



State of New Jersey

2012-13

07-1880-080

OVERVIEW

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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ATLANTIC AVE & GREEN STREETS

HADDON HEIGHTS, NEW JERSEY 08035

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **lags in comparison** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **lags in comparison** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 38 | 87 | 100% |
| College and Career Readiness | 32 | 73 | 100% |
| Student Growth | 56 | 70 | 100% |

Improvement Status

Reward

Rationale

High Performing

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **87%** of schools statewide as noted by its statewide percentile and **38%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **73%** of schools statewide as noted by its statewide percentile and **32%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **70%** of schools statewide as noted by its statewide percentile and **56%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

2012-13

07-1880-080

ATLANTIC AVE

ATLANTIC AVE & GREEN STREETS

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DEMOGRAPHIC INFORMATION

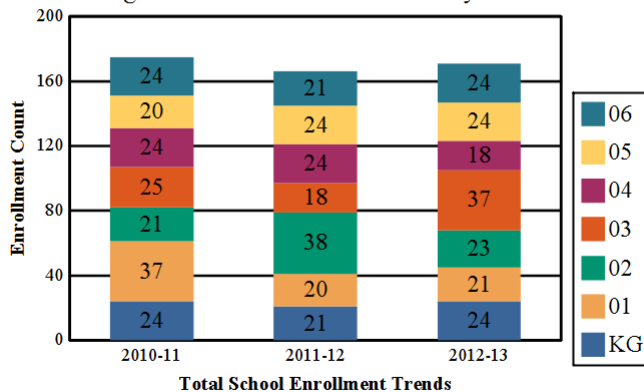
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HADDON HEIGHTS BORO

GRADE SPAN KG-06

Enrollment by Grade, in Full Time Equivalent

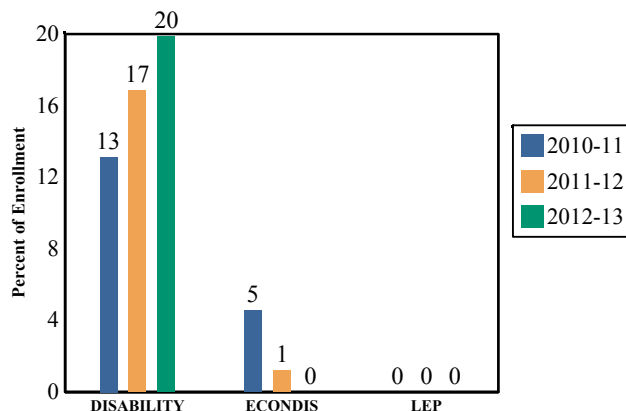
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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 in Full Time Equivalent | |
|---|-----|
| 2011-12 | 166 |
| 2012-13 | 171 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 34 | 20% |
| Economically Disadvantaged Students | 0 | 0% |
| Limited English Proficient Students | 0 | 0% |

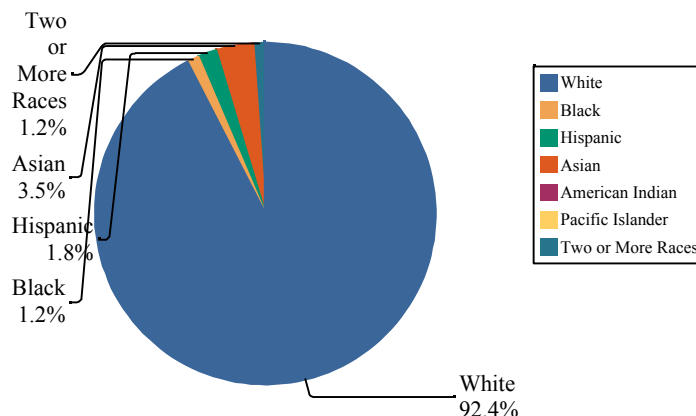
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 100.0% |

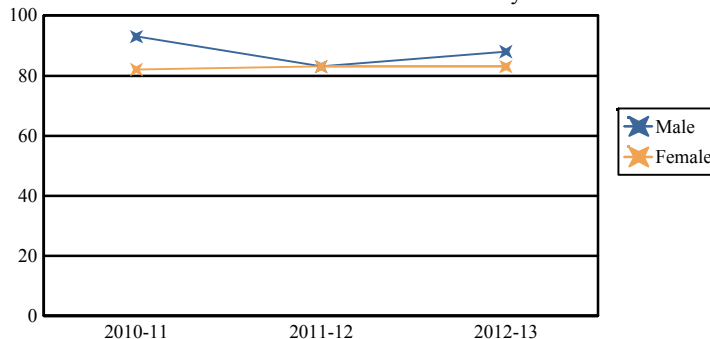
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 93 | 82 |
| 2011-12 | 83 | 83 |
| 2012-13 | 88 | 83 |

State of New Jersey

2012-13

07-1880-080

ATLANTIC AVE

ATLANTIC AVE & GREEN STREETS

HADDON HEIGHTS, NEW JERSEY 08035

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CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 85% | 36 | 89 | 100% |
| NJASK Math Proficiency and above | 93% | 39 | 85 | 100% |
| SUMMARY - Academic Achievement | | 38 | 87 | 100% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

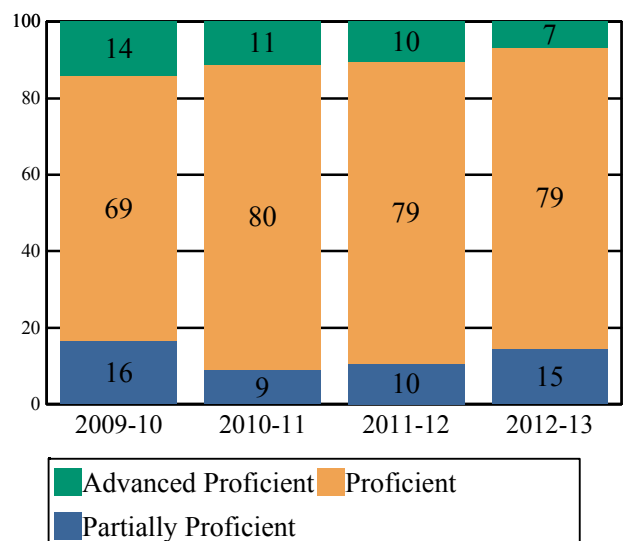
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 103 | 85.4 | 90 | YES* |
| White | 94 | 85.1 | 90 | YES* |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 31 | 74.2 | - | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | - | - | | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





State of New Jersey

2012-13

07-1880-080

ATLANTIC AVE

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HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN KG-06

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

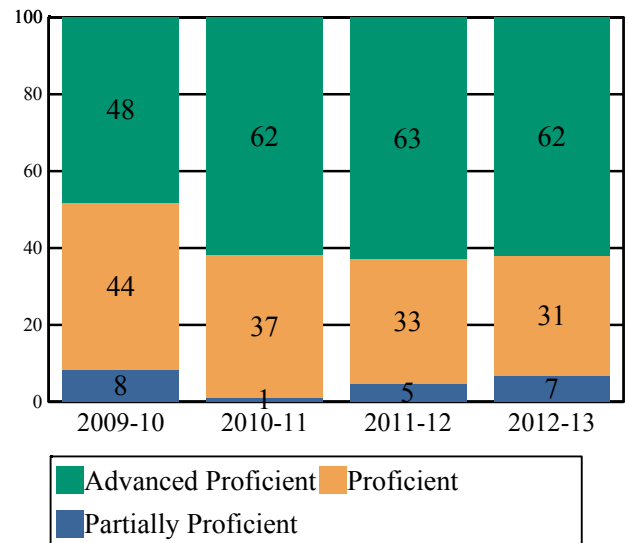
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 103 | 93.2 | 90 | YES |
| White | 94 | 92.6 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 31 | 83.9 | - | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | - | - | | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

NJASK Results - Language Arts Literacy Grade Level - 03

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 | 3% | 81% | 17% |
| White | 3% | 79% | 18% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 87% | 13% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 04

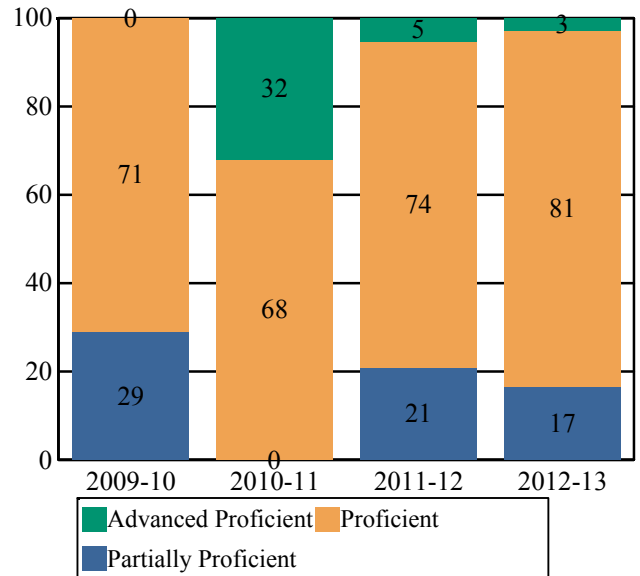
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 11% | 68% | 21% |
| White | 12% | 71% | 18% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

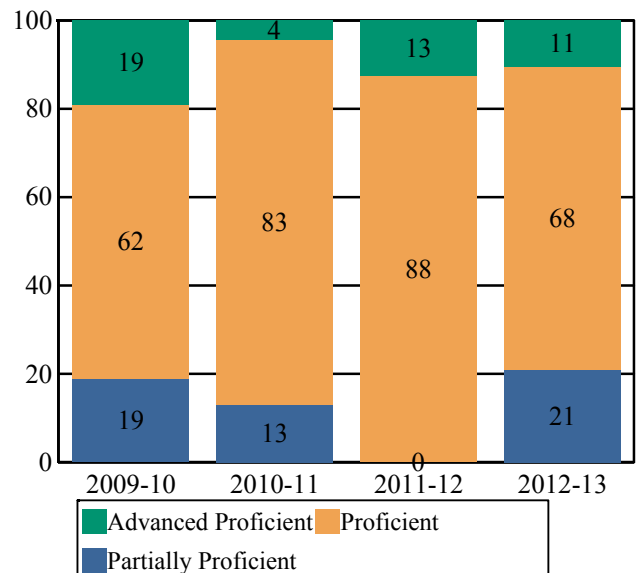
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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



NJASK Proficiency Trends - Language Arts Literacy - 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.



ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

NJASK Results - Language Arts Literacy Grade Level - 05

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 | 17% | 78% | 4% |
| White | 19% | 76% | 5% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06

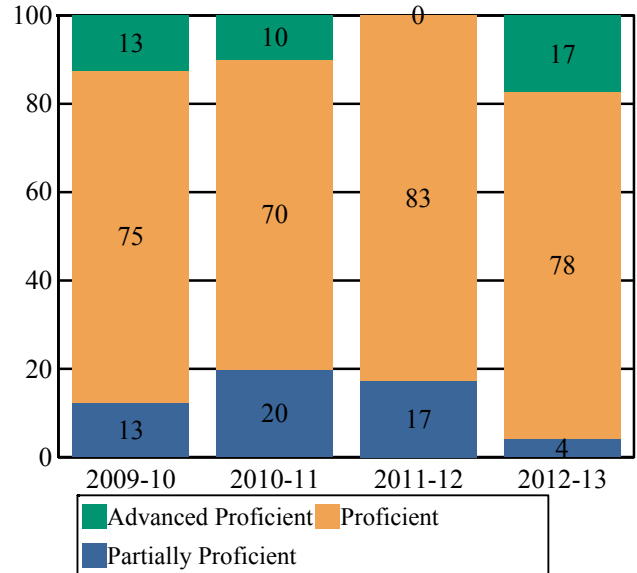
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 84% | 16% |
| White | 0% | 83% | 17% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

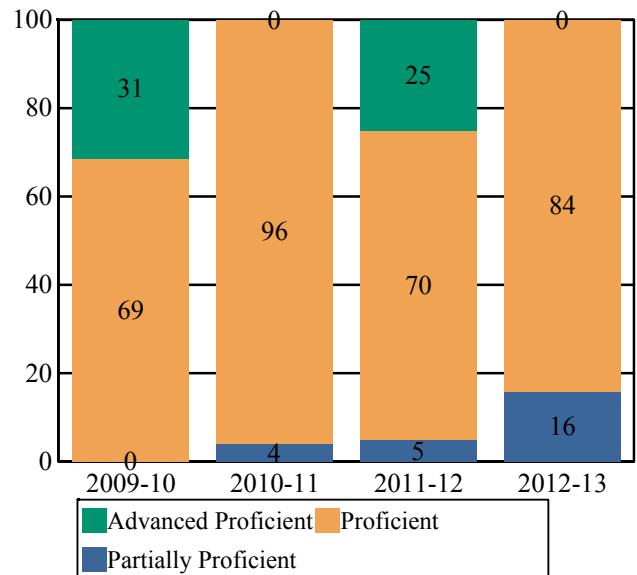
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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





State of New Jersey

2012-13

07-1880-080

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

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<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-080

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HADDON HEIGHTS, NEW JERSEY 08035

NJASK Results - MATH Grade Level - 03

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 | 64% | 28% | 8% |
| White | 64% | 27% | 9% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 80% | 13% | 7% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 04

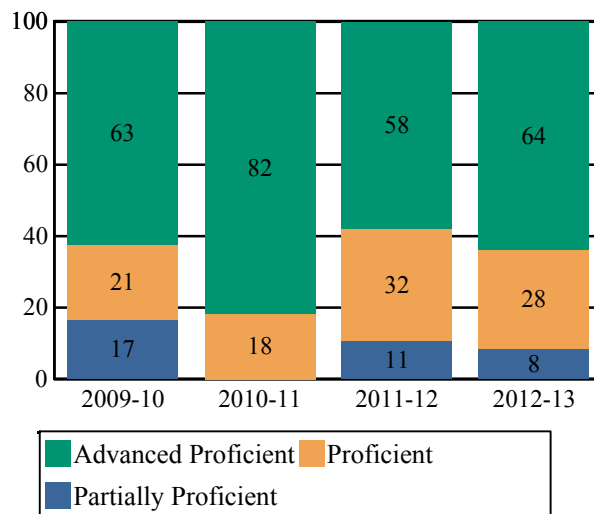
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 53% | 42% | 5% |
| White | 53% | 41% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

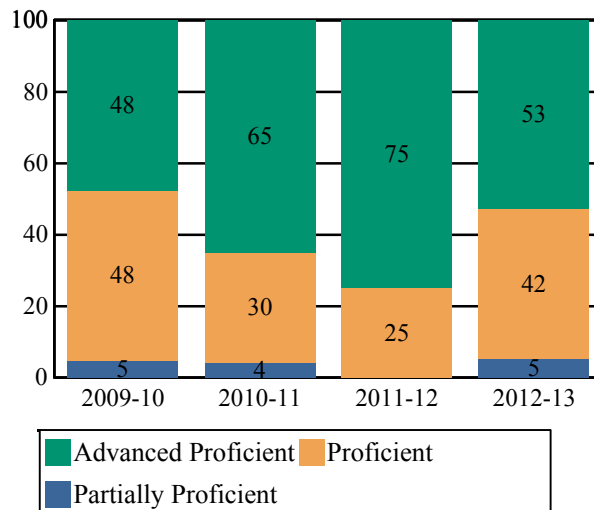
NJASK Proficiency Trends - Math - Grade Level - 03

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



NJASK Proficiency Trends - Math - 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.



State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-080

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HADDON HEIGHTS, NEW JERSEY 08035

NJASK Results - MATH Grade Level - 05

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 | 70% | 30% | 0% |
| White | 71% | 29% | 0% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 06

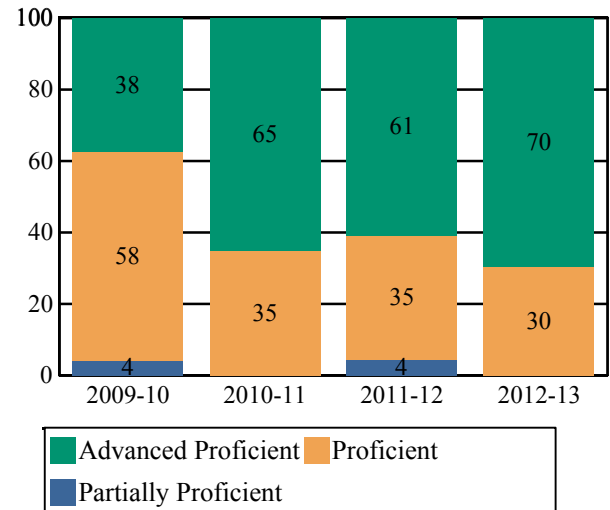
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 60% | 28% | 12% |
| White | 57% | 30% | 13% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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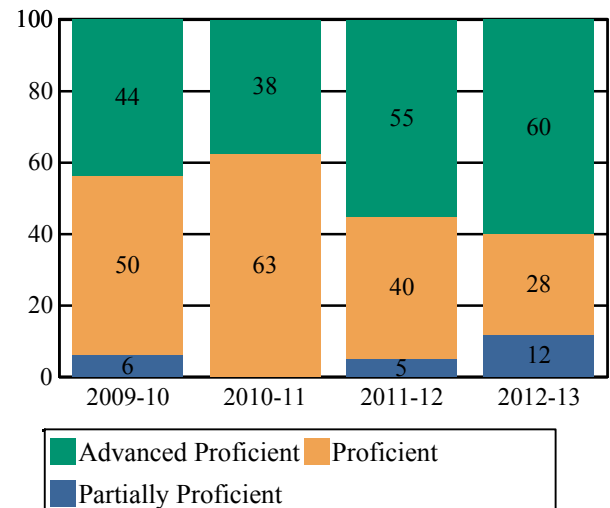
NJASK Proficiency Trends - Math - Grade Level - 05

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NJASK Proficiency Trends - Math - Grade Level - 06

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Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



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GRADE SPAN KG-06

NJASK Results - Science Grade Level - 04

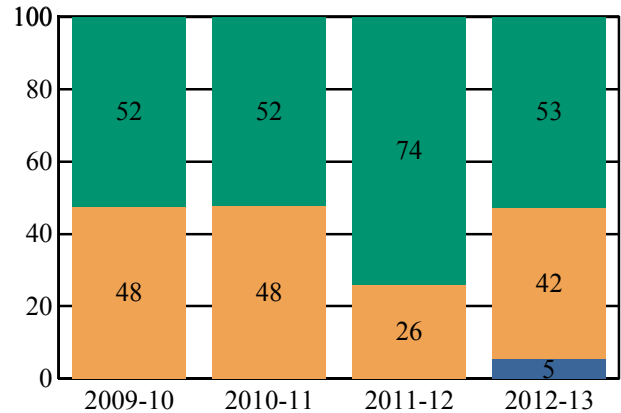
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| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 53% | 42% | 5% |
| White | 53% | 41% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under NCLB 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.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient



State of New Jersey

2012-13

07-1880-080

COLLEGE AND CAREER READINESS

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Students in both elementary and middles 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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

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. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. 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.

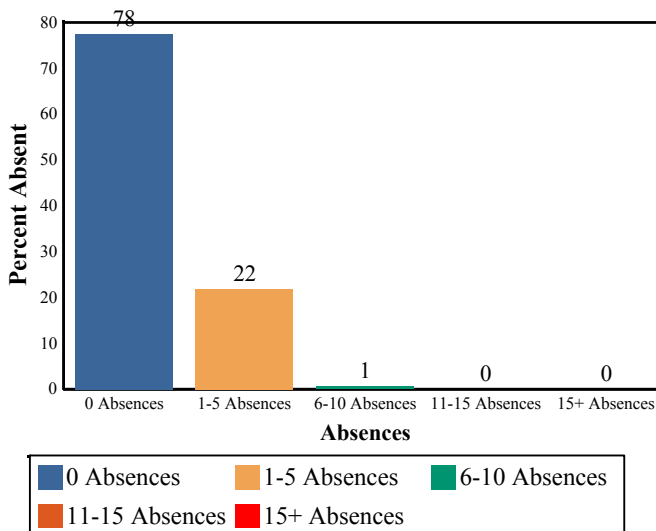
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 5% | 32 | 73 | 6% | YES |
| Summary | | | | | 100% |

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

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.



State of New Jersey

2012-13

07-1880-080

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HADDON HEIGHTS, NEW JERSEY 08035

STUDENT GROWTH

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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 | 65 | 83 | 92 | 35 | YES |
| Student Growth on Math | 50 | 28 | 48 | 35 | YES |
| | | 56 | 70 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 8% | 0% | 2% |
| Proficient | 19% | 25% | 38% |
| Advanced Proficient | 0% | 2% | 8% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 2% | 0% | 0% |
| Proficient | 16% | 16% | 2% |
| Advanced Proficient | 13% | 24% | 29% |

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.



State of New Jersey

2012-13

07-1880-080

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WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 so-called 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 larger than the state's.

Grade Level - 03

NJ ASK 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 | 250 | 300 |
| 75th | 231 | 221 |
| 50th | 218 | 204 |
| 25th | 203 | 191 |
| 0th | 173 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 28 | 30 |
|------------------|----|----|

Grade Level - 03

NJ ASK 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 | 300 | 300 |
| 75th | 286 | 264 |
| 50th | 257 | 235 |
| 25th | 229 | 201 |
| 0th | 167 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 57 | 63 |
|------------------|----|----|

Grade Level - 04

NJ ASK 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 | 296 | 300 |
| 75th | 234 | 225 |
| 50th | 227 | 206 |
| 25th | 205 | 183 |
| 0th | 165 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 29 | 42 |
|------------------|----|----|

Grade Level - 04

NJ ASK 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 | 294 | 300 |
| 75th | 274 | 260 |
| 50th | 252 | 229 |
| 25th | 222 | 201 |
| 0th | 200 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 52 | 59 |
|------------------|----|----|



State of New Jersey

2012-13

07-1880-080

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WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

Grade Level - 05

NJ ASK 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 | 283 | 300 |
| 75th | 235 | 224 |
| 50th | 228 | 205 |
| 25th | 211 | 187 |
| 0th | 190 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 24 | 37 |
|------------------|----|----|

Grade Level - 06

NJ ASK 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 | 247 | 300 |
| 75th | 231 | 225 |
| 50th | 226 | 209 |
| 25th | 215 | 191 |
| 0th | 180 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 16 | 34 |
|------------------|----|----|

Grade Level - 05

NJ ASK 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 | 300 | 300 |
| 75th | 289 | 268 |
| 50th | 271 | 237 |
| 25th | 245 | 205 |
| 0th | 215 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 44 | 63 |
|------------------|----|----|

Grade Level - 06

NJ ASK 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 | 300 | 300 |
| 75th | 277 | 252 |
| 50th | 257 | 225 |
| 25th | 221 | 201 |
| 0th | 137 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 56 | 51 |
|------------------|----|----|

State of New Jersey

2012-13

07-1880-080

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HADDON HEIGHTS, NEW JERSEY 08035

SCHOOL CLIMATE

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HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 |
|---------|-----------------|
| 2012-13 | 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 |
|---------|--------|
| 2012-13 | 1.2% |

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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 25 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 171 |

SCHOOL PEER GROUP**ATLANTIC AVE****07-1880-080**

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>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|----------------------------|-------------------------------------|--------------------------|-----------------------|-------------|-------------|--------------|
| BERGEN | GLEN ROCK BORO | RICHARD E BYRD | 03-1760-070 KG-05 | | 0.0% | 0.4% | 16.2% |
| BERGEN | PARAMUS BORO | STONY LANE ELEMENTARY SCHOOL | 03-3930-130 KG-04 | | 2.0% | 3.5% | 19.3% |
| BERGEN | RIDGEWOOD VILLAGE | WILLARD ELEMENTARY SCHOOL | 03-4390-130 KG-05 | | 0.6% | 1.4% | 10.4% |
| BERGEN | RIVER VALE TWP | ROBERGE ELEMENTARY SCHOOL | 03-4430-060 KG-05 | | 1.2% | 3.1% | 9.6% |
| BERGEN | RIVER VALE TWP | WOODSIDE ELEMENTARY SCHOOL | 03-4430-070 PK-05 | | 0.0% | 1.0% | 12.1% |
| BERGEN | SADDLE RIVER BORO | WANDELL SCHOOL | 03-4620-050 PK-05 | | 0.0% | 0.0% | 23.3% |
| BERGEN | TENAFLY BORO | RALPH S MAUGHAM SCHOOL | 03-5160-090 KG-05 | | 4.0% | 6.7% | 18.6% |
| BERGEN | UPPER SADDLE RIVER BORO | EDITH A. BOGERT ELEMENTARY SCHOOL | 03-5330-060 03-05 | | 0.0% | 0.7% | 17.7% |
| BERGEN | WYCKOFF TWP | ABRAHAM LINCOLN ELEMENTARY SCHOOL | 03-5920-010 KG-05 | | 0.0% | 0.9% | 12.2% |
| BERGEN | WYCKOFF TWP | CALVIN COOLIDGE ELEMENTARY SCHOOL | 03-5920-020 KG-05 | | 0.0% | 0.3% | 12.7% |
| BERGEN | WYCKOFF TWP | GEORGE WASHINGTON ELEMENTARY SCHOOL | 03-5920-030 KG-05 | | 0.0% | 0.7% | 12.5% |
| BERGEN | WYCKOFF TWP | SICOMAC ELEMENTARY SCHOOL | 03-5920-050 PK-05 | | 0.0% | 0.0% | 19.1% |
| CAMDEN | HADDON HEIGHTS BORO | ATLANTIC AVE | 07-1880-080 KG-06 | | 0.0% | 0.0% | 19.3% |
| CAMDEN | HADDONFIELD BORO | CENTRAL SCHOOL | 07-1900-060 KG-05 | | 0.0% | 0.0% | 16.8% |
| CAPE MAY | CAPE MAY CITY | CAPE MAY CITY ELEMENTARY SCHOOL | 09-0710-050 PK-06 | | 0.0% | 0.7% | 14.1% |
| ESSEX | CALDWELL-WEST CALDWELL | WILSON ELEMENTARY SCHOOL | 13-0660-120 PK-05 | | 0.0% | 0.8% | 9.1% |
| ESSEX | ESSEX FELS BORO | ESSEX FELS ELEMENTARY SCHOOL | 13-1400-050 KG-06 | | 0.0% | 0.0% | 15.3% |
| ESSEX | GLEN RIDGE BORO | RIDGEWOOD AVENUE SCHOOL | 13-1750-075 03-06 | | 0.0% | 0.0% | 14.4% |
| ESSEX | LIVINGSTON TWP | HARRISON ELEMENTARY SCHOOL | 13-2730-090 KG-05 | | 0.8% | 2.1% | 13.3% |
| ESSEX | MILLBURN TWP | DEERFIELD SCHOOL | 13-3190-065 PK-05 | | 0.0% | 1.6% | 9.8% |
| ESSEX | NORTH CALDWELL BORO | GOULD/MOUNTAIN ELEMENTARY SCHOOL | 13-3630-050 04-06 | | 0.0% | 0.0% | 16.7% |
| MIDDLESEX | MONROE TWP | BROOKSIDE ELEMENTARY SCHOOL | 23-3290-050 03-05 | | 0.0% | 0.0% | 21.3% |
| MIDDLESEX | MONROE TWP | OAK TREE ELEMENTARY SCHOOL | 23-3290-060 PK-03 | | 0.0% | 1.8% | 8.8% |
| MONMOUTH | ROOSEVELT BORO | ROOSEVELT PUBLIC SCHOOL | 25-4520-050 PK-06 | | 0.0% | 0.0% | 17.6% |
| MORRIS | EAST HANOVER TWP | CENTRAL ELEMENTARY SCHOOL | 27-1190-030 03-05 | | 0.3% | 0.6% | 18.1% |
| MORRIS | HANOVER TWP | SALEM DRIVE SCHOOL | 27-2000-060 KG-05 | | 0.4% | 1.5% | 14.4% |
| MORRIS | SCH DIST OF THE CHATHAMS | SOUTHERN BOULEVARD SCHOOL | 27-0785-080 KG-03 | | 0.4% | 1.1% | 13.0% |
| SOMERSET | BERNARDS TWP | MOUNT PROSPECT ELEMENTARY SCHOOL | 35-0350-100 PK-05 | | 0.3% | 1.9% | 9.6% |
| SOMERSET | BRIDGEWATER-RARITAN REG | MILLTOWN ELEMENTARY SCHOOL | 35-0555-085 KG-04 | | 4.7% | 7.8% | 12.9% |
| UNION | WESTFIELD TOWN | FRANKLIN ELEMENTARY SCHOOL | 39-5730-100 01-05 | | 0.2% | 0.2% | 15.0% |
| UNION | WESTFIELD TOWN | WILSON ELEMENTARY SCHOOL | 39-5730-160 01-05 | | 0.3% | 0.0% | 19.0% |



State of New Jersey

2012-13

07-1880-060

OVERVIEW

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

GLENVIEW AVE

GLENVIEW & SYCAMORE STREETS

HADDON HEIGHTS, NEW JERSEY 08035

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **significantly lags in comparison** to its peers. This school's student growth performance **is very high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 62 | 89 | 100% |
| College and Career Readiness | 16 | 54 | 0% |
| Student Growth | 76 | 89 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **89%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **54%** of schools statewide as noted by its statewide percentile and **16%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **89%** of schools statewide as noted by its statewide percentile and **76%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

2012-13

07-1880-060

GLENVIEW AVE

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HADDON HEIGHTS, NEW JERSEY 08035

DEMOGRAPHIC INFORMATION

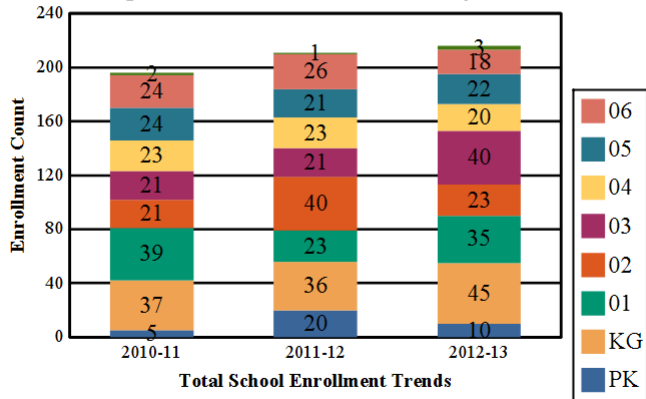
CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

Enrollment by Grade, in Full Time Equivalent

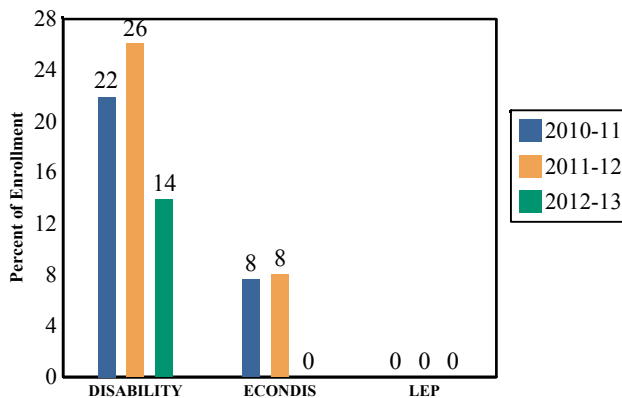
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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 in Full Time Equivalent | |
|---|-----|
| 2011-12 | 211 |
| 2012-13 | 216 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 30 | 14% |
| Economically Disadvantaged Students | 0 | 0% |
| Limited English Proficient Students | 0 | 0% |

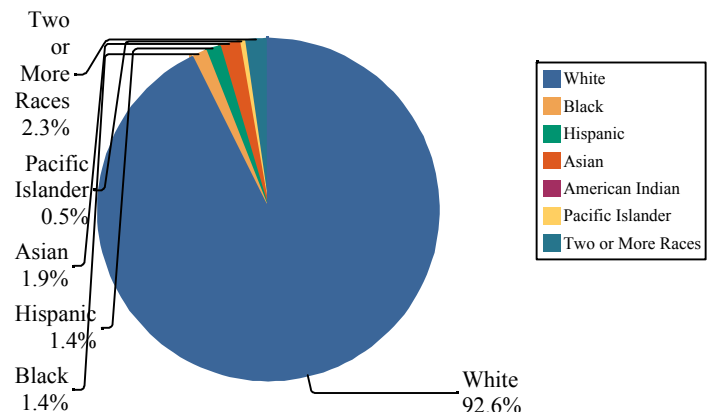
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 100.0% |

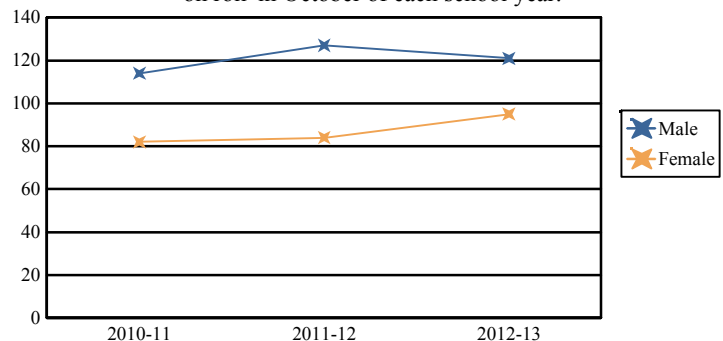
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 114 | 82 |
| 2011-12 | 127 | 84 |
| 2012-13 | 121 | 95 |



State of New Jersey

2012-13

07-1880-060

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 83% | 39 | 83 | 100% |
| NJASK Math Proficiency and above | 96% | 84 | 95 | 100% |
| SUMMARY - Academic Achievement | | 62 | 89 | 100% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

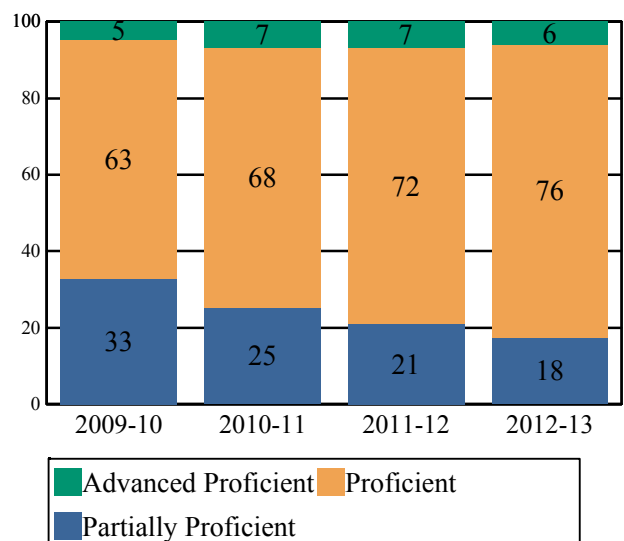
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 97 | 82.5 | 78.9 | YES |
| White | 90 | 82.3 | 82.5 | YES* |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | - | - | | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | - | - | | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN PK-06

07-1880-060

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

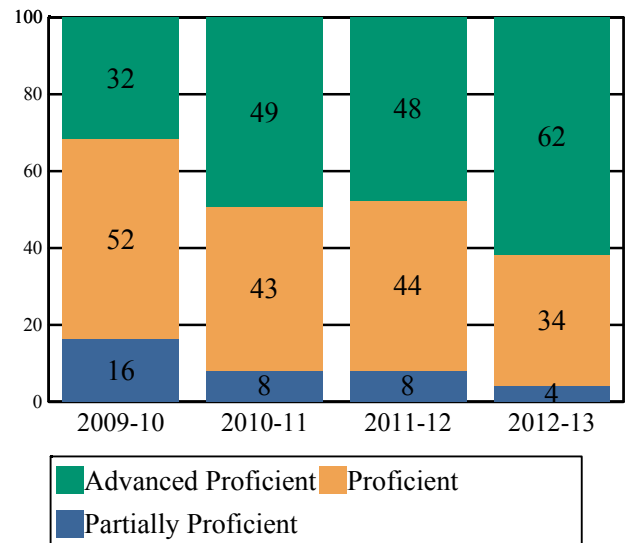
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 97 | 95.9 | 90 | YES |
| White | 90 | 95.5 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | - | - | | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | - | - | | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-06

NJASK Results - Language Arts Literacy Grade Level - 03

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 | 8% | 81% | 11% |
| White | 6% | 83% | 11% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 04

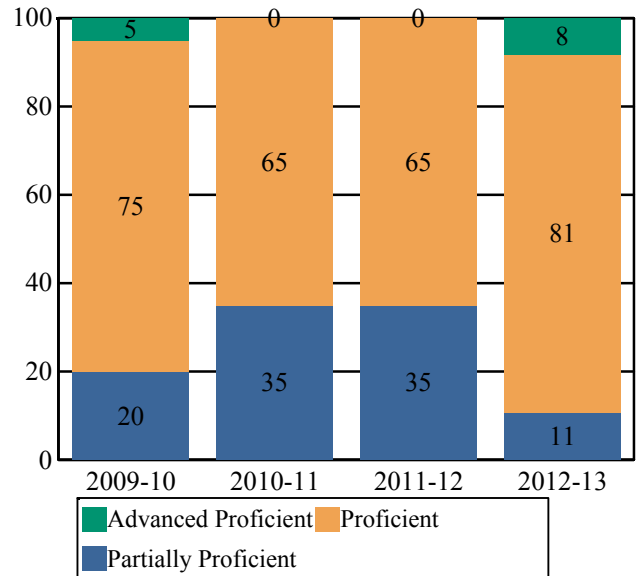
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 68% | 26% |
| White | 6% | 67% | 28% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

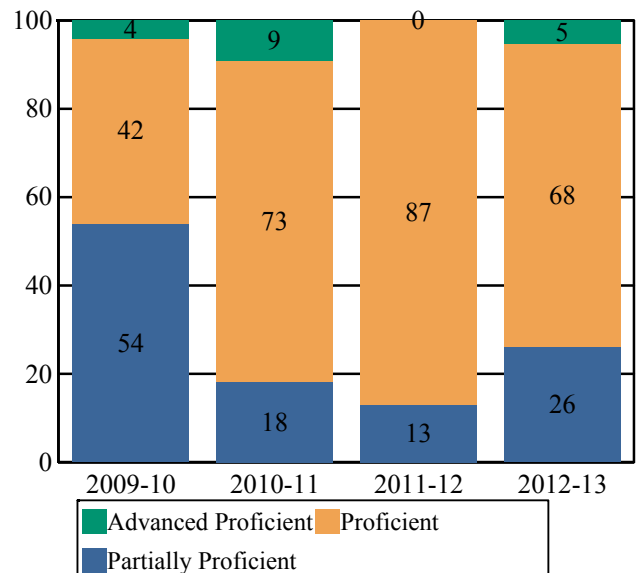
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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



NJASK Proficiency Trends - Language Arts Literacy - 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.





State of New Jersey

2012-13

07-1880-060

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HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-06

NJASK Results - Language Arts Literacy Grade Level - 05

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 | 4% | 65% | 30% |
| White | 5% | 63% | 32% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06

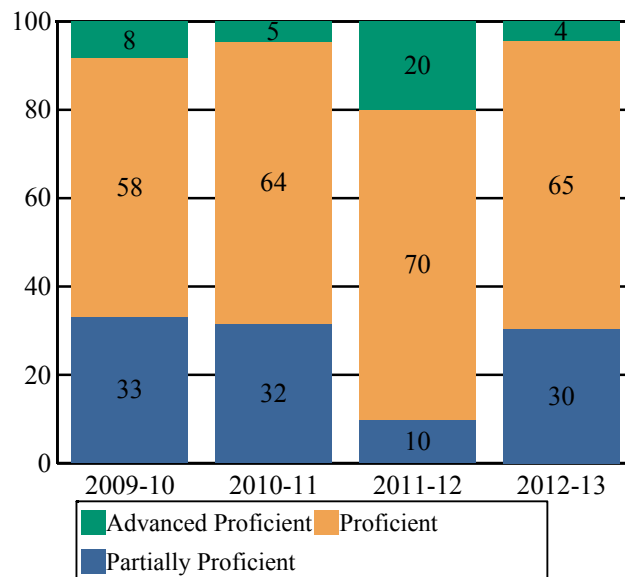
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 6% | 89% | 6% |
| White | 6% | 88% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

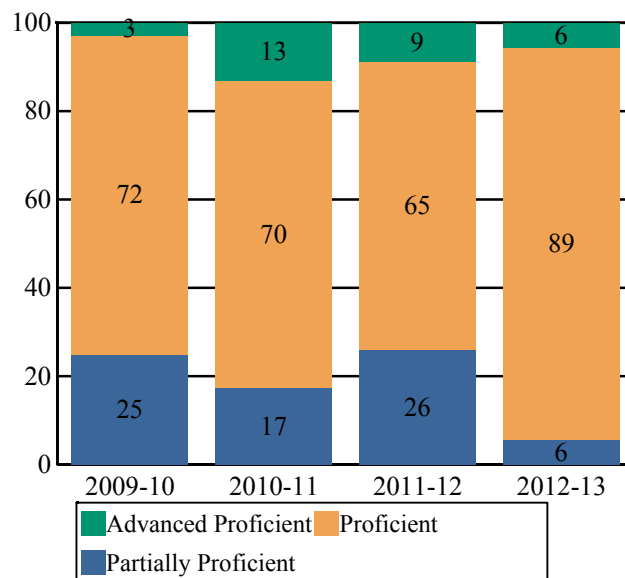
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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





State of New Jersey

2012-13

07-1880-060

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

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HADDON HEIGHTS, NEW JERSEY 08035

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

State of New Jersey

2012-13

07-1880-060

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HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN PK-06

NJASK Results - MATH Grade Level - 03

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 | 59% | 38% | 3% |
| White | 58% | 39% | 3% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 04

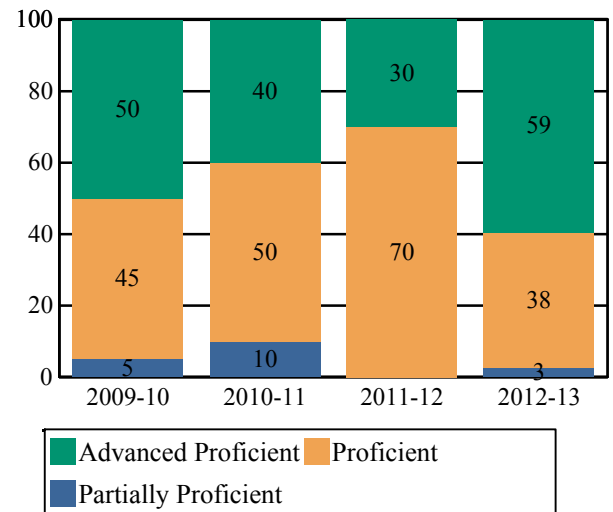
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 42% | 53% | 5% |
| White | 44% | 50% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

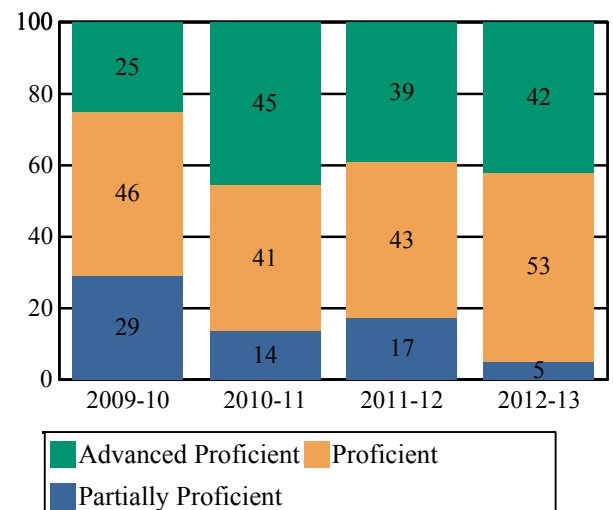
NJASK Proficiency Trends - Math - Grade Level - 03

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



NJASK Proficiency Trends - Math - 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.



State of New Jersey

2012-13

07-1880-060

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HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-06

NJASK Results - MATH Grade Level - 05

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 | 70% | 26% | 4% |
| White | 68% | 26% | 5% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 06

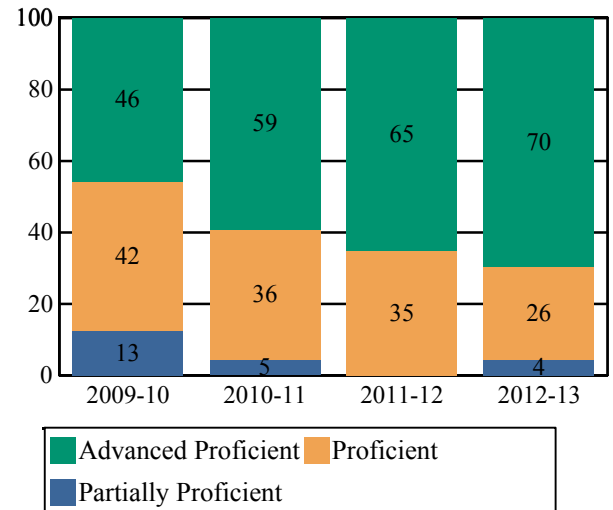
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 78% | 17% | 6% |
| White | 82% | 12% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

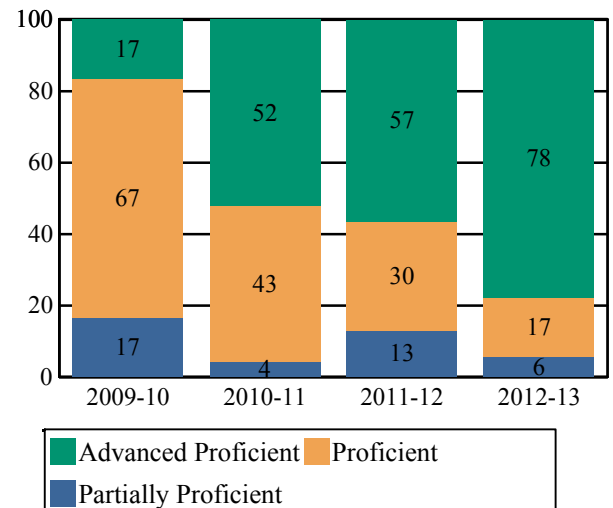
NJASK Proficiency Trends - Math - Grade Level - 05

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



NJASK Proficiency Trends - Math - Grade Level - 06

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





State of New Jersey

2012-13

07-1880-060

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

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HADDON HEIGHTS, NEW JERSEY 08035

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



State of New Jersey

2012-13

07-1880-060

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HADDON HEIGHTS, NEW JERSEY 08035

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GRADE SPAN PK-06

NJASK Results - Science Grade Level - 04

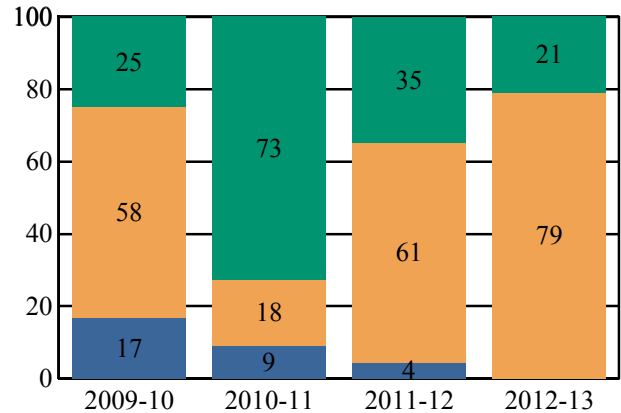
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 21% | 79% | 0% |
| White | 22% | 78% | 0% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under NCLB 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.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient



State of New Jersey

2012-13

07-1880-060

COLLEGE AND CAREER READINESS

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

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HADDON HEIGHTS, NEW JERSEY 08035

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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

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. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. 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.

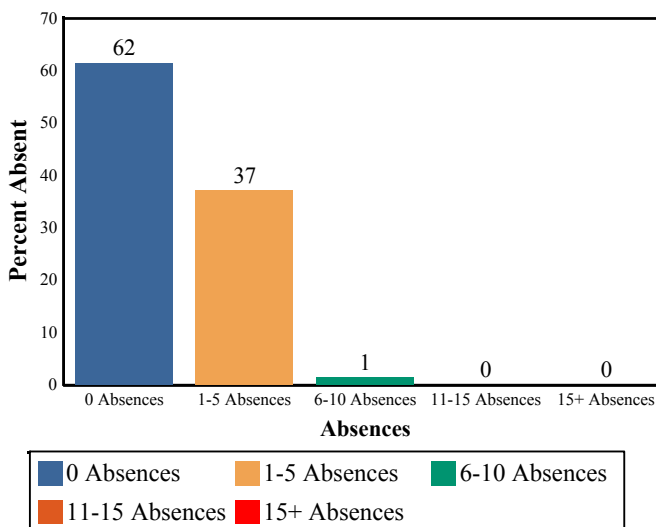
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 7% | 16 | 54 | 6% | NO |
| Summary | | | | | 0% |

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

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.



State of New Jersey

2012-13

07-1880-060

STUDENT GROWTH

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GRADE SPAN PK-06

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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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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 | 66 | 79 | 94 | 35 | YES |
| Student Growth on Math | 62 | 72 | 83 | 35 | YES |
| | | 76 | 89 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 17% | 0% | 2% |
| Proficient | 5% | 27% | 44% |
| Advanced Proficient | 0% | 0% | 5% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 2% | 2% | 0% |
| Proficient | 10% | 14% | 8% |
| Advanced Proficient | 8% | 17% | 39% |

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.

State of New Jersey

2012-13

07-1880-060

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HADDON HEIGHTS, NEW JERSEY 08035

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-06

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 so-called 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 larger than the state's.

Grade Level - 03

NJ ASK 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 | 256 | 300 |
| 75th | 221 | 221 |
| 50th | 214 | 204 |
| 25th | 205 | 191 |
| 0th | 185 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 16 | 30 |

Grade Level - 03

NJ ASK 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 | 300 | 300 |
| 75th | 279 | 264 |
| 50th | 255 | 235 |
| 25th | 227 | 201 |
| 0th | 192 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 63 |

Grade Level - 04

NJ ASK 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 | 251 | 300 |
| 75th | 227 | 225 |
| 50th | 206 | 206 |
| 25th | 195 | 183 |
| 0th | 171 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 42 |

Grade Level - 04

NJ ASK 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 | 299 | 300 |
| 75th | 257 | 260 |
| 50th | 237 | 229 |
| 25th | 220 | 201 |
| 0th | 187 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 37 | 59 |



State of New Jersey

2012-13

07-1880-060

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WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-06

Grade Level - 05

NJ ASK 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 | 257 | 300 |
| 75th | 231 | 224 |
| 50th | 219 | 205 |
| 25th | 190 | 187 |
| 0th | 131 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 41 | 37 |

Grade Level - 06

NJ ASK 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 | 248 | 300 |
| 75th | 232 | 225 |
| 50th | 225 | 209 |
| 25th | 219 | 191 |
| 0th | 188 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 13 | 34 |

Grade Level - 05

NJ ASK 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 | 300 | 300 |
| 75th | 273 | 268 |
| 50th | 258 | 237 |
| 25th | 239 | 205 |
| 0th | 165 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 63 |

Grade Level - 06

NJ ASK 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 | 300 | 300 |
| 75th | 288 | 252 |
| 50th | 261 | 225 |
| 25th | 246 | 201 |
| 0th | 188 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 42 | 51 |



State of New Jersey

2012-13

07-1880-060

GLENVIEW AVE

GLENVIEW & SYCAMORE STREETS

HADDON HEIGHTS, NEW JERSEY 08035

SCHOOL CLIMATE

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN PK-06

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 15 Mins. |

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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 25 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 0.0% |

Student Expulsions

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

| | School |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 8 |
| Administrators | 216 |

SCHOOL PEER GROUP**GLENVIEW AVE****07-1880-060**

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>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|----------------------------|---------------------------------------|--------------------------|-----------------------|-------------|-------------|--------------|
| BERGEN | MONTVALE BORO | MEMORIAL ELEMENTARY SCHOOL | 03-3330-030 PK-04 | | 0.0% | 0.0% | 8.8% |
| BERGEN | PARAMUS BORO | PARKWAY ELEMENTARY SCHOOL | 03-3930-100 KG-04 | | 3.1% | 4.7% | 14.5% |
| BERGEN | RIDGEWOOD VILLAGE | SOMERVILLE ELEMENTARY SCHOOL | 03-4390-100 KG-05 | | 0.6% | 1.0% | 11.6% |
| BERGEN | RIDGEWOOD VILLAGE | WILLARD ELEMENTARY SCHOOL | 03-4390-130 KG-05 | | 0.6% | 1.4% | 10.4% |
| CAMDEN | HADDON HEIGHTS BORO | GLENVIEW AVE | 07-1880-060 PK-06 | | 0.0% | 0.0% | 10.6% |
| CAMDEN | HADDONFIELD BORO | ELIZABETH HADDON SCHOOL | 07-1900-080 KG-05 | | 0.3% | 0.0% | 13.2% |
| CAPE MAY | STONE HARBOR BORO | STONE HARBOR ELEMENTARY SCHOOL | 09-5060-050 KG-04 | | 0.0% | 0.0% | 9.0% |
| ESSEX | CALDWELL-WEST CALDWELL | WASHINGTON ELEMENTARY SCHOOL | 13-0660-110 KG-05 | | 1.4% | 1.9% | 8.4% |
| ESSEX | LIVINGSTON TWP | BURNET HILL ELEMENTARY SCHOOL | 13-2730-070 PK-05 | | 1.1% | 1.6% | 11.9% |
| ESSEX | LIVINGSTON TWP | MOUNT PLEASANT MIDDLE SCHOOL | 13-2730-060 06 | | 0.5% | 0.5% | 13.5% |
| ESSEX | MILLBURN TWP | HARTSHORN SCHOOL | 13-3190-080 KG-05 | | 0.0% | 0.4% | 9.1% |
| ESSEX | NORTH CALDWELL BORO | GRANDVIEW ELEMENTARY SCHOOL | 13-3630-060 PK-03 | | 0.0% | 0.0% | 8.9% |
| ESSEX | VERONA BORO | BROOKDALE AVENUE SCHOOL | 13-5370-070 KG-04 | | 0.0% | 0.0% | 9.9% |
| ESSEX | VERONA BORO | FOREST AVENUE SCHOOL | 13-5370-090 KG-04 | | 0.0% | 0.0% | 12.5% |
| ESSEX | VERONA BORO | LANING AVENUE SCHOOL | 13-5370-100 PK-04 | | 0.0% | 0.0% | 7.9% |
| HUNTERDON | LEBANON BORO | LEBANON BOROUGH SCHOOL | 19-2590-050 KG-06 | | 0.0% | 0.0% | 6.6% |
| HUNTERDON | UNION TWP | UNION TOWNSHIP ELEMENTARY SCHOOL | 19-5270-060 PK-04 | | 0.4% | 0.0% | 13.0% |
| MIDDLESEX | MONROE TWP | APPLEGARTH ELEMENTARY SCHOOL | 23-3290-300 04-05 | | 0.0% | 0.0% | 11.9% |
| MONMOUTH | FAIR HAVEN BORO | VIOLA L SICKLES SCHOOL | 25-1440-060 PK-03 | | 0.2% | 0.0% | 10.2% |
| MONMOUTH | RUMSON BORO | DEANE-PORTER SCHOOL | 25-4570-040 PK-03 | | 0.0% | 0.0% | 8.0% |
| MORRIS | FLORHAM PARK BORO | BROOKLAKE SCHOOL | 27-1530-020 03-05 | | 0.6% | 0.6% | 15.2% |
| MORRIS | HANOVER TWP | BEE MEADOW SCHOOL | 27-2000-025 KG-05 | | 4.1% | 6.7% | 10.2% |
| MORRIS | LONG HILL TWP | MILLINGTON ELEMENTARY SCHOOL | 27-4000-060 02-05 | | 3.3% | 3.6% | 22.0% |
| MORRIS | MENDHAM TWP | MENDHAM TOWNSHIP ELEMENTARY SCHOOL | 27-3100-050 PK-04 | | 0.0% | 0.0% | 8.8% |
| MORRIS | MONTVILLE TWP | VALLEY VIEW SCHOOL | 27-3340-055 KG-05 | | 1.3% | 1.3% | 16.7% |
| MORRIS | MOUNTAIN LAKES BORO | WILDWOOD ELEMENTARY SCHOOL | 27-3460-080 KG-05 | | 0.2% | 0.0% | 15.6% |
| OCEAN | ISLAND HEIGHTS BORO | ISLAND HEIGHTS ELEMENTARY SCHOOL | 29-2350-050 KG-06 | | 0.0% | 0.0% | 11.7% |
| SOMERSET | WARREN TWP | ANGELO L. TOMOSO SCHOOL | 35-5470-040 KG-05 | | 0.9% | 1.2% | 14.3% |
| SOMERSET | WATCHUNG BORO | BAYBERRY SCHOOL | 35-5540-040 PK-04 | | 0.0% | 0.0% | 11.8% |
| UNION | WESTFIELD TOWN | FRANKLIN ELEMENTARY SCHOOL | 39-5730-100 01-05 | | 0.2% | 0.2% | 15.0% |
| UNION | WESTFIELD TOWN | WASHINGTON ELEMENTARY SCHOOL | 39-5730-150 01-05 | | 0.6% | 0.3% | 17.8% |



State of New Jersey

2012-13

07-1880-050

OVERVIEW

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's graduation and post-secondary performance **is about average when compared** to schools across the state. Additionally, its graduation and post-secondary readiness **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|-------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 45 | 56 | 90% |
| College & Career Readiness | 40 | 48 | 40% |
| Graduation and Post-Secondary | 41 | 43 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **56%** of schools statewide as noted by its statewide percentile and **45%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **90%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **40%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **40%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **43%** of schools statewide as noted by its statewide percentile and **41%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

DEMOGRAPHIC INFORMATION

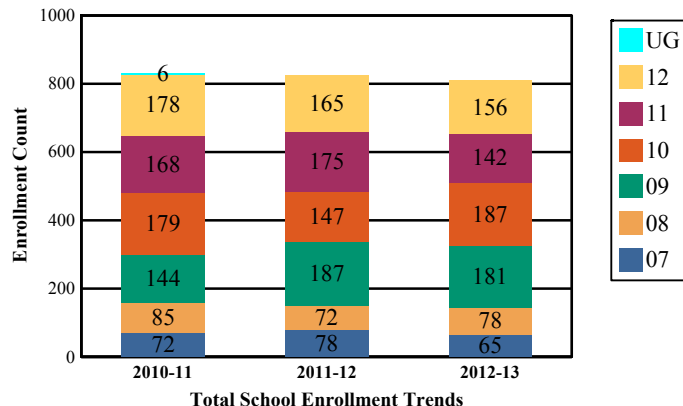
CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

Enrollment by Grade, in Full Time Equivalent

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

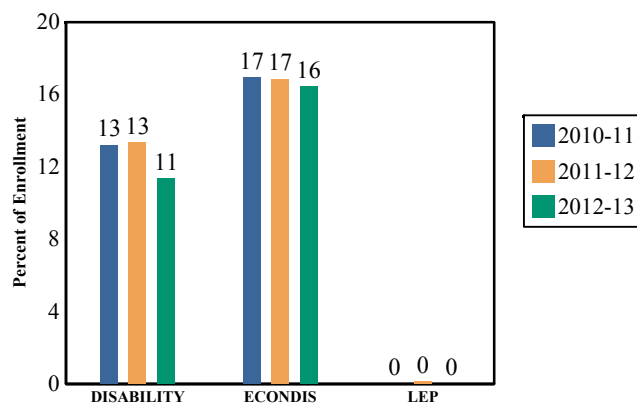


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

| | |
|---------|-----|
| 2011-12 | 824 |
| 2012-13 | 809 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 92 | 11% |
| Economically Disadvantaged Students | 133 | 16.4% |
| Limited English Proficient Students | 0 | 0.0% |

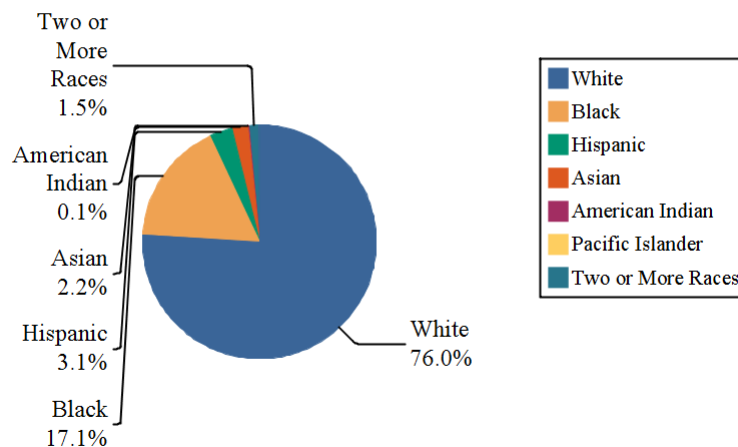
Language Diversity

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

| 2012-13 | Percent |
|-----------------|---------|
| English | 99.9% |
| Karen languages | 0.1% |

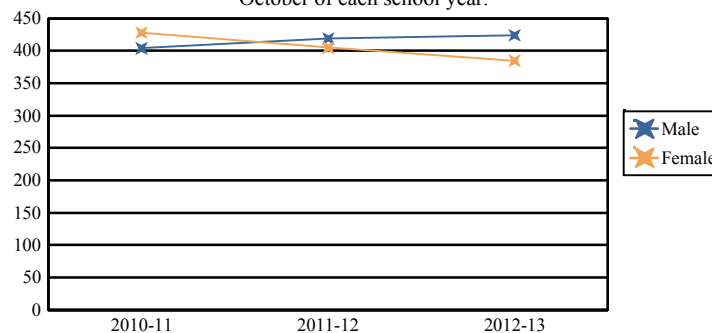
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 404 | 428 |
| 2011-12 | 419 | 405 |
| 2012-13 | 424 | 385 |



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS
301 SECOND AVENUE

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS, NEW JERSEY 08035

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|--|------------------------|-----------------|------------------|------------------------|
| HSPA Language Arts Proficiency and above | 96% | 55 | 58 | 100% |
| HSPA Math Proficiency and above | 90% | 35 | 54 | 80% |
| SUMMARY - Academic Achievement | | 45 | 56 | 90% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

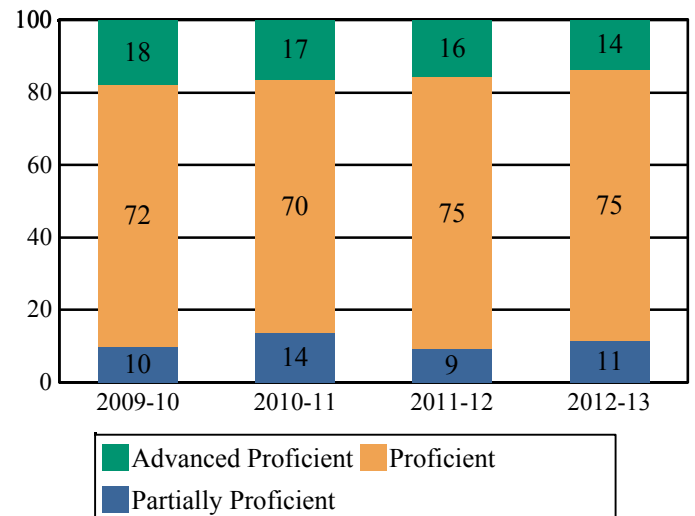
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 306 | 88.5 | 88.8 | YES* |
| White | 243 | 89.7 | 89.7 | YES |
| Black | 49 | 83.7 | 87.7 | YES* |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 41 | 53.7 | 65.6 | YES* |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 50 | 84 | 86.6 | YES* |

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS
301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

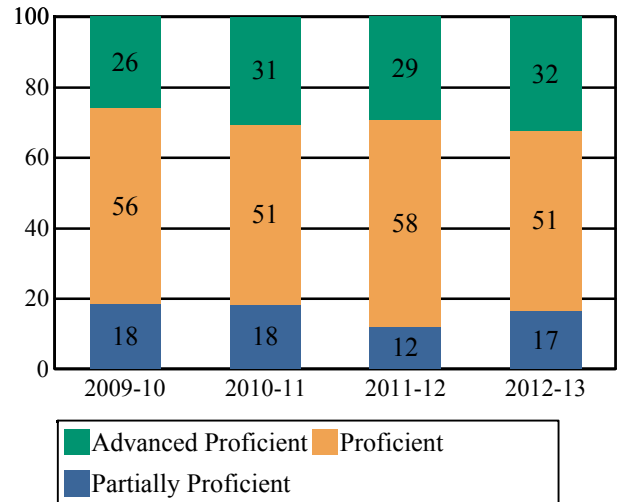
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 306 | 83.4 | 84.7 | YES* |
| White | 243 | 86.9 | 89.1 | YES* |
| Black | 49 | 71.4 | 69.8 | YES |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 41 | 26.8 | 54 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 50 | 72 | 70.7 | YES |

YES* = Met Progress Target (Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Outcomes - Biology

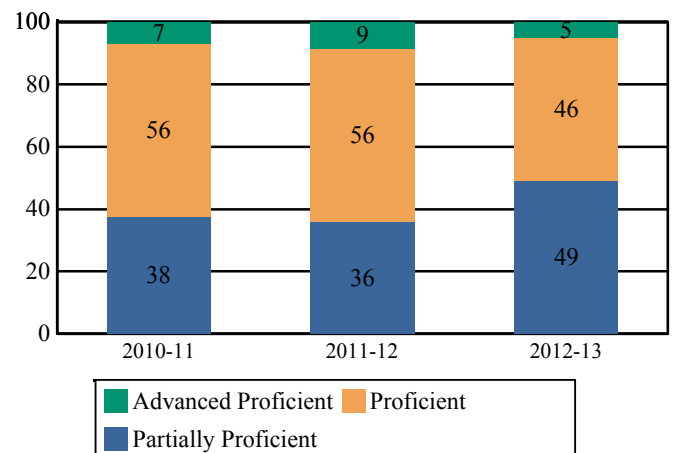
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 5% | 46% | 49% |
| White | 7% | 51% | 42% |
| Black | 0% | 35% | 65% |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 13% | 87% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 36% | 64% |

Data is presented for subgroups when the count is high enough under NCLB 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 two years.



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

NJASK Results - Language Arts Literacy Grade Level - 07

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 | 16% | 52% | 32% |
| White | 18% | 52% | 30% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 08

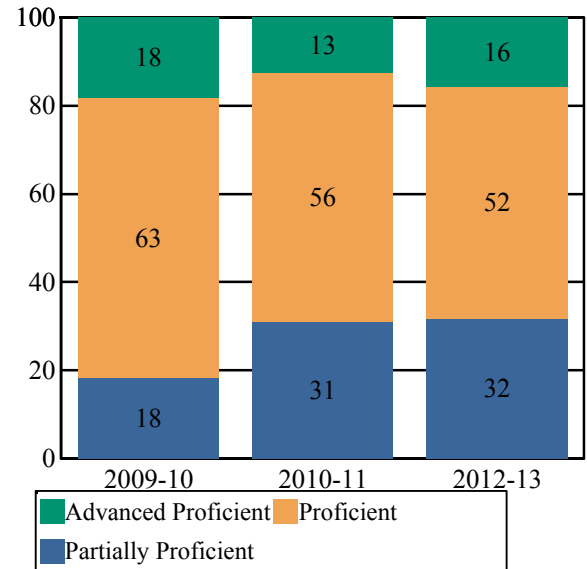
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 81% | 12% |
| White | 7% | 84% | 9% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 54% | 46% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

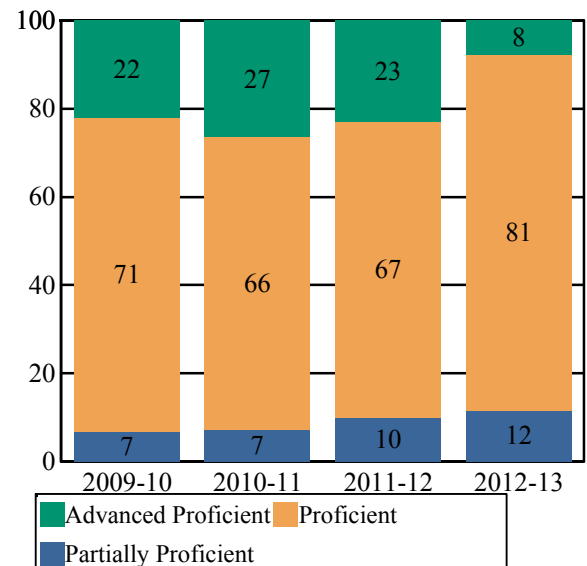
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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



NJASK Proficiency Trends - Language Arts Literacy - 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.





State of New Jersey

2012-13

07-1880-050

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

NJASK Results - MATH Grade Level - 07

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 | 40% | 37% | 24% |
| White | 43% | 38% | 20% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 08

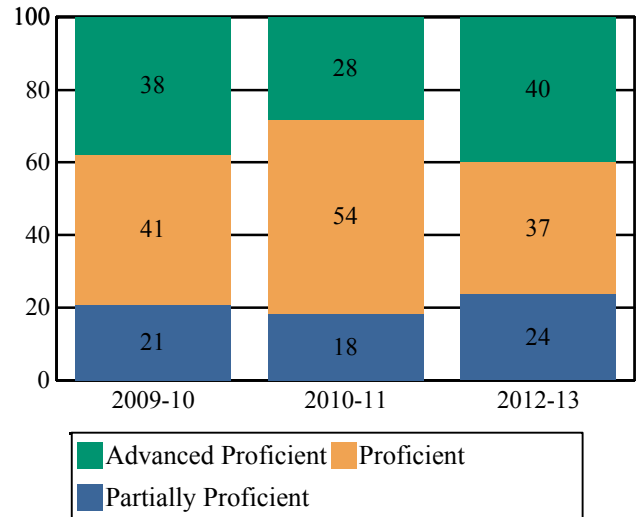
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 47% | 28% | 24% |
| White | 49% | 32% | 19% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 8% | 38% | 54% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

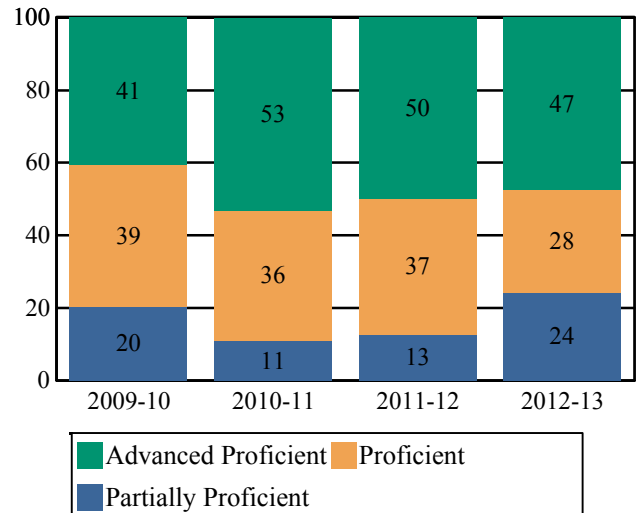
NJASK Proficiency Trends - Math - Grade Level - 07

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



NJASK Proficiency Trends - Math - 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.





State of New Jersey

2012-13

07-1880-050

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

NJASK Results - Science Grade Level - 08

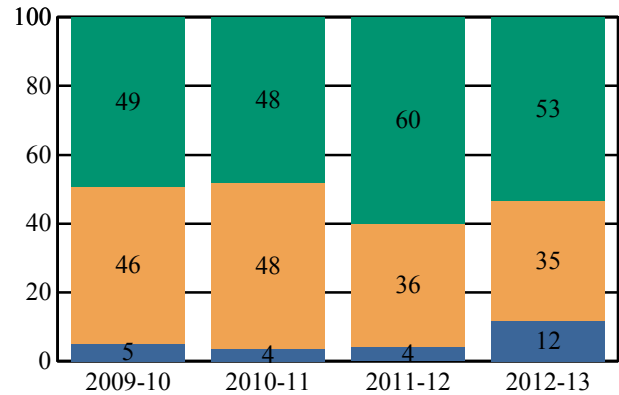
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 53% | 35% | 12% |
| White | 57% | 36% | 7% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 17% | 33% | 50% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under NCLB 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.



Advanced Proficient Proficient Partially Proficient



State of New Jersey

2012-13

07-1880-050

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

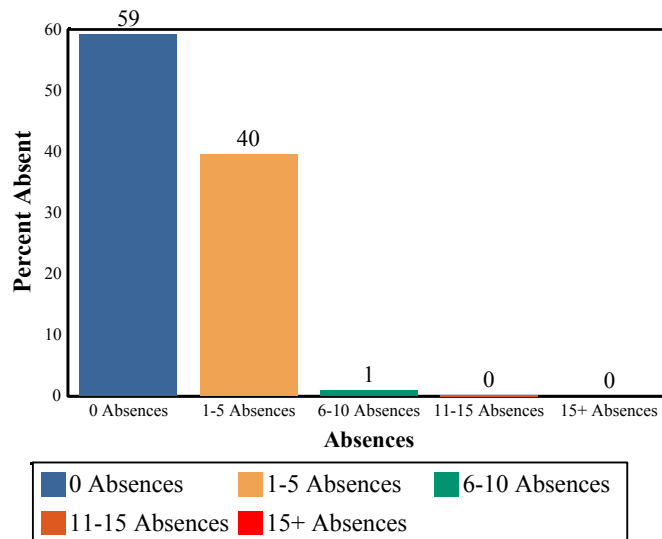
Algebra I

This table presents the percentage of seventh and eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2012-13 | School |
|-----------------------------|--------|
| Students taking Algebra I | 46% |
| Algebra grade (C or better) | 94% |

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.





State of New Jersey

2012-13

07-1880-050

COLLEGE AND CAREER READINESS

CAMDEN

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS, NEW JERSEY 08035

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 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. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. 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 | 83% | 65 | 55 | 80% | YES |
| Percent of Students Participating in PSAT | 41% | 35 | 36 | 60% | NO |
| Percent of Students Scoring Above 1550 on SAT | 40% | 32 | 56 | 40% | YES |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 19% | 58 | 56 | 35% | NO |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 55% | 10 | 36 | 75% | NO |
| Summary | | 40 | 48 | | 40% |

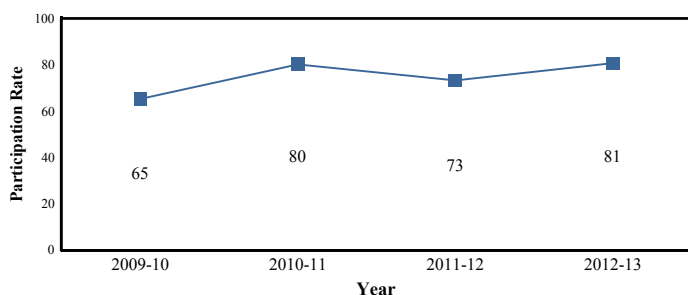
College Readiness Test Participation

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.

| 2012-13 Percent of Students | School | Peer Avg. | State Avg. |
|-----------------------------|--------|-----------|------------|
| Participating in SAT | 80.8% | 76.0% | 75.3% |
| Participating in ACT | 17.3% | | 20.6% |
| Participating in PSAT | 41.0% | 51.5% | 52.5% |

Participation Trends - SAT Testing

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



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.

| 2012-13 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 12.4% | 30.0% | 32.8% |
| One or More Test | 19.5% | 21.3% | 26.8% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 18.8% | 17.5% | 18.9% |

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.

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 ≥ 3 and scored IB ≥ 4 .

| 2012-13 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 53.4% | 76.6% | 74.6% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 55.4% | 77.1% | 75.1% |

COLLEGE AND CAREER READINESS

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

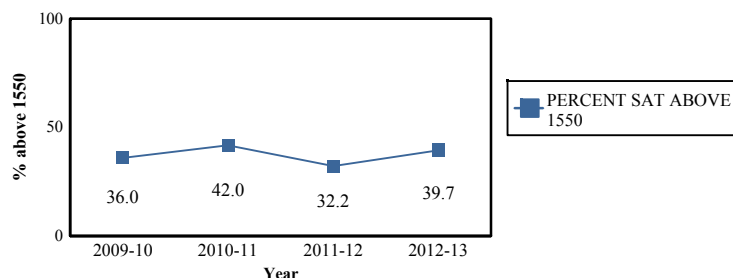
Scholastic Assessment Test (SAT) Results

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.

| 2012-13 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 40% | 43.8% | 43.9% |

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 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.

| 2012-13 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,489 | 1,529 | 1,512 |
| Critical Reading | 488 | 504 | 495 |
| Mathematics | 512 | 523 | 521 |
| Writing | 489 | 502 | 496 |

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.

| 2012-13 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 560 | 580 | 548 |
| 50th Percentile | 485 | 490 | 470 |
| 25th Percentile | 410 | 450 | 420 |

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 U.S. History | 24 | 19 |
| AP European History | 14 | 5 |



State of New Jersey

2012-13

07-1880-050

COLLEGE AND CAREER READINESS

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

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 | 1.8% |
| Drama/Theater | 3.9% | 3.5% |
| Music | 17.0% | 16.7% |
| Visual Arts | 45.8% | 30.2% |
| Total: All Visual and Performing Arts | 62.3% | 47.3% |

N/R - Data Not Reported



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

STUDENT GROWTH

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school.

| Student Growth Indicators | Schoolwide Performance |
|---------------------------------|------------------------|
| Student Growth on Language Arts | 42 |
| Student Growth on Math | 47 |
| | |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 13% | 7% | 0% |
| Proficient | 29% | 23% | 17% |
| Advanced Proficient | 1% | 4% | 7% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 17% | 5% | 1% |
| Proficient | 14% | 11% | 8% |
| Advanced Proficient | 8% | 14% | 22% |

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.



State of New Jersey

2012-13

07-1880-050

GRADUATION AND POSTSECONDARY

CAMDEN

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS, NEW JERSEY 08035

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB 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 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. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. 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 NCLB 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 | 87% | 4 | 29 | 75% | YES |
| Dropout Rate | 0.4% | 77 | 56 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 41 | 43 | | 100% |

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 |
|-------------------------------------|--------|--------------|
| Schoolwide | 87% | 75% |
| White | 91% | |
| Black | 77% | |
| Hispanic | - | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | - | |
| Limited English Proficient Students | - | |
| Economically Disadvantaged Students | 67% | |

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's enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .4% | 2% |
| White | .3% | |
| Black | .7% | |
| Hispanic | - | |
| American Indian | - | |
| Asian | - | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 0% | |
| Economically Disadvantaged Students | .8% | |
| Limited English Proficiency | - | |



State of New Jersey

2012-13

07-1880-050

GRADUATION AND POSTSECONDARY

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

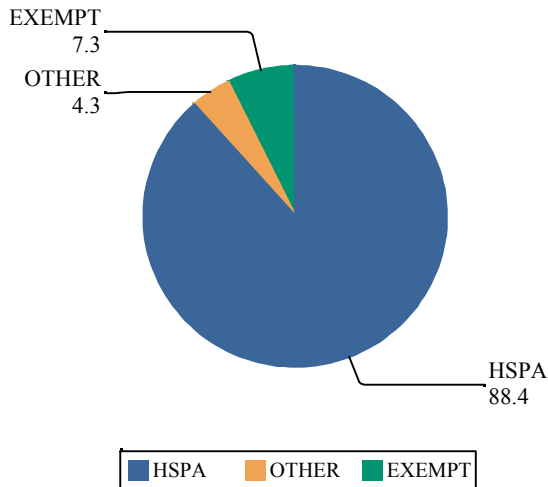
HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

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 |
|----------|-------------|-------------|
| 2011 | 88% | 91% |
| 2012 | 88% | 91% |
| 2013 | 87% | |

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 |
|-------------------------------------|------------------|-------------------|-------------------|
| Schoolwide | 77% | 44.9% | 55.1% |
| White | 75.5% | 42.5% | 57.5% |
| Black | 77.5% | 45.2% | 54.8% |
| Hispanic | - | - | - |
| Asian | - | - | - |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |



State of New Jersey

2012-13

07-1880-050

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

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 so-called 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 larger than the state's.

Grade Level - 07

NJ ASK 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 265 | 300 |
| 75th | 235 | 231 |
| 50th | 218 | 211 |
| 25th | 193 | 189 |
| 0th | 114 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 42 | 42 |

Grade Level - 08

NJ ASK 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 258 | 300 |
| 75th | 236 | 236 |
| 50th | 221 | 220 |
| 25th | 213 | 205 |
| 0th | 170 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 23 | 31 |

Grade Level - 07

NJ ASK 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 300 | 300 |
| 75th | 264 | 250 |
| 50th | 229 | 213 |
| 25th | 201 | 183 |
| 0th | 141 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 63 | 67 |

Grade Level - 08

NJ ASK 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 300 | 300 |
| 75th | 271 | 255 |
| 50th | 235 | 219 |
| 25th | 202 | 188 |
| 0th | 140 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 69 | 67 |



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

Grade Level - High School

HSPA 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 262 | 291 |
| 75th | 245 | 247 |
| 50th | 237 | 237 |
| 25th | 222 | 222 |
| 0th | 132 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 23 | 25 |

Grade Level - High School

HSPA 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 Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 272 | 300 |
| 75th | 248 | 251 |
| 50th | 228 | 231 |
| 25th | 214 | 209 |
| 0th | 158 | 136 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 34 | 42 |



State of New Jersey

2012-13

07-1880-050

HADDON HEIGHTS JR-SR HS

301 SECOND AVENUE

HADDON HEIGHTS, NEW JERSEY 08035

SCHOOL CLIMATE

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN 07-12

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 |
|---------|-----------------|
| 2012-13 | 6 Hrs. 42 Mins. |

Student Suspension Rate

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

| | School |
|---------|--------|
| 2012-13 | 7.1% |

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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 57 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 9 |
| Administrators | 202 |

SCHOOL PEER GROUP

HADDON HEIGHTS JR-SR HS

07-1880-050

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>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|----------------------------|---|---------------------|-----------------------|--------------|-------------|--------------|
| BERGEN | HASBROUCK HEIGHTS BORO | HASBROUCK HEIGHTS HIGH SCHOOL | 03-2080-050 | 09-12 | 15.2% | 0.4% | 11.8% |
| BURLINGTON | LENAPE REGIONAL | CHEROKEE HIGH SCHOOL | 05-2610-040 | 09-12 | 10.7% | 0.4% | 17.0% |
| BURLINGTON | LENAPE REGIONAL | LENAPE HIGH SCHOOL | 05-2610-050 | 09-12 | 14.6% | 0.4% | 13.1% |
| BURLINGTON | LENAPE REGIONAL | SENECA HIGH SCHOOL | 05-2610-070 | 09-12 | 11.8% | 0.2% | 12.9% |
| BURLINGTON | NORTHERN BURLINGTON REG | NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL | 05-3690-050 | 09-12 | 11.7% | 0.4% | 15.1% |
| CAMDEN | EASTERN CAMDEN COUNTY REG | EASTERN REGIONAL HIGH SCHOOL | 07-1255-050 | 09-12 | 10.9% | 0.5% | 11.3% |
| CAMDEN | HADDON HEIGHTS BORO | HADDON HEIGHTS JR-SR HS | 07-1880-050 | 07-12 | 16.4% | 0.0% | 11.4% |
| CAPE MAY | OCEAN CITY | OCEAN CITY HIGH SCHOOL | 09-3780-050 | 09-12 | 18.0% | 0.1% | 13.2% |
| GLOUCESTER | KINGSWAY REGIONAL | KINGSWAY REGIONAL HIGH SCHOOL | 15-2440-050 | 09-12 | 15.7% | 0.4% | 13.0% |
| GLOUCESTER | PITMAN BORO | PITMAN HIGH SCHOOL | 15-4140-050 | 09-12 | 17.0% | 0.0% | 16.1% |
| GLOUCESTER | WASHINGTON TWP | WASHINGTON TOWNSHIP HIGH SCHOOL | 15-5500-010 | 09-12 | 16.4% | 0.0% | 14.2% |
| MERCER | HAMILTON TWP | HAMILTON EAST - STEINERT | 21-1950-050 | 09-12 | 10.3% | 0.4% | 13.5% |
| MIDDLESEX | SOUTH BRUNSWICK TWP | SOUTH BRUNSWICK HIGH SCHOOL | 23-4860-050 | 09-12 | 10.7% | 0.7% | 11.4% |
| MONMOUTH | FREEHOLD REGIONAL | FREEHOLD TOWNSHIP HIGH SCHOOL | 25-1650-055 | 09-12 | 10.9% | 0.0% | 14.8% |
| MONMOUTH | HAZLET TWP | RARITAN HIGH SCHOOL | 25-2105-050 | 09-12 | 12.3% | 0.4% | 14.8% |
| MONMOUTH | MANASQUAN BORO | MANASQUAN HIGH SCHOOL | 25-2930-050 | 09-12 | 11.1% | 0.5% | 11.4% |
| MONMOUTH | WALL TWP | WALL HIGH SCHOOL | 25-5420-050 | 09-12 | 11.5% | 0.5% | 13.3% |
| MORRIS | JEFFERSON TWP | JEFFERSON TOWNSHIP HIGH SCHOOL | 27-2380-020 | 09-12 | 12.3% | 0.3% | 13.9% |
| OCEAN | BRICK TWP | BRICK TOWNSHIP MEMORIAL HIGH SCHOOL | 29-0530-025 | 09-12 | 20.0% | 0.0% | 17.1% |
| OCEAN | JACKSON TWP | JACKSON MEMORIAL HIGH SCHOOL | 29-2360-020 | 09-12 | 12.8% | 0.0% | 14.6% |
| OCEAN | LACEY TWP | LACEY TOWNSHIP HIGH SCHOOL | 29-2480-020 | 09-12 | 20.0% | 0.0% | 15.7% |
| OCEAN | PLUMSTED TWP | NEW EGYPT HIGH SCHOOL | 29-4190-010 | 09-12 | 13.2% | 0.2% | 14.2% |
| PASSAIC | LAKELAND REGIONAL | LAKELAND REGIONAL HIGH SCHOOL | 31-2510-050 | 09-12 | 15.7% | 0.0% | 13.5% |
| PASSAIC | WEST MILFORD TWP | WEST MILFORD TOWNSHIP HIGH SCHOOL | 31-5650-040 | 09-12 | 13.3% | 0.2% | 20.2% |
| SUSSEX | HIGH POINT REGIONAL | HIGH POINT REGIONAL HS | 37-2165-030 | 09-12 | 10.4% | 0.2% | 13.7% |
| SUSSEX | LENAPE VALLEY REGIONAL | LENAPE VALLEY REGIONAL HIGH SCHOOL | 37-2615-050 | 09-12 | 12.1% | 0.3% | 14.1% |
| SUSSEX | NEWTON TOWN | NEWTON HIGH SCHOOL | 37-3590-050 | 09-12 | 16.3% | 0.0% | 12.1% |
| SUSSEX | VERNON TWP | VERNON TOWNSHIP HIGH SCHOOL | 37-5360-020 | 09-12 | 15.1% | 0.3% | 16.0% |
| SUSSEX | WALLKILL VALLEY REGIONAL | WALLKILL VALLEY REGIONAL HIGH SCHOOL | 37-5435-060 | 09-12 | 18.3% | 0.1% | 18.4% |
| WARREN | BELVIDERE TOWN | BELVIDERE HIGH SCHOOL | 41-0280-020 | 09-12 | 13.0% | 0.0% | 13.3% |
| WARREN | NORTH WARREN REGIONAL | NORTH WARREN REGIONAL SCHOOL DISTRICT | 41-3675-050 | 07-12 | 11.2% | 0.3% | 14.9% |



State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

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HADDON HEIGHTS, NEW JERSEY 08035

OVERVIEW

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **lags in comparison** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 65 | 80 | 100% |
| College and Career Readiness | 90 | 94 | 100% |
| Student Growth | 38 | 56 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **80%** of schools statewide as noted by its statewide percentile and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **94%** of schools statewide as noted by its statewide percentile and **90%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **56%** of schools statewide as noted by its statewide percentile and **38%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET

HADDON HEIGHTS, NEW JERSEY 08035

DEMOGRAPHIC INFORMATION

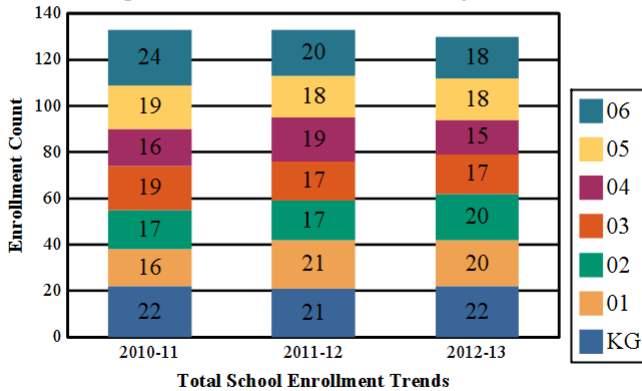
CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

Enrollment by Grade, in Full Time Equivalent

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

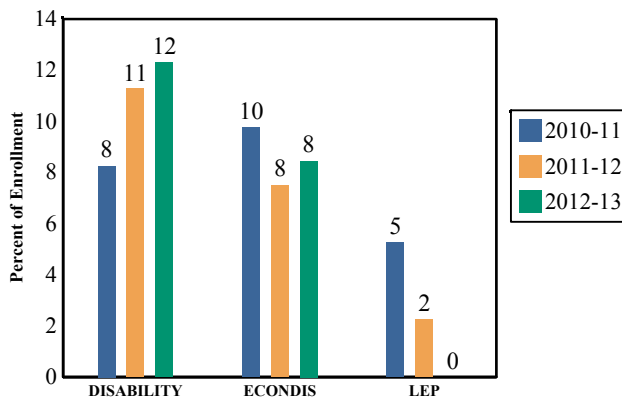


Total School Enrollment Trends

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 in Full Time Equivalent | |
|---|-----|
| 2011-12 | 133 |
| 2012-13 | 130 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2012-2013 | Count of Students | Percentage of Enrollment |
|-------------------------------------|-------------------|--------------------------|
| Students with Disability | 16 | 12% |
| Economically Disadvantaged Students | 11 | 8% |
| Limited English Proficient Students | 0 | 0% |

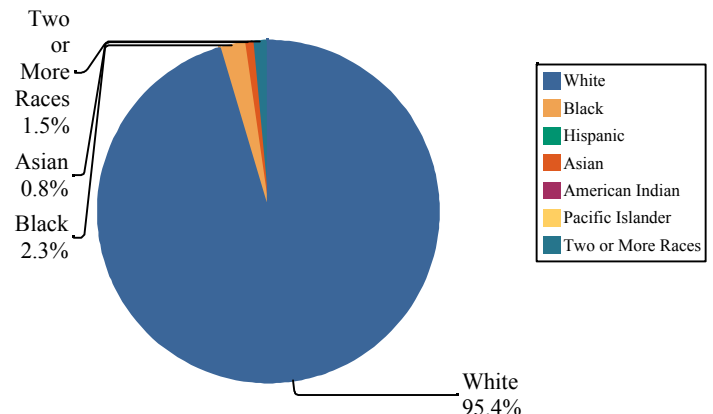
Language Diversity

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

| 2012-13 | Percent |
|---------|---------|
| English | 100.0% |

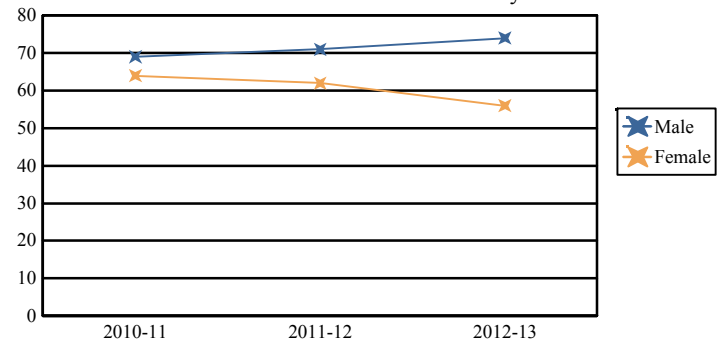
Enrollment by Ethnic/Racial Subgroup

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



Enrollment by Gender

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



| | Male | Female |
|---------|------|--------|
| 2010-11 | 69 | 64 |
| 2011-12 | 71 | 62 |
| 2012-13 | 74 | 56 |



State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 84% | 84 | 86 | 100% |
| NJASK Math Proficiency and above | 91% | 46 | 73 | 100% |
| SUMMARY - Academic Achievement | | 65 | 80 | 100% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

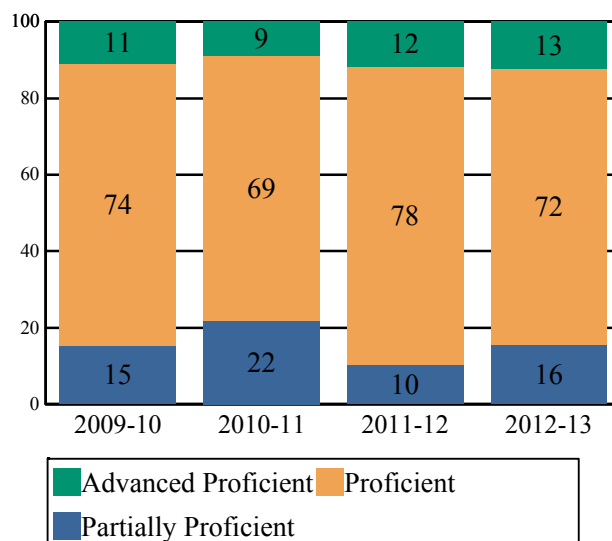
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 64 | 84.4 | 81.8 | YES |
| White | 59 | 86.5 | 86.1 | YES |
| Black | - | - | - | -- |
| Hispanic | - | - | - | -- |
| American Indian | - | - | - | -- |
| Asian | - | - | - | -- |
| Two or More Races | - | - | - | -- |
| Students with Disability | - | - | - | -- |
| Limited English Proficient Students | - | - | - | -- |
| Economically Disadvantaged Students | - | - | - | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

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HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN KG-06

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

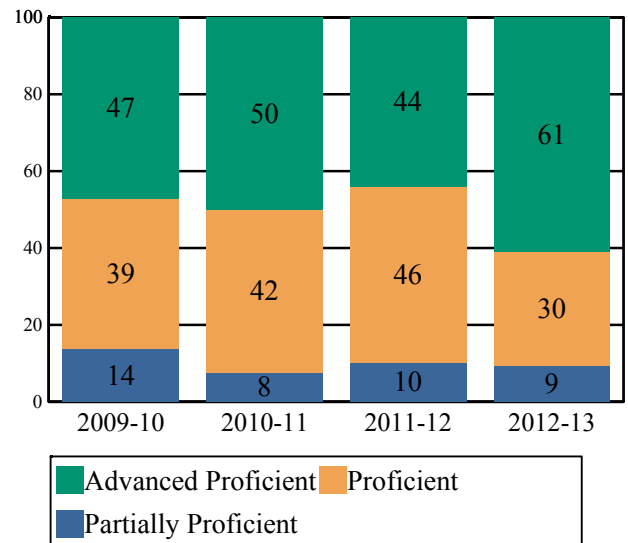
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 64 | 90.6 | 90 | YES |
| White | 59 | 93.2 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | - | - | | -- |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | - | - | | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | - | - | | -- |

YES* = Met Progress Target(Confidence Interval Applied)

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

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-090

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HADDON HEIGHTS, NEW JERSEY 08035

NJASK Results - Language Arts Literacy Grade Level - 03

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% | 71% | 21% |
| White | 7% | 71% | 21% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 04

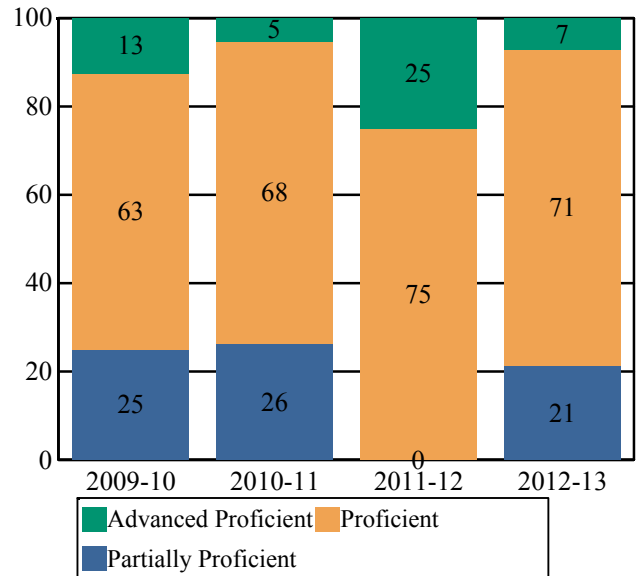
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 21% | 79% | 0% |
| White | 21% | 79% | 0% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

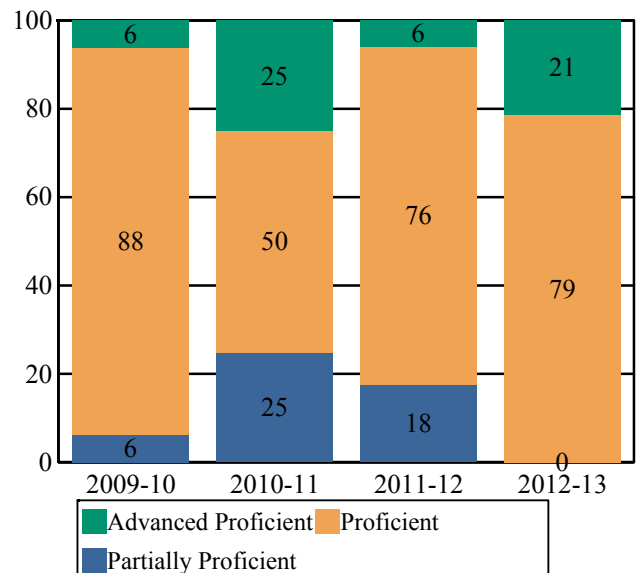
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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



NJASK Proficiency Trends - Language Arts Literacy - 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.





State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-090

SEVENTH AVE

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HADDON HEIGHTS, NEW JERSEY 08035

NJASK Results - Language Arts Literacy Grade Level - 05

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 | 11% | 74% | 16% |
| White | 13% | 75% | 13% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - Language Arts Literacy Grade Level - 06

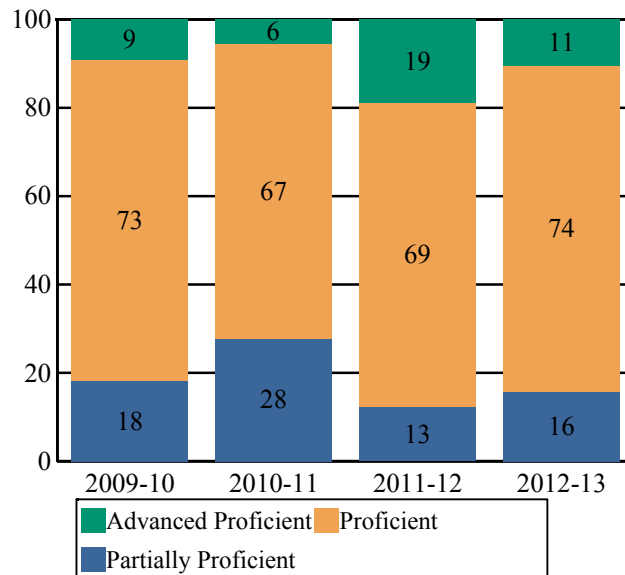
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 12% | 65% | 24% |
| White | 13% | 67% | 20% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

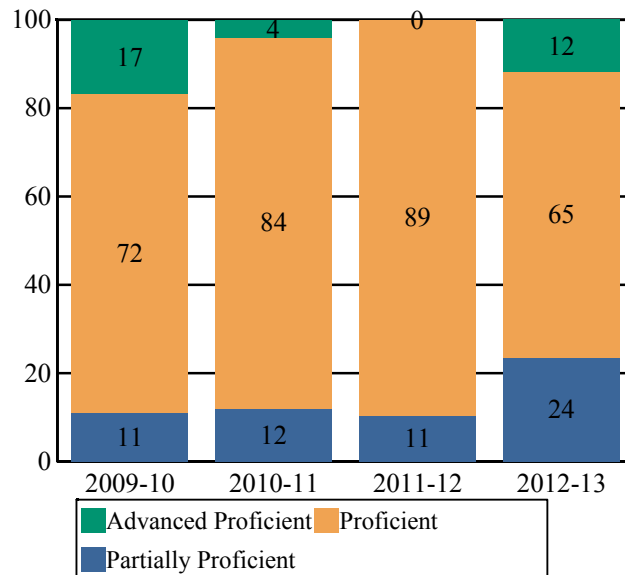
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

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





State of New Jersey

2012-13

07-1880-090

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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HADDON HEIGHTS, NEW JERSEY 08035

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |



State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-090

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HADDON HEIGHTS, NEW JERSEY 08035

NJASK Results - MATH Grade Level - 03

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 | 50% | 36% | 14% |
| White | 50% | 36% | 14% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 04

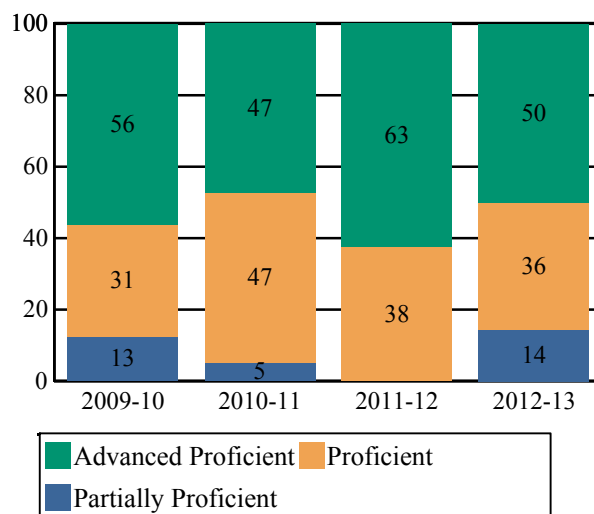
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 79% | 21% | 0% |
| White | 79% | 21% | 0% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

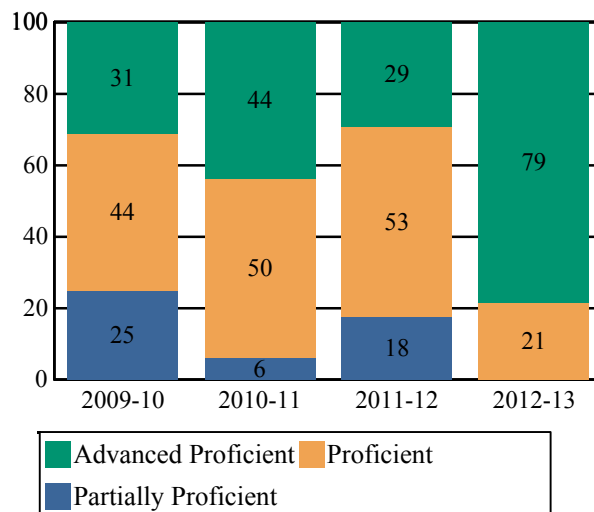
NJASK Proficiency Trends - Math - Grade Level - 03

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



NJASK Proficiency Trends - Math - 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.



State of New Jersey

2012-13

ACADEMIC ACHIEVEMENT

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HADDON HEIGHTS BORO

GRADE SPAN KG-06

07-1880-090

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NJASK Results - MATH Grade Level - 05

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 | 74% | 16% | 11% |
| White | 75% | 19% | 6% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

NJASK Results - MATH Grade Level - 06

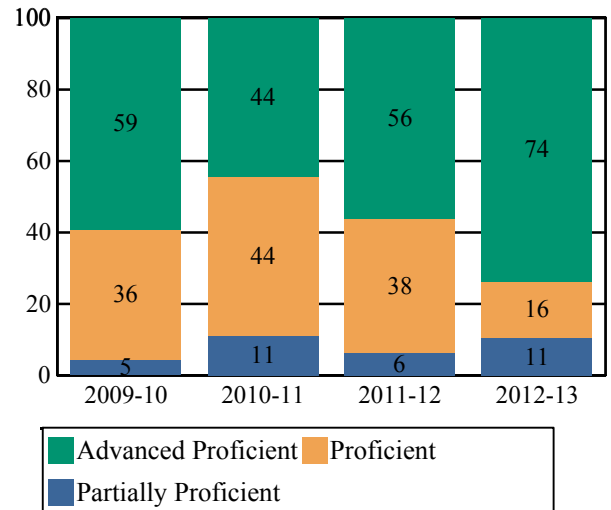
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 41% | 47% | 12% |
| White | 47% | 47% | 7% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

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

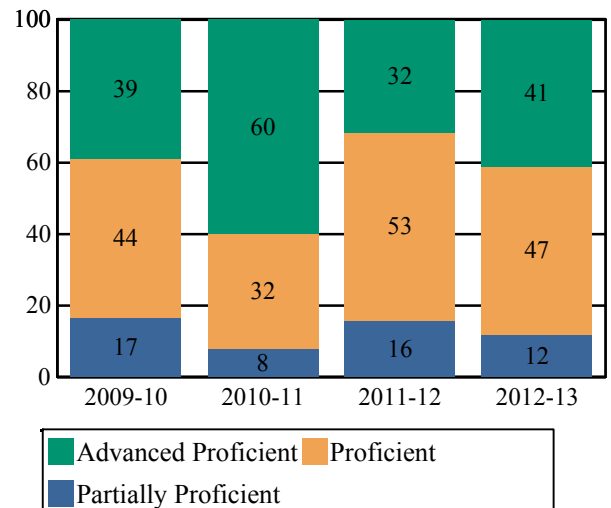
NJASK Proficiency Trends - Math - Grade Level - 05

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



NJASK Proficiency Trends - Math - Grade Level - 06

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





State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET

HADDON HEIGHTS, NEW JERSEY 08035

ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 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 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

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ACADEMIC ACHIEVEMENT

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

NJASK Results - Science Grade Level - 04

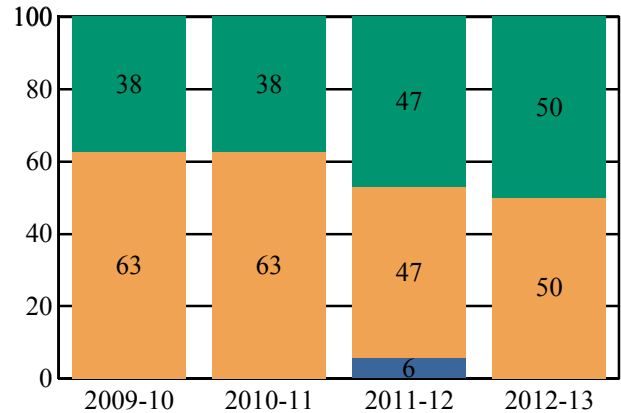
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 50% | 50% | 0% |
| White | 50% | 50% | 0% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under NCLB 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.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient



State of New Jersey

2012-13

07-1880-090

COLLEGE AND CAREER READINESS

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET
HADDON HEIGHTS, NEW JERSEY 08035

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 success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

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. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. 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.

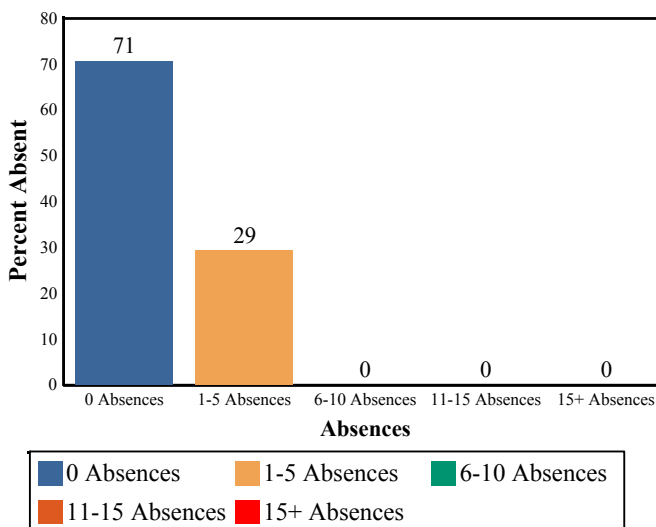
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Rank (Percentile) | Statewide Rank (Percentile) | Statewide Target | Met Target? |
|---|--------------------|------------------------|-----------------------------|------------------|-------------|
| Chronic Absenteeism (%) | 2% | 90 | 94 | 6% | YES |
| Summary | | | | | 100% |

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

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.





State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

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HADDON HEIGHTS, NEW JERSEY 08035

STUDENT GROWTH

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math 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 target.

The summary 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 | 47 | 15 | 37 | 35 | YES |
| Student Growth on Math | 59 | 61 | 74 | 35 | YES |
| | | 38 | 56 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 6% | 6% | 2% |
| Proficient | 29% | 27% | 16% |
| Advanced Proficient | 0% | 6% | 8% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 6% | 2% | 0% |
| Proficient | 14% | 8% | 8% |
| Advanced Proficient | 8% | 20% | 35% |

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.

State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

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HADDON HEIGHTS, NEW JERSEY 08035

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 so-called 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 larger than the state's.

Grade Level - 03

NJ ASK 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 | 248 | 300 |
| 75th | 226 | 221 |
| 50th | 209 | 204 |
| 25th | 199 | 191 |
| 0th | 185 | 100 |

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

25th vs 75th Gap

27

30

Grade Level - 03

NJ ASK 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 | 299 | 300 |
| 75th | 266 | 264 |
| 50th | 237 | 235 |
| 25th | 217 | 201 |
| 0th | 143 | 100 |

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

25th vs 75th Gap

49

63

Grade Level - 04

NJ ASK 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 | 282 | 300 |
| 75th | 241 | 225 |
| 50th | 229 | 206 |
| 25th | 217 | 183 |
| 0th | 206 | 100 |

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

25th vs 75th Gap

24

42

Grade Level - 04

NJ ASK 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 | 299 | 300 |
| 75th | 282 | 260 |
| 50th | 271 | 229 |
| 25th | 254 | 201 |
| 0th | 200 | 100 |

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

25th vs 75th Gap

28

59

State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET

HADDON HEIGHTS, NEW JERSEY 08035

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

Grade Level - 05

NJ ASK 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 | 250 | 300 |
| 75th | 228 | 224 |
| 50th | 214 | 205 |
| 25th | 205 | 187 |
| 0th | 166 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 23 | 37 |
|------------------|----|----|

Grade Level - 06

NJ ASK 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 | 251 | 300 |
| 75th | 230 | 225 |
| 50th | 219 | 209 |
| 25th | 202 | 191 |
| 0th | 186 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 28 | 34 |
|------------------|----|----|

Grade Level - 05

NJ ASK 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 | 300 | 300 |
| 75th | 287 | 268 |
| 50th | 258 | 237 |
| 25th | 247 | 205 |
| 0th | 126 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 40 | 63 |
|------------------|----|----|

Grade Level - 06

NJ ASK 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 | 300 | 300 |
| 75th | 265 | 252 |
| 50th | 240 | 225 |
| 25th | 227 | 201 |
| 0th | 178 | 100 |

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

| | | |
|------------------|----|----|
| 25th vs 75th Gap | 38 | 51 |
|------------------|----|----|

State of New Jersey

2012-13

07-1880-090

SEVENTH AVE

SEVENTH AVENUE & HIGH STREET

HADDON HEIGHTS, NEW JERSEY 08035

SCHOOL CLIMATE

CAMDEN

HADDON HEIGHTS BORO

GRADE SPAN KG-06

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 |
|---------|-----------------|
| 2012-13 | 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 25 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 |
|---------|--------|
| 2012-13 | 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.

| 2012-13 | School |
|----------------|--------|
| Faculty | 10 |
| Administrators | 130 |

SCHOOL PEER GROUP**SEVENTH AVE****07-1880-090**

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>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|------------------------------|---|---------------------|-----------------------|-------------|-------------|--------------|
| BERGEN | MAHWAH TWP | JOYCE KILMER | 03-2900-075 | 04-05 | 8.4% | 0.6% | 11.6% |
| BURLINGTON | MANSFIELD TWP | MANSFIELD TOWNSHIP SCHOOL DISTRICT | 05-2960-040 | PK-06 | 8.6% | 0.5% | 16.8% |
| BURLINGTON | MEDFORD TWP | HAINES SIXTH GRADE CENTER | 05-3080-050 | 06 | 8.8% | 0.3% | 15.1% |
| BURLINGTON | MEDFORD TWP | MILTON H. ALLEN ELEMENTARY SCHOOL | 05-3080-060 | KG-05 | 8.8% | 0.0% | 16.5% |
| BURLINGTON | MOORESTOWN TWP | GEORGE C. BAKER ELEMENTARY SCHOOL | 05-3360-060 | PK-03 | 8.0% | 0.0% | 12.9% |
| BURLINGTON | MOORESTOWN TWP | MOORESTOWN UPPER ELEMENTARY SCHOOL | 05-3360-115 | 04-06 | 9.8% | 0.4% | 16.2% |
| CAMDEN | HADDON HEIGHTS BORO | SEVENTH AVE | 07-1880-090 | KG-06 | 8.5% | 0.0% | 12.3% |
| CAMDEN | HADDON TWP | STRAWBRIDGE ELEMENTARY SCHOOL | 07-1890-090 | KG-05 | 8.4% | 1.0% | 10.9% |
| CHARTERS | THOMAS EDISON ENERGYSMART CS | THOMAS EDISON ENERGY SMART CHARTER SCHOOL | 80-6081-967 | KG-04 | 7.1% | 0.0% | 2.4% |
| ESSEX | BLOOMFIELD TWP | BROOKDALE ELEMENTARY | 13-0410-060 | PK-06 | 8.7% | 0.0% | 12.6% |
| ESSEX | MONTCLAIR TOWN | BRADFORD ELEMENTARY SCHOOL | 13-3310-100 | KG-05 | 8.4% | 0.0% | 14.2% |
| ESSEX | WEST ORANGE TOWN | ST. CLOUD ELEMENTARY SCHOOL | 13-5680-170 | KG-05 | 9.5% | 2.4% | 9.0% |
| GLOUCESTER | HARRISON TWP | HARRISON TOWNSHIP ELEMENTARY SCHOOL | 15-2070-050 | PK-03 | 8.6% | 0.9% | 12.6% |
| GLOUCESTER | HARRISON TWP | PLEASANT VALLEY SCHOOL | 15-2070-080 | 04-06 | 9.8% | 0.0% | 7.0% |
| HUNTERDON | READINGTON TWP | WHITEHOUSE SCHOOL | 19-4350-070 | KG-03 | 8.4% | 0.9% | 12.5% |
| MERCER | HAMILTON TWP | YARDVILLE ELEMENTARY SCHOOL | 21-1950-260 | KG-05 | 9.2% | 1.8% | 9.5% |
| MIDDLESEX | MILLTOWN BORO | PARKVIEW ELEMENTARY SCHOOL | 23-3220-060 | PK-04 | 9.5% | 3.2% | 11.0% |
| MIDDLESEX | OLD BRIDGE TWP | WALTER M. SCHIRRA ELEMENTARY SCHOOL | 23-3845-165 | KG-05 | 8.6% | 0.0% | 14.4% |
| MIDDLESEX | SOUTH BRUNSWICK TWP | INDIAN FIELDS ELEMENTARY SCHOOL | 23-4860-100 | KG-05 | 9.4% | 1.0% | 12.0% |
| MONMOUTH | FREEHOLD TWP | JOSEPH J CATENA SCHOOL | 25-1660-020 | KG-05 | 8.9% | 0.0% | 12.3% |
| MONMOUTH | HAZLET TWP | RARITAN VALLEY SCHOOL | 25-2105-095 | 01-04 | 9.0% | 0.0% | 11.6% |
| MONMOUTH | HOWELL TWP | ADELPHIA ELEMENTARY SCHOOL | 25-2290-003 | KG-05 | 9.0% | 0.0% | 16.6% |
| MONMOUTH | HOWELL TWP | NEWBURY ELEMENTARY SCHOOL | 25-2290-032 | PK-05 | 9.9% | 0.0% | 21.9% |
| MONMOUTH | MANALAPAN-ENGLISHTOWN REG | CALRK MILLS SCHOOL | 25-2920-050 | 01-05 | 8.2% | 0.0% | 15.0% |
| MORRIS | JEFFERSON TWP | WHITE ROCK ELEMENTARY SCHOOL | 27-2380-070 | 03-05 | 8.6% | 0.0% | 14.1% |
| OCEAN | JACKSON TWP | HOWARD C. JOHNSON ELEMENTARY SCHOOL | 29-2360-044 | KG-05 | 9.0% | 0.0% | 17.9% |
| PASSAIC | WAYNE TWP | ALBERT PAYSON TERHUNE ELEMENTARY | 31-5570-078 | KG-05 | 7.9% | 0.3% | 12.9% |
| SOMERSET | BRIDGEWATER-RARITAN REG | EISENHOWER INTERMEDIATE SCHOOL | 35-0555-048 | 05-06 | 8.5% | 0.0% | 17.1% |
| UNION | CLARK TWP | VALLEY ROAD SCHOOL | 39-0850-040 | KG-05 | 8.9% | 0.2% | 12.0% |
| UNION | SCOTCH PLAINS-FANWOOD REG | EVERGREEN SCHOOL | 39-4670-090 | PK-04 | 9.7% | 0.0% | 12.5% |
| UNION | SCOTCH PLAINS-FANWOOD REG | HOWARD B. BRUNNER | 39-4670-080 | PK-04 | 8.2% | 0.0% | 16.1% |