



# State of New Jersey 2014-15

## OVERVIEW

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GRADE SPAN 09-12

07-4060-050  
PENNSAUKEN HIGH SCHOOL  
800 HYLTON ROAD  
PENNSAUKEN, NJ 08110

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

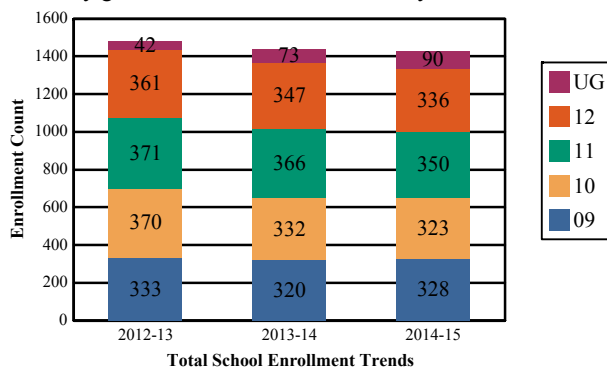
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



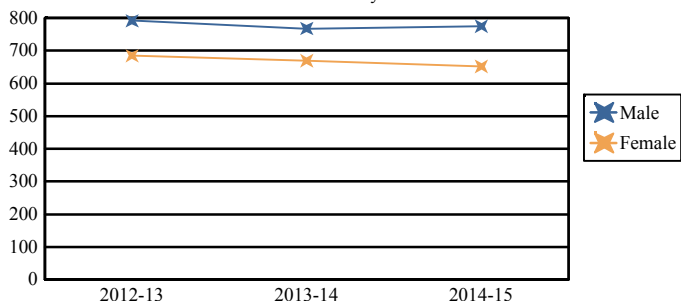
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,477
2013-14	1,438
2014-15	1,427

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

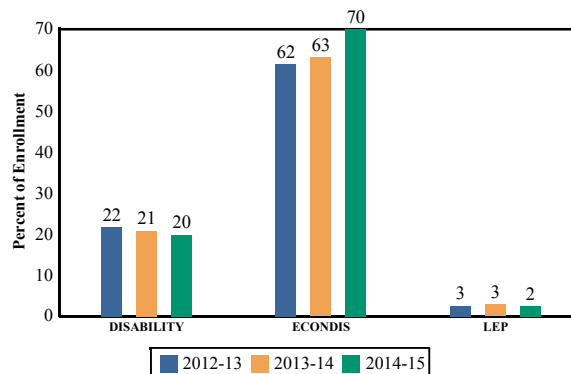


	Male	Female
2012-13	792	685
2013-14	768	670
2014-15	775	652

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### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

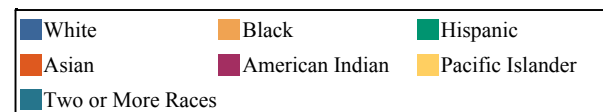
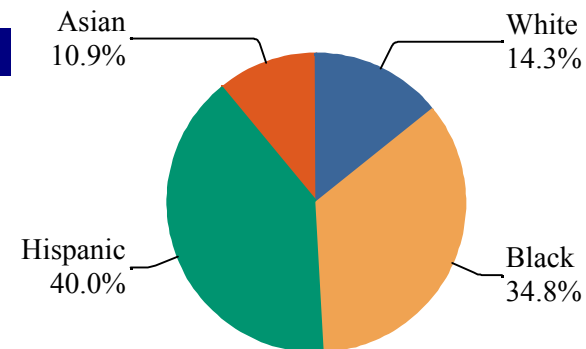


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	284	20%
Economically Disadvantaged Students	998	69.9%
English Language Learners	35	2.5%

### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	88.1%
Spanish	7.9%
Vietnamese	2.6%
Central Khmer	0.5%
Chinese	0.2%
Tagalog	0.1%
Other	0.5%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>22%</b>	<b>29</b>	<b>22</b>
Math Met or Exceeded Expectation	<b>12%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	548	22.3%	95%	86.7%	NO
White	73	38.4%	95%	81.6%	NO
African American	201	16.9%	95%	86.7%	NO
Hispanic	222	17.6%	95%	89.9%	NO
American Indian	-	-	--	--	--
Asian	51	41.2%	95%	80.3%	NO
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	378	18%	95%	86.6%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	492	12%	95%	85.1%	NO
White	68	17.6%	95%	82.2%	NO
African American	-	-	--	--	--
Hispanic	193	10.9%	95%	86.4%	NO
American Indian	-	-	--	--	--
Asian	50	30%	95%	80%	NO
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

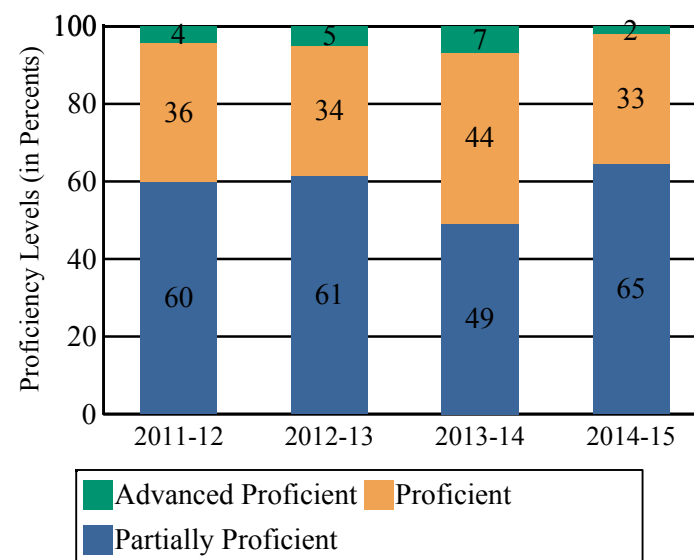
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	2%	33%	65%
White	7%	42%	51%
African American	1%	26%	73%
Hispanic	2%	30%	68%
American Indian	-	-	-
Asian	0%	60%	40%
Two or More Races	-	-	-
Students with Disability	0%	19%	81%
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	30%	68%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.





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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	276	721	739	31%	24%	20%	22%	3%	24%	41%
White	34	730	746	24%	32%	9%	29%	6%	35%	47%
African American	90	717	723	38%	26%	20%	13%	3%	17%	23%
Hispanic	120	717	725	34%	23%	21%	23%	0%	23%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	31	742	765	10%	16%	32%	35%	6%	42%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	191	718	724	34%	27%	20%	19%	1%	20%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	715	735	39%	21%	20%	16%	4%	20%	38%
White	39	737	741	18%	26%	15%	26%	15%	41%	43%
African American	111	712	717	41%	21%	21%	16%	1%	17%	22%
Hispanic	100	705	720	49%	19%	20%	11%	1%	12%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	20	744	763	15%	25%	20%	25%	15%	40%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	187	711	718	42%	21%	20%	13%	3%	16%	23%

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**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	155	707	741	46%	28%	11%	12%	3%	14%	42%
White	25	711	745	44%	12%	24%	20%	0%	20%	46%
African American	41	705	727	49%	34%	5%	12%	0%	12%	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	14	740	765	7%	36%	14%	21%	21%	43%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	247	720	740	19%	37%	31%	13%	0%	13%	40%
White	34	722	746	15%	35%	35%	15%	0%	15%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	111	721	725	17%	36%	32%	14%	0%	14%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	20	737	769	5%	15%	50%	30%	0%	30%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	179	718	725	21%	39%	27%	12%	0%	12%	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	74%	71	31	80%	NO
Percent of Students Participating in PSAT or PLAN	87%	47	49	60%	YES
Percent of Students Scoring Above 1550 on SAT	12%	23	20	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	11%	48	21	35%	NO
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	58%	73	43	75%	NO
Summary		52	33		20%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	69.6%	68.0%	79.1%
Participating in ACT	28.9%		25.2%
Participating in PSAT or PLAN	87.2%	70.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	18.5%	23.6%	36.3%
One or More Test	12.2%	20.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	11.2%	18.2%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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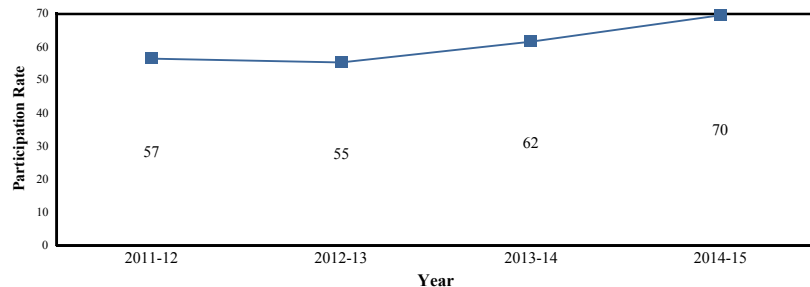
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	12.0%	22.4%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,254	1,373	1,508
Critical Reading	411	453	496
Mathematics	435	471	518
Writing	408	450	494

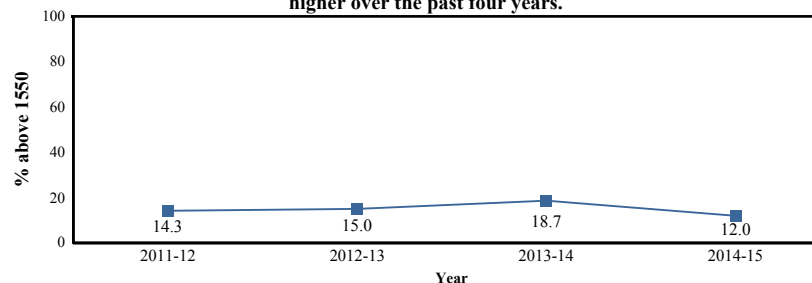
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	58.3%	44.3%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	58.4%	44.4%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	478	500	460
50th Percentile	420	430	400
25th Percentile	350	370	350

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP English Literature and Composition	46	31
AP Government	42	
AP U.S. History	41	26
AP Biology	22	18
AP Spanish Language	17	7
AP Chemistry	16	15
AP Latin (Virgil, Catullus and Horace)	11	8
AP U.S. Government and Politics		27
AP Calculus AB		7
AP Physics 1		7

### Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	12.9%	17.8%
Visual Arts	44.5%	31.7%
<b>Total: All Visual and Performing Arts</b>	52.8%	49.9%

N/R - Data Not Reported

### Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	N/R	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 09-12

PENNSAUKEN HIGH SCHOOL

800 HYLTON ROAD

PENNSAUKEN, NJ 08110

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	78%	7	9	78%	YES
Dropout Rate	2.9%	10	9	2%	NO
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		9	9		50%

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	78%	78%
White	83%	
African American	77%	
Hispanic	73%	
American Indian	-	
Asian	90%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	72%	
English Language Learners	-	
Economically Disadvantaged Students	77%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

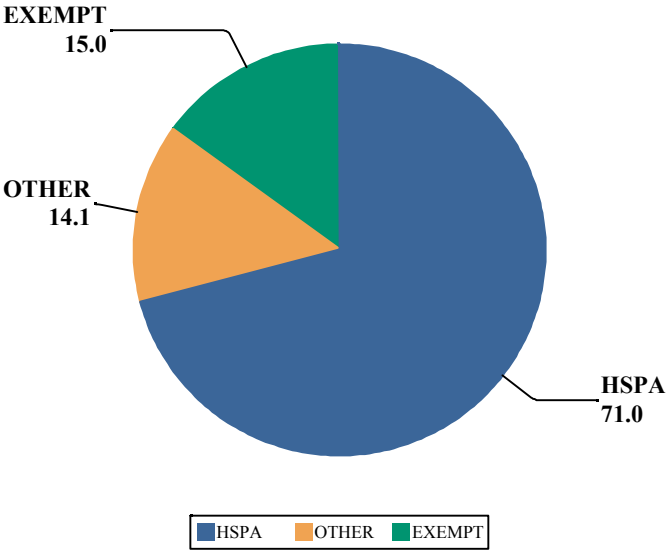
	School	State Target
<b>Schoolwide</b>	2.9%	2%
White	2.9%	
African American	1.4%	
Hispanic	4.7%	
American Indian	-	
Asian	1.3%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	2.8%	
English Language Learners	17.1%	
Economically Disadvantaged Students	.7%	

GRADUATION AND POSTSECONDARY

CAMDEN  
PENNSAUKEN TWP

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the ‘Just Proficient Mean’ or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year’s cohort in addition to the 4-year graduation rate for last year’s cohort.

Class of	4-year Rate	5-year Rate
2012	84%	84%
2013	82%	85%
2014	75%	81%
2015	78%	

### Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	62%	56.9%	43.1%
White	67.7%	47.7%	52.3%
African American	63.3%	56.6%	43.4%
Hispanic	51.4%	67.9%	32.1%
Asian	81.3%	50%	50%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	34.8%	78.3%	21.7%
English Language Learners	-	-	-
Economically Disadvantaged Students	61.8%	57.3%	42.7%

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	746	766
50th	718	739
25th	693	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	769	821
75th	733	762
50th	718	735
25th	701	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

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PENNSAUKEN TWP

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	736	766
50th	711	733
25th	681	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	721	768
50th	700	740
25th	681	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	57

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**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

**SCHOOL CLIMATE**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 09-12

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**Length of School Day**

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

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2014-15	8.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	12
Administrators	143

**SCHOOL PEER GROUP**

**CAMDEN  
PENNSAUKEN TWP**

**GRADE SPAN 09-12**

**07-4060-050  
PENNSAUKEN HIGH SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL HIGH SCHOOL</b>	01-0590-025	09-12	51.9%	0.3%	16.7%
ATLANTIC	GREATER EGG HARBOR REG	<b>ABSEGAMI HIGH SCHOOL</b>	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	<b>CEDAR CREEK HIGH SCHOOL</b>	01-1790-060	09-12	41.2%	0.4%	16.5%
BERGEN	LODI BOROUGH	<b>LODI HIGH SCHOOL</b>	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	BURLINGTON CITY	<b>BULINGTON CITY HIGH SCHOOL</b>	05-0600-020	07-12	61%	1.7%	23.1%
BURLINGTON	PEMBERTON TWP	<b>PEMBERTON TOWNSHIP HIGH SCHOOL</b>	05-4050-055	09-12	45%	0.6%	19.5%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO HIGH SCHOOL</b>	05-5805-053	09-12	58.9%	0.7%	23.4%
CAMDEN	GLOUCESTER CITY	<b>GLOUCESTER CITY JR. SR. HIGH SCHOOL</b>	07-1770-050	07-12	68.6%	0.6%	21.4%
<b>CAMDEN</b>	<b>PENNSAUKEN TWP</b>	<b>PENNSAUKEN HIGH SCHOOL</b>	<b>07-4060-050</b>	<b>09-12</b>	<b>69.9%</b>	<b>2.4%</b>	<b>19.7%</b>
CAMDEN	PINE HILL BORO	<b>OVERBROOK SENIOR HIGH SCHOOL</b>	07-4110-010	09-12	52.1%	0.8%	19.5%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP HIGH SCHOOL</b>	07-5820-010	09-12	50%	0.3%	14.2%
CAPE MAY	LOWER CAPE MAY REGIONAL	<b>LOWER CAPE MAY REGIONAL HIGH SCHOOL</b>	09-2820-050	09-12	47.7%	0.2%	27.5%
CHARTERS	BERGEN ARTS AND SCIENCES CS	<b>BERGEN ARTS AND SCIENCES CS</b>	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CHARTER~TECH HIGH SCHOOL	<b>CHARTER~TECH HIGH SCHOOL FOR THE PERFORMING ARTS</b>	80-7410-940	09-12	60.1%	0%	15.4%
CHARTERS	UNION COUNTY TEAMS CS	<b>UNION COUNTY TEAMS CHARTER SCHOOL</b>	80-8010-980	KG-12	54.1%	0%	6.5%
CUMBERLANI	CUMBERLAND REGIONAL	<b>CUMBERLAND REGIONAL HIGH SCHOOL</b>	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLANI	MILLVILLE CITY	<b>MILLVILLE SENIOR HIGH SCHOOL</b>	11-3230-050	09-12	49.7%	0.3%	20%
GLOUCESTER	CLAYTON BORO	<b>CLAYTON HIGH SCHOOL</b>	15-0860-030	09-12	56.4%	1.3%	17.8%
GLOUCESTER	DEPTFORD TWP	<b>DEPTFORD TOWNSHIP HIGH SCHOOL</b>	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	PAULSBORO BORO	<b>PAULSBORO HIGH SCHOOL</b>	15-4020-050	09-12	58.8%	0.3%	24.6%
GLOUCESTER	WOODBURY CITY	<b>WOODBURY JR-SR HIGH SCHOOL</b>	15-5860-050	06-12	63%	1.3%	18%
HUDSON	BAYONNE CITY	<b>BAYONNE HIGH SCHOOL</b>	17-0220-020	09-12	66.8%	4.8%	14.9%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

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**PENNSAUKEN HIGH SCHOOL**

**800 HYLTON ROAD**

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HUDSON	JERSEY CITY	<b>DR RONALD MCNAIR HIGH SCHOOL</b>	17-2390-075	09-12	50.3%	0%	0.1%
HUDSON	JERSEY CITY	<b>LIBERTY HIGH SCHOOL</b>	17-2390-082	09-12	63.4%	0.5%	13.2%
MERCER	HAMILTON TWP	<b>HAMILTON NORTH-NOTTINGHAM</b>	21-1950-055	09-12	53.1%	2.3%	14.1%
MIDDLESEX	CARTERET BORO	<b>CARTERET HIGH SCHOOL</b>	23-0750-030	09-12	65.3%	4%	9.3%
MONMOUTH	KEYPORT BORO	<b>KEYPORT HIGH SCHOOL</b>	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	<b>NEPTUNE HIGH SCHOOL</b>	25-3510-050	09-12	53.7%	2.1%	16%
SALEM	PENNS GRV-CARNEY'S PT REG	<b>PENNS GROVE HIGH SCHOOL</b>	33-4070-050	09-12	67%	3.5%	21.3%
UNION	PLAINFIELD CITY	<b>PLAINFIELD ACADEMY FOR THE ARTS &amp; ADVANCED STUDIES</b>	39-4160-052	07-12	68.8%	1.8%	7.9%
UNION	RAHWAY CITY	<b>RAHWAY HIGH SCHOOL</b>	39-4290-050	09-12	54.2%	2%	16%



# State of New Jersey 2014-15

## OVERVIEW

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 07-08

07-4060-055  
HOWARD M PHIFER MIDDLE SCHOOL  
8201 PARK AVE  
PENNSAUKEN, NJ 08109-3544

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

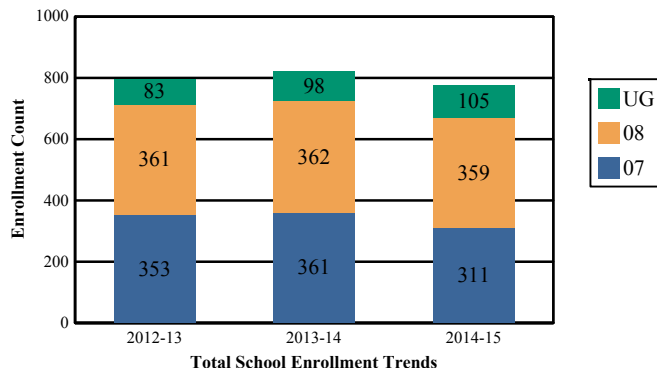
CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 07-08

07-4060-055  
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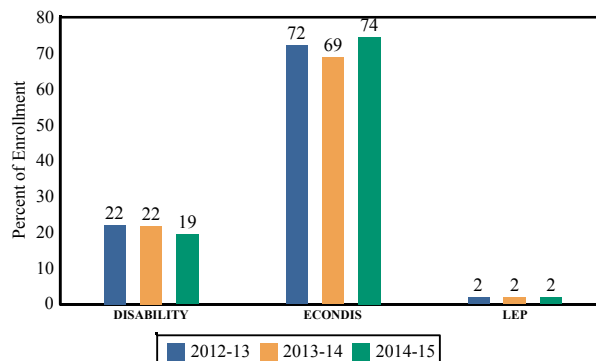
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



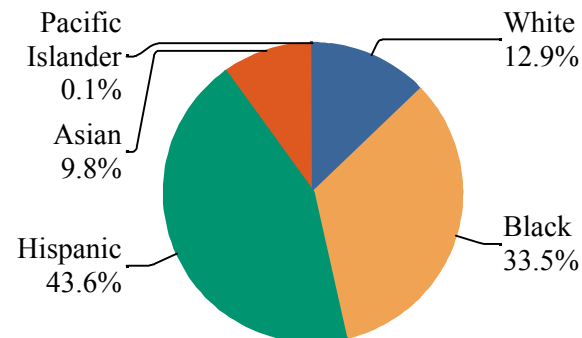
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

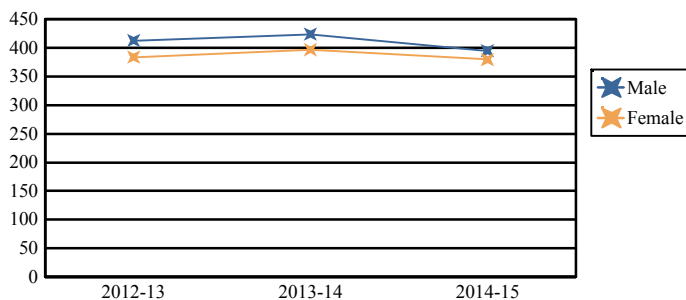


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	797
2013-14	821
2014-15	775

### Enrollment by Gender

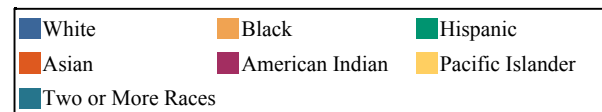
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	413	384
2013-14	424	397
2014-15	395	380

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	151	19%
Economically Disadvantaged Students	577	74.5%
English Language Learners	14	1.8%



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	85.2%
Spanish	8.6%
Vietnamese	4.3%
Central Khmer	0.6%
Chinese	0.4%
Arabic	0.3%
Other	0.6%

**ACADEMIC ACHIEVEMENT**

**CAMDEN**  
**PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**HOWARD M PHIFER MIDDLE SCHOOL**  
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>29%</b>	<b>55</b>	<b>21</b>
Math Met or Exceeded Expectation	<b>31%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	653	29.4%	95%	90.7%	<b>YES*</b>
White	81	43.2%	95%	88.1%	<b>YES*</b>
African American	223	20.6%	95%	88.9%	<b>YES*</b>
Hispanic	274	23.7%	95%	91.1%	<b>YES*</b>
American Indian	-	-	--	--	--
Asian	75	61.3%	95%	98.7%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	476	25.6%	95%	89.8%	<b>YES*</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	641	30.6%	95%	89.4%	YES*
White	81	41.9%	95%	88.1%	YES*
African American	217	19.8%	95%	87.1%	YES*
Hispanic	270	26.3%	95%	90%	YES*
American Indian	-	-	--	--	--
Asian	73	65.8%	95%	96.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	465	28.4%	95%	89.5%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

**CAMDEN  
PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**HOWARD M PHIFER MIDDLE SCHOOL  
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**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	296	733	750	19%	22%	28%	22%	8%	31%	53%
White	40	745	757	18%	10%	23%	38%	13%	50%	61%
African American	90	725	730	17%	39%	26%	13%	6%	19%	31%
Hispanic	126	727	736	24%	19%	36%	19%	2%	21%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	40	761	777	10%	8%	15%	38%	30%	68%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	216	729	733	20%	25%	29%	19%	7%	25%	33%

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 07-08

HOWARD M PHIFER MIDDLE SCHOOL  
8201 PARK AVE  
PENNSAUKEN, NJ 08109-3544

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	357	731	750	16%	24%	31%	27%	1%	28%	53%
White	41	737	757	22%	7%	34%	32%	5%	37%	61%
African American	133	724	730	20%	29%	30%	22%	0%	22%	31%
Hispanic	148	729	735	14%	28%	32%	26%	0%	26%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	35	754	778	3%	11%	31%	46%	9%	54%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	260	729	732	17%	27%	30%	24%	2%	26%	34%

**ACADEMIC ACHIEVEMENT**

**CAMDEN  
PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**HOWARD M PHIFER MIDDLE SCHOOL  
8201 PARK AVE  
PENNSAUKEN, NJ 08109-3544**

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	291	729	740	12%	32%	34%	21%	1%	22%	38%
White	40	737	745	10%	15%	48%	25%	3%	28%	46%
African American	89	722	725	17%	38%	34%	11%	0%	11%	17%
Hispanic	123	725	730	12%	37%	35%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	39	752	760	5%	15%	15%	59%	5%	64%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	211	727	728	14%	35%	34%	17%	1%	18%	21%

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 07-08

HOWARD M PHIFER MIDDLE SCHOOL  
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PENNSAUKEN, NJ 08109-3544

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	301	729	726	18%	25%	29%	28%	0%	28%	24%
White	32	734	732	22%	19%	13%	47%	0%	47%	29%
African American	116	724	715	17%	30%	34%	18%	0%	18%	14%
Hispanic	131	729	721	19%	24%	29%	28%	0%	28%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	22	749	744	9%	9%	27%	50%	5%	55%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	219	727	719	21%	29%	22%	27%	0%	28%	17%

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 07-08

07-4060-055  
HOWARD M PHIFER MIDDLE SCHOOL  
8201 PARK AVE  
PENNSAUKEN, NJ 08109-3544

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	768	740	0%	2%	4%	92%	2%	94%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	12	766	722	0%	0%	0%	100%	0%	100%	20%
Hispanic	16	764	725	0%	6%	0%	94%	0%	94%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	12	777	769	0%	0%	8%	83%	8%	92%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	35	769	725	0%	3%	3%	91%	3%	94%	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

**CAMDEN  
PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**07-4060-055  
HOWARD M PHIFER MIDDLE SCHOOL  
8201 PARK AVE  
PENNSAUKEN, NJ 08109-3544**

**NJASK Results - Science Grade Level - 08**

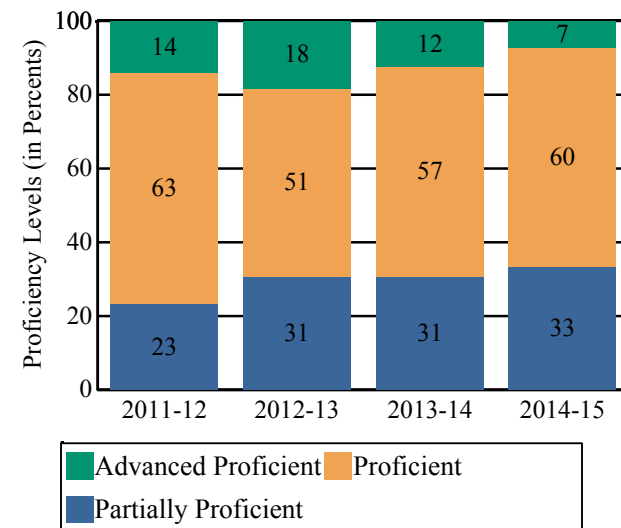
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	60%	33%
White	6%	71%	23%
African American	5%	57%	38%
Hispanic	5%	57%	38%
American Indian	-	-	-
Asian	29%	63%	9%
Two or More Races	-	-	-
Students with Disability	3%	36%	62%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	56%	36%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
23	49

### Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
95.7%	93.9%

- Data Suppressed to protect the confidentiality of students

## COLLEGE AND CAREER READINESS

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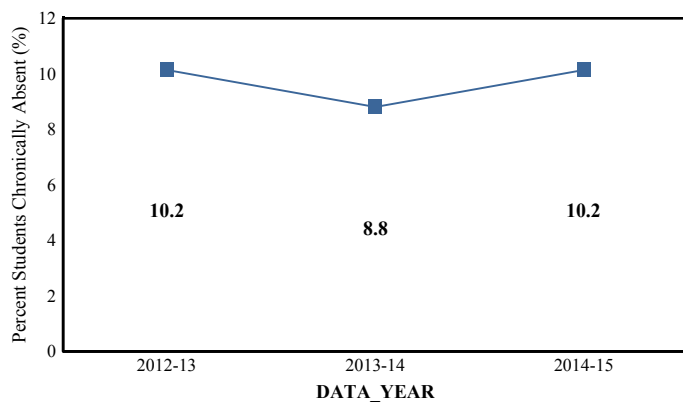
State of New Jersey  
2014-15

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### Chronic Absenteeism Trend

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

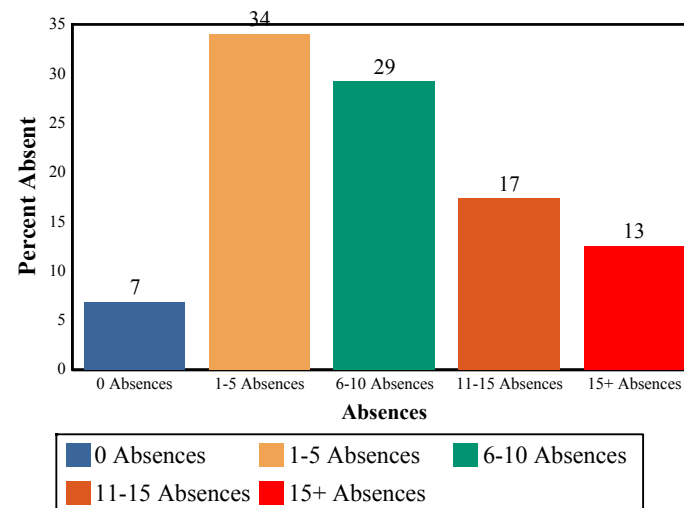


Chronic Absenteeism for 2014-15

10.15%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	78.8%	66.0%
Visual Arts	61.6%	71.1%
Total: All Visual and Performing Arts	79.7%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

CAMDEN

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GRADE SPAN 07-08

HOWARD M PHIFER MIDDLE SCHOOL

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PENNSAUKEN, NJ 08109-3544

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	59	56	35	YES
Student Growth on Math	53	78	66	35	YES
		69	61		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	4%	0%
Partially Met	10%	8%	5%
Approached	8%	13%	9%
Met	2%	8%	14%
Exceeded	0%	1%	3%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	2%	0%
Partially Met	11%	10%	7%
Approached	5%	9%	17%
Met	1%	5%	18%
Exceeded	0%	0%	1%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**CAMDEN**

**PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**HOWARD M PHIFER MIDDLE SCHOOL**

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**PENNSAUKEN, NJ 08109-3544**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	756	776
50th	733	751
25th	705	724
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	51	52
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**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	784	850
75th	745	759
50th	728	740
25th	713	720
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	32	39
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**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
PENNSAUKEN TWP

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	753	777
50th	731	751
25th	709	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	54

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HOWARD M PHIFER MIDDLE SCHOOL  
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PENNSAUKEN, NJ 08109-3544

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	752	748
50th	729	726
25th	704	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	44

## SCHOOL CLIMATE

CAMDEN

PENNSAUKEN TWP

### Length of School Day

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

	School
2014-15	6 Hrs. 47 Mins.

### Student Suspension Rate

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

	School
2014-15	37.8%

## State of New Jersey 2014-15

GRADE SPAN 07-08

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### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 36 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	258

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	DR MARTIN LUTHER KING JR SCHOOL COMPLEX	01-0110-140	PK-08	74.5%	3.5%	14.6%
ATLANTIC	ATLANTIC CITY	TEXAS AVENUE SCHOOL	01-0110-060	KG-08	83.3%	33.6%	9.4%
ATLANTIC	ATLANTIC CITY	UPTOWN SCHOOL COMPLEX	01-0110-080	PK-08	76.4%	4.8%	12.2%
BERGEN	GARFIELD CITY	GARFIELD MIDDLE SCHOOL	03-1700-070	06-08	74.8%	4.2%	18.6%
CAMDEN	PENNSAUKEN TWP	HOWARD M PHIFER MIDDLE SCHOOL	07-4060-055	07-08	74.4%	1.8%	19.5%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	82.7%	17.7%	9.3%
CUMBERLANI	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.2%	3%	12.1%
CUMBERLANI	MILLVILLE CITY	LAKESIDE MIDDLE SCHOOL	11-3230-077	06-08	71.8%	1%	25.4%
CUMBERLANI	VINELAND CITY	THOMAS W. WALLACE JR. MIDDLE SCHOOL	11-5390-280	06-08	75.9%	2.9%	22.5%
ESSEX	NEWARK CITY	DR. E. ALMA FLAGG SCHOOL	13-3570-415	KG-08	80.6%	13.2%	10.4%
ESSEX	NEWARK CITY	MILLER STREET SCHOOL AT SPENCER	13-3570-530	PK-08	79.3%	27.1%	22.9%
ESSEX	NEWARK CITY	SUSSEX AVENUE SCHOOL BURNET STREET SCHOOL	13-3570-710	PK-08	82.3%	14.9%	5.6%
GLOUCESTER	PAULSBORO BORO	PAULSBORO JUNIOR HIGH SCHOOL	15-4020-300	07-08	71.7%	0%	21%
HUDSON	BAYONNE CITY	MIDTOWN COMMUNITY SCHOOL #8	17-0220-085	PK-08	75%	0.6%	12.1%
HUDSON	GUTTENBERG TOWN	ANNA L. KLEIN	17-1850-050	PK-08	78%	13%	7.6%
HUDSON	JERSEY CITY	FRANKLIN L. WILLIAMS SCHOOL	17-2390-155	06-08	83.4%	30.2%	16.3%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360	PK-08	85.5%	26.9%	8.6%
HUDSON	JERSEY CITY	MAHATMA K. GANDHI SCHOOL	17-2390-210	PK-08	80.7%	22.4%	9.2%
HUDSON	WEST NEW YORK TOWN	WEST NEW YORK MIDDLE SCHOOL	17-5670-110	07-08	80.7%	11.6%	13.2%
MONMOUTH	FREEHOLD BORO	FREEHOLD INTERMEDIATE SCHOOL	25-1640-060	06-08	74%	7.5%	17.8%
PASSAIC	PATERSON CITY	SCHOOL 21	31-4010-250	PK-08	82.7%	21.9%	10.5%
PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	PK-08	80.2%	5.7%	6.9%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**GRADE SPAN 07-08**

**HOWARD M PHIFER MIDDLE SCHOOL**

**8201 PARK AVE**

**PENNSAUKEN, NJ 08109-3544**

SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE MIDDLE SCHOOL	33-4070-105	06-08	71.5%	3.3%	24.4%
UNION	ELIZABETH CITY	ABRAHAM LINCOLN SCHOOL NO. 14	39-1320-170	KG-08	81.3%	24.2%	11.1%
UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	79.7%	10.6%	11.8%
UNION	ELIZABETH CITY	DR. ANTONIA PANTOJA SCHOOL NO. 27	39-1320-310	PK-08	82.3%	22.1%	11.4%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.7%	12%	5.7%
UNION	ELIZABETH CITY	ROBERT MORRIS SCHOOL NO. 18	39-1320-210	KG-08	83%	18.2%	4.2%
UNION	ELIZABETH CITY	WOODROW WILSON SCHOOL NO. 19	39-1320-220	PK-08	81.6%	17.1%	7%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	79.5%	14.1%	19.8%
UNION	ROSELLE BORO	GRACE WILDAY JUNIOR HIGH SCHOOL	39-4540-060	07-08	76.4%	6.5%	12.8%

### DEMOGRAPHIC INFORMATION

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PENNSAUKEN TWP

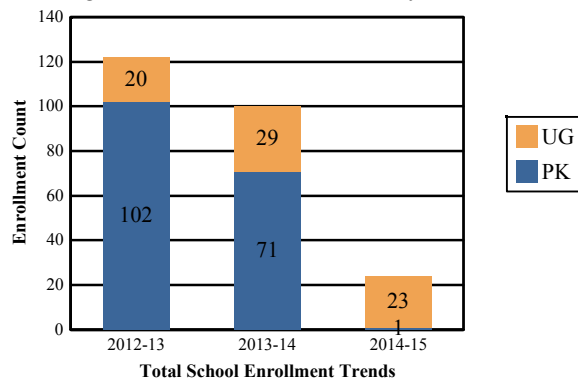
GRADE SPAN PK

07-4060-090

BALDWIN ELEMENTARY SCHOOL  
41ST & SHARON TERRACE  
PENNSAUKEN, NJ 08110

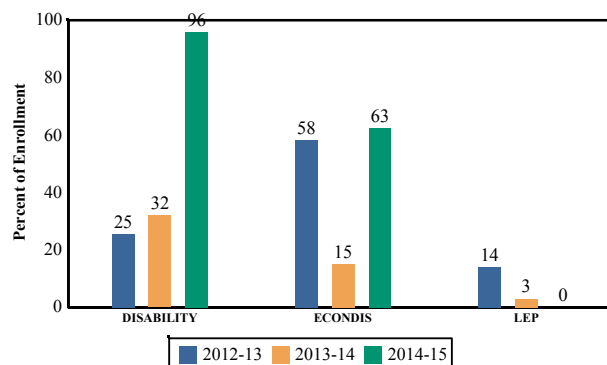
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



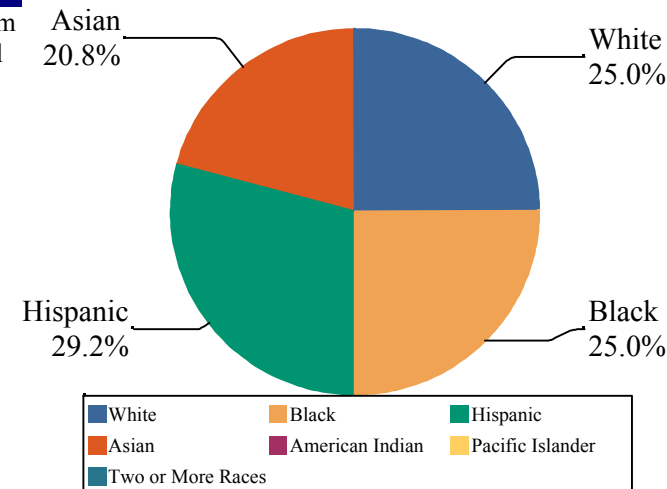
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



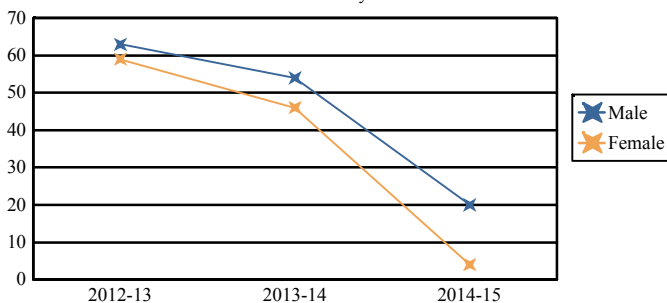
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	122
2013-14	100
2014-15	24

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	23	96%
Economically Disadvantaged Students	15	62.5%
English Language Learners	0	0.0%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	71.2%
Spanish	17.0%
Vietnamese	10.2%
Central Khmer	1.7%

	Male	Female
2012-13	63	59
2013-14	54	46
2014-15	20	4

# SCHOOL CLIMATE

CAMDEN  
PENNSAUKEN TWP

## State of New Jersey 2014-15

GRADE SPAN PK

07-4060-090

BALDWIN ELEMENTARY SCHOOL  
41ST & SHARON TERRACE  
PENNSAUKEN, NJ 08110

### Length of School Day

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

	School
2014-15	Hrs. Mins.

### Student Suspension Rate

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

	School
2014-15	

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

### Student Expulsions

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

	School
2014-15	

### Student to Staff Ratio

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

2014-15	School
Faculty	3
Administrators	0

N/R - Data Not Reported



# State of New Jersey

2014-15

07-4060-100

## OVERVIEW

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BENJAMIN FRANKLIN ELEMENTARY SCHOOL

7201 IRVING AVENUE

PENNSAUKEN, NJ 08109-3173

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

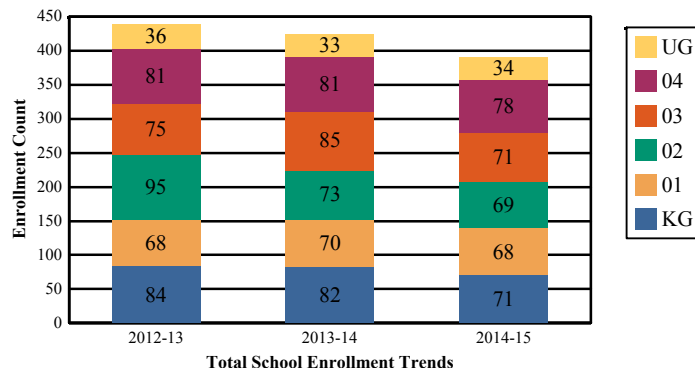
CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

07-4060-100  
BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
7201 IRVING AVENUE  
PENNSAUKEN, NJ 08109-3173

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

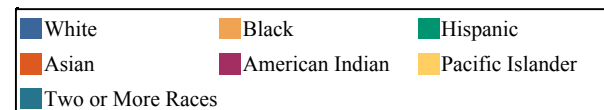
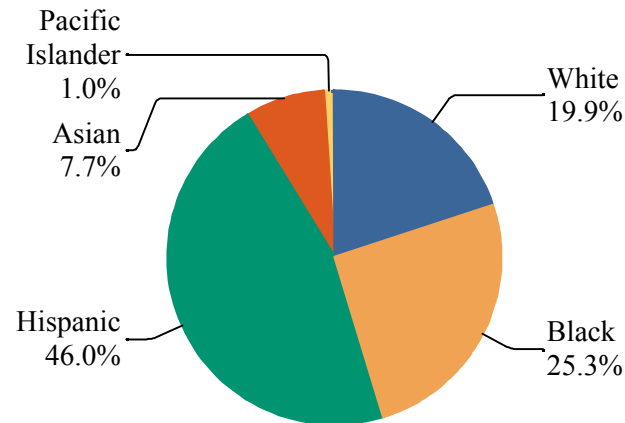
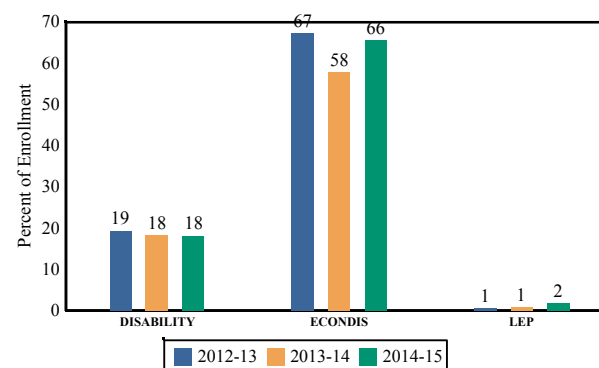


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

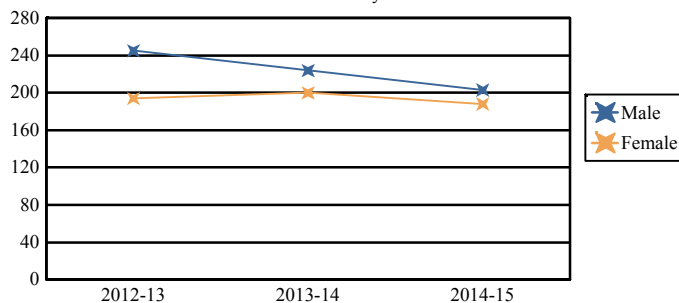


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	71	18%
Economically Disadvantaged Students	257	65.7%
English Language Learners	7	1.8%

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	245	194
2013-14	224	200
2014-15	203	188

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	85.3%
Spanish	12.0%
Vietnamese	1.0%
Central Khmer	0.5%
Bengali	0.3%
Urdu	0.3%
Other	0.8%

### ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

BENJAMIN FRANKLIN ELEMENTARY SCHOOL

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	27%	10	11
Math Met or Exceeded Expectation	25%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	154	26.6%	95%	95.9%	YES
White	-	-	--	--	--
African American	41	17%	95%	95.8%	YES
Hispanic	73	23.3%	95%	93.9%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	110	21.8%	95%	95.9%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

BENJAMIN FRANKLIN ELEMENTARY SCHOOL

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	154	25.3%	95%	94.8%	YES
White	-	-	--	--	--
African American	41	21.9%	95%	93.7%	YES*
Hispanic	73	21.9%	95%	92.8%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	110	21.8%	95%	94.3%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

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BENJAMIN FRANKLIN ELEMENTARY SCHOOL  
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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-04

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	720	744	33%	29%	20%	16%	1%	17%	44%
White	12	729	753	0%	58%	17%	25%	0%	25%	55%
African American	18	725	725	39%	11%	28%	17%	6%	22%	26%
Hispanic	34	715	727	38%	29%	21%	12%	0%	12%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

BENJAMIN FRANKLIN ELEMENTARY SCHOOL

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PENNSAUKEN, NJ 08109-3173

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	734	751	21%	12%	33%	32%	2%	34%	52%
White	16	736	758	25%	13%	19%	38%	6%	44%	63%
African American	23	728	733	9%	26%	52%	13%	0%	13%	30%
Hispanic	39	730	737	31%	5%	31%	31%	3%	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	56	734	734	18%	14%	34%	32%	2%	34%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

07-4060-100  
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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	727	746	17%	35%	26%	19%	3%	22%	46%
White	12	730	752	8%	33%	33%	17%	8%	25%	56%
African American	18	726	728	22%	39%	11%	22%	6%	28%	25%
Hispanic	34	725	733	18%	38%	26%	18%	0%	18%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	54	722	730	20%	41%	26%	11%	2%	13%	26%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	85	734	744	6%	27%	39%	28%	0%	28%	42%
White	16	732	749	6%	44%	19%	31%	0%	31%	50%
African American	23	730	727	9%	22%	52%	17%	0%	17%	20%
Hispanic	39	734	732	5%	28%	41%	26%	0%	26%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	56	734	730	5%	29%	36%	30%	0%	30%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

## ACADEMIC ACHIEVEMENT

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PENNSAUKEN TWP

GRADE SPAN KG-04

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### NJASK Results - Science Grade Level - 04

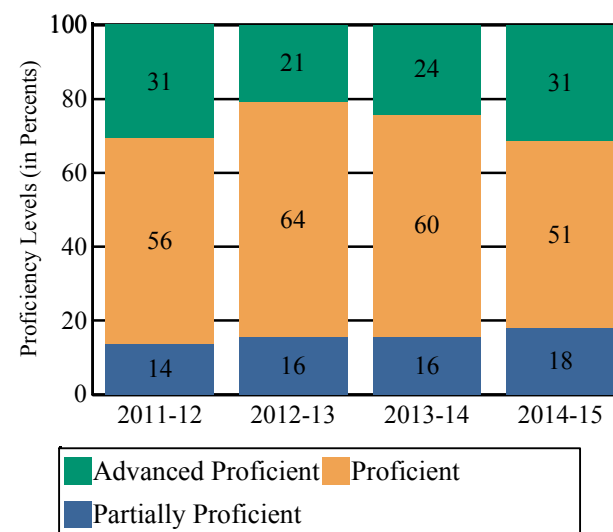
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	51%	18%
White	33%	47%	20%
African American	30%	57%	13%
Hispanic	26%	50%	24%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	42%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	34%	47%	19%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

### NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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GRADE SPAN KG-04

BENJAMIN FRANKLIN ELEMENTARY SCHOOL

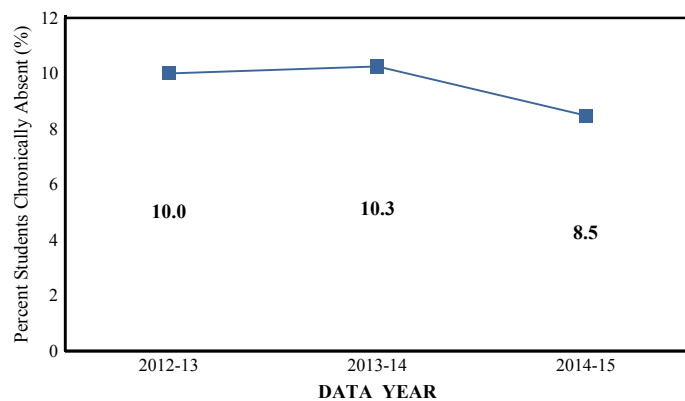
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

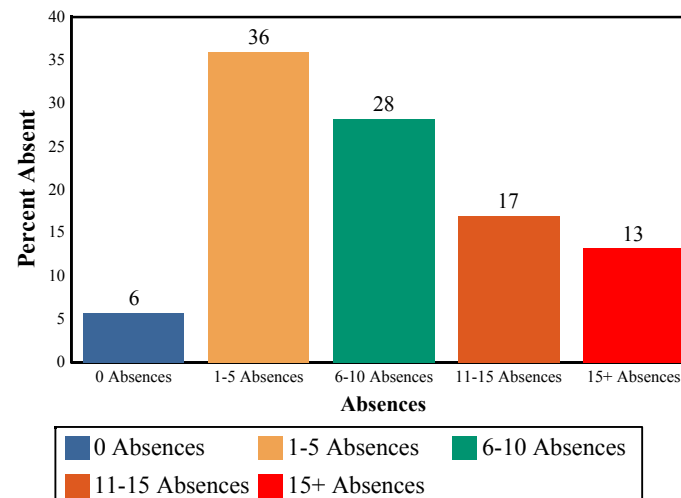


**Chronic Absenteeism for 2014-15**

**8.48%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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GRADE SPAN KG-04

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	35	15	7	35	YES
Student Growth on Math	48	50	40	35	YES
		33	24		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	21%	0%	0%
Partially Met	10%	1%	0%
Approached	13%	12%	10%
Met	6%	11%	14%
Exceeded	0%	1%	1%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	18%	6%	5%
Approached	10%	11%	17%
Met	4%	13%	12%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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BENJAMIN FRANKLIN ELEMENTARY SCHOOL

7201 IRVING AVENUE

PENNSAUKEN, NJ 08109-3173

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	745	770
50th	714	743
25th	694	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	747	767
50th	722	745
25th	705	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

#### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-04

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7201 IRVING AVENUE

PENNSAUKEN, NJ 08109-3173

#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	757	773
50th	737	750
25th	705	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	750	764
50th	733	742
25th	718	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	43

### Length of School Day

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

	School
2014-15	6 Hrs. 47 Mins.

### Student Suspension Rate

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

	School
2014-15	0.8%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 34 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	391

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCHOOL #4	03-1700-120	PK-05	66.8%	7.1%	13.7%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELELMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
BURLINGTON	WILLINGBORO TWP	W. R. JAMES SR. ELEMENTARY SCHOOL	05-5805-080	PK-05	60.3%	3.9%	6.6%
CAMDEN	BELLMAWR BORO	BELLMAWR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PENNSAUKEN TWP	ROOSEVELT ELEMENTARY SCHOOL	07-4060-180	KG-04	56.8%	2.4%	3%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE	07-5820-030	PK-03	57.1%	2.6%	11%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	VINELAND PUBLIC CHARTER SCHOOL	VINELAND PUBLIC CHARTER SCHOOL	80-6028-910	KG-07	50%	0%	7.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS8	13-0250-080	KG-05	67.4%	9.2%	11.4%
ESSEX	BLOOMFIELD TWP	CARTERET ELEMENTARY	13-0410-080	PK-06	61.7%	7.5%	8.4%
ESSEX	WEST ORANGE TOWN	HAZEL AVENUE ELEMENTARY SCHOOL	13-5680-130	KG-05	63.2%	8.9%	7.6%
HUDSON	KEARNY TOWN	FRANKLIN ELEMENTARY SCHOOL	17-2410-070	PK-06	63.5%	8.3%	8.3%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**BENJAMIN FRANKLIN ELEMENTARY SCHOOL**

**7201 IRVING AVENUE**

**PENNSAUKEN, NJ 08109-3173**

**GRADE SPAN**

**KG-04**

HUDSON	KEARNY TOWN	<b>GARFIELD ELEMENTARY SCHOOL</b>	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	<b>KLOCKNER ELEMENTARY SCHOOL</b>	21-1950-160	PK-05	59.5%	2.3%	13.6%
MERCER	HAMILTON TWP	<b>KUSER ELEMENTARY SCHOOL</b>	21-1950-170	PK-05	67.6%	8%	6.3%
MIDDLESEX	CARTERET BORO	<b>COLUMBUS ELEMENTARY SCHOOL</b>	23-0750-050	PK-05	68.9%	9.3%	10.3%
MIDDLESEX	WOODBRIIDGE TWP	<b>ROSS STREET ELEMENTARY SCHOOL</b>	23-5850-280	KG-05	51.9%	0.2%	8.9%
OCEAN	OCEAN GATE BORO	<b>OCEAN GATE ELEMENTARY SCHOOL</b>	29-3800-050	PK-06	62.9%	0%	16.6%
OCEAN	TOMS RIVER REGIONAL	<b>SOUTH TOMS RIVER ELEMENTARY SCHOOL</b>	29-5190-100	KG-05	65.7%	0.3%	14.6%
PASSAIC	CLIFTON CITY	<b>SCHOOL #1</b>	31-0900-080	KG-05	60.7%	2.4%	7.7%
PASSAIC	CLIFTON CITY	<b>SCHOOL #3</b>	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	<b>EAST END SCHOOL</b>	35-3670-060	PK-04	67.4%	8.5%	9.5%



OVERVIEW

CAMDEN

PENNSAUKEN TWP

A E BURLING ELEMENTARY SCHOOL

3600 HARRIS AVENUE

PENNSAUKEN, NJ 08105

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

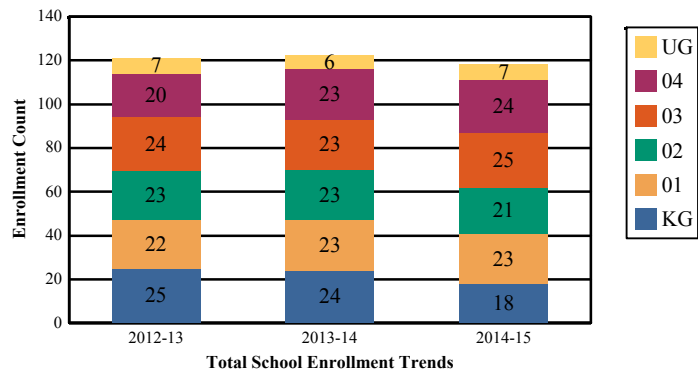
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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PENNSAUKEN TWP

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

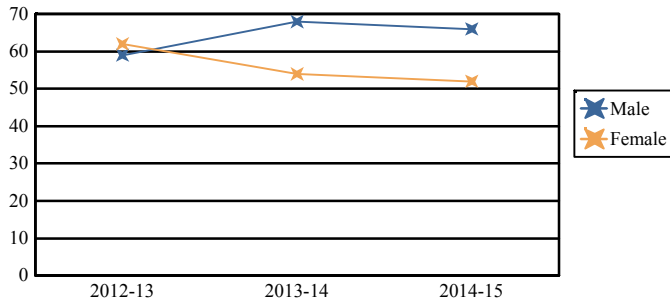


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	121
2013-14	122
2014-15	118

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

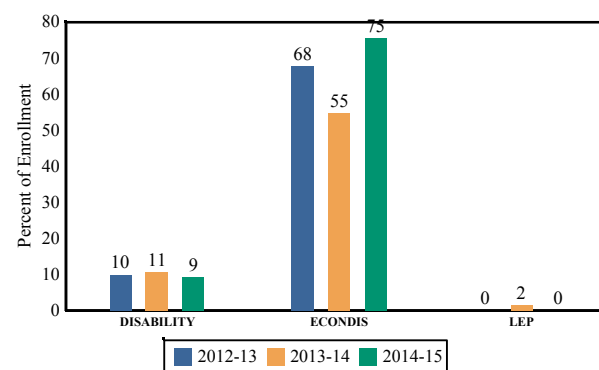


	Male	Female
2012-13	59	62
2013-14	68	54
2014-15	66	52

GRADE SPAN KG-04

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

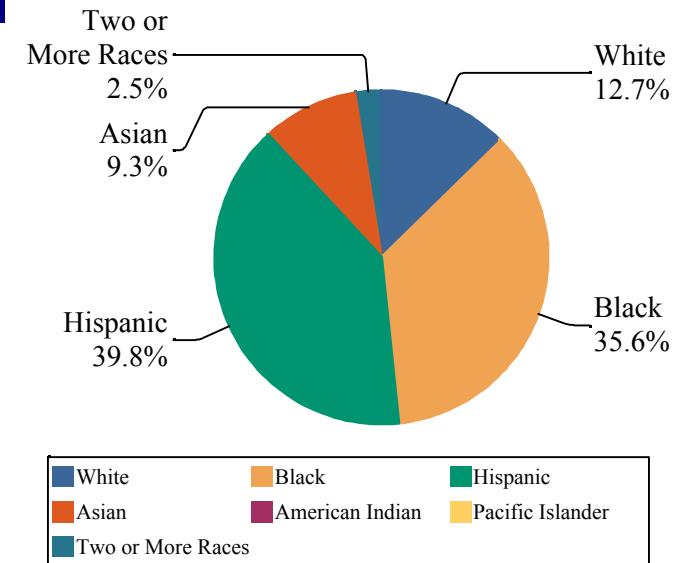


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	11	9%
Economically Disadvantaged Students	89	75.4%
English Language Learners	0	0.0%

07-4060-104  
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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	87.0%
Spanish	8.4%
Vietnamese	2.3%
Chinese	1.5%
Abkhazian	0.8%

#### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	29%	39	13
Math Met or Exceeded Expectation	19%		

#### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	48	29.2%	95%	98.3%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	34	20.6%	95%	97.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-04

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	48	18.8%	95%	98.3%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	34	14.7%	95%	97.6%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	729	744	12%	28%	40%	20%	0%	20%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	13	731	727	15%	23%	46%	15%	0%	15%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	18	728	724	11%	33%	44%	11%	0%	11%	24%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	740	751	9%	22%	30%	39%	0%	39%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	16	736	734	13%	25%	31%	31%	0%	31%	31%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	730	746	12%	32%	32%	16%	8%	24%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	732	733	0%	46%	31%	15%	8%	23%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	18	729	730	11%	33%	39%	6%	11%	17%	26%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	720	744	17%	39%	30%	13%	0%	13%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	16	720	730	13%	50%	25%	13%	0%	13%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

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NJASK Results - Science Grade Level - 04

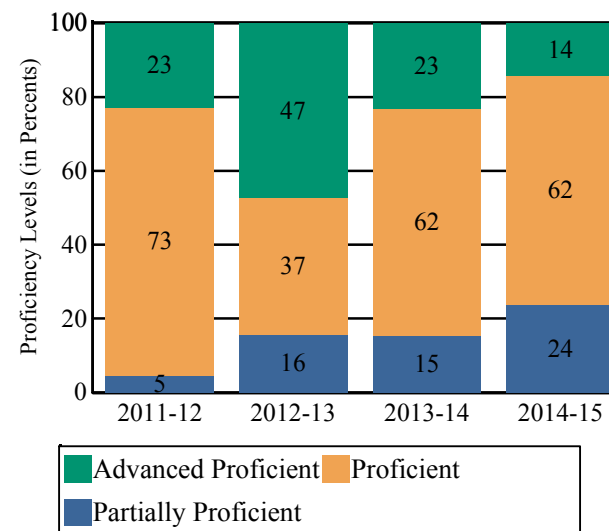
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	62%	24%
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	0%	69%	31%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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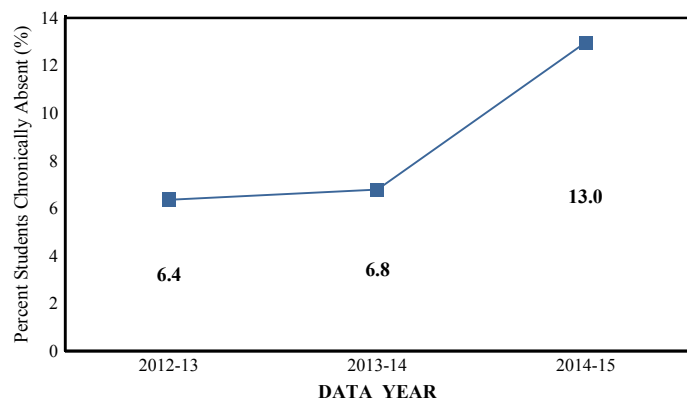
GRADE SPAN KG-04

07-4060-104  
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3600 HARRIS AVENUE  
PENNSAUKEN, NJ 08105

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

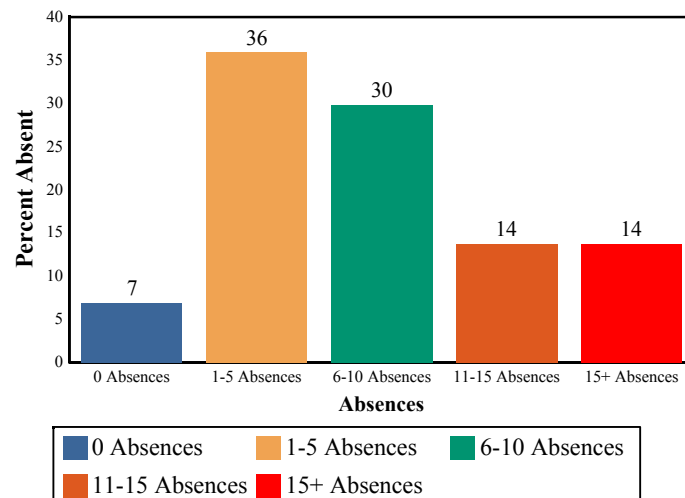


**Chronic Absenteeism for 2014-15**

**12.98%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



#### STUDENT GROWTH

CAMDEN

PENNSAUKEN TWP

A E BURLING ELEMENTARY SCHOOL

3600 HARRIS AVENUE

PENNSAUKEN, NJ 08105

GRADE SPAN KG-04

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	30	7	4	35	NO
Student Growth on Math	34	20	9	35	NO
		14	7		0%

#### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	24%	4%	0%
Approached	20%	8%	4%
Met	12%	20%	4%
Exceeded	0%	0%	0%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	0%	0%
Partially Met	28%	4%	8%
Approached	20%	8%	4%
Met	4%	0%	12%
Exceeded	0%	0%	0%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

#### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	745	770
50th	727	743
25th	706	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	737	767
50th	719	745
25th	705	722
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

#### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	759	773
50th	735	750
25th	723	728
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	758	850
75th	730	764
50th	723	742
25th	709	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	21	43

**SCHOOL CLIMATE**  
**CAMDEN**  
**PENNSAUKEN TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-04**

**07-4060-104**  
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**3600 HARRIS AVENUE**  
**PENNSAUKEN, NJ 08105**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 47 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	3.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 34 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	12
<b>Administrators</b>	0

**N/R - Data Not Reported**

**SCHOOL PEER GROUP**

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GRADE SPAN KG-04

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	A E BURLING ELEMENTARY SCHOOL	07-4060-104	KG-04	75.4%	0%	5.1%
CHARTERS	BELOVED COMMUNITY CHARTER SCHOOL	BELOVED COMMUNITY CHARTER SCHOOL	80-6082-963	KG-04	72.9%	12.2%	4.2%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	DR. WILLIAM MENNIES ELEMENTARY SCHOOL	11-5390-260	KG-05	77.5%	9.8%	10.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	CITY OF ORANGE TWP	PARK AVENUE ELEMENTARY SCHOOL	13-3880-120	PK-07	81.9%	7.2%	16.1%
ESSEX	EAST ORANGE	GEORGE WASHINGTON CARVER INSTITUTE	13-1210-060	PK-05	79.6%	0.5%	12%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	HARRISON TOWN	LINCOLN ELEMENTARY SCHOOL	17-2060-060	PK-03	78.1%	8.1%	8.6%
HUDSON	JERSEY CITY	REV. DR. ERCEL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIRES ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
HUDSON	WEST NEW YORK TOWN	ROBERT MENENDEZ ELEMENTARY SCHOOL	17-5670-070	PK-06	81.2%	6%	15.2%
MERCER	HAMILTON TWP	GREENWOOD ELEMENTARY SCHOOL	21-1950-110	PK-05	79.4%	9.9%	11.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%

**SCHOOL PEER GROUP**

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**PENNSAUKEN TWP**

**GRADE SPAN**

**KG-04**

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MONMOUTH	ASBURY PARK CITY	<b>BARRACK OBAMA ELEMENTARY SCHOOL</b>	25-0100-020	KG-05	75.1%	6.6%	9.6%
MONMOUTH	ASBURY PARK CITY	<b>BRADLEY ELEMENTARY SCHOOL</b>	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	ASBURY PARK CITY	<b>THURGOOD MARSHALL ELEMENTARY SCHOOL</b>	25-0100-100	PK-05	80.9%	15.4%	17.7%
MONMOUTH	FREEHOLD BORO	<b>FREEHOLD LEARNING CENTER</b>	25-1640-040	PK-05	72.8%	24.6%	14.2%
MONMOUTH	FREEHOLD BORO	<b>PARK AVENUE ELEMENTARY SCHOOL</b>	25-1640-070	PK-05	72.7%	25.3%	11.4%
MONMOUTH	LONG BRANCH CITY	<b>A A ANASTASIA ELEMENTARY SCHOOL</b>	25-2770-065	KG-05	81.8%	3.3%	15.2%
MORRIS	DOVER TOWN	<b>ACADEMY STREET ELEMENTARY SCHOOL</b>	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	<b>SCHOOL #17</b>	31-0900-230	KG-05	78.1%	12.4%	14.6%
PASSAIC	PATERSON CITY	<b>SCHOOL 1</b>	31-4010-050	PK-05	82.4%	9%	19.7%
SOMERSET	NORTH PLAINFIELD BORO	<b>STONY BROOK SCHOOL</b>	35-3670-090	KG-04	84.2%	0%	18.5%



# State of New Jersey

2014-15

07-4060-120

DELAIR ELEMENTARY SCHOOL

850 DEROUSSE AVENUE

DELAIR, NJ 08110-3411

## OVERVIEW

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PENNSAUKEN TWP

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

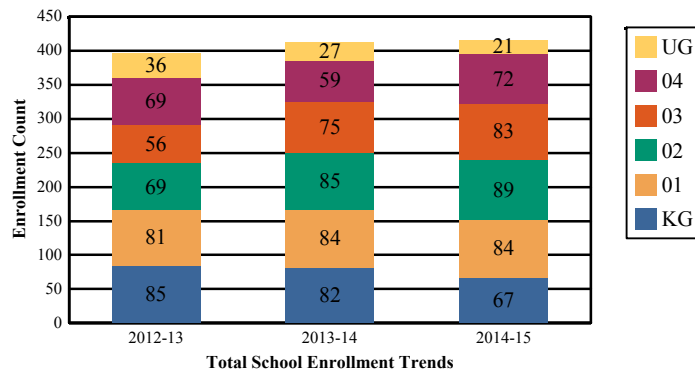
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



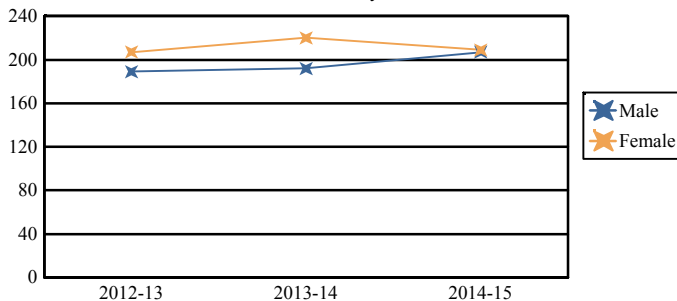
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	396
2013-14	412
2014-15	416

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

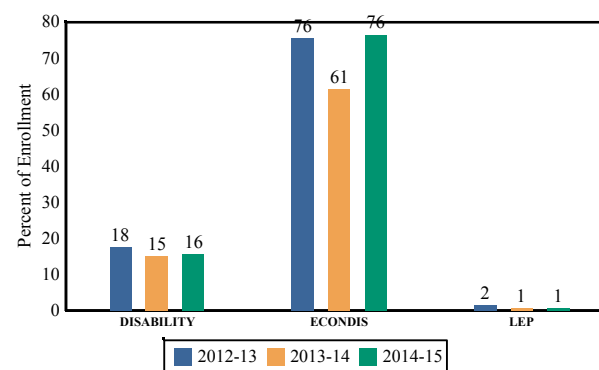


	Male	Female
2012-13	189	207
2013-14	192	220
2014-15	207	209

GRADE SPAN KG-04

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



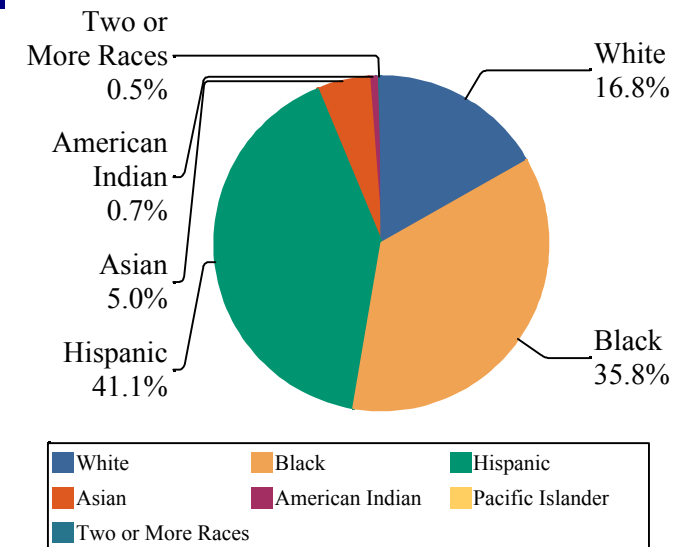
### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	65	16%
Economically Disadvantaged Students	318	76.4%
English Language Learners	3	0.7%

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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	86.5%
Spanish	9.8%
Vietnamese	2.1%
Central Khmer	0.7%
Bengali	0.5%
Ukrainian	0.2%
Other	0.2%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	32%	46	16
Math Met or Exceeded Expectation	25%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	138	31.8%	95%	98.6%	YES
White	-	-	--	--	--
African American	48	22.9%	95%	100%	YES
Hispanic	53	34%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	102	32.4%	95%	100%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	138	25.4%	95%	98.6%	YES
White	-	-	--	--	--
African American	48	22.9%	95%	100%	YES
Hispanic	53	20.8%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	102	22.5%	95%	100%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
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ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	720	744	30%	30%	20%	20%	0%	20%	44%
White	12	715	753	42%	25%	8%	25%	0%	25%	55%
African American	27	717	725	37%	26%	22%	15%	0%	15%	26%
Hispanic	30	721	727	23%	37%	20%	20%	0%	20%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	57	721	724	30%	30%	21%	19%	0%	19%	24%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	744	751	5%	17%	33%	42%	3%	45%	52%
White	16	745	758	6%	13%	31%	44%	6%	50%	63%
African American	21	740	733	10%	14%	43%	29%	5%	33%	30%
Hispanic	23	745	737	0%	26%	22%	52%	0%	52%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	744	734	4%	18%	29%	47%	2%	49%	31%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	727	746	12%	35%	32%	20%	0%	20%	46%
White	12	726	752	8%	42%	33%	17%	0%	17%	56%
African American	27	725	728	11%	52%	15%	22%	0%	22%	25%
Hispanic	30	725	733	17%	23%	47%	13%	0%	13%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	722	727	14%	50%	14%	21%	0%	21%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	57	727	730	12%	35%	37%	16%	0%	16%	26%

ACADEMIC ACHIEVEMENT

CAMDEN  
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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	737	744	2%	33%	34%	31%	0%	31%	42%
White	16	743	749	0%	13%	50%	38%	0%	38%	50%
African American	21	731	727	0%	48%	29%	24%	0%	24%	20%
Hispanic	23	736	732	4%	35%	30%	30%	0%	30%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	735	730	2%	36%	31%	31%	0%	31%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

07-4060-120  
DELAIR ELEMENTARY SCHOOL  
850 DEROUSSE AVENUE  
DELAIR, NJ 08110-3411

**NJASK Results - Science Grade Level - 04**

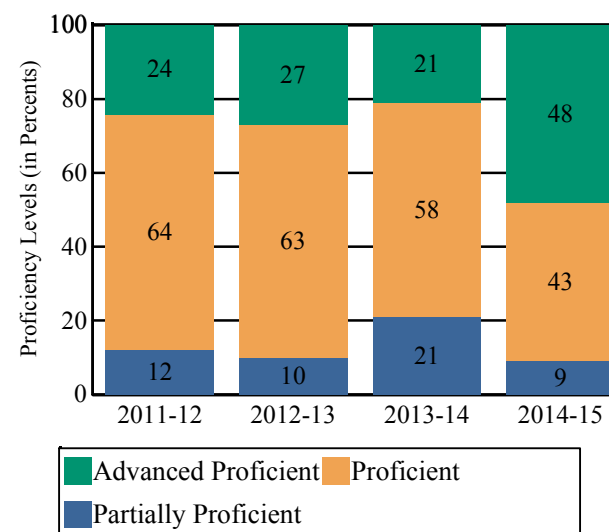
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	48%	43%	9%
White	69%	31%	0%
African American	36%	46%	18%
Hispanic	46%	50%	4%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	26%	53%	21%
English Language Learners	-	-	-
Economically Disadvantaged Students	43%	46%	11%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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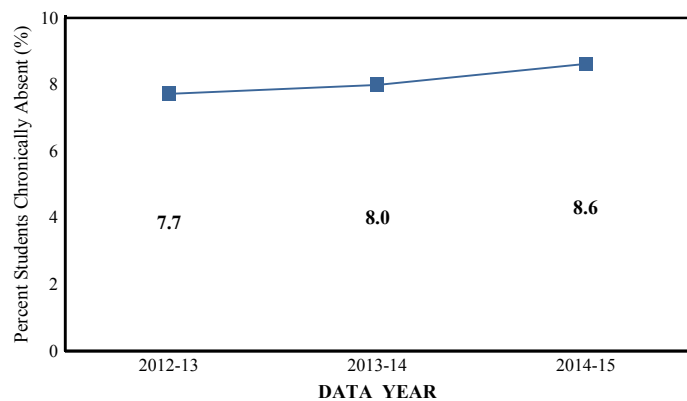
GRADE SPAN KG-04

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

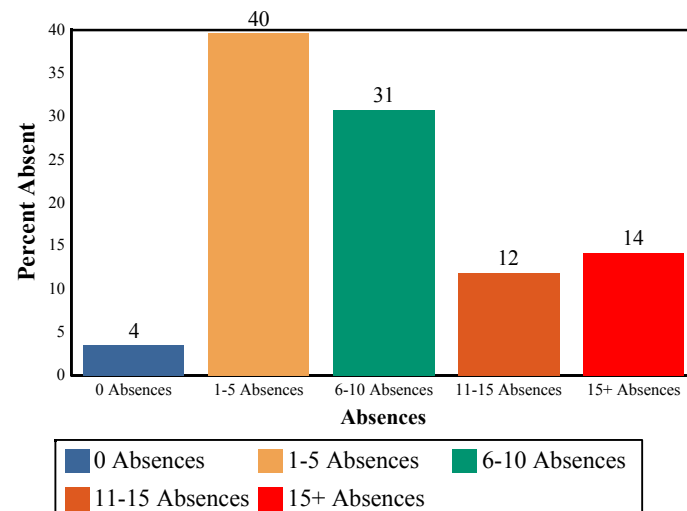


**Chronic Absenteeism for 2014-15**

**8.62%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	42	21	35	YES
Student Growth on Math	52	76	50	35	YES
		59	36		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	10%	4%	6%
Approached	19%	3%	7%
Met	7%	16%	18%
Exceeded	0%	0%	3%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	24%	6%	4%
Approached	9%	13%	13%
Met	0%	9%	19%
Exceeded	0%	0%	0%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN KG-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	747	770
50th	718	743
25th	696	715
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	743	767
50th	728	745
25th	712	722
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	761	773
50th	747	750
25th	726	728
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

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#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	750	764
50th	736	742
25th	718	721
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	43

**SCHOOL CLIMATE**  
**CAMDEN**  
**PENNSAUKEN TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-04**

**07-4060-120**  
**DELAIR ELEMENTARY SCHOOL**  
**850 DEROUSSE AVENUE**  
**DELAIR, NJ 08110-3411**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 47 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	8.7%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 34 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	17
<b>Administrators</b>	416

**SCHOOL PEER GROUP**

CAMDEN

PENNSAUKEN TWP

GRADE SPAN KG-04

DELAIR ELEMENTARY SCHOOL

850 DEROUSSE AVENUE

DELAIR, NJ 08110-3411

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
BERGEN	LODI BOROUGH	ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN INTERMEDIATE SCHOOL	07-4060-175	05-06	77.2%	1.7%	21%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS4	13-0250-055	PK-05	70.5%	8.8%	14.3%
ESSEX	EAST ORANGE	JOHNNIE L. COCHRAN JR. ACADEMY	13-1210-190	KG-05	74.1%	0%	8.5%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	HARRISON TOWN	HAMILTON INTERMEDIATE SCHOOL	17-2060-061	04-05	78.5%	2.6%	22.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%
MERCER	HAMILTON TWP	GEORGE E. WILSON ELEMENTARY SCHOOL	21-1950-105	PK-05	74.1%	4.1%	9.1%
MERCER	HAMILTON TWP	LALOR ELEMENTARY SCHOOL	21-1950-180	PK-05	74.2%	5.5%	17.3%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**GRADE SPAN**

**KG-04**

**07-4060-120**

**DELAIR ELEMENTARY SCHOOL**

**850 DEROUSSE AVENUE**

**DELAIR, NJ 08110-3411**

MONMOUTH	LONG BRANCH CITY	GREGORY ELEMENTARY SCHOOL	25-2770-110	01-05	78.8%	4%	15.6%
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	FIELD STREET SCHOOL	33-4070-090	01-03	71.3%	20%	13.1%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	HURDEN LOOKER SCHOOL	39-2190-080	03-04	71.9%	11.9%	9.7%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	LEONARD V. MOORE MIDDLE SCHOOL	39-4540-040	05-06	71.6%	3.5%	14.2%
UNION	ROSELLE BORO	WASHINGTON ELEMENTARY SCHOOL	39-4540-050	01-04	71.2%	6.7%	6.7%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%



# State of New Jersey 2014-15

## OVERVIEW

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

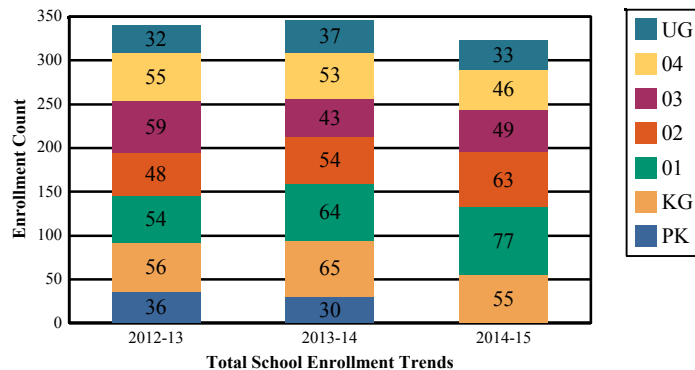
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

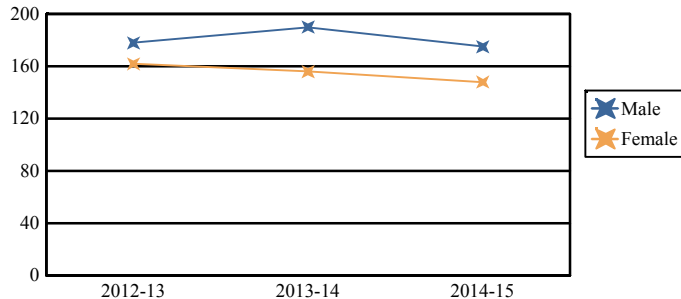


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	340
2013-14	346
2014-15	323

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

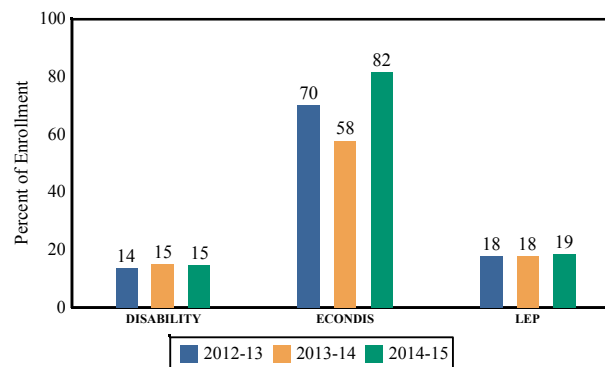


	Male	Female
2012-13	178	162
2013-14	190	156
2014-15	175	148

GRADE SPAN PK-04

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

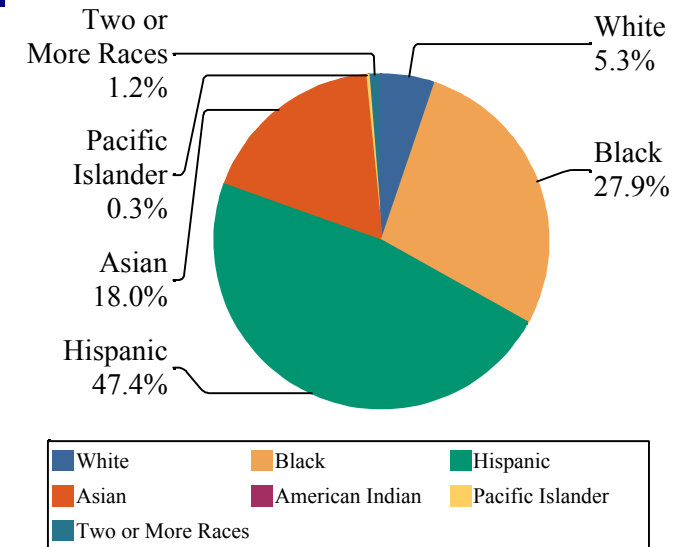


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	48	15%
Economically Disadvantaged Students	264	81.7%
English Language Learners	60	18.6%

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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	64.0%
Spanish	22.2%
Vietnamese	10.1%
Central Khmer	1.4%
Tagalog	0.9%
Chinese	0.9%
Other	0.6%

### ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	36%	65	22
Math Met or Exceeded Expectation	24%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	35.7%	95%	97.7%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	51	31.4%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	20%	95%	97.5%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	75	28%	95%	94.1%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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PENNSAUKEN TWP

GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	23.5%	95%	96.9%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	51	11.8%	95%	98.5%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	13.3%	95%	97.5%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	75	18.7%	95%	99%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	725	744	30%	24%	15%	26%	4%	30%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	24	728	727	21%	33%	21%	17%	8%	25%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	38	721	724	32%	24%	18%	24%	3%	26%	24%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	735	751	21%	17%	21%	31%	10%	40%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	27	735	737	19%	22%	22%	22%	15%	37%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	11	752	773	18%	0%	18%	55%	9%	64%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	21	705	725	52%	24%	0%	24%	0%	24%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	37	729	734	24%	22%	24%	19%	11%	30%	31%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	728	746	30%	15%	28%	20%	7%	26%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	24	725	733	29%	13%	38%	17%	4%	21%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	38	727	730	29%	16%	32%	18%	5%	24%	26%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	729	744	15%	37%	27%	19%	2%	21%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	11	756	769	9%	9%	18%	55%	9%	64%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	21	714	724	33%	33%	19%	14%	0%	14%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	37	725	730	22%	35%	30%	11%	3%	14%	23%

ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

4150 GARFIELD AVENUE

PENNSAUKEN, NJ 08109

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

CAMDEN

PENNSAUKEN TWP

GRADE SPAN PK-04

07-4060-130

GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

**NJASK Results - Science Grade Level - 04**

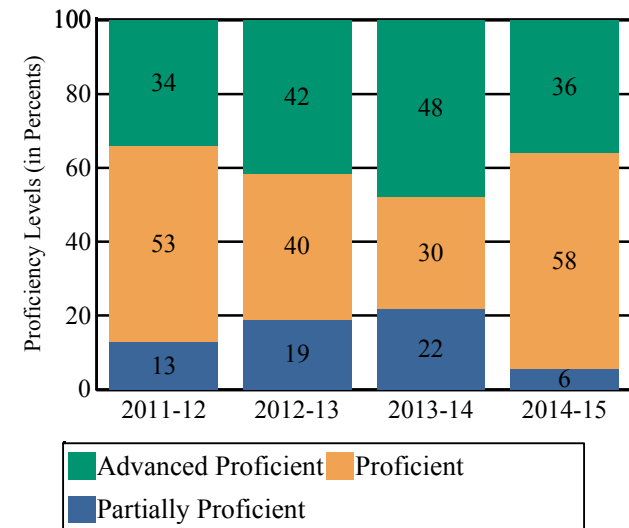
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	36%	58%	6%
White	-	-	-
African American	-	-	-
Hispanic	33%	67%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	42%	54%	4%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



## COLLEGE AND CAREER READINESS

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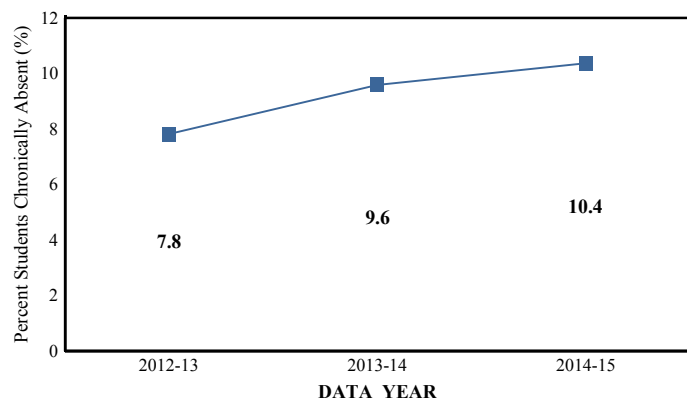
GRADE SPAN PK-04

07-4060-130  
GH CARSON ELEMENTARY SCHOOL  
4150 GARFIELD AVENUE  
PENNSAUKEN, NJ 08109

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

### Chronic Absenteeism Trend

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

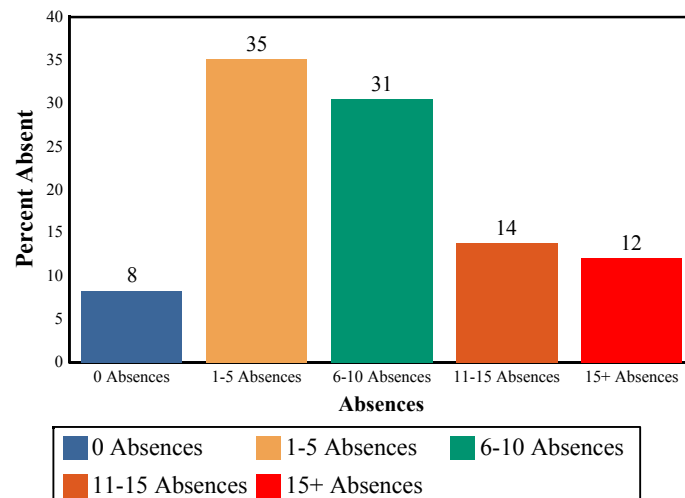


**Chronic Absenteeism for 2014-15**

**10.37%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

CAMDEN

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GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

4150 GARFIELD AVENUE

PENNSAUKEN, NJ 08109

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	40	30	15	35	YES
Student Growth on Math	35	23	11	35	YES
		27	13		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	7%	0%
Partially Met	9%	4%	4%
Approached	7%	9%	4%
Met	9%	11%	13%
Exceeded	2%	2%	5%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	9%	0%
Partially Met	24%	9%	0%
Approached	11%	13%	4%
Met	7%	7%	6%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

4150 GARFIELD AVENUE

PENNSAUKEN, NJ 08109

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	748	770
50th	714	743
25th	684	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	748	767
50th	720	745
25th	692	722
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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PENNSAUKEN TWP

GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

4150 GARFIELD AVENUE

PENNSAUKEN, NJ 08109

#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	765	773
50th	735	750
25th	707	728
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	744	764
50th	720	742
25th	706	721
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

**SCHOOL CLIMATE**  
**CAMDEN**  
**PENNSAUKEN TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN PK-04**

**07-4060-130**  
**GH CARSON ELEMENTARY SCHOOL**  
**4150 GARFIELD AVENUE**  
**PENNSAUKEN, NJ 08109**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 47 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.0%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 34 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	12
<b>Administrators</b>	323

#### SCHOOL PEER GROUP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN PK-04

GH CARSON ELEMENTARY SCHOOL

4150 GARFIELD AVENUE

PENNSAUKEN, NJ 08109

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CHARTERS	EAST ORANGE COMMUNITY CS	EAST ORANGE COMMUNITY CHARTER SCHOOL	80-6410-920	KG-04	84.9%	0%	6.7%
CHARTERS	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	80-6096-982	KG-06	81.9%	3.1%	4.3%
CUMBERLAND	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIRES ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%



**State of New Jersey**  
**2014-15**

**07-4060-130**

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**GRADE SPAN    PK-04**

**GH CARSON ELEMENTARY SCHOOL**  
**4150 GARFIELD AVENUE**  
**PENNSAUKEN, NJ 08109**

HUDSON	WEST NEW YORK TOWN	<b>HARRY L BAIN</b>	17-5670-100	PK-06	80.6%	15%	12.6%
MIDDLESEX	CARTERET BORO	<b>NATHAN HALE ELEMENTARY SCHOOL</b>	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	<b>EDWARD J. PATTEN ELEMENTARY SCHOOL</b>	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	<b>ROBERT N. WILENTZ ELEMENTARY SCHOOL</b>	23-4090-200	KG-04	76.1%	26.2%	6.9%
MORRIS	DOVER TOWN	<b>EAST DOVER ELEMENTARY SCHOOL</b>	27-1110-060	KG-06	84.7%	3.3%	11.6%
MORRIS	DOVER TOWN	<b>NORTH DOVER ELEMENTARY SCHOOL</b>	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	<b>HUGH J BOYD JR. ELEMENTARY SCHOOL</b>	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	<b>SCHOOL 27</b>	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	<b>URBAN LEADERSHIP ACADEMY</b>	31-4010-061	KG-04	79.5%	9.6%	9%



# State of New Jersey

2014-15

07-4060-140

GEORGE B. FINE ELEMENTARY SCHOOL

3800 GLADWYN AVE

PENNSAUKEN, NJ 08109-3415

## OVERVIEW

CAMDEN

PENNSAUKEN TWP

GRADE SPAN PK-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

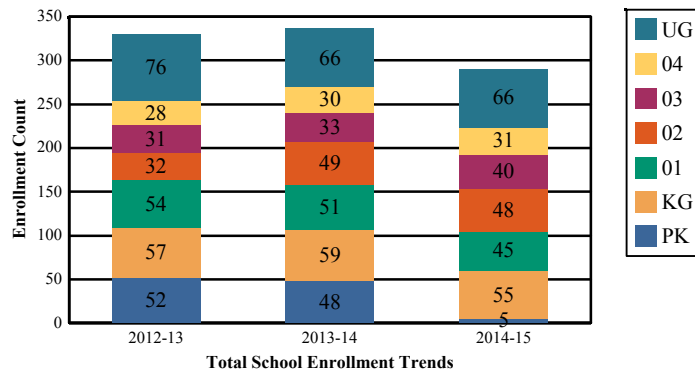
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

CAMDEN  
PENNSAUKEN TWP

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

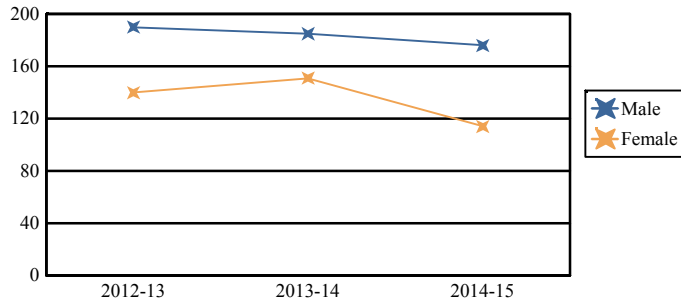


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	330
2013-14	336
2014-15	290

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

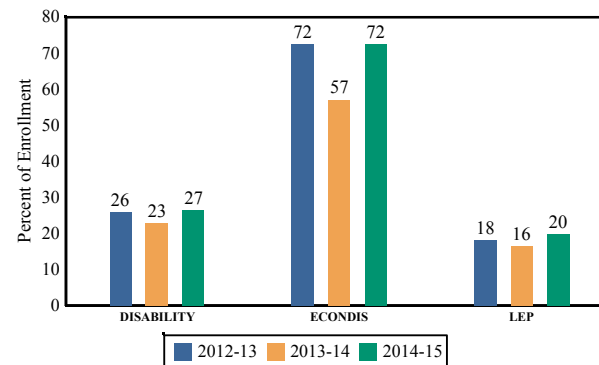


	Male	Female
2012-13	190	140
2013-14	185	151
2014-15	176	114

GRADE SPAN PK-04

### Enrollment Trends by Program Participation

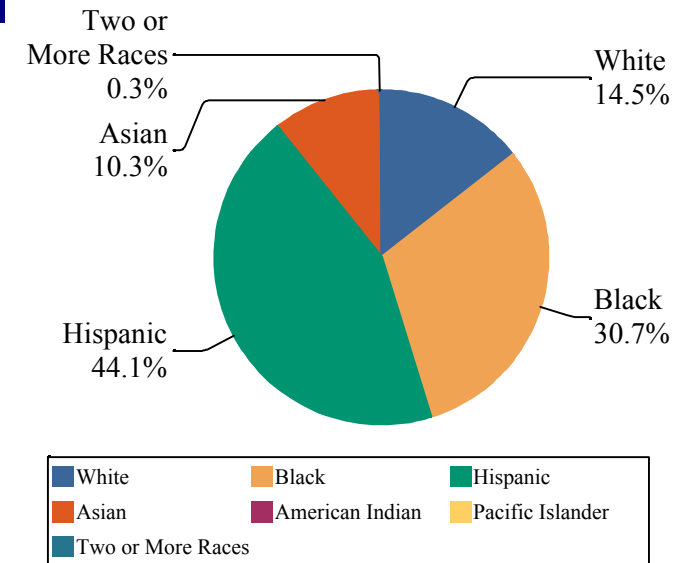
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	77	27%
Economically Disadvantaged Students	210	72.4%
English Language Learners	58	20.0%

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**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	76.0%
Spanish	16.4%
Vietnamese	5.2%
Chinese	1.2%
Turkish	0.6%
Abkhazian	0.3%
Other	0.3%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	17%	10	4
Math Met or Exceeded Expectation	15%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	90	16.7%	95%	95.2%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	42	11.9%	95%	92.6%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	67	16.4%	95%	95%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	93	15.1%	95%	97.2%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	68	16.2%	95%	96.2%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	718	744	28%	30%	26%	16%	0%	16%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	17	734	725	18%	24%	29%	29%	0%	29%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	39	718	724	28%	31%	28%	13%	0%	13%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	722	751	15%	43%	25%	18%	0%	18%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	12	716	733	17%	42%	25%	17%	0%	17%	30%
Hispanic	20	722	737	20%	45%	15%	20%	0%	20%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	28	727	734	11%	43%	25%	21%	0%	21%	31%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	726	746	20%	25%	35%	18%	2%	20%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	17	729	728	18%	35%	24%	24%	0%	24%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	16	733	724	13%	19%	50%	13%	6%	19%	17%
Economically Disadvantaged Students	39	726	730	18%	23%	38%	18%	3%	21%	26%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	718	744	17%	57%	17%	10%	0%	10%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	21	716	732	19%	62%	10%	10%	0%	10%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	29	721	730	10%	66%	14%	10%	0%	10%	23%

### ACADEMIC ACHIEVEMENT

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### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

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NJASK Results - Science Grade Level - 04

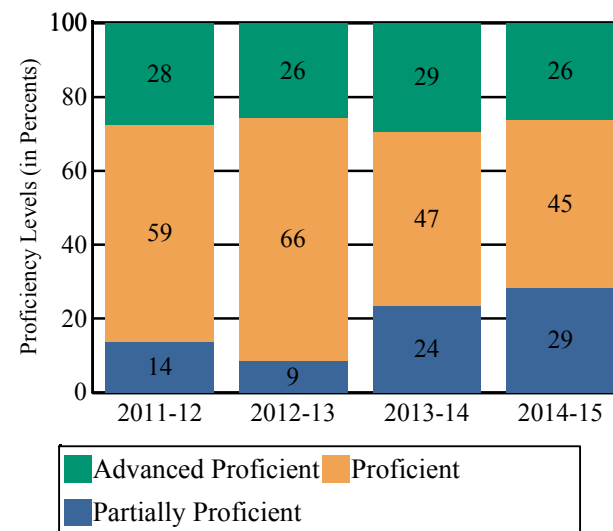
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	45%	29%
White	-	-	-
African American	17%	58%	25%
Hispanic	33%	33%	33%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	45%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	39%	32%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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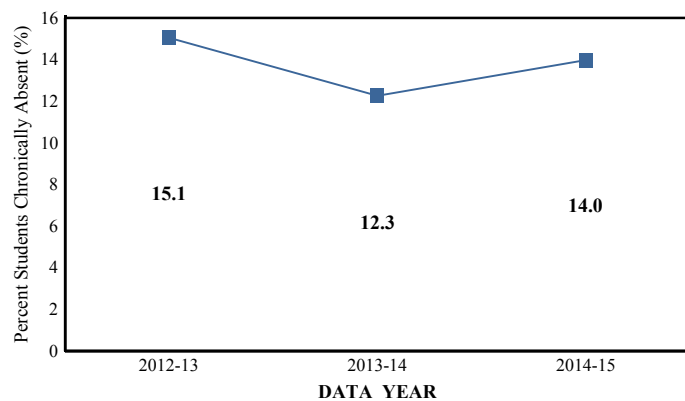
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

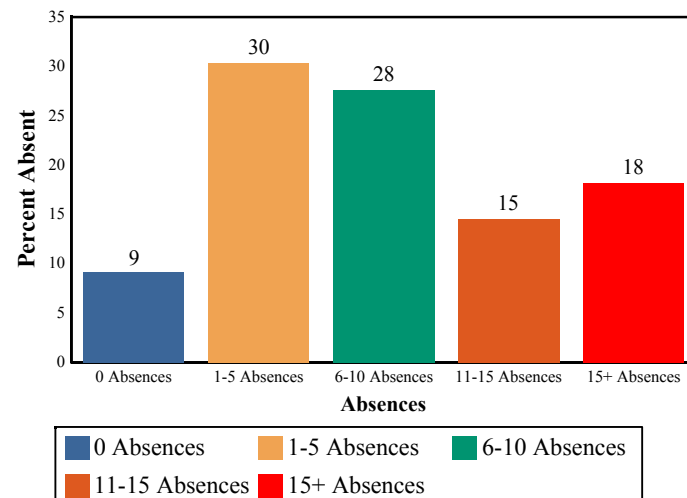


**Chronic Absenteeism for 2014-15**

**13.98%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	51	69	49	35	YES
Student Growth on Math	40	32	20	35	YES
		51	35		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	0%	0%
Partially Met	18%	18%	3%
Approached	3%	15%	13%
Met	0%	5%	13%
Exceeded	0%	0%	0%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	5%	0%
Partially Met	24%	12%	17%
Approached	5%	10%	5%
Met	2%	2%	5%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	743	770
50th	722	743
25th	695	715
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	744	767
50th	728	745
25th	711	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	850
75th	741	773
50th	721	750
25th	704	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	764
50th	N/A	742
25th	N/A	721
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	43

### Length of School Day

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

	School
2014-15	6 Hrs. 47 Mins.

### Student Suspension Rate

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

	School
2014-15	16.2%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 34 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	10
Administrators	290

### SCHOOL PEER GROUP

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	CHRISTOPHER COLUMBUS SCHOOL	03-1700-060	PK-05	70.2%	2.7%	12.7%
BERGEN	LODI BOROUGH	#8 ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	GLOUCESTER CITY	COLD SPRINGS SCHOOL	07-1770-160	PK-03	70.7%	3.3%	14.4%
CAMDEN	GLOUCESTER CITY	MARY ETHEL COSTELLO SCHOOL	07-1770-100	04-06	76.2%	1.8%	22%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN INTERMEDIATE SCHOOL	07-4060-175	05-06	77.2%	1.7%	21%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
CUMBERLANI	VINELAND CITY	SOLVE D'IPPOLITO ELEMENTARY SCHOOL	11-5390-230	KG-05	74%	9.1%	21.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS4	13-0250-055	PK-05	70.5%	8.8%	14.3%
ESSEX	NEWARK CITY	BRANCH BROOK SCHOOL	13-3570-270	PK-04	77%	0%	24.3%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	PAULSBORO BORO	LOUDENSLAGER ELEMENTARY SCHOOL	15-4020-070	03-06	74.9%	0.7%	22.8%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	HARRISON TOWN	HAMILTON INTERMEDIATE SCHOOL	17-2060-061	04-05	78.5%	2.6%	22.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%



# State of New Jersey 2014-15

07-4060-140

## SCHOOL PEER GROUP

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PENNSAUKEN TWP

GEORGE B. FINE ELEMENTARY SCHOOL

3800 GLADWYN AVE

PENNSAUKEN, NJ 08109-3415

GRADE SPAN PK-04

MERCER	HAMILTON TWP	LALOR ELEMENTARY SCHOOL	21-1950-180	PK-05	74.2%	5.5%	17.3%
MONMOUTH	KEANSBURG BORO	JOSEPH C. CARUSO SCHOOL	25-2400-050	03-04	74.7%	5.7%	24.4%
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	GEORGE WASHINGTON SCHOOL	39-2190-110	05	73.4%	2.5%	22.2%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	DR. CHARLES C. POLK SCHOOL	39-4540-030	01-04	70.8%	4.1%	15.8%
UNION	ROSELLE BORO	LEONARD V. MOORE MIDDLE SCHOOL	39-4540-040	05-06	71.6%	3.5%	14.2%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%

## OVERVIEW

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GRADE SPAN KG-04

LONGFELLOW ELEMENTARY SCHOOL

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PENNSAUKEN, NJ 08110

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

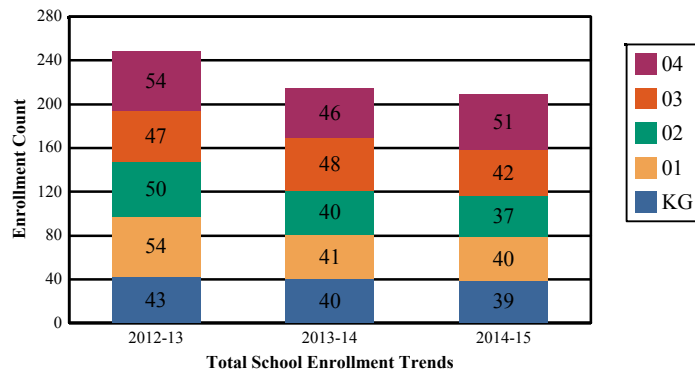
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



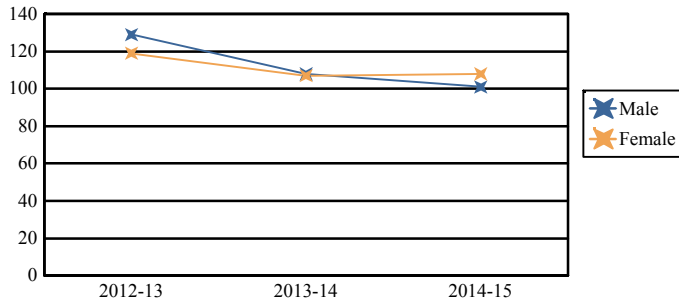
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	248
2013-14	215
2014-15	209

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

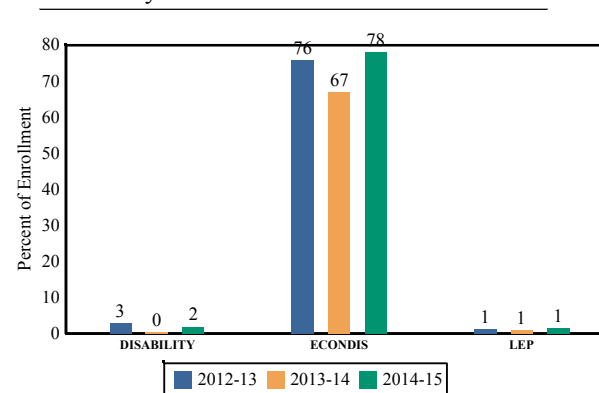


	Male	Female
2012-13	129	119
2013-14	108	107
2014-15	101	108

GRADE SPAN KG-04

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

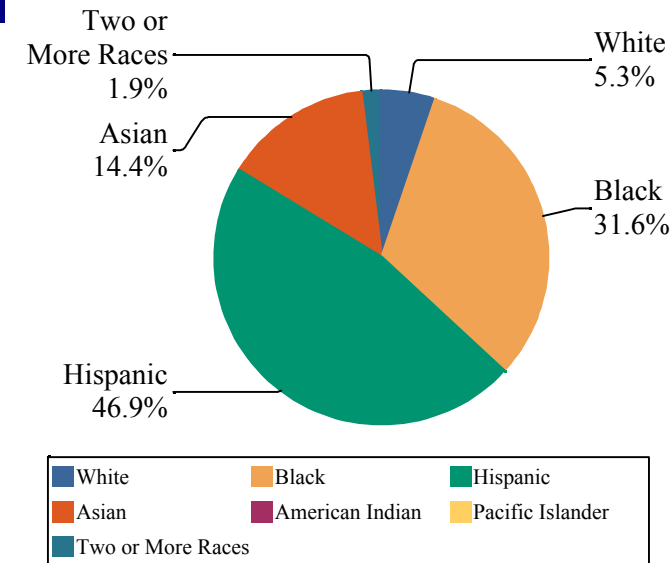


### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	4	2%
Economically Disadvantaged Students	163	78.0%
English Language Learners	3	1.4%

07-4060-160  
LONGFELLOW ELEMENTARY SCHOOL  
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**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	69.2%
Spanish	20.9%
Vietnamese	8.0%
Central Khmer	1.5%
Bengali	0.5%

### ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	37%	71	23
Math Met or Exceeded Expectation	37%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	93	36.6%	95%	99%	YES
White	-	-	--	--	--
African American	30	36.7%	95%	100%	-
Hispanic	42	31%	95%	97.9%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	75	36%	95%	98.8%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	93	36.6%	95%	98%	YES
White	-	-	--	--	--
African American	30	23.3%	95%	100%	-
Hispanic	42	38.1%	95%	95.8%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	75	36%	95%	97.6%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	731	744	15%	32%	27%	27%	0%	27%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	15	728	725	7%	53%	7%	33%	0%	33%	26%
Hispanic	16	728	727	19%	25%	38%	19%	0%	19%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	30	733	724	10%	33%	27%	30%	0%	30%	24%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	743	751	4%	29%	23%	40%	4%	44%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	15	735	733	13%	27%	20%	40%	0%	40%	30%
Hispanic	26	743	737	0%	31%	31%	35%	4%	38%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	740	734	4%	33%	22%	36%	4%	40%	31%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	743	746	2%	15%	49%	32%	2%	34%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	15	741	728	0%	20%	53%	27%	0%	27%	25%
Hispanic	16	737	733	6%	19%	44%	31%	0%	31%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	30	744	730	3%	10%	53%	30%	3%	33%	26%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	741	744	6%	19%	37%	37%	2%	38%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	15	730	727	13%	27%	40%	20%	0%	20%	20%
Hispanic	26	742	732	4%	15%	38%	42%	0%	42%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	45	740	730	7%	22%	33%	36%	2%	38%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

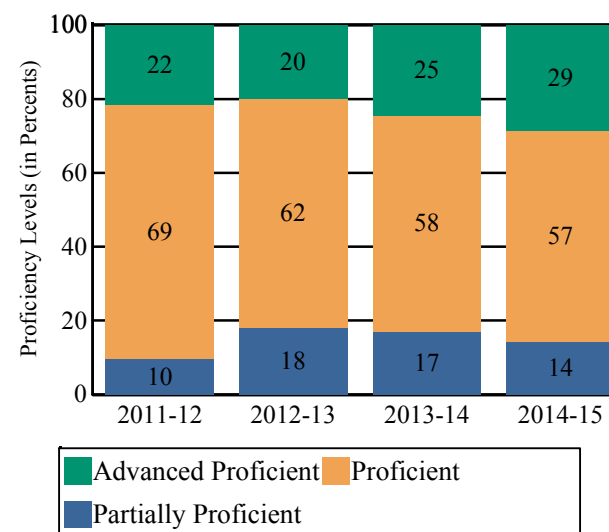
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	57%	14%
White	-	-	-
African American	29%	36%	36%
Hispanic	25%	71%	4%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	64%	10%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



## COLLEGE AND CAREER READINESS

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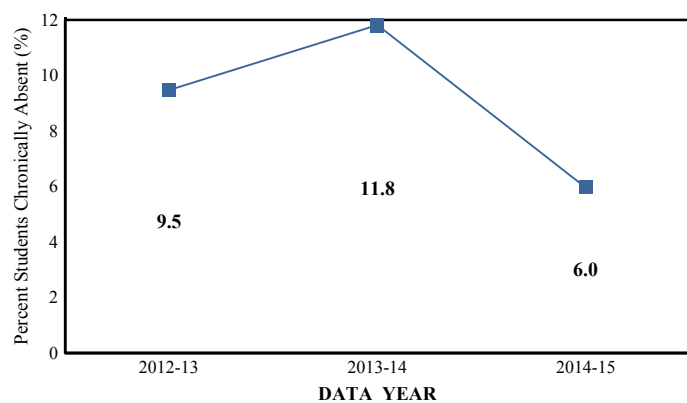
GRADE SPAN KG-04

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

### Chronic Absenteeism Trend

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

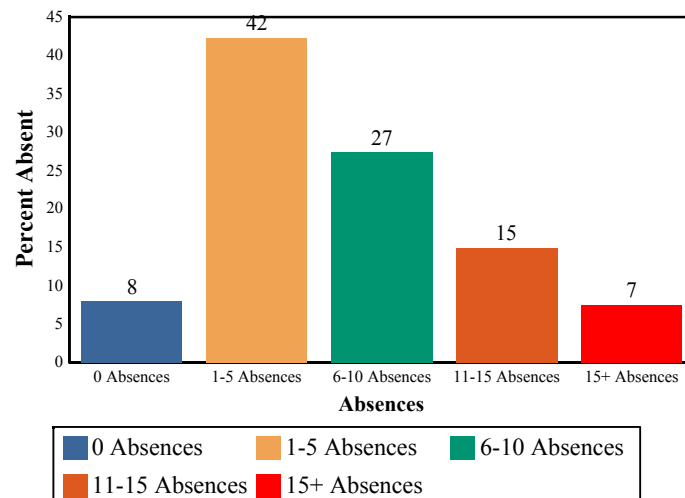


Chronic Absenteeism for 2014-15

5.97%

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	44	39	26	35	YES
Student Growth on Math	55	78	60	35	YES
		59	43		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	23%	2%	4%
Approached	8%	6%	10%
Met	8%	15%	17%
Exceeded	0%	2%	2%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	4%	0%
Partially Met	12%	6%	0%
Approached	4%	19%	13%
Met	6%	13%	17%
Exceeded	0%	0%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	750	770
50th	723	743
25th	702	715
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	752	767
50th	740	745
25th	732	722
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	20	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	766	773
50th	745	750
25th	715	728
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	755	764
50th	740	742
25th	721	721
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

**SCHOOL CLIMATE**  
**CAMDEN**  
**PENNSAUKEN TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-04**

**07-4060-160**  
**LONGFELLOW ELEMENTARY SCHOOL**  
**GROSS & FORREST AVE**  
**PENNSAUKEN, NJ 08110**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 47 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	13.9%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 34 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	15
<b>Administrators</b>	0

**N/R - Data Not Reported**

### SCHOOL PEER GROUP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN KG-04

LONGFELLOW ELEMENTARY SCHOOL

GROSS &amp; FORREST AVE

PENNSAUKEN, NJ 08110

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CUMBERLAND	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	IRVINGTON TOWNSHIP	THURGOOD MARSHALL SCHOOL	13-2330-125	PK-05	81.4%	12.7%	8.2%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIREN ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100	PK-06	80.6%	15%	12.6%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**LONGFELLOW ELEMENTARY SCHOOL**  
**GROSS & FORREST AVE**  
**PENNSAUKEN, NJ 08110**

**GRADE SPAN KG-04**

HUDSON	WEST NEW YORK TOWN	<b>PUBLIC SCHOOL NUMBER ONE</b>	17-5670-060	PK-06	77.7%	17%	11.4%
MIDDLESEX	CARTERET BORO	<b>NATHAN HALE ELEMENTARY SCHOOL</b>	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	<b>EDWARD J. PATTEN ELEMENTARY SCHOOL</b>	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	<b>JAMES J. FLYNN ELEMENTARY SCHOOL</b>	23-4090-145	KG-04	76.6%	13.1%	8.4%
MORRIS	DOVER TOWN	<b>EAST DOVER ELEMENTARY SCHOOL</b>	27-1110-060	KG-06	84.7%	3.3%	11.6%
MORRIS	DOVER TOWN	<b>NORTH DOVER ELEMENTARY SCHOOL</b>	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	<b>HUGH J BOYD JR. ELEMENTARY SCHOOL</b>	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	<b>SCHOOL 27</b>	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	<b>URBAN LEADERSHIP ACADEMY</b>	31-4010-061	KG-04	79.5%	9.6%	9%

## OVERVIEW

CAMDEN

PENNSAUKEN TWP

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

GRADE SPAN 05-06

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

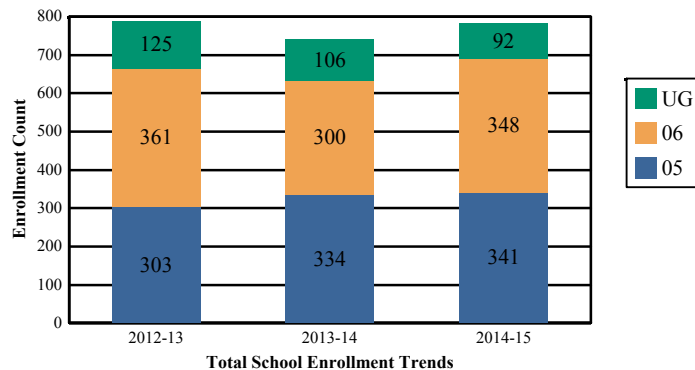
CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 05-06

07-4060-175  
PENNSAUKEN INTERMEDIATE SCHOOL  
8125 PARK AVENUE  
PENNSAUKEN, NJ 08109

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

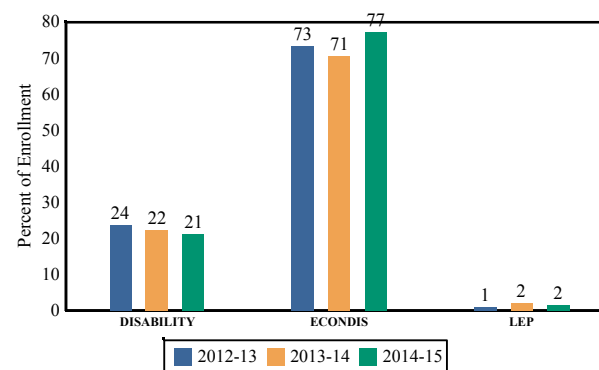


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Enrollment Trends by Program Participation

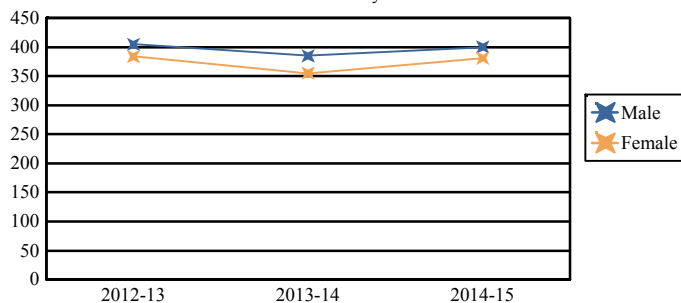
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	789
2013-14	740
2014-15	781

### Enrollment by Gender

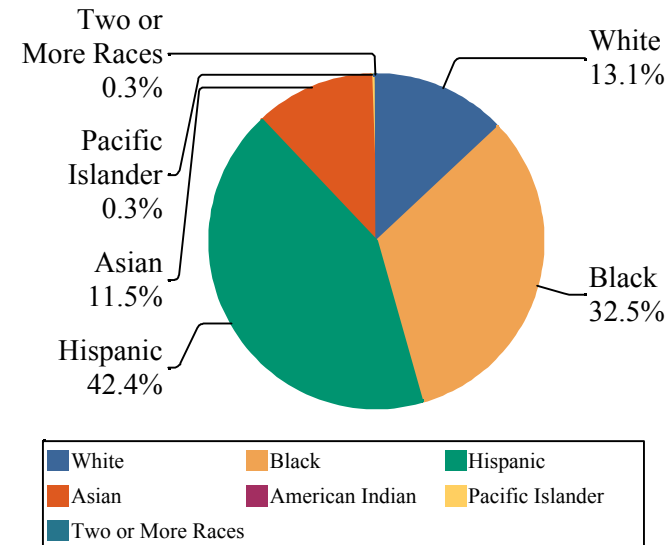
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	405	384
2013-14	385	355
2014-15	400	381

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	165	21%
Economically Disadvantaged Students	603	77.2%
English Language Learners	13	1.7%



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	81.1%
Spanish	11.8%
Vietnamese	5.1%
Central Khmer	0.8%
Chinese	0.8%
Creoles and pidgins	0.1%
Other	0.3%

### ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	22%	20	7
Math Met or Exceeded Expectation	20%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	659	22.2%	95%	91.1%	YES*
White	88	26.1%	95%	92.2%	YES*
African American	211	18.9%	95%	86.8%	YES*
Hispanic	272	19.2%	95%	91.8%	YES*
American Indian	-	-	--	--	--
Asian	85	35.3%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	492	19.3%	95%	89%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

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PENNSAUKEN, NJ 08109

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	666	19.9%	95%	92.2%	YES*
White	89	22.5%	95%	93.2%	YES*
African American	213	14.6%	95%	88.3%	YES*
Hispanic	276	16%	95%	93%	YES*
American Indian	-	-	--	--	--
Asian	85	42.4%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	497	18.3%	95%	90.8%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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PENNSAUKEN TWP

GRADE SPAN 05-06

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PENNSAUKEN INTERMEDIATE SCHOOL  
8125 PARK AVENUE  
PENNSAUKEN, NJ 08109

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 05-06

07-4060-175  
PENNSAUKEN INTERMEDIATE SCHOOL  
8125 PARK AVENUE  
PENNSAUKEN, NJ 08109

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	341	729	751	13%	28%	37%	21%	0%	21%	53%
White	51	734	757	8%	35%	29%	25%	2%	27%	62%
African American	106	727	734	15%	28%	38%	19%	0%	19%	31%
Hispanic	140	727	737	17%	27%	36%	19%	0%	19%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	42	738	771	5%	26%	43%	26%	0%	26%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	251	727	734	14%	29%	39%	18%	0%	18%	31%

**ACADEMIC ACHIEVEMENT**

**CAMDEN**

**PENNSAUKEN TWP**

**GRADE SPAN 05-06**

**PENNSAUKEN INTERMEDIATE SCHOOL**

**8125 PARK AVENUE**

**PENNSAUKEN, NJ 08109**

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	318	730	749	15%	27%	35%	22%	1%	23%	50%
White	37	728	755	16%	35%	24%	24%	0%	24%	59%
African American	105	728	732	17%	28%	36%	17%	2%	19%	29%
Hispanic	132	728	736	16%	27%	39%	18%	1%	19%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	43	743	770	7%	21%	28%	42%	2%	44%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	241	729	733	15%	28%	36%	20%	1%	21%	30%

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN 05-06

07-4060-175  
PENNSAUKEN INTERMEDIATE SCHOOL  
8125 PARK AVENUE  
PENNSAUKEN, NJ 08109

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	342	725	744	12%	36%	37%	15%	0%	15%	42%
White	51	727	749	12%	39%	31%	18%	0%	18%	49%
African American	105	722	728	15%	39%	34%	11%	0%	11%	21%
Hispanic	141	722	733	13%	40%	36%	11%	0%	11%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	43	742	768	2%	14%	53%	28%	2%	30%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	252	724	731	12%	39%	36%	13%	0%	13%	23%

ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

07-4060-175  
PENNSAUKEN INTERMEDIATE SCHOOL  
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PENNSAUKEN, NJ 08109

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	324	731	743	9%	29%	37%	24%	1%	25%	42%
White	38	731	749	13%	29%	29%	29%	0%	29%	50%
African American	108	728	726	9%	32%	41%	17%	1%	18%	19%
Hispanic	135	729	731	10%	32%	38%	20%	1%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	42	748	768	5%	12%	29%	55%	0%	55%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	245	731	729	9%	31%	36%	24%	0%	24%	23%

ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

**COLLEGE AND CAREER READINESS**

CAMDEN

PENNSAUKEN TWP

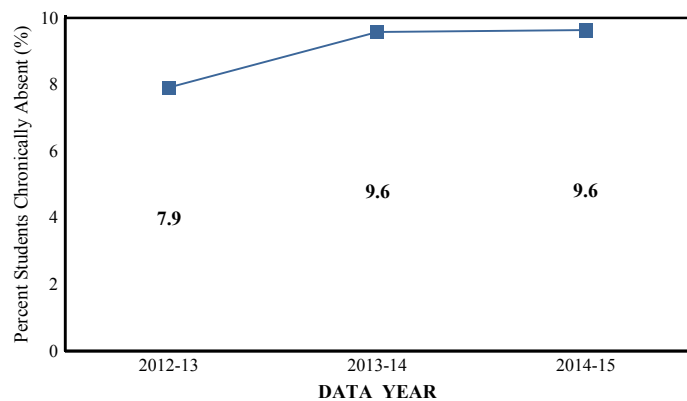
GRADE SPAN 05-06

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

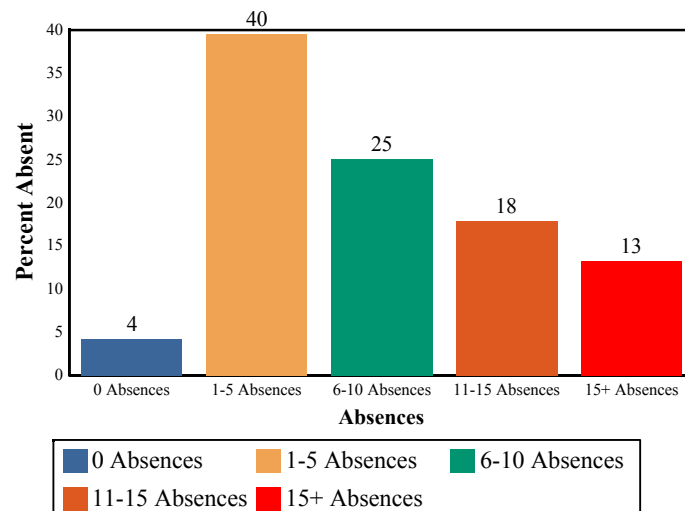


**Chronic Absenteeism for 2014-15**

**9.64%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	34	14	6	35	NO
Student Growth on Math	33	7	8	35	NO
		11	7		0%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	2%	0%
Partially Met	17%	9%	3%
Approached	16%	13%	6%
Met	6%	7%	8%
Exceeded	0%	0%	0%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	1%	0%
Partially Met	19%	11%	2%
Approached	16%	14%	7%
Met	7%	6%	6%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 05

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	745	773
50th	728	751
25th	711	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

#### Grade Level - 05

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	740	763
50th	725	743
25th	708	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

### WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

#### Grade Level - 06

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	748	770
50th	728	749
25th	712	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

#### Grade Level - 06

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	748	763
50th	731	742
25th	712	721
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

### Length of School Day

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

	School
2014-15	6 Hrs. 53 Mins.

### Student Suspension Rate

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

	School
2014-15	9.4%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 28 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	391

#### SCHOOL PEER GROUP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN 05-06

PENNSAUKEN INTERMEDIATE SCHOOL

8125 PARK AVENUE

PENNSAUKEN, NJ 08109

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	CHRISTOPHER COLUMBUS SCHOOL	03-1700-060	PK-05	70.2%	2.7%	12.7%
BERGEN	LODI BOROUGH	#8 ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	GLOUCESTER CITY	COLD SPRINGS SCHOOL	07-1770-160	PK-03	70.7%	3.3%	14.4%
CAMDEN	GLOUCESTER CITY	MARY ETHEL COSTELLO SCHOOL	07-1770-100	04-06	76.2%	1.8%	22%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140	PK-04	72.4%	20%	20.7%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN INTERMEDIATE SCHOOL	07-4060-175	05-06	77.2%	1.7%	21%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
CUMBERLANI	VINELAND CITY	SOLVE D'IPPOLITO ELEMENTARY SCHOOL	11-5390-230	KG-05	74%	9.1%	21.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS4	13-0250-055	PK-05	70.5%	8.8%	14.3%
ESSEX	NEWARK CITY	BRANCH BROOK SCHOOL	13-3570-270	PK-04	77%	0%	24.3%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	PAULSBORO BORO	LOUDENSLAGER ELEMENTARY SCHOOL	15-4020-070	03-06	74.9%	0.7%	22.8%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	HARRISON TOWN	HAMILTON INTERMEDIATE SCHOOL	17-2060-061	04-05	78.5%	2.6%	22.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%



State of New Jersey  
2014-15

07-4060-175

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**PENNSAUKEN INTERMEDIATE SCHOOL**

**8125 PARK AVENUE**

**PENNSAUKEN, NJ 08109**

**GRADE SPAN 05-06**

MERCER	HAMILTON TWP	LALOR ELEMENTARY SCHOOL	21-1950-180	PK-05	74.2%	5.5%	17.3%
MONMOUTH	KEANSBURG BORO	JOSEPH C. CARUSO SCHOOL	25-2400-050	03-04	74.7%	5.7%	24.4%
PASSAIC	CLIFTON CITY	SCHOOL #11	31-0900-160	KG-05	72.2%	1%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	GEORGE WASHINGTON SCHOOL	39-2190-110	05	73.4%	2.5%	22.2%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	DR. CHARLES C. POLK SCHOOL	39-4540-030	01-04	70.8%	4.1%	15.8%
UNION	ROSELLE BORO	LEONARD V. MOORE MIDDLE SCHOOL	39-4540-040	05-06	71.6%	3.5%	14.2%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%



# State of New Jersey

2014-15

07-4060-180

## OVERVIEW

CAMDEN

PENNSAUKEN TWP

ROOSEVELT ELEMENTARY SCHOOL

5526 WISTERIA AVE

PENNSAUKEN, NJ 08109-1242

GRADE SPAN KG-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

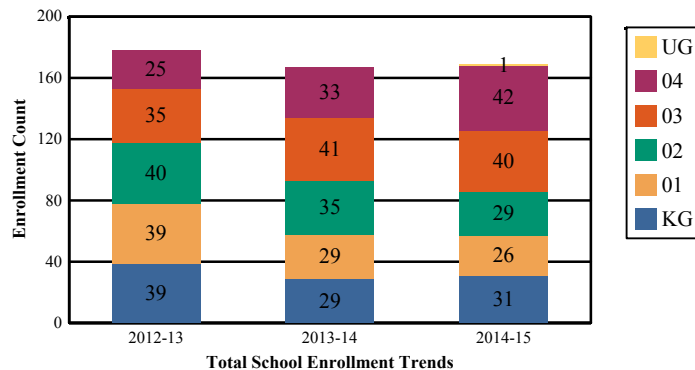
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

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PENNSAUKEN TWP

### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



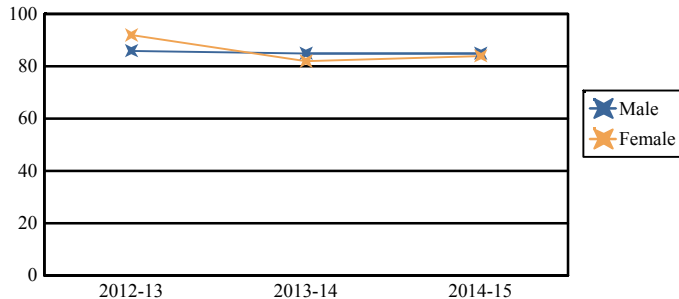
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	178
2013-14	167
2014-15	169

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

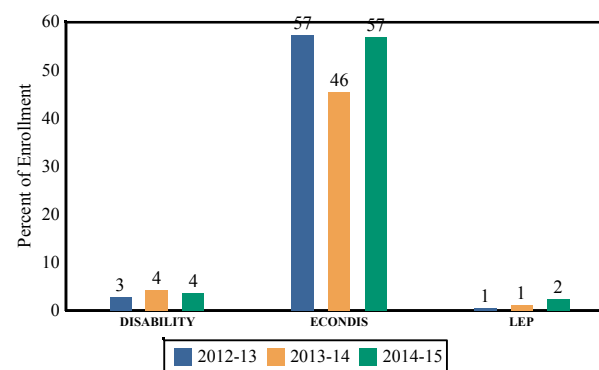


	Male	Female
2012-13	86	92
2013-14	85	82
2014-15	85	84

GRADE SPAN KG-04

### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



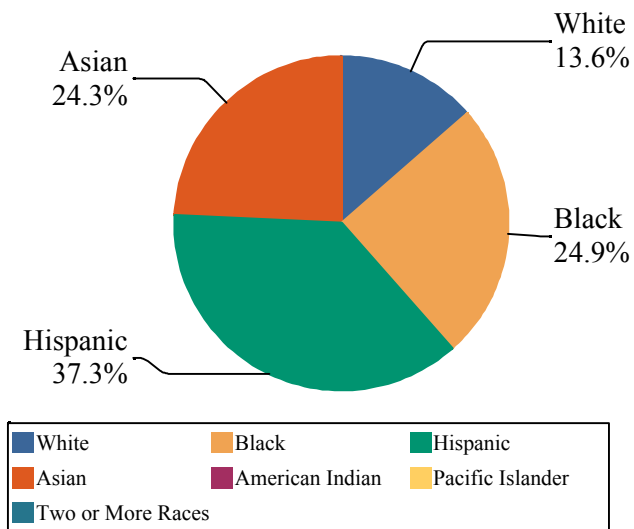
### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	6	4%
Economically Disadvantaged Students	96	56.8%
English Language Learners	4	2.4%

07-4060-180  
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### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	77.5%
Vietnamese	12.7%
Spanish	6.9%
Central Khmer	1.7%
Portuguese	0.6%
Tagalog	0.6%

### ACADEMIC ACHIEVEMENT

CAMDEN

PENNSAUKEN TWP

GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL

5526 WISTERIA AVE

PENNSAUKEN, NJ 08109-1242

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	43%	59	32
Math Met or Exceeded Expectation	49%		

### ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	72	43.1%	95%	95.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	41	46.3%	95%	95.7%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL  
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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	72	48.6%	95%	95.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	41	46.4%	95%	95.7%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey  
2014-15

ACADEMIC ACHIEVEMENT

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GRADE SPAN KG-04

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations (Min. 650)	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations (Max. 850)

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-04

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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	747	744	3%	22%	36%	33%	6%	39%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	13	741	727	8%	23%	23%	46%	0%	46%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	11	755	769	0%	9%	55%	27%	9%	36%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	19	742	724	5%	21%	32%	42%	0%	42%	24%

**ACADEMIC ACHIEVEMENT**

CAMDEN  
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GRADE SPAN KG-04

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**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	748	751	0%	17%	36%	44%	3%	47%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	11	741	737	0%	27%	36%	27%	9%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	750	734	0%	23%	27%	45%	5%	50%	31%

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	756	746	0%	3%	47%	44%	6%	50%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	13	748	733	0%	0%	62%	38%	0%	38%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	11	766	772	0%	0%	27%	64%	9%	73%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	19	754	730	0%	0%	58%	32%	11%	42%	26%

**ACADEMIC ACHIEVEMENT**

CAMDEN

PENNSAUKEN TWP

GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL

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PENNSAUKEN, NJ 08109-1242

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	748	744	3%	6%	44%	47%	0%	47%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	11	735	732	9%	18%	55%	18%	0%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	752	730	5%	0%	45%	50%	0%	50%	23%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

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

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

#### Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

CAMDEN  
PENNSAUKEN TWP

GRADE SPAN KG-04

07-4060-180  
ROOSEVELT ELEMENTARY SCHOOL  
5526 WISTERIA AVE  
PENNSAUKEN, NJ 08109-1242

NJASK Results - Science Grade Level - 04

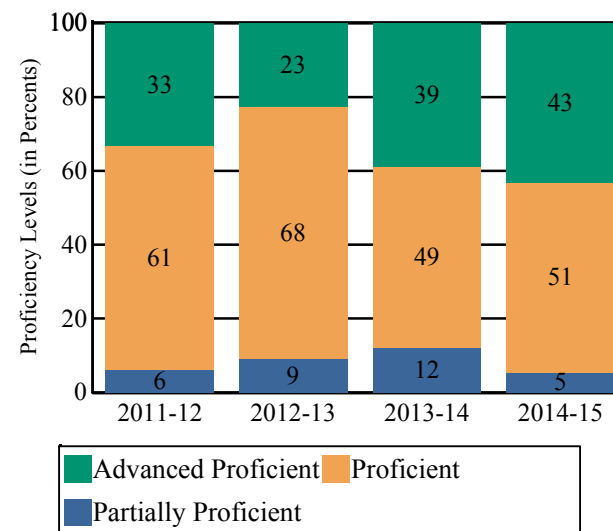
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	43%	51%	5%
White	-	-	-
African American	-	-	-
Hispanic	18%	64%	18%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	36%	55%	9%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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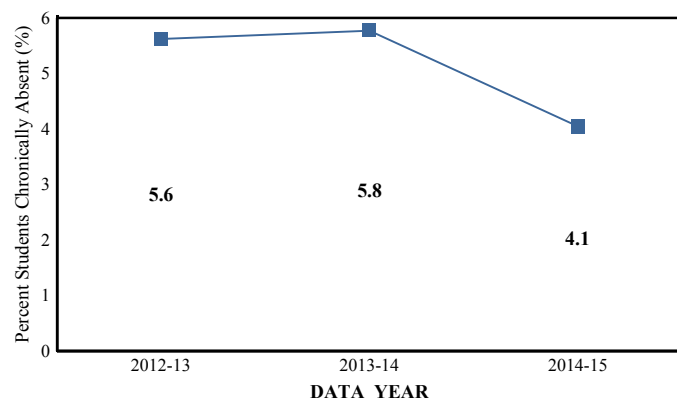
GRADE SPAN KG-04

07-4060-180  
ROOSEVELT ELEMENTARY SCHOOL  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

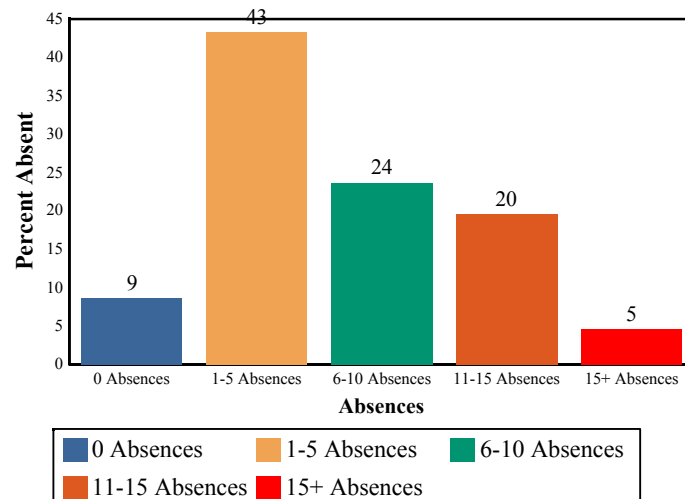


**Chronic Absenteeism for 2014-15**

**4.05%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



### STUDENT GROWTH

CAMDEN

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GRADE SPAN KG-04

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	42	29	35	YES
Student Growth on Math	51	49	45	35	YES
		46	37		100%

### Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

#### Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	3%	0%
Partially Met	5%	11%	0%
Approached	21%	11%	5%
Met	5%	26%	11%
Exceeded	0%	0%	3%

#### Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	0%	0%
Partially Met	3%	3%	0%
Approached	11%	18%	16%
Met	8%	21%	16%
Exceeded	0%	0%	0%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

### WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

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GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL

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PENNSAUKEN, NJ 08109-1242

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

#### Grade Level - 03

##### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	760	770
50th	746	743
25th	731	715
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	55

#### Grade Level - 03

##### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	772	767
50th	754	745
25th	742	722
0th	725	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

### WITHIN SCHOOL ACHIEVEMENT GAP

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PENNSAUKEN TWP

GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL

5526 WISTERIA AVE

PENNSAUKEN, NJ 08109-1242

#### Grade Level - 04

#### PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	767	773
50th	747	750
25th	728	728
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

#### Grade Level - 04

#### PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	760	764
50th	746	742
25th	735	721
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	43

**SCHOOL CLIMATE**  
**CAMDEN**  
**PENNSAUKEN TWP**

**State of New Jersey**  
**2014-15**

**GRADE SPAN KG-04**

**07-4060-180**  
**ROOSEVELT ELEMENTARY SCHOOL**  
**5526 WISTERIA AVE**  
**PENNSAUKEN, NJ 08109-1242**

**Length of School Day**

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

	School
<b>2014-15</b>	6 Hrs. 47 Mins.

**Student Suspension Rate**

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

	School
<b>2014-15</b>	0.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	5 Hrs. 34 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

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

<b>2014-15</b>	School
<b>Faculty</b>	13
<b>Administrators</b>	0

**N/R - Data Not Reported**

### SCHOOL PEER GROUP

CAMDEN

PENNSAUKEN TWP

GRADE SPAN KG-04

ROOSEVELT ELEMENTARY SCHOOL

5526 WISTERIA AVE

PENNSAUKEN, NJ 08109-1242

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	SOMERS POINT CITY	DAWES AVENUE ELEMENTARY SCHOOL	01-4800-050	PK-06	69%	0.2%	17.8%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELEMMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
BURLINGTON	WILLINGBORO TWP	W. R. JAMES SR. ELEMENTARY SCHOOL	05-5805-080	PK-05	60.3%	3.9%	6.6%
CAMDEN	BELLMAWR BORO	BELLMAWR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PENNSAUKEN TWP	ROOSEVELT ELEMENTARY SCHOOL	07-4060-180	KG-04	56.8%	2.4%	3%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	ENGLEWOOD ON THE PALISADES CS	ENGLEWOOD ON THE PALISADES CHARTER SCHOOL	80-6430-930	KG-05	69.1%	0%	6.9%
CHARTERS	MILLVILLE PUBLIC CHARTER SCHOOL	MILLVILLE PUBLIC CHARTER SCHOOL	80-6069-952	KG-05	60.6%	0%	9.3%
CHARTERS	PACE CS OF HAMILTON	PACE CHARTER SCHOOL OF HAMILTON	80-7500-900	KG-05	67%	0%	2.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
HUDSON	HOBOKEN CITY	SALVATORE R. CALABRO	17-2210-063	KG-06	57%	0%	5%
HUDSON	KEARNY TOWN	GARFIELD ELEMENTARY SCHOOL	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	KUSER ELEMENTARY SCHOOL	21-1950-170	PK-05	67.6%	8%	6.3%

**SCHOOL PEER GROUP**

**CAMDEN**

**PENNSAUKEN TWP**

**ROOSEVELT ELEMENTARY SCHOOL**

**5526 WISTERIA AVE**

**PENNSAUKEN, NJ 08109-1242**

**GRADE SPAN KG-04**

MIDDLESEX	CARTERET BORO	COLUMBUS ELEMENTARY SCHOOL	23-0750-050	PK-05	68.9%	9.3%	10.3%
MONMOUTH	NEPTUNE TWP	GABLES ELEMENTARY SCHOOL	25-3510-061	PK-05	64.8%	0%	13.2%
MONMOUTH	NEPTUNE TWP	GREEN GROVE ELEMENTARY SCHOOL	25-3510-063	PK-05	65.9%	0%	12.6%
OCEAN	OCEAN GATE BORO	OCEAN GATE ELEMENTARY SCHOOL	29-3800-050	PK-06	62.9%	0%	16.6%
OCEAN	TOMS RIVER REGIONAL	SOUTH TOMS RIVER ELEMENTARY SCHOOL	29-5190-100	KG-05	65.7%	0.3%	14.6%
PASSAIC	CLIFTON CITY	SCHOOL #1	31-0900-080	KG-05	60.7%	2.4%	7.7%
PASSAIC	CLIFTON CITY	SCHOOL #15	31-0900-200	KG-05	67.3%	2.5%	7.4%
PASSAIC	CLIFTON CITY	SCHOOL #3	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	EAST END SCHOOL	35-3670-060	PK-04	67.4%	8.5%	9.5%
UNION	LINDEN CITY	NUMBER 5	39-2660-120	PK-05	65.6%	2.7%	9.6%