NJ SCHOOL PERFORMANCE REPORT

SIGNAL HILL SCHOOL
(07-5400-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	VOORHEES TWP
Principal Name	MRS. STALLINGS
Address	33 SIGNAL HILL DRIVE VOORHEES, NJ 08043-9545
Phone Number	(856)767-6749
Email Address	STALLINGS@VOORHEES.K12.NJ.US
Website	https://www.voorhees.k12.nj.us
Facebook	https://www.facebook.com/voorheestwppublicschools
Twitter	https://www.twitter.com/voorheestwppublicschools

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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
PK	63	73	74
KG	37	43	56
1	67	68	69
2	78	68	70
3	85	85	71
4	72	84	81
5	85	72	87
Total	487	493	508

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	49.9%	47.9%	48.6%
Male	50.1%	52.1%	51.4%
Economically Disadvantaged Students	7.8%	7.5%	9.1%
Students with Disabilities	24.2%	22.5%	25.8%
English Learners	1.8%	2.6%	3.1%
Homeless Students		0.0%	0.2%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.8%	1.8%
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	60.2%	56.2%	52.2%
Hispanic	6.0%	6.7%	7.5%
Black or African American	9.7%	10.1%	10.8%
Asian	18.5%	20.1%	23.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.7%	6.9%	6.5%

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
PK - Half Day	53	57	54
PK - Full Day	10	16	20
KG - Half Day	37	43	56
KG - Full Day	0	0	0

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	68.7%
Spanish	4.5%
Hindi	3.7%
Gujarati	3.0%
Russian	2.8%
Other Languages	17.3%

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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	49.5	54	50	Met Standard	54	51	50	Met Standard
White	53	50	50	Met Standard	62	46.5	51	Exceeds Standard
Hispanic	43	53	49	**	52	51.5	48	**
Black or African American	31	48	44	**	42	45.5	44	**
Asian, Native Hawaiian, or Pacific Islander	53	65	61	Met Standard	56	64.5	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	44	49	49	**	48	48	51	**
Economically Disadvantaged	27.5	52	48	**	36	51	47	**
Students with Disabilities	33	46	41	Not Met	48	44	43	Met Standard
English Learners	*	71	54	**	*	60	51	**

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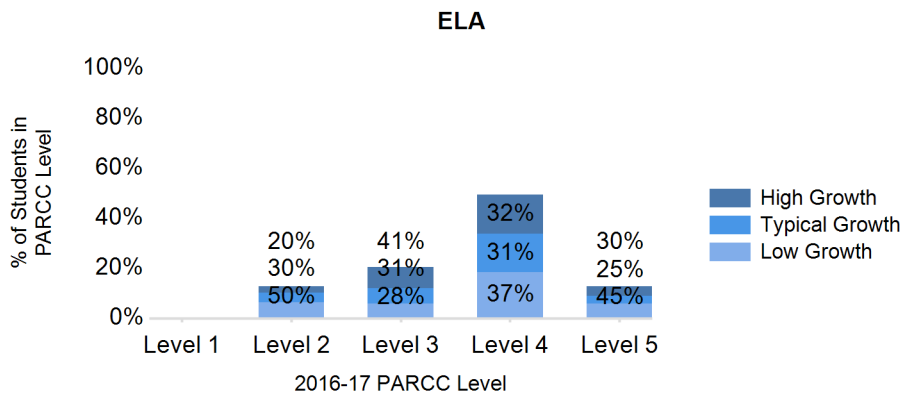
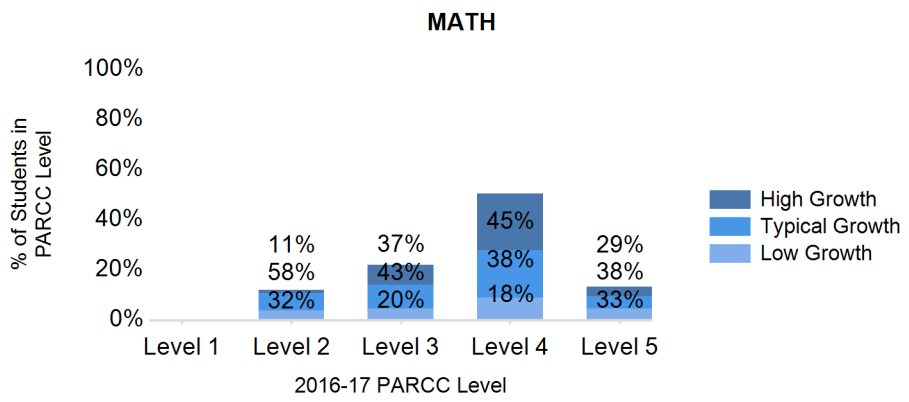
Student Growth by Performance Level

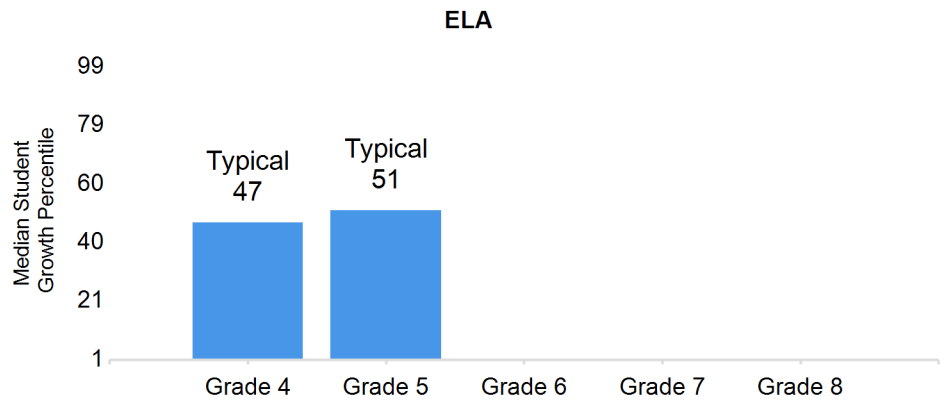
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

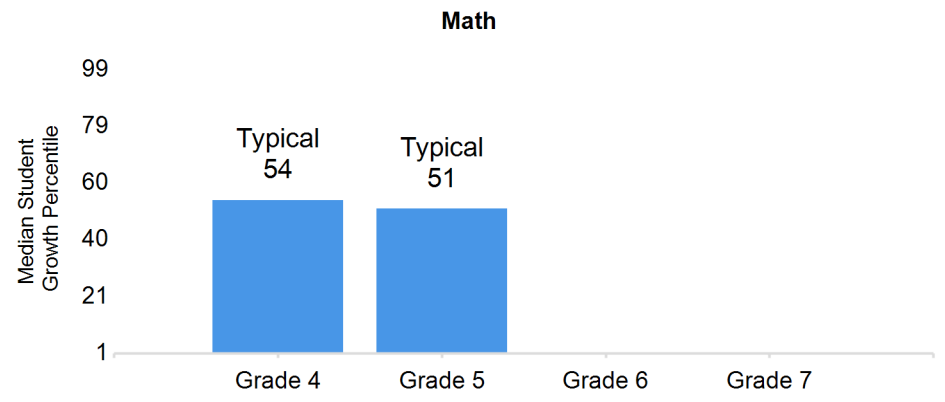




Student Growth by Grade

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	231	98.3	73.2	74.2	56.7	73.2	70.7	Met Target
White	136	98.6	80.2	75.8	65.6	80.2	74.5	Met Goal
Hispanic	18	100.0	55.5	*	42.5	55.5	**	**
Black or African American	26	96.3	42.3	52.1	37.3	42.3	46.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	97.3	90.9	86.2	82.3	90.9	78.7	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	18	100.0	50.0	*	63.4	50.0	**	**
Female	121	98.4	81.0	82.0	64.5	81.0		
Male	110	98.3	64.5	66.3	49.4	64.5		
Economically Disadvantaged Students	21	95.5	38.1	51.3	38.5	38.1	29.5	Met Target
Non-Economically Disadvantaged Students	210	98.6	76.7	77.1	67.5	76.7		
Students with Disabilities	56	96.7	41.1	35.7	21.6	41.1	39.6	Met Target
Students without Disabilities	175	98.9	83.4	82.1	63.9	83.4		
English Learners	*	*	*	51.4	27.3	*	**	**
Non-English Learners	*	*	*	75.0	59.4	*		
Homeless Students	N	N	N	30.0	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	64.7	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	68	769	771	750	*	*	*	*	*	79%	52%
White	43	776	772	759	0%	*	*	*	*	88%	61%
Hispanic	*	*	747	736	*	*	*	*	*	*	38%
Black or African American	*	*	743	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	769	758	*	*	*	*	*	*	58%
Female	32	777	775	756	*	*	*	*	*	88%	57%
Male	36	762	767	744	*	*	*	*	*	72%	46%
Economically Disadvantaged Students	*	*	750	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	64%
Students with Disabilities	20	749	753	719	*	*	*	*	*	60%	24%
Students without Disabilities	48	777	776	756	*	*	*	*	*	88%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	81	761	768	756	*	*	17%	41%	23%	64%	58%
White	44	763	768	764	*	*	*	*	*	68%	68%
Hispanic	*	*	763	744	*	*	*	*	*	*	44%
Black or African American	*	*	744	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	784	*	782	0%	*	*	*	*	88%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	768	763	*	*	*	*	*	*	63%
Female	43	766	778	762	*	*	*	*	*	70%	63%
Male	38	755	758	751	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	*	*	749	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	771	767	*	*	*	*	*	*	70%
Students with Disabilities	16	727	*	726	*	*	*	*	*	19%	25%
Students without Disabilities	65	769	*	762	*	*	*	*	*	75%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	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 by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	85	767	772	755	*	*	13%	64%	13%	76%	58%
White	49	772	773	763	*	*	*	*	*	84%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	43%
Black or African American	11	751	762	738	0%	*	*	*	*	64%	38%
Asian, Native Hawaiian, or Pacific Islander	12	785	784	780	0%	0%	*	*	*	92%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	47	778	777	762	*	*	*	*	*	87%	66%
Male	38	754	768	749	*	*	*	*	*	63%	51%
Economically Disadvantaged Students	*	*	767	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	773	766	*	*	*	*	*	*	71%
Students with Disabilities	20	736	745	724	*	*	*	*	*	40%	22%
Students without Disabilities	65	777	779	762	*	*	*	*	*	88%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	85	767	*	757	*	*	13%	64%	13%	76%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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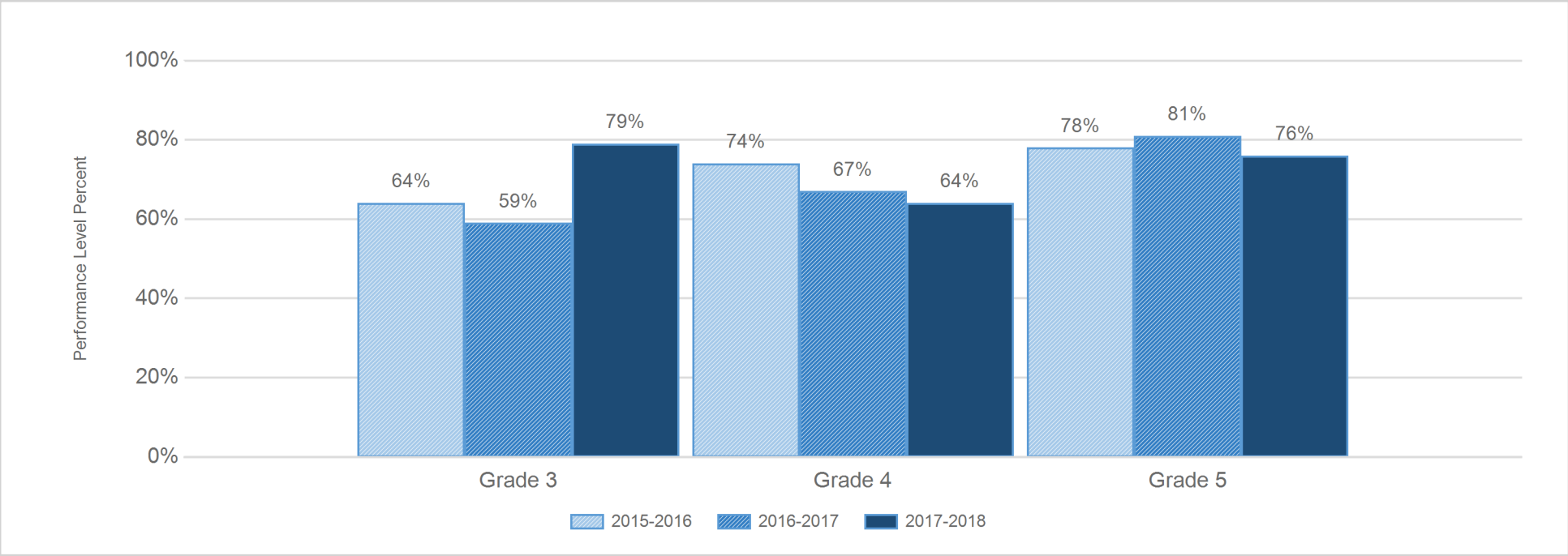
English Language Arts/Literacy Assessment - Performance Trends

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	233	98.3	66.1	62.1	45.0	66.1	61.8	Met Target
White	137	98.6	74.5	62.8	54.1	74.5	61.1	Met Target
Hispanic	18	100.0	27.8	*	29.2	27.8	**	**
Black or African American	26	96.3	26.9	33.7	23.4	26.9	42.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	34	97.4	85.3	85.8	77.0	85.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	18	100.0	61.1	*	53.0	61.1	**	**
Female	121	97.6	69.4	64.1	46.0	69.4		
Male	112	99.1	62.5	59.9	43.9	62.5		
Economically Disadvantaged Students	21	95.5	28.6	35.0	26.6	28.6	16.6	Met Target
Non-Economically Disadvantaged Students	212	98.6	69.9	65.5	55.9	69.9		
Students with Disabilities	56	96.7	37.5	29.4	17.1	37.5	32.6	Met Target
Students without Disabilities	177	98.9	75.2	68.7	50.5	75.2		
English Learners	*	*	*	56.5	24.6	*	**	**
Non-English Learners	*	*	*	62.3	46.9	*		
Homeless Students	N	N	N	20.0	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	52.9	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	70	766	770	752	0%	*	23%	*	*	71%	53%
White	44	771	771	760	0%	*	*	57%	23%	80%	64%
Hispanic	*	*	743	739	*	*	*	*	*	*	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	764	757	*	*	*	*	*	*	59%
Female	32	770	771	752	0%	*	*	*	*	75%	53%
Male	38	764	769	751	0%	*	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	744	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	66%
Students with Disabilities	20	753	755	730	0%	*	*	*	*	50%	29%
Students without Disabilities	50	772	774	756	0%	*	*	*	*	80%	57%
English Learners	*	*	739	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	771	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

SIGNAL HILL SCHOOL
(07-5400-095)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	81	757	756	748	*	14%	15%	*	*	67%	49%
White	44	756	755	755	*	*	*	73%	0%	73%	60%
Hispanic	*	*	747	737	*	*	*	*	*	*	34%
Black or African American	*	*	736	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	17	780	*	774	0%	*	*	*	*	88%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	755	752	*	*	*	*	*	*	55%
Female	43	757	758	748	*	*	*	*	*	67%	50%
Male	38	757	754	748	*	*	*	*	*	66%	49%
Economically Disadvantaged Students	*	*	739	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	759	758	*	*	*	*	*	*	62%
Students with Disabilities	16	726	*	725	*	*	*	*	*	25%	22%
Students without Disabilities	65	765	*	753	*	*	*	*	*	77%	55%
English Learners	*	*	740	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	757	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	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

SIGNAL HILL SCHOOL
(07-5400-095)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	85	760	763	748	*	*	26%	51%	12%	62%	49%
White	49	766	762	756	*	*	20%	*	*	73%	60%
Hispanic	*	*	743	736	*	*	*	*	*	*	32%
Black or African American	11	746	747	730	0%	*	*	*	*	36%	26%
Asian, Native Hawaiian, or Pacific Islander	12	775	782	777	0%	0%	*	*	*	75%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	47	763	760	749	*	*	23%	*	*	68%	50%
Male	38	757	766	747	*	*	29%	*	*	55%	48%
Economically Disadvantaged Students	*	*	753	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	764	758	*	*	*	*	*	*	62%
Students with Disabilities	20	741	743	726	*	*	*	*	*	40%	20%
Students without Disabilities	65	766	767	752	*	*	*	*	*	69%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	85	760	*	750	*	*	26%	51%	12%	62%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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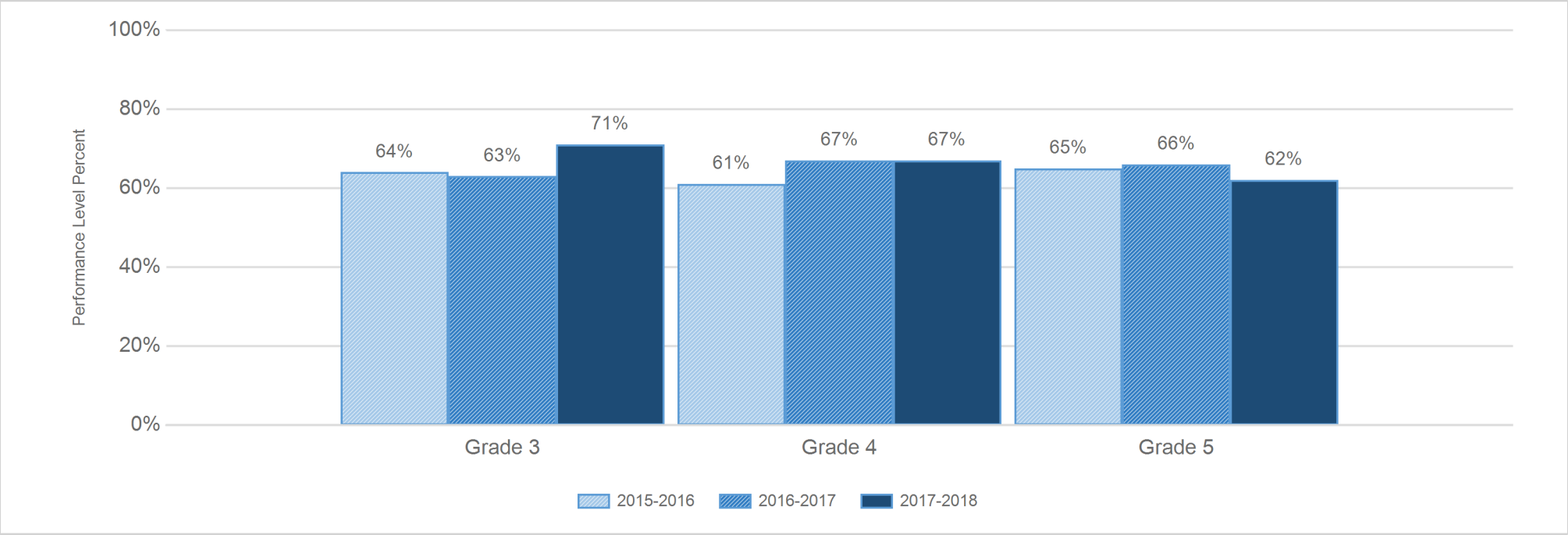
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	*	*

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	*	*	*

† 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	14	85.7%	14.3%
3-4	N	N	N
5 or more	*	*	*

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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.

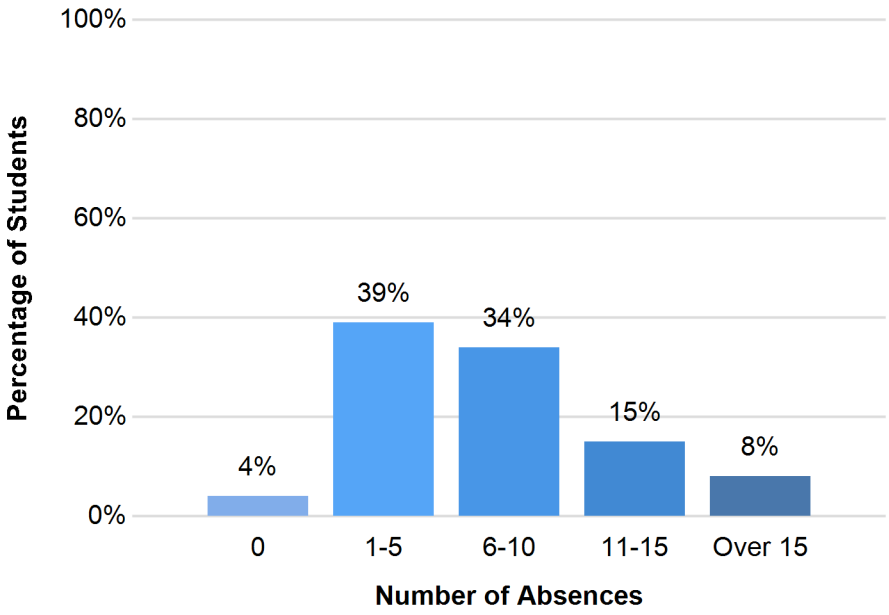
Chronic Absenteeism

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	18	4.1	8.9	Met
White	9	3.7	8.9	Met
Hispanic	1	3.1	8.9	Met
Black or African American	4	8.9	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	4	4.4	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Economically Disadvantaged Students	4	10.5	8.9	Not Met
Students with Disabilities	4	4.4	8.9	Met
English Learners	0	0	**	**

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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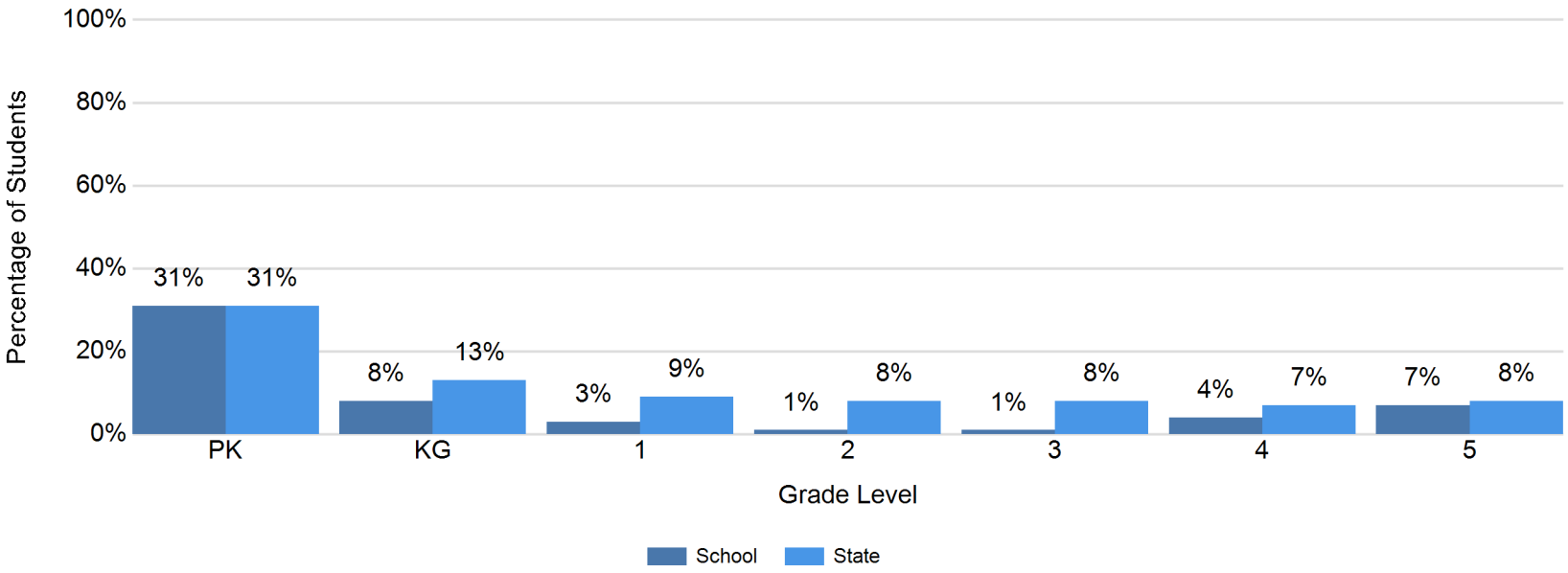
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

NJ SCHOOL PERFORMANCE REPORT

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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	0	0
No Identified Nature	1		1

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	0	0.0%
Any Suspension	0	0.0%
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
0

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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	9:00 AM
Typical End Time	3:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 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)	$375	$14,079	$14,454

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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	40	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	72.5%	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	17	9,374
Average years experience in public schools	26.5	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	100.0%	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	13:1
Students to Administrators	508:1	177:1
Teachers to Administrators	40:1	14:1
Students to Librarians/Media Specialists		600:1
Students to Nurses		600:1
Students to Counselors		500:1
Students to Child Study Team		334:1

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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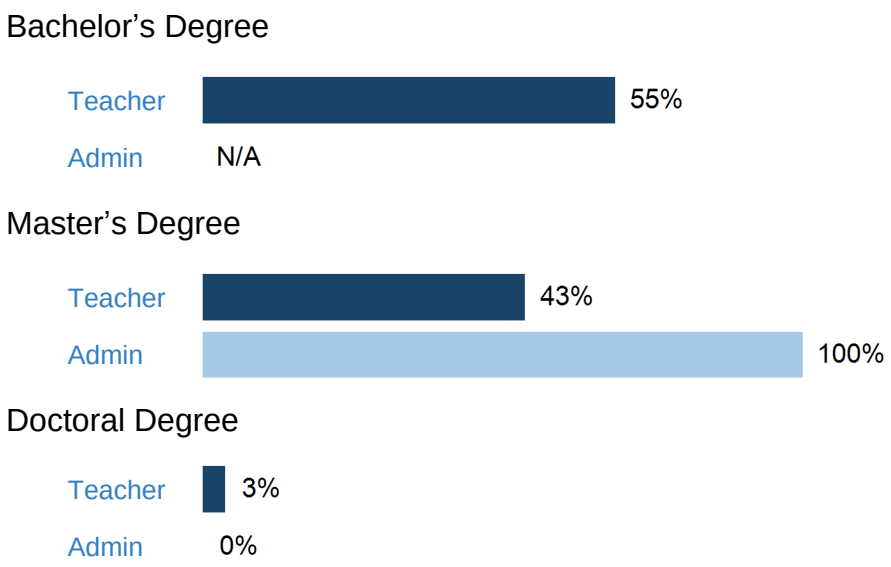
Teachers and Administrators - Level of Education

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	94.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	97.4%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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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	90.0%	100.0%
Male	10.0%	0.0%
White	97.5%	0.0%
Hispanic	0.0%	0.0%
Black or African American	2.5%	100.0%
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
No	n/a	n/a

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		

NJ SCHOOL PERFORMANCE REPORT

SIGNAL HILL SCHOOL
(07-5400-095)
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2017-2018

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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	72.75	17.5%
Mathematics Proficiency	73.28	17.5%
English Language Arts Growth	37.09	25.0%
Mathematics Growth	60.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	80.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	62.09	n/a
Summative Rating: Percentile Rank of Summative Score	70.02	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	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	77.65	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	Met Target†	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	43.23	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	66.03	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Husky Pride/Service Activities - School-wide character education and volunteer service program • STEAM Day - Volunteers from community present to students. Math Day - School wide day of off-line games and hands on activities • Around the World - Three days of international and cultural studies.
Mission, Vision, Theme:	Voorhees Township School District strives to meet the unique needs of all stakeholders by providing an innovative, comprehensive and creative instructional progam that prepares lifelong learners to succeed in an ever changing global society.
Awards, Recognition, Accomplishments:	2018 NJ State Schools of Character Program - NJ Alliance for Social, Emotional and Character Development and Character.org, Signal Hill School received an Honorable Mention Award. Signal Hill School also received a New Jersey Future Ready Bronze Award. School-wide Husky Pride character education program that focuses on pride, respect, inclusion, determination and excellence. Additional focus on 6P's for a positive technological footprint. A 5th Grade student won the Innovative Orthodontics Design a T-Shirt Contest. Her t-shirt theme "Love Our Differences" was printed on t-shirts and given to her classmates. Thirty 5th graders participated in the American Patriot Essay Contest sponsored by PNC Bank by writing on the topic "What the American Flag Means to Me." A 3rd grade student came in third place for the Camden County Poster Contest. This poster included hand-drawn pictures of Camden County.

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Courses, Curriculum, Instruction:	enVision Math, iReady diagnostic program-grades 2-5, RazKid supplemental reading program, Fundations by Wilson, writers workshop, coding enrichment activities, Reading Street and district literacy materials corelated to NJ student learning standards.
Clubs and Activities:	Band, Orchestra, School Safety Program, Husky Service Team, New Student Welcome Committee, Math and Literacy Clubs-extended day.

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Before and After School Programs:	A program is provided during the year to assist students reviewing skills presented to prepare for state testing. An after-school recreation program is also provided by the district with parent fees for most students.
Staff and Professional Learning:	Various district-wide workships were provided for implementation of a Literacy program. Some teachers and specialists have attended out-of-district workshops in their areas of expertise. Mini-workships are also provided and presented by individual staff members for others to attend on a voluntary basis.

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Student Supports and Services:	A full-time counselor is available for our Preschool thru 5th grade students. RTI groups are scheduled for many primary students with needs that may or may not be eligible for BSIP. An ESL and Enrichment Program teacher is also available for our students. Resource Centers, Self Contained Classes, Reading Specialist and BSIP are also available.
Student Health and Wellness:	Health classes in grades 1-5 focus on nutrition, safety and allergy awareness. Adaptive health class for special needs students.
Parent and Community Involvement:	The Signal Hill Parent-Faculty Association (SHPFA) is very active at our school. They provide fundraisers, assist with service projects, 5th grade promotion, yearbook, holiday shop, school store, etc. This group works extensively as our school's partner.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers This survey focused on the safety and well-being of our students. Questions for students addressed their opinions on how they felt teacher's respect was evident and how proud they felt teachers were of them. Student's overall feelings and respect for each other and how they liked school was surveyed.
Facilities:	Buildings are renovated in accordance to district strategic plan. School was built in 1989. Additions to two wings in 1993. New roof added in summer of 2016. A new Preschool and Kindergarten playground was dedicated in 2018.
School Safety:	Clear and specific rules and prcedures are in place for the safety and security of the school. Emergency management procedures are in place and coordinated with Voorhees Township Police. Surveillance system allows for the administration, school office, and Voorhees Township Police Department to monitor school activity. All Voorhees Schools have a full-time Voorhees Township Police Department School Resource Officer stationed at the school when students are present during regular school hours. Officers are present when requested at some after school events. Crossing Guards assist with safe student dismissal and arrival to and from school each day. Under teacher advisors 5th Grade students participate in a School Safety Patrol program. Monthly fire drills (12) and emergency drills (12) held annually.

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Technology and STEM:	Signal Hill School uses 21st Century tools to engage in STEM learning. In addition to these district tools, our Parent Faculty Association hosts a STEAM Day for all students using community volunteers to teach students about STEAM related jobs they hold.
Early Childhood Education:	Signal Hill School provides one of two preschool programs run by the Voorhees School District. Four half-day inclusive classes and two full-day disabled classes provide developmentally appropriate instruction delivered by fully certified teachers. Groups include three and four year-old children including those with and without disabilities. Children without disabilities demonstrate age-appropriate verbal skills and are toilet trained. Children with disabilities are identified by the Child Study Team and school staff in consultation with parents.

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Other Information:	School day is 6.25 hours with 5.75 hours of instruction. Weekly Principal eNews to parents. 1:1 iPad devices in grades 2-5. Principal and teacher websites provide current communication.