NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FIVE
(07-2670-050)
Grades Offered: KG-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov 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	MS. MARTINEZ-PREYOR
Address	550 CHEWS LANDING RD. LINDENWOLD, NJ 08021
Phone Number	(856)784-4063
Email Address	SMARTINEZ-PREYOR@LINDENWOLD.K12.NJ.US
Website	http://www.s5.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	108	93	107
1	135	92	96
2	118	135	86
3	118	103	124
4	97	106	97
Total	576	529	510

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	47.6%	45.0%	46.3%
Male	52.4%	55.0%	53.7%
Economically Disadvantaged Students	78.3%	78.1%	78.0%
Students with Disabilities	15.3%	13.4%	15.7%
English Learners	21.0%	19.7%	21.0%
Homeless Students		6.6%	8.4%
Students in Foster Care		1.1%	0.8%
Military-Connected Students		0.0%	0.2%
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	16.7%	13.6%	12.7%
Hispanic	39.1%	43.1%	41.4%
Black or African American	39.9%	38.4%	42.2%
Asian	2.1%	2.3%	1.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	1.9%	2.3%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	108	93	107

Enrollment by Home Language

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

Home Language	% of Students
English	72.2%
Spanish	26.9%
Other Languages	1.0%

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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	28	38	50	Not Met	29	39	50	Not Met
White	23	23	50	**	26	35	51	**
Hispanic	29	41	49	Not Met	38.5	42	48	Not Met
Black or African American	23	38	44	Not Met	18	34	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	45	61	**	N	51	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	19	49	**	*	29	51	**
Economically Disadvantaged	28.5	40	48	Not Met	29.5	39	47	Not Met
Students with Disabilities	7	28	41	**	23	44.5	43	**
English Learners	41	41	54	Met Standard	39	43	51	Not Met

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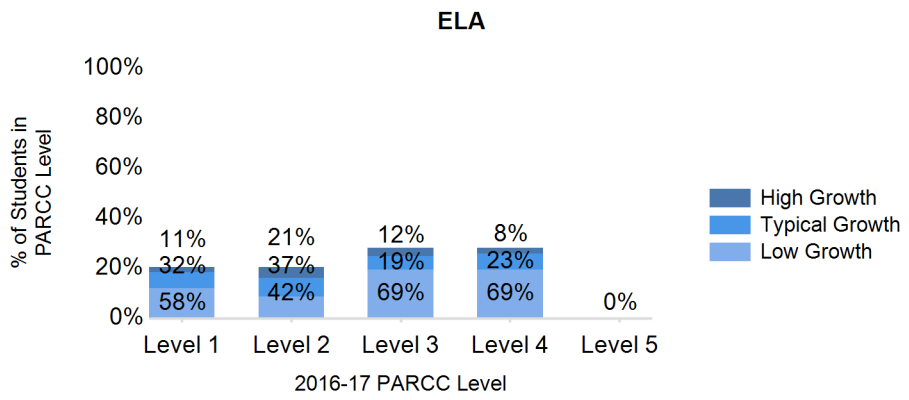
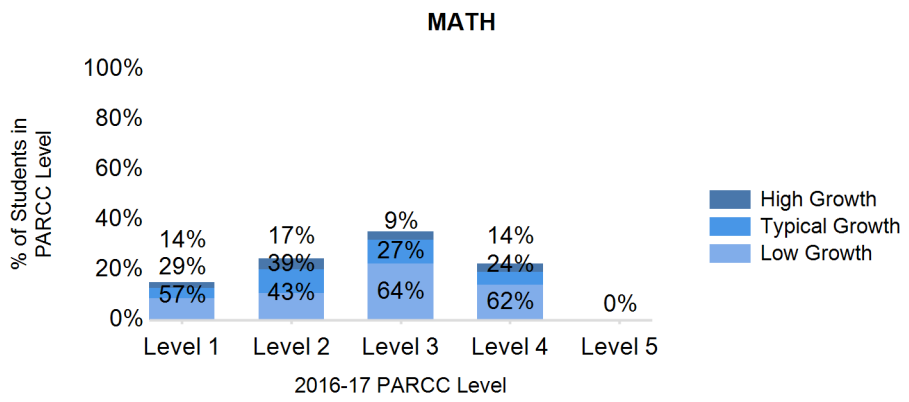
Student Growth by Performance Level

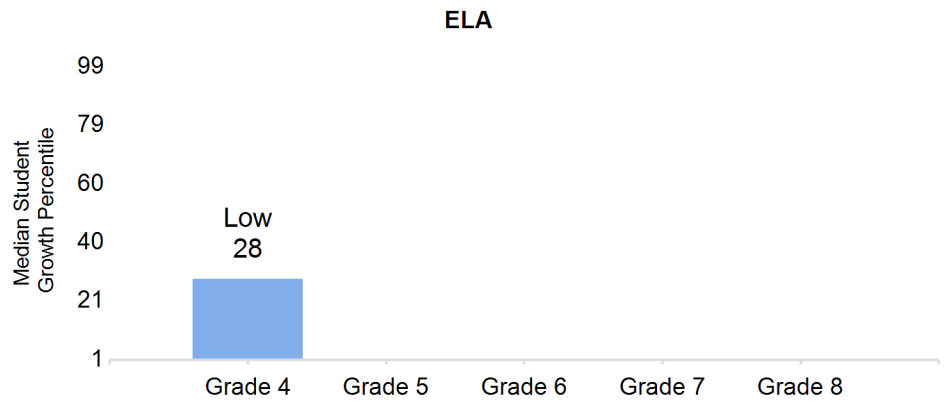
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

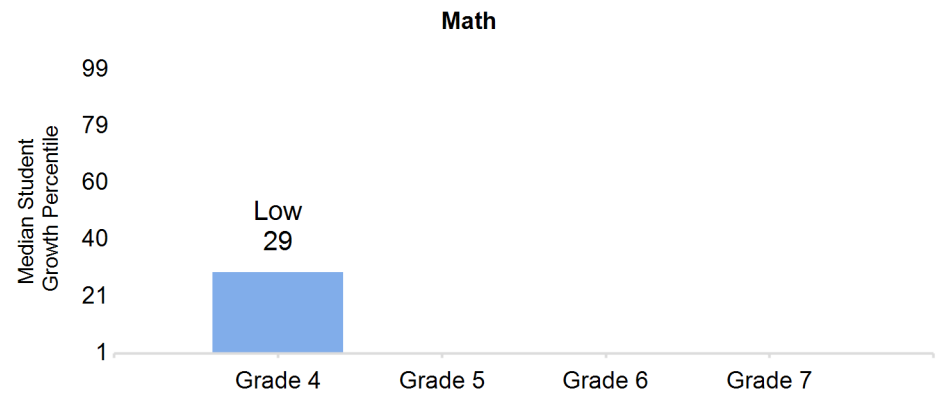




Student Growth by Grade

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	216	98.2	27.3	23.0	56.7	27.3	32.6	Not Met
White	28	96.6	35.7	33.4	65.6	35.7	29.1	Met Target
Hispanic	100	100.0	25.0	19.8	42.5	25.0	27.5	Met Target†
Black or African American	83	97.8	25.3	22.9	37.3	25.3	30	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	42.9	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	105	99.1	37.1	31.1	64.5	37.1		
Male	111	97.5	18.0	15.2	49.4	18.0		
Economically Disadvantaged Students	169	100.0	23.7	21.7	38.5	*	29.7	Not Met
Non-Economically Disadvantaged Students	47	92.5	40.4	27.9	67.5	*		
Students with Disabilities	37	95.1	*	*	21.6	*	13.1	Met Target†
Students without Disabilities	179	98.9	*	*	63.9	*		
English Learners	59	100.0	23.7	*	27.3	23.7	31.6	Met Target†
Non-English Learners	157	97.6	28.6	*	59.4	28.6		
Homeless Students	18	100.0	16.7	*	27.7	16.7		
Students In Foster Care	*	*	*	20.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
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	119	722	716	750	30%	18%	24%	*	*	27%	52%
White	17	725	*	759	*	*	*	*	*	29%	61%
Hispanic	51	717	709	736	31%	24%	25%	*	*	20%	38%
Black or African American	48	726	720	733	33%	*	*	31%	0%	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	50	738	726	756	*	*	22%	*	*	44%	57%
Male	69	711	707	744	*	*	26%	*	*	14%	46%
Economically Disadvantaged Students	91	719	712	733	*	*	*	*	*	23%	34%
Non-Economically Disadvantaged Students	28	734	731	762	*	*	*	*	*	39%	64%
Students with Disabilities	16	684	682	719	*	*	*	*	*	*	24%
Students without Disabilities	103	728	720	756	*	*	*	*	*	*	57%
English Learners	25	703	691	712	*	*	*	*	*	*	15%
Non-English Learners	94	727	727	753	*	*	*	*	*	*	55%
Homeless Students	11	711	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	96	731	725	756	16%	26%	29%	*	*	29%	58%
White	*	*	735	764	*	*	*	*	*	*	68%
Hispanic	45	731	723	744	*	24%	27%	*	*	31%	44%
Black or African American	39	725	722	739	*	31%	31%	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	52	735	727	762	*	19%	31%	*	*	35%	63%
Male	44	726	721	751	*	34%	27%	*	*	23%	53%
Economically Disadvantaged Students	76	728	724	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	20	743	726	767	*	*	*	*	*	40%	70%
Students with Disabilities	15	691	696	726	*	*	*	*	*	*	25%
Students without Disabilities	81	739	730	762	*	*	*	*	*	*	64%
English Learners	16	724	706	720	*	*	*	*	*	13%	17%
Non-English Learners	80	733	730	759	*	*	*	*	*	33%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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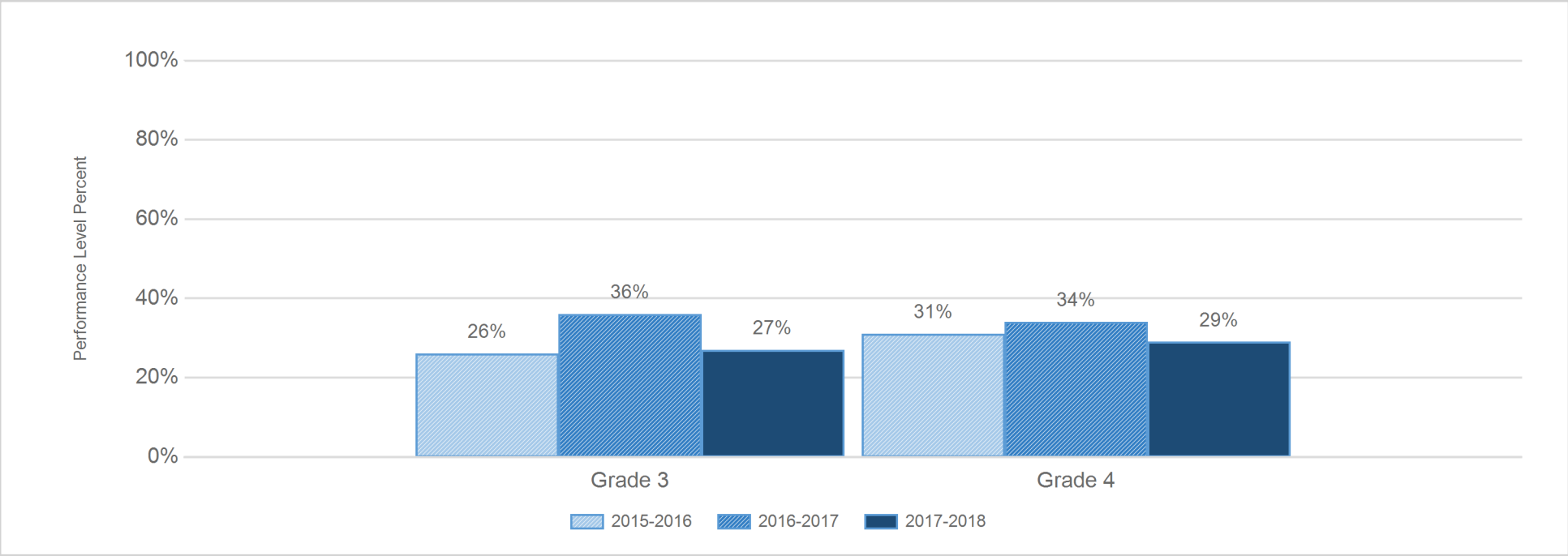
English Language Arts/Literacy Assessment - Performance Trends

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	219	99.1	20.6	12.4	45.0	20.6	25.7	Not Met
White	29	100.0	31.0	20.0	54.1	31.0	36.1	Met Target†
Hispanic	100	100.0	20.0	11.0	29.2	20.0	19.7	Met Target
Black or African American	84	97.8	14.3	*	23.4	14.3	20.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	35.3	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	105	99.1	20.0	12.8	46.0	20.0		
Male	114	99.2	21.1	12.1	43.9	21.1		
Economically Disadvantaged Students	169	100.0	17.2	12.1	26.6	17.2	23.9	Not Met
Non-Economically Disadvantaged Students	50	96.4	32.0	13.7	55.9	32.0		
Students with Disabilities	38	97.6	10.5	*	17.1	10.5	13.1	Met Target†
Students without Disabilities	181	99.5	22.7	*	50.5	22.7		
English Learners	60	100.0	15.0	*	24.6	15.0	25.1	Not Met
Non-English Learners	159	98.8	22.7	*	46.9	22.7		
Homeless Students	18	100.0	16.7	11.2	17.3	16.7		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
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	119	729	727	752	16%	29%	31%	*	*	24%	53%
White	17	738	*	760	0%	*	*	*	*	29%	64%
Hispanic	51	728	725	739	*	37%	24%	*	*	24%	38%
Black or African American	48	725	726	734	23%	21%	35%	21%	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	50	736	729	752	*	28%	36%	*	*	30%	53%
Male	69	724	724	751	*	29%	28%	*	*	20%	53%
Economically Disadvantaged Students	91	726	724	736	*	*	30%	*	*	22%	35%
Non-Economically Disadvantaged Students	28	738	738	762	*	*	36%	*	*	32%	66%
Students with Disabilities	16	708	703	730	*	*	*	*	*	*	29%
Students without Disabilities	103	732	730	756	*	*	*	*	*	*	57%
English Learners	25	719	714	726	*	*	*	*	*	*	23%
Non-English Learners	94	732	733	754	*	*	*	*	*	*	56%
Homeless Students	11	727	713	723	*	*	*	*	*	27%	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	100	722	720	748	20%	37%	27%	16%	0%	16%	49%
White	*	*	731	755	*	*	*	*	*	*	60%
Hispanic	46	723	721	737	*	35%	30%	*	*	15%	34%
Black or African American	40	715	713	730	*	45%	*	*	*	10%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	53	721	721	748	*	45%	25%	*	*	13%	50%
Male	47	723	720	748	*	28%	30%	*	*	19%	49%
Economically Disadvantaged Students	76	721	720	733	*	*	*	*	*	13%	30%
Non-Economically Disadvantaged Students	24	727	721	758	*	*	*	*	*	25%	62%
Students with Disabilities	16	695	701	725	*	*	*	*	*	*	22%
Students without Disabilities	84	727	724	753	*	*	*	*	*	*	55%
English Learners	18	719	710	722	*	*	*	*	*	*	16%
Non-English Learners	82	723	724	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FIVE
(07-2670-050)
Grades Offered: KG-04
2017-2018

Report Key:
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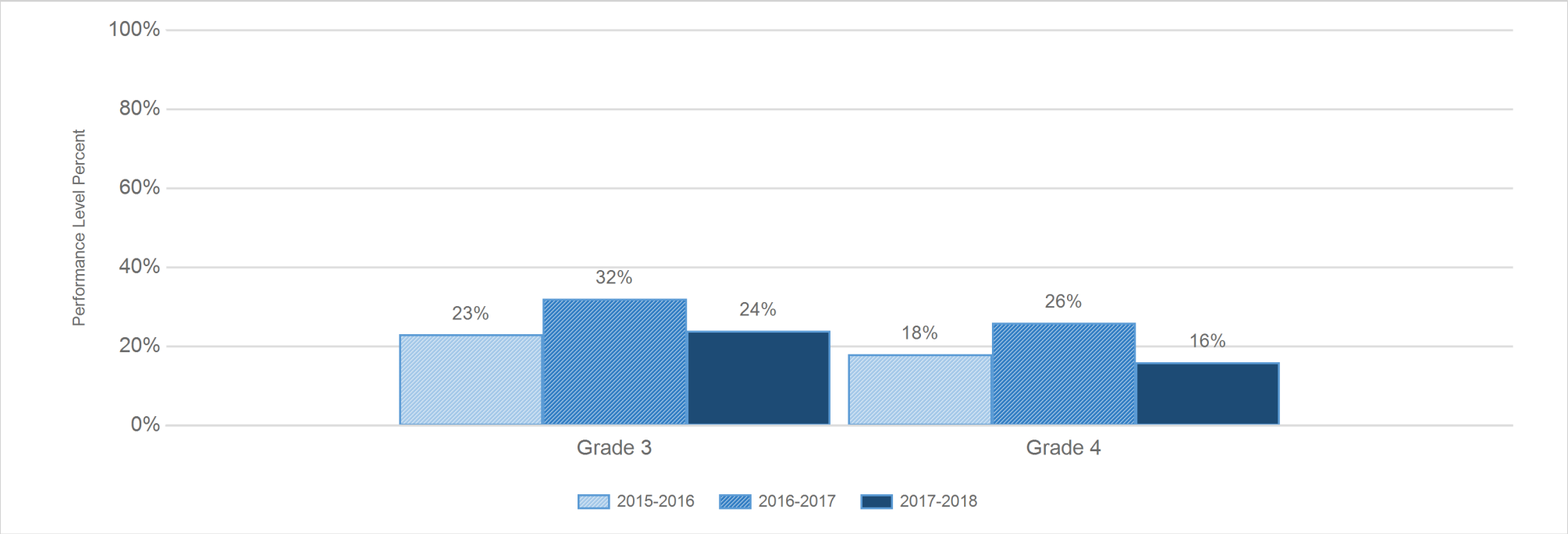
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the 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	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	50.0%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	44	*	*
3-4	43	88.4%	11.6%
5 or more	19	73.7%	26.3%

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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.

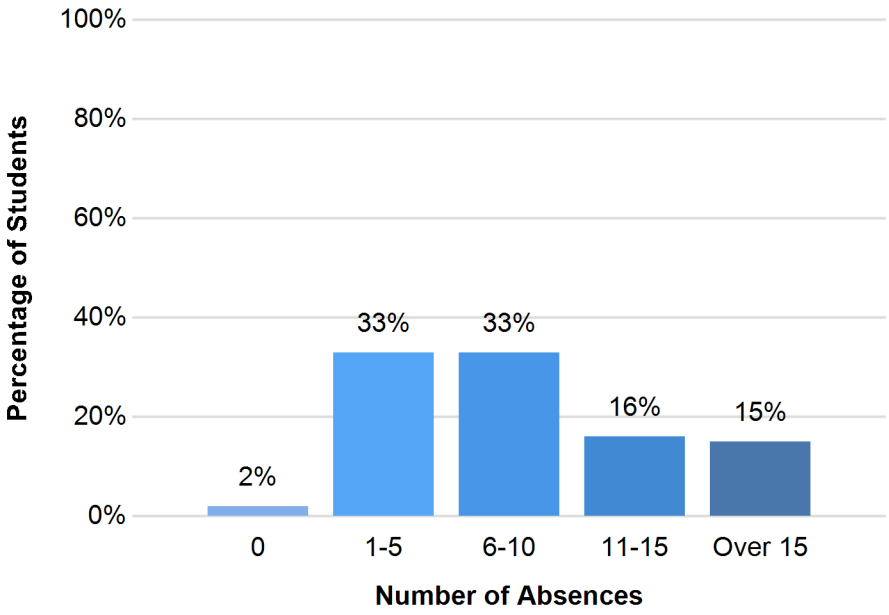
Chronic Absenteeism

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	68	13.3	9.1	Not Met
White	14	21.5	9.1	Not Met
Hispanic	25	11.8	9.1	Not Met
Black or African American	26	12.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	55	13.9	9.1	Not Met
Students with Disabilities	12	14.5	9.1	Not Met
English Learners	8	7.5	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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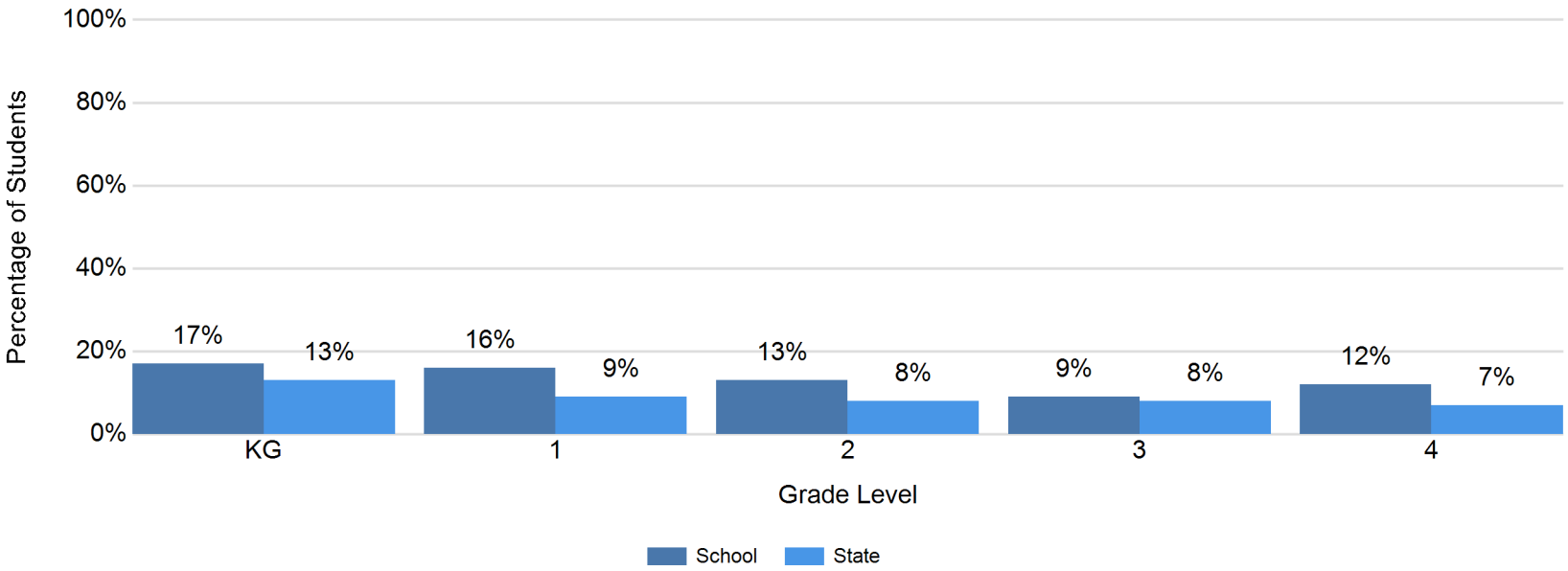
Chronic Absenteeism by Grade

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	2
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.18

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	2
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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	24		24

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	11	2.2%
Any Suspension	11	2.2%
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
45

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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	1.1:1

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	48	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	7.4	10.7
Teachers in district for 4 or more years	43.8%	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	11:1	11:1
Students to Administrators	255:1	146:1
Teachers to Administrators	24:1	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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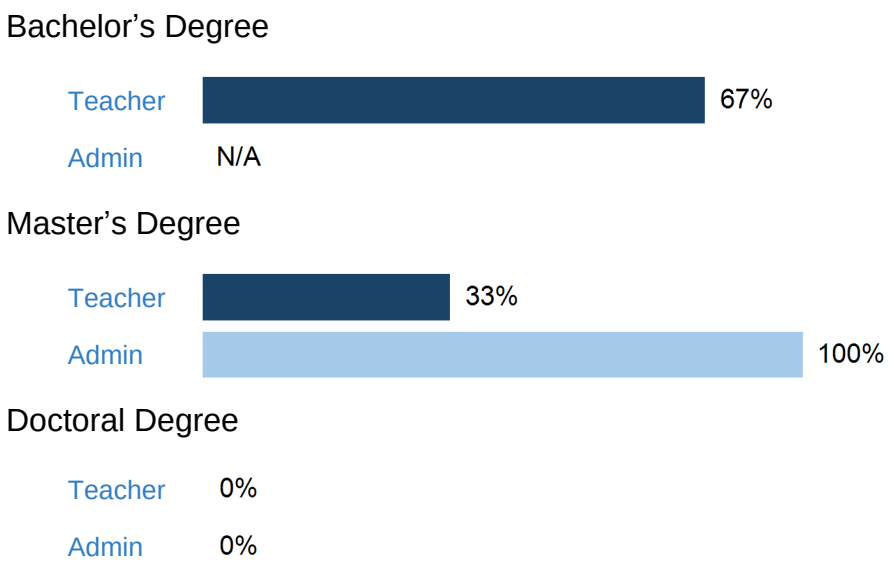
Teachers and Administrators - Level of Education

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	96.8%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	50.0%
Male	16.7%	50.0%
White	72.9%	50.0%
Hispanic	16.7%	50.0%
Black or African American	10.4%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	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	No	Yes

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	Yes	No	Yes
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	Yes		
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	7.64	15.0%
Mathematics Proficiency	8.95	15.0%
English Language Arts Growth	2.07	20.0%
Mathematics Growth	4.09	20.0%
Progress Towards English Language Proficiency	40.43	20.0%
Chronic Absenteeism	17.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	13.52	n/a
Summative Rating: Percentile Rank of Summative Score	3.67	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	Yes	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	Yes	Not Met	Not Met	Not Met	Not Met	Met Target†	Not Met	No
White	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Hispanic	15.04	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Not Met	No
Black or African American	15.19	14.08	No	Met Target†	Not Met	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	12.99	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	30.94	14.08	No	Met Target†	Not Met	Met Standard	Not Met	Not Met	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:	• Involved with the SJ Math Ambassador Project, which helped build capacity for sustained improvement in math instruction. • During 2017-18, Fountas and Pinnell Classroom was implemented from kindergarten through second grade. Implementation included guided reading, shared reading, interactive read aloud, and phonics. • School-wide positive behavior support systems address student conduct and building culture through data analysis and building incentives within the structure defined by NJTSS.
Mission, Vision, Theme:	The Lindenwold School Community is committed to preparing all students to meet the NJ Student Learning Standards and providing a safe, academically rigorous, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.
Awards, Recognition, Accomplishments:	Students in K through Fourth Grades have an opportunity to earn awards for Students of the Month, Reading & Writing Challenges, Math Fact Challenge and Peaceful Problem Solvers. Students in Third & Fourth Grades also have an opportunity to earn Academic Awards quarterly for their academic performance. During the last quarterly Academic Awards Assembly, students are also recognized in the Specialist Areas- Art, Computers, Media, Music, Physical Education, and Spanish as Most Improved and Best Overall. Also, awarded during this assembly are Caring Award and Safety & Wellness Awards. School Five also celebrates its teachers during Teacher Appreciation Week. During this week, teachers are treated to special inspirational quotes for each day along with a sweet treat. Teachers also nominate effective teachers and staff members for Teacher of the Year and Staff Member of the Year. Winning nominee for each category participate in a school parade.

NJ SCHOOL PERFORMANCE REPORT

LINDENWOLD SCHOOL FIVE
(07-2670-050)
Grades Offered: KG-04
2017-2018

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School Narrative

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Courses, Curriculum, Instruction:	English/language arts instruction uses the balanced literacy approach. F&P Classroom materials are the primary resource in grades K-3. Students receive basic skills support for small group reading instruction. Math instruction is based upon the NJ Model Curriculum for Math. Students receive additional math instruction from basic skills teachers. The primary resource used is GoMath! Science and social studies instruction occurs regularly throughout the marking periods. All subject-area curricula have been aligned to the NJSLS.

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Before and After School Programs:	The YMCA is a Before & After School service provider housed in our school building. YMCA provides care for students in the school for a minimal cost. Like the school, the YMCA offers services to students in grades Kindergarten through Fourth Grades.
Staff and Professional Learning:	As we look to expand our math conceptual base and mathematical discourse in the classroom, the book, Number Talks, became an excellent resource for initiating. Teachers will be trained by OGAP on instructional math. Teachers gathered for four book studies which highlighted writing workshop, conferring, and common writing challenges. Also, teachers joined the Teacher Writing Club, a group of teachers committed to writing in their daily lives to better help students become stronger writers. In January teachers attended workshops about writing conferences and guided reading. For literacy, teachers are trained in using the Fountas and Pinnell Benchmark Assessment System. In addition, there is a focus on building teachers' repertoire of effective questioning strategies to deliver high quality instruction. These goals are met by fostering collaboration through common planning time, grade level meetings, and PLC meetings.

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Student Supports and Services:	English language learners in grades K participate in a bilingual instructional program. ELLs in First through Fourth Grades participate in high-intensity ESL classes. Other instructional supports include basic skills push-in for English/language arts, basic skills push-in for math, self-contained special education classes, team-teaching classes. Other student supports include the guidance counselor, school psychologist, social worker, I&RS committee, Child Study Team, and 504 Committee.
Student Health and Wellness:	Students receive instruction in the area of Health daily. Students receive physical education instruction on a weekly basis. Students also receive nutritionally balanced breakfast and lunch options with nutritional information published. Students also participate in annual Fire Prevention Week, School Violence Prevention & Awareness Week, Red Ribbon Week, and Jump Rope for Hearts. Staff also participate in the school health and wellness committee to address relevant issues.
Parent and Community Involvement:	Learning Around the World was a family event filled with engaging literacy presentations and math games combined into one night for the third and fourth grade students and families of School Five as well as one night for the kindergarten through second grade students and families. This event was aimed at giving parents and guardians information in order to prevent loss of academic skills over the summer, commonly known as “Summer Slide.” It focused on giving parents simple strategies to support reading and math skills over the summer months. School Five also has an active Parent Advisory Council (PAC) that meets monthly at School Five. PAC also hosts thematic dress down Fridays once a month school-wide. And has several different fundraisers throughout the school year including- Yankee Candle, PI Day, Christmas Shoppe, in addition to purchasing the Student Yearbooks for our Fourth Grade students, and hosting the End-of-Year Fourth Grade Party.

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Climate Surveys:	New Jersey Tiered Systems of Support climate survey was administered to students, parents, teachers, and administrators. Results from the survey indicate strengths in the following areas: School Safety, Communication, and Feedback. These areas represented commonly cited areas of strength among students, staff, and parents. The survey also demonstrated areas of need in the following areas: student behavior and cleanliness of facilities. Results from the NJTSS climate survey have been reported to the district NJTSS committee and discussed with building staff to formulate and implement plans to promote strengths and address needs.
School Safety:	The Lindenwold Public School District takes several measures to ensure staff and student 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.

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Technology and STEM:	Each classroom is outfitted with interactive whiteboards and document cameras. Teachers regularly integrate these presentation tools into instruction. Students also have access to individual Chromebooks at a ratio of 1:1 in grades 3 and 4 and 1:2 in grades K, 1, and 2. Teachers use digital platforms like Google Classroom and EdModo to deliver differentiated instruction and provide students with opportunities for digital collaboration. Additionally, students attend Computer class each week as a special area subject, which addresses issues related to digital literacy.

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