NJ SCHOOL PERFORMANCE REPORT

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
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
**†** This indicates a table specific note,see note below table

## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

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## School Contact Info

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

| Type | Contact Information |
|---|---|
| County | CAMDEN |
| District | HADDONFIELD BORO |
| Principal Name | MR. BISSINGER |
| Address | 501 WEST REDMAN AVENUE HADDONFIELD, NJ 08033 |
| Phone Number | (856)429-0811 |
| Email Address | GBISSINGER@HADDONFIELD.K12.NJ.US |
| Website | https://elizabeth.haddonfieldschools.org/ |
| Facebook | https://www.facebook.com/HaddonfieldSchoolDistrict/ |
| Twitter | https://twitter.com/haddonES1 |

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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 | 23 | 26 | 29 |
| KG | 51 | 50 | 39 |
| 1 | 54 | 63 | 61 |
| 2 | 54 | 55 | 66 |
| 3 | 69 | 56 | 64 |
| 4 | 52 | 74 | 55 |
| 5 | 52 | 53 | 74 |
| Total | 355 | 377 | 388 |

## 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 | 49.3% | 47.7% | 48.7% |
| Male | 50.7% | 52.3% | 51.3% |
| Economically Disadvantaged Students | 0.3% | 0.8% | 0.8% |
| Students with Disabilities | 19.2% | 23.1% | 19.3% |
| English Learners | 0.0% | 0.0% | 0.0% |
| Homeless Students | | 0.0% | 0.0% |
| Students in Foster Care | | 0.0% | 0.0% |
| Military-Connected Students | | 0.0% | 0.3% |
| Migrant Students | | 0.0% | 0.0% |

## Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| White | 86.5% | 85.4% | 85.6% |
| Hispanic | 5.6% | 5.0% | 5.4% |
| Black or African American | 0.8% | 0.8% | 0.8% |
| Asian | 2.3% | 2.9% | 3.1% |
| 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 | 4.8% | 5.8% | 5.2% |

## 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 | 23 | 26 | 29 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 51 | 50 | 39 |
| 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 | 94.8% |
| Spanish | 1.3% |
| Other Languages | 3.9% |

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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 | 48 | 50 | 50 | Met Standard | 56 | 52 | 50 | Met Standard |
| White | 50 | 49 | 50 | Met Standard | 56 | 53 | 51 | Met Standard |
| Hispanic | * | 54 | 49 | ** | * | 37 | 48 | ** |
| Black or African American | * | 64 | 44 | ** | * | * | 44 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 60 | 61 | ** | * | 51 | 61 | ** |
| American Indian or Alaska Native | N | * | 52 | ** | N | * | 53 | ** |
| Two or More Races | * | 46.5 | 49 | ** | * | 48 | 51 | ** |
| Economically Disadvantaged | * | 34 | 48 | ** | * | 66 | 47 | ** |
| Students with Disabilities | 56 | 48 | 41 | ** | 60.5 | 60.5 | 43 | ** |
| English Learners | N | * | 54 | ** | N | * | 51 | ** |

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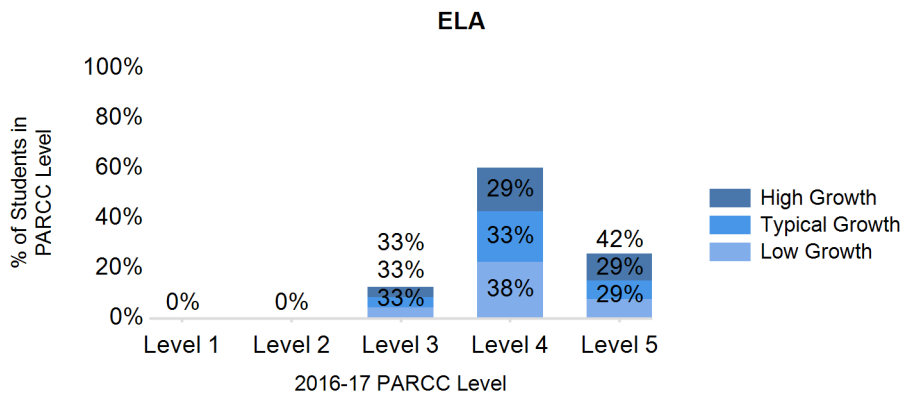
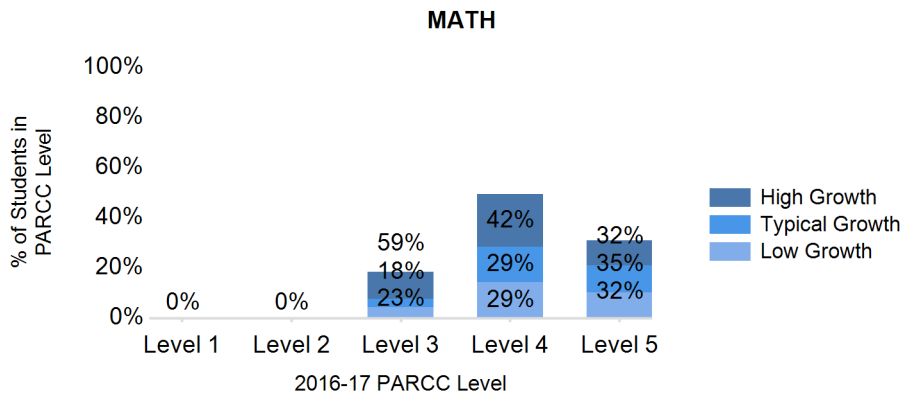
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

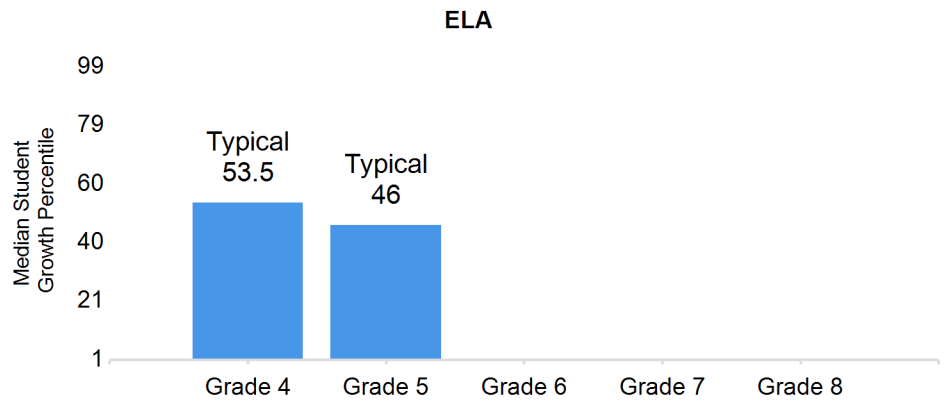
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

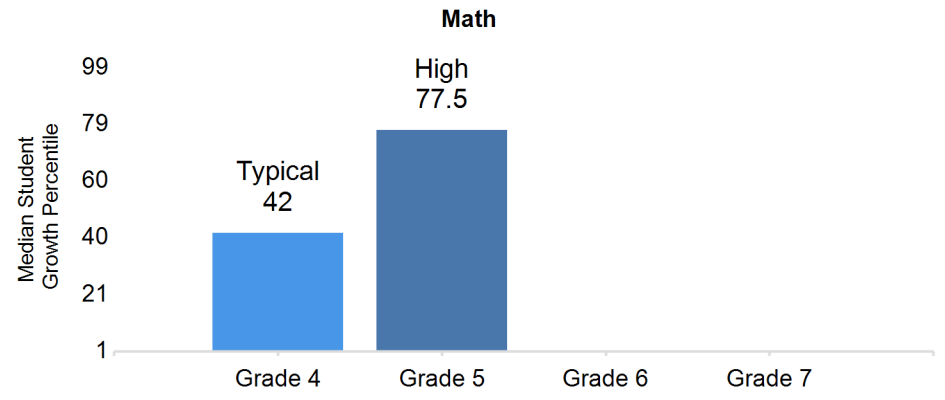



## Student Growth by Grade

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 | 187 | 97.4 | 80.7 | 76.1 | 56.7 | 80.7 | 77.3 | Met Goal |
| White | 160 | 97.0 | 78.8 | 76.1 | 65.6 | 78.8 | 76.3 | Met Target |
| Hispanic | 10 | 100.0 | 100.0 | 71.7 | 42.5 | 100.0 | ** | ** |
| Black or African American | * | * | * | * | 37.3 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 82.5 | 82.3 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 52.7 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 81.9 | 81.1 | 63.4 | 81.9 | ** | ** |
| Female | 92 | 96.8 | 86.9 | 83.7 | 64.5 | 86.9 | | |
| Male | 95 | 98.0 | 74.8 | 68.7 | 49.4 | 74.8 | | |
| Economically Disadvantaged Students | * | * | * | 56.5 | 38.5 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 76.5 | 67.5 | * | | |
| Students with Disabilities | 37 | 94.9 | 45.9 | 41.1 | 21.6 | 45.8 | 45.9 | Met Target† |
| Students without Disabilities | 150 | 98.1 | 89.3 | 84.0 | 63.9 | 89.3 | | |
| English Learners | N | N | N | * | 27.3 | N | ** | ** |
| Non-English Learners | 187 | 97.4 | 80.7 | * | 59.4 | 80.7 | | |
| Homeless Students | N | N | N | N | 27.7 | N | | |
| Students In Foster Care | N | N | N | N | 26.3 | N | | |
| Military-Connected Students | * | * | * | * | 57.4 | * | | |
| Migrant Students | N | N | N | N | 30.1 | N | | |

† Target was met within a confidence interval.

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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** | 59 | 768 | 769 | 750 | * | * | * | * | * | 71% | 52% |
| White | 52 | 765 | 769 | 759 | * | * | * | * | * | 67% | 61% |
| Hispanic | * | * | * | 736 | * | * | * | * | * | * | 38% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 777 | N | N | N | N | N | N | 77% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | 773 | 758 | * | * | * | * | * | * | 58% |
| Female | 30 | 775 | 777 | 756 | * | * | * | * | * | 77% | 57% |
| Male | 29 | 760 | 763 | 744 | * | * | * | * | * | 66% | 46% |
| Economically Disadvantaged Students | N | N | * | 733 | N | N | N | N | N | N | 34% |
| Non-Economically Disadvantaged Students | 59 | 768 | * | 762 | * | * | * | * | * | 71% | 64% |
| Students with Disabilities | 12 | 730 | * | 719 | * | * | * | * | * | 42% | 24% |
| Students without Disabilities | 47 | 778 | * | 756 | * | * | * | * | * | 79% | 57% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | 15% |
| Non-English Learners | 59 | 768 | 769 | 753 | * | * | * | * | * | 71% | 55% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 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** | 54 | 787 | 777 | 756 | * | * | * | 43% | 50% | 93% | 58% |
| White | 45 | 790 | 779 | 764 | 0% | * | * | 38% | 56% | 93% | 68% |
| Hispanic | * | * | * | 744 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 782 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | * | * | * | 763 | * | * | * | * | * | * | 63% |
| Female | 22 | 800 | 786 | 762 | * | * | * | * | * | 95% | 63% |
| Male | 32 | 778 | 770 | 751 | * | * | * | * | * | 91% | 53% |
| Economically Disadvantaged Students | N | N | * | 740 | N | N | N | N | N | N | 40% |
| Non-Economically Disadvantaged Students | 54 | 787 | * | 767 | * | * | * | 43% | 50% | 93% | 70% |
| Students with Disabilities | * | * | 750 | 726 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | 783 | 762 | * | * | * | * | * | * | 64% |
| English Learners | N | N | N | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 54 | 787 | 777 | 759 | * | * | * | 43% | 50% | 93% | 61% |
| Homeless Students | N | 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** | 70 | 777 | 772 | 755 | 0% | * | * | 67% | 20% | 87% | 58% |
| White | 59 | 775 | 770 | 763 | 0% | 0% | * | * | * | 86% | 68% |
| Hispanic | * | * | 782 | 743 | * | * | * | * | * | * | 43% |
| Black or African American | N | N | N | 738 | N | N | N | N | N | N | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 780 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 752 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 763 | * | * | * | * | * | * | 65% |
| Female | 39 | 784 | 781 | 762 | 0% | * | * | * | * | 92% | 66% |
| Male | 31 | 768 | 761 | 749 | 0% | * | * | * | * | 81% | 51% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 10 | 754 | 739 | 724 | 0% | * | * | * | * | 60% | 22% |
| Students without Disabilities | 60 | 781 | 778 | 762 | 0% | * | * | * | * | 92% | 65% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | 11% |
| Non-English Learners | 70 | 777 | 772 | 757 | 0% | * | * | 67% | 20% | 87% | 60% |
| Homeless Students | N | 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 | N | N | * | 756 | N | N | N | N | N | N | 59% |
| Migrant Students | N | N | N | 732 | N | N | N | N | N | N | 33% |

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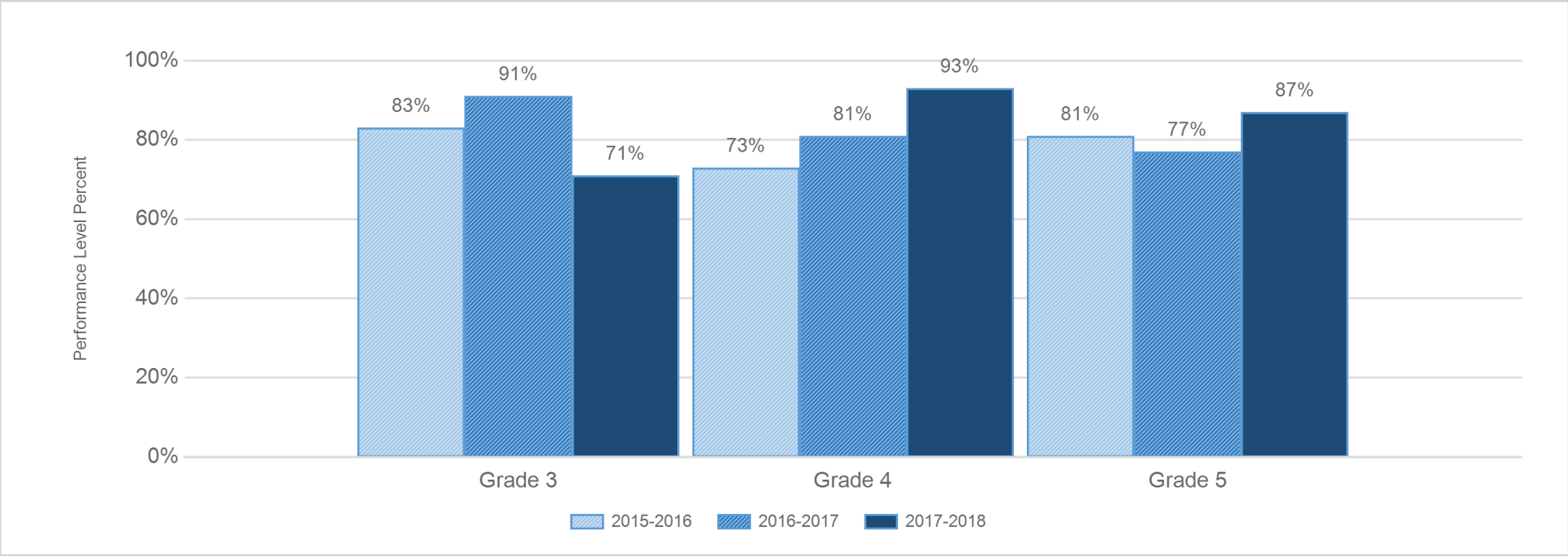
## English Language Arts/Literacy Assessment - Performance Trends

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

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| 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 | 187 | 97.4 | 83.9 | 72.6 | 45.0 | 83.9 | 73.3 | Met Goal |
| White | 160 | 97.0 | 84.4 | 73.1 | 54.1 | 84.4 | 74.4 | Met Goal |
| Hispanic | 10 | 100.0 | 90.0 | 67.9 | 29.2 | 90.0 | ** | ** |
| Black or African American | * | * | * | * | 23.4 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 80.0 | 77.0 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.5 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 81.9 | 75.0 | 53.0 | 81.9 | ** | ** |
| Female | 92 | 96.8 | 85.9 | 74.0 | 46.0 | 85.9 | | |
| Male | 95 | 98.0 | 82.1 | 71.1 | 43.9 | 82.1 | | |
| Economically Disadvantaged Students | * | * | * | 52.1 | 26.6 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | 72.8 | 55.9 | * | | |
| Students with Disabilities | 37 | 94.9 | 48.6 | 39.8 | 17.1 | 48.5 | 45.9 | Met Target |
| Students without Disabilities | 150 | 98.1 | 92.7 | 79.9 | 50.5 | 92.7 | | |
| English Learners | N | N | N | * | 24.6 | N | ** | ** |
| Non-English Learners | 187 | 97.4 | 83.9 | * | 46.9 | 83.9 | | |
| Homeless Students | N | N | N | N | 17.3 | N | | |
| Students In Foster Care | N | N | N | N | 16.2 | N | | |
| Military-Connected Students | * | * | * | * | 45.8 | * | | |
| Migrant Students | N | N | N | N | 23.7 | N | | |

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
Grades Offered: PK-05
2017-2018

**Report Key:**
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**N** No Data is available to display
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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** | 59 | 780 | 775 | 752 | 0% | * | * | 37% | 41% | 78% | 53% |
| White | 52 | 777 | 775 | 760 | 0% | * | * | 38% | 38% | 77% | 64% |
| Hispanic | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Black or African American | * | * | * | 734 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | * | 780 | N | N | N | N | N | N | 83% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | 779 | 757 | * | * | * | * | * | * | 59% |
| Female | 30 | 779 | 775 | 752 | 0% | * | * | 33% | 40% | 73% | 53% |
| Male | 29 | 780 | 775 | 751 | 0% | * | * | 41% | 41% | 83% | 53% |
| Economically Disadvantaged Students | N | N | * | 736 | N | N | N | N | N | N | 35% |
| Non-Economically Disadvantaged Students | 59 | 780 | * | 762 | 0% | * | * | 37% | 41% | 78% | 66% |
| Students with Disabilities | 12 | 754 | * | 730 | 0% | * | * | * | * | 42% | 29% |
| Students without Disabilities | 47 | 786 | * | 756 | 0% | * | * | * | * | 87% | 57% |
| English Learners | N | N | N | 726 | N | N | N | N | N | N | 23% |
| Non-English Learners | 59 | 780 | 775 | 754 | 0% | * | * | 37% | 41% | 78% | 56% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 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% |

NJ SCHOOL PERFORMANCE REPORT

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
Grades Offered: PK-05
2017-2018

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**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** | 54 | 777 | 773 | 748 | 0% | * | * | 65% | 26% | 91% | 49% |
| White | 45 | 780 | 775 | 755 | 0% | * | * | 64% | 29% | 93% | 60% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 34% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 27% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 80% |
| American Indian or Alaska Native | N | N | N | 748 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 55% |
| Female | 22 | 780 | 775 | 748 | 0% | * | * | * | * | 100% | 50% |
| Male | 32 | 776 | 771 | 748 | 0% | * | * | * | * | 84% | 49% |
| Economically Disadvantaged Students | N | N | * | 733 | N | N | N | N | N | N | 30% |
| Non-Economically Disadvantaged Students | 54 | 777 | * | 758 | 0% | * | * | 65% | 26% | 91% | 62% |
| Students with Disabilities | * | * | 757 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | 777 | 753 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 722 | N | N | N | N | N | N | 16% |
| Non-English Learners | 54 | 777 | 773 | 750 | 0% | * | * | 65% | 26% | 91% | 52% |
| Homeless Students | N | 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

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
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** | 70 | 780 | 769 | 748 | 0% | * | * | 60% | 30% | 90% | 49% |
| White | 59 | 780 | 768 | 756 | 0% | * | * | 63% | 29% | 92% | 60% |
| Hispanic | * | * | 767 | 736 | * | * | * | * | * | * | 32% |
| Black or African American | N | N | N | 730 | N | N | N | N | N | N | 26% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 55% |
| Female | 39 | 780 | 771 | 749 | 0% | * | * | * | * | 90% | 50% |
| Male | 31 | 781 | 767 | 747 | 0% | * | * | * | * | 90% | 48% |
| Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 29% |
| Non-Economically Disadvantaged Students | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Students with Disabilities | 10 | 757 | 740 | 726 | 0% | * | * | * | * | 60% | 20% |
| Students without Disabilities | 60 | 784 | 775 | 752 | 0% | * | * | * | * | 95% | 55% |
| English Learners | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Non-English Learners | 70 | 780 | 769 | 750 | 0% | * | * | 60% | 30% | 90% | 51% |
| Homeless Students | N | 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 | N | N | * | 749 | N | N | N | N | N | N | 52% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 29% |

NJ SCHOOL PERFORMANCE REPORT

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
Grades Offered: PK-05
2017-2018

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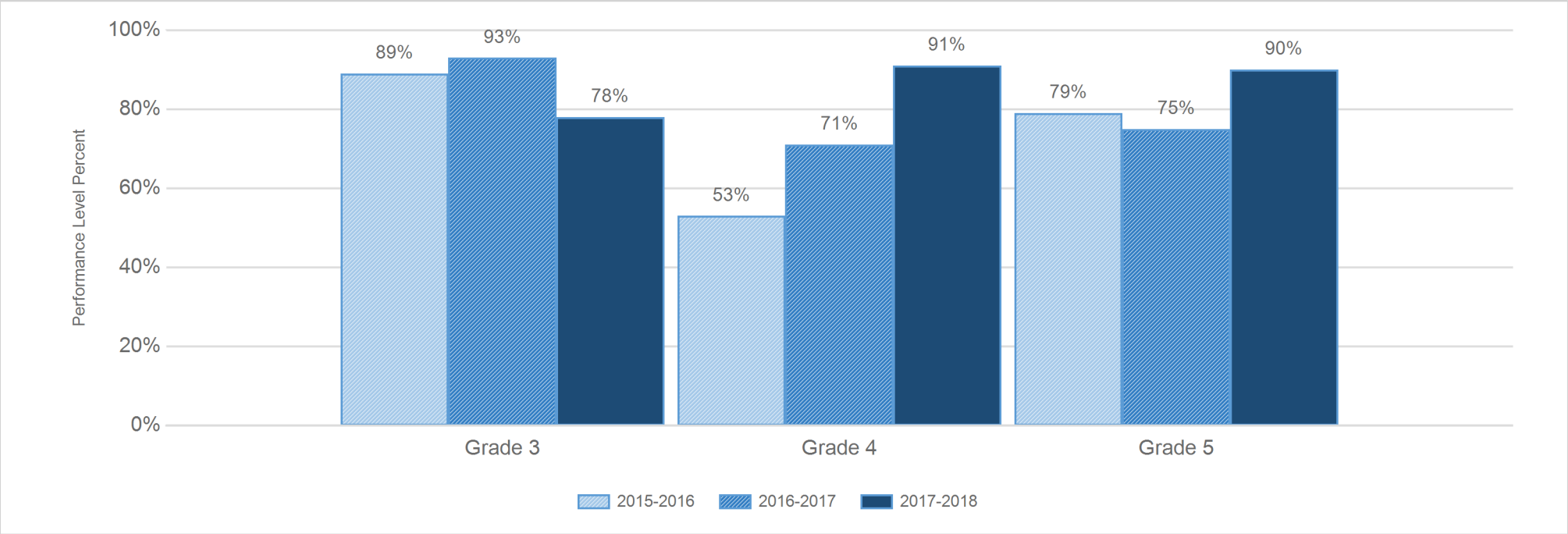
## Mathematics Assessment – Performance Trends

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




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

NJ SCHOOL PERFORMANCE REPORT

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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 | * | * |
| 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 | N | N | N |

† 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 | N | N | N |
| 3-4 | N | N | N |
| 5 or more | N | N | N |

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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.

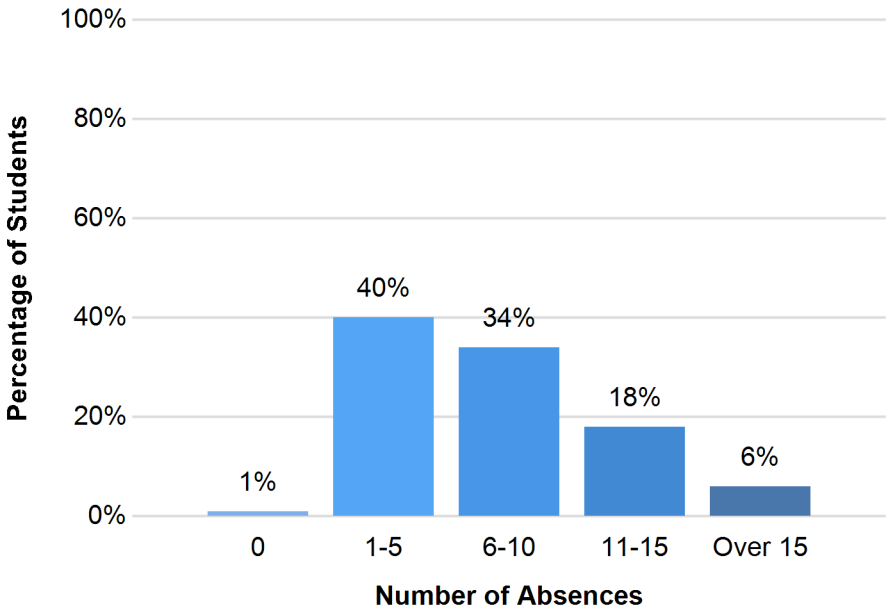
## Chronic Absenteeism

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 | 12 | 3.4 | 8.9 | Met |
| White | 12 | 4.0 | 8.9 | Met |
| Hispanic | 0 | 0 | 8.9 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | ** | ** |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | 8.9 | Met |
| Economically Disadvantaged Students | * | * | ** | ** |
| Students with Disabilities | 5 | 8.5 | 8.9 | Met |
| English Learners | N | N | N | N |

## 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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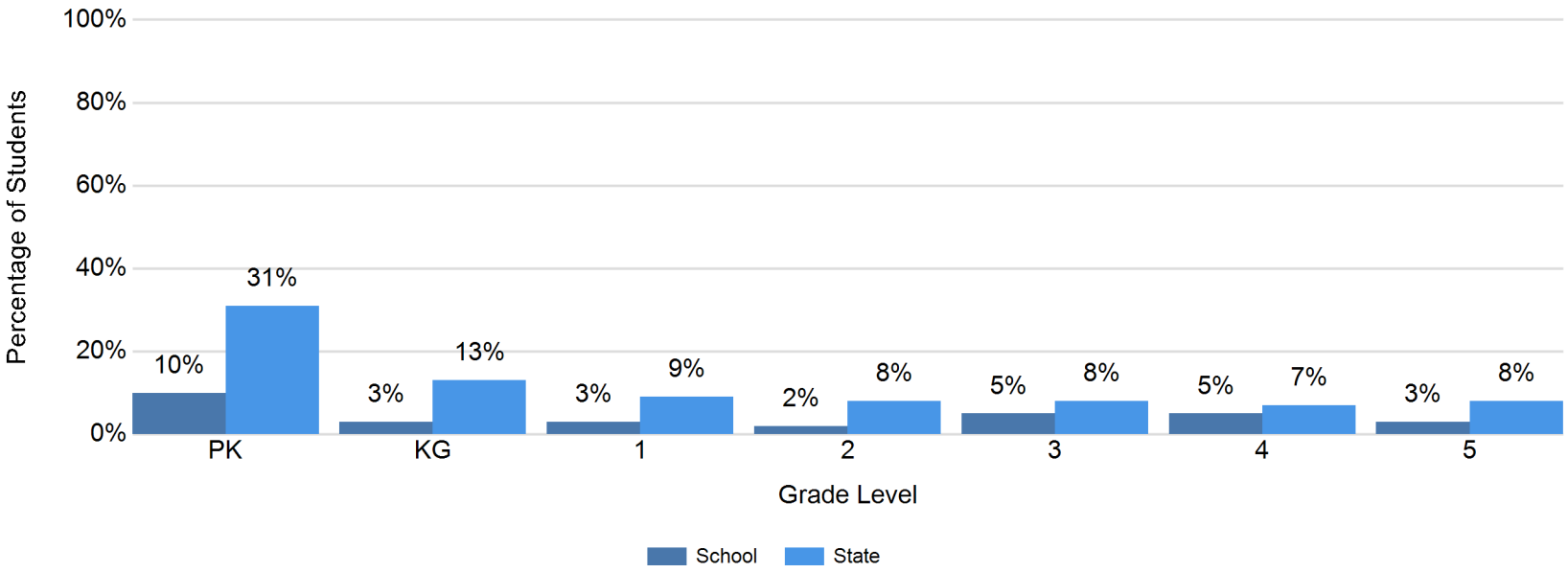
## Chronic Absenteeism by Grade

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 |

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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 | 0 | | 0 |

## 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 |

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-05
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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 | 8:25 AM |
| Typical End Time | 3:00 PM |
| Length of School Day | 6 Hrs 35 Mins |
| Full Time - Instructional Time | N |
| 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) | $293 | $12,076 | $12,369 |

NJ SCHOOL PERFORMANCE REPORT

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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 | 31 | 117,464 |
| Average years experience in public schools | 8.6 | 12.0 |
| Average years experience in district | 8.0 | 10.7 |
| Teachers in district for 4 or more years | 54.8% | 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 | 15 | 9,374 |
| Average years experience in public schools | 10.6 | 16.0 |
| Average years experience in district | 8.5 | 12.0 |
| Administrators in district for 4 or more years | 73.3% | 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 | 12:1 |
| Students to Administrators | 388:1 | 181:1 |
| Teachers to Administrators | 31:1 | 15:1 |
| Students to Librarians/Media Specialists | | 907:1 |
| Students to Nurses | | 544:1 |
| Students to Counselors | | 247:1 |
| Students to Child Study Team | | 302:1 |

NJ SCHOOL PERFORMANCE REPORT

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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 - 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.

### Bachelor's Degree

### Master's Degree

### Doctoral Degree

| | |
|---|---|
| Teacher | 0% |
| Admin | 0% |

## 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 | 89.6% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 93.3% | 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 | 97.9% |

NJ SCHOOL PERFORMANCE REPORT

**ELIZABETH HADDON SCHOOL**
(07-1900-080)
Grades Offered: PK-05
2017-2018

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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 and Administrators – Demographics

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

| Category | Teachers | Administrators |
|---|---|---|
| Female | 90.3% | 0.0% |
| Male | 9.7% | 100.0% |
| White | 93.5% | 100.0% |
| Hispanic | 6.5% | 0.0% |
| Black or African American | 0.0% | 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 |
|---|---|---|
| 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 | | |

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(07-1900-080)
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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 | 89.34 | 17.5% |
| Mathematics Proficiency | 97.93 | 17.5% |
| English Language Arts Growth | 42.77 | 25.0% |
| Mathematics Growth | 67.12 | 25.0% |
| Progress Towards English Language Proficiency | ** | ** |
| Chronic Absenteeism | 90.65 | 15.0% |
| **Summative Score:** Sum of all indicator scores multiplied by indicator weights | 73.84 | n/a |
| **Summative Rating:** Percentile Rank of Summative Score | 84.72 | 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 Goal | Met Goal | Met Standard | Met Standard | N | Met | No |
| White | 71.24 | 14.08 | No | Met Target | Met Goal | Met Standard | Met Standard | n/a | Met | No |
| Hispanic | ** | ** | No | ** | ** | ** | ** | n/a | Met | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | n/a | ** | 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 | Met | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | n/a | ** | No |
| Students with Disabilities | ** | ** | No | Met Target† | Met Target | ** | ** | 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: | • In 2015 Elizabeth Haddon was named a National Blue Ribbon School by the United States Department of Education.<br>• Integrate technology frequently into instruction, with 5th graders having 1:1 personal Chromebooks.<br>• Raised over $25,000 for various charities through student council projects, faculty denim days, and Hoops for Heart. |
| Mission, Vision, Theme: | Driving down the tree-lined streets of Haddonfield, a residential community of about 12,000, you can't miss the four large pillars that welcome you to Elizabeth Haddon Elementary School, home of The Dragons. Named after the founder of Haddonfield, our school is one of three neighborhood elementary schools and is currently in its 105th year of enriching the lives of children. "Lizzy Haddon's" 370 students, ranging from preschool through fifth grade, are able to walk to school because the town encompasses just 2.6 square miles. The mission of our school is to develop the unique potential of each individual, preparing our students to meet the New Jersey Learning Standards. Our caring and child-centered faculty is committed to creating a strong school culture. We strive to create a challenging and diverse learning climate that promotes the development of the whole student, and prepares students with the knowledge, skills, and integrity to meet life's challenges and enrich their community. |
| Awards, Recognition, Accomplishments: | In 2015 Elizabeth Haddon was named a National Blue Ribbon School for Exemplary Performance by the United States Department of Education. |

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|---|---|
| Courses, Curriculum, Instruction: | Our language arts program incorporates the most important principles of balanced literacy by engaging children in reading quality literature, writing, speaking, listening and observing as the teacher guides and encourages independent readers and writers. Teachers implement a challenging math curriculum, which emphasizes problem solving and hands-on strategies to learn mathematics. We have a comprehensive social studies/geography program, and an inquiry-based science program, which promotes active participation and a natural curiosity about the world. A school garden and two outdoor classroom spaces supports learning about ecological concepts and healthy eating choices. On alternating years the school organizes a school-wide artist study integrating the artist's work and ideas into various subject areas across all grade levels. Students attend classes in physical education, library science, art, choral music, technology, Spanish, health, and keyboarding. |
| Clubs and Activities: | Extra-curricular activities at Elizabeth Haddon include: Battle of the Books, Student Council, Field Day, STEM/3-D Printing Club, Robotics Club, Noontime Enrichment, Geography Bee, Science Olympiad, Talent Show, Vets in Training, Art Goes to School, PTA Reflections, "Bookworm" Student Publishing, Safety Patrol, Peer Mentors, Chorus, Instrumental Band & Orchestra, Wee Deliver, and Girls on the Run. |

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|---|---|
| Before and After School Programs: | Haddonfield Child Care offers before and after care for students. Our Instructional Support Program offers small group tutoring for students recommended by their teachers. There are a number of extra-curricular clubs that meet after school. |
| Staff and Professional Learning: | The school staff works collaboratively to promote learning and ensure that every child succeeds in ways that reflect his or her own aptitudes and interests. Our staff continuously engages in professional development through graduate work, professional growth groups, grade level meetings, district professional development, and outside seminars. Each summer teachers work together to evaluate and revise curriculum. |

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| | |
|---|---|
| Student Supports and Services: | A variety of strategies are used to address the needs of our struggling students. We provide necessary accommodations to ensure all students succeed in the classroom. The Instructional Support Program, a small-group before-and-after-school tutorial program, provides remedial instruction to struggling students. Teachers also engage in Response-to-Intervention (RTI). Based on school-wide screening, students who are not meeting grade level benchmarks receive tiered instruction. This includes extra support by the classroom teachers and specialists. The school's Intervention committee consists of a balanced team of faculty and meets every month to discuss action plans. We strive to ensure students with disabilities are best supported in meeting grade-level expectations. Our in-class support model allows students with disabilities to learn among their peers through a co-teaching model. For students who need more extensive support, instruction is provided in the resource room. |
| Student Health and Wellness: | Our health curriculum follows the NJ Standards occurring once every cycle. Our mission is to help students become health literate, self-directed learners who can obtain, interpret and understand basic health information and services and develop competencies to use such knowledge to enhance physical, social and emotional health. Students receive developmentally appropriate instruction in nutrition, dental health, heredity, drug/alcohol abuse, and bus-safety education. Students in grades 1-5 have physical education twice every cycle. PE promotes coordination, balance, and strength, allowing participation in individual and team activities. Students learn a variety of sports-related skills that are regularly integrated with community service opportunities, including Hoops for Heart and Jump Rope for Heart. Special events include the third grade Bike Rodeo, thematic holiday-related activities, and Field Day; a strong tradition of sportsmanship, community building, and outdoor fun. |
| Parent and Community Involvement: | Parents and staff members are mutually respected and valued as key components to student success. Our schools boast engaged PTAs. Our PTAs support assemblies, enrichment opportunities, field trips, and events such as Spaghetti Bingo, Movie Nights, Book Fairs, and Socials. They raise money to support curriculum, wish lists, technology integration, and playgrounds. Parents are invited in as volunteers and to celebrate classroom learning. They hold key roles on decision-making such as the School Safety Team and Parent Partners. They receive information such as grades through our student information system, Genesis. We provide consistent and effective parent communication through newsletters, emails, conferences, phone calls and online platforms such as Twitter, Homeroom, Bloomz, and Seesaw. Grandfriends Day welcomes grandparents and special friends. The schools are involved in community with organizations such as the Tri-State K-9 Response Team, Rotary, and local businesses. |

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| | |
|---|---|
| Climate Surveys: | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers<br><br>Climate surveys are completed yearly by faculty, parents, and students in grades 3-5. These surveys are used to assess these stakeholders' satisfaction with our program. We use these results to determine areas of strength as well as areas where we can improve. The student survey is reviewed by the School Climate Team as it asks students about their thoughts about school and issues related to bullying. The administration closely examines the faculty and parent surveys to determine areas we can grow. School goals may be developed based on survey results. |
| Facilities: | Within the last 2 years, building renovations and improvement were supported through a bond referendum. Most noticeably, air conditioning was installed throughout the school. Our building facade was upgraded with new front steps, handrails, handicap parking, and sidewalks. Maybe less noticeable, but just as important, are the gutter repairs, roof replacement, cornice work, electricity upgrades, a new clock and phone system, and masonry work that have taken place over the last year. All windows in the building have been replaced. We also had a significant security upgrade. The locks were replaced on all internal doors and outside entrance doors. ID badges are now required to access the building and gain entry. The internal locks were replaced with classroom function security locks. Students benefit from facilities such as a library, gym/all purpose room, art room, and computer lab. |
| School Safety: | School Safety is of utmost concern in the Haddonfield School District. Staff and students participate in mandated school safety drills monthly that are clearly outlined in our School Safety Manual. Teachers prepare students in an age-appropriate manner to express the importance of practicing these drills. The Haddonfield emergency personnel and Office of Emergency Management supervise many of these drills providing feedback and suggestions for improvement. Our manual and procedures are also reviewed at the start of every year to ensure the safety of our staff and students. All of our buildings are equipped with secure key fobs systems providing access to only board approved personnel. A monitor us used to view those who come to the front door. In order to maintain a safe school environment, the district employs a School Safety Coordinator at the administrative level. |

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| | |
|---|---|
| Technology and STEM: | Digital learning is facilitated by teacher leaders who utilize Smart Boards, technology maps, learning benchmarks, a computer lab, a 3-D printer, laptops, Apple TVs, and student iPads. A technology facilitator stipend position in each elementary school provides PD and supports teachers in integrating technology. Coding and STEM concepts are taught in our library curriculum. We also offer students the opportunity to participate in STEAM clubs after school. Our 5th graders have 1:1 Chromebooks utilizing these devices for increased communication, collaboration, and personalized learning. Google Classroom is frequently used to provide students with assignments and instant feedback. Software programs utilized include IXL, Discovery Education, BrainPop, Raz-Kids, Typing Agent, EverydayMath Online, Smore, and Lexia Core Reading, and numerous Ipad Apps. |
| Early Childhood Education: | Haddonfield provides an inclusive preschool program that is tuition-based. The cost is 2700 per year. The preschool is a half day, 5 day per week program utilizing The Creative Curriculum. For young children, meaningful and long-lasting learning requires active thinking and experimenting to find out how things work. This is best accomplished through purposeful play facilitated by highly intentional teaching practices. The Creative Curriculum addresses all areas of development: social/emotional, physical, cognitive, and language. It also addresses literacy, math, science, social studies, the arts, technology and process skills. Every preschool class is staffed with an experienced preschool teacher who is special education certified, two experienced Educational Assistants, and therapists who spend considerable time in the classroom providing integrated OT, PT and Speech services. There is typically a waiting list for this program. |

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| | |
|---|---|
| Other Information: | The elementary school operate on a 6-day cycle. The school day begins at 8:25 am and ends at 3:00 pm. Kindergarten is a half-day program and can be supplemented by the Extended Day Kindergarten Program, a private program provided by Haddonfield Child Care. Communications are provided weekly to parents through email, our school website, Twitter, and Remind text messaging. |