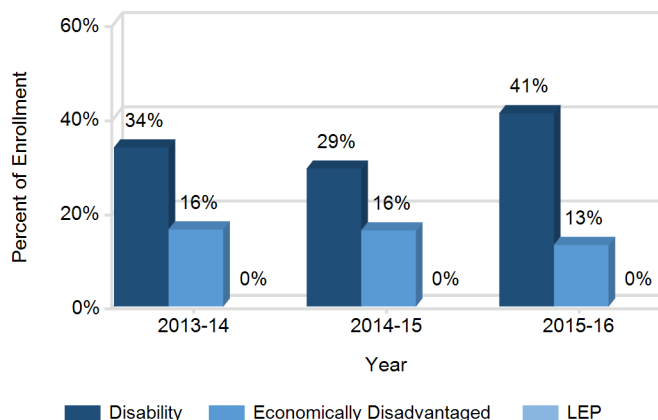
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.3%
Spanish	5.3%
Chinese	3.1%
Vietnamese	2.8%
Chuang	2.5%
Other	12.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	13:1
Administrator	322:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

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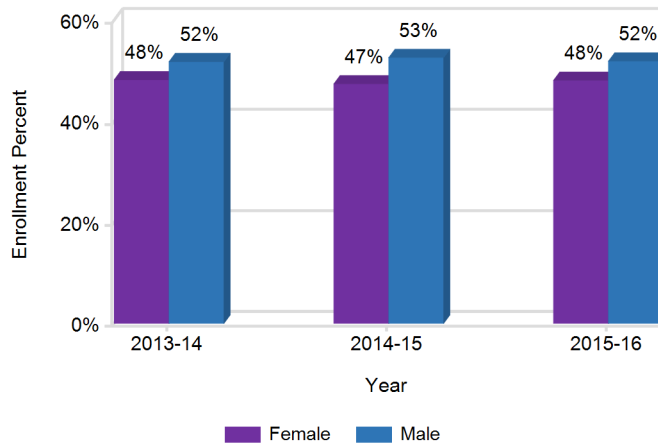
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	45	49	51
Grade 01	62	72	75
Grade 02	69	60	72
Grade 03	79	71	65
Grade 04	69	79	71
Grade 05	70	70	85
UG	25	19	7
Total	419	420	426

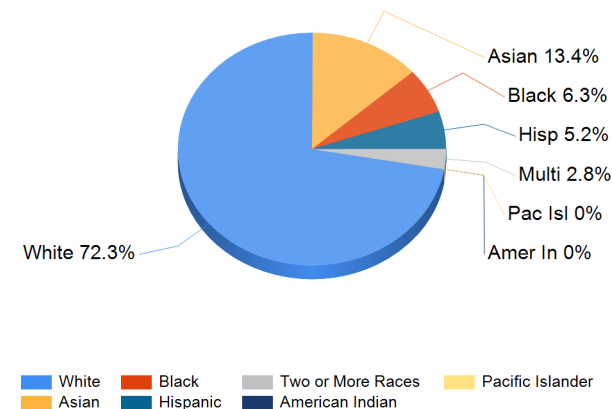
Enrollment by Gender

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



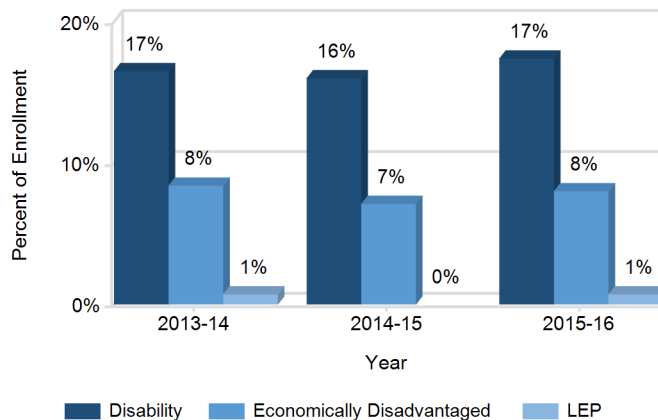
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.6%
Hebrew	2.3%
Chinese	1.9%
Spanish	1.6%
Korean	1.4%
Other	5.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	67	76
Mathematics Met or Exceeded Expectations	57%	53	63

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	204	70%	76	95%	✓	204	57%	63	95%	✓
White	153	69%	66	95%	✓	153	57%	54	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	761	759	746	10%	8%	14%	60%	8%	68%	48%
White	49	760	763	756	6%	10%	16%	59%	8%	67%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	63	763	763	749	8%	6%	13%	48%	25%	73%	52%
White	49	763	765	757	6%	4%	14%	55%	20%	76%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	N	N	N	736	N	N	N	N	N	N	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	761	759	750	1%	6%	28%	49%	16%	65%	54%
White	51	764	763	759	N	2%	29%	53%	16%	69%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	766	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	12	741	732	723	8%	17%	33%	42%	N	42%	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	69	744	754	745	3%	20%	38%	36%	3%	39%	47%
White	51	743	755	752	4%	20%	35%	39%	2%	41%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	12	736	734	724	N	58%	17%	17%	8%	25%	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	766	760	751	N	10%	17%	61%	13%	73%	53%
White	58	763	763	758	N	12%	19%	59%	10%	69%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	11	780	772	773	N	9%	N	55%	36%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	733	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	79	757	754	747	N	13%	30%	47%	10%	57%	47%
White	58	755	755	753	N	14%	33%	47%	7%	53%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	11	783	774	774	N	N	18%	46%	36%	82%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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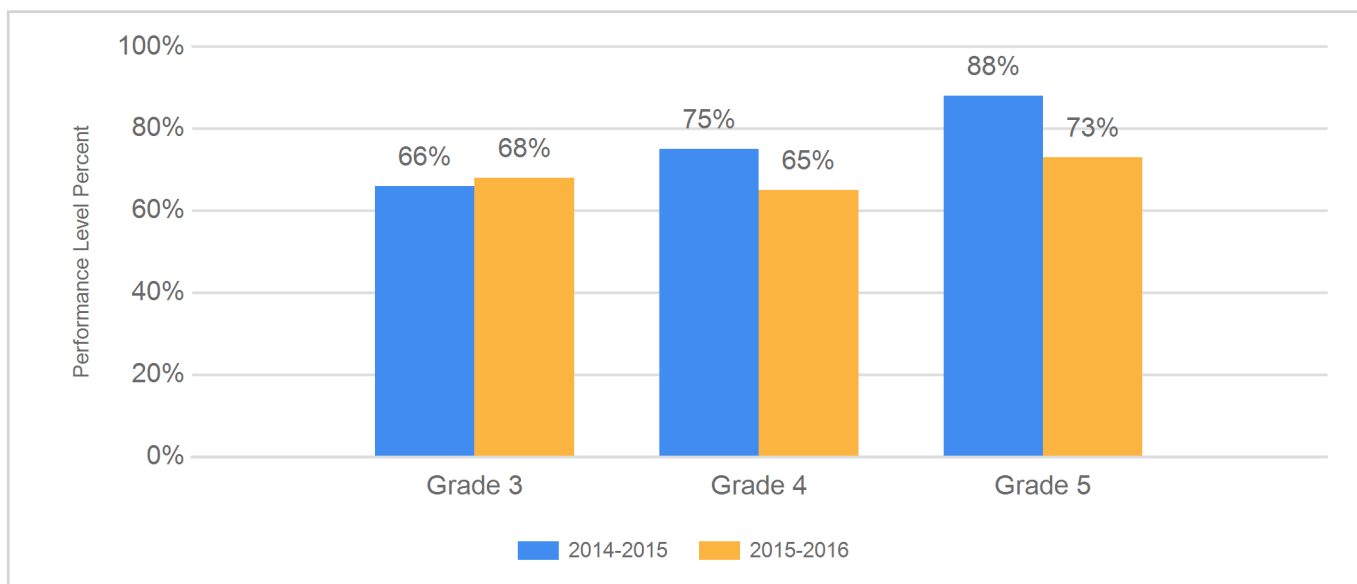
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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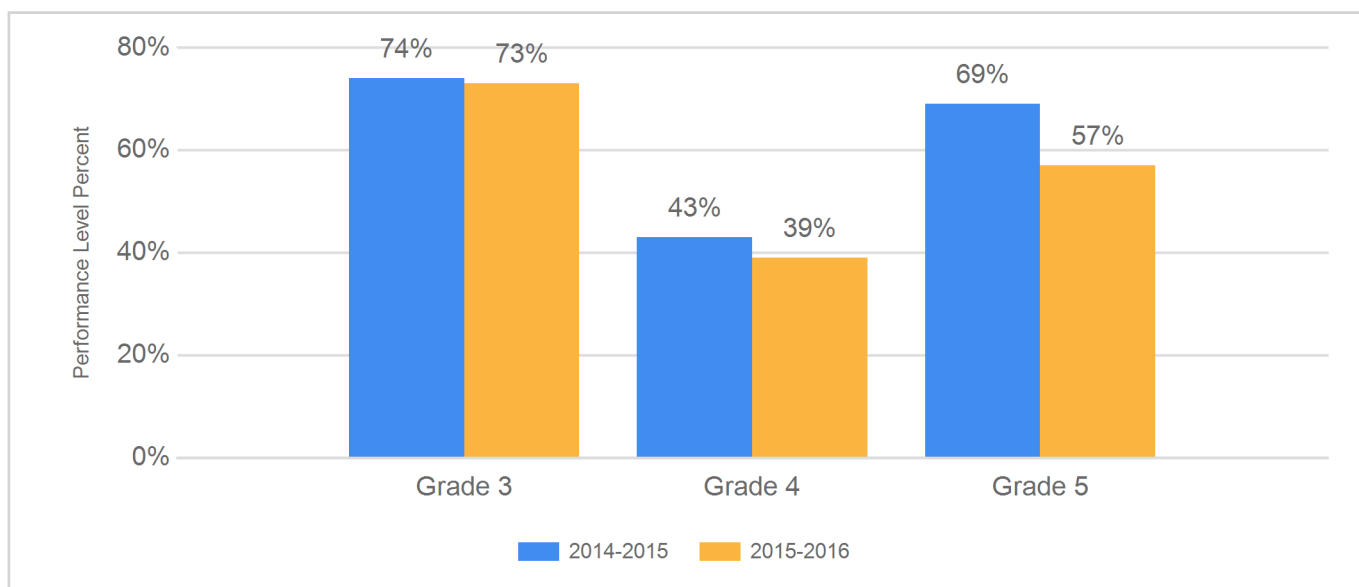
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

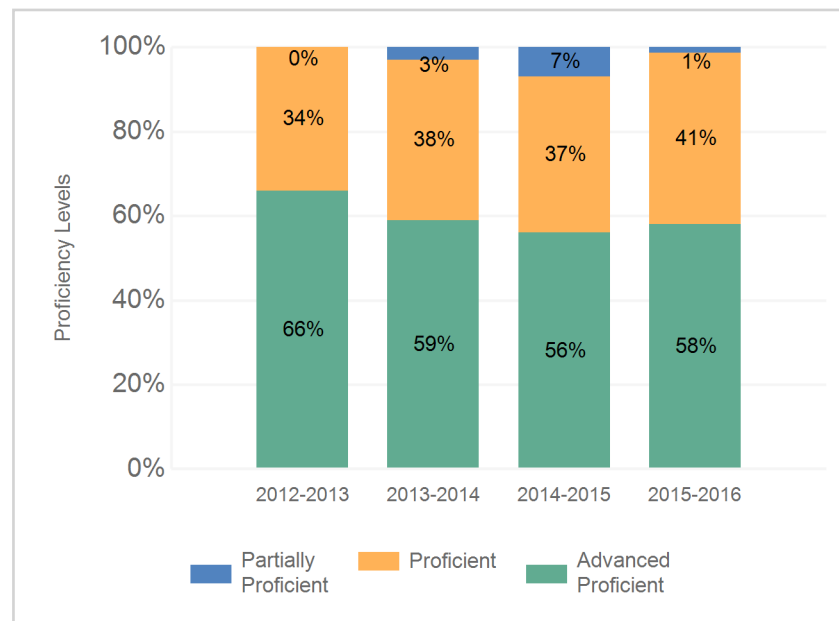
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	58%	41%	1%
White	57%	41%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	33%	67%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	48	50
Student Growth on Math	33	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	6%	1%	0%
Approached (L3)	14%	5%	3%
Met (L4)	15%	27%	14%
Exceeded (L5)	0%	5%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	11%	3%	0%
Approached (L3)	20%	10%	5%
Met (L4)	20%	11%	12%
Exceeded (L5)	0%	2%	5%



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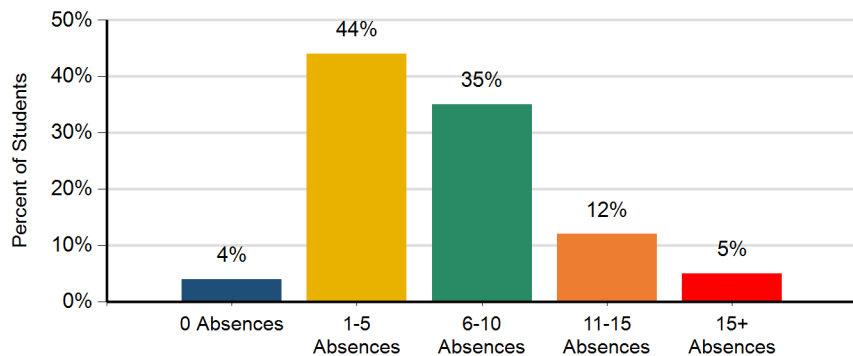
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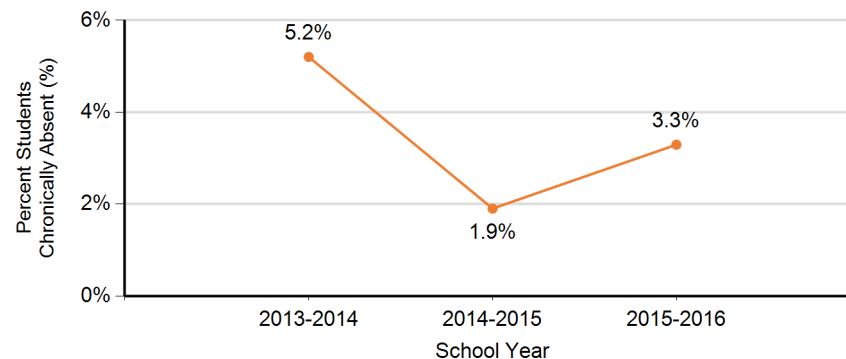
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	426:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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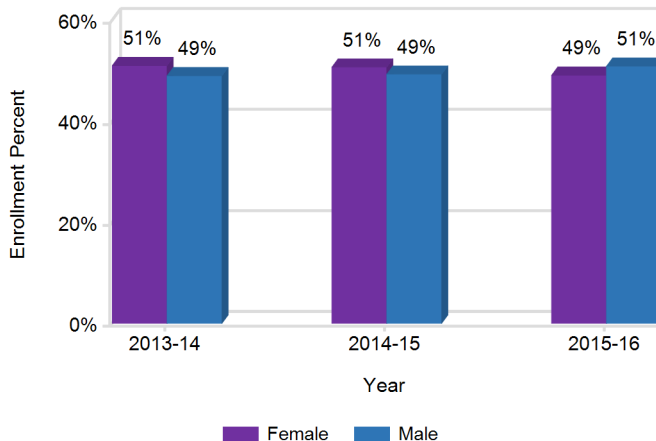
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	547	544	540
Grade 10	545	553	536
Grade 11	525	546	553
Grade 12	494	515	546
UG	2	1	2
Total	2113	2159	2177

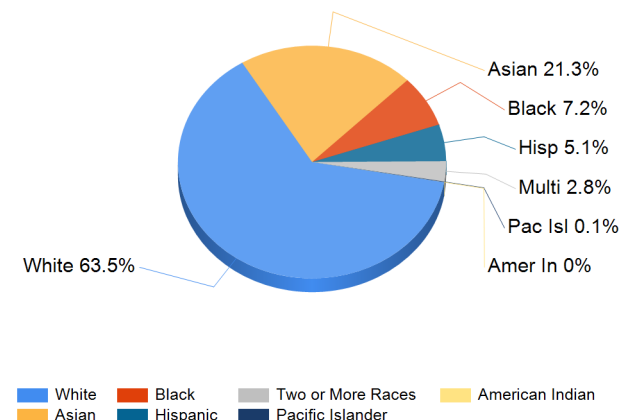
Enrollment by Gender

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



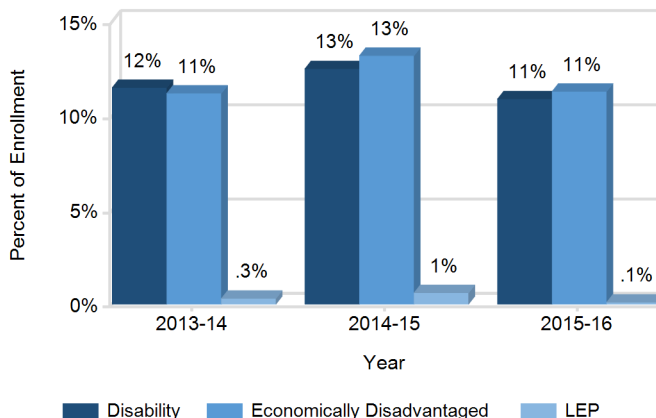
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.0%
Chinese	3.7%
Korean	2.7%
Spanish	1.6%
Chuang	1.5%
Other	10.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	S	77
Mathematics Met or Exceeded Expectations	56%	S	91

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	800	62%	77	77%	X	762	56%	91	77%	X
White	468	61%	66	72%	X	450	52%	81	71%	X
African American	54	37%	64	83%	X	51	30%	80	87%	X
Hispanic	42	48%	64	84%	X	36	31%	80	75%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	204	75%	53	88%	X	192	78%	83	91%	X
Two or More Races	32	50%	52	80%	X	33	49%	59	84%	X
Students with Disability	109	22%	89	76%	X	94	15%	83	71%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	130	48%	80	86%	X	122	49%	95	86%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	490	766	757	746	5%	6%	20%	41%	28%	69%	49%
White	290	764	757	754	5%	6%	21%	45%	23%	68%	58%
African American	31	746	740	729	13%	10%	29%	32%	16%	48%	30%
Hispanic	22	750	738	730	14%	9%	18%	36%	23%	59%	34%
Asian	130	781	775	774	2%	3%	13%	38%	45%	82%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	17	753	751	748	6%	18%	29%	35%	12%	47%	53%
Students with Disability	50	725	716	713	22%	20%	36%	22%	N	22%	12%
English Language Learners	S	S	707	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	64	756	740	729	13%	6%	23%	36%	22%	58%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	365	750	738	740	14%	13%	23%	33%	17%	50%	44%
White	201	747	736	747	13%	15%	21%	38%	12%	50%	50%
African American	31	731	724	722	23%	13%	42%	16%	7%	23%	28%
Hispanic	26	740	728	726	19%	12%	31%	27%	12%	39%	33%
Asian	89	766	756	767	12%	7%	18%	28%	35%	63%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	18	745	739	741	11%	17%	17%	50%	6%	56%	45%
Students with Disability	65	720	713	702	29%	26%	22%	19%	5%	23%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	73	736	725	723	29%	12%	19%	29%	11%	40%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	743	736	736	14%	18%	26%	31%	11%	42%	40%
White	128	749	740	739	12%	16%	27%	30%	16%	45%	42%
African American	37	729	727	728	22%	19%	24%	35%	N	35%	30%
Hispanic	S	S	720	732	S	S	S	S	S	S	37%
Asian	56	746	741	753	9%	14%	32%	34%	11%	45%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	739	736	S	S	S	S	S	S	39%
Students with Disability	48	730	727	710	19%	21%	35%	23%	2%	25%	13%
English Language Learners	S	S	697	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	48	735	727	730	17%	17%	38%	21%	8%	29%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



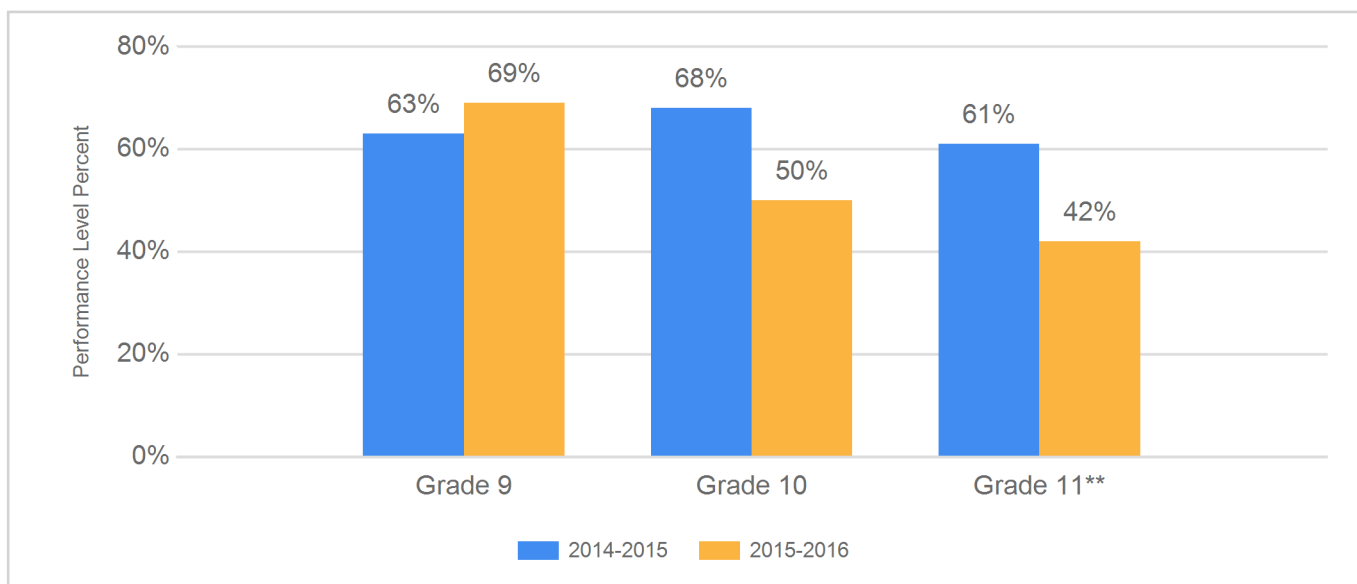
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	744	737	727	10%	18%	22%	50%	0%	50%	41%
White	149	746	740	734	8%	17%	22%	52%	1%	52%	51%
African American	28	728	724	717	18%	25%	29%	29%	N	29%	20%
Hispanic	21	721	724	720	33%	29%	10%	29%	N	29%	25%
Asian	39	757	749	746	3%	5%	21%	72%	N	72%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	11	742	745	727	N	27%	27%	46%	N	46%	47%
Students with Disability	59	714	714	708	31%	32%	24%	14%	N	14%	10%
English Language Learners	S	S	720	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	44	729	725	719	21%	21%	21%	39%	N	39%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	384	746	737	730	7%	18%	26%	39%	10%	50%	27%
White	231	743	736	736	7%	20%	27%	38%	9%	46%	34%
African American	30	732	723	717	13%	27%	37%	17%	7%	23%	9%
Hispanic	15	739	723	720	7%	20%	47%	20%	7%	27%	13%
Asian	91	761	753	750	3%	7%	17%	56%	18%	74%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	17	736	728	730	6%	41%	18%	29%	6%	35%	29%
Students with Disability	S	S	715	709	S	S	S	S	S	S	5%
English Language Learners	S	S	735	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	58	740	726	719	9%	24%	24%	38%	5%	43%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	313	747	734	722	17%	14%	20%	39%	10%	49%	27%
White	153	741	730	728	19%	12%	26%	40%	3%	43%	31%
African American	29	707	702	700	35%	38%	14%	14%	N	14%	8%
Hispanic	16	721	711	707	19%	44%	13%	25%	N	25%	12%
Asian	103	771	761	754	9%	8%	12%	46%	26%	72%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	12	746	736	727	17%	N	42%	42%	N	42%	34%
Students with Disability	34	706	700	690	56%	12%	21%	12%	N	12%	5%
English Language Learners	S	S	683	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	61	738	724	705	18%	28%	15%	30%	10%	39%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



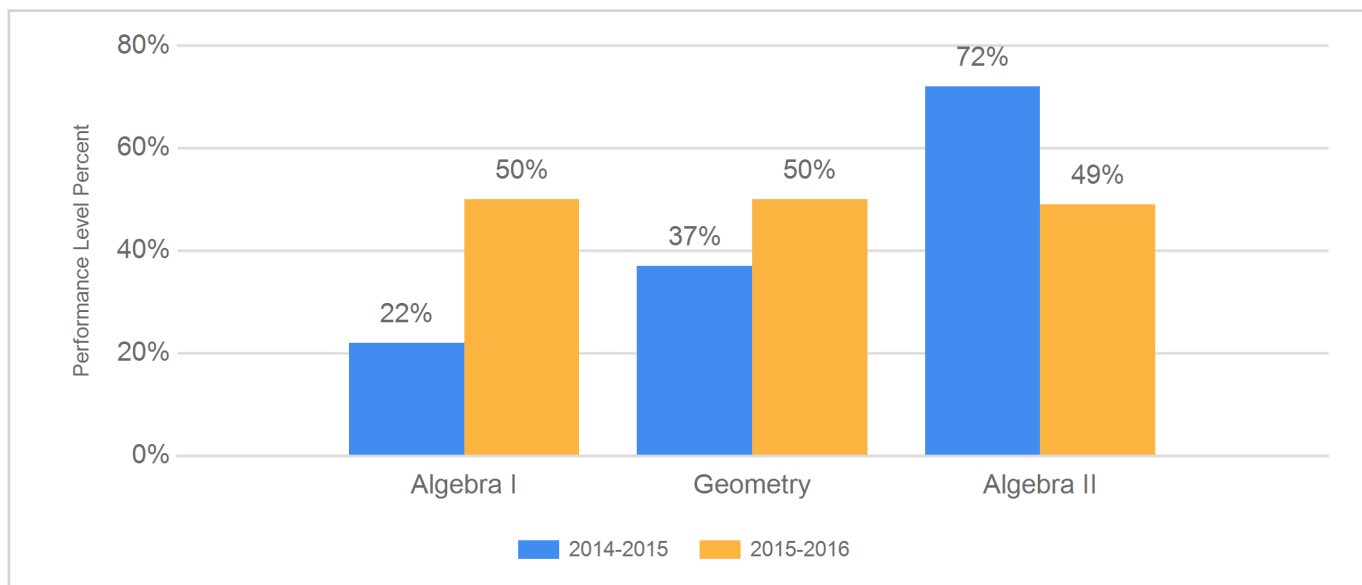
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Grade Span 09-12

The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

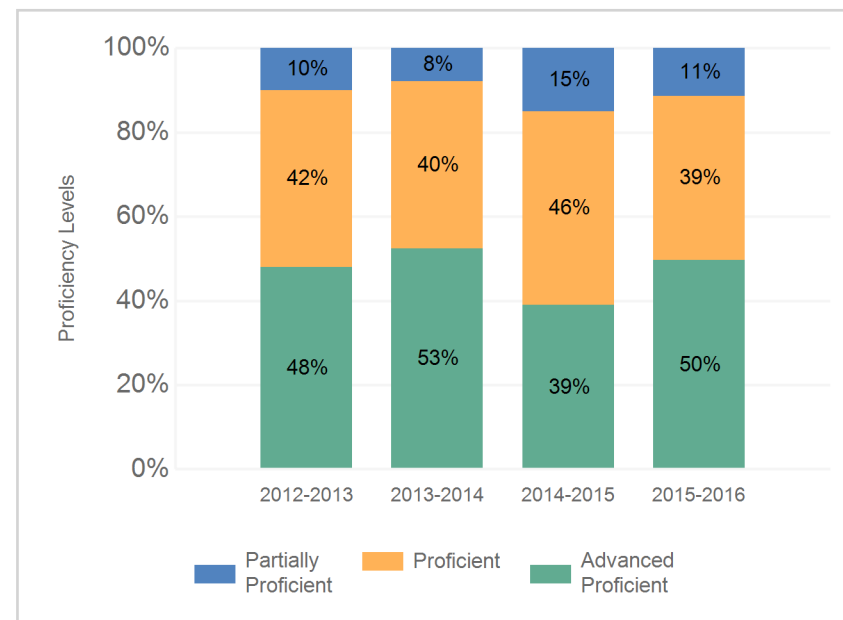
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	50%	39%	11%
White	50%	39%	11%
African American	21%	39%	41%
Hispanic	41%	47%	12%
American Indian	N	N	N
Asian	63%	33%	4%
Two or More Races	43%	52%	5%
Students with Disability	10%	41%	49%
English Language Learners	S	S	S
Economically Disadvantaged Students	29%	43%	29%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.8%	95.5%
Percent of Students Participating in SAT	62.9%	58.0%
Percent of Students Participating in ACT	22.2%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	90%	71%
Math	530	75%	53%
ACT	-	-	-
Reading	22	75%	58%
English	18	88%	74%
Math	22	71%	61%
Science	23	67%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1049	950
SAT	-	-
Reading and Writing	598	537
Math	600	538
ACT	-	-
Reading	25	23
English	25	22
Math	25	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1170	1040	930
SAT	-	-	-
Reading and Writing	660	600	540
Math	670	590	530
ACT	-	-	-
Reading	30	25	21
English	28	25	22
Math	29	26	21
Science	28	24	22

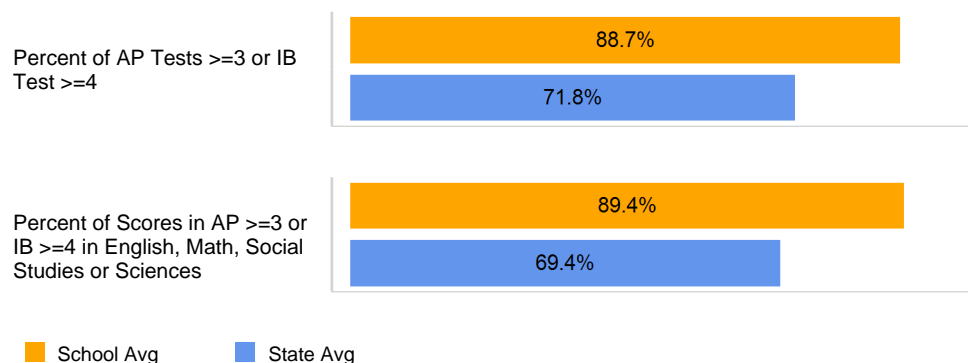


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	48.1%	39.1%
One of More Test	33.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	25.8%	26.6%
Participating in Dual Enrollment	84.6%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	16
AP Calculus BC	80	79
AP Chemistry	72	69
AP English Language and Composition	80	78
AP English Literature and Composition	85	51
AP European History	22	10
AP French Language	47	26
AP German Language	11	10
AP Latin (Virgil, Catullus and Horace)	13	0
AP Macroeconomics	99	45
AP Microeconomics	97	60
AP Music Theory	19	5
AP Physics 1	71	66
AP Physics C	32	0
AP Physics C: Electricity and Magnetism	0	3
AP Physics C: Mechanics	0	11
AP Psychology	96	76
AP Spanish Language	64	26
AP Statistics	65	43
AP Studio Art—Two-Dimensional	9	0
AP U.S. Government and Politics	25	17
AP U.S. History	123	64
AP World History	68	30
Student AP Tests ≥ 3 and IB Tests ≥ 4		322



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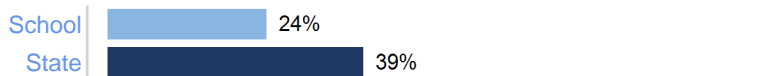
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

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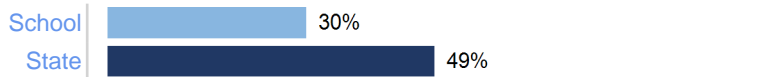
DRAMA



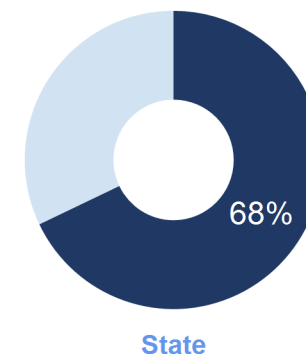
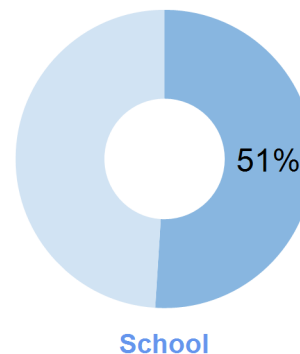
DANCE



VISUAL ARTS

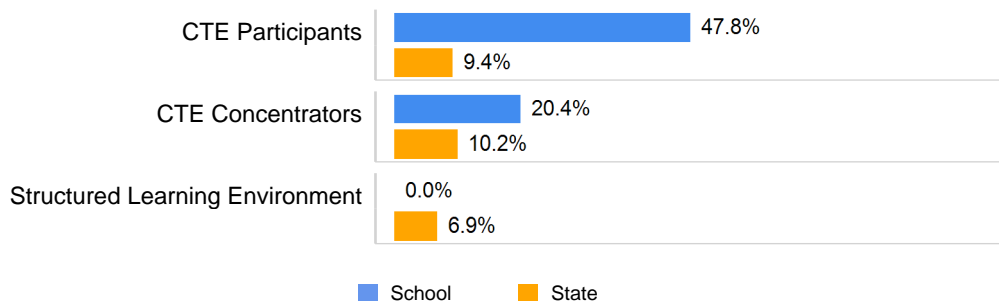


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span 09-12

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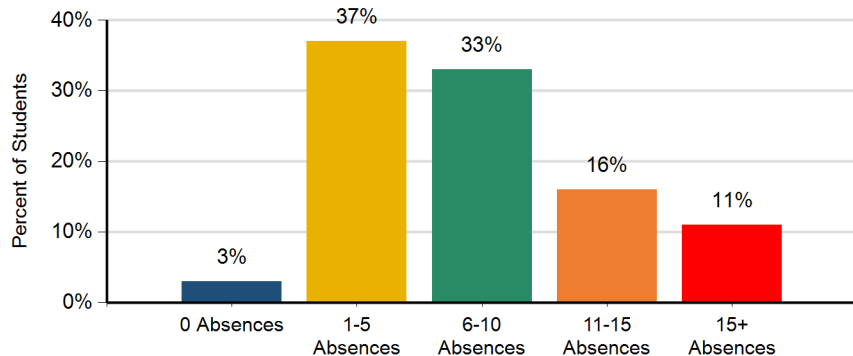
Cherry Hill High School East

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CHERRY HILL, NJ 08003-2598

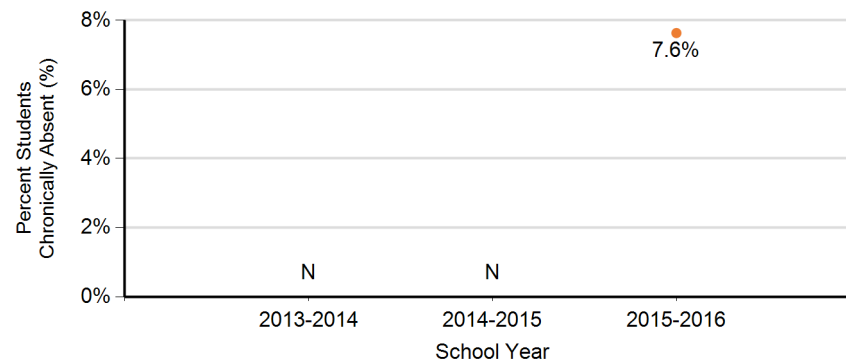
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	98%	92	81%
White	98.1%	78	
African American	95.1%	67	
Hispanic	S	S	
American Indian	N	N	
Asian	99%	37	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	94.2%	88	
English Language Learners	S	S	
Economically Disadvantaged Students	98.2%	87	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	98%	98%
2014	95%	96%
2015	96%	97%
2016	98%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	90.4%	20.7%	79.3%
White	91.6%	20.2%	79.8%
African American	73.5%	36.0%	64.0%
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	94.2%	13.4%	86.6%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	78.4%	24.1%	75.9%
English Language Learners	S	S	S
Economically Disadvantaged Students	80.8%	40.5%	59.5%



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Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	15:1
Administrator	363:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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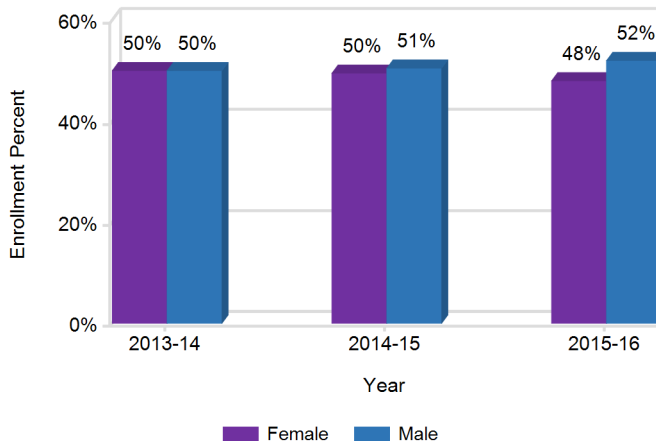
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	358	329	307
Grade 10	380	376	328
Grade 11	337	370	373
Grade 12	362	318	343
UG	25	10	29
Total	1462	1403	1380

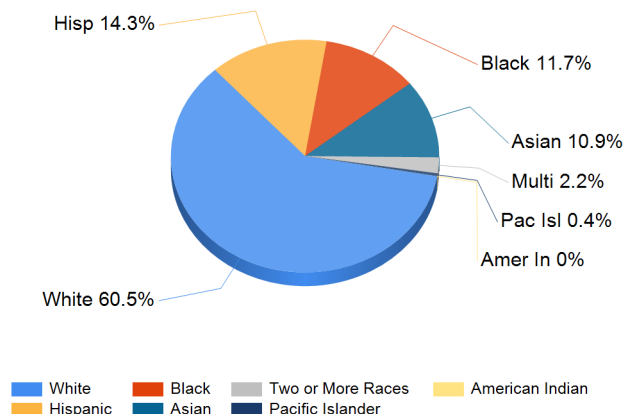
Enrollment by Gender

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



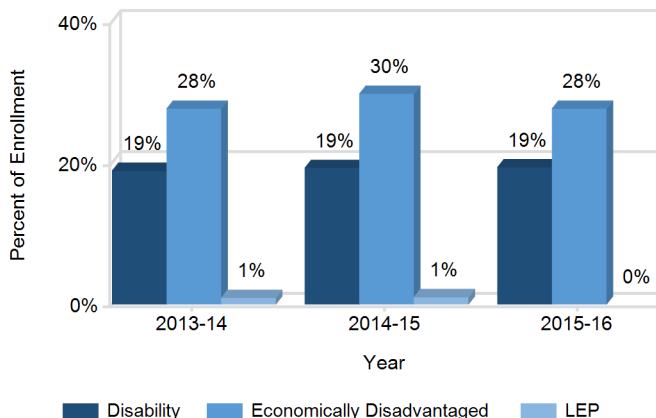
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	82.0%
Spanish	5.8%
Vietnamese	2.2%
Arabic	1.3%
Tagalog	1.2%
Other	7.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	36%	S	32
Mathematics Met or Exceeded Expectations	20%	S	37

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	498	36%	32	81%	X	474	20%	37	82%	X
White	290	37%	20	79%	X	269	20%	25	78%	X
African American	57	26%	33	82%	X	55	13%	55	90%	X
Hispanic	80	30%	39	87%	X	78	15%	49	88%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	63	43%	14	84%	X	62	27%	18	90%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	113	13%	67	84%	X	97	6%	59	84%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	136	24%	31	80%	X	133	16%	49	85%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	278	742	757	746	13%	17%	28%	37%	6%	43%	49%
White	157	744	757	754	12%	15%	27%	39%	7%	46%	58%
African American	34	735	740	729	15%	24%	32%	18%	12%	29%	30%
Hispanic	48	732	738	730	17%	23%	27%	33%	N	33%	34%
Asian	S	S	775	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	751	748	S	S	S	S	S	S	53%
Students with Disability	S	S	716	713	S	S	S	S	S	S	12%
English Language Learners	S	S	707	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	76	727	740	729	20%	25%	29%	25%	1%	26%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	246	721	738	740	30%	23%	22%	23%	2%	25%	44%
White	138	720	736	747	33%	23%	18%	23%	4%	26%	50%
African American	S	S	724	722	S	S	S	S	S	S	28%
Hispanic	41	721	728	726	29%	22%	27%	22%	N	22%	33%
Asian	31	727	756	767	23%	16%	32%	29%	N	29%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	739	741	S	S	S	S	S	S	45%
Students with Disability	S	S	713	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	73	715	725	723	37%	23%	22%	16%	1%	18%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	204	728	736	736	22%	21%	28%	26%	3%	29%	40%
White	113	730	740	739	21%	20%	28%	27%	4%	31%	42%
African American	35	726	727	728	23%	20%	37%	17%	3%	20%	30%
Hispanic	26	724	720	732	31%	15%	23%	31%	N	31%	37%
Asian	S	S	741	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	739	736	S	S	S	S	S	S	39%
Students with Disability	54	727	727	710	30%	15%	30%	24%	2%	26%	13%
English Language Learners	S	S	697	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	71	723	727	730	32%	17%	25%	25%	N	25%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



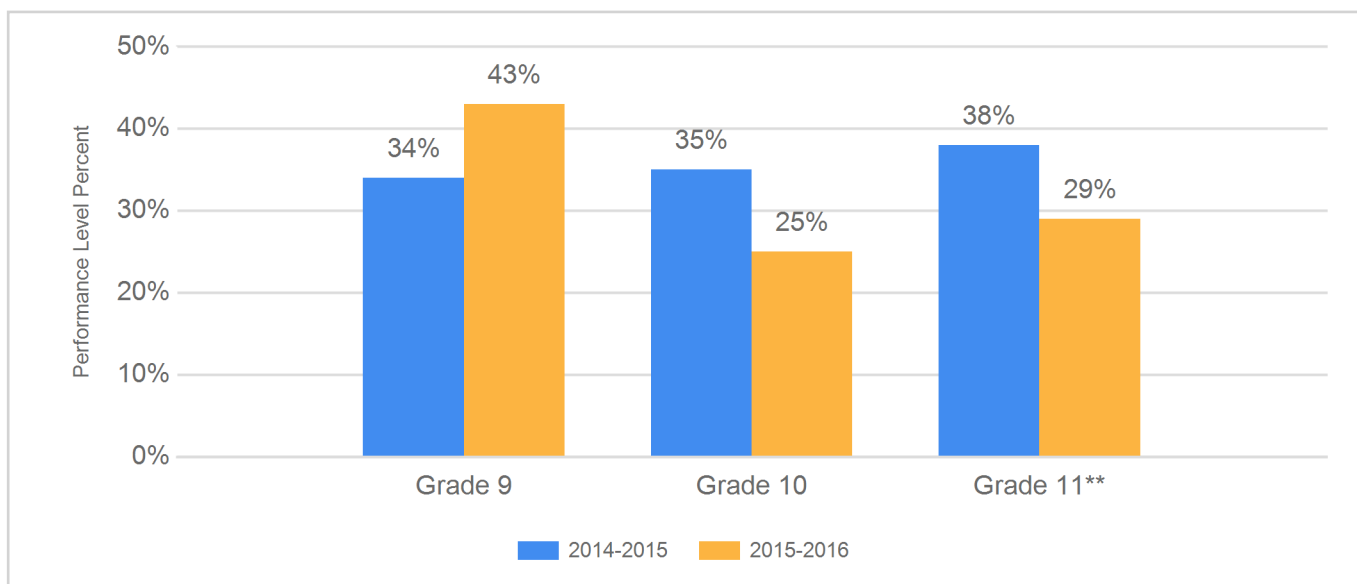
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	728	737	727	15%	27%	33%	26%	N	26%	41%
White	89	729	740	734	12%	26%	37%	25%	N	25%	51%
African American	26	721	724	717	23%	35%	23%	19%	N	19%	20%
Hispanic	44	726	724	720	16%	25%	34%	25%	N	25%	25%
Asian	S	S	749	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	745	727	S	S	S	S	S	S	47%
Students with Disability	54	714	714	708	28%	37%	24%	11%	N	11%	10%
English Language Learners	S	S	720	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	70	722	725	719	17%	36%	24%	23%	N	23%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	255	723	737	730	11%	43%	35%	10%	0%	11%	27%
White	137	725	736	736	6%	45%	38%	11%	N	11%	34%
African American	S	S	723	717	S	S	S	S	S	S	9%
Hispanic	S	S	723	720	S	S	S	S	S	S	13%
Asian	33	731	753	750	9%	27%	39%	24%	N	24%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	728	730	S	S	S	S	S	S	29%
Students with Disability	S	S	715	709	S	S	S	S	S	S	5%
English Language Learners	S	S	735	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	726	719	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	206	714	734	722	36%	29%	18%	16%	1%	17%	27%
White	120	716	730	728	36%	27%	18%	18%	2%	20%	31%
African American	S	S	702	700	S	S	S	S	S	S	8%
Hispanic	27	705	711	707	59%	7%	22%	11%	N	11%	12%
Asian	31	726	761	754	10%	48%	23%	19%	N	19%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	736	727	S	S	S	S	S	S	34%
Students with Disability	S	S	700	690	S	S	S	S	S	S	5%
English Language Learners	S	S	683	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	724	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



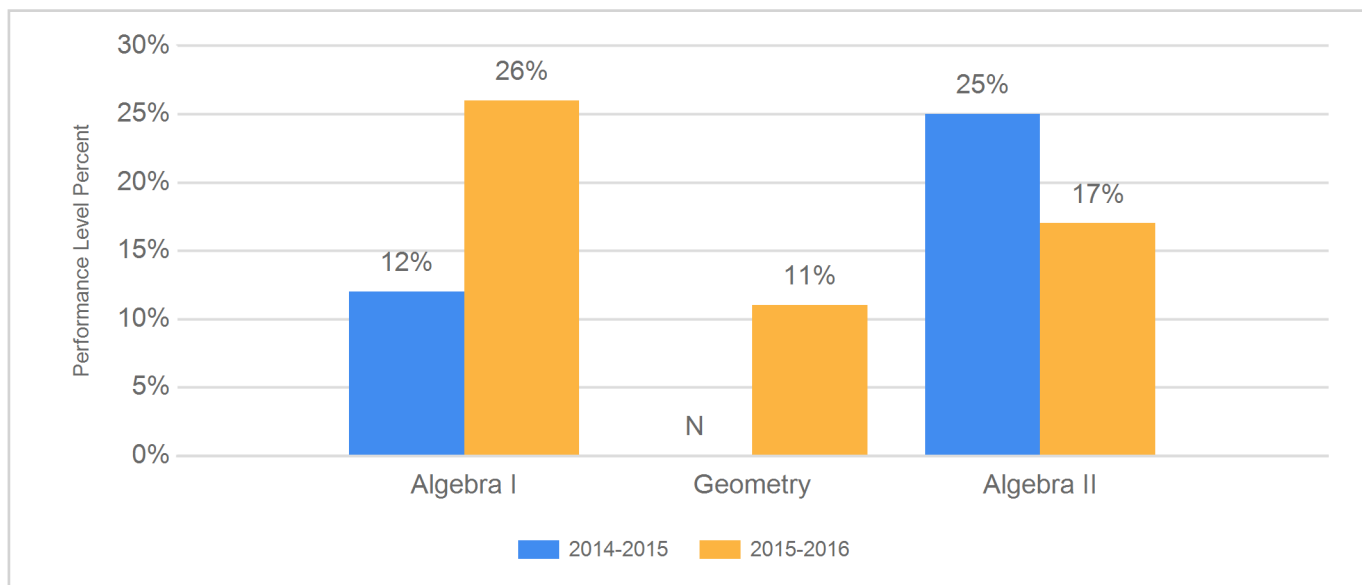
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

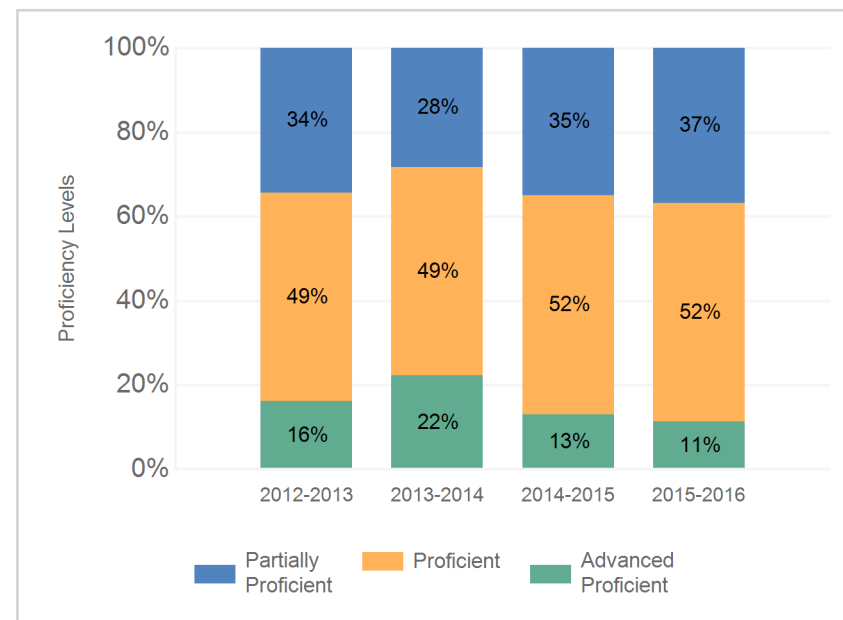
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	11%	52%	37%
White	13%	58%	30%
African American	2%	43%	55%
Hispanic	9%	34%	57%
American Indian	N	N	N
Asian	15%	53%	32%
Two or More Races	8%	39%	54%
Students with Disability	N	18%	82%
English Language Learners	S	S	S
Economically Disadvantaged Students	5%	37%	59%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	94.8%	95.5%
Percent of Students Participating in SAT	57.1%	58.0%
Percent of Students Participating in ACT	17.5%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	74%	71%
Math	530	57%	53%
ACT	-	-	-
Reading	22	58%	58%
English	18	77%	74%
Math	22	58%	61%
Science	23	50%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	946	950
SAT	-	-
Reading and Writing	539	537
Math	538	538
ACT	-	-
Reading	23	23
English	22	22
Math	23	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1050	930	820
SAT	-	-	-
Reading and Writing	600	540	470
Math	600	540	470
ACT	-	-	-
Reading	29	23	19
English	26	23	18
Math	27	24	18
Science	25	23	19

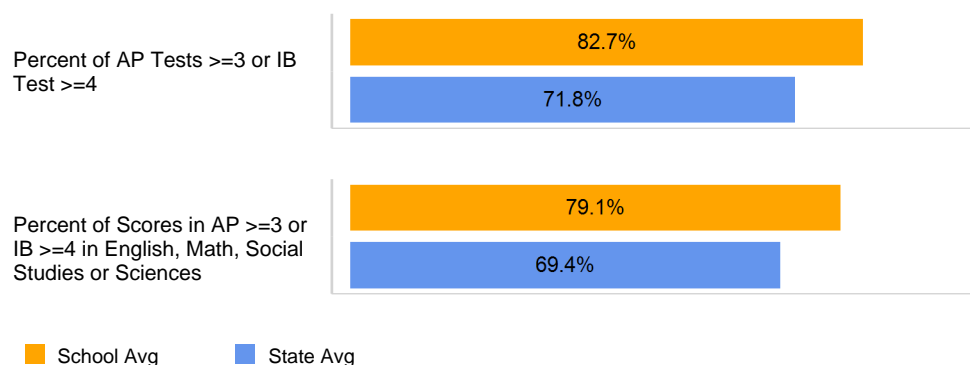


State of New Jersey
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Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	16
AP Calculus AB	0	1
AP Calculus BC	38	36
AP Chemistry	10	9
AP English Language and Composition	83	66
AP English Literature and Composition	61	52
AP French Language	10	2
AP Latin (Virgil, Catullus and Horace)	5	0
AP Macroeconomics	15	12
AP Microeconomics	15	0
AP Music Theory	9	4
AP Physics 1	52	35
AP Physics C	12	0
AP Physics C: Mechanics	0	11
AP Psychology	108	70
AP Spanish Language	27	13
AP Statistics	48	39
AP Studio Art—Two-Dimensional	6	1
AP U.S. Government and Politics	18	13
AP U.S. History	91	38
Student AP Tests ≥ 3 and IB Tests ≥ 4		153

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	42.5%	39.1%
One of More Test	25.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	21.4%	26.6%
Participating in Dual Enrollment	67.5%	15.4%



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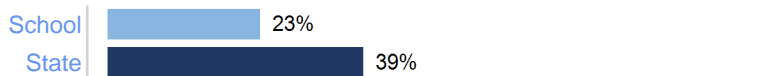
Grade Span 09-12

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



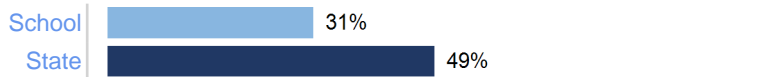
DRAMA



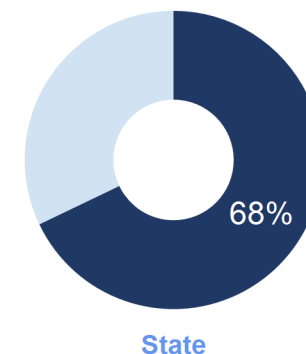
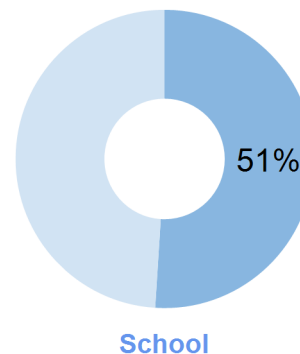
DANCE



VISUAL ARTS

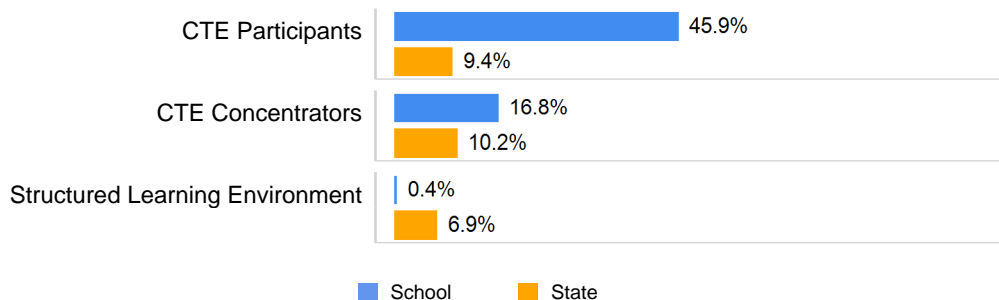


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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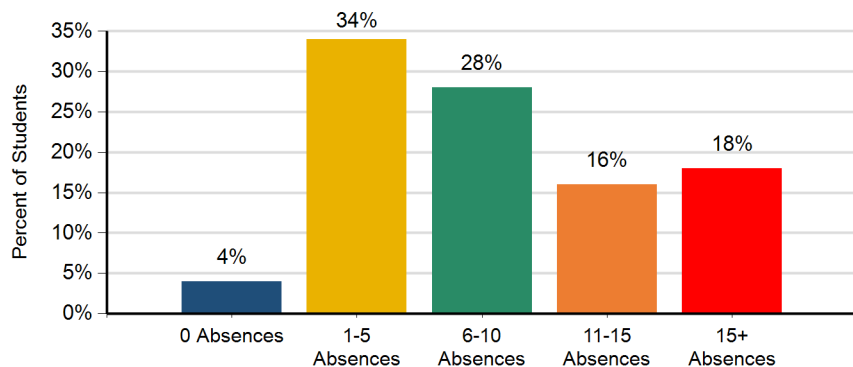
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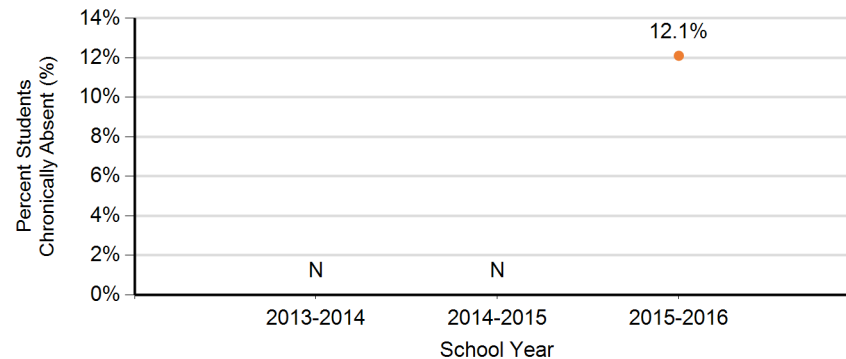
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	88.4%	29	81%
White	88.7%	20	
African American	90.5%	51	
Hispanic	83.3%	28	
American Indian	N	N	
Asian	92.3%	15	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	79.8%	40	
English Language Learners	S	S	
Economically Disadvantaged Students	82.1%	29	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.0%	1.2%
White	1.2%	0.6%
African American	0.6%	2.6%
Hispanic	0.5%	2.2%
American Indian	N	3.4%
Asian	0.7%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	0.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.1%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	91%
2014	89%	93%
2015	92%	93%
2016	88%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	81.7%	37.3%	62.7%
White	82.3%	34.2%	65.8%
African American	90.3%	32.1%	67.9%
Hispanic	63.6%	66.7%	33.3%
American Indian	0.0%	0.0%	0.0%
Asian	84.8%	41.0%	59.0%
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	66.7%	68.2%	31.8%
English Language Learners	S	S	S
Economically Disadvantaged Students	75.6%	54.8%	45.2%



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Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	230:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	8.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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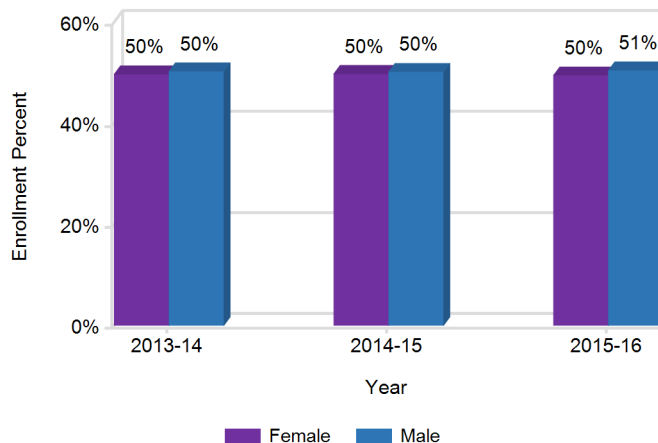
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	59	76	70
Grade 01	83	82	80
Grade 02	87	82	84
Grade 03	72	84	80
Grade 04	73	74	84
Grade 05	102	74	76
UG	3	8	1
Total	479	480	475

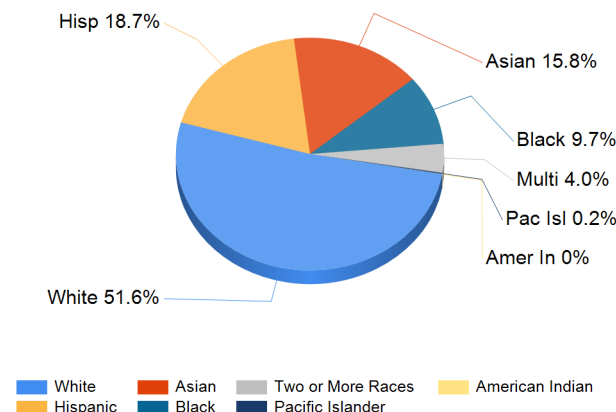
Enrollment by Gender

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



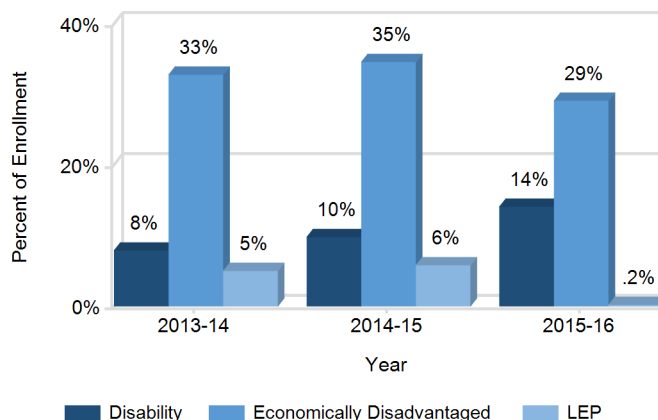
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.8%
Spanish	8.0%
Vietnamese	2.7%
Chinese	1.7%
Chuang	1.5%
Other	10.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	33	55
Mathematics Met or Exceeded Expectations	57%	47	62

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓* = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	236	58%	55	97%	✓	236	57%	62	97%	✓
White	134	66%	61	97%	✓	134	66%	70	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	43	42%	50	100%	✓	43	33%	45	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	30%	71	97%	✓	57	28%	69	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	60	37%	52	100%	✓	60	27%	42	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	747	759	746	13%	18%	18%	48%	4%	52%	48%
White	51	751	763	756	10%	16%	20%	51%	4%	55%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	15	748	738	730	13%	13%	13%	53%	7%	60%	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	16	713	730	718	38%	25%	13%	25%	N	25%	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	22	717	735	727	36%	23%	14%	27%	N	27%	28%
PARCC MATH											
Schoolwide	85	756	763	749	7%	9%	21%	41%	21%	62%	52%
White	51	760	765	757	6%	10%	16%	45%	24%	69%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	15	749	742	736	7%	7%	40%	27%	20%	47%	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	16	718	741	727	25%	31%	19%	19%	6%	25%	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	22	725	741	732	18%	27%	27%	27%	N	27%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	755	759	750	7%	10%	26%	43%	14%	58%	54%
White	44	761	763	759	7%	5%	21%	48%	21%	68%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	20	741	739	737	10%	20%	30%	35%	5%	40%	37%
Asian	14	766	766	773	N	7%	29%	43%	21%	64%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	17	733	732	723	29%	12%	18%	29%	12%	41%	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	22	737	738	734	14%	27%	18%	41%	N	41%	33%
PARCC MATH											
Schoolwide	90	749	754	745	1%	16%	32%	46%	6%	51%	47%
White	44	756	755	752	N	9%	25%	59%	7%	66%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	20	737	736	733	5%	20%	45%	30%	N	30%	30%
Asian	14	758	767	771	N	7%	29%	50%	14%	64%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	17	742	734	724	6%	24%	29%	35%	6%	41%	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	734	736	730	5%	27%	46%	23%	N	23%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	759	760	751	5%	10%	21%	52%	12%	64%	53%
White	42	766	763	758	5%	2%	14%	69%	10%	79%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	11	736	741	738	9%	27%	36%	18%	9%	27%	37%
Asian	13	762	772	773	8%	8%	23%	46%	15%	62%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	27	730	733	723	11%	26%	41%	22%	N	22%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	24	746	740	735	N	17%	42%	38%	4%	42%	33%
PARCC MATH											
Schoolwide	77	748	754	747	3%	17%	29%	49%	3%	52%	47%
White	42	751	755	753	N	14%	26%	60%	N	60%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	11	731	736	735	18%	18%	46%	18%	N	18%	31%
Asian	13	758	774	774	N	15%	15%	54%	15%	69%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	27	729	735	725	4%	41%	37%	19%	N	19%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	24	736	739	732	4%	38%	29%	25%	4%	29%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



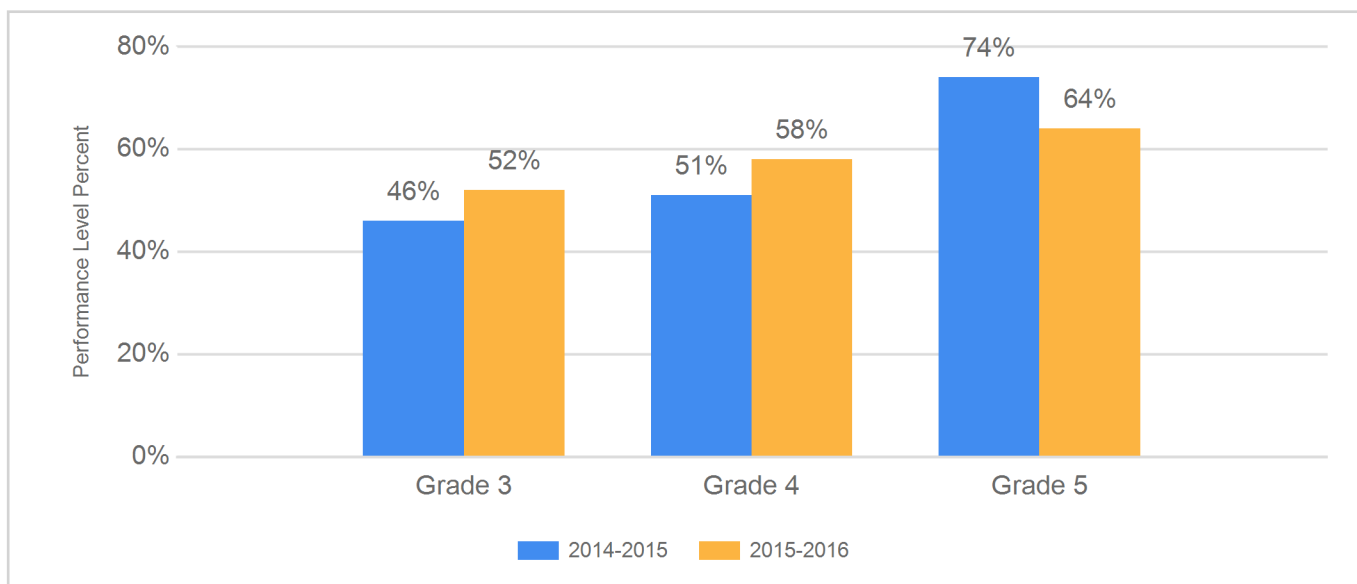
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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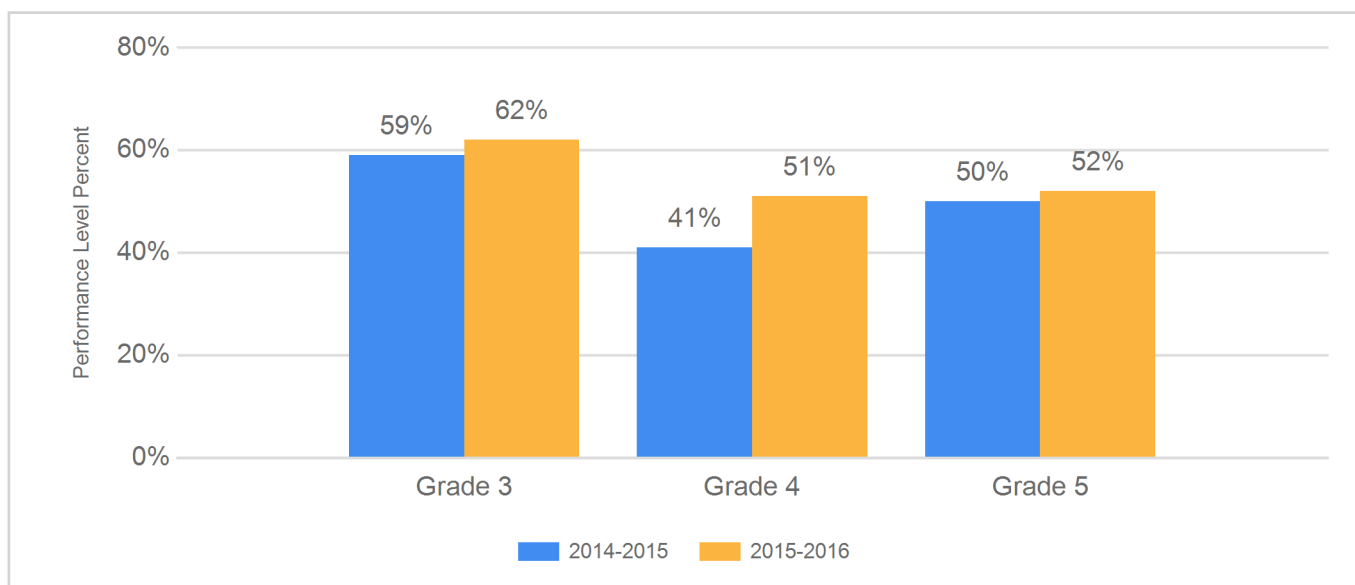
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

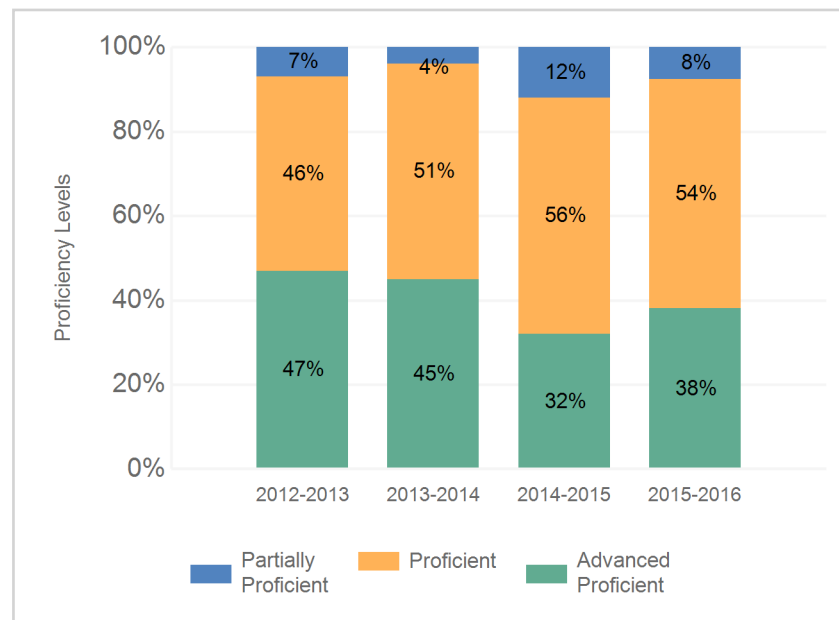
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	38%	54%	8%
White	38%	58%	4%
African American	S	S	S
Hispanic	30%	55%	15%
American Indian	N	N	N
Asian	43%	50%	7%
Two or More Races	S	S	S
Students with Disability	22%	56%	22%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	87%	13%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	66	48	50
Student Growth on Math	48	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	3%	4%
Approached (L3)	3%	13%	4%
Met (L4)	9%	14%	31%
Exceeded (L5)	1%	2%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	6%	5%	1%
Approached (L3)	9%	11%	9%
Met (L4)	12%	26%	16%
Exceeded (L5)	0%	2%	2%



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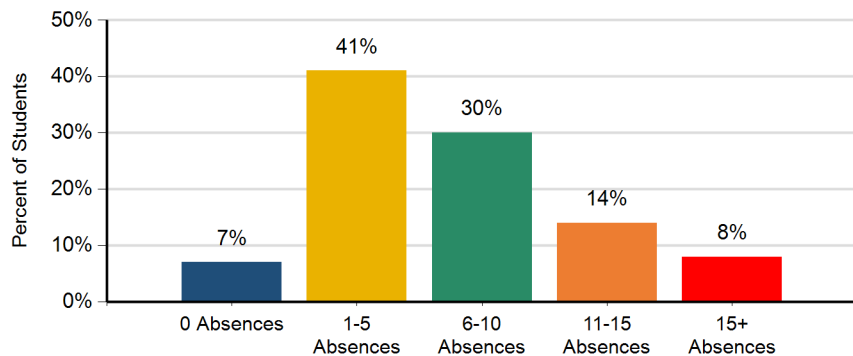
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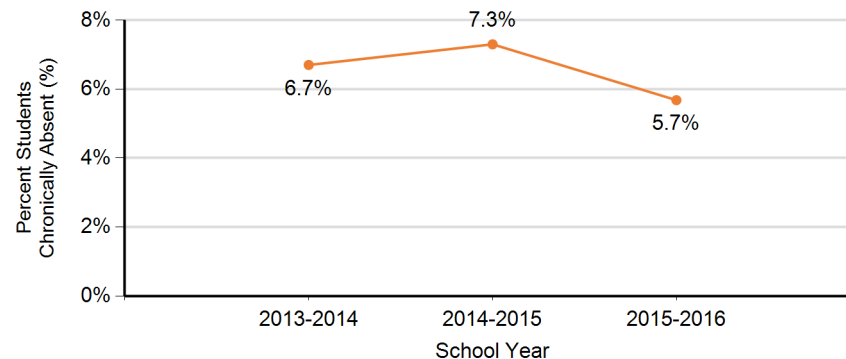
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	475:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.8%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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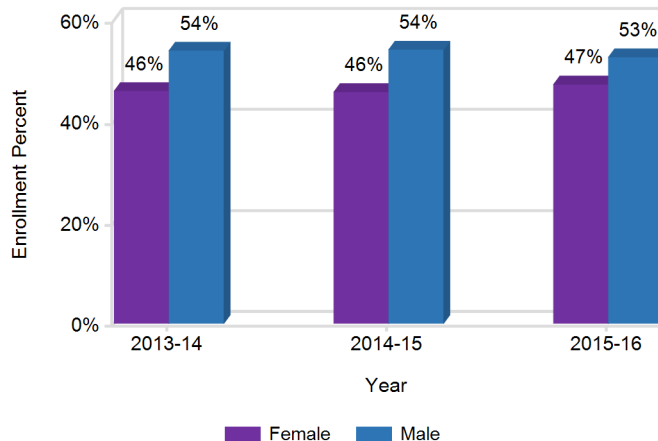
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	313	273	307
Grade 07	329	309	289
Grade 08	278	337	320
UG	43	49	0
Total	963	968	916

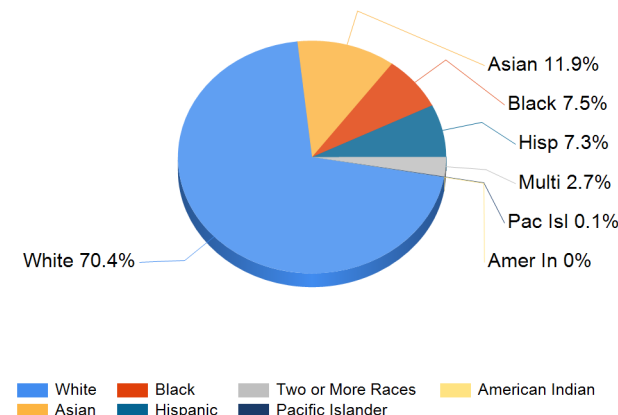
Enrollment by Gender

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



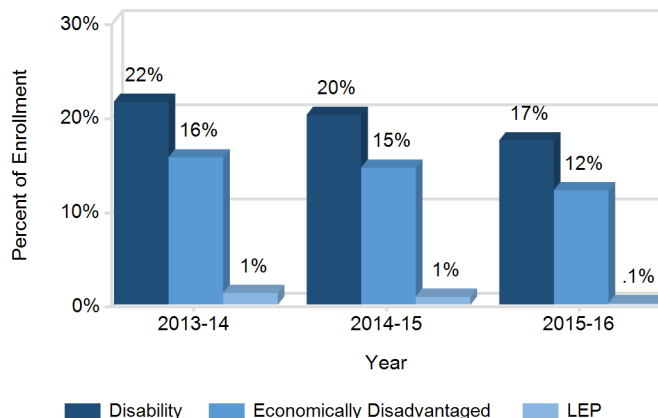
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.6%
Chinese	2.5%
Spanish	2.1%
Russian	1.0%
Hebrew	0.9%
Other	5.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	60	73
Mathematics Met or Exceeded Expectations	53%	27	58

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	823	67%	73	92%	X	827	53%	58	92%	X
White	583	70%	71	91%	X	585	55%	51	91%	X
African American	64	39%	48	99%	√	64	27%	48	99%	√
Hispanic	54	52%	70	93%	X	54	35%	50	93%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	95	79%	47	97%	√	97	71%	37	97%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	159	32%	76	89%	X	158	25%	66	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	96	46%	72	91%	X	95	32%	58	90%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	293	769	762	750	2%	7%	16%	50%	26%	75%	52%
White	205	771	764	756	2%	7%	13%	50%	29%	79%	61%
African American	18	741	744	732	11%	11%	44%	33%	N	33%	31%
Hispanic	22	751	751	738	N	9%	32%	59%	N	59%	37%
Asian	35	784	771	772	N	N	9%	51%	40%	91%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	13	758	757	755	N	8%	31%	46%	15%	62%	60%
Students with Disability	54	738	734	719	7%	22%	37%	30%	4%	33%	15%
English Language Learners	S	S	714	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	749	745	735	6%	19%	25%	39%	11%	50%	33%
PARCC MATH											
Schoolwide	295	751	750	743	5%	13%	25%	49%	8%	57%	43%
White	206	754	752	750	3%	9%	24%	54%	9%	63%	53%
African American	18	722	730	724	22%	44%	22%	11%	N	11%	20%
Hispanic	22	733	736	730	5%	32%	36%	27%	N	27%	26%
Asian	36	762	762	768	6%	3%	19%	61%	11%	72%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	13	744	745	748	8%	15%	39%	31%	8%	39%	49%
Students with Disability	54	729	727	717	17%	35%	26%	17%	6%	22%	13%
English Language Learners	S	S	732	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	35	731	736	728	17%	37%	17%	26%	3%	29%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	261	766	762	753	4%	6%	15%	44%	30%	74%	56%
White	191	768	764	760	3%	5%	13%	48%	31%	80%	65%
African American	23	756	749	733	9%	4%	39%	26%	22%	48%	35%
Hispanic	S	S	741	739	S	S	S	S	S	S	41%
Asian	24	775	771	781	4%	8%	17%	29%	42%	71%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	46	740	727	716	9%	22%	26%	37%	7%	44%	16%
English Language Learners	S	S	735	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	26	742	745	735	12%	8%	31%	35%	15%	50%	37%
PARCC MATH											
Schoolwide	241	745	744	740	4%	17%	35%	39%	5%	44%	39%
White	177	746	746	747	3%	14%	36%	41%	5%	46%	47%
African American	23	734	732	724	9%	22%	44%	26%	N	26%	19%
Hispanic	S	S	732	729	S	S	S	S	S	S	23%
Asian	18	744	753	763	6%	11%	44%	33%	6%	39%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	749	744	S	S	S	S	S	S	44%
Students with Disability	44	729	721	713	11%	27%	36%	23%	2%	25%	9%
English Language Learners	S	S	748	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	26	731	730	727	8%	35%	31%	23%	4%	27%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	300	753	754	753	8%	14%	23%	41%	14%	55%	55%
White	207	753	754	759	8%	15%	22%	42%	14%	55%	63%
African American	23	731	732	732	17%	26%	26%	30%	N	30%	34%
Hispanic	S	S	744	740	S	S	S	S	S	S	43%
Asian	44	772	774	780	2%	2%	25%	41%	30%	71%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	56	723	724	715	25%	27%	27%	20%	2%	21%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	35	735	743	736	20%	11%	29%	37%	3%	40%	38%
**PARCC MATH											
Schoolwide	132	716	721	726	27%	33%	25%	14%	1%	15%	26%
White	90	716	722	732	27%	36%	26%	11%	1%	12%	32%
African American	18	711	711	712	39%	28%	11%	22%	N	22%	14%
Hispanic	S	S	718	721	S	S	S	S	S	S	20%
Asian	11	722	733	745	27%	18%	27%	27%	N	27%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	46	707	708	704	41%	28%	15%	13%	2%	15%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	24	707	715	718	38%	29%	17%	17%	N	17%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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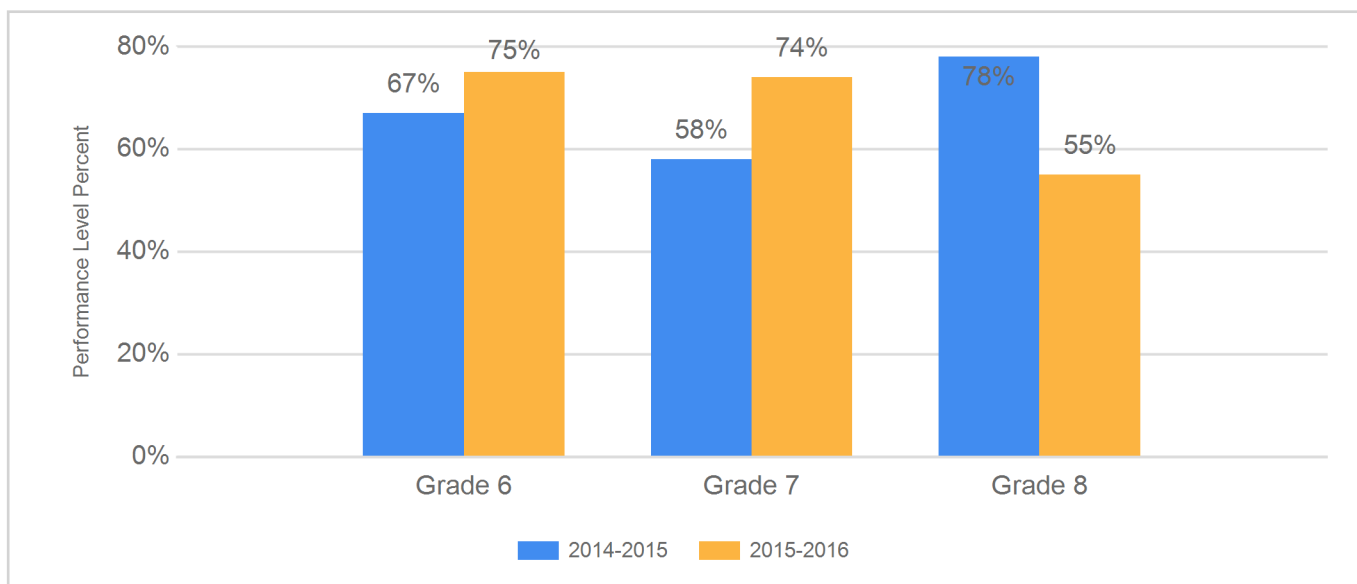
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	167	772	769	769	2%	4%	10%	73%	11%	83%	41%
White	119	771	766	772	2%	5%	11%	72%	10%	82%	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	31	781	781	789	N	3%	7%	74%	16%	90%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	773	776	S	S	S	S	S	S	47%
Students with Disability	S	S	759	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	765	746	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	772	774	776	N	N	N	74%	26%	100%	27%
White	S	S	771	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	779	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	769	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



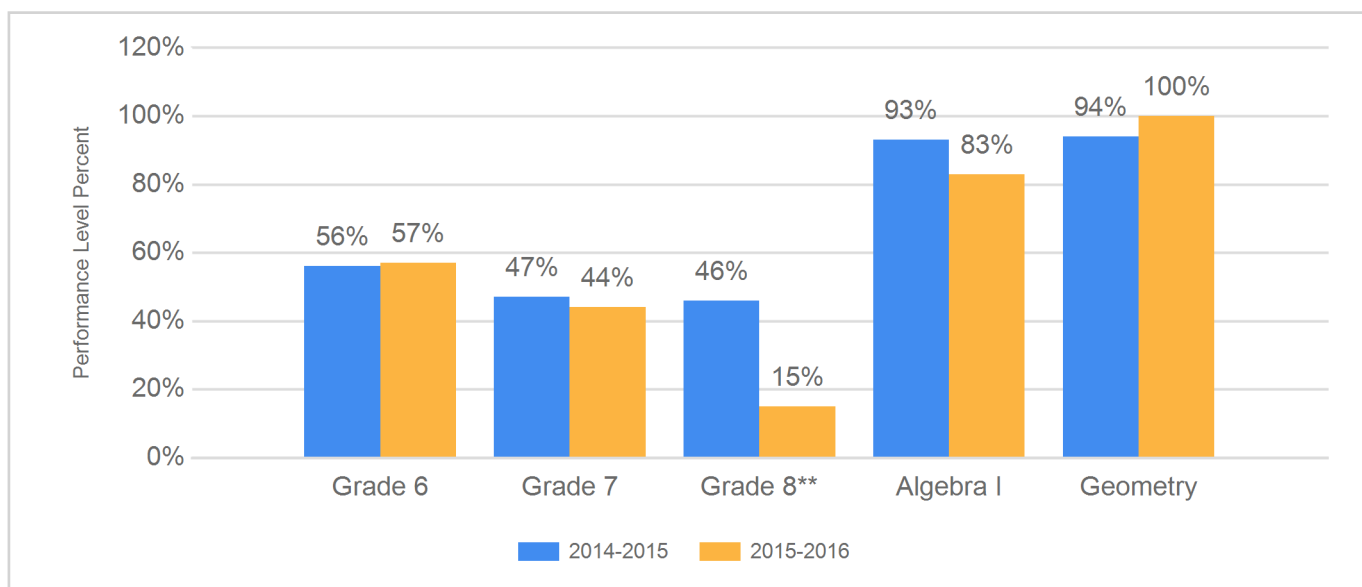
State of New Jersey
2015-2016

Grade Span 06-08

07-0800-073
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

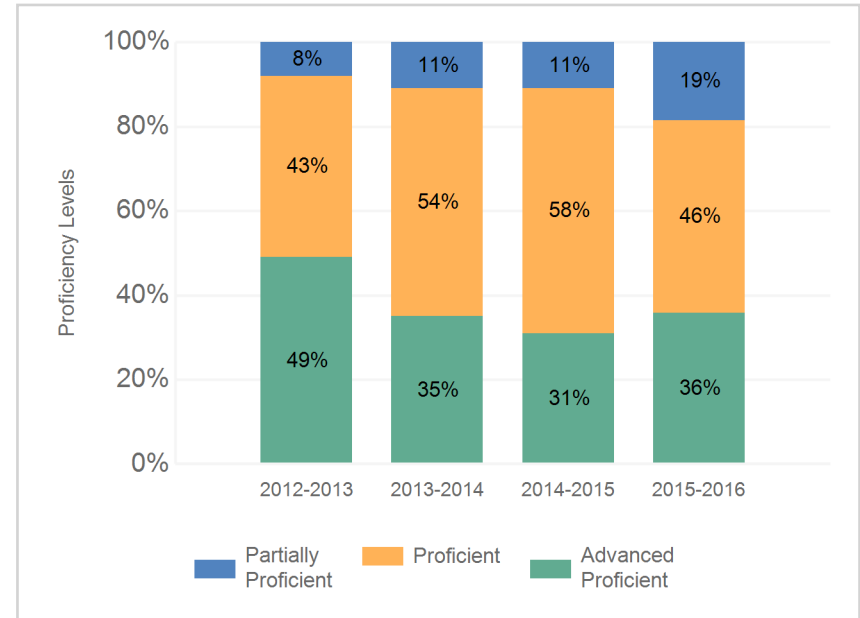
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	36%	46%	19%
White	37%	46%	18%
African American	13%	39%	48%
Hispanic	14%	81%	5%
American Indian	N	N	N
Asian	57%	35%	9%
Two or More Races	S	S	S
Students with Disability	15%	33%	52%
English Language Learners	N	N	N
Economically Disadvantaged Students	26%	38%	36%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	48	50
Student Growth on Math	38	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	6%	1%	0%
Approached (L3)	8%	7%	3%
Met (L4)	15%	14%	16%
Exceeded (L5)	3%	6%	17%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	1%	0%
Partially Met (L2)	10%	5%	1%
Approached (L3)	14%	8%	6%
Met (L4)	13%	14%	14%
Exceeded (L5)	0%	3%	2%



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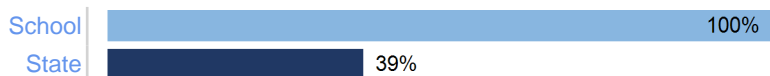
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



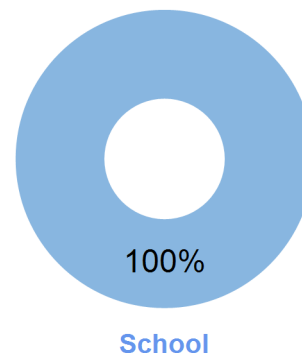
DANCE



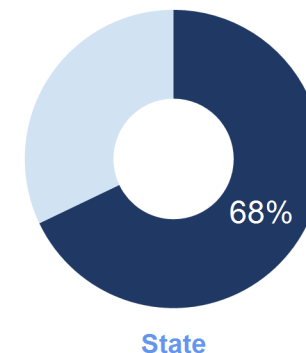
VISUAL ARTS



Any Visual and Performing Arts



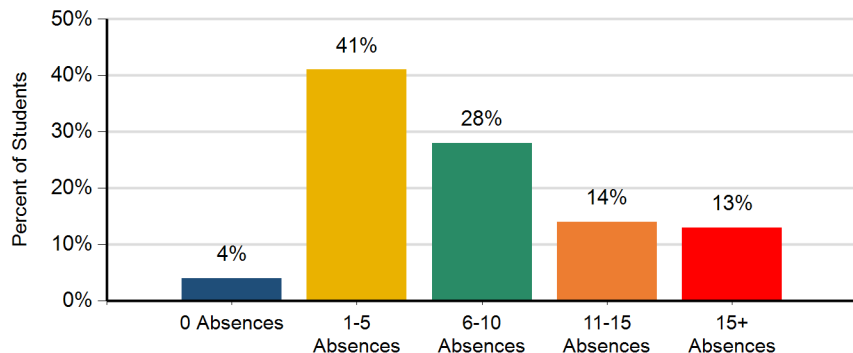
School



State

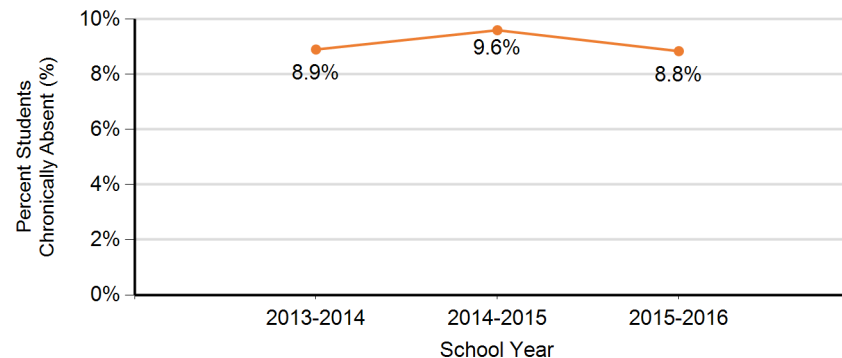
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	306:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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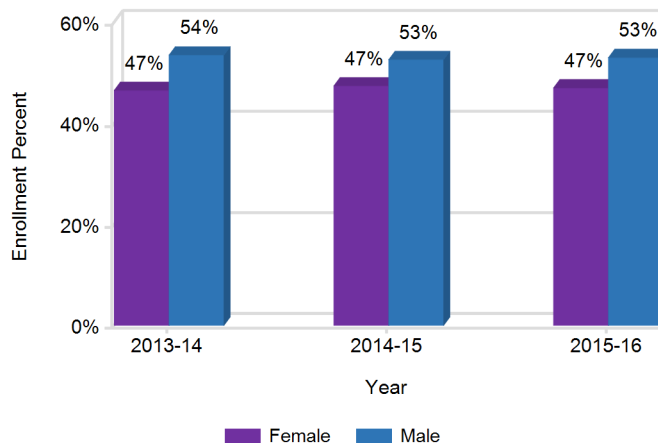
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	43	39	32
Grade 01	54	48	44
Grade 02	42	52	57
Grade 03	44	43	55
Grade 04	40	44	43
Grade 05	56	38	43
UG	24	27	28
Total	303	291	302

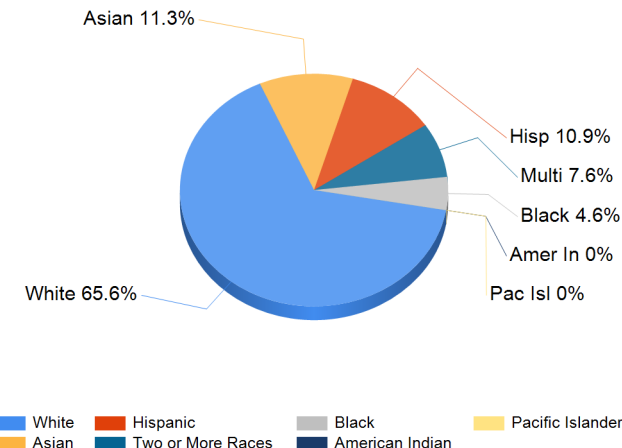
Enrollment by Gender

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



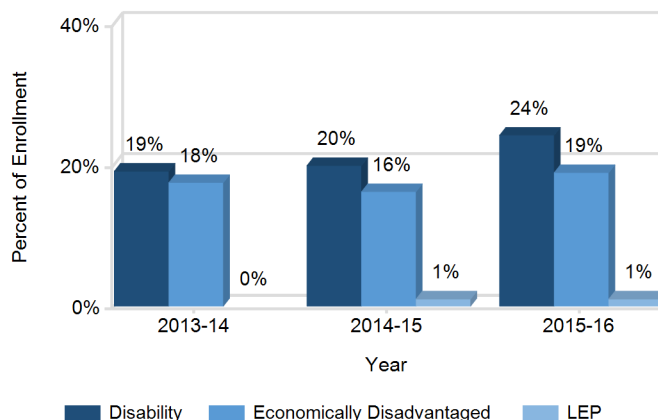
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.4%
Chinese	3.3%
Korean	1.7%
Spanish	1.7%
Tagalog	1.3%
Other	6.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Grade Span KH-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	73	77
Mathematics Met or Exceeded Expectations	69%	87	86

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	144	66%	77	91%	X	144	69%	86	92%	√
White	91	66%	63	88%	X	91	68%	75	89%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	38	34%	81	89%	X	38	37%	86	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	772	759	746	2%	4%	19%	60%	15%	75%	48%
White	31	772	763	756	3%	3%	19%	55%	19%	74%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	48	768	763	749	2%	8%	17%	52%	21%	73%	52%
White	31	766	765	757	3%	7%	19%	52%	19%	71%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	759	759	750	7%	4%	20%	51%	18%	69%	54%
White	27	759	763	759	4%	7%	22%	48%	19%	67%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	766	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	11	738	732	723	9%	9%	36%	46%	N	46%	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	45	756	754	745	9%	4%	13%	71%	2%	73%	47%
White	27	756	755	752	4%	4%	19%	74%	N	74%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	11	735	734	724	18%	18%	27%	36%	N	36%	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	764	760	751	4%	9%	22%	51%	13%	64%	53%
White	31	759	763	758	7%	13%	19%	52%	10%	61%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	733	723	S	S	S	S	S	S	20%
English Language Learners	S	S	720	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	13	743	740	735	15%	15%	23%	39%	8%	46%	33%
PARCC MATH											
Schoolwide	45	763	754	747	2%	9%	22%	47%	20%	67%	47%
White	31	756	755	753	3%	13%	26%	45%	13%	58%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	S	S	722	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	13	744	739	732	8%	23%	31%	23%	15%	39%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



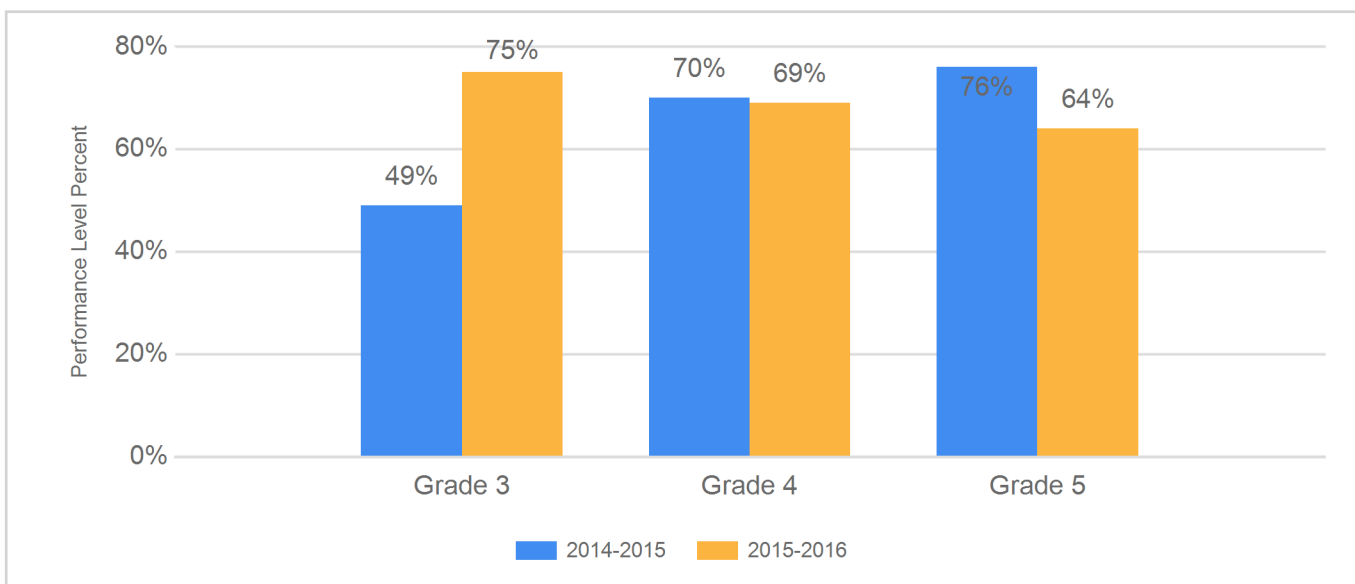
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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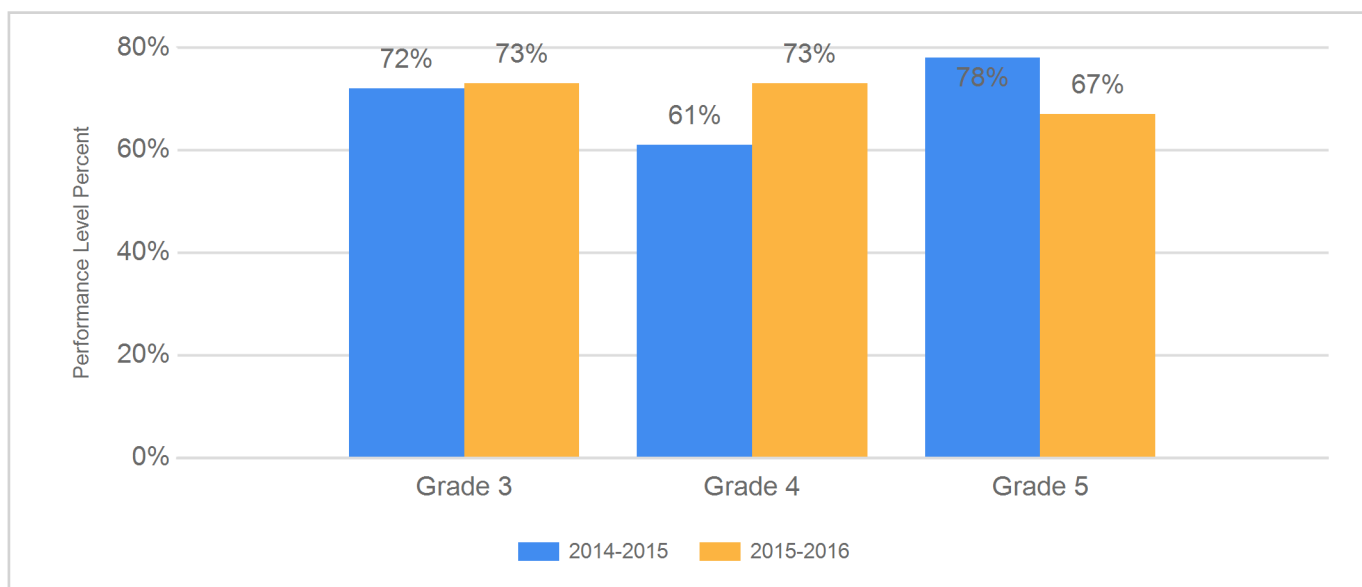
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

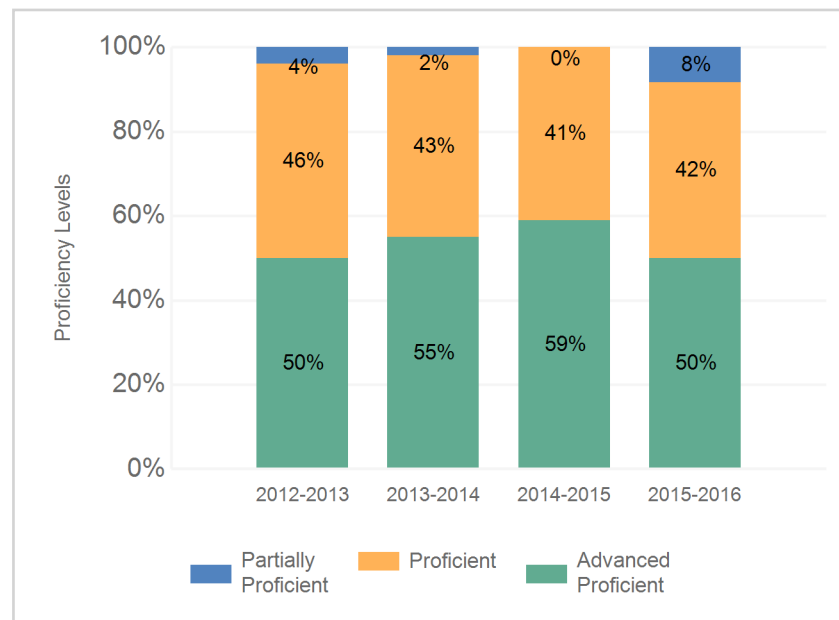
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	42%	8%
White	48%	45%	7%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	18%	73%	9%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	48	50
Student Growth on Math	55	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	1%	0%
Approached (L3)	9%	7%	4%
Met (L4)	16%	17%	22%
Exceeded (L5)	3%	4%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	3%	0%
Approached (L3)	5%	5%	7%
Met (L4)	12%	30%	21%
Exceeded (L5)	4%	3%	7%



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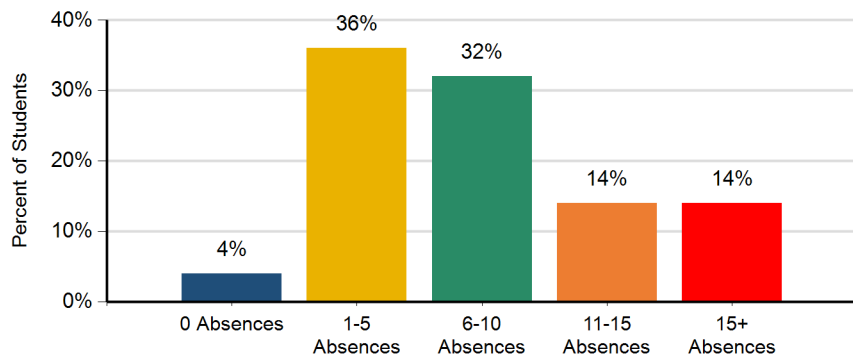
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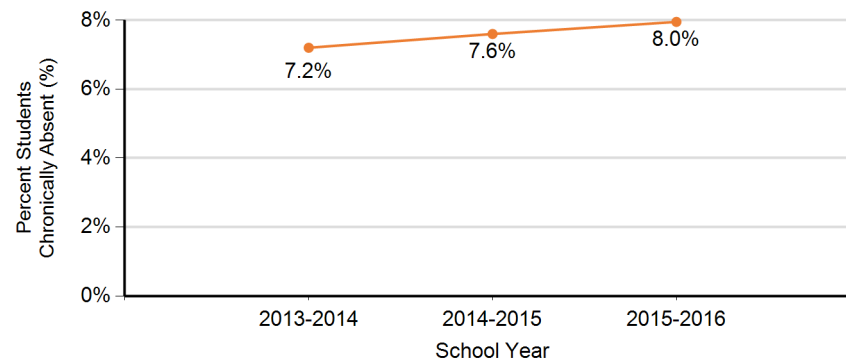
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	302:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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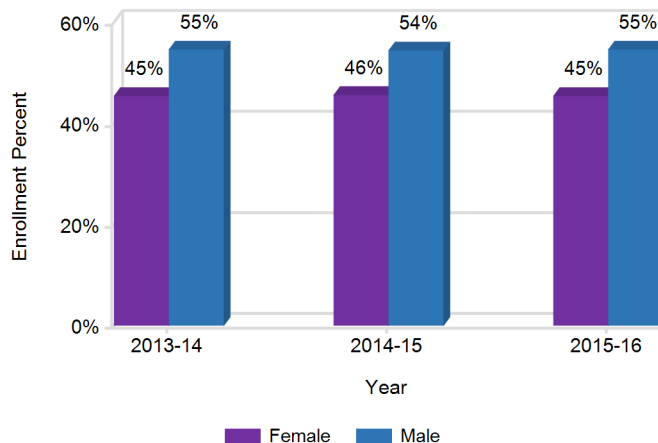
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	26	27	32
Grade 01	44	34	36
Grade 02	43	45	35
Grade 03	42	44	51
Grade 04	46	44	46
Grade 05	43	56	52
UG	29	24	8
Total	273	274	260

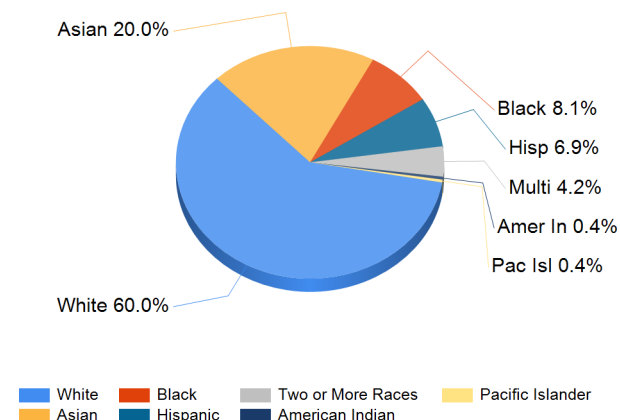
Enrollment by Gender

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



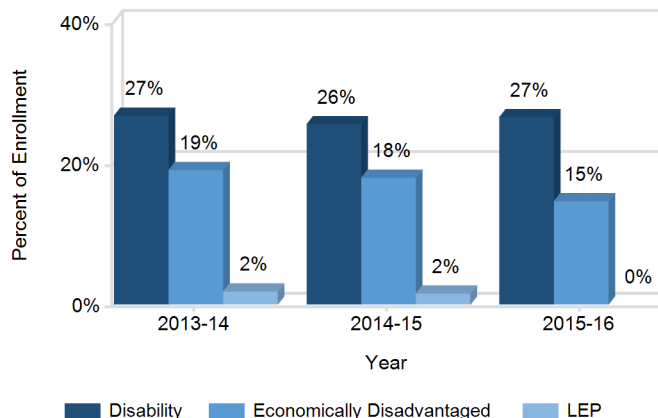
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	81.5%
Chinese	3.1%
Hindi	2.3%
Spanish	1.9%
Gujarati	1.5%
Other	10.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	62%	40	62
Mathematics Met or Exceeded Expectations	60%	60	68

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	136	62%	62	99%	√	136	60%	68	99%	√
White	81	62%	52	98%	√	81	58%	55	98%	√
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	765	759	746	8%	2%	22%	59%	8%	67%	48%
White	32	768	763	756	3%	3%	22%	63%	9%	72%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	49	765	763	749	4%	6%	25%	37%	29%	65%	52%
White	32	766	765	757	N	6%	25%	44%	25%	69%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	755	759	750	7%	12%	26%	40%	16%	56%	54%
White	20	755	763	759	N	20%	25%	40%	15%	55%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	13	758	766	773	15%	N	23%	39%	23%	62%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	43	751	754	745	2%	26%	19%	44%	9%	54%	47%
White	20	751	755	752	5%	20%	20%	45%	10%	55%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	13	762	767	771	N	15%	23%	46%	15%	62%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	755	760	751	2%	18%	20%	50%	10%	60%	53%
White	30	749	763	758	3%	23%	17%	53%	3%	57%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	13	774	772	773	N	N	23%	54%	23%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	15	727	733	723	7%	47%	33%	7%	7%	13%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	50	755	754	747	2%	16%	26%	36%	20%	56%	47%
White	30	748	755	753	3%	20%	30%	33%	13%	47%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	13	778	774	774	N	N	15%	46%	39%	85%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	15	733	735	725	N	40%	47%	7%	7%	13%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



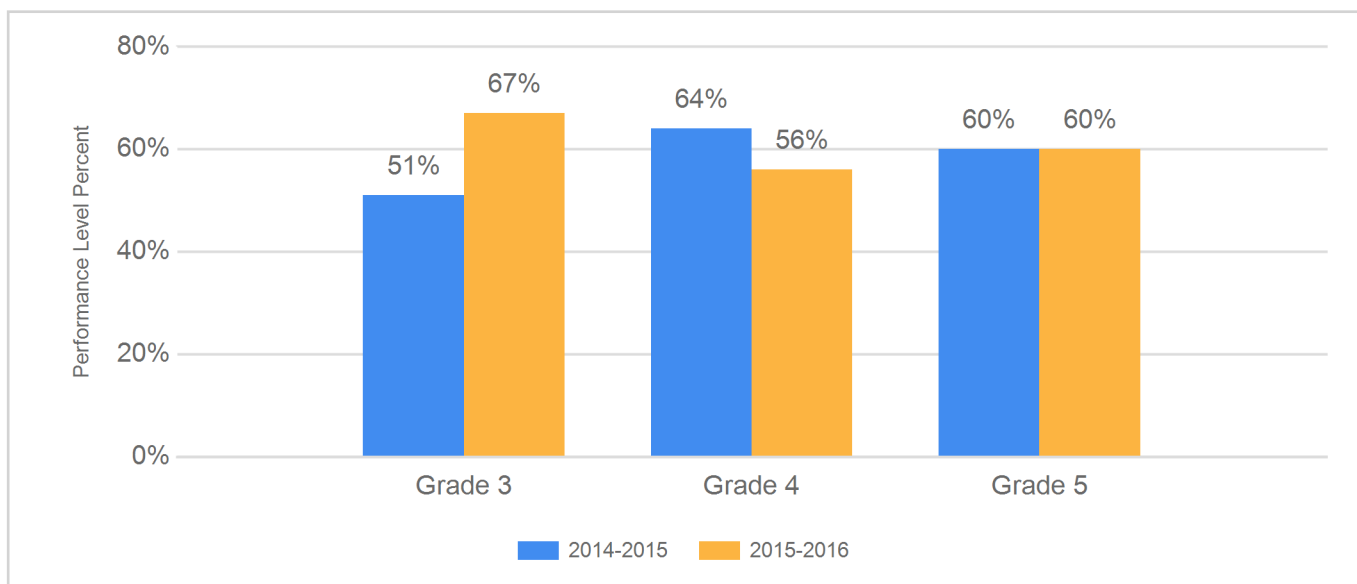
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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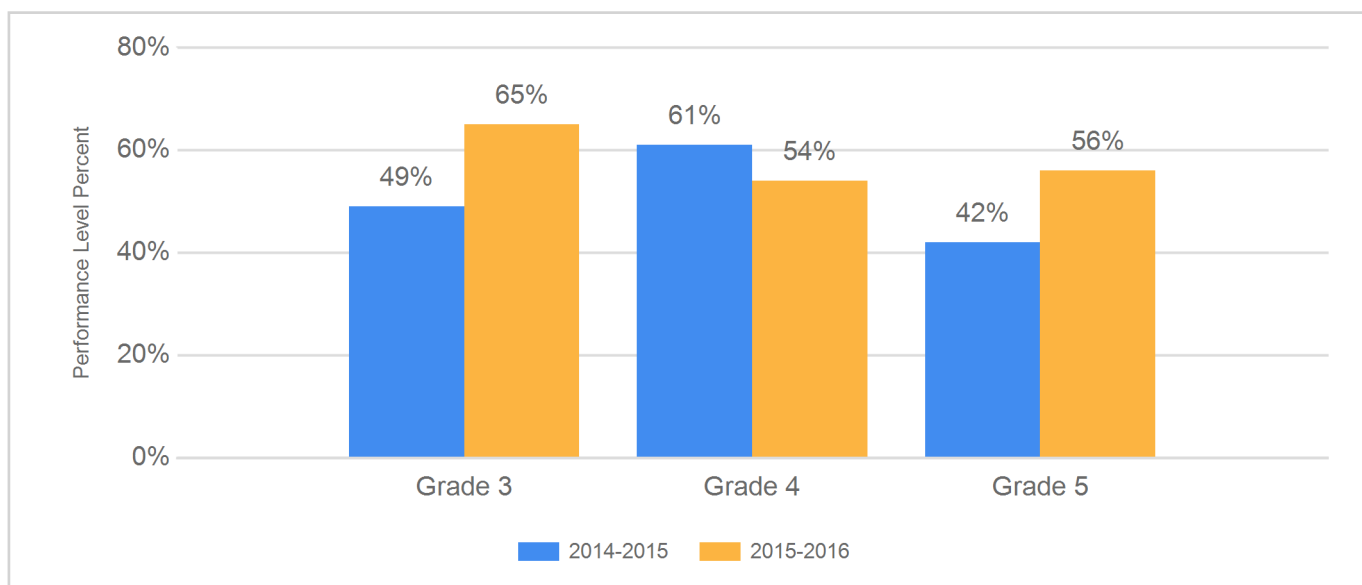
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

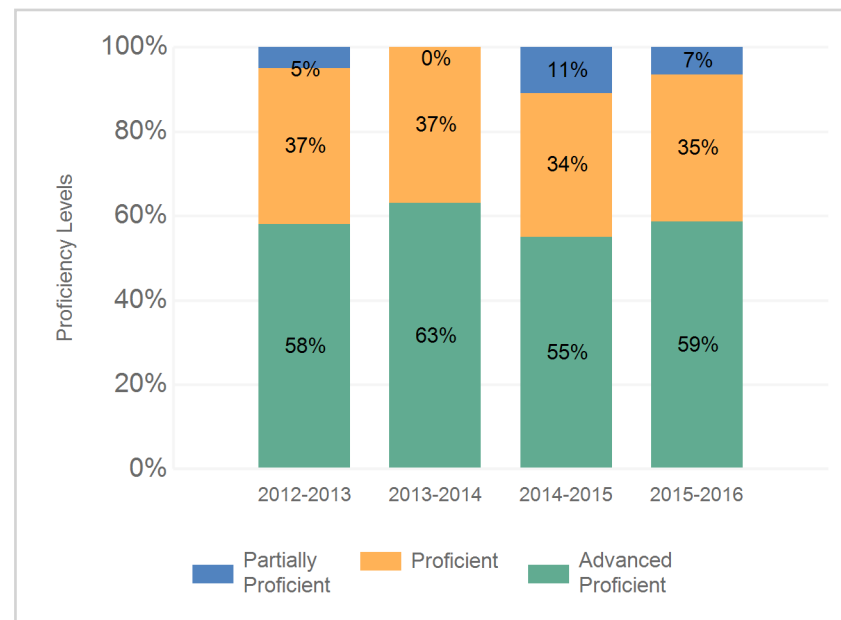
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	59%	35%	7%
White	64%	32%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	62%	39%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

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Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
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For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
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		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	48	50
Student Growth on Math	43	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	12%	4%	1%
Approached (L3)	13%	5%	3%
Met (L4)	17%	17%	10%
Exceeded (L5)	0%	1%	14%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	13%	5%	3%
Approached (L3)	10%	5%	5%
Met (L4)	8%	22%	9%
Exceeded (L5)	3%	5%	9%



State of New Jersey
2015-2016

Grade Span KH-05

07-0800-083

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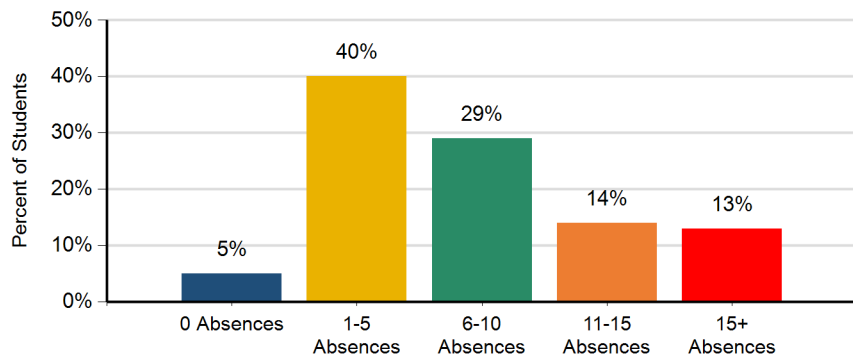
James F. Cooper Elementary School

1960 GREENTREE RD

CHERRY HILL, NJ 08003-1121

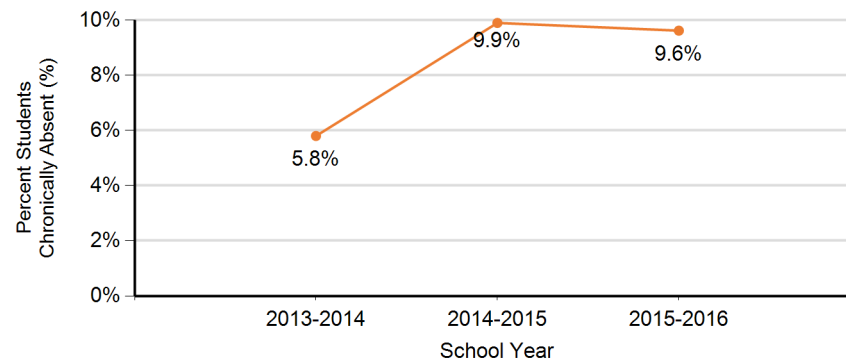
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KH-05

Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	260:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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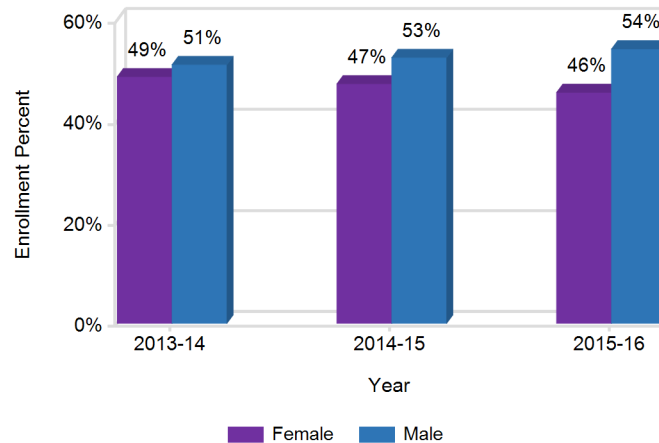
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	64	46	58
Grade 01	68	75	65
Grade 02	56	63	75
Grade 03	71	59	75
Grade 04	77	69	64
Grade 05	68	85	72
UG	30	31	2
Total	434	428	411

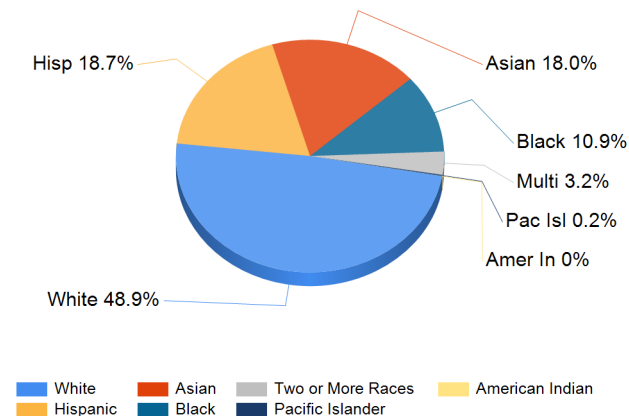
Enrollment by Gender

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



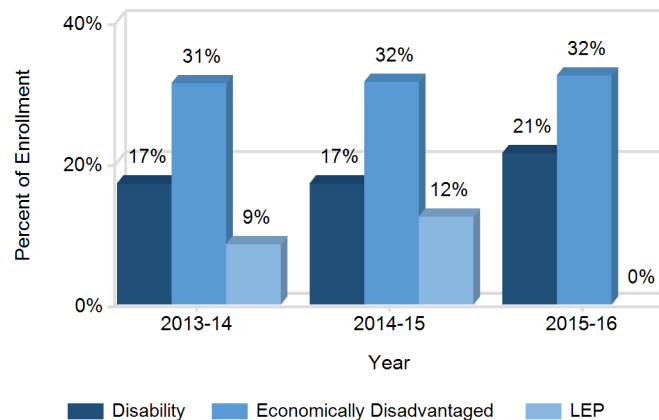
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.8%
Spanish	12.7%
Chinese	2.4%
Bengali	2.2%
Gujarati	1.5%
Other	10.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	27	49
Mathematics Met or Exceeded Expectations	50%	13	50

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	171	56%	49	90%	X	171	50%	50	91%	X
White	79	75%	77	87%	X	79	62%	66	87%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	38	8%	2	96%	✓	38	11%	4	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	39	28%	64	89%	✓	39	23%	55	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	61	21%	16	93%	✓	61	16%	24	93%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	744	759	746	17%	17%	19%	40%	8%	48%	48%
White	30	755	763	756	7%	17%	17%	53%	7%	60%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	14	709	738	730	36%	36%	14%	14%	N	14%	31%
Asian	12	758	767	772	25%	N	17%	33%	25%	58%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	26	716	735	727	31%	27%	27%	15%	N	15%	28%
PARCC MATH											
Schoolwide	66	755	763	749	6%	14%	26%	32%	23%	55%	52%
White	31	763	765	757	N	10%	26%	39%	26%	65%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	12	775	778	777	8%	N	17%	33%	42%	75%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	26	730	741	732	12%	27%	35%	27%	N	27%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	758	759	750	9%	12%	14%	50%	16%	66%	54%
White	27	778	763	759	N	N	11%	67%	22%	89%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	13	777	766	773	N	N	8%	69%	23%	92%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	13	732	732	723	23%	31%	15%	23%	8%	31%	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	20	729	738	734	20%	35%	20%	20%	5%	25%	33%
PARCC MATH											
Schoolwide	58	755	754	745	2%	17%	22%	45%	14%	59%	47%
White	27	768	755	752	N	N	19%	63%	19%	82%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	13	771	767	771	N	N	15%	62%	23%	85%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	13	739	734	724	N	39%	31%	23%	8%	31%	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	20	730	736	730	5%	45%	35%	10%	5%	15%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	748	760	751	8%	14%	28%	51%	N	51%	53%
White	28	760	763	758	N	4%	21%	75%	N	75%	64%
African American	11	725	743	733	18%	18%	46%	18%	N	18%	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	17	722	733	723	24%	35%	18%	24%	N	24%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	24	729	740	735	17%	29%	29%	25%	N	25%	33%
PARCC MATH											
Schoolwide	65	744	754	747	3%	12%	51%	26%	8%	34%	47%
White	28	748	755	753	4%	N	54%	36%	7%	43%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	15	730	736	735	N	27%	60%	13%	N	13%	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	17	728	735	725	N	29%	59%	12%	N	12%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	24	730	739	732	N	29%	54%	17%	N	17%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



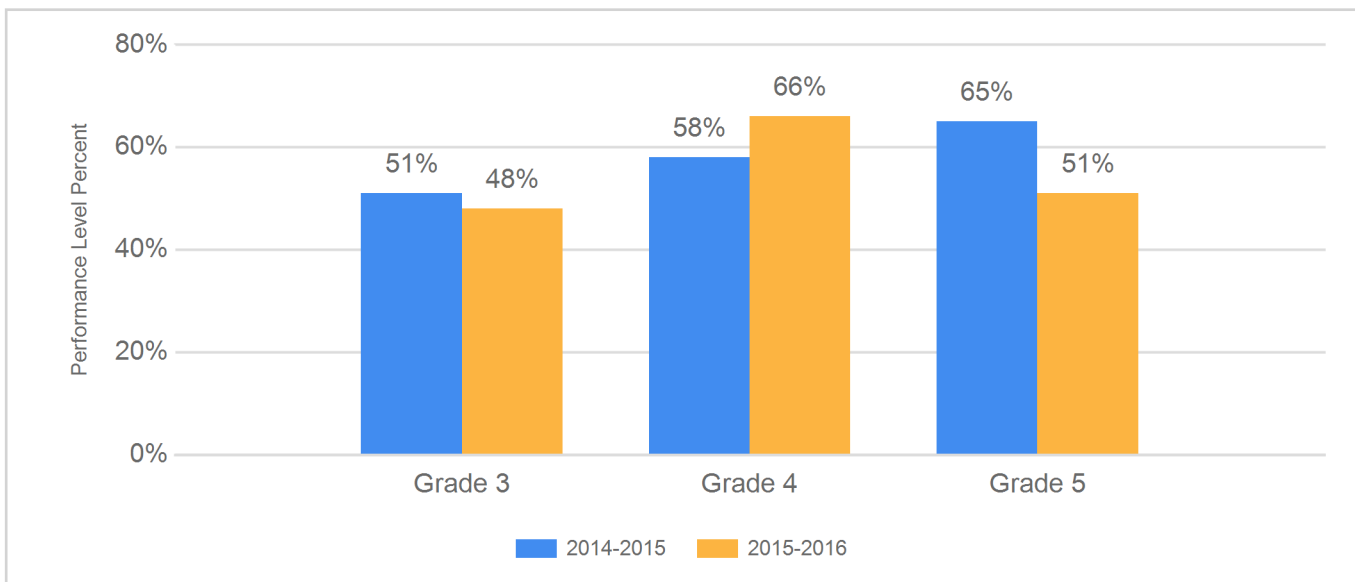
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



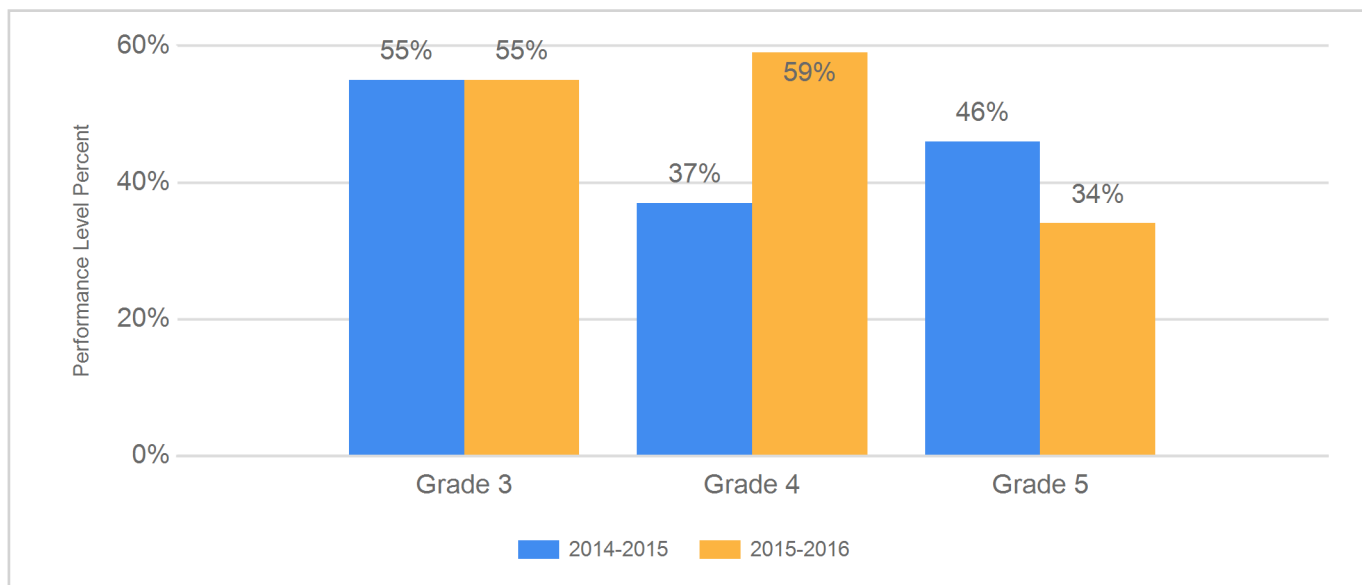
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

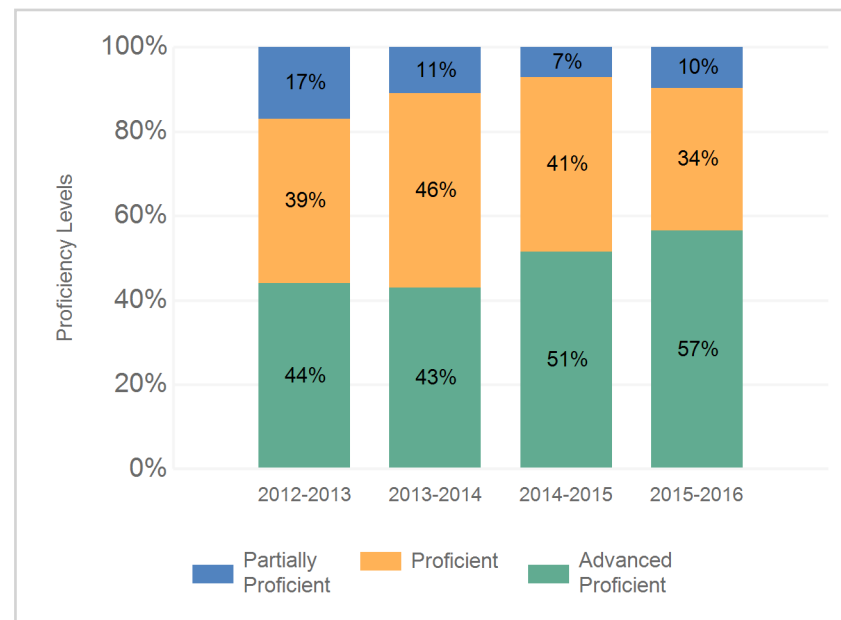
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	57%	34%	10%
White	72%	24%	3%
African American	S	S	S
Hispanic	23%	46%	31%
American Indian	N	N	N
Asian	69%	31%	N
Two or More Races	S	S	S
Students with Disability	36%	36%	29%
English Language Learners	S	S	S
Economically Disadvantaged Students	32%	50%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	48	50
Student Growth on Math	54	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	0%	0%
Partially Met (L2)	5%	7%	0%
Approached (L3)	8%	5%	8%
Met (L4)	13%	18%	21%
Exceeded (L5)	1%	2%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	6%	2%	2%
Approached (L3)	13%	13%	9%
Met (L4)	14%	16%	11%
Exceeded (L5)	0%	2%	9%



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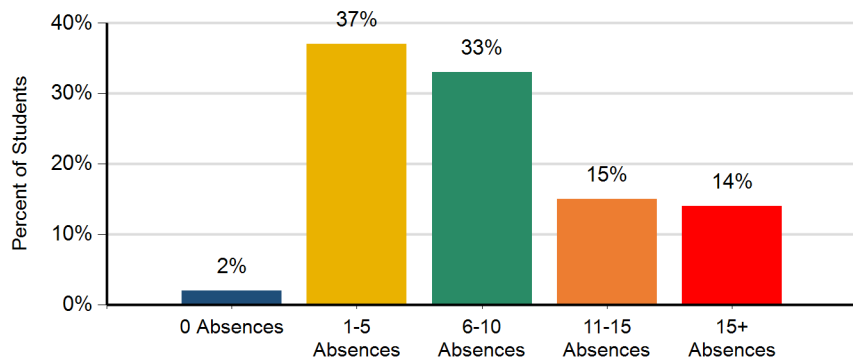
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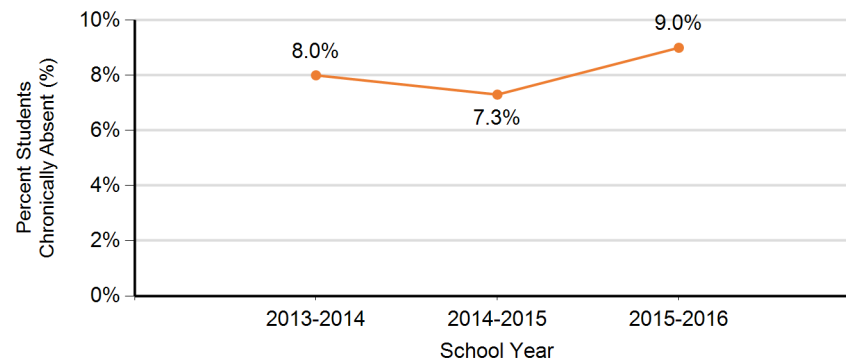
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	411:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span 06-08

07-0800-067

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CHERRY HILL TWP

John A. Carusi Middle School

315 ROOSEVELT DR

CHERRY HILL, NJ 08034-1599

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

07-0800-067

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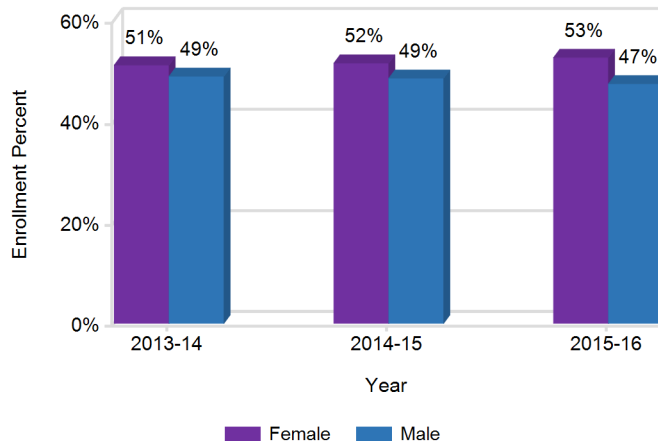
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	280	294	286
Grade 07	295	291	313
Grade 08	278	294	312
UG	10	16	2
Total	863	895	913

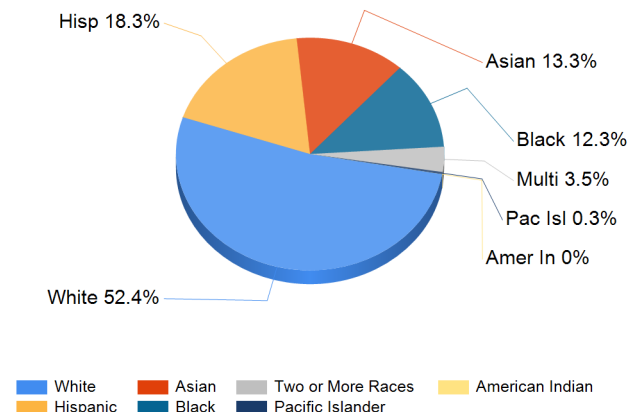
Enrollment by Gender

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



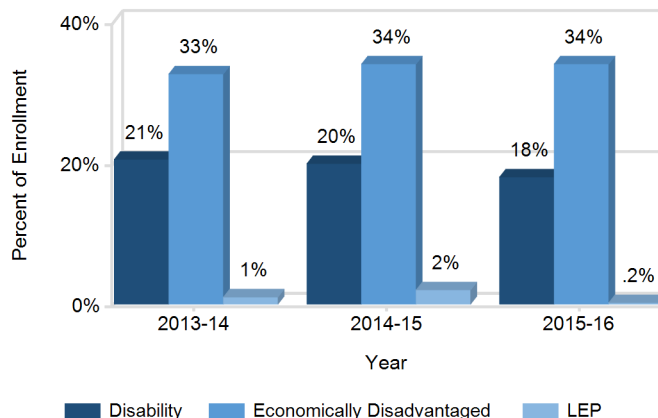
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.8%
Spanish	6.4%
Vietnamese	3.3%
Korean	1.2%
Tagalog	1.1%
Other	6.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	20	49
Mathematics Met or Exceeded Expectations	37%	7	31

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	812	54%	49	91%	X	813	37%	31	91%	X
White	426	59%	46	88%	X	427	40%	24	87%	X
African American	98	37%	46	94%	X	98	17%	30	94%	X
Hispanic	146	41%	48	96%	√	146	26%	33	96%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	117	63%	29	99%	√	117	52%	20	99%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	203	18%	45	91%	X	202	10%	32	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	289	39%	57	92%	X	287	25%	36	92%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	285	754	762	750	6%	10%	27%	45%	13%	58%	52%
White	139	758	764	756	5%	9%	18%	54%	14%	68%	61%
African American	41	742	744	732	12%	12%	37%	32%	7%	39%	31%
Hispanic	47	750	751	738	6%	9%	40%	34%	11%	45%	37%
Asian	44	757	771	772	5%	9%	27%	41%	18%	59%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	14	753	757	755	N	14%	36%	36%	14%	50%	60%
Students with Disability	63	726	734	719	21%	29%	32%	18%	2%	19%	15%
English Language Learners	S	S	714	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	99	741	745	735	11%	13%	39%	31%	5%	36%	33%
PARCC MATH											
Schoolwide	287	742	750	743	6%	17%	39%	36%	3%	39%	43%
White	139	747	752	750	4%	9%	42%	40%	4%	44%	53%
African American	41	729	730	724	7%	39%	34%	20%	N	20%	20%
Hispanic	47	733	736	730	9%	26%	36%	30%	N	30%	26%
Asian	46	747	762	768	7%	13%	28%	46%	7%	52%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	14	740	745	748	7%	7%	57%	29%	N	29%	49%
Students with Disability	S	S	727	717	S	S	S	S	S	S	13%
English Language Learners	S	S	732	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	100	733	736	728	9%	27%	41%	20%	3%	23%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	299	756	762	753	9%	13%	16%	39%	23%	62%	56%
White	157	761	764	760	5%	12%	16%	40%	27%	67%	65%
African American	30	744	749	733	10%	20%	20%	40%	10%	50%	35%
Hispanic	59	743	741	739	17%	17%	19%	34%	14%	48%	41%
Asian	42	762	771	781	7%	7%	14%	43%	29%	71%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	11	750	768	759	18%	9%	9%	36%	27%	64%	63%
Students with Disability	74	717	727	716	24%	41%	20%	14%	1%	15%	16%
English Language Learners	S	S	735	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	100	741	745	735	14%	23%	17%	33%	13%	46%	37%
PARCC MATH											
Schoolwide	285	736	744	740	12%	17%	39%	31%	2%	32%	39%
White	148	740	746	747	8%	16%	41%	33%	2%	35%	47%
African American	31	723	732	724	19%	23%	36%	23%	N	23%	19%
Hispanic	59	729	732	729	19%	19%	39%	22%	2%	24%	23%
Asian	36	740	753	763	11%	14%	36%	36%	3%	39%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	11	739	749	744	N	27%	27%	46%	N	46%	44%
Students with Disability	S	S	721	713	S	S	S	S	S	S	9%
English Language Learners	S	S	748	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	100	726	730	727	20%	19%	41%	19%	1%	20%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	286	747	754	753	8%	15%	35%	34%	8%	42%	55%
White	150	749	754	759	6%	15%	36%	33%	11%	43%	63%
African American	S	S	732	732	S	S	S	S	S	S	34%
Hispanic	58	739	744	740	9%	19%	36%	31%	5%	36%	43%
Asian	S	S	774	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	59	722	724	715	22%	24%	41%	14%	N	14%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	108	741	743	736	10%	16%	40%	32%	2%	34%	38%
**PARCC MATH											
Schoolwide	189	719	721	726	24%	31%	29%	16%	N	16%	26%
White	91	722	722	732	25%	21%	34%	20%	N	20%	32%
African American	S	S	711	712	S	S	S	S	S	S	14%
Hispanic	46	712	718	721	26%	35%	28%	11%	N	11%	20%
Asian	17	734	733	745	N	41%	29%	29%	N	29%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	705	726	S	S	S	S	S	S	26%
Students with Disability	58	708	708	704	41%	22%	22%	14%	N	14%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	81	714	715	718	27%	35%	26%	12%	N	12%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



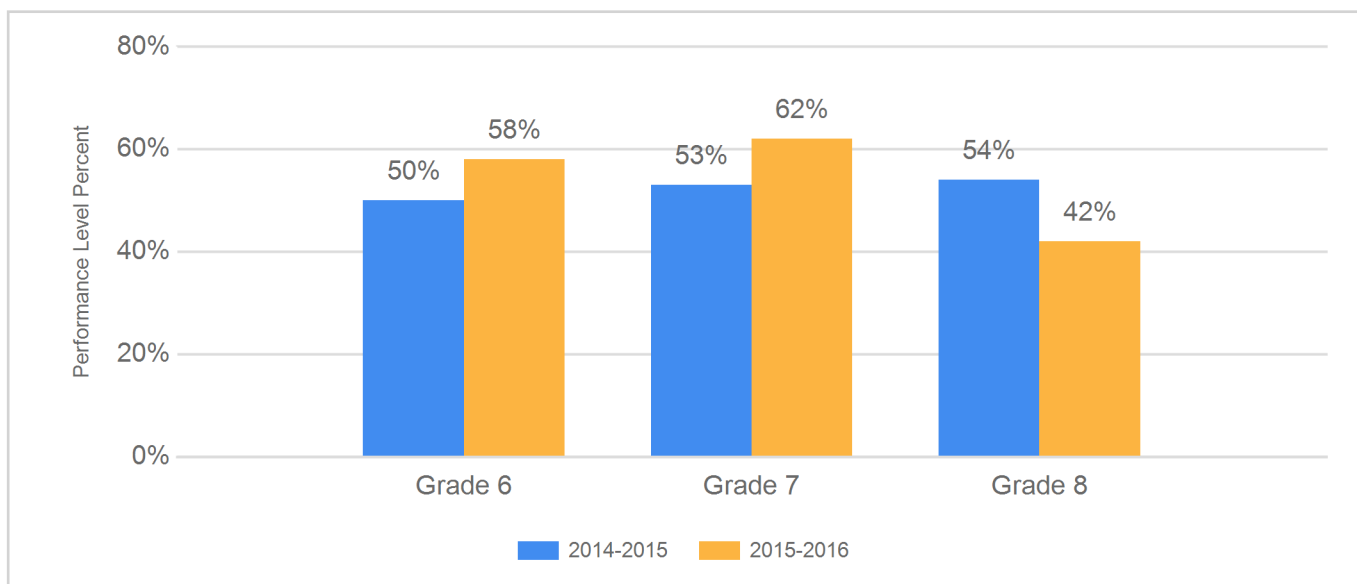
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	759	769	769	2%	6%	21%	70%	1%	71%	41%
White	58	754	766	772	3%	9%	24%	64%	N	64%	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	13	760	756	746	N	8%	8%	85%	N	85%	25%
Asian	24	772	781	789	N	N	17%	79%	4%	83%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	773	776	S	S	S	S	S	S	47%
Students with Disability	S	S	759	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	27	761	765	746	N	4%	15%	82%	N	82%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	16	770	774	776	N	N	N	88%	13%	100%	27%
White	11	772	771	772	N	N	N	82%	18%	100%	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	S	761	S	S	S	S	S	S	13%
Asian	S	S	779	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	769	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



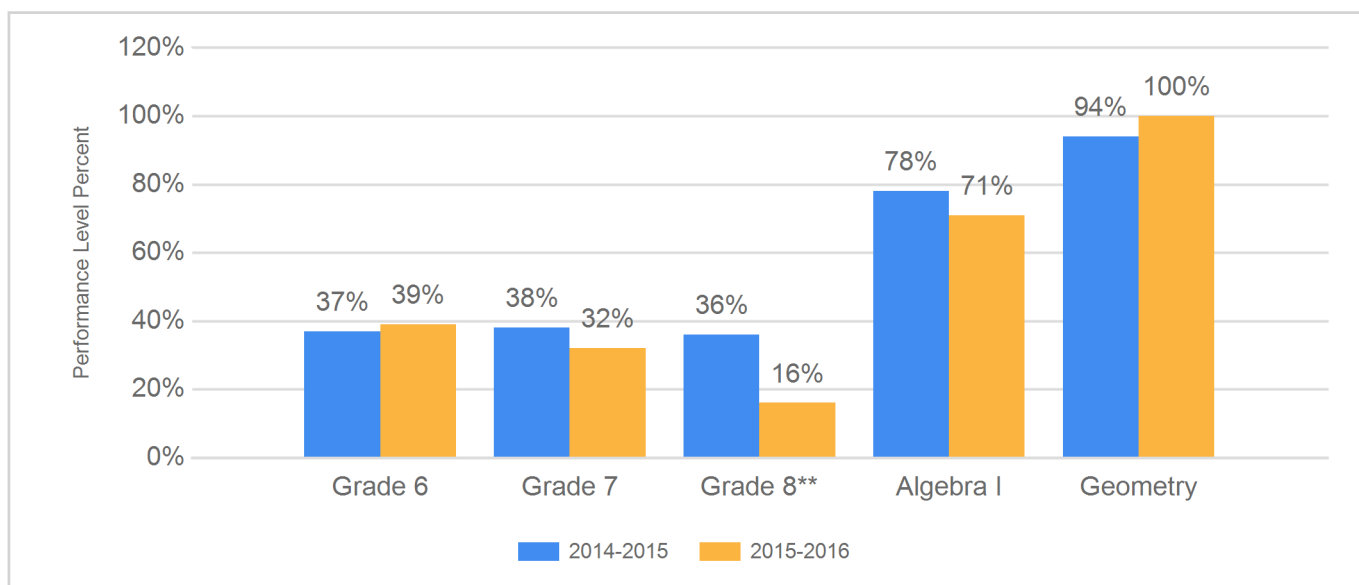
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

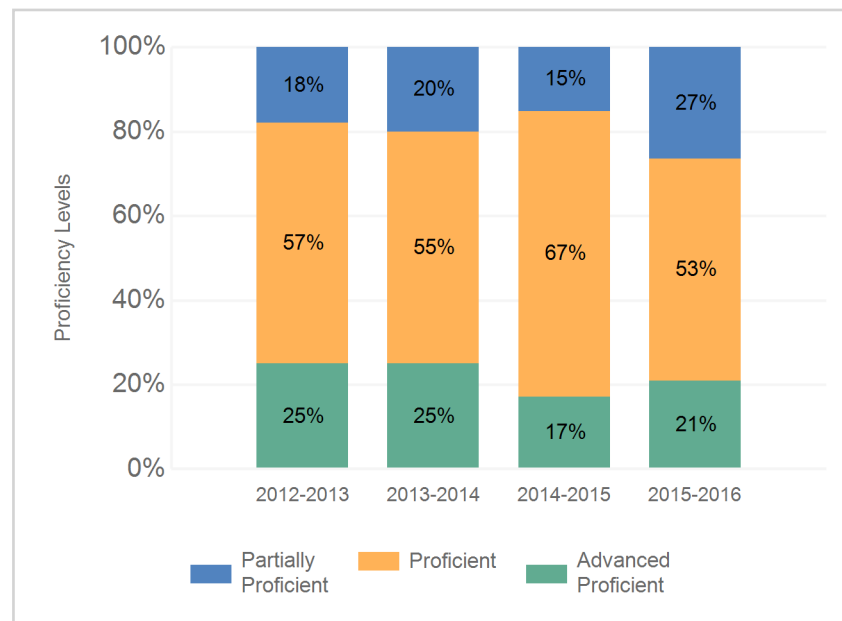
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	21%	53%	27%
White	24%	58%	18%
African American	N	51%	49%
Hispanic	13%	48%	38%
American Indian	N	N	N
Asian	36%	41%	24%
Two or More Races	S	S	S
Students with Disability	6%	33%	61%
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	54%	34%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	48	50
Student Growth on Math	43	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	7%	3%	1%
Approached (L3)	14%	7%	5%
Met (L4)	11%	15%	16%
Exceeded (L5)	1%	4%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	13%	6%	2%
Approached (L3)	14%	15%	10%
Met (L4)	8%	10%	14%
Exceeded (L5)	1%	0%	1%



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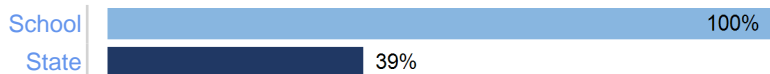
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



DANCE



VISUAL ARTS

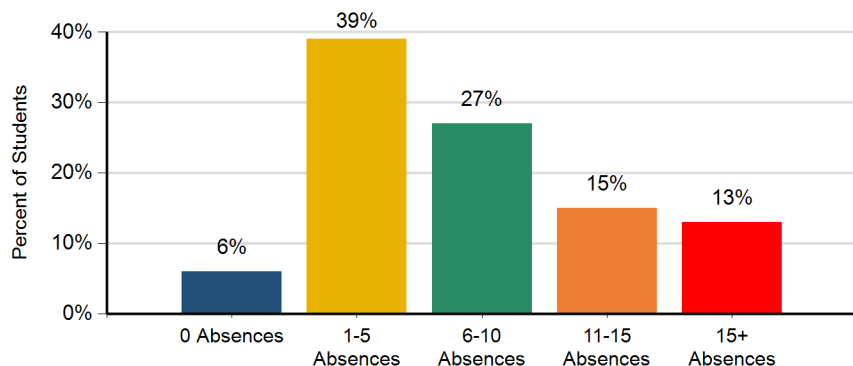


Any Visual and Performing Arts



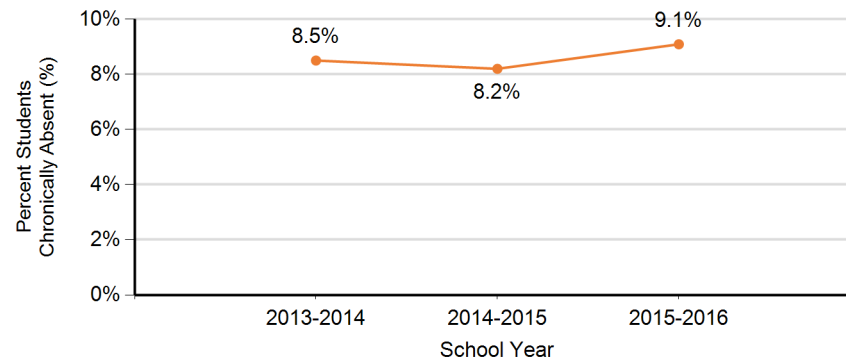
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 06-08

07-0800-067

CAMDEN

CHERRY HILL TWP

John A. Carusi Middle School

315 ROOSEVELT DR

CHERRY HILL, NJ 08034-1599

Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	305:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span KH-05

07-0800-100
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CHERRY HILL, NJ 08003-1299

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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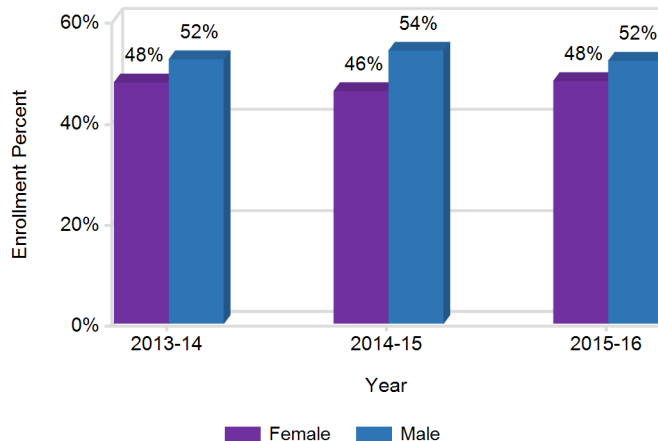
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	36	41
Grade 01	44	52	44
Grade 02	46	44	64
Grade 03	52	53	48
Grade 04	47	52	68
Grade 05	63	50	63
UG	29	35	5
Total	321	322	333

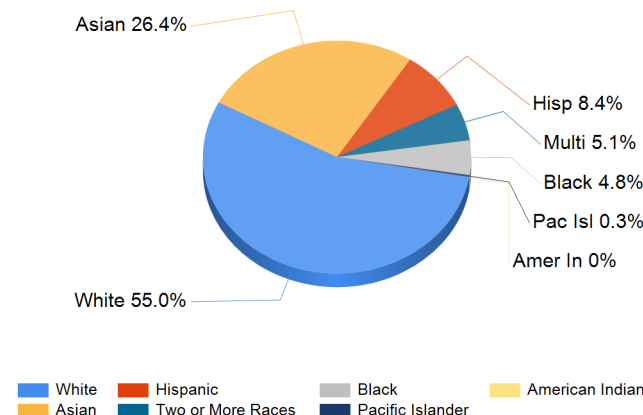
Enrollment by Gender

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



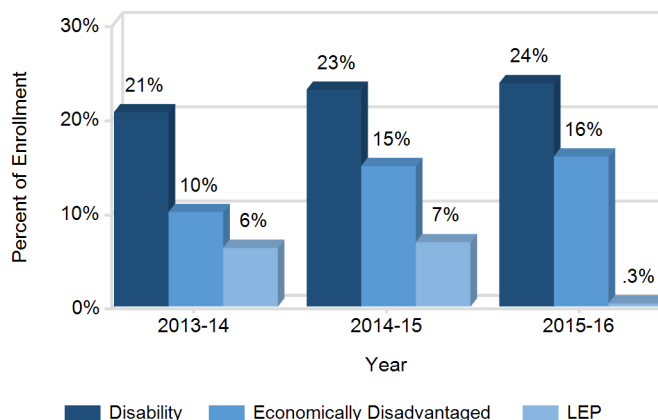
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	69.7%
Chinese	4.8%
Korean	3.9%
Vietnamese	3.9%
Spanish	3.6%
Other	14.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	100	95
Mathematics Met or Exceeded Expectations	85%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	147	82%	95	98%	✓	149	85%	99	98%	✓
White	87	81%	88	96%	✓	87	87%	95	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	39	87%	67	100%	✓	40	90%	73	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	775	759	746	2%	7%	16%	50%	25%	75%	48%
White	22	773	763	756	5%	5%	23%	46%	23%	68%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	14	782	767	772	N	7%	14%	43%	36%	79%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	44	778	763	749	N	2%	14%	43%	41%	84%	52%
White	22	772	765	757	N	5%	9%	59%	27%	86%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	S	736	S	S	S	S	S	S	35%
Asian	14	788	778	777	N	N	7%	36%	57%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	775	759	750	N	4%	11%	57%	28%	85%	54%
White	28	773	763	759	N	4%	11%	57%	29%	86%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	18	783	766	773	N	N	6%	67%	28%	94%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	56	776	754	745	2%	2%	13%	61%	23%	84%	47%
White	28	775	755	752	N	4%	11%	68%	18%	86%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	19	788	767	771	N	N	5%	63%	32%	95%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	780	760	751	N	N	13%	63%	24%	87%	53%
White	40	780	763	758	N	N	15%	55%	30%	85%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	733	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	54	780	754	747	N	N	11%	50%	39%	89%	47%
White	40	780	755	753	N	N	10%	50%	40%	90%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



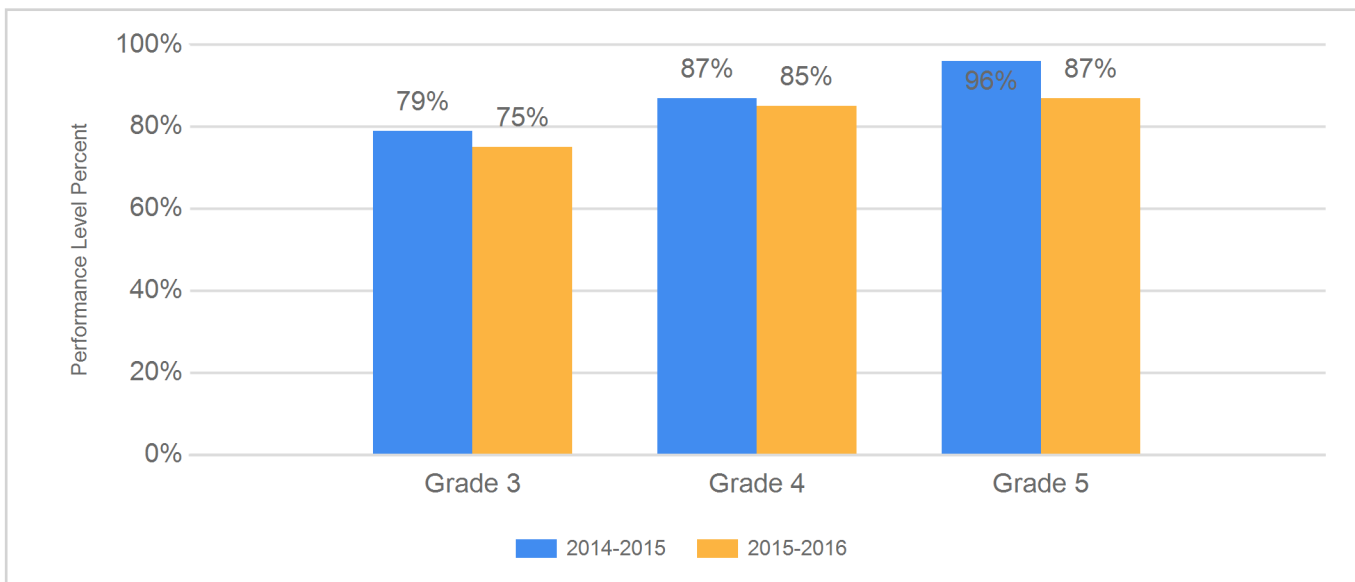
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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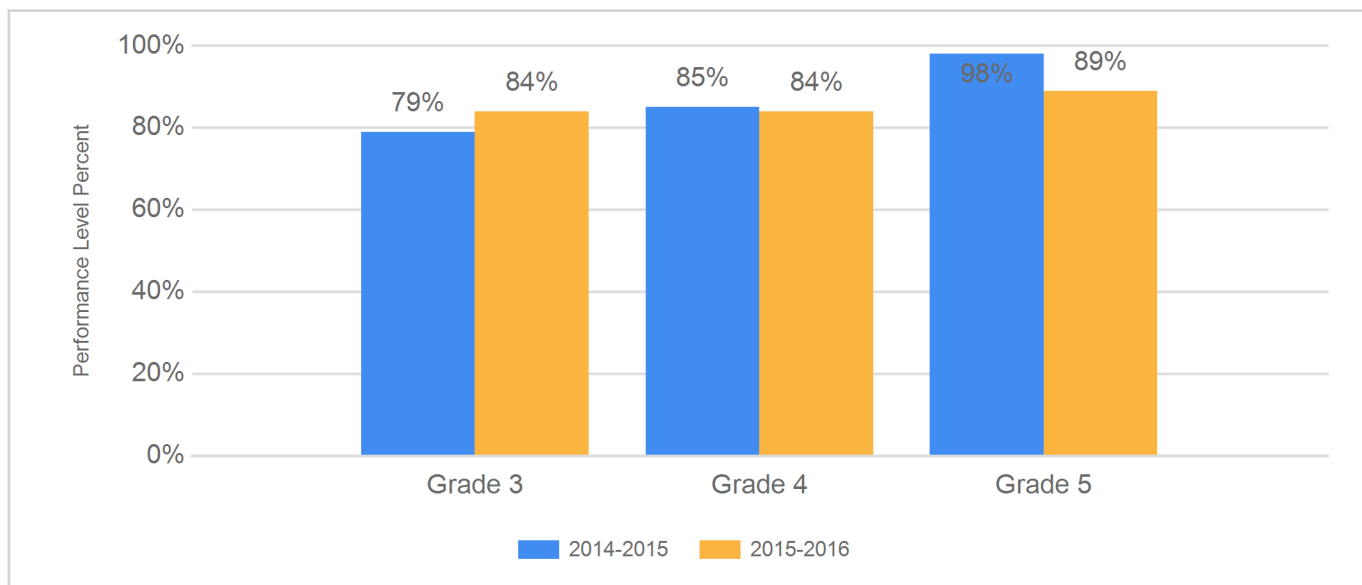
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

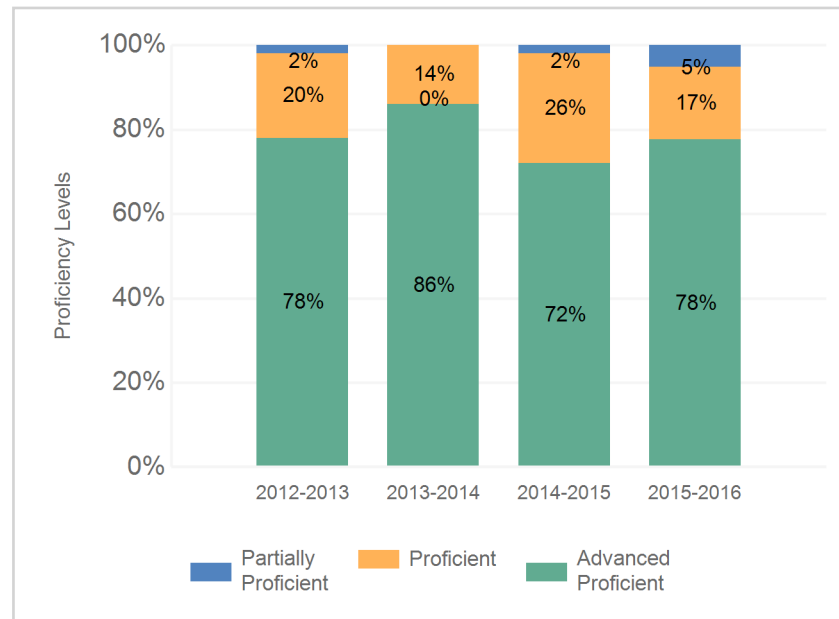
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	78%	17%	5%
White	74%	19%	7%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	94%	6%	N
Two or More Races	S	S	S
Students with Disability	50%	33%	17%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	61	48	50
Student Growth on Math	67	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	8%	3%	2%
Met (L4)	14%	19%	30%
Exceeded (L5)	0%	6%	17%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	2%	7%	2%
Met (L4)	10%	17%	33%
Exceeded (L5)	2%	5%	21%



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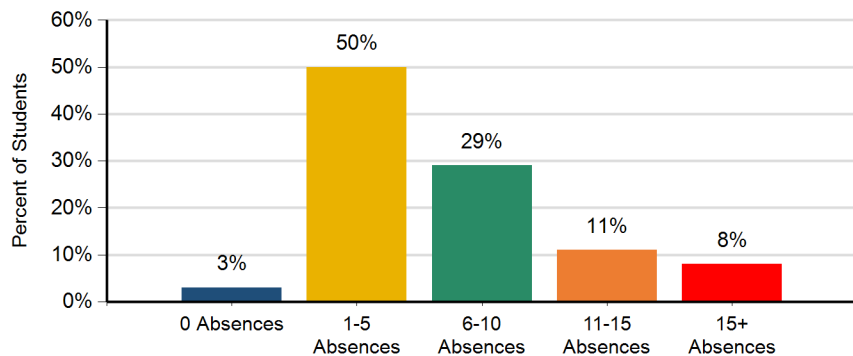
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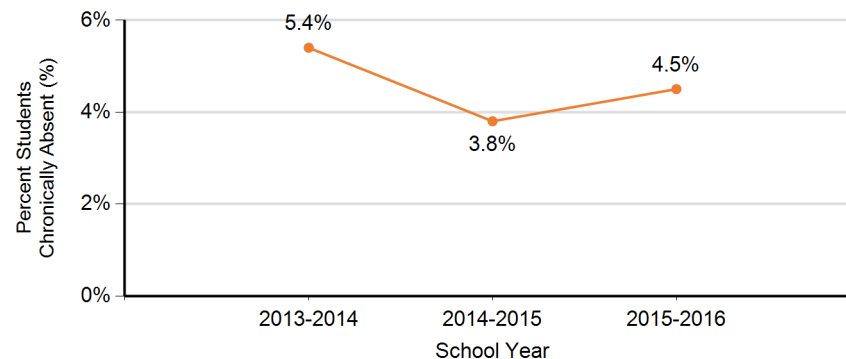
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	333:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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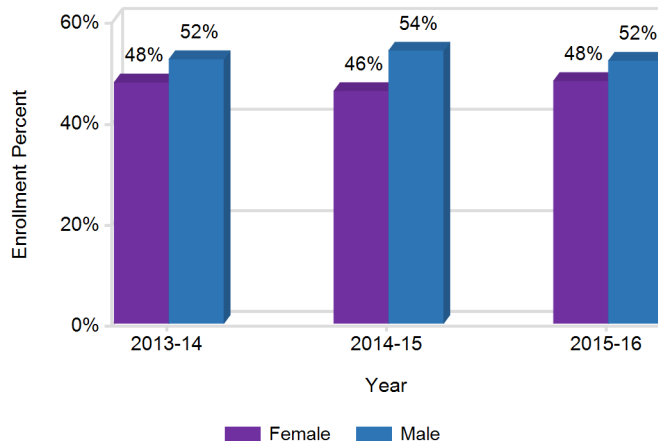
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	36	41
Grade 01	44	52	44
Grade 02	46	44	64
Grade 03	52	53	48
Grade 04	47	52	68
Grade 05	63	50	63
UG	29	35	5
Total	321	322	333

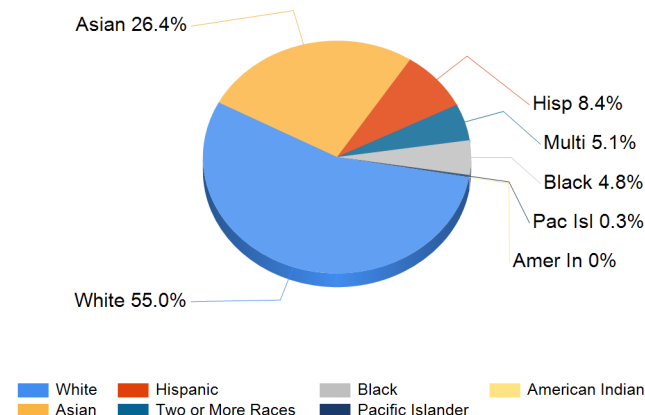
Enrollment by Gender

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



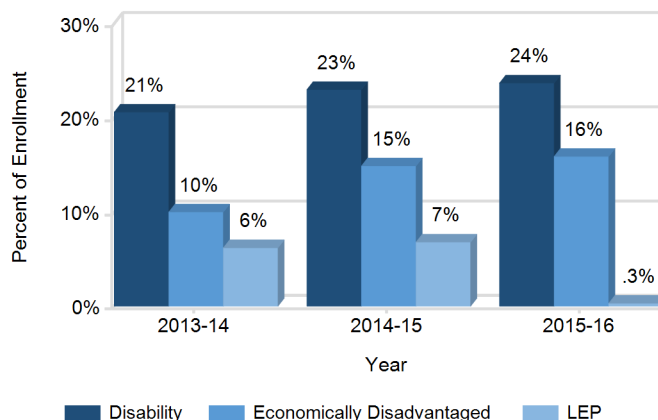
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

Language	2015-2016	Percent
English		69.7%
Chinese		4.8%
Korean		3.9%
Vietnamese		3.9%
Spanish		3.6%
Other		14.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KH-05

07-0800-100

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	100	95
Mathematics Met or Exceeded Expectations	85%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	147	82%	95	98%	✓	149	85%	99	98%	✓
White	87	81%	88	96%	✓	87	87%	95	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	39	87%	67	100%	✓	40	90%	73	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	775	759	746	2%	7%	16%	50%	25%	75%	48%
White	22	773	763	756	5%	5%	23%	46%	23%	68%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	14	782	767	772	N	7%	14%	43%	36%	79%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	44	778	763	749	N	2%	14%	43%	41%	84%	52%
White	22	772	765	757	N	5%	9%	59%	27%	86%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	S	736	S	S	S	S	S	S	35%
Asian	14	788	778	777	N	N	7%	36%	57%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	775	759	750	N	4%	11%	57%	28%	85%	54%
White	28	773	763	759	N	4%	11%	57%	29%	86%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	18	783	766	773	N	N	6%	67%	28%	94%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	56	776	754	745	2%	2%	13%	61%	23%	84%	47%
White	28	775	755	752	N	4%	11%	68%	18%	86%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	19	788	767	771	N	N	5%	63%	32%	95%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	780	760	751	N	N	13%	63%	24%	87%	53%
White	40	780	763	758	N	N	15%	55%	30%	85%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	733	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	54	780	754	747	N	N	11%	50%	39%	89%	47%
White	40	780	755	753	N	N	10%	50%	40%	90%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	S	S	735	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



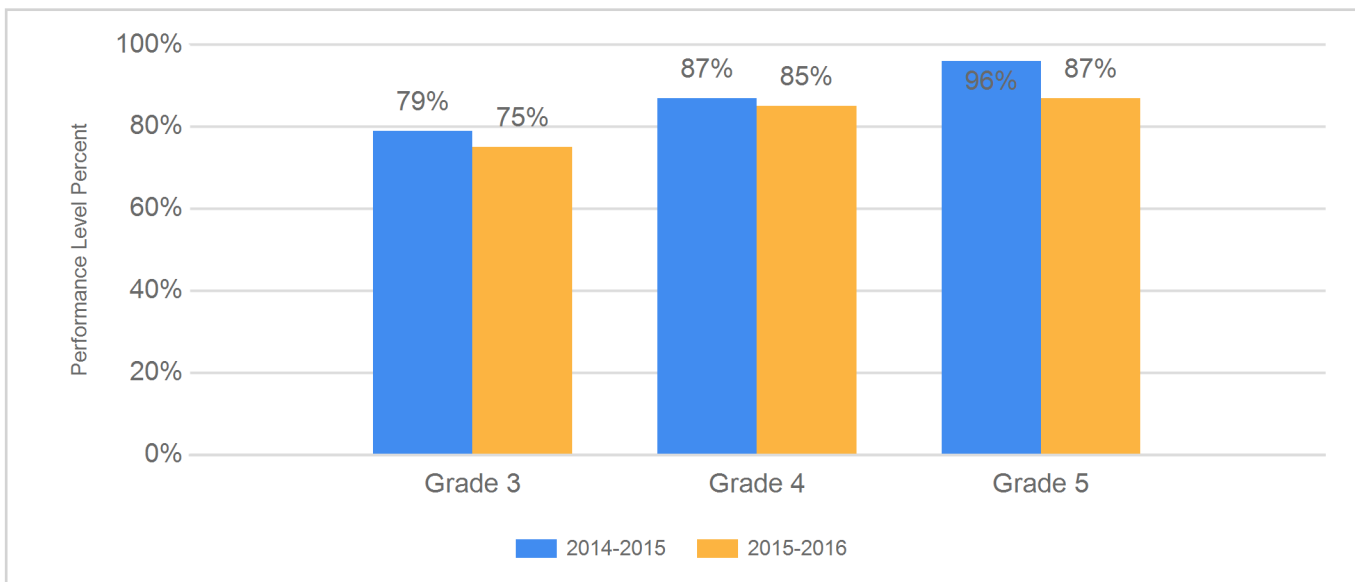
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



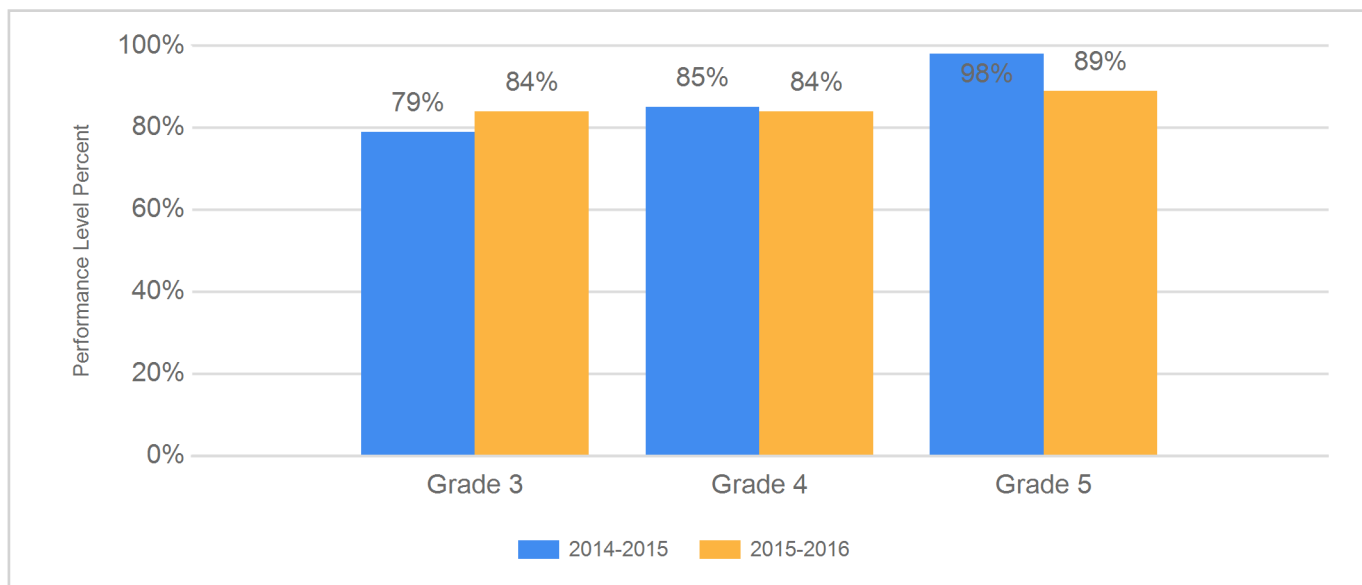
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

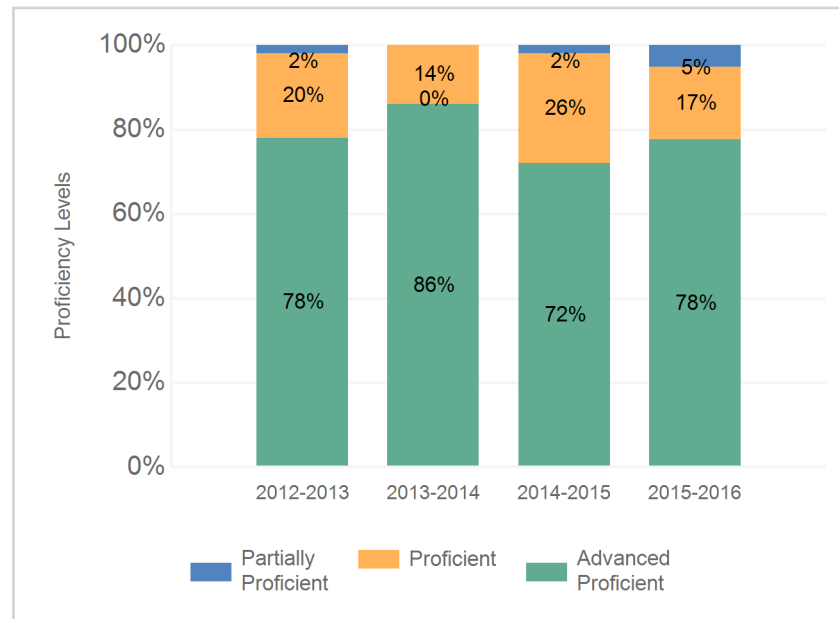
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	78%	17%	5%
White	74%	19%	7%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	94%	6%	N
Two or More Races	S	S	S
Students with Disability	50%	33%	17%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	61	48	50
Student Growth on Math	67	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	8%	3%	2%
Met (L4)	14%	19%	30%
Exceeded (L5)	0%	6%	17%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	2%	7%	2%
Met (L4)	10%	17%	33%
Exceeded (L5)	2%	5%	21%



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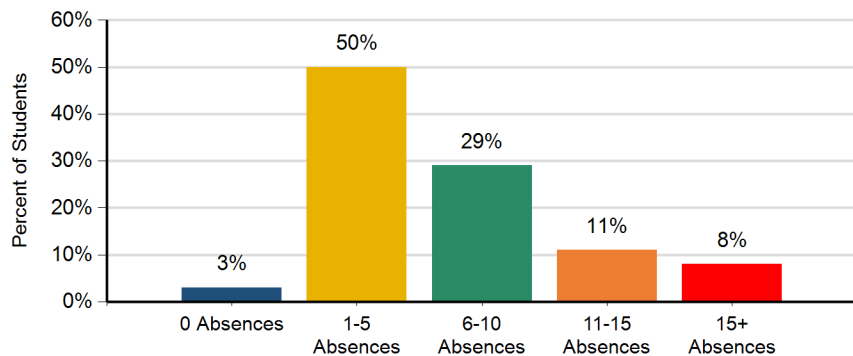
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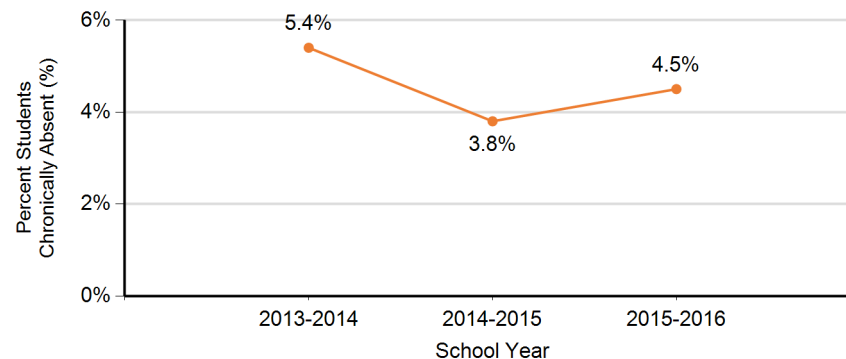
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	333:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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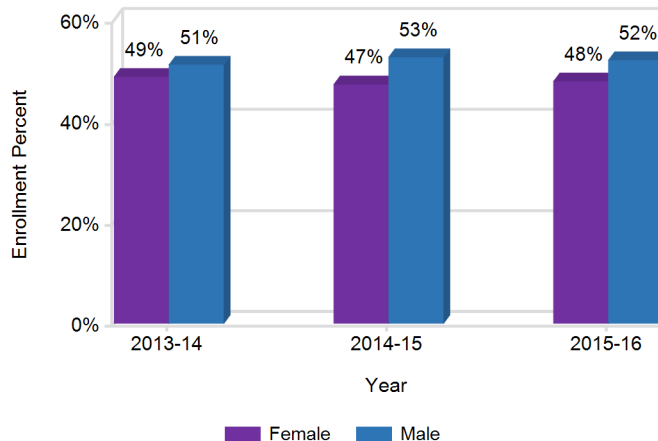
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	74	51	49
Grade 01	76	83	61
Grade 02	82	72	79
Grade 03	85	82	78
Grade 04	66	88	79
Grade 05	71	69	90
UG	11	10	7
Total	465	455	443

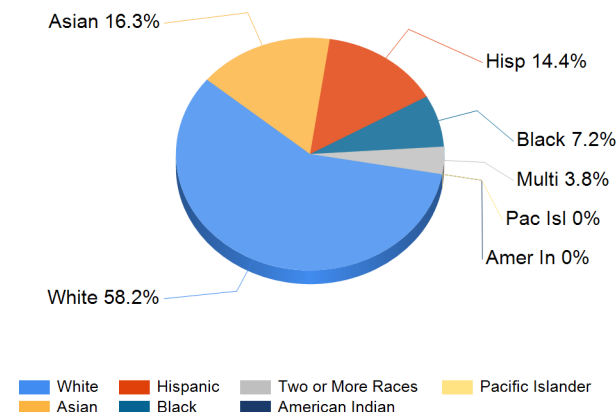
Enrollment by Gender

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



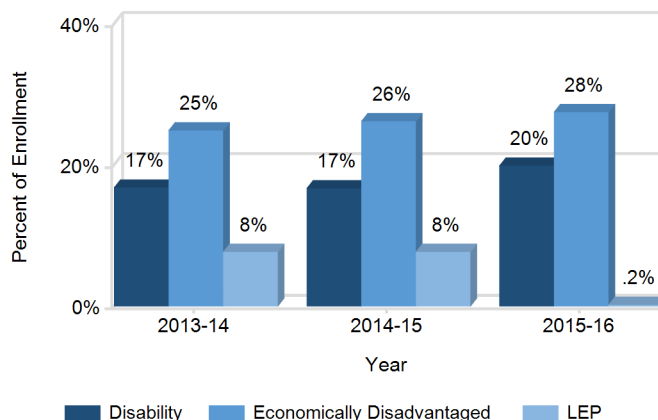
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	77.9%
Spanish	3.4%
Vietnamese	2.7%
Chinese	2.3%
Hindi	2.3%
Other	11.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	7	48
Mathematics Met or Exceeded Expectations	55%	33	61

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	214	55%	48	92%	X	215	55%	61	92%	X
White	131	53%	33	91%	X	131	57%	52	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	23%	57	94%	X	44	34%	78	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	53	49%	72	92%	X	53	40%	74	92%	X



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07-0800-110

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	749	759	746	9%	19%	21%	47%	4%	51%	48%
White	48	751	763	756	6%	19%	27%	42%	6%	48%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	16	742	735	727	19%	13%	19%	44%	6%	50%	28%
PARCC MATH											
Schoolwide	75	756	763	749	7%	15%	20%	36%	23%	59%	52%
White	48	756	765	757	6%	15%	19%	40%	21%	60%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	13	725	741	727	23%	31%	23%	23%	N	23%	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	16	743	741	732	6%	38%	19%	19%	19%	38%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	744	759	750	7%	13%	36%	37%	8%	45%	54%
White	41	745	763	759	2%	20%	34%	34%	10%	44%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	12	736	739	737	17%	8%	33%	42%	N	42%	37%
Asian	11	747	766	773	18%	N	18%	55%	9%	64%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	15	725	732	723	13%	27%	40%	20%	N	20%	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	18	731	738	734	22%	17%	28%	33%	N	33%	33%
PARCC MATH											
Schoolwide	77	742	754	745	5%	14%	39%	40%	1%	42%	47%
White	41	743	755	752	5%	10%	44%	42%	N	42%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	12	732	736	733	N	42%	33%	25%	N	25%	30%
Asian	12	748	767	771	17%	8%	17%	50%	8%	58%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	15	728	734	724	13%	27%	33%	27%	N	27%	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	18	731	736	730	N	33%	44%	22%	N	22%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	758	760	751	4%	12%	20%	54%	11%	65%	53%
White	42	756	763	758	7%	10%	19%	52%	12%	64%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	14	778	772	773	N	N	21%	57%	21%	79%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	15	741	733	723	7%	27%	33%	27%	7%	33%	20%
English Language Learners	S	S	720	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	757	740	735	N	23%	23%	46%	9%	55%	33%
PARCC MATH											
Schoolwide	76	754	754	747	5%	8%	24%	51%	12%	63%	47%
White	42	754	755	753	7%	5%	24%	55%	10%	64%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	14	777	774	774	N	N	7%	57%	36%	93%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	15	739	735	725	13%	20%	20%	40%	7%	47%	19%
English Language Learners	S	S	722	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	745	739	732	N	23%	23%	55%	N	55%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



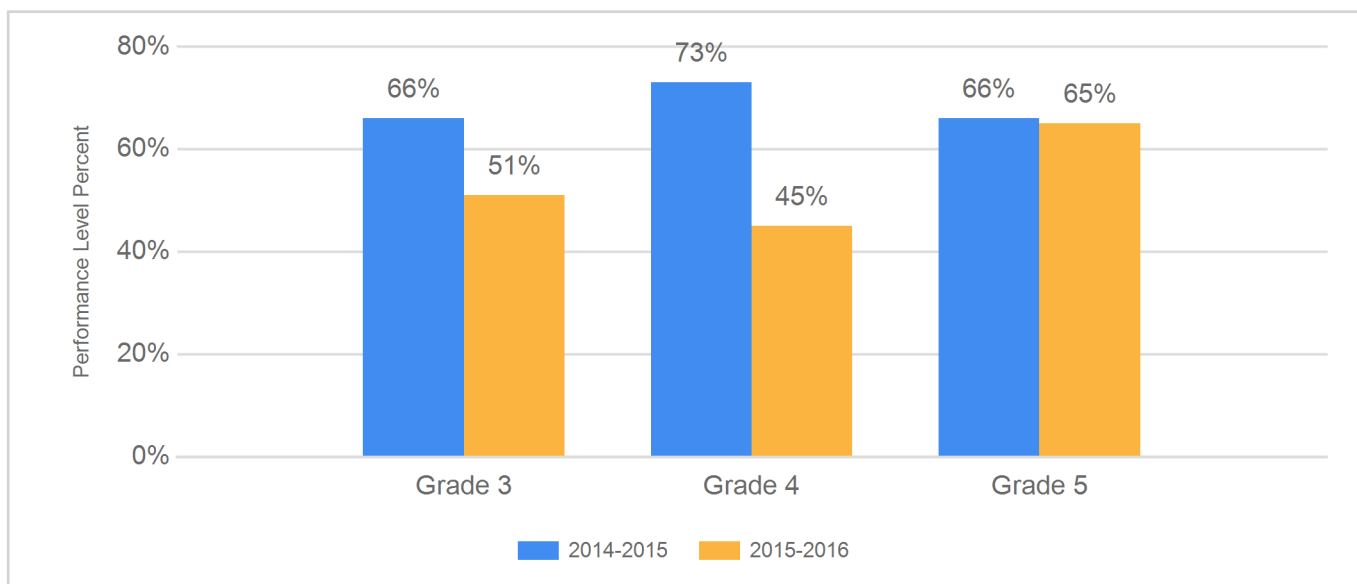
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



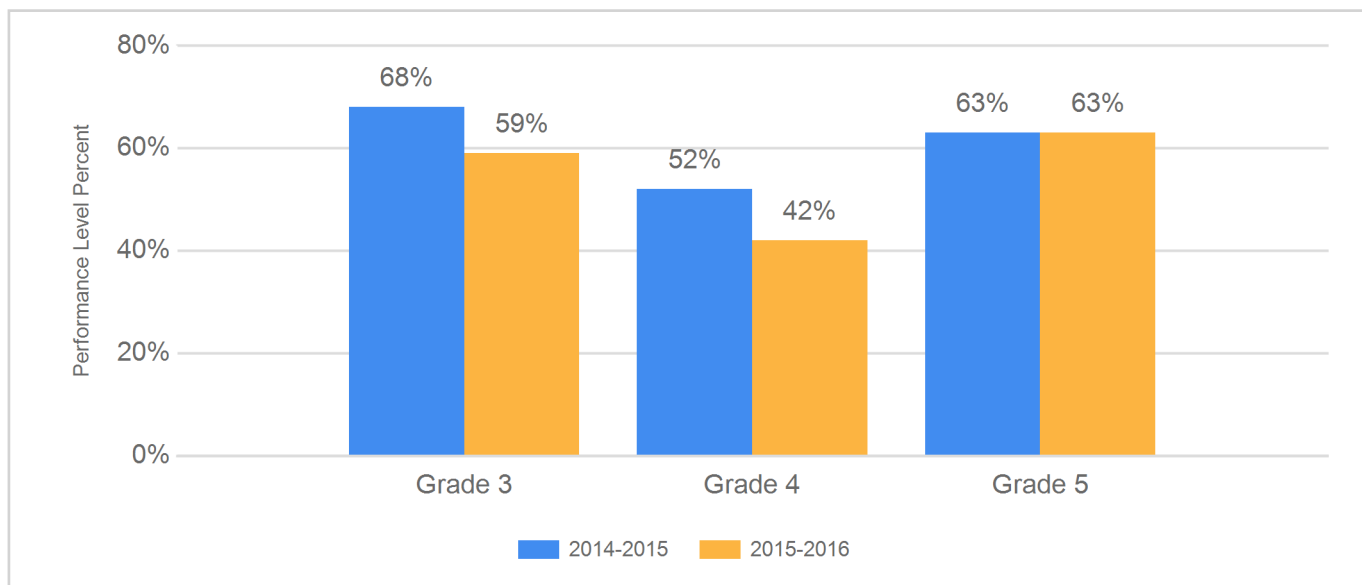
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

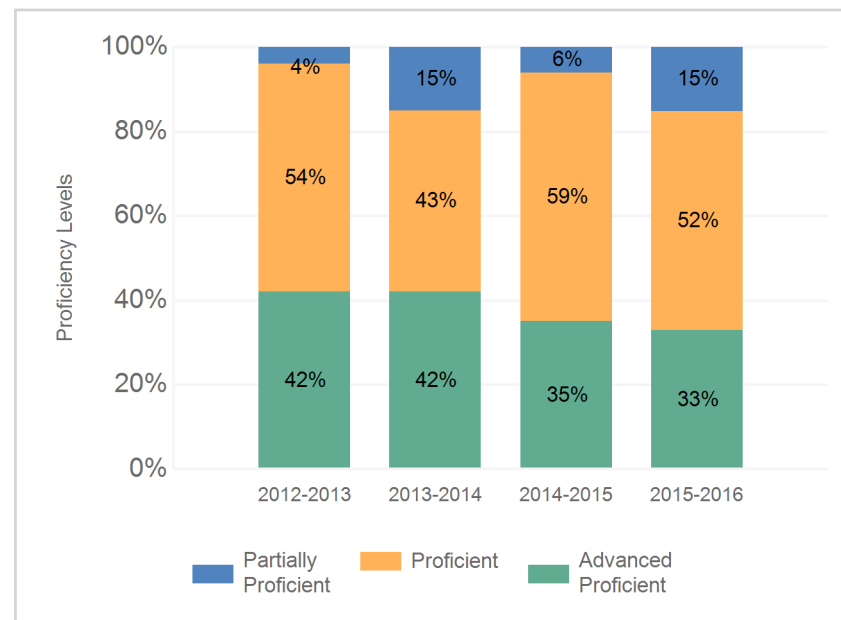
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	33%	52%	15%
White	27%	59%	14%
African American	S	S	S
Hispanic	50%	25%	25%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	7%	73%	20%
English Language Learners	S	S	S
Economically Disadvantaged Students	25%	50%	25%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	48	50
Student Growth on Math	42	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	8%	3%	1%
Approached (L3)	14%	4%	3%
Met (L4)	18%	24%	13%
Exceeded (L5)	0%	1%	8%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	7%	3%	1%
Approached (L3)	13%	8%	8%
Met (L4)	18%	17%	16%
Exceeded (L5)	2%	2%	5%



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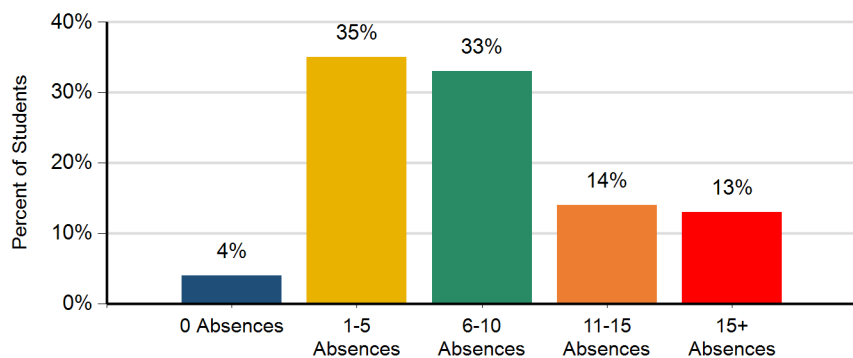
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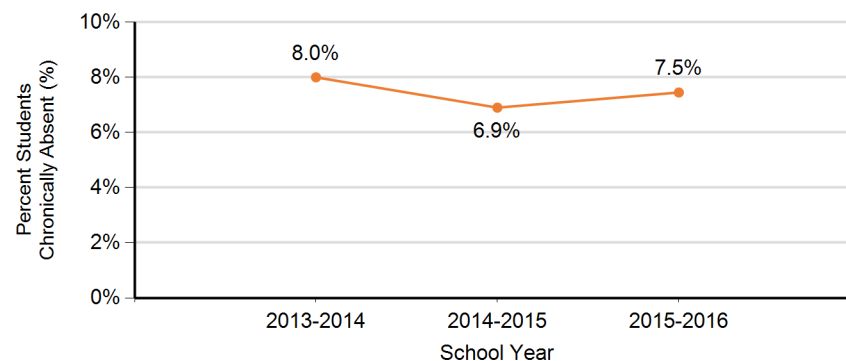
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	443:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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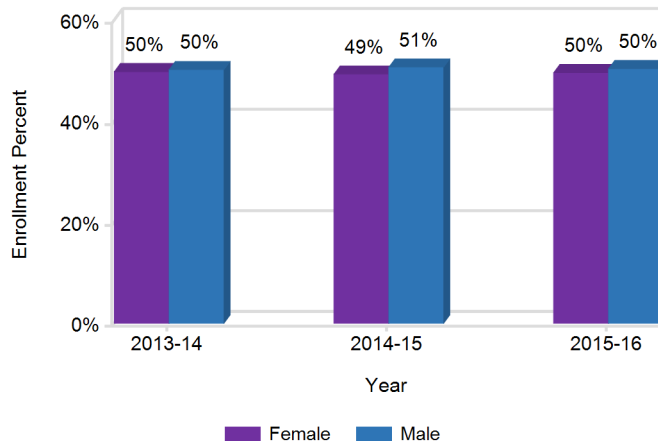
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	44	46
Grade 01	83	43	54
Grade 02	79	93	45
Grade 03	56	79	89
Grade 04	71	60	85
Grade 05	79	71	60
UG	12	18	0
Total	420	408	379

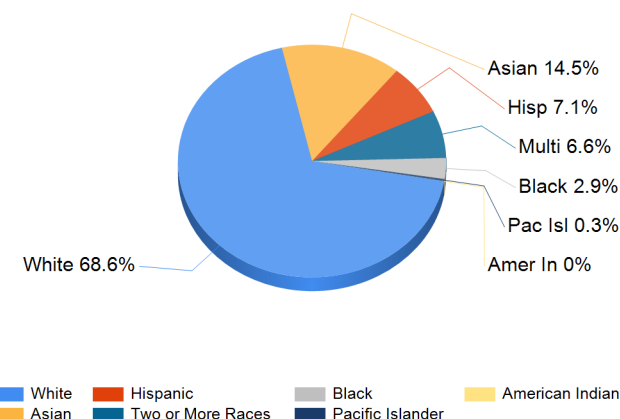
Enrollment by Gender

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



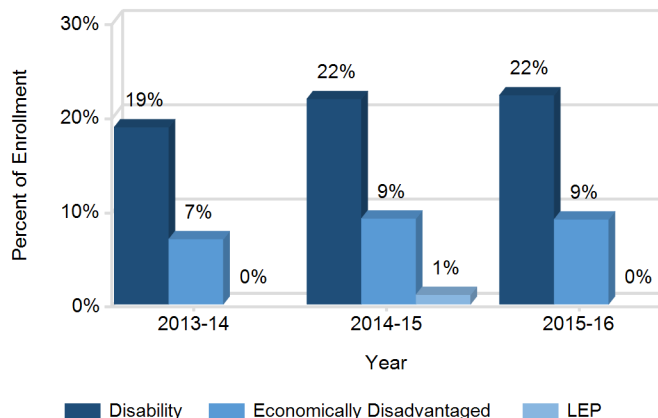
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.7%
Russian	1.3%
Spanish	1.3%
Korean	1.1%
Telugu	1.1%
Other	5.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	77%	93	89
Mathematics Met or Exceeded Expectations	69%	80	84

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	210	77%	89	95%	✓	210	69%	84	95%	✓
White	138	75%	79	94%	✗	138	67%	73	94%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	38	95%	77	98%	✓	38	95%	77	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	41	41%	89	96%	✓	41	44%	91	96%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	768	759	746	3%	7%	15%	64%	11%	75%	48%
White	50	767	763	756	2%	8%	16%	62%	12%	74%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	16	788	767	772	N	N	6%	81%	13%	94%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	20	747	730	718	5%	30%	15%	50%	N	50%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	81	769	763	749	1%	1%	25%	48%	25%	73%	52%
White	50	764	765	757	2%	N	24%	54%	20%	74%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	16	799	778	777	N	N	N	50%	50%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	20	752	741	727	5%	5%	30%	55%	5%	60%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	767	759	750	4%	10%	8%	54%	24%	78%	54%
White	53	765	763	759	4%	13%	9%	49%	25%	74%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	14	776	766	773	N	7%	N	64%	29%	93%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	78	766	754	745	3%	6%	21%	50%	21%	71%	47%
White	53	763	755	752	2%	8%	26%	49%	15%	64%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	14	780	767	771	7%	N	N	57%	36%	93%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	769	760	751	2%	6%	15%	58%	20%	78%	53%
White	38	770	763	758	3%	N	18%	61%	18%	79%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	12	740	733	723	8%	17%	33%	42%	N	42%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	55	760	754	747	N	9%	31%	38%	22%	60%	47%
White	38	754	755	753	N	8%	32%	53%	8%	61%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	12	738	735	725	N	25%	50%	17%	8%	25%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



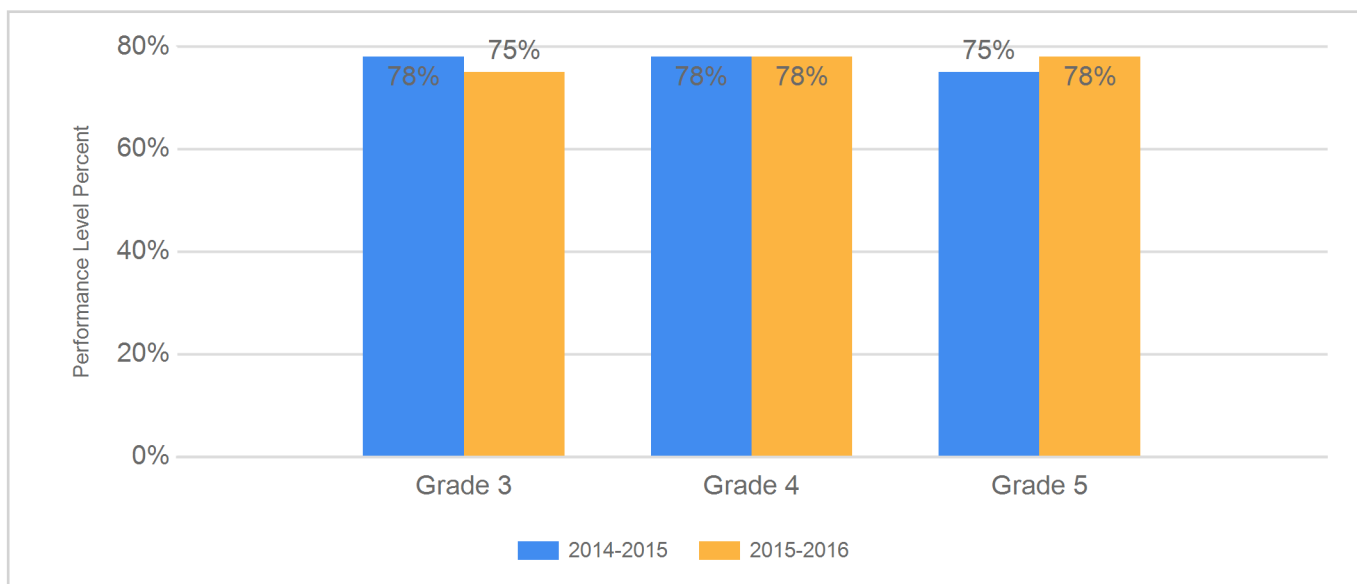
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



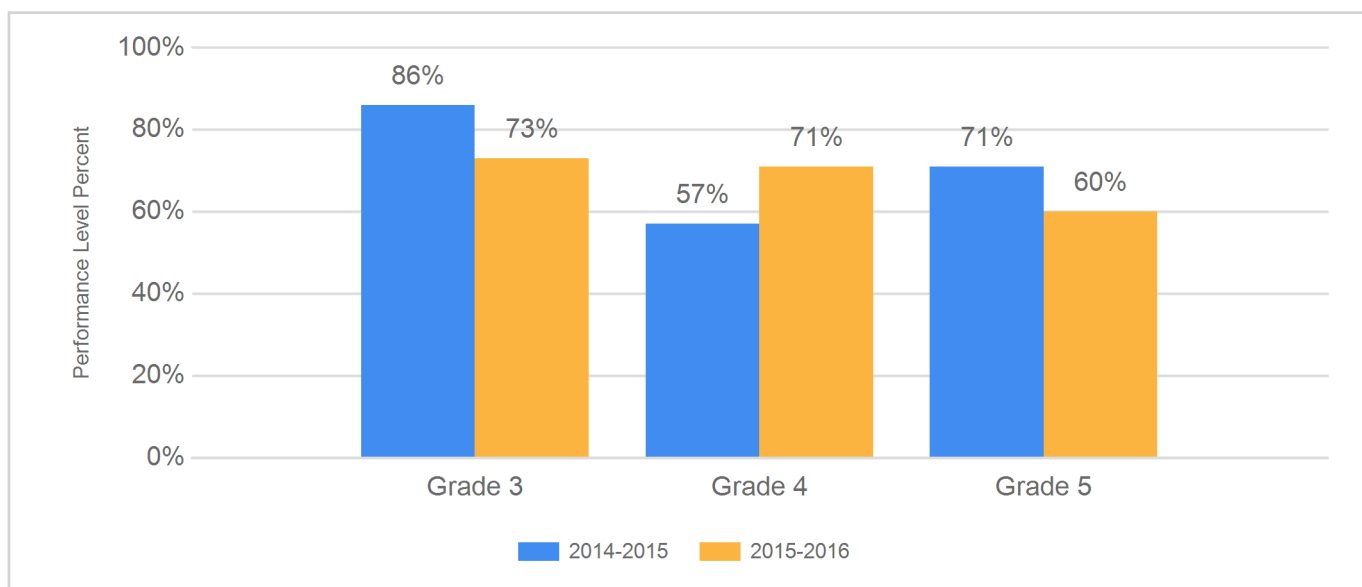
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

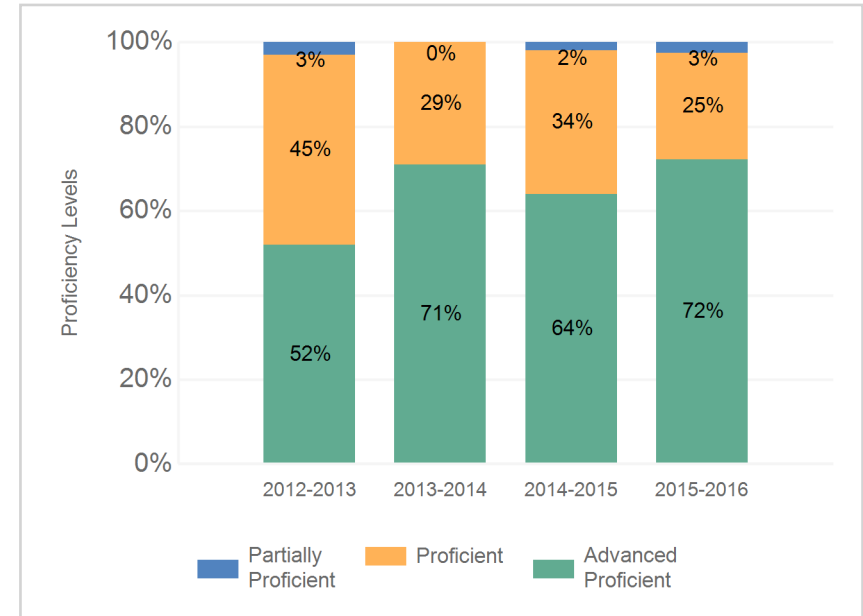
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	25%	3%
White	68%	30%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	93%	N	7%
Two or More Races	S	S	S
Students with Disability	36%	46%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	48	50
Student Growth on Math	47	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	5%	1%	1%
Approached (L3)	6%	3%	1%
Met (L4)	22%	17%	16%
Exceeded (L5)	2%	5%	19%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	5%	1%	1%
Approached (L3)	11%	8%	4%
Met (L4)	17%	14%	16%
Exceeded (L5)	3%	10%	11%



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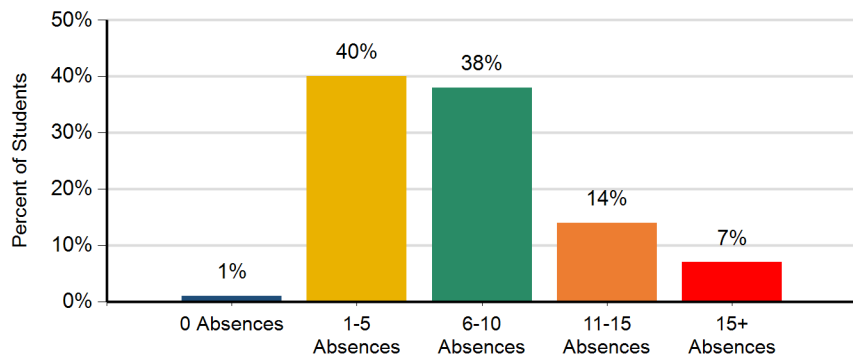
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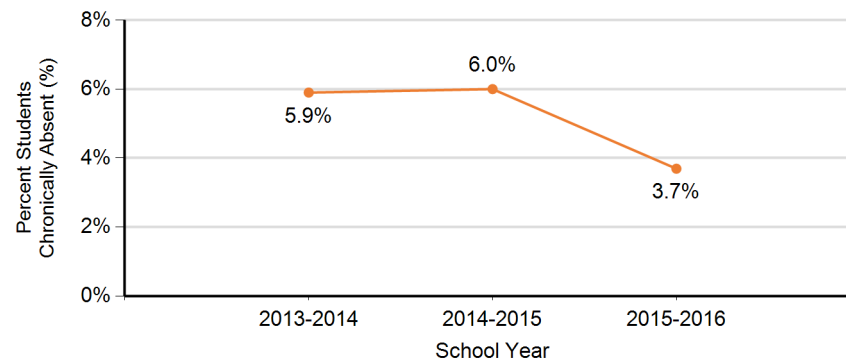
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	379:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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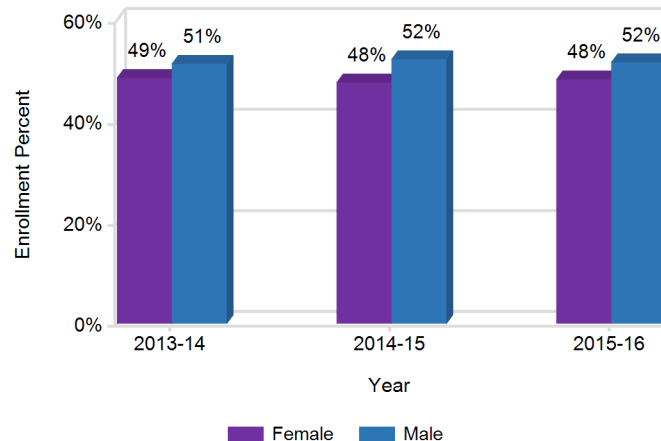
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	251	298	256
Grade 07	247	247	303
Grade 08	301	238	247
UG	29	30	4
Total	828	813	810

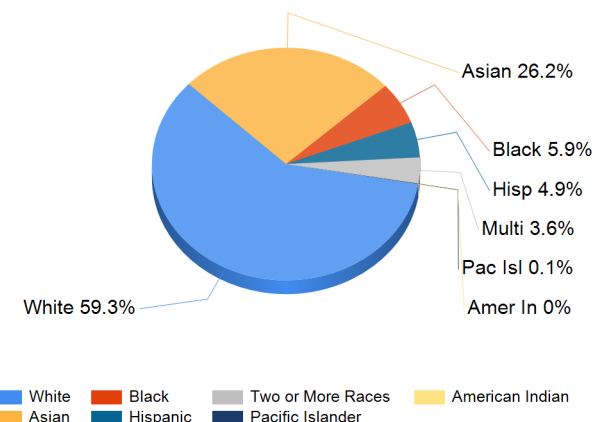
Enrollment by Gender

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



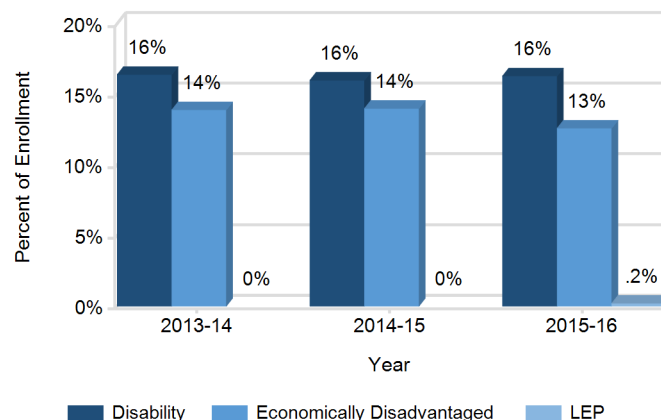
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.1%
Chinese	3.1%
Vietnamese	2.6%
Korean	2.5%
Chuang	2.1%
Other	11.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	87	85
Mathematics Met or Exceeded Expectations	67%	73	81

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓* = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	630	74%	85	86%	X	631	67%	81	86%	X
White	343	71%	72	81%	X	343	63%	67	81%	X
African American	42	45%	62	89%	X	42	36%	64	89%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	193	87%	65	96%	✓	194	84%	60	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	43%	90	80%	X	62	29%	73	80%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	83	63%	92	87%	X	85	57%	94	87%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	213	763	762	750	N	7%	20%	58%	16%	73%	52%
White	109	760	764	756	N	10%	21%	58%	11%	69%	61%
African American	17	753	744	732	N	12%	47%	29%	12%	41%	31%
Hispanic	S	S	751	738	S	S	S	S	S	S	37%
Asian	70	772	771	772	N	1%	10%	66%	23%	89%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	757	755	S	S	S	S	S	S	60%
Students with Disability	17	749	734	719	N	18%	29%	47%	6%	53%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	755	745	735	N	N	36%	64%	N	64%	33%
PARCC MATH											
Schoolwide	213	759	750	743	1%	9%	24%	52%	15%	66%	43%
White	109	754	752	750	N	10%	32%	47%	11%	58%	53%
African American	17	741	730	724	12%	18%	35%	35%	N	35%	20%
Hispanic	S	S	736	730	S	S	S	S	S	S	26%
Asian	70	772	762	768	N	6%	9%	60%	26%	86%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	745	748	S	S	S	S	S	S	49%
Students with Disability	17	741	727	717	N	18%	53%	29%	N	29%	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	22	757	736	728	N	14%	18%	50%	18%	68%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	246	765	762	753	3%	7%	17%	43%	31%	73%	56%
White	139	762	764	760	4%	7%	17%	47%	26%	73%	65%
African American	19	748	749	733	5%	11%	42%	26%	16%	42%	35%
Hispanic	S	S	741	739	S	S	S	S	S	S	41%
Asian	74	775	771	781	1%	5%	11%	39%	43%	82%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	25	734	727	716	20%	28%	8%	36%	8%	44%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	33	756	745	735	6%	9%	27%	33%	24%	58%	37%
PARCC MATH											
Schoolwide	225	755	744	740	2%	8%	28%	54%	8%	62%	39%
White	134	752	746	747	2%	10%	28%	54%	6%	60%	47%
African American	19	745	732	724	N	21%	42%	32%	5%	37%	19%
Hispanic	S	S	732	729	S	S	S	S	S	S	23%
Asian	59	764	753	763	2%	2%	20%	61%	15%	76%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	749	744	S	S	S	S	S	S	44%
Students with Disability	25	738	721	713	8%	8%	48%	36%	N	36%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	745	730	727	7%	7%	39%	45%	3%	48%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span 06-08

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	185	770	754	753	2%	5%	17%	55%	22%	77%	55%
White	102	764	754	759	3%	7%	18%	60%	13%	73%	63%
African American	S	S	732	732	S	S	S	S	S	S	34%
Hispanic	15	759	744	740	N	7%	27%	60%	7%	67%	43%
Asian	55	784	774	780	N	2%	7%	47%	44%	91%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	756	756	S	S	S	S	S	S	59%
Students with Disability	20	736	724	715	10%	25%	30%	35%	N	35%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	27	763	743	736	4%	11%	15%	52%	19%	70%	38%
**PARCC MATH											
Schoolwide	64	737	721	726	9%	11%	41%	39%	N	39%	26%
White	37	738	722	732	11%	11%	32%	46%	N	46%	32%
African American	S	S	711	712	S	S	S	S	S	S	14%
Hispanic	S	S	718	721	S	S	S	S	S	S	20%
Asian	12	741	733	745	8%	17%	25%	50%	N	50%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	705	726	S	S	S	S	S	S	26%
Students with Disability	S	S	708	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	735	715	718	13%	13%	27%	47%	N	47%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



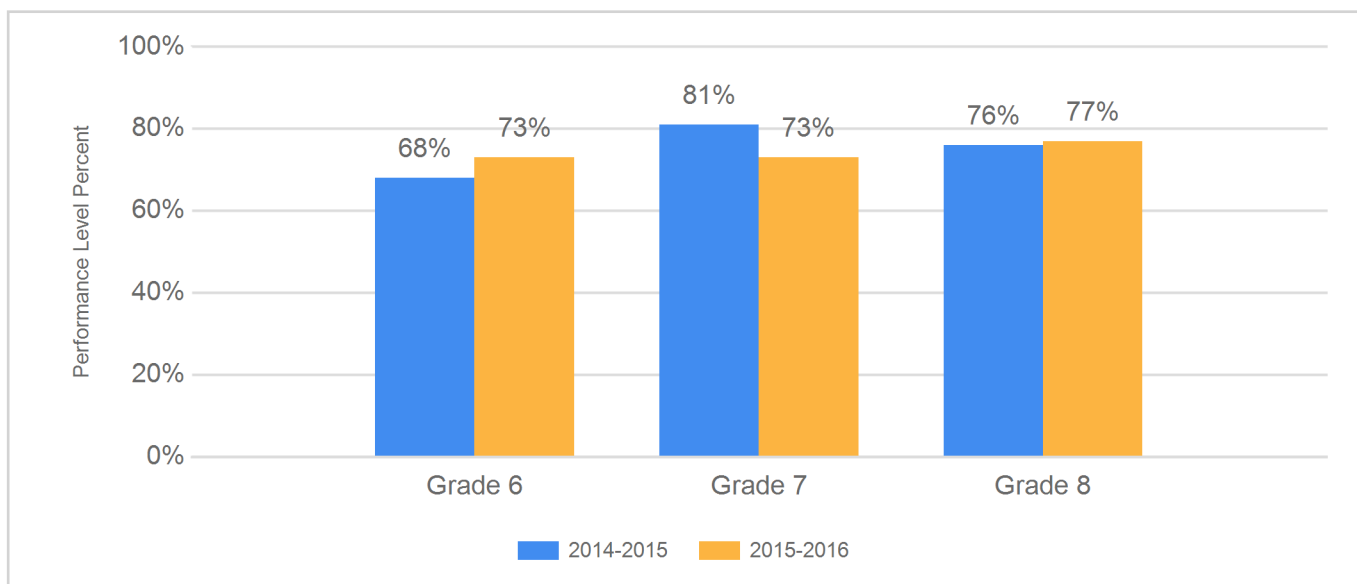
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	127	774	769	769	N	3%	9%	80%	9%	88%	41%
White	64	767	766	772	N	3%	9%	86%	2%	88%	51%
African American	S	S	756	748	S	S	S	S	S	S	20%
Hispanic	S	S	756	746	S	S	S	S	S	S	25%
Asian	49	785	781	789	N	2%	4%	78%	16%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	773	776	S	S	S	S	S	S	47%
Students with Disability	S	S	759	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	14	768	765	746	N	N	21%	71%	7%	79%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations


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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	780	774	776	N	N	N	67%	33%	100%	27%
White	S	S	771	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	779	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



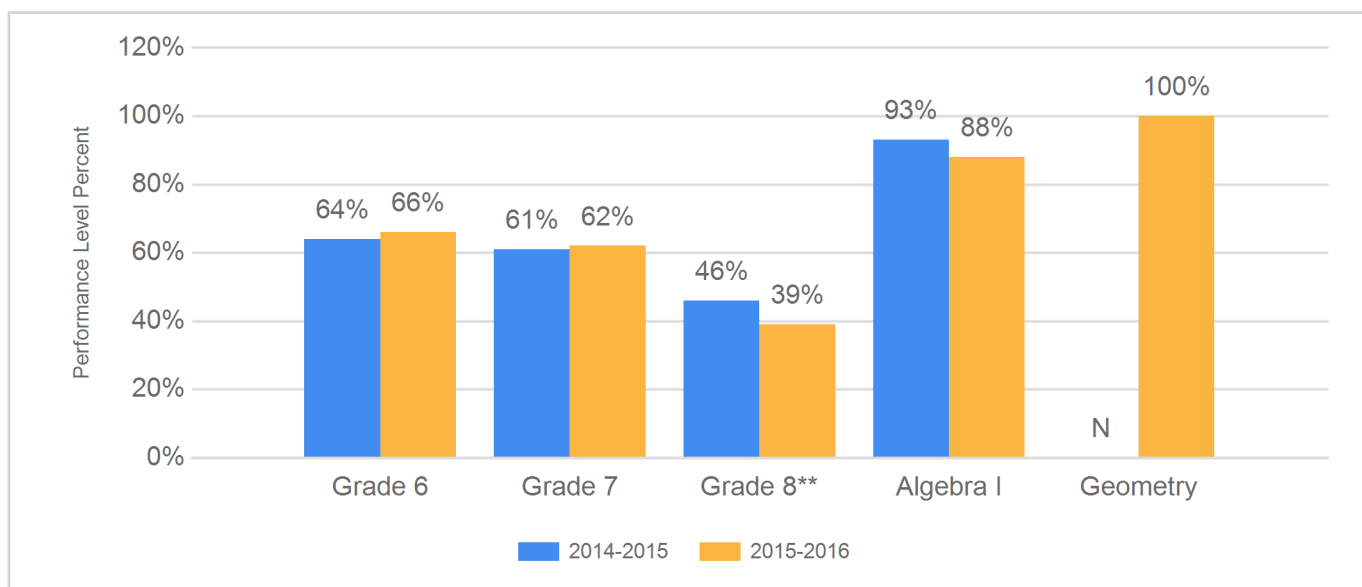
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

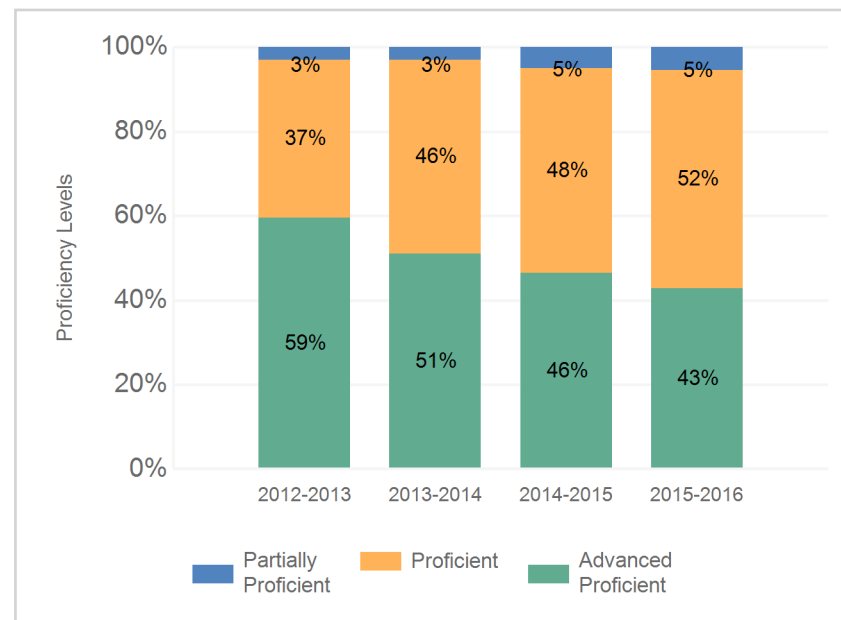
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	43%	52%	5%
White	45%	50%	5%
African American	S	S	S
Hispanic	12%	82%	6%
American Indian	N	N	N
Asian	48%	48%	3%
Two or More Races	S	S	S
Students with Disability	4%	72%	24%
English Language Learners	N	N	N
Economically Disadvantaged Students	21%	58%	21%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	48	50
Student Growth on Math	42	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	5%	1%	0%
Approached (L3)	12%	3%	2%
Met (L4)	25%	17%	9%
Exceeded (L5)	3%	9%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	5%	2%	1%
Approached (L3)	12%	10%	6%
Met (L4)	20%	16%	16%
Exceeded (L5)	1%	3%	6%



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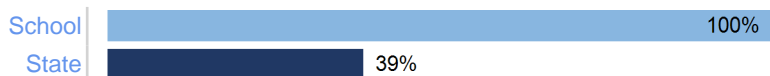
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



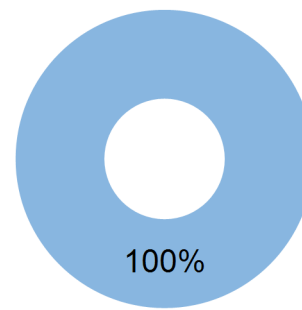
DANCE



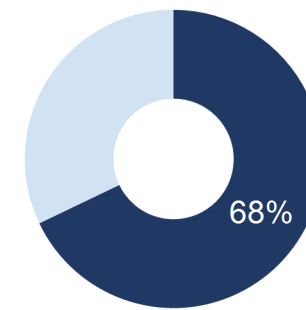
VISUAL ARTS



Any Visual and Performing Arts



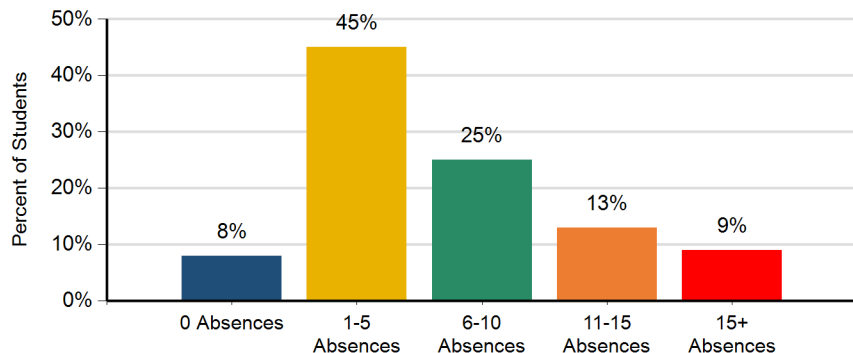
School



State

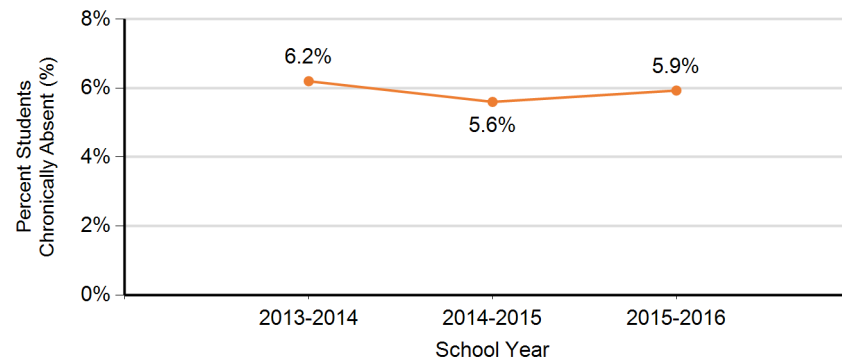
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	7 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	270:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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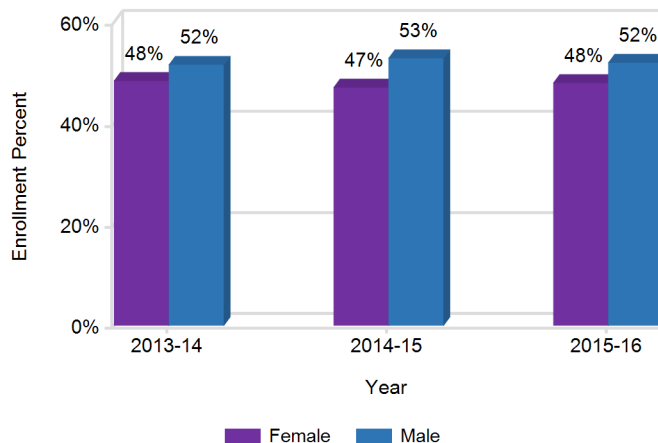
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	54	44	54
Grade 01	48	68	49
Grade 02	65	49	61
Grade 03	60	58	58
Grade 04	57	61	58
Grade 05	73	63	72
UG	13	16	4
Total	370	359	356

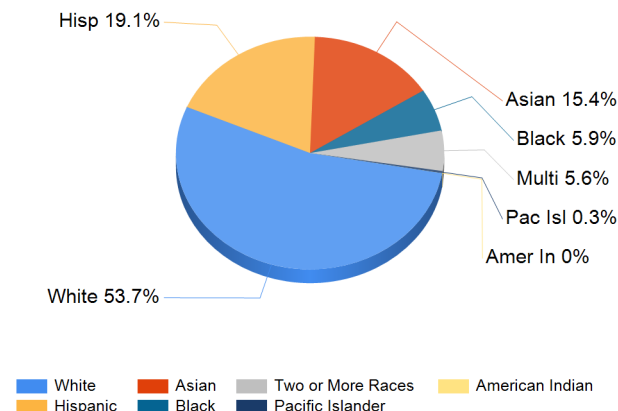
Enrollment by Gender

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



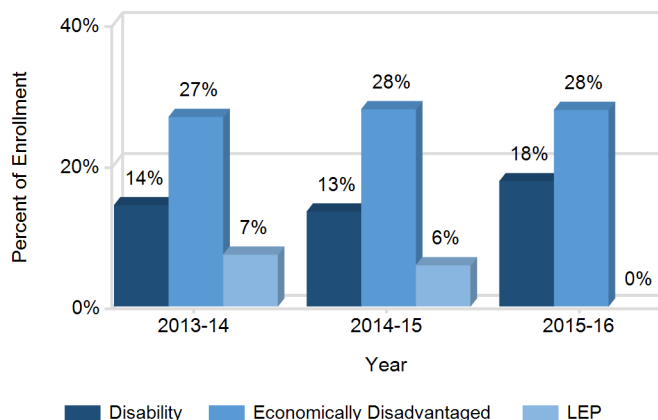
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.6%
Spanish	10.4%
Vietnamese	2.2%
Urdu	2.0%
Tagalog	1.7%
Other	8.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	47	71
Mathematics Met or Exceeded Expectations	57%	67	69

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	166	65%	71	91%	X	168	57%	69	91%	X
White	95	73%	83	86%	X	96	60%	71	86%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	37	22%	68	81%	X	37	27%	84	81%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	48	38%	57	93%	X	48	33%	70	93%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	765	759	746	4%	8%	18%	56%	14%	70%	48%
White	31	775	763	756	N	3%	10%	71%	16%	87%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	S	S	730	718	S	S	S	S	S	S	22%
English Language Learners	S	S	712	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	15	739	735	727	7%	27%	33%	27%	7%	33%	28%
PARCC MATH											
Schoolwide	50	767	763	749	N	6%	26%	44%	24%	68%	52%
White	31	773	765	757	N	3%	23%	42%	32%	74%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	S	S	741	727	S	S	S	S	S	S	28%
English Language Learners	S	S	736	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	15	759	741	732	N	7%	33%	47%	13%	60%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Thomas Paine Elementary School

4001 CHURCH RD

CHERRY HILL, NJ 08034-1199

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	769	759	750	6%	2%	20%	39%	33%	73%	54%
White	25	776	763	759	4%	N	8%	44%	44%	88%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	766	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	12	739	738	734	17%	8%	33%	42%	N	42%	33%
PARCC MATH											
Schoolwide	51	766	754	745	4%	8%	10%	67%	12%	78%	47%
White	25	771	755	752	N	4%	12%	76%	8%	84%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	S	S	767	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	746	736	730	17%	8%	25%	50%	N	50%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	755	760	751	3%	10%	27%	55%	6%	61%	53%
White	41	761	763	758	N	10%	27%	56%	7%	63%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	11	735	741	738	9%	18%	55%	18%	N	18%	37%
Asian	11	761	772	773	9%	N	N	82%	9%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	14	727	733	723	14%	36%	29%	21%	N	21%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	739	740	735	9%	14%	36%	41%	N	41%	33%
PARCC MATH											
Schoolwide	73	743	754	747	6%	18%	37%	36%	4%	40%	47%
White	42	747	755	753	5%	17%	31%	45%	2%	48%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	11	761	774	774	N	N	36%	46%	18%	64%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	14	735	735	725	14%	14%	50%	21%	N	21%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	22	734	739	732	5%	27%	55%	14%	N	14%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



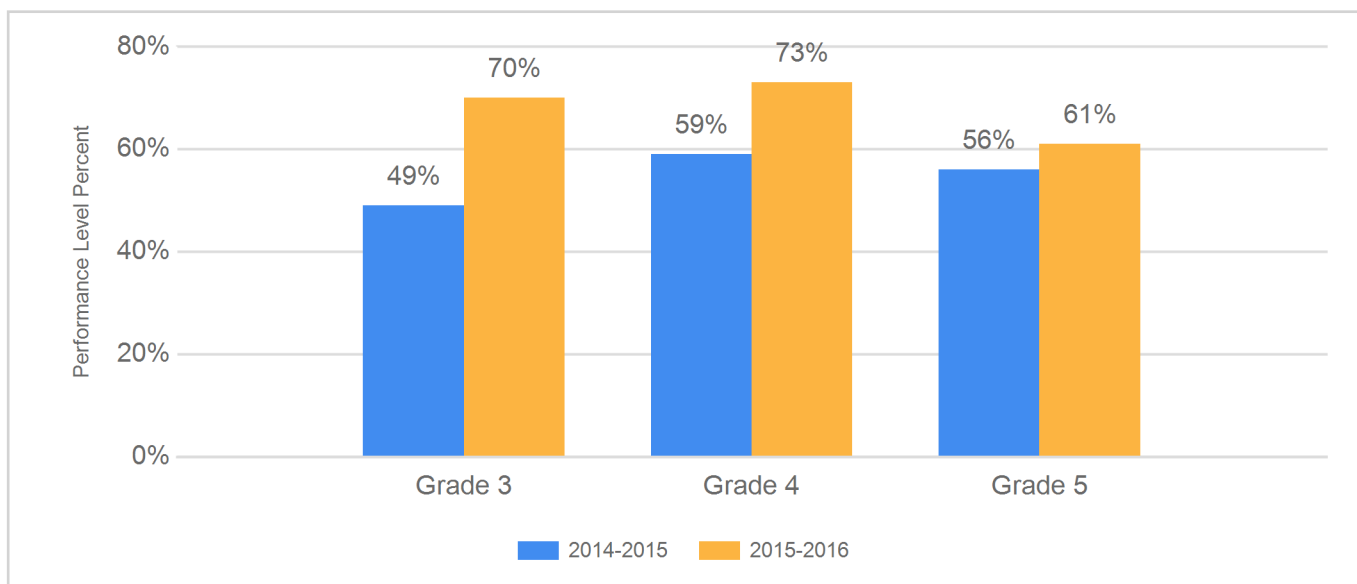
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



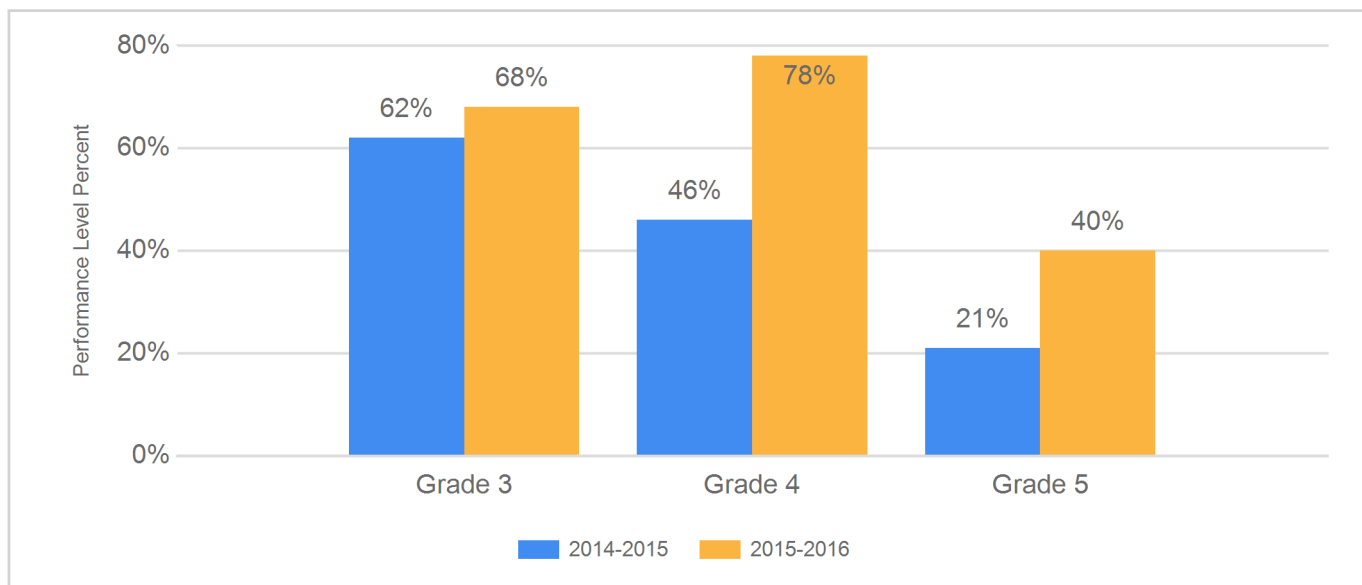
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

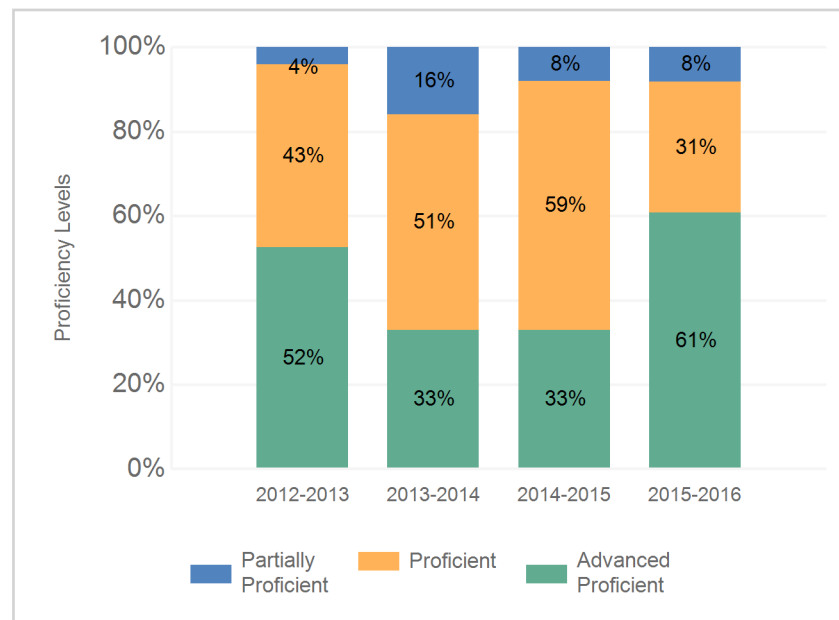
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	31%	8%
White	74%	18%	9%
African American	S	S	S
Hispanic	46%	46%	9%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	25%	50%	25%
English Language Learners	N	N	N
Economically Disadvantaged Students	14%	64%	21%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	66	48	50
Student Growth on Math	60	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	3%	0%
Approached (L3)	7%	9%	10%
Met (L4)	12%	11%	25%
Exceeded (L5)	0%	3%	17%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	9%	4%	1%
Approached (L3)	6%	14%	6%
Met (L4)	5%	16%	31%
Exceeded (L5)	1%	1%	6%



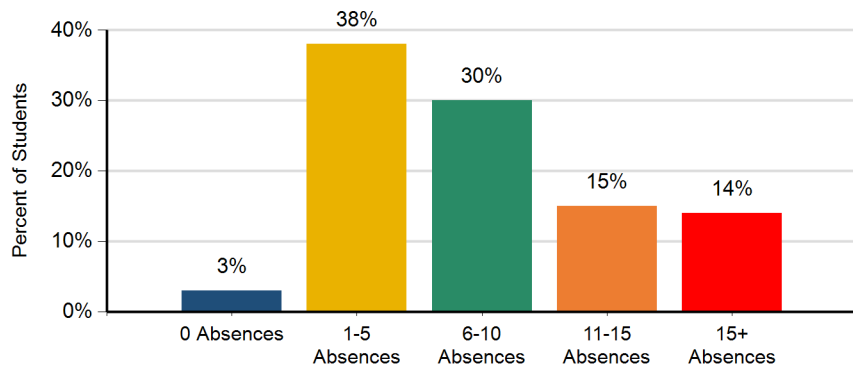
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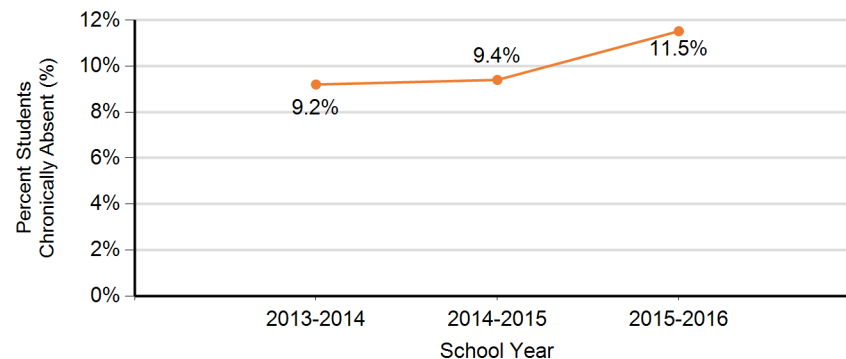
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	356:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.8%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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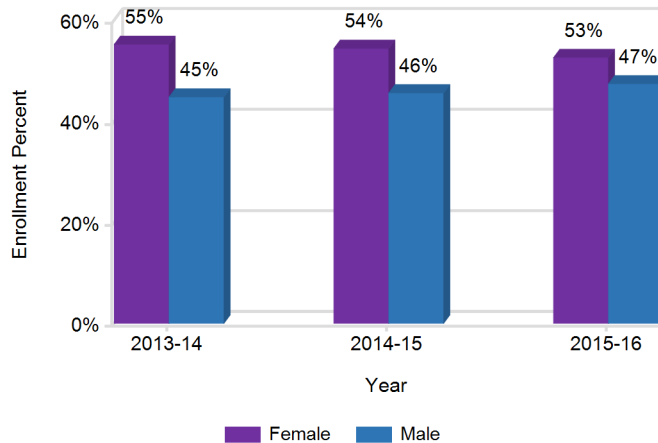
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	43	52	45
Grade 01	57	55	66
Grade 02	63	60	59
Grade 03	71	64	65
Grade 04	85	70	63
Grade 05	66	87	71
UG	1	0	0
Total	386	388	369

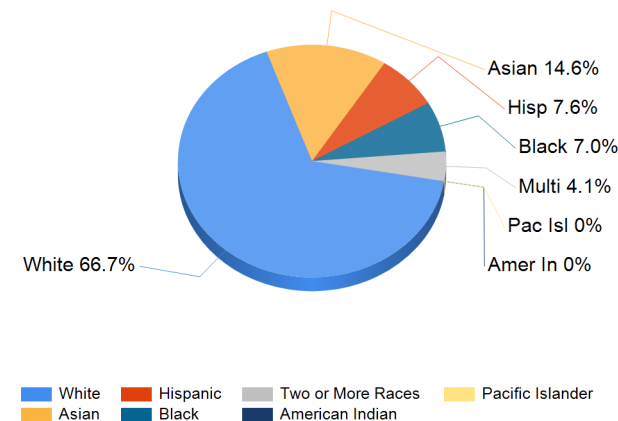
Enrollment by Gender

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



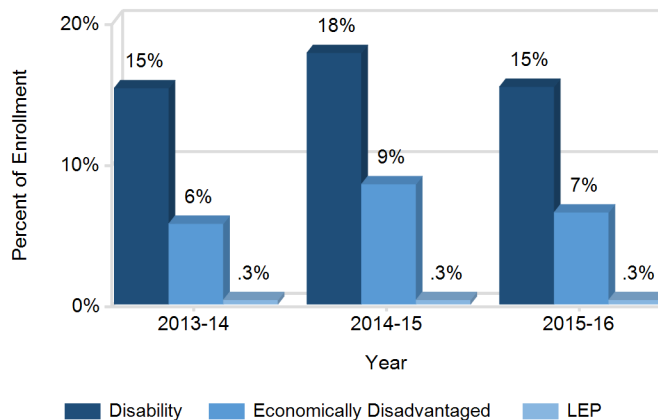
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.1%
Chinese	3.8%
Hebrew	2.4%
Vietnamese	1.6%
Spanish	1.4%
Other	5.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	53	73
Mathematics Met or Exceeded Expectations	55%	40	62

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	174	69%	73	92%	X	174	55%	62	92%	X
White	119	71%	68	91%	X	119	56%	51	91%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	755	759	746	7%	7%	24%	57%	5%	62%	48%
White	39	758	763	756	5%	8%	21%	59%	8%	67%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	738	730	S	S	S	S	S	S	31%
Asian	S	S	767	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	761	753	S	S	S	S	S	S	55%
Students with Disability	12	739	730	718	25%	8%	25%	42%	N	42%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	735	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	58	760	763	749	2%	7%	22%	53%	16%	69%	52%
White	39	761	765	757	3%	5%	18%	56%	18%	74%	63%
African American	S	S	738	730	S	S	S	S	S	S	31%
Hispanic	S	S	742	736	S	S	S	S	S	S	35%
Asian	S	S	778	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	769	754	S	S	S	S	S	S	57%
Students with Disability	12	753	741	727	8%	8%	8%	58%	17%	75%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	741	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	753	759	750	5%	10%	20%	51%	14%	64%	54%
White	38	754	763	759	3%	11%	18%	58%	11%	68%	64%
African American	S	S	745	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	14	758	766	773	7%	7%	21%	43%	21%	64%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	732	723	S	S	S	S	S	S	22%
English Language Learners	S	S	717	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	738	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	59	750	754	745	3%	14%	37%	34%	12%	46%	47%
White	38	748	755	752	3%	16%	32%	42%	8%	50%	57%
African American	S	S	734	727	S	S	S	S	S	S	24%
Hispanic	S	S	736	733	S	S	S	S	S	S	30%
Asian	14	762	767	771	N	N	50%	29%	21%	50%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	760	750	S	S	S	S	S	S	54%
Students with Disability	S	S	734	724	S	S	S	S	S	S	22%
English Language Learners	S	S	724	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	765	760	751	N	9%	16%	66%	9%	75%	53%
White	50	762	763	758	N	8%	20%	66%	6%	72%	64%
African American	S	S	743	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	772	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	12	749	733	723	N	25%	33%	42%	N	42%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	740	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	67	753	754	747	2%	3%	45%	43%	8%	51%	47%
White	50	750	755	753	2%	2%	52%	38%	6%	44%	57%
African American	S	S	737	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	774	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	753	754	S	S	S	S	S	S	56%
Students with Disability	12	740	735	725	N	8%	67%	25%	N	25%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	739	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



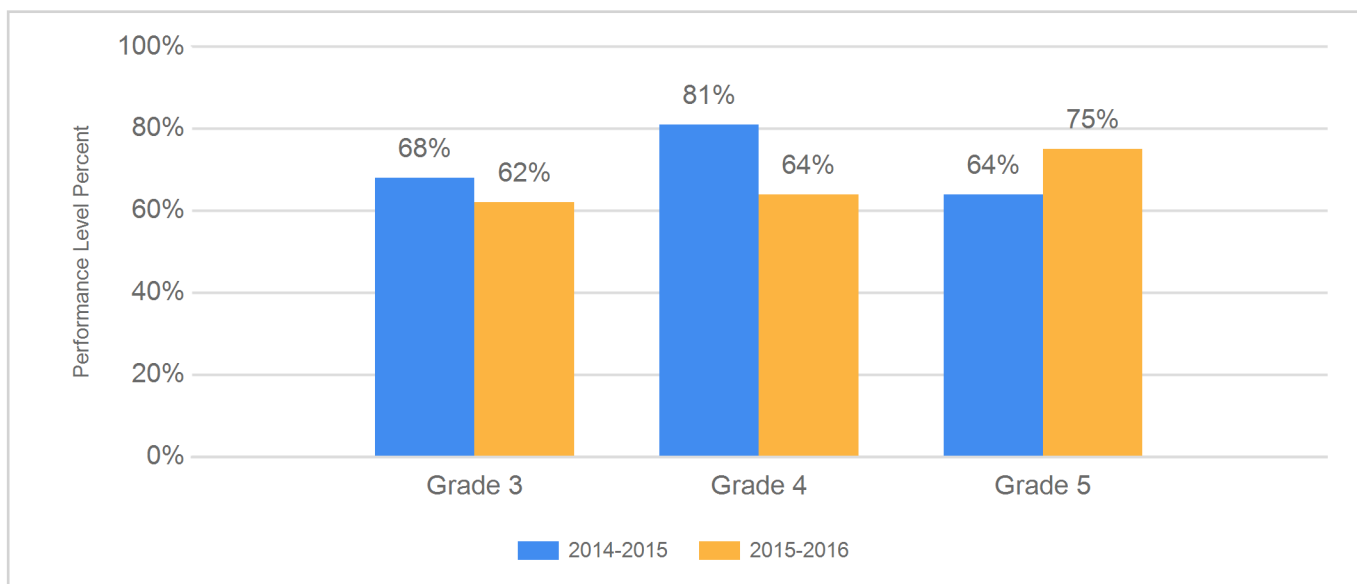
State of New Jersey
2015-2016

Grade Span KH-05

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



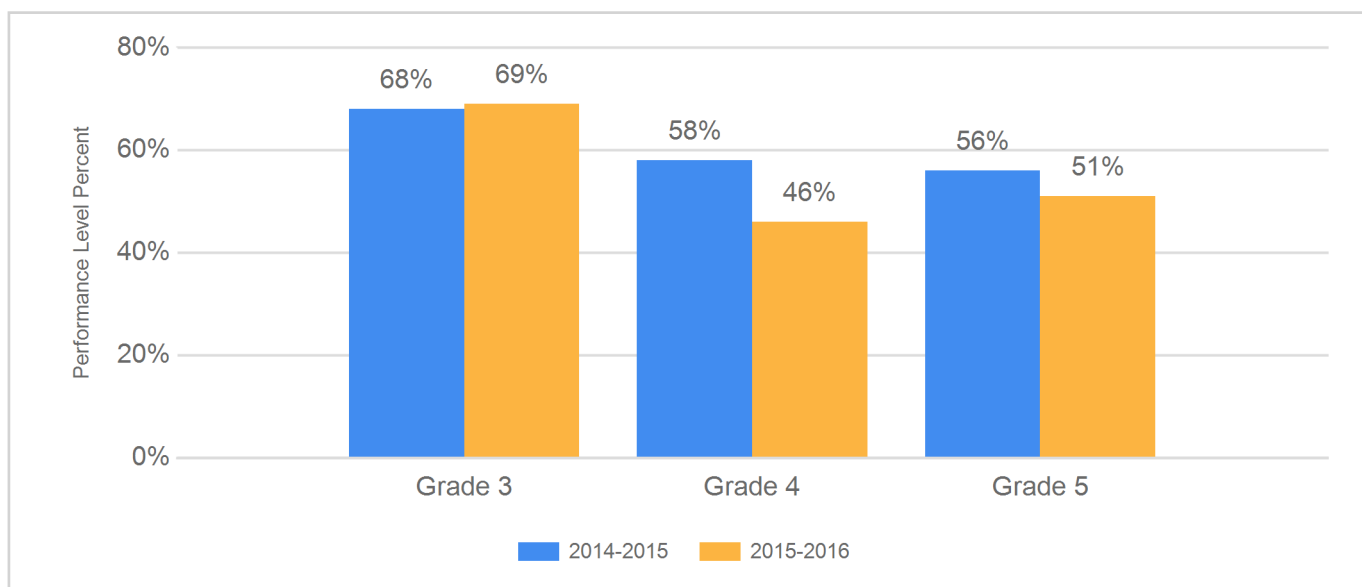
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

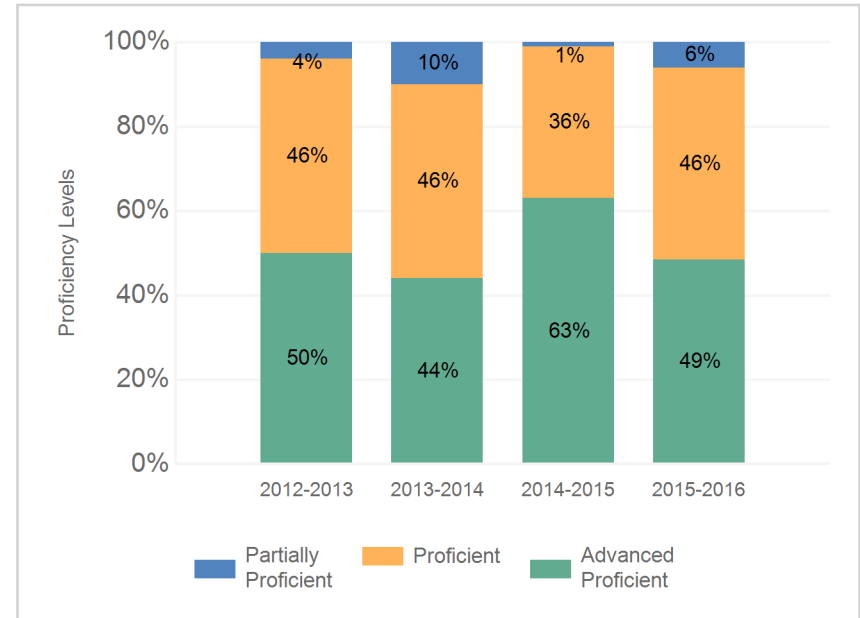
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	49%	46%	6%
White	47%	49%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	62%	39%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	48	50
Student Growth on Math	35	45	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	5%	1%	0%
Approached (L3)	13%	4%	0%
Met (L4)	29%	25%	10%
Exceeded (L5)	1%	3%	8%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	1%	0%
Approached (L3)	25%	11%	5%
Met (L4)	16%	22%	7%
Exceeded (L5)	5%	3%	2%



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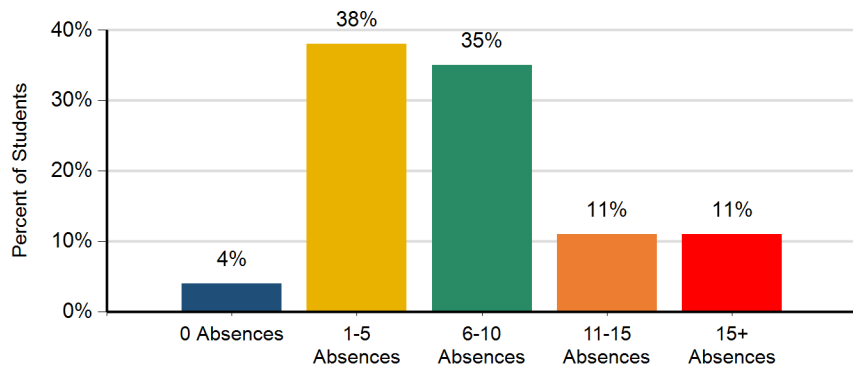
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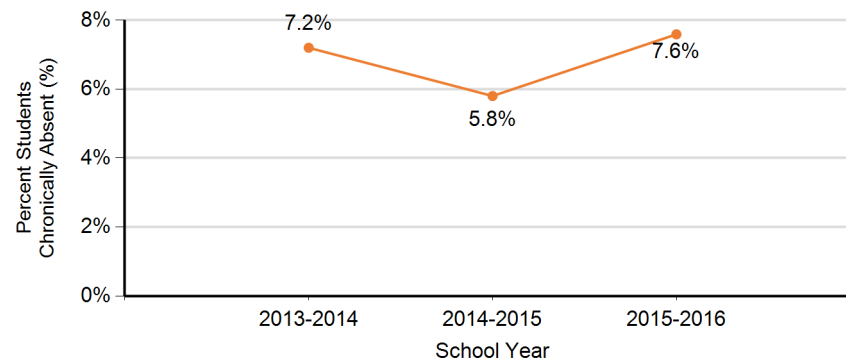
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

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

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	369:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%