NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FOUR
(07-2670-040)
Grades Offered: KG-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	LINDENWOLD BORO
Principal Name	MRS. LAWRENCE
Address	900 GIBBSBORO RD. LINDENWOLD, NJ 08021
Phone Number	(856)783-0405
Email Address	DLAWRENCE@LINDENWOLD.K12.NJ.US
Website	http://www.s4.lindenwold.k12.nj.us/

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	147	154	160
1	160	145	140
2	131	154	149
3	132	125	152
4	111	119	120
Total	681	697	721

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.3%	47.2%	50.1%
Male	51.7%	52.8%	49.9%
Economically Disadvantaged Students	86.9%	84.4%	88.9%
Students with Disabilities	12.5%	11.3%	9.8%
English Learners	32.2%	37.6%	41.7%
Homeless Students		9.2%	8.3%
Students in Foster Care		1.0%	0.3%
Military-Connected Students		0.1%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	7.3%	7.5%	7.2%
Hispanic	57.9%	63.6%	66.4%
Black or African American	31.7%	25.7%	23.9%
Asian	2.3%	1.9%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.6%	1.1%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	147	154	160

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.8%
English	46.5%
Other Languages	0.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	38	50	Not Met	51	39	50	Met Standard
White	21.5	23	50	**	41	35	51	**
Hispanic	39	41	49	Not Met	63.5	42	48	Exceeds Standard
Black or African American	33.5	38	44	Not Met	32	34	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	45	61	**	*	51	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	N	19	49	**	N	29	51	**
Economically Disadvantaged	39	40	48	Not Met	51	39	47	Met Standard
Students with Disabilities	23	28	41	**	44	44.5	43	**
English Learners	39	41	54	Not Met	65	43	51	Exceeds Standard

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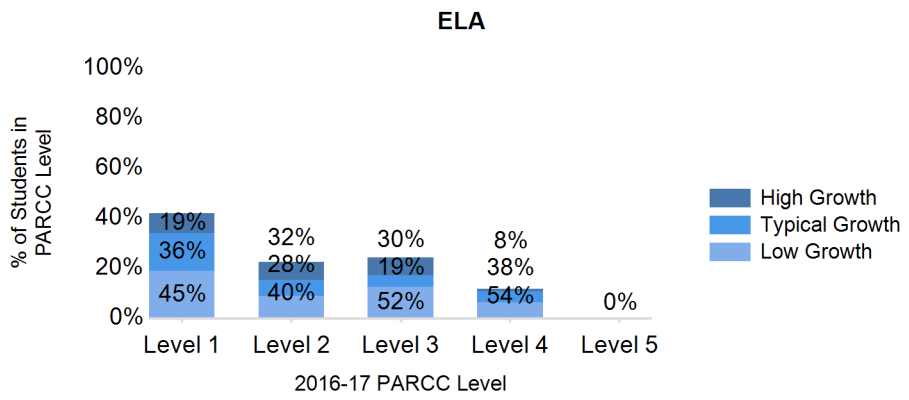
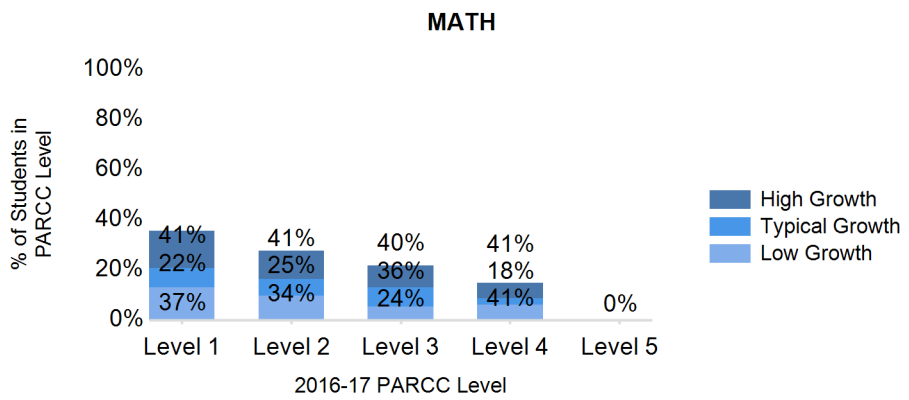
Student Growth by Performance Level

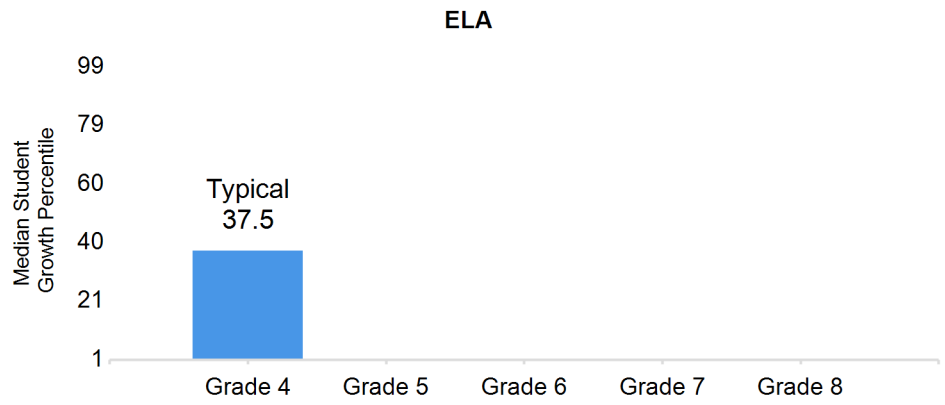
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

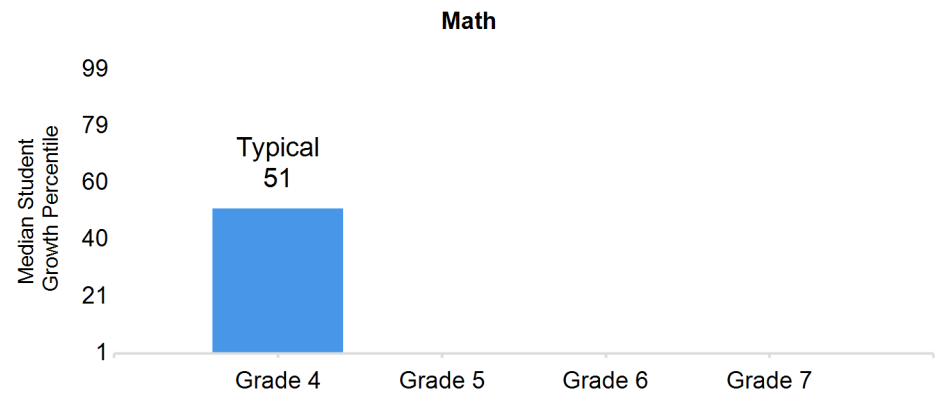




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	257	99.3	17.9	23.0	56.7	17.9	24.7	Not Met
White	17	100.0	41.2	33.4	65.6	41.2	**	**
Hispanic	170	99.4	16.5	19.8	42.5	16.5	21.1	Met Target†
Black or African American	63	98.5	12.7	22.9	37.3	12.7	24.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	42.9	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	134	99.3	23.1	31.1	64.5	23.1		
Male	123	99.2	12.2	15.2	49.4	12.2		
Economically Disadvantaged Students	219	99.1	18.8	21.7	38.5	18.8	23.6	Not Met
Non-Economically Disadvantaged Students	38	100.0	13.1	27.9	67.5	13.1		
Students with Disabilities	37	97.5	*	*	21.6	*	4	Met Target
Students without Disabilities	220	99.6	*	*	63.9	*		
English Learners	117	99.2	10.3	*	27.3	10.3	14.8	Met Target†
Non-English Learners	140	99.3	24.3	*	59.4	24.3		
Homeless Students	19	95.5	10.5	*	27.7	10.5		
Students In Foster Care	N	N	N	20.0	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	710	716	750	46%	17%	17%	*	*	19%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	92	705	709	736	52%	21%	11%	16%	0%	16%	38%
Black or African American	37	714	720	733	38%	*	32%	*	*	19%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	67	718	726	756	37%	18%	19%	*	*	25%	57%
Male	71	702	707	744	55%	17%	15%	*	*	13%	46%
Economically Disadvantaged Students	122	707	712	733	*	*	*	*	*	18%	34%
Non-Economically Disadvantaged Students	16	726	731	762	*	*	*	*	*	25%	64%
Students with Disabilities	14	681	682	719	*	*	*	*	*	*	24%
Students without Disabilities	124	713	720	756	*	*	*	*	*	*	57%
English Learners	57	686	691	712	*	*	*	*	*	*	15%
Non-English Learners	81	727	727	753	*	*	*	*	*	*	55%
Homeless Students	11	700	706	720	*	*	*	*	*	18%	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	719	725	756	28%	25%	31%	*	*	16%	58%
White	*	*	735	764	*	*	*	*	*	*	68%
Hispanic	81	718	723	744	30%	25%	30%	*	*	16%	44%
Black or African American	26	718	722	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	67	721	727	762	30%	18%	33%	*	*	19%	63%
Male	53	717	721	751	26%	34%	28%	*	*	11%	53%
Economically Disadvantaged Students	101	721	724	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	19	709	726	767	*	*	*	*	*	*	70%
Students with Disabilities	18	700	696	726	67%	*	*	*	*	11%	25%
Students without Disabilities	102	723	730	762	22%	*	*	*	*	17%	64%
English Learners	33	697	706	720	*	*	*	*	*	*	17%
Non-English Learners	87	728	730	759	*	*	*	*	*	*	61%
Homeless Students	10	701	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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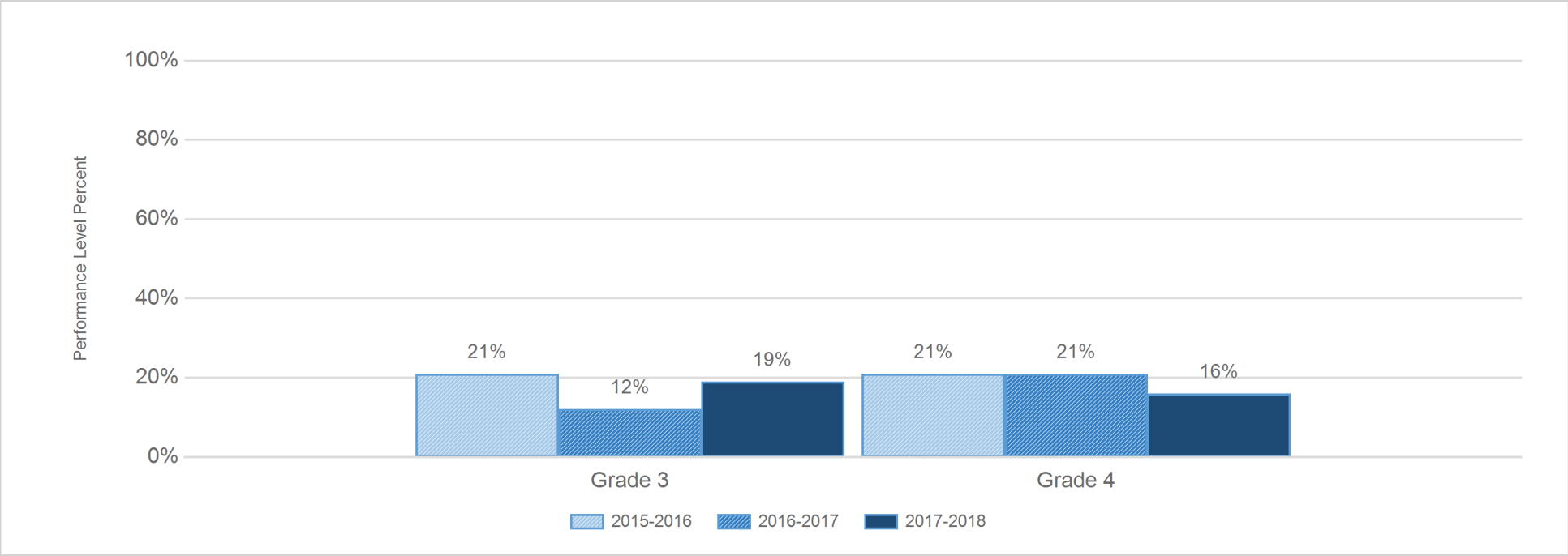
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	261	98.9	18.0	12.4	45.0	18.0	24.8	Not Met
White	17	100.0	11.8	20.0	54.1	11.8	**	**
Hispanic	174	98.9	18.4	11.0	29.2	18.4	23.5	Not Met
Black or African American	63	98.5	14.3	*	23.4	14.3	19.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	35.3	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	137	98.6	17.5	12.8	46.0	17.5		
Male	124	99.2	18.5	12.1	43.9	18.5		
Economically Disadvantaged Students	223	98.7	18.8	12.1	26.6	18.8	24.7	Not Met
Non-Economically Disadvantaged Students	38	100.0	13.2	13.7	55.9	13.2		
Students with Disabilities	37	95.1	*	*	17.1	*	15.9	Not Met
Students without Disabilities	224	99.6	*	*	50.5	*		
English Learners	121	98.4	13.2	*	24.6	13.2	14.8	Met Target†
Non-English Learners	140	99.3	22.1	*	46.9	22.1		
Homeless Students	22	92.3	*	11.2	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	725	727	752	21%	24%	33%	22%	0%	22%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	96	723	725	739	22%	24%	34%	20%	0%	20%	38%
Black or African American	37	727	726	734	*	*	30%	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	71	724	729	752	23%	25%	31%	21%	0%	21%	53%
Male	71	725	724	751	20%	23%	35%	23%	0%	23%	53%
Economically Disadvantaged Students	126	723	724	736	*	*	*	*	*	21%	35%
Non-Economically Disadvantaged Students	16	738	738	762	*	*	*	*	*	31%	66%
Students with Disabilities	14	697	703	730	*	*	*	*	*	*	29%
Students without Disabilities	128	728	730	756	*	*	*	*	*	*	57%
English Learners	61	711	714	726	*	*	*	*	*	*	23%
Non-English Learners	81	735	733	754	*	*	*	*	*	*	56%
Homeless Students	13	702	713	723	*	*	*	*	*	15%	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	719	720	748	25%	31%	31%	13%	0%	13%	49%
White	*	*	731	755	*	*	*	*	*	*	60%
Hispanic	83	720	721	737	22%	33%	30%	16%	0%	16%	34%
Black or African American	26	709	713	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	68	720	721	748	26%	31%	29%	*	*	13%	50%
Male	54	718	720	748	22%	31%	33%	*	*	13%	49%
Economically Disadvantaged Students	103	720	720	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	19	715	721	758	*	*	*	*	*	*	62%
Students with Disabilities	18	707	701	725	*	*	*	*	*	11%	22%
Students without Disabilities	104	721	724	753	*	*	*	*	*	13%	55%
English Learners	35	705	710	722	*	*	*	*	*	*	16%
Non-English Learners	87	725	724	750	*	*	*	*	*	*	52%
Homeless Students	11	706	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FOUR
(07-2670-040)
Grades Offered: KG-04
2017-2018

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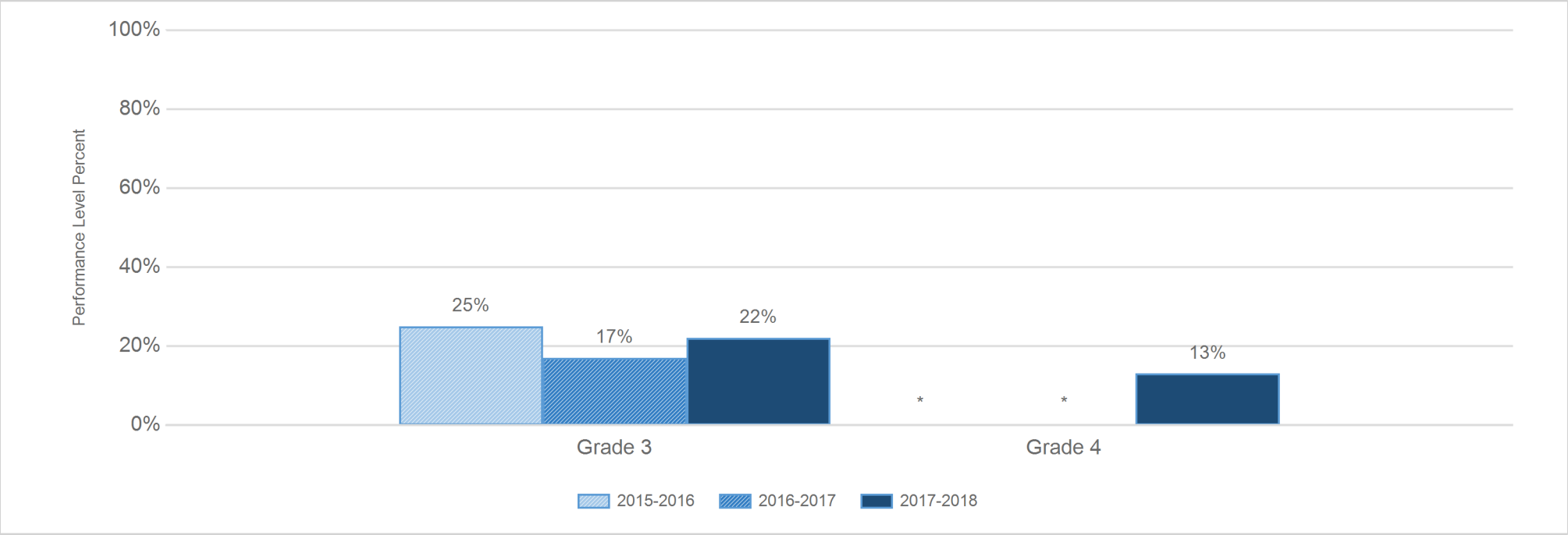
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	35.5%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	141	*	*
3-4	117	*	*
5 or more	35	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

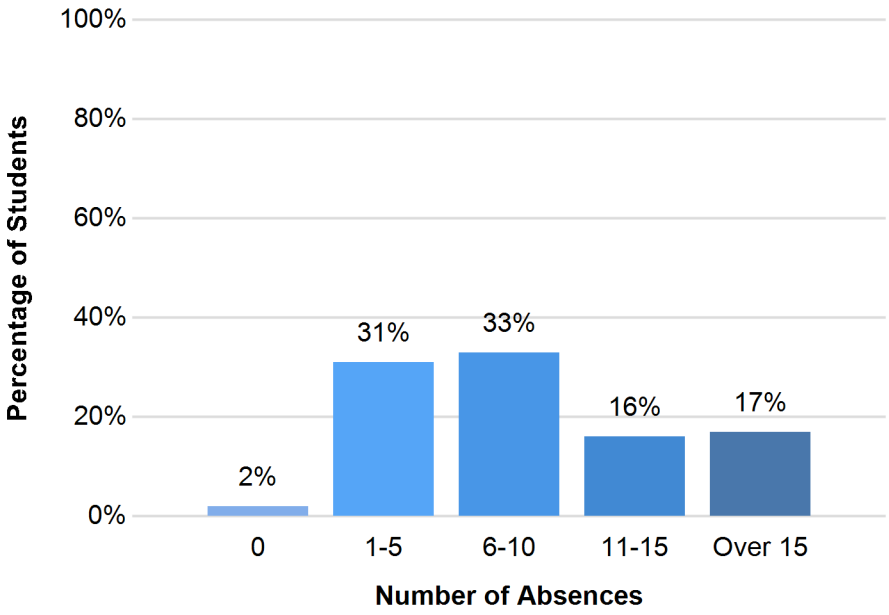
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	98	13.6	9.1	Not Met
White	15	28.8	9.1	Not Met
Hispanic	46	9.6	9.1	Not Met
Black or African American	35	20.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	10.0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	91	14.3	9.1	Not Met
Students with Disabilities	21	27.6	9.1	Not Met
English Learners	22	7.3	9.1	Met

Days Absent

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



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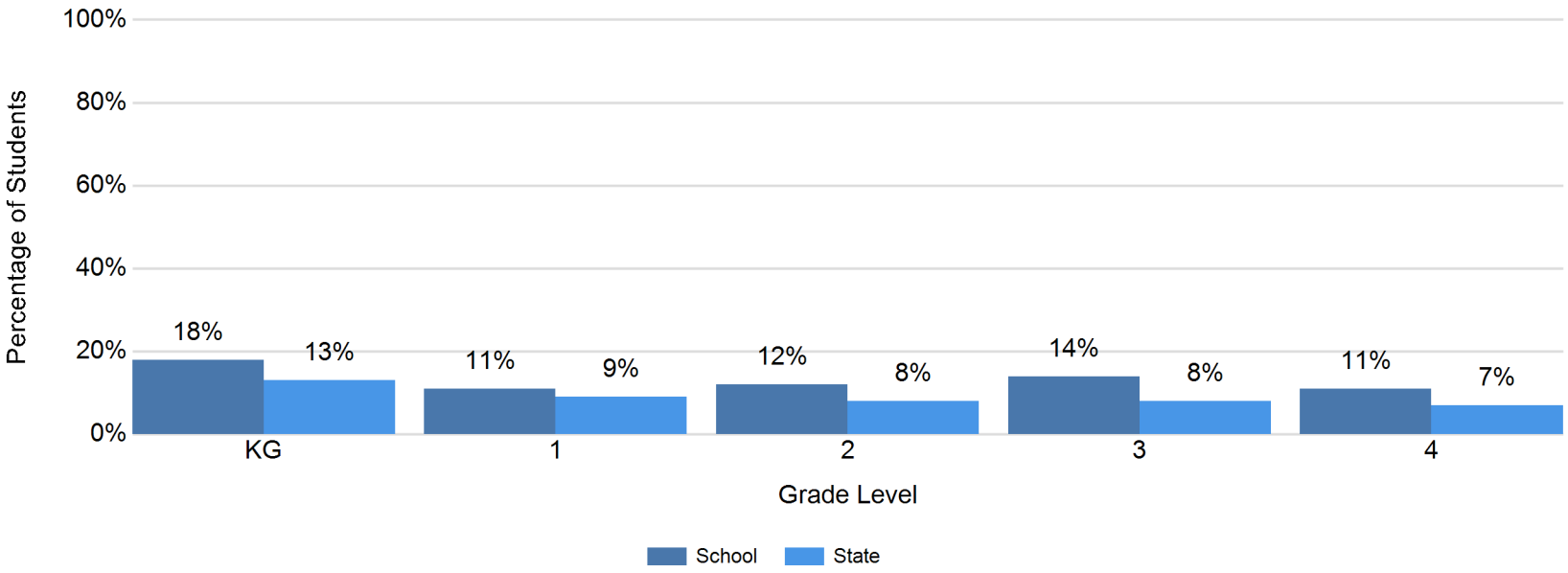
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
12

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,185	$12,426	$13,611

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	55	117,464
Average years experience in public schools	9.2	12.0
Average years experience in district	8.1	10.7
Teachers in district for 4 or more years	61.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	16.3	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	78.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	361:1	146:1
Teachers to Administrators	28:1	13:1
Students to Librarians/Media Specialists		1387:1
Students to Nurses		555:1
Students to Counselors		396:1
Students to Child Study Team		277:1

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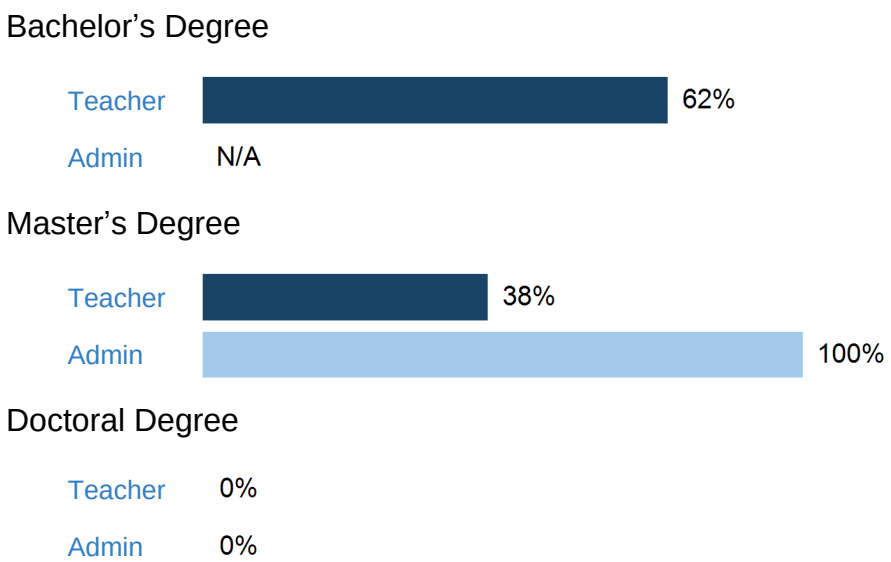
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	80.5%	90.2%
2016-17 Administrators: Same district 2017-18	80.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.0%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	90.9%	50.0%
Male	9.1%	50.0%
White	67.3%	50.0%
Hispanic	10.9%	0.0%
Black or African American	18.2%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.8%	0.0%
Native Hawaiian or Pacific Islander	1.8%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Yes	Yes	No

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	2.96	15.0%
Mathematics Proficiency	8.53	15.0%
English Language Arts Growth	11.79	20.0%
Mathematics Growth	58.28	20.0%
Progress Towards English Language Proficiency	11.91	20.0%
Chronic Absenteeism	11.33	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.25	n/a
Summative Rating: Percentile Rank of Summative Score	7.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	37.62	14.08	No	Met Target†	Not Met	Not Met	Exceeds Standard	n/a	Not Met	No
Black or African American	15.73	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	31.82	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target	Not Met	**	**	n/a	Not Met	No
English Learners	32.88	14.08	No	Met Target†	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• School 4 has a diverse ethnic population located in an evolving urban/suburban community that takes pride in its educational programs. • School 4 delivers quality educational experiences for students by providing professional development for staff, implementing innovative curriculum, small group instruction, and the use of technology. • School-wide positive behavior support systems address student conduct and building culture through data analysis and building incentives within the structure defined by NJTSS.

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****** Accountability calculations require 20 or more students
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School Narrative

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

Courses, Curriculum, Instruction:	The primary focus of School 4's instructional program is to develop strong literacy skills for all of our students. We utilize a Balanced Literacy Model of instruction at all grade levels. The model includes Shared Reading (grade level reading modeled by the teacher with "shared reading" by the students), Guided Reading (small group instruction and reading done by the students at their instructional level), and independent reading (students reading high interest books at their independent level). The foundation of the School 4 math program is the New Jersey Learning Standards. The standards and the intended learning outcomes are used by the classroom teachers to plan whole group instruction using a variety of instructional materials. We have continued the use of manipulatives and small group instruction to provide a concrete representation of abstract math concepts and as a means to intervene.
Clubs and Activities:	Students in grades 3 and 4 get the opportunity to participate in after school dance and/or chorus. The students meet after school once per week for an hour. They enjoy preparing to perform our annual winter and spring concerts.

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FOUR
(07-2670-040)
Grades Offered: KG-04
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Staff and Professional Learning:	Ongoing professional development is an essential component of the School 4 learning community. Administration and staff work side by side focusing on a number of goals. Teachers are trained in using the Fountas and Pinnell Benchmark Assessment System to assess reading behaviors in order to respond through improved instruction with focus on questioning. The goal is to build teachers' repertoire of effective questioning strategies to deliver high quality instruction by focusing on best practices and discussion across all content areas. These goals are met by fostering collaboration through common planning time, grade level meetings, and PLC meetings. The literacy coach provides coadministration of the assessment and turnkeys information from her own professional development. An outside literacy consultant has also been hired to provide training on enhancing professional dialogue. We are currently partnering with the Ongoing Assessment Project (OGAP) for math professional learning.

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Student Supports and Services:	School 4 uses the state intervention and referral process to meet the needs of students who exhibit difficulty with average achievement. These students are supported through the Intervention Services Team (IST). The function of the IST is to provide assistance and intervention strategies to classroom teachers who request assistance for a student with a behavior and/or academic concern. The IST suggests alternative strategies the teacher can implement in the classroom to help the student. In addition to IST, School 4 receives Title I funding and maintains a Title I Schoolwide Plan. As a schoolwide program, all students are eligible to receive Title I services. Students receive services focused on Literacy interventions that address needs in phonemic awareness and phonics, vocabulary development, fluency, text comprehension, and writing. Mathematics interventions address mathematical concepts, geometry and measurement, patterns, probability and discrete mathematics.
Parent and Community Involvement:	The School 4 administration believes that we have a responsibility to not only partner with the parents in support of their children's academic interests, but also, to develop a sense of community. To that end, we host a variety of events throughout the year. One of our most consistent ways in getting parents engaged is through our "book in the bag". Students in kindergarten through fourth grade are expected to: be read to, read to their parents, and their log signed daily by a parent. In addition, there are a number of opportunities for parents to be involved with the school and their children's progress. Open House in the beginning of the year and our afternoon and evening conferences, are opportunities to maintain an open line of communication between the parents and teacher. Our honor roll assemblies, winter/ spring concerts, Character Parade, Field Day, Kindergarten Celebration, and National Elementary Honor Society also extend our ability to connect as a school

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School Safety:	The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.